

Abstracts for all sessions

Note: This document is current as at 1 October 2012.

Saturday 9:00-9:50

Effective Digital Learning for Everyone!

Oliver Bayley, Oxford University Press

Room B111

Do you or your students need high quality digital content? Are you interested in e-books, online placement testing, extensive reading or iPhone apps? How about easy to use online practice with automatic grading and communication tools?

If you said “yes” to any of these please join us!

This session will show you how to:

- Save time in and outside class with automatic grading and online gradebooks.
- Get students communicating with discussion forums, voice recording, and chat.
- Access a world of digital reading, learning and testing resources for adults and young learners.

This presentation features Oxford Learn, OUP’s new online practice content site with an integrated learning management system, and www.oxfordenglishtesting.com – reliable online placement and test practice, now in American English!

[Commercial] All

Saturday 9:00-9:50

Evaluating the Intangibles: Participation and Speaking exams

Colin Walker, Hoseo University

Room B142

By its very nature, teaching a foreign language in a formal classroom setting and measuring student performance will always have an element of subjectivity. To overcome this challenge, teachers often evaluate students on criteria outlined in the course syllabus: attendance, participation, homework, and exams. Written exams and recording attendance with class sign-in sheets provide tangible evidence for evaluation. However, evaluating and recording student participation in class and on speaking exams can be challenging. How is it possible to differentiate good students from average students, and average students from below-average students?

As a part of the ‘101’ Workshop Series, this presentation shows how to set a performance standard by determining evaluation criteria. Then, this presentation shows how to use Microsoft Excel to evaluate intangible criteria, such as performance on speaking tests, and participation in class. This presentation concludes by showing how Microsoft Excel can be used as a communicative tool to highlight student strengths and weaknesses. Participants can expect to share their own experiences and should leave this presentation with skills to competently incorporate Microsoft Excel in the evaluations.

["101" Workshop] U / A

Saturday 9:00-9:50

Utilizing Rubrics for Validity and Clarity in Assessment Tasks

Gregory Thompson, Seoul National University of Science and Technology

Room B161

This presentation, a 101 workshop, will introduce the creation and usage of rubrics to new teachers or teachers with little experience using rubrics to evaluate assessments. We will discuss the benefits and drawbacks of holistic and analytic rubrics to help teachers make appropriate choices based on their assessment and teaching context. In addition, we will discuss some guidelines for creating effective analytic rubrics for general language areas, such as speaking or writing, and also for specific tasks within these modalities. This portion of the presentation will focus on general formatting and basic principles to follow to make sure the rubrics are clear for both students and teachers. Finally, we will look at how to integrate rubrics into an assessment plan that will help the students to better understand a test, prepare effectively, and successfully develop their skills. To engage with these three ideas, we will look at a variety of rubrics and create a rubric for use in a specific classroom activity. Participants will leave this session with sufficient information and examples to improve the use of rubrics in their teaching.

["101" Workshop] All

Saturday 9:00-9:50

A College English Class through Poetry Instruction Incorporating the MI theory

Yeon-seong Park, Chonnam National University

Room B164

Literature has pedagogical, linguistic, humanistic, and cultural values, so not a few educators have proved that it is effective in many ways. Boosting with those prior studies, my research aims at providing students enjoyable and meaningful classes through poetry instruction incorporating the MI theory. "Digging" (Seamus Heaney), "Crossing the Bar" (Alfred Tennyson) and "Love and Friendship" (Emily Bronte) were chosen for this purpose after considering levels and interests of the students. Topics of the poems such as love, friendship, career and death are all aligned with interests of college students.

The lesson plans were carried out in three college English classes. The questionnaire was analyzed. The result confirmed that experimental lesson plan was successful. Students expressed their satisfaction about using four skills of English. What they welcomed most was the MI-based after-reading activities.

[Research report / paper] U / A

Saturday 9:00-9:50

Building an Academic Writing Program at a Korean University from the Ground Up

Sarah Christian & Ryan Hunter, Seoul National University of Science and Technology

Room B166

Despite the financial investment Korea has made in English education, creating quality programming, even at the university level, is still a challenge and a process in which teachers are not often allowed to directly participate. However, instructors at Seoul National University of

Science and Technology would like to share how they were able to propose and develop an academic writing program from a single, fundamentally undeveloped elective course disconnected from any true program or curriculum. Beginning with identifying the student need for an academic writing program, instructors worked together to develop courses and levels based on students' writing skills. A placement test was created and teachers participated in a process of norming and scoring the test. After building the foundation of the program, instructors worked on developing curriculum, processes and policies for the program courses. The programs steadily grew from an unlevelled course into a 3-level program with textbook support and then into a textbook-free 6-level program. With the implementation of the learning management system, Moodle, much of the development of the courses and program was moved online to create a more efficient process. For example, placement tests are now administered online and teachers can score responses remotely. Additionally, students participate in extensive writing through online forums that is more efficient to organize and track than traditional blogs. Within a year, a fully developed program with placement, curriculum, standardization, student support, and teacher development has been established, but teachers are actively engaged in an ongoing process of evaluation and development.

[Workshop / Demonstration] U

Saturday 9:00-9:50

Preparing students for Academic Success: Interactions/Mosaic 6th edition

Eric Verspecht, McGraw-Hill

Room B167

High-level language proficiency is not sufficient for students to be successful at college or university. Not only do they need to develop the critical thinking skills but also they need to work on test-taking skills needed for academic success on a constant basis.

Interactions/Mosaic, the world's best and most comprehensive academic skills series, has been thoroughly updated for today's global learners.

Come to this workshop to find out how you can help your students get "up to speed" in terms of both academic and language skills.

[Commercial] U / A

Saturday 9:00-9:50

Supporting Extensive Reading through Soft Toy Theory and The Application of Story Sacks

Amanda Maitland El Amri, Chonbuk National University

Room B178

This workshop will demonstrate how it is possible to access a child's mind through creative play whilst raising literacy levels and creating a dialogue in the classroom. It will also demonstrate how soft toy theory and story sacks can support extensive reading programs.

Play has been used in teaching and counseling to enable healthy child development and to decrease any emotional difficulties that a child is encountering in or outside the classroom. However a less obvious goal of play can be improved communication and understanding between parents and children and teachers and children. Children communicate their thoughts and feelings through play more naturally than they do through verbal communication. Often direct question and answer sessions with children at the emergent literacy stage are unfruitful because the child may be

intimidated or find it difficult to find the right words to express their thoughts or simply be not ready to express a particular thought through language. If we use play in our classrooms we can reduce the anxiety and create a relaxed atmosphere where trust can be developed and a child's thoughts can be accessed in a more indirect way.

In addition to this, story sacks can be employed alongside reading books to create a dialogue between students and their peers, teachers and students, and parents or carers and students. This can lead to a greater understanding to the reading material, increased motivation, and increased communication. This workshop will suit teachers of young learners or teacher trainers.

[Workshop / Demonstration] YL / T

Saturday 9:00-9:50

Expanding Your Students' Lexicon: Learning then Producing New Words

Grace Eun Hea Yu, Yonsei University

Room C608

This workshop will teach you how to present new words to your students for the purpose of improving their conversation skills. Teach one thing nine ways instead of nine things one way. We will begin by tackling possible sources for getting new words that are level-appropriate and useful for your students. By the end of this workshop, you will walk away with ideas, examples and resources. You will learn how and where to create your own fun printable worksheets like crossword puzzles, the application of kinesthetic task-based activities requiring no more than a little tape, some paper, a few markers and a lot of fun, and even a way to improve the pronunciation of these words. They will learn the words, look for the words, read the words, search for the words, listen to the words, write the words and say the words. Through both individual and group-based activities, they will not only interact with the words but with each other. Applying these words to games that you are already familiar with like Memory, Bingo, and Tic Tac Toe, you will spice up your lessons and get your students to learn without realizing how fun it is. Your students will begin by reading the words and end with understanding, owning and producing them.

[Workshop / Demonstration] T

Saturday 9:00-9:50

The Classroom Mirror: Reap the rewards of video in your TESOL/ELT environment

Tom Randolph, SMU-TESOL, Sookmyung Women's University

Room M103

Conference participants interested in the use of video for reflection on microteaching, video with Korean language learners, or reflective practice will find this presentation useful. Where implemented and documented, the benefits of the use of video to enhance reflective practice and learning opportunities in education have far outweighed the disadvantages. However, coordinating the institutional change necessary for the development of such a culture is a task fraught with hidden dangers, and remains largely undocumented in North Asia.

This presentation discusses the action research-based evolution of both reflective practice and the implementation of a video culture at SMU-TESOL, Sookmyung Women's University, from the end days of laborious VHS through to the prevalence of smartphones and class blogs, and the self-starting reflective practices (in microteaching and demonstrations) facilitated by these and other

modern technologies. While a small sample size, data from feedback questionnaires from 150 current and former students and faculty rank various reflection strategies and feedback protocols, clearly indicating reflection on student-generated microteaching video as among the most efficient developmental tools for student teachers (especially pre-service), and raising stimulating points about the simultaneous reflective practices of faculty.

The presentation will begin with a brief review of the literature about video reflection on microteaching, and include workshop opportunities if enough participants attend with recorded samples of their own teaching practice in hand. Throughout the presentation, emphasis is placed on cultural considerations and the interactive, exploratory practice among faculty, administrators, students, courses, and technologies that led to the current use of video throughout the SMU-TESOL program.

[Classroom application of research] All

Saturday 9:00-9:50

Best Practice in Literacy and Language Instruction: Make every minute count!

Michael Cahill, Cengage Learning Korea

Room M104

One great difficulty facing today's teachers of English language learners is lack of time. Juggling curriculum demands, administrative burdens, and very real student and parental expectations, teachers may struggle to ensure students get the instruction they need. Once a learner falls behind, the gap grows wider, making it difficult for them to catch up. How can teachers find enough time to teach everything their students need? They can (a) Integrate language learning with content-area instruction, (b) Use predictable routines, and (c) Plan and maintain the pace of instruction. Using examples from *National Geographic Reach*, we will explore how teachers are able to use class time more efficiently.

[Commercial] YL / VYL

Saturday 9:00-10:25

Setting Up and Using a Teacher's Blog in Wordpress: A Workshop

Christie Provenzano, Naomi Miki & Arina Brylko, Fukuoka Women's University

Room B112

We as language teachers are constantly searching for ways to improve our teaching in terms of pedagogy as well as more practical matters like classroom management. The Internet now plays an integral role in academia, and it makes available to educators an incredible array of teaching resources. This workshop will explore just one of those resources – the web log (blog). Blogs can play a number of different roles in an EFL class, but today the presenters will focus on the teacher's blog, outlining its utility and potential as an instructional aid and classroom management tool. They will then guide workshop participants through the steps of creating a simple but functional teacher's blog using the free website provider, wordpress.com. Participants will learn how to: choose attractive templates and layouts; make posts; organize posts by categorizing; upload media files such as images, documents, and power point files; make active links to web content; manage comments; and maintain security for online safety. As participants set up their own test blogs, the presenters will highlight examples of language learning tasks that exploit the potential of blogs for use in the teaching of many different language skills, including writing, reading, oral skills and

listening. This team of three presenters will be able to provide hands-on assistance to new bloggers, and encourages participants to share their own ideas and experiences with this technology in our community of TESOL practice.

[Workshop / Demonstration] T / U / A

Saturday 9:00-10:25

The Bimodal Narrative Approach: Extensive Reading and Listening Experiences in EFL classrooms

Michael Rabbidge & Nico Lorenzutti, Chonnam National University, Gwangju

Room M101

The Bimodal Narrative Approach (BNA) is an approach in development that integrates principles and materials from Extensive Listening and Extensive Reading (ER) with teacher led and facilitated skills practice. In East Asian contexts ER is underutilized in language programs due to its incompatibility with the local teacher-centered norms of education. BNA bridges the gap between traditional and recent perspectives on language learning by moving learners gradually toward an ER experience, linking pedagogic and authentic materials, and providing a rich multi-modal learning experience. The approach was developed for an in-service regional teacher training program at Chonnam National University in South Korea, and was well received by trainee teachers. Participating teachers have subsequently begun to employ the approach in their own high school classrooms. A detailed discussion of BNA, sample activities and an example of how the approach was applied to the graded reader Billy Elliot, incorporating its accompanying audio CD and clips from the feature film will be discussed.

[Workshop / Demonstration] T / U / A

Saturday 10:00-10:25

Using Twitter to Promote Elementary Interaction and Collaboration

Joseph P. Vitta, Yonsei University; Queens University - Belfast

Room B142

This presentation describes a three-week Twitter project undertaken with subjects, a class of 4th grade Korean EFL students (Novice-mid ACTFL (2004)), whom the researcher taught in the fall of 2010. This research effort is unique because there has been little done in terms of elementary CALL research using this specific web 2.0 technology, Twitter. Attendees learn about this CALL endeavor along three different lines.

1. The project is explained in terms of its operation and the theoretical and methodological perspectives supporting it. During this phase, relevant literature about the motivating qualities which web-based teaching has (Dornyei, 2001), the collaboration which web 2.0 technologies foster in the classroom (Lomicka & Lord, 2009), and past case studies are presented as attendees then learn exactly how the subjects collectively interacted in groups as single Twitter users to communicate through the web 2.0 technology with other native-speaking users over 3 weeks.
2. In the second part of the presentation, subjects' affective feelings about collaborating around and interacting through Twitter measured via survey research are presented.
3. Finally, the presenter concludes the presentation by offering some guidelines and advice for related applications of Twitter and other web 2.0 technologies to the elementary EFL setting based

off of this research endeavor and the literature review done to support it. It is hoped that during this final part and following Q&A that attendees and presenter can brainstorm additional pointers and ideas for further use of Twitter in the classroom.

[Research report / paper] YL

Saturday 10:00-10:25

Effect of discrimination training on the production of non-native phonemes

Yoko Kusumoto, Ritsumeikan Asia Pacific University

Room S101

It is well known that the English phonemes /r/-/l/ and /s/-/θ/ are problematic for Japanese learners of English, and previous research points to the lack of contrast distinction in Japanese phonology to account for this (Cairns, 1988; Goto, 1971; Miyawaki et al., 1975). Yet a number of studies (Bradlow, et al., 1997, 1999; McCandliss, et al., 2002; McClelland, et al. 2002) have suggested that adult Japanese speakers who started studying English after the critical period can improve their ability to distinguish these contrasts perceptually through training. Another study also showed that English learners from a variety of language backgrounds such as Korean and Chinese improved their perception ability (Fraser, 2009). This study examined the effects of oral practice of non-native sounds, such as /r/-/l/ and /s/-/θ/ on phoneme recognition. 36 Japanese university students of English (22 students in the control group and 14 students in the treatment group) participated in the current study. Comparing pre-test and post-test scores, participants in the treatment group significantly improved their production test scores while there was no significant difference in the control group. In contrast, neither group improved their perception test scores. The presenter will discuss the findings and implications for training English learners of other languages to improve their pronunciation. The presentation will conclude with suggestions for the development of pronunciation lessons.

[Research report / paper] All

Saturday 10:00-10:25

Learner Autonomy in listening strategy use and online English learning

Mei-chen Tan, University

Room S113

Promoting learner autonomy either through the approach of computer assisted language learning (CALL) or language learning strategy instruction has achieved a consensus in the ESL/EFL context over the decades. This study attempts to use an innovative blended language learning pedagogy which combines listening strategy instruction with online English learning practice to improve less-proficient students' English proficiency in a technological university in Taiwan. It aims to explore the relationship and prediction between self-evaluated use of overall listening strategies which consists of cognitive, metacognitive, parsing and chunking strategies and self-rating learner autonomy in online English learning.

Quantitative and qualitative methods were used to form a multi-strategy design and cross-check data from multiple sources. 182 university students received a listening strategy instruction with online English learning practice for two semesters. Pre-test score, post-test score, questionnaire and interview data were used to analyse the results. Surprisingly, the findings indicated the self-rating learner autonomy in online English learning was highly related with self-evaluated use of overall

listening strategies. Especially mentioned is that the finding really encourages those English teachers who attempt to use the pedagogy of blended language learning to improve their students' English learning. Those students who liked using listening strategies to facilitate the interpretation of their English listening comprehension were inclined to have more learner autonomy in their online English learning.

[Research report / paper] U / A

Saturday 10:00-10:50

Applications of Cognitive Linguistics to L2 Pedagogy

Frank Boers, Victoria University of Wellington

Room B107

The pace at which new L2 words, expressions, and patterns are acquired is influenced by the degree of engagement with them on the part of the learner. Several researchers with a Cognitive Linguistics (CL) background have, since the 1990s, proposed ways of exploiting non-arbitrary aspects of language as stimuli for such engagement. In my talk, I will first illustrate these proposals. Examples range from ways of helping learners appreciate how abstract word meanings (e.g., beyond in *Why she got married to him is beyond me*) derive from literal ones (e.g., *The ball was beyond the hedge*) to ways of helping learners appreciate iconicity (e.g., sound symbolism) in language.

Such CL proposals for language instruction have been backed up by the results of multiple quasi-experimental studies, which I will review in the second part of my talk. Although certain weaknesses of some of these studies must be acknowledged, taken collectively the reported experiments are beginning to constitute a body of evidence in favor of CL-informed instruction that is hard to dismiss. And yet, it stays hard to find any text books that contain traces of CL ideas.

In the third and final part of my talk, I will explore how CL-style instruction can judiciously be integrated in a language learning program, in a way that is aligned with “mainstream” second language research. Insights to be taken on board from the mainstream concern issues of selection, the desirability of distributed learning, and the need to foster complementary types of knowledge.

[Featured] All

Saturday 10:00-10:50

What can you do with unmotivated students? Make them curious!

Ken Wilson, Oxford University Press

Room B111

How do you motivate and engage a class of low-level, mixed ability young adult learners? To get the best out of them, you need to engage your students' interest. This isn't always easy, especially if they are at the end of a long, hard week or 'aren't in the mood'. At times like this, you need to challenge them, make them curious and encourage them to be imaginative. If you're using a coursebook, it also helps if you can make students curious about the content. You can do this by using simple screen technology to control the flow of information from the book.

Using material from *Smart Choice* Second Edition, this session will demonstrate some pre-skills work preparation techniques which will have your students desperate to open their books to find out more.

[Commercial] A

Saturday 10:00-10:50

Developing Engaged L2 Readers

Neil Anderson, Brigham Young University

Room B121

Developing engaged L2 readers leads to learners who make significant progress. This session will focus on six characteristics of engaged readers and will highlight the links between research and pedagogical practice. Engaged readers (1) activate their background knowledge into the new knowledge they are gaining from texts they read, (2) read widely, (3) read fluently and use their cognitive capacity to focus on the meaning of what they read, (4) develop their comprehension by extending, elaborating, and critically judging what they read, (5) are metacognitively aware as they use a variety of strategies, and (6) are motivated readers.

[2020] All

Saturday 10:00-10:50

McWriting: Cultural rhetoric and writing in the EFL classroom

Steve Yates, Kyungnam University

Room B164

Many EFL teachers are becoming aware of the recent trend towards English as a global lingua franca. Given the enormous diversity of English speakers and dialects (and the fact that most English conversations in the world today are between non-native speakers), there is increasing debate as to the role that ‘Western’ communication styles should play in EFL education. This could also be said of English written rhetorical style (e.g. ‘hypothesis – support – conclusion’), which is only one of many styles of cultural rhetoric. While it is undeniable that English rhetoric has an important and ongoing role for many EFL students (for instance those wishing to study in an English-speaking country), in a global context many other learners are no longer in need of these culture specific skills. Awareness of these distinctions is beneficial for EFL writing teachers, as it can help them better prepare their students for a changing global outlook.

The presentation will first explore key literary concepts of cultural rhetoric and provide interesting examples to illustrate how thought and culture affect L2 writing style. Participants will be offered a demonstration as to the many advantages (pragmatic as well as pedagogical) of embracing rhetorical diversity in L2 writing and allowing students to find their own ‘cultural written voice’.

The presentation will then offer recommendations as to how EFL writing teachers may respond to the issues raised in the presentation by applying research into cultural rhetoric. Specifically, participants will be engaged with practical activities and demonstrations designed to raise awareness and nurture a diversity of rhetorical styles in their own classrooms.

[Classroom application of research] T / U / A

Saturday 10:00-10:50

Total Participation Techniques for the Classroom.

Peadar Callaghan, Daegu University

Room B166

One of the biggest challenges for teachers is to get students to become actively involved in the class. In many classrooms around the world students can be described as politely disengaged. The teacher often struggles to get these disengaged students to answer a question and in frustration ends up calling on the same high level students again and again. Unfortunately this results in catering our teaching to a small number of students and ignoring the ones who need support the most.

This workshop will highlight several techniques that encourage total participation in the EFL classroom. It will focus on practical techniques such as the use of board splashes quick draws and thought cards to improve classroom engagement for both the students and the teacher.

[Workshop / Demonstration] All

Saturday 10:00-10:50

Everyday Book Boxes: Encouraging an Extensive Reading Environment

Linda Warfel, Scholastic

Room B167

Everyday Book Boxes provide a wonderful sampling of many Scholastic series to help develop an extensive reading environment for students. Brightly colored illustrations and photos help students develop vocabulary skills (sight, decodable, and academic) by reading a variety of fiction and non-fiction content.

Everyday Book Boxes also help develop comprehension and fluency based on:

- * alliteration
- * rhyme and repetition
- * repeated text patterns
- * matching text with illustration/photos
- * cumulative patterns/sequence
- * concepts and characters in stories

Please join us to learn practical reading tips using picture books to chapter books. All participants will receive a book from the Everyday Book Box collection to enjoy.

[Commercial] YL / VYL

Saturday 10:00-10:50

Five Ways to Improve Reading Comprehension Instruction for Standardized Tests

Aaron Siegel, E-FUTURE

Room B168

Whether you like it or not, standardized tests are here to stay. A significant portion of most standardized tests include reading comprehension. This can be a troublesome area for many ESL students. Not only do they have to read a passage but they must also understand it and answer various questions to prove they've understood it. Thus, it's important educators focus on key skills and techniques during reading classes that will aid these students in their test-taking endeavors.

This presentation will highlight five essential techniques that educators should utilize in their

classrooms. These techniques will ensure that students are better prepared when dealing with reading comprehension assessment on standardized tests. Attendees will also be invited to share questions, comments and teaching experiences about the topic for which comprehension-themed prizes will be awarded.

[Commercial] YL / VYL / T

Saturday 10:00-10:50

Giving Students an Active Role in the Development of their Speaking Skills

Shawn Despres, Build & Grow

Room B168

Most English teachers hope to improve their students' conversation skills and have them speak more in class. This sounds like a simple task. However, achieving this goal is not always easy to do. Classroom speaking exercises can often result in students simply mimicking the teacher instead of using English on their own. This can be avoided by encouraging students to take a more active role in developing their speaking and conversation abilities. The Everyone Speak series – which includes *Everyone Speak Beginner*, *Everyone Speak Kids*, and *Everyone Speak* – features age-appropriate conversations and meaningful tasks that invite students to be involved in their creation. Giving students the freedom to shape the development of activities such as show and tell, storytelling, role plays, and presentations not only motivates students to use more English in class, but also gives them the confidence to do so.

[Commercial] YL / VYL

Saturday 10:00-10:50

A golden reflection on teacher education – 50 years of who, what and how

David Carr, International House London

Room B178

International House London (IHL) was founded in 1959 by John Haycraft C.B.E. and his wife, Brita, and is a not-for-profit educational trust, committed to raising the standards of English language teaching and training worldwide. In 1962, John Haycraft launched the first teacher training course in the UK specifically for English Language Teaching. This subsequently became the Cambridge ESOL CELTA course which is now taken by over 10,000 candidates a year. In addition to its regular teaching and training activities, IHL has launched initiatives with private and public organisations aimed at helping people acquire English skills, currently working with homeless charity CRISIS, Hackney Migrants, and Student Action for Refugees (STAR). The IH Trust also awards annual scholarships each year, including the John Haycraft Classroom Exploration Scholarship and the Global Reach award, which help teachers and trainers to attend the annual IATEFL conference.

In this presentation, David will explore some of the insights IHL has acquired from 50 years of teacher training with particular reference to the theme of the KOTESOL conference: “Perfect Score: Methodologies, Technologies, and Communities of Practice”, and he will offer 25 practical tips for teachers and trainers.

[Commercial] All

Saturday 10:00-10:50

EFL Basics: Teaching High Frequency Lexical Errors in the Korean EFL Classroom

Geoffrey Goodman, Korea University

Room C608

A source of frustration commonly voiced among EFL teachers is students' lack of ability to, for example, properly distinguish 'should' from 'have to', 'meet' from 'see' and to know the difference between 'should', 'could' and 'would'. This session will look at ways of presenting usage of such difficult yet frequent terms in the Korean EFL classroom, as well as why identifying frequently used lexical items is important. While there are numerous approaches to teaching second language vocabulary, the translation method is still a common practice for second-language students and teachers. It is seen as easy, quick, and relatively painless but in many cases falls far short of providing students with the ability to achieve true meaningful comprehension, which as defined by Thornbury (2008) is, "not just knowing its dictionary meaning(s)...[but] also knowing the words commonly associated with it (its collocations) as well as its connotations, including its register and its cultural accretions." Using consciousness-raising techniques as well as a mixture of deductive and inductive techniques, this presentation will show instructors how to remove ingrained habits caused by negative-transfer of L1 to L2 by grammar-translation teaching. "Consciousness raising" (Schmidt, 1990) is a process wherein teachers present information in ways that allow students to have "a-ha!" moments, while providing conceptual stimulation to, in the case of vocabulary learning, create further mental/conceptual connections in the hope that retention and use will be successful. Methodology and structure for creating tasks to deal with other areas of lexical failure will also be presented.

[Workshop / Demonstration] T / U / A

Saturday 10:00-10:50

English Newspapers in a Speaking Class Environment

Joon Soh, Build & Grow

Room M103

The presentation will focus on the role of educational English newspapers in a classroom setting. Based on the educational philosophy of ENIE (English Newspaper in Education), English-language newspapers can be an effective way to introduce students to new expressions and vocabulary, generate discussions through current affairs issues, and challenge students to consider familiar topics from different perspectives.

Specifically, the presentation will discuss how English newspapers can be a useful tool within the speaking class format. Several ENIE speaking techniques for beginning and more advanced levels will be considered. They include the journalistic principle of the 5 Ws (Who, What, Where, When and Why); debating and other group work; giving presentations; and follow-up writing activities.

Timely, news-related content is a great means to engage the minds and imaginations of both teacher and student of all abilities, and we hope that this presentation provides an informative introduction to the possibilities of ENIE in the classroom environment.

[Commercial] YL / VYL / T

Saturday 10:00-10:50

Reading Fluency: Rationale, Measurements, and Interventions

Elton LaClare, Sojo University

Room M104

Reading fluency refers to a learner's ability to correctly – and with minimal effort – decode words in a text. It may also be thought of as the capacity to read with appropriate phrasing and expression. Measures of reading fluency have long been used by educational authorities throughout America and in other parts of the English speaking world. More recently, however, these measures are being applied to learners in EFL and ESL contexts. Considering that written texts constitute a sizeable portion of a learner's potential language input, it seems only sensible that educators make efforts to measure reading performance across a course of study.

This workshop will outline the benefits and potential complications of instituting fluency testing and suggest a range of fluency-building activities and technologies suitable for the language classroom. Finally, the presenter will introduce a variety of tools to help teachers create appropriate testing instruments for assessing reading fluency, including the Oral Reading Fluency (ORF) assessment, and modified versions of several qualitative rubrics.

[Workshop / Demonstration] T / U / A

Saturday 10:00-10:50

Interchange Fourth Edition: Tried and Tested. Better than Ever.

John Brezinsky, Cambridge University Press

Room M105

Millions of students around the world have successfully learned English with *Interchange*, the world's most trusted brand in American English from Cambridge University Press. Come to this session and learn about all the exciting new features that support the fourth edition of this remarkable course. It is better than ever!

Interchange Fourth Edition is an updated version of the world's most successful English series for adult and young adult learners of North American English. As with earlier editions, *Interchange* provides teachers and students with a wide range of course components for use inside or outside of the classroom. Its flexibility of use adapts to any type of class size, and to any teaching situation. *Interchange*'s well-known communicative and functional methodology has been tried and tested by millions of students around the world, and has become the world's most trusted brand among English language teachers regardless of their level of expertise, and teaching confidence.

[Commercial] S / T / U / A

Saturday 10:00-10:50

Linguistic dimensions of EFL learners' Willingness to Communicate

Wannaprapha Suksawas, Naresuan University

Room S111

Willingness to Communicate (WTC) has been claimed to be a significant affective factor of second language learning in many studies. WTC is defined as the act of being willing to seek out

communication opportunities and to use the language for authentic communication (Cao, 2009; Cao & Philp, 2006; Kang, 2005; MacIntyre, Clément, Dörnyei, & Noels, 1998; Peng, 2007). Though studies around the notion of WTC have traditionally considered it as a psychological construct (Chu, 2008; MacIntyre et al., 1998; McCroskey, 1992), the more current studies have paid more attention to the notion as dynamic and is likely to fluctuate depending on both trait and situational construct (Cao, 2009; Kang, 2005; Peng, 2007). However, the larger doctoral study from which this paper is drawn is aimed at complementing the previous literature by qualitatively examining EFL learners' participation in routine classroom interaction.

By drawing on both Sociocultural Theory and Systemic Functional Linguistics, it is possible to research not only the social context of the EFL classroom but also the language choices in the dialogic interaction. This provides a clearer picture of the actual learners' interaction and their participation in the group work.

Preliminary findings suggest that the learners' WTC can be affected by contextual and interpersonal factors. The investigation of classroom context and the linguistic analysis became important aspects of the research project. Linguistic resources enable the researcher to draw out the WTC enactment from learners' discourse by considering the nature of their dialogic interaction.

[Research report / paper] U / A

Saturday 10:25-10:50

Introducing the Online Graded Text Editor

Robert Waring, Notre Dame Seishin University & Charles Browne, Meiji Gakuin University

Room B112

This presentation introduces the online, free-to-use, open-source Online Graded Text Editor (OGTE) webpage for writing and editing graded materials. This tool is still in beta but has been developed over the past six months and is intended for use by anyone writing graded materials whether for their own class or as publishable materials.

In opening the web page the users set the intended difficulty of the text from the default 16 lexical levels in OGTE. Users then paste their own text into the web page which calculates the frequency and level of each word in the text. For ease of identification, the web app graphically colors all words that are outside the set level and all the words not appearing in the word lists at all. Users edit the text by removing out-of-level words and the web app re-analyses the text automatically.

Users can select from several word lists to edit against (General Service List, The Academic Word List, Business lists, TOEIC list and others). Users can also set certain words (e.g. proper nouns) to be ignored in the analysis so they do not affect the statistics. Numerous statistics regarding the text are presented and can be saved to disk.

[Workshop / Demonstration] All

Saturday 10:25-10:50

Agency and Belonging in the Collaborative Village: Case Studies from Two Asian Contexts

Terry Nelson, University of Alberta & Tim Murphy, Kanda University of International Studies

Room B142

It will be argued in this presentation that agency and belongingness are fundamentally important for positive group dynamics and ultimate group success. Data from two case studies will be presented

to support this argument, and an analysis of the data will reveal the ways in which agency and belongingness co-construct each other and play equally important roles in the group learning experience. The first study was conducted in Korea over several years with pre- and in-service teachers in training who worked intensively with out-of-class group projects. The second investigates a class of first-year university students in Japan, and the in- and out-of-class project work they engaged in over a one-year period. What will become evident from reference to these studies is that extensive collaboration in the project completion process served to foster a sense of agency and belongingness which, in turn, helped participants to realize benefits both wider in range and deeper in intensity than those experienced in individual work. The complimentary findings of the two studies, conducted in different contexts and involving different kinds of project work, will help to validate the conclusions we draw.

[Classroom application of research] T / U / A

Saturday 10:25-10:50

Using ICT Tools in Classroom Teaching

Ohee Rahman, British Council

Room B161

ICT can help students explore ways of improving their language ability by using current technology such as mobile phones, I PADS, podcast, Web 2.0 and so on. There are a number of ICT activities that can help learners; for example, web quests, online collaboration, treasure hunting, using Web 2.0, using online reference tools etc. Furthermore, project work using tools such as Wiki and Blog is another valuable addition to promoting group work and developing learner autonomy. We advocate the integration of ICT in teaching at the British Council; we explore ways of helping students to fulfill their potential in learning.

Most Korean students are used to learning from textbooks and receiving teacher's input in schools and universities, so they miss out on technology in classroom.

ICT is increasingly playing a vital position in learning and teaching as we are moving to the digital age of education; furthermore, technology offers an important role in helping students maximize their potential in language learning.

The purpose of this paper is to show ways of integrating technology in teaching and highlighting activities that work well for Korean students.

[Classroom application of research] T / U / A

Saturday 10:25-10:50

An Exploration of Co-Teachers Interaction in Korean Public Elementary Schools

Shannon Tanghe, Dankook University & Indiana University of Pennsylvania

Room M101

This presentation describes a study which investigated the relationships between and practices of collaborating co-teachers in the English language classroom in public elementary schools in Seoul and the surrounding Kyonggi province of South Korea. The study investigated how individual co-teachers each and collectively perceive their educational and professional histories as impacting their collaborative co-teaching practices, and how identities are co-constructed and negotiated within and beyond the classroom contexts.

Current literature on co-teaching suggests within co-teaching relationships, issues of power, identity, collaboration, language and pedagogy intertwine to create a set of constraints and affordances which affect each person associated with this relationship. This study explored the intimate workings of this collaborative co-teaching relationship in order to better understand the lived experiences of those who co-teach.

In total three sets of co-teachers have been observed and video recorded for approximately twelve classes each over one semester, while they are co-teaching English classes. Following the classroom observations, teachers met together with the researcher to discuss what happened in the class and their thoughts, both individually and with their partner co-teacher. This presentation focuses on a data analysis of one selected set of co-teaching partners and their classroom practices.

[Research report / paper] YL / T

Saturday 10:25-10:50

Getting Smarter: Factors Affecting the Adoption of Smartphones in the Japanese University Classroom

Daniel Mills & Jeremy White, Ritsumeikan University

Room S101

In this last decade there has been an explosion of innovative mobile technology and applications that have been made available to the public. Smartphones and tablet computers have revolutionized the tools available to teachers and students alike, and have addressed many of the disadvantages cited in previous research in regards to the use of mobile devices in the classroom. While there are many positives, there are still several obstacles to the implementation of mobile technology in the classroom. The following presentation is a continuation of previous research conducted by the researchers. This presentation will at first outline factors affecting the adoption of technology using Roger's Innovation-Decision model. This model will be used to analyze the opinions of Japanese university students in relation to the use and implementation of mobile technology in the classroom, and will compare this with research conducted previously by the authors. The presentation will then move on to compare the thoughts, opinions, and experiences of Japanese university students and those of other Asian nations regarding mobile technologies, and provide some discussion as to the implementation of mobile technology in Japanese universities in the future.

[Research report / paper] U

Saturday 10:25-10:50

Classroom language learning through social interaction: a multimodal approach

Paul Stone, Fukuoka Women's University

Room S113

While task-based pedagogy is focused on classroom interaction between learners, research into tasks has often neglected analysis of this interaction, with studies of classroom communication tending to focus on teacher-learner exchanges (Hellermann 2008). This has led to calls for more empirical studies of how classroom interaction is co-constructed by learners themselves (Creese 2005), and the research reported on here is one attempt to answer these calls.

In this presentation I adopt a community of practice approach to the language classroom. From this

perspective ‘learning’ is viewed as a process of becoming that participants construct together through social interaction. Given my focus on how interaction is constructed, my methodology borrows from ethnomethodological Conversation Analysis (CA), which seeks to understand how participants successfully co-construct talk by analyzing the minute details of spoken interaction. However, as communication is always made up of multiple modes, analyzing just spoken utterances leaves us with an impoverished understanding of what is going on (Norris 2004). As such, I have adopted a multimodal approach to my analysis. This involved video recording learners performing tasks in order to perform fine-tuned analysis of their interactions, looking at modes such as gaze, posture and proxemics, as well as spoken language.

The focus on the community adopted here suggests that the social environment of the classroom will affect the interaction that occurs within it and, therefore, will also affect opportunities for learning. With this in mind, my analysis of learner-learner interactions focused on the ways in which their interpersonal relationships were relevant for their interactions.

In this presentation, I will describe and analyze learner task-based interactions from a multimodal perspective, using methods from CA, with the aim of explicating how learners’ interpersonal relationships affect task performance. In particular, I will focus on one learner and show how his performance of the same task was affected by the social make-up of the particular groups he was working in, thereby affecting his opportunities for learning. I will argue that multimodal analysis of classroom interactions can reveal important aspects of “what is going on” in our language classrooms, leading to insights that can help to improve pedagogic practice.

[Research report / paper] U / A

Saturday 11:30-12:20

Mobile Language Learning: Turning Challenges into Opportunities

Mike Levy, University of Queensland & Glenn Stockwell, Waseda University

Room Samsung Hall

While mobile language learning is not in itself new, it is true to say there has been a coming of age in recent years. The current crop of technologies, such as smart phones and tablet computers offer more capable mobile options, with the potential, arguably, to lead to effective, pedagogically valid language learning activities. In particular, with the enormous number of apps available for phone users, the road would seem to be clear for widespread uptake by language learners who now can use their own technologies to engage in language learning at a time, place, and pace that suits them. However, as is often the case with the hype surrounding new technological advances, the reality is somewhat different. There are indeed opportunities, but there are challenges also that need to be understood in order to achieve a successful outcome.

The hurdles to extended time-on-task for students learning a language may be broadly grouped into external and internal factors. External factors include such practical matters as the cost and availability of smart phones themselves (relative to the region in question), and aspects concerned with the daily routine, activities, and priorities of the user. Internal factors bring into question the range, type, and quality of the applications available, and how well they may, or may not, be integrated into the learner’s mainstream English language study both in and out of class.

This presentation will survey current use by making reference to data-based studies of language learners and their use of mobile technologies. It will highlight some of the challenges when considering how best to maximize the potential of these new aids for the language learner, and suggest ways forward in the future, particularly with regard to teacher education and learner training.

[Plenary] All

Saturday 12:00-3:00

Speaking and writing: unlikely bedfellows or perfect partners?

Matthew Coomber, Kyoto Sangyo University

Room Music Lobby

Despite the manifest benefits of an integrated skills approach to language teaching, it is not uncommon for university English classes to be designated to deal with one particular skill. While this may appear a neat solution to pragmatic issues of organisation, in reality, it is unlikely that any such class will focus exclusively on the specified skill: language is sufficiently complex to make this compartmentalization not only theoretically undesirable but also difficult to achieve in practice. Thus, in both curriculum planning and textbook writing, the skills of speaking and listening are often paired, as are reading and writing: these pairings, for obvious reasons, seeming both natural and practical. Several years ago, however, I began to teach a course in which a dual focus on speaking and writing was required. Although an unusual combination, there appear to be valid arguments for teaching these skills in tandem. With the rise of electronic communication, the line between written and spoken language, never clear, has become progressively more blurred. Nevertheless, few textbooks were available which aimed specifically at integrating these two productive skills, and in order to meet this objective I therefore decided to produce my own course materials. This presentation looks at some of the theoretical and practical reasons why speaking and writing can be successfully integrated into a single course, and provides examples of exercises the presenter created when writing materials for this course.

[Poster presentation] U / A

Saturday 12:00-3:00

How I Became a Better English Teacher by being a Korean Language Student

Jeffrey Walter, Sangji University

Room Music Lobby

We like to think we know how our students feel. But if we are not students ourselves, how can we truly know? One of the simplest ways to improve our teaching is to see things from the other side; through the eyes of a student. After reversing roles for some time, teachers might reconsider many things that they regularly do. This is especially true for older teachers who have not been students for a long time.

This poster presentation will provide information on important things I learned as a Korean language student that helped me become a better English teacher. This information has been gathered over many years in classes, one-on-one, through self-study, and through life in Korea. Topics include language skills, teacher-student interaction, student-student interaction, humor, boredom, homework, tests, and more.

[Poster presentation] All

Saturday 12:00-3:00

QR Quest: Smartphones Beyond the Classroom, Mobile Collaborative Learning

Drew Mountain, Gimcheon University & Jared Sandler, Gimcheon University / Woosong University

Room Music Lobby

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 L2. 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 incentivized student participation via 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 mobile Collaborative Learning. We tackled a multitude of barriers en route to the project completion and wish to share them with progressive-minded EFL educators.

[Poster presentation] T / U / A

Saturday 12:00-3:00

Connecting Writing Students: Wikis in Support of Writing Classes in Korea

Paul Bournhonesque & Seolyong Kim, Seoul National University of Science and Technology (SeoulTech)

Room Music Lobby

This poster presentation is an analysis of the use of wikis, one of the models for computer supported collaborative learning (CSCL), as an effective tool for improving students' writing outcomes. Topics addressed include: how wikis enhance college students' writing skills qualitatively and quantitatively, how teachers can combine wikis with current English composition classes and how educators can focus on the strengths of wikis while avoiding any potential pitfalls. Instructors are often restricted by limited class hours and large class sizes, which can even hinder the most dedicated instructors from providing sufficient feedback. Unlike a more traditional teacher-centered classroom, many writing educators are creating learner centered educational environments in which students can freely exchange feedback and opinions in support of collaborative learning. A wiki is a tool for collaborative learning and has a lot of potential to help teachers to create an autonomous learning environment for students and free themselves from the pressure of providing enough feedback to students. Given this context, on-line based wikis could potentially be an optimal educational tool for not only satisfying instructors' goals of enhancing instruction time, but also allowing every participant to pursue their interests and observe improvements in their writing. The presentation will cover the potential strengths and weaknesses of wikis as an educational tool in composition classes, strategies for blending wikis into already established curriculum, and presenting authentic student material to demonstrate the breadth of the educational tool.

[Poster presentation] U

Saturday 12:00-3:00

Utilizing smartphones and Web2.0: encouraging student to study vocabulary

Joshua Adams, Seokyeong Univeristy

Room Music Lobby

For many, the most tiresome part of language learning is studying vocabulary. As a TOEIC instructor I often struggle to find interesting ways to encourage my students to study the vocabulary they need for TOEIC. However, there is one thing that Korean students seem to always find interesting; their smartphones. South Korea has long been known as a technological vanguard, albeit somewhat late to the smartphone craze. According to recent reports smartphone usage has increased to over fifty percent in South Korea. This gives teachers an opportunity to reach students in potentially new ways.

In this poster presentation, I will explain how I utilize the popular study website Quizlet and how I integrate it with various smartphone applications. Quizlet is a very versatile resource for my students which aims to make learning fun. The website works by simply copying and pasting text and converting it into basic flashcards. These flashcards can then be imported to smartphones via eight different Android applications, twenty one different iPhone applications and various tablets. Importing flash cards allows students to use their flash cards without being tethered to a computer. Smartphone applications of perks not found on the website include customizable indexing systems and additional games. This poster presentation would be of interest to any teachers who teaches vocabulary- specifically teachers teaching teens, university students, or adults.

[Poster presentation] T / U / A

Saturday 1:30-1:55

Whodunit? Technological approaches to forensic linguistics analysis of a fraud in Korea

Julien McNulty, Chosun University

Room S101

Ever wonder how easy it is to embezzle money, then fake a death to get away with the crime? One such case that happened very recently in Korea is examined in depth. In order to determine authorship of important criminal evidence, forensic linguistics techniques were used to analyze emails. Aspects of written discourse aided in determining the true identity of the emails' author. Additionally, to confirm and solidify the findings, other common, easily accessible data search tools were used; these techniques can be easily replicable by anyone, demonstrating the accessibility of forensic tools required for linguistic investigations. The results of the analysis of this amazing true crime, and the identity of the perpetrator, will stun you.

[Research report / paper] A

Saturday 1:30-2:20

Moving Students Toward a Perfect Score with Project-Based Learning

Fredricka L. Stoller, Northern Arizona University

Room B107

Project-based learning has been billed as an effective means for promoting purposeful language learning for well over two decades in ESL and EFL settings. During this time, projects have been

successfully incorporated into language classrooms with young, adolescent, and adult learners, as well as classrooms with general, vocational, academic, and specific language aims. Project work has proven to be an ideal complement to more traditional language instruction. Reported benefits include improved language abilities, extended content learning, mastery of real-life skills, and sustained student motivation, engagement, participation, enjoyment, and creativity. In this presentation, I will (a) provide a rationale for incorporating project-based learning into EFL classrooms, (b) summarize the benefits of project work, (c) outline different types of project work, (d) introduce successfully implemented projects that can be adapted for other instructional contexts, and (e) present an easy-to-use, seven-step process for implementing project-based learning in EFL contexts. Special attention will be paid to the points in the process where meaningful language-skills instruction can be integrated.

[Featured] All

Saturday 1:30-2:20

How to motivate Communication for low-leveled students

David Paul, Compass Media

Room B109

Communicate (two levels) and *Motivate* (two levels) are an innovative series of course books that focus on motivating teenagers and lower level university students and adults to communicate. The primary aim of both courses is to motivate the students to feel personally involved in the learning of the basic structures, functions and themes that students need to communicate effectively. All new language is presented in a clear and achievable sequence, but in contrast with conventional courses, the students feel they are learning what they want and need to express themselves, not simply what the teacher wants to teach. The students can also relax, have fun, and sense and feel English, rather than just understand it rationally.

In this presentation, David Paul will introduce the student-centered approach to grammar that is fundamental to both *Communicate* and *Motivate*, show how the methodology motivates students, talk through sample units, and have a lot of fun with humorous dialogs. One of the most fundamental problems we face as English teachers is that so many English language students fail to learn to communicate. David will demonstrate how *Communicate* and *Motivate* attempt to address this problem head on.

[Commercial] T / U / A

Saturday 1:30-2:20

The M & M's of Teaching English to Young Learners: Using Music, Movement, and Multiple Intelligences

Kathleen Kampa, Oxford University Press

Room B111

Are you looking for some new strategies and activities for teaching very young learners? Discover the power of music, movement, and multiple intelligences (MI) to create a dynamic learning environment.

Music and movement are used in many young learner classrooms. Music enhances memorization, a critical process in language acquisition. Movement invites students to learn by doing, a process that

builds neural networks in the brain and throughout the body. Multiple Intelligences strategies include music and movement, but also embrace the use of visuals, critical thinking, personalization, and collaboration.

In this session, you'll experience simple, creative ways to use music and movement. You'll learn to layer multiple intelligences strategies with music and movement to create dynamic learning environments. With examples from the new edition of *Magic Time*, you'll experience practical activities that you can use immediately in your classroom.

Magic Time is one of the first courses to use music, movement, and multiple intelligences strategies to build English skills. Join us as we sing, move, and let all of our intelligences soar to create a magical, dynamic teaching environment for your young learners!

[Commercial] YL / VYL

Saturday 1:30-2:20

Perspectives on Leadership in Korea: East and West

Tory Thorkelson, Hanyang University

Kyungsook Yeum, Sookmyung Women's University

Room B121

Have you ever been asked to take on a leadership role related to your job or another professional organization? Did the idea of being a leader excite you or make you terrified? What kind of training, if any, did you receive before taking on such a position?

Based on the presenters' many years of leadership experience both within KOTESOL and in their professional lives, this presentation aims to look at some of the major benefits and challenges of being an administrator or leader within the Korean context. The presenters will look at both theoretical models that can help deal with these kinds of situations as well as real-life examples from their own experience.

[2020] All

Saturday 1:30-2:20

Collocation: From corpus-based research to the language classroom

Crayton Walker, University of Birmingham

Room B142

EFL/ESL teachers are often encouraged to regard collocations as arbitrary groupings of words. It is frequently argued that they exist in the language just like idioms and phrasal verbs exist. According to Michael Lewis and others we should never try to explain collocations. The only thing teachers can do is to make their learners aware of collocations, encourage them to read more and keep lists of the collocations they encounter together with their meanings. Basically learners are taught to spot collocations, record them, and memorise them.

My research shows that there are a number of factors, such as the precise meaning of a particular word, or the way that we use a word figuratively, which influence our choice of collocates. The evidence shows, for example, that verbs like run, manage and head, and nouns like aim, objective, target and goal, do not mean the same. There are subtle differences which are reflected in their collocational behaviour. The research shows that, contrary to much of our current methodology,

many aspects of collocation can be, and should be, explained.

The basic message for teachers and learners alike is that most collocations are not arbitrary but motivated. Rather than telling our learners to memorise lists of collocations, teachers (and the published materials they use) should be encouraging learners to focus on the 'logic' which underlies many collocations.

[Research report / paper] T / U / A

Saturday 1:30-2:20

Why you must be your own Curriculum Designer!

Mike Long & Joe Milan, Sejong University, Seoul.

Room B161

For teachers of Freshman English courses in Korea, the following situation may be all too familiar. 20-30 plus teachers all doing their own thing with a prescribed text. No consensus on course objectives, methodology, learning outcomes or assessment. Often the only consensus that exists is on how much of the book to do before and after midterm and some ideas on tests and grading.

This presentation will attempt to demonstrate the need for Freshmen English teachers to be their own syllabus designers / Needs analysers and offer some suggestions on how to go about it within what is a very difficult situation for all concerned.

["101" Workshop] U

Saturday 1:30-2:20

Fighting for Freedom: a Group Project about Modern Day Slavery

April Wilcoxon, Seoul Theological University

Room B164

Slavery is not an antiquated notion, but an organized, global problem that touches all of us. From our clothes, electronics, food and drink, our lifestyles and buying choices fuel the demand for goods and services that may be produced using slave labor. This content-based presentation will show participants a group project the presenter completed with one of her university communication classes. The purpose of the project is to raise students' awareness about modern day slavery and human trafficking issues by writing reflectively, engaging in group discussions, researching and presenting about topics on personal, national, and global levels. It also requires students to raise awareness by taking action in their circles of influence and present what they have done in a group presentation. Participants will learn how to incorporate a variety of websites, articles, books and documentaries to design a group project for a communication or writing class. The presenter will make available all materials and information for participants to take and adapt for their classes.

[Workshop / Demonstration] U / A

Saturday 1:30-2:30

Tips for Creating, Finding, Adapting and Telling Stories in the Elementary Classroom

Jacob Kletzien, RELO / DNUE

Room B166

This workshop aims to help teachers search for, adapt, or create stories to match their curricular goals, so that with a little preparation (and time spent familiarizing oneself with available children's lit.), teachers can effectively and easily use entertaining stories in ways that enrich their teaching. It's no secret children love listening to stories and teachers love them too, as there are many justifications for their use in the classroom. However, the trick as a teacher is to get the most out of the stories you like to tell. Stories written for children who "natively" understand, speak, and read English often lack a clear vocabulary or grammar focus like stories in language textbooks have. Instead, they often contain a great deal of rich vocabulary and word play, which while entertaining, doesn't always seem to match the curricular goals of teachers of English as a foreign or second language.

[Workshop / Demonstration] YL

Saturday 1:30-2:20

Creative Speaking: Story Gaming and Role-play in the EFL Classroom

Daniel Brown, Sogang University

Room B167

It's been commented that the generation gap between the youth today and their elders will be the largest to date in history. A focus in education on 21st century skills like collaboration, critical thinking, and creativity means that many of our previous approaches will fall short of captivating modern students. The expectations that students bring to the classroom will require a shift in how we, as language teachers, reach out to them. A new approach that brings context and motivation to communicative and task-based learning will be the focus of this presentation.

I will be discussing this approach while demonstrating a specific method and its techniques that I've been using in my university courses. I intend to talk about how this approach responds to 21st century skills, where it fits into the concept of gamification, how to set it up, the simple mechanic that keeps it all moving, and ways it can be hacked for various ESP. In keeping with the conference's theme of methods, technologies, and communities of practice, I'll be showing how students band together to solve problems while seamlessly taking advantage of smartphone technology to submit their work. It will be a hybrid presentation that includes a talk prior to and shortly after a workshop and is meant to fit into a 45 minute timeslot.

For more information on this approach, please check creativespeaking.wordpress.com.

[Classroom application of research] YL / T / U

Saturday 1:30-2:20

Helping Children Speak in the English Classroom

Lewis Thompson, E-FUTURE

Room B168

Getting young learners to speak can be extremely challenging. A communicative approach to teaching English advocates that significant learning can take place through meaningful interaction. But simply keeping the attention of young learners is difficult enough! They need material presented in a way that is pleasurable to them. They also need fun and interesting communicative activities specifically designed to help them participate in and enjoy the language learning process.

Lewis Thompson will show how material can be presented to young learners in a way that will grab and keep their attention. He will also show how dialogues, songs, chants, and many more communicative activities develop young learners' skills in reading, listening, speaking, and writing and start them on the right path to lifelong English acquisition.

[Commercial] YL / VYL

Saturday 1:30-2:20

The Sound of Music

Karen Madoc, RMIT International University Vietnam

Room B178

Music and language can, in many ways, be seen as analogous systems. They are both universal human activities organising sound elements into structured sequences. Research into the relationships between the neural processing of music and language is complex and the associated pedagogical justifications equally so, but it is undeniable that music is a powerful communicative activity with social and affective influences that make it a rich and useful tool used by many ESL educators to support, enhance and reinforce learning. This workshop aims to show that using music in the classroom, can contribute positively to language learning because musical content can enhance semantic, syntactical, lexical and phonological skills and memory as well as lowering affective barriers and inhibition and creating social cohesion and confidence. Although music and songs are more often used in Young Learner settings, musical content can be adapted to many different ESL contexts. In this workshop participants will be introduced to teaching ideas and experience musical activities which they can adapt and use in varied teaching situations. The activities will focus on fostering motivation and interest, vocabulary acquisition, connected speech and reinforcing parts of speech and grammar points. The workshop will include audience participation such as creating our own songs using 'piggybacking' with familiar melodies and is designed for any teacher interested in using more music in their classroom, especially beginner teachers and Young Learner teachers.

[Workshop / Demonstration] YL

Saturday 1:30-2:20

Learn at your own pace: E-learning and regenerating student confidence

Dubhgan Hinchey, Japan Advanced Institute of Science and Technology

Room C608

Teachers of English as a foreign language in Japan at the university level often have to teach students that are demotivated and have a low level of English ability. It is generally accepted that student motivation is an important factor when teaching a second language as seen with Gardner's Socio-education Model and McIntyre's Willingness to Communicate Model. Dedicated teachers will try to focus on increasing student care for demotivated students, but a teacher's work responsibilities, students' class schedules, and creation of level appropriate materials for students are some further complicating issues. It has been my experience that the appropriate blending of a traditional classroom with established E-learning systems is a viable solution when motivating students. I will demonstrate how student perceived motivation changed with pre and post surveys along with student reading placement levels and the Iknow! diagnostic placement. The Content Management System, Moodle, in combination with Kyoto Sangyo University's MoodleReader

Module (www.moodlereader.org) will be introduced as well as the commercial E-learning system called Iknow! (www.iknow.jp).

Contact website: <http://www.jaist.ac.jp/celeste/>

[Classroom application of research] T / U / A

Saturday 1:30-2:20

Intellectual Property Within the Educational Industry

Darren Bean, Chosun University

Room M101

Two areas of intellectual property ("IP") are highly relevant to educators. First, copyright law governs the use of original works such as books, movies, and music. Second, trademark law governs the use of brand names, slogans, logos, and similar material. This presentation gives a basic overview of both sets of law with a specific focus on how those legal concepts apply to the educational industry.

Copyright law affects education in two major ways. First, the doctrine of "limitations to rights" (called "fair use" in some other countries) is noteworthy as educators have certain special rights to reproduce and use material that few others do. Second, for those who author work and would seek to license it for profit, the specific pathway of royalties and the ability to register and protect their work is of great importance. A second area of applicable law is trademark law, which governs not only "YBM," "CDI," "CUP" (Cambridge University Press) and their iconic graphics, but also the use in trade of any less-famous but recognizable and used mark. Start-up publishing houses, hagwon chains, and other businesses all require some degree of trademark knowledge to protect their assets and to avoid liability.

At the end of this lecture, attendees will (hopefully) be able to recognize basic IP issues in their professional lives and thereby maximize their enjoyment or profit from creation. Special focus will be placed on the use of modern technologies (file sharing, streaming, internet radio, and the like).

[Classroom application of research] All

Saturday 1:30-2:20

Preparing for NEAT through Integrated Listening and Speaking Practice

Anna S Y Lee, KyoboBook Centre.

Room M103

The National English Ability Test (NEAT) is expected to replace the current College Scholastic Ability Test (CSAT) from 2015. The introduction of NEAT has placed particular emphasis on the importance of acquiring practical English communication skills.

In an attempt to help young learners become competent communicators of English, ENation Publishing has developed integrated listening and speaking series: *Listening Catch Starter* and *Listening Catch* for beginners. Each series is systematically designed with real-life listening practice and personalized speaking activities to help expand the learners' receptive skills of listening to the productive skills of speaking.

Based on three sequential stages of PPP (Present-Practice-Produce), *Listening Catch Starter* introduces learners to basic sentence structures and key expressions that are essential to learn at an

early stage and needed for basic communication.

Listening Catch with its interactive Hybrid CD exposes learners to various practical and informative listening situations. It provides plentiful opportunities for communicative interaction which will greatly enhance the learners' BICS (Basic Interpersonal Communication Skills).

ENation's *Listening Catch Starter* and *Listening Catch* will prepare learners for NEAT by developing their practical listening and speaking skills.

[Commercial] YL / VYL

Saturday 1:30-2:20

Grammar Teaching Then and Now

John Brezinsky, Cambridge University Press

Room M105

Grammar instruction has changed significantly from pre-Communicative Language Teaching to the present day. The presenter describes modern grammar courses, summarizes key research, and outlines best practices for meeting today's students' needs.

English instructors have had a long relationship with grammar. For many years, grammar and its translation into the native language was seen as the core goal of language courses. The late 20th century saw the pendulum swing wildly as different researchers and practitioners argued for and against direct grammar instruction. In the early 21st century, grammar plays a strong role in language classrooms as part of a comprehensive curriculum.

This session traces grammar's place in language courses and outlines what we have come to know about how grammar is learned and how best to teach it. Corpus research on the most common uses of grammar forms a core of information that the presenter provides to attendees. The role of grammar in production, and especially in academic writing, is highlighted as one of the key features of modern grammar instruction as well.

Attendees will receive a thorough background in the role grammar should play in courses, an understanding of how their current curriculum matches with global trends, and suggestions for helping their students understand and use grammar better.

[Commercial] S / T / U / A / B

Saturday 1:30-1:55

Students' Expectations and Conclusions Based on a Short-Term Study-Abroad Program

Nopporn Sarobol, Language Institute, Thammasat University

Room S111

In a competitive world, completing a summer course program in an English-speaking country augments students' English language skills and confidence while broadening their worldview and cultural awareness. This study investigated students' attitudes toward a short-term study-abroad program offered at the University of British Columbia in Canada. Twenty-nine Thai university students participated in this study. They were surveyed according to their expectations and the conclusions they drew from studying abroad for six weeks. The data was collected by means of surveys administered at the beginning and end of the program. The purpose of the study was to find out the relationship between the students' expectations and the realities of their experience living

and learning abroad. Based on the findings, recommendations are made to the program.

[Research report / paper] U

Saturday 1:30-1:55

The Effect of Interlocutor Proficiency on EFL Paired Oral Assessment

Huei-Chun Teng, National Taiwan University of Science and Technology

Room S113

The study aims to investigate the effect of interlocutor proficiency on EFL paired oral assessment. It addresses the following research questions: (1) Does the proficiency of interlocutors influence the rating scores of paired oral test? (2) What impact does the interlocutor proficiency have on the discourse produced in the test (i.e., the amount of language and the type of interaction)? (3) What are EFL college students' perceptions of the paired oral assessment? The participants will be 24 students aged 18-20 from a university in Taiwan. Twelve English majors are participants of higher EFL proficiency, and the other twelve non-majors are of lower proficiency. The two test takers will engage in a simulated conversation derived from a situation described on a card. In addition, a questionnaire will be utilized to probe participants' perceptions of their test performances and their preferences for the interlocutors. Another instrument will be a rating scale used for scoring the role-play task. The scoring rubric adopts a scale of 1-5 in the subcategories of grammar and vocabulary, pronunciation, fluency, and content. Pairings of the oral test are arranged so that each participant will be tested once with one partner from the same proficiency and once with the other partner of different proficiency. Performance of the oral test will be recorded using video recorders for subsequent scoring and analysis. Through providing empirical evidences, the study seeks to facilitate our understanding on the effect of interlocutor proficiency on EFL paired oral tests.

[Research report / paper] T / U / A

Saturday 1:30-2:20

Scholastic Reading Inventory and Scholastic Reading Counts: Measuring and Monitoring Reading Achievement

Linda Warfel, Scholastic

Room M104

Educators are continuously looking for easy to administer, accurate, ability-based online assessments to determine students' reading comprehension levels and monitoring their growth. Scholastic has developed two online scientific solution to measure and monitor reading comprehension effectively: Scholastic Reading Inventory (SRI) and Scholastic Reading Counts (SRC).

Scholastic Reading Inventory (SRI) is a research-based, computer adaptive assessment for Grades K to Adults that allows educators to assess reading comprehension using leveled fiction and non-fiction passages. SRI assessment provides a score that can inform instruction and match students to text using the Lexile Framework for Reading. SRI is used strategically to set growth goals, monitor reading progress, forecast performance, and help guide students to text they will be able to read with at least 75% proficiency.

Scholastic Reading Counts (SRC) is a Lexile based independent reading program for students, proven to develop reading skills, improve proficiency and raise reading scores. SRC works since it

empowers students to set individual learning goals by reading specific books based on their interests and Lexile score. SRC is different than SRI in that students are expected to read an entire book and then take a comprehension quiz based on specific details from the book. SRC offers quizzes to more than 52,000 books from nearly 500 publishers!

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

[Commercial] YL / VYL / S / T / U / A

Saturday 1:30-2:55

Top 2 1/2 Tech Tools for Tricking Students into Improving Their English

Ken Morrison, Hannam University - Linton Global College

Room B112

These three free tools will make your students want to use their English both inside and outside of the classroom. The presenter has taught New Media Technology courses in an international ESL setting for three years. He has also shared tech tips for teacher training at national and provincial levels in Korea. This session will provide attendees with the needed overview, tours of features, and potential pedagogy and methodologies for using in their classrooms. Equally important, attendees will learn guidelines for stress-free grading and point out potential pitfalls.

VOKI: Help students see and hear their own errors. Voki's power is that teachers can use it to create either a collaborative or competitive classroom atmosphere. Student's love it but It is important to note that the presenter will focus on how to use it as a learning tool, not a toy.

WHAT'S THE SCOOP? "Curation" and "gamification" are two hot trends in new media. Scoop.it combines both trends in a free, personalized, visually interesting platform. Both English teachers and students can use to share their passions. The presenter has been using Scoop.it since the program was in beta and he currently curates one of the highest ranked Scoop.it sites for his career field.

SURPRISE "TOOL" The third low-tech tool is so easy and so effective that you may be upset that you haven't used it before. A three-word Google search will change your classroom. I promise!

[Workshop / Demonstration] T / U

Saturday 1:55-2:20

East Asian Students' Perceived Need for Pragmatic and Sociolinguistic Competencies

Carmella Lieske, Shimane University

Room S101

In East Asia, mandatory English education tends to focus on grammatical competence since a primary goal of secondary education is preparation for entrance examinations into post-secondary education. As students' English ability develops, however, there is a need to develop students' pragmatic and sociolinguistic competencies. Do tertiary students studying in East Asia recognize this need? Do they have a desire to try to develop these competencies?

To explore these issues, a questionnaire that used a five-point Likert scale included statements such as: 1. When Asians communicate, their English does not have the correct amount of politeness. 2. Asians do not have the skills to fill awkward breaks in English conversations 3. I want to study how to use English with the correct amount of politeness. 4. I want to study how to fill awkward breaks

in English conversations.

The questionnaire was administered to about 3,250 undergraduate students studying in three countries: Korea (n=450), Japan (n=1100), and China (n=1700). Interviews supplemented the data and provided explanations and more detailed responses. The results will be reviewed for each group of students and then differences between the three groups of students will be discussed. The presentation will conclude with a discussion of how different beliefs may influence approaches to using English and how these student attitudes may contribute to or interfere with intercultural communication.

[Research report / paper] T / U

Saturday 1:55-2:20

Actual Implementation of Extensive Reading in EAP Classes: A Case Study

Christie Provenzano, Fukuoka Women's University

Room S111

In 2011, although the benefits of extensive reading (ER) on L2 acquisition were well documented in TESOL literature (see, for example, Bamford and Day, 2002; Grabe, 2009), the presenter found that many teachers in her university's new English for Academic Purposes (EAP) program were unfamiliar with the activity, the research supporting it, and its potential benefits. Even among teachers familiar with ER, there existed many differences of opinion as to how it should be implemented. As the EAP's ER coordinator, the presenter took steps to standardize the ER program through training and the provision of supporting materials to all instructors.

In year 2 of the EAP program, the presenter reflects on the means and extent of implementation of ER by teachers in the program to determine whether any changes in the standard application of the activity are necessary. The presenter will discuss the results of an open-ended written survey administered to the AEP teachers. The survey aims to answer two basic questions: 1. What beliefs and attitudes do AEP teachers at this university hold regarding Extensive Reading? 2. How are teachers actually implementing Extensive Reading in their classes?

The presenter will discuss the implications of the analysis of survey results not only for her AEP program, but also for TESOL practitioners who aim to implement ER in their own unique contexts. This presentation highlights the importance of reflective teaching and teacher collaboration in building strong learning environments.

[Research report / paper] T / U / A

Saturday 1:55-2:20

Investigating learners' decision making in mobile EFL learning: Promoting learner autonomy

Michiko Ueki, Graduate Student, & Osamu Takeuchi, Professor, Kansai University

Room S113

Mobile language learning (MLL) technology such as podcasts and iApplication has now begun to be acknowledged as a promising means for learning English as a foreign language (EFL). Considering the rapid advances in MLL, it is clear that tremendous scope exists for using this technology in EFL learning. Ushioda (2003), however, insists that learners' engagement with language learning should be voluntary and derive from their own interest for learning to be effective and autonomous. She argues that learners need to be decision makers with regard to their own

learning, especially in an MLL environment where the importance of ‘anywhere, anytime’ learning is emphasized (Ushioda, 2011). However, to our knowledge, few studies have systematically investigated how EFL learners choose and use MLL tools for their own learning. Therefore, we examined the following aspects: (1) who was the decision maker in choosing MLL tools? (2) what was the effect of the decision making on their use? (3) how did the decision affect the development of learner autonomy? The participants were 200 college-level learners in a Japanese EFL context who were administered a questionnaire. The results show that the participants preferred other-driven decision making—i.e. decisions imposed by their teachers, peers, and family members—to independent decision making. It also indicates that, contrary to Ushioda’s suggestion, other-driven decision making was more influential than self-driven decision making in ensuring continued use of MLL tools by EFL learners. Based on these results, ways of promoting autonomy in an EFL/MLL context will be discussed.

[Research report / paper] U

Saturday 1:55-3:20

Methods to Reduce the Impact of Direct and Cyber Bullying Behavior in Educational Environments

Kyung-gu Cho, Seonyoo Middle School; Cheol-rae Kim, Mohyeon Elementary School; Hyeon-jeong (Daniel) Kim, Bukil High School; Byoung-chul Min, Konkuk University; & Sang-yong Yun, Hangwang High School

Room C601

Introductory Presentation: Overview of Bullying Behavior of Korean Teenage Students

Panel Discussion: Prevalence of Bullying Activity in Schools and Ways to Reduce It

Abstract: Bullying in Korea, through direct and via digital means, can lead to students to resort to suicide to escape the torment and humiliation. Over 60% of Korean students report having experienced being bullied online . Students who are focusing on evading or appeasing their tormentors are not concentrating on their studies, and students who are engaging bullying behavior are also not concentrating on their studies.

The panel will open discussion on the topic of bullying and, with input from participants, look at what we as educators can do to address this growing problem in our schools.

[Panel] All

Saturday 2:30-2:55

Student feedback regarding the use of ‘mastery sentences’

Marie-Emilie Masson, Kyushu Sangyo University

Room S101

To build strong vocabulary knowledge, students need to use strategies which call upon receptive and productive language skills. However, most language classrooms tend to focus on receptive activities due in part to the fact that productive activities are a more complex task. Students may recognize word-to-word meaning, but are often unable to appropriately use words in sentences. One way to address this imbalance is to have students write sentences, therefore moving from processing words as lexical units to adequately producing them in semantic chunks. Developing such productive skills is essential to improving vocabulary mastery. As part of an action research project,

one class of 22 low-intermediate (400 on the TOEIC®) non-English majors were asked to write ‘mastery’ sentences: elaborate sentences which indicate multi-level word understanding. A successful ‘mastery sentence’ must satisfy requirements for both usage and intended meaning in such a way that the target word can only be replaced by a direct synonym. Students took part in this study over the course of two semesters at the end of which they provided written in-class feedback about the activity. The data was triangulated with student interviews for an in-depth understanding of what students felt they received from this type of activity. After a brief presentation of the literature on vocabulary acquisition, the methodology and the data analysis for this project will be outlined. Finally, the floor will be open to discuss the implications for teachers intending to teach vocabulary in their classroom.

[Research report / paper] U

Saturday 2:30-2:55

MALL Game Design for Vocabulary Study

Oliver Rose, Ritsumeikan University

Room S111

In this presentation I will introduce the design considerations, functions and learner experience of ‘Lex’, a mobile vocabulary game that I have designed. My goal in designing this app is to aid the review of vocabulary in a more appealing way than flashcards and the other limited types of digital vocabulary-learning activities available. The game uses vocabulary imported via API from the flashcard website Quizlet, which means that the users' teacher or the users themselves can upload vocabulary to be practiced. This open format also allows for various possibilities of cue, such as L1 translation, cloze sentence, L2 definition and more. The game itself is designed to be cognitively engaging, requiring a deeper level of processing and production than the usual CALL multiple-choice activities. Various game design mechanisms are used to hold the learners’ attention, including interactive flow enabled by the mobile touch-screen functionality, nested goals, game aesthetics, and motivational rewards. Importantly, in order to be a genuine learning activity rather than merely entertaining, the app includes progress tracking, review and reference capabilities. Results of research about the effectiveness of this game in terms of both motivation and learning outcomes will also be presented.

[Workshop / Demonstration] All

Saturday 2:30-2:55

Demotivating factors Taiwanese young adults perceived in learning English

Hsiao-Wen Hsu, Kainan University

Room S113

The Ministry of Education in Taiwan has officially implemented English curriculum to primary schools for almost ten years. However, the English language proficiency of many university students seems to be still problematic. Working on enhancing students’ motivation has been an essential teaching process for many classroom practitioners, and many students rely heavily on their teachers to motivate them. However, studies also indicate that teacher behavior is normally the central issue that demotivates students the most in English learning. Thus, one needs to take a closer look at the dark side of such negative motivational influences on language learners’ learning process.

Subjects are university students with low or even no motivation regarding English learning. Note that English proficiency is not the key element of subject recruitment. They are first required to fill out a simple motivational questionnaire for determining if they are suitable for this study. Once the subjects are located, they are asked to write an essay with regard to the questions provided to collect retrospective data (Stimulated Recall), a follow-up interview is also applied.

Apart from internal factors, this study pays attention to examine external factors with specifically focusing on teacher behavior and classroom environmental features. It is hoped to acknowledge the possible factors which demotivate Taiwanese young adults in English learning process. Teachers, on the other hand, are able to learn from these demotivated learners to realize what pitfalls to avoid in their teaching instruction. Such understanding can also apply to any other foreign languages teaching and learning.

[Research report / paper] U

Saturday 2:30-3:20

Extensive Reading in Korea: 10 Years Going from Strength to Strength

Rob Waring, Notre Dame Seishin University

Room B107

This session will review the developing awareness of Extensive Reading (ER) in Korea in the last few years. It will show how awareness of the concept of ER has grown but is still sadly misunderstood in many quarters despite important gains. The session reviews the development of Korea-based ER organizations such as KOTESOL's ER-SIG and the Korean English Extensive Reading Association (KEERA), and their contributions to the development of ER on the Korean Peninsula.

The case for ER in Korea will then be presented. Data from an analysis of Korean textbooks shows that very little actual reading is done in the formal school system, but supplementing this with graded reading materials will significantly increase the volume of text learners meet and thus the chance that language items will be acquired in the longer term. Data will also be presented to show how much Korean learners can benefit from additional reading on top of their coursework.

The presentation then focuses on what areas ER might best target to promote Extensive Reading in the future and how we can collectively build awareness for the need of ER for Korean learners.

[Featured] All

Saturday 2:30-3:20

Can My Students Really Improvise in English?

Ken Wilson, Full-time materials writer/speaker

Room B121

This workshop is for people who like the idea of giving their students a chance to improvise and “be creative,” but worry that improvisation activities will be too demanding for them. We will try out a series of simple activities that will result in astonishing feats of creativity by your students. Most of these activities are self-regulating, which means that students are only required to say things that they CAN say, so you can use them with students from elementary level onwards.

[2020] All

Saturday 2:30-3:20

Promoting student teacher learning through reflective practice using a digital platform

Nur Kurtoglu-Hooton, Aston University

Room B142

Teacher educators often expect teachers (student teachers and experienced teachers alike) to demonstrate that they can use reflection skills. If teachers are expected to exhibit reflective skills regardless of their level of experience, then reflection needs to be promoted and opportunities need to be created on teacher education courses. However, how this might be done requires careful consideration.

In this presentation I will report the findings of a small scale, internally-funded project, which was implemented at a university in the UK. The aim of the study was to explore the benefits of using “e-portfolios” to promote reflective practice for student teachers. The research project made use of qualitative research procedures and involved 23 student teachers on an MA programme, and 3 teacher educators.

I will explain how and why a digital personal learning system (namely PebblePad) was integrated within the teaching practice element of the programme. I will discuss the data findings with exemplification from the student teacher interviews, student teacher questionnaires, and student teacher e-portfolios. I will outline the steps that were involved in scaffolding student teacher learning, and discuss how the five-stage online framework, proposed by Salmon (2007), provided a useful framework to scaffold student teacher learning. I will highlight the value of using e-portfolios for providing formative feedback to student teachers. Finally I will point out how the findings have relevance to any teaching and learning situation.

[Research report / paper] U / A

Saturday 2:30-3:20

Using Creative Thinking Techniques to Improve Communication

Sara Davila, Education Designers

Room B161

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

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

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

[Workshop / Demonstration] All

Saturday 2:30-3:20

Teaching: the Small Stuff that Actually Matters

Jackie Bolen, Hoseo University

Room B164

Teachers often focus on the big-picture things like planning out the entire semester's weekly breakdown of what to teach, figuring out how to assign grades, or preparing fabulous Powerpoint presentations. While these things are important, there are plenty of little things that actually matter, such as always maintaining your cool no matter what, being thoroughly prepared, and not hiding behind technology, since teaching is actually all about relationship. These little things can make the difference between being the teacher that the students tolerate for a semester, and forget immediately after to the one that actually has an impact upon their lives. This presentation will focus on the Top 10 little things that actually matter.

[Workshop / Demonstration] T / U / A

Saturday 2:30-3:20

Toastmasters: Improving Teaching Skills on Stage

Robert (Bob) Kienzle & Valentin Macias, Sungkyunkwan University

Room B166

Toastmasters International is an 87-year-old non-profit organization that has over 13,000 clubs in 116 countries. People attend Toastmasters all around the world to improve communication skills through giving speeches and receiving feedback, to improve leadership skills through organizing events and leading teams, and to network with other people in a variety of industries. In South Korea, there are over 40 Toastmasters clubs. These clubs are excellent low-cost opportunities for teachers and other professionals to hone their teaching, presentation, organizational, and lesson planning skills. In this workshop, the presenters will first introduce Toastmasters and how it can benefit teachers. Then, the presenters and their fellow Toastmasters members will conduct an example Toastmasters meeting that includes a master of ceremonies, prepared speeches, spoken evaluations, other minor role-takers, and a chance for the audience to participate in an impromptu speech session. Finally, the workshop will conclude with information about visiting Toastmasters clubs in Korea, additional resources, and a question and answer session.

[Workshop / Demonstration] All

Saturday 2:30-3:20

Professor

Ralph Cousins, Neungyule Education

Room B167

Who says teaching readers is difficult? Six easy steps for teaching fiction readers. What are good ways to teach fiction readers? Are there any systematic steps to teach them?

This workshop reflects our beliefs about the best practice in teaching fiction readers to young learners.

For some teachers, teaching young ELL children one fiction reader for several hours is very difficult. But in this workshop, we will demonstrate to teachers how to teach a fiction reader systematically using six steps: cover talk, think ahead, reading, story elements analysis, think back & personalization, book report & making a mini book. Using these six steps, learners will develop their reading skills and strategies and enhance creative thinking skills.

[Commercial] YL / VYL

Saturday 2:30-3:20

The Debate as a Language Learning Tool: Insight into Versatile Roles

Cheri Lee, Larrabee Learning

Room B168

[PART I. Debate Workshop: Theory Session]

In the era of CLT (communicative language teaching), we, EFL teachers have an obligation to help learners equip themselves with foreign language competency to fully engage in debate. We all know debate itself is a highly fascinating form of interactive communication. Research shows that exposure to L2 debate raises the percentage of learners with confidence to express ideas from 30.8% to 56.7%. Despite debate's inherent beneficial properties, most EFL teachers feel debate classes are burdensome or inaccessible and do not fit into the East Asian cultural context.

However, there is a feasible way to make approachable L2 debate classes. This first session of the Debate Workshop provides EFL teachers with a meaningful learning opportunity to explore debate and the best approaches to running L2 debate classes, which will be applied to debate curriculum design in the second session. This theory session deals with five major topics. First, common beliefs, definitions, concept distinctions and key features of debate are covered; the second is about ideal approaches to teaching debate in the EFL context; the third topic is ten misconceptions about L2 debate classes; the fourth discusses beneficial roles of debate for learning generally and in the EFL/ESL classroom in particular; and the last leads to common debate formats useful for EFL teachers and learners. Covering the most instrumental knowledge and theories that EFL teachers should be aware of when teaching debate classes, this session will help teachers have a global perspective on English debate as a new language skill.

[Commercial] YL / VYL / S / T / U / A

Saturday 2:30-3:20

Improving L2 Reading Fluency

Neil Anderson, Cengage Learning Korea

Room B178

This presentation introduces a pedagogical reading framework for improving fluency in L2 reading. The ACTIVE reading framework suggests that six components can be part of reading instruction:

A: Activate prior knowledge

C: Cultivate vocabulary

T: Teach for comprehension

I: Increase reading rate

V: Verify reading strategies

E: Evaluate progress

The presentation will focus specifically on improving reading fluency by building readers comprehension skills and reading rate. Participants will have the opportunity to consider how these elements can be integrated into their philosophy of teaching L2 reading.

[Commercial] U

Saturday 2:30-3:20

Rethinking Homework: ideas for evaluating homework design

Robert Cochrane, Kyushu Sangyo University

Room M101

Homework generally has a positive effect on academic achievement but students must actively engage in their studies for it to be effective. The results of a one year study of the effects of different types of homework activities on students' reported perceptions and engagement in various homework activities provide the basis for this workshop. The activities covered a variety of activity types related to the lessons they studied from their textbook. The activity types were rated across 2 dimensions, personalization and novelty. The personalization dimension involved the amount of personal thought, feelings or opinion were required to complete the activity, for example label a map versus write the names of 3 countries you would like to visit. The novelty dimension measured how familiar subjects would be with the activity, for example, fill in the blanks versus watching a video and listen for specific words. Activity design was based on elements of task-based learning principles, cognition, CALL and strategy instruction.

A survey was assigned covering the areas of time spent, interest, perceived difficulty, relevance, and desire to do the activity again. The results of the surveys will drive this workshop in examining how we can design homework activities that are both pedagogically sound, yet also engaging to students. The implications for further investigation will be also discussed. The subject were 100 1st year non English majors enrolled in a compulsory English listening/speaking class.

[Classroom application of research] U

Saturday 2:30-3:20

Pronunciation Power: Techniques & Games

Rheanne Anderson, RMIT University Vietnam

Room M103

Teaching pronunciation is an area that many teachers struggle with. Early career teachers may doubt their own pronunciation accuracy and may feel intimidated when trying to help their students understand how to produce sounds. Even experienced teachers encounter challenges when trying to fit pronunciation into a crowded curriculum. This workshop aims to introduce and reinforce basic pronunciation knowledge (through an overview of the International Phonetic Alphabet) and to extend that knowledge by focussing on ways to make pronunciation come alive in the classroom. Participants will engage in interactive modules which let them practice games and activities which can help students with their accuracy and confidence in a supportive, fun and effective way.

[Workshop / Demonstration] T / U / A

Saturday 2:30-3:20

Creating a school newspaper

Stephen-Peter Jinks, Brighton Education Group

Room M104

Evaluating a school newspaper project in progress and writing your own story: this is an interactive workshop that encourages active participation from attendees in discussion and production of a final product. Participants will work in small groups to look at a selection of articles from a school newspaper project and discuss which stories would or wouldn't be suitable for students they teach. We will also explore why some articles are suitable while others aren't. Participants will also be encouraged to think about who will really be the target audience. We will then work together to create our own articles to share with the group based on ideas from the workshop.

[Workshop / Demonstration] YL / T

Saturday 2:30-3:20

Six Principles for Teaching Pronunciation

John Brezinsky, Cambridge University Press

Room M105

Today's instructors face significant challenges when teaching pronunciation, including selecting what to focus on and how to design effective activities. This session outlines six research-based principles that can inform any classroom and provides examples of classroom-ready exercises.

The presenter begins by outlining exactly what areas of pronunciation are the most important. Students need to be understood, but they also need to know what to focus on in order to understand what they hear. This is followed by an exploration of clear, easy rules that students can apply in order to pronounce unfamiliar words correctly.

The next section focuses on activity types that have been shown to dramatically improve students' comprehension of English and their comprehensibility when they speak. From visual illustrations of the English sound system to physical exercises, the speaker provides attendees with classroom-ready activities for helping students improve their pronunciation.

The session ends with a description of iPhone apps that can help students to better distinguish between the most important aspects of English speech.

[Commercial] All

Saturday 2:30-3:55

Building e-portfolios in EFL Writing with Google Apps

Anthony Anderson, The University of Texas at Austin

Room C608

In this workshop, I will demonstrate how to build an e-portfolio in an EFL writing class, using

Google Education Apps. Instead of keeping a traditional portfolio, students in my Academic ESL Writing class build electronic portfolios using Google Apps. My students, using this suite of apps, build a blog with blogger, write their essays and research papers using Google Docs, and use Google Sites to build their CV. Google Sites also ties the portfolio all together with an introductory landing or bio page.

Students can archive their personal statement, essays, list service or volunteer work that students have completed. The blog is a less formal writing, which provides a chance for reflection, taking the place of a traditional journal, and allows peers in the class to comment on each others writing. I have found that students are much more motivated when creating this type of portfolio. It appeals to today's student in a way that the student is used to communicating, in this age of the digital native.

[Workshop / Demonstration] U / A

Saturday 2:55-3:20

Composition Feedback: The good, the bad and the possible

Joel Diamond, Sejong University

Room B112

The presentation will provide an overview of the literature on providing feedback and error correction for student compositions. It will include the arguments against the usefulness of feedback and consider the concepts of appropriation and identity regarding error correction for second language compositions. Counterarguments supporting feedback will also be presented. I will discuss specifically the areas feedback encompasses, choices that need to be considered within those areas, pros and cons of those choices and my own, general, opinions. Taking these further will lead to a discussion of when, where and how feedback might ideally be applied. Furthermore, I touch on the roles it is possible for the feedback provider to assume and their implications. I will conclude with reference to my own experiences teaching undergraduates for the past year and a half at a university here in Korea, discussing the question of what is really possible given the often unfavorable composition-teaching environment. If possible I hope to conclude with audience discussion - in which members of the audience can share their own feedback experiences and suggestions.

[Classroom application of research] T / U / A

Saturday 2:55-3:20

Teacher, How Do I Write My Name in English?

Don Makarchuk, Kyonggi University

Room S101

This presentation reports on a study designed to explore the need for hyphenation in Romanized Korean given names in light of governmental recommendations to the contrary. The study investigates the importance of Romanized Korean names to users and the effects on name use of omitting the hyphen in Romanized Korean given names. A questionnaire was used to collect the perceptions of 65 South Korean university students regarding their experiences with Romanized Korean names and their beliefs regarding given name hyphenation. To assess the usefulness of the hyphen, a survey of 36 names was constructed from a database of 995 Romanized Korean names. Responses from 79 English native speakers who were not familiar with Korean names or the Korean language were analyzed for given name hyphen placement. The results of the study

highlight the importance of effective name Romanization and the utility of the hyphen for the participants. In addition, the results reveal that without the use of a hyphen 30% of the Romanized Korean given names were incorrectly syllabified. Errors were found at syllable boundaries consisting of vowel-vowel, consonant-consonant, vowel-consonant and consonant-vowel letter combinations. It is argued that these errors may be the result of the application of syllabification procedures appropriate to the participants' native language, but which are prone to error when used on some Romanized Korean given names.

[Research report / paper] All

Saturday 2:55-3:20

Harnessing technology to help researchers avoid plagiarism

John Blake, Japan Advanced Institute of Science and Technology

Room S111

There is increasing pressure on academics for whom English is a second language to publish in international journals and conference proceedings. In fact, job prospects, tenure and salary may be directly related to this. Researchers not only have to master their content knowledge, but also come to grips with English. This presentation reports on the progress of the development of an online resource that inexperienced writers of English can use to help scaffold their attempts to draft research abstracts for scientific articles by selecting an appropriate template and functional exponents to use as a skeleton around which they can build the body of their abstract.

Abstract writing is a complex field with an infinite amount of choices available to writers; yet there are well-defined shared expectations of the community of practice. The move structure of abstracts in one science journal was examined using genre analysis and systemic functional grammar. Each move within the abstract was manually labeled and a database was created. The data contained some phrases of language that students could draw on, such as 'in this study' and others which could leave them open to accusations of plagiarism. Drawing on the document similarity metric of statistically improbable phrases (SIPs), each phrase was tagged according to function and probability. Items with a high SIP should not be used and those with a low SIP may be used. Learners can, therefore, make informed research-based choices of whether a phrase should or should not be copied.

[Research report / paper] U

Saturday 2:55-3:20

The L2 Self-Concept in Second Language Learning Motivation: A longitudinal study

David Lyons, Keimyung University

Room S113

Researchers in psychology (Higgins, 1987; Markus & Nurius, 1986; Ryan & Deci, 2002) have found that a learner's self-concepts are deeply implicated in his or her learning, and the field of L2 motivation has now taken on board such ideas (Dornyei, 2009; Noels, 2009; Ushioda, 2011). This has resulted in a reconceptualization of L2 motivation as a dynamic psychological process considerably influenced by the learner's immediate and constantly changing environment (Dornyei & Ushioda, 2011). This presentation will report on an ongoing longitudinal qualitative investigation into the role of second language learners' L2 self-concept, identity, and learning context in the construction and maintenance of L2 motivation. The study follows the motivational profiles of 30

Korean university students over a 6-month period. Data collection methods include focus-group and individual interviews, supplemented by weekly semi-structured learner journals. Data analysis, which utilizes corpus linguistics software as well as traditional qualitative methods, focuses on identifying particular themes in the data, which then form the basis of the direction of subsequent interviews. This report will describe the course of the research and pinpoint specific factors identified by the learners as key to their motivation. In addition, it will outline perceived changes in student motivation and attempt to account for these. Finally, it will go on to discuss the implications of these findings for language teaching and learning in the Korean context.

[Research report / paper] T / U / A

Saturday 3:30-3:55

Reevaluating the Importance of Prepositions in a Freshman English Class in Taiwan

Kai-chong Cheung, Taiwan

Room M101

As far as teaching a freshman English class in an EFL context is concerned, most teachers have always recognized the importance of grammar, vocabulary, and sentence patterns. Prepositions, however, actually play a significant role due to the fact that they show how things are related to each other in accordance with space, time, purpose, method, and possession. On the top of all these, they also appear in different forms—followed by a noun or noun phrase, with pronouns, with verbs, etc. The purpose of this presentation is to study and discuss the essential and appropriate role and function of prepositions as one of the ways of teaching a freshman English class in Taiwan. Having equipped with such kind of knowledge of prepositions, EFL students will certainly enhance their ability in writing and reading comprehension.

[Research report / paper] U

Saturday 3:30-3:55

Professionalism in Teaching English

Simon Gillett, Sookmyung Women's University

Room S111

Professionalism in education is keenly debated by ethical professionals, but TESOL professionals face ethical challenges from bad pedagogy and poor working conditions. Those challenges are particularly acute in Korea because TESOL is not widely considered a profession. Evidence for this comes from short work contracts, questionable residential status, (lack of) recognition of TESOL qualifications, and the dominance of private-sector educational institutions. David Carr's writings on ethics and professionalism are invoked to address those challenges. I reflect that research produced in Korea is not best placed to define professionalism in Korea, since professionalism is ethical, but research produced in Korea is positivistic since it is based on an analysis of local policy issues, parents' demand, curriculum, and student achievements. Ethics are necessary for ethical professionalism. I attempt to illustrate that by inquiring at several international schools, including one that is also a Christian school. I find that Christianity represents a possible deontic ethics for maintaining professionalism amidst areas of potential conflict over subjective nationality, language, curriculum and critical issues. I conclude that ethics could be central to the meaning and practice of professionalism.

[Research report / paper] A

Saturday 3:30-3:55

Most Effective Activities for Teaching Reading to Non-English Majors

Mutahar Al-Murtadha, Kanazawa Institute of Technology, Japan

Room S113

Many non-English major university students struggle with understanding reading texts. At the same time, EFL teachers find it challenging to teach English to this group of English learners. So what are the effective classroom activities for teaching reading in particular and English in general to such EFL students? Teachers and students might have different answers to this question. Sometimes teachers and students think differently about the effectiveness of classroom activities. Therefore, it is important to know how students think about activities used in class so that teachers can help their students learn more effectively. This presentation has two parts. First, the presenter will talk about a series of activities (PowerPoint presentations, content-based conversations prepared by the teacher, comprehension worksheets, textbook exercises, listening exercises prepared by the teacher, group work, pair work, and portfolios based on outside readings from the internet, etc.) used to teach a graded reading course to non-English majors at the university level in Japan. Second, the presenter will present results and findings of a survey administered to 320 students to investigate the most effective activities based on what the students themselves think.

[Research report / paper] U / A

Saturday 3:30-4:20

Choose Content-Based Instruction

Clara Lee Brown, The University of Tennessee, Knoxville

Room B107

One cannot help noticing how far the field of language education has travelled from the tradition of grammar translation used for teaching Latin, but also how prevalent it still is today. Also, foreign language learning in the Middle Ages was limited to the privileged, but this is still the case in modern days. In Korea in 2012, KOTESOL is featuring content-based instruction as a main theme. Perhaps this means that something is changing in language education. In my session, I will argue for the necessity of a paradigm change in language teaching. My goal is to stimulate a dialogue among us as to why the content-based instructional model can be a game-changer for both teachers in the classroom and students everywhere if we approach it in the right way.

Content-based instruction can help the field to finally break away from its traditional focus on grammar. To this end, I will review the history of the grammar-based language teaching model and the evolution of language teaching, and describe some current contributions to theory and practice in content-based instruction.

[Featured] All

Saturday 3:30-4:20

Effective ways of Improving Writing skills for young beginners

David Jones, Compass Media

Room B109

Writing should not be a sink or swim experience for young English learners. This presentation suggests practical ideas for nurturing the creativity of beginning writers through a process of ECSR: Exemplars, Context, Scaffolding, and Revision. Writing is journey of exploration and expression for everyone. All writing excursions, especially beginner writers, need to know where they are going and the proper avenues to reach their destinations. Exploring writing using the ECSR skills with young beginning writers assists them in their journey to writing independence.

[Commercial] YL / VYL / S / T

Saturday 3:30-4:20

Let Us Guide You through the World of Phonics with Oxford Phonics World!

Julie Hwang, Oxford University Press

Room B111

As educators, we are aware of how important phonics instruction is to build successful readers and writers. With the simple rules and strategies of phonics, students can tackle words and reading texts with great ease and confidence. Come and discover the new phonics series from Oxford University Press – *Oxford Phonics World*. A series complete with delightful characters and Phonics Friends, which make learning English enjoyable. *Oxford Phonics World* draws young learners into a world of phonics and guides them through the 44 sounds of English. This exciting new series is filled with catchy songs and games and interactive activities to develop children’s listening, speaking, reading, and writing skills. *Oxford Phonics World* also includes a fun, animated MULTI-ROM with interactive games, songs and activities to practice at home or to be used in the classroom.

This interactive workshop will walk teachers through *Oxford Phonics World*. Throughout the session, participants will engage in a wide range of activities, sing songs and play games which highlight fun phonics instruction. Come and experience an hour of fun and excitement at the Oxford University Press room!

[Commercial] YL / VYL

Saturday 3:30-4:20

HOCs and LOCs: What every EFL teacher should know about teaching writing

John McDonald, Gwangju Institute of Science and Technology

Room B112

As a form of communication, writing varies significantly from the spoken word. As such, without adequate training many EFL teachers may have difficulty in organizing activities in the EFL classroom. Based on information provided by Purdue University’s Online Writing Lab (OWL), the concept of Higher Order Concerns (HOCs) and Lower Order Concerns (LOCs) can be used to both structure the material presented in the EFL writing classroom and to provide a focus for giving feedback to language learners. In brief, HOCs refer to considerations such as focus and purpose of the writing, as well as the main organization and development—the main ‘content’ issues. On the other hand, LOCs are focused on the sentence structure, punctuation, word choice, and spelling. Note that use of these terms does not imply that HOCs are more important than LOCs, or vice versa; indeed, both are required for clear cohesive writing. However, by having students understand why they are writing, there is a greater chance that they can produce content (HOCs) that the

teachers can then use in a discussion of ‘language’ issues (LOCs). By establishing this framework, the overall writing-feedback-rewriting process becomes simplified. Hence, it is expected that this short presentation will give EFL teachers an overview of the purpose of writing as well as some tips for teaching writing in an EFL classroom.

[Workshop / Demonstration] T / U / A

Saturday 3:30-4:20

What Is a Child-Centered Lesson?

David Paul, Language Teaching Professionals

Room B121

Some teachers think a child-centered lesson is one where children are running around the room or jumping up and down. Others think it is one where children are working on projects. In fact, lessons that appear to be child-centered are often very teacher-centered. So what is a child-centered lesson? What elements do we need to include in our lessons to make them more child-centered?

Child-centered learning is more mental than physical, though it can be physical as well. The initial desire to learn something starts inside each child. We may choose a language target, but before the children learn it, we need to ensure that the children also feel it is important and genuinely want to learn it.

When we “teach,” we send a message to the children that they do not need to learn for themselves. When we focus on immediate facts and knowledge, and not on the process of learning, we send a message to the children that they cannot be natural human beings in our lessons. Children, by nature, are active learners. They are full of life and curiosity, and learning is at the very core of their existence. We need to find methods that trust and build on their natural desire to learn.

[2020] All

Saturday 3:30-4:20

Pronunciation for Korean middle and high school teachers of English

C. Dion Clingwall, Fukuoka University

Room B142

Using information from the surveys of 150 Korean middle and high school English teachers it was clearly identified that English pronunciation was overwhelmingly an object of both frustration and desire (for improvement). Despite a significant majority suggesting that their English pronunciation level was more than adequate for their jobs as English teachers, 100% of participants surveyed felt that their pronunciation could use “improvement”. Furthermore, 85% of the teachers identified themselves as either “sometimes” or “always” feeling nervous when faced with speaking English to a native-speaker.

This presentation looks at the pronunciation course that was developed in answer to these identified needs. The objectives of the course were two-fold. Firstly, participants were asked to identify common pronunciation challenges facing both themselves their middle and high school students. Secondly, the group worked on teaching strategies and pronunciation tasks with a primary focus on intelligibility.

Firstly, we will briefly consider the current state of pronunciation research and what the research suggests to include in a pronunciation course. We will discuss how the Korean teachers felt about

teaching pronunciation, what they felt was important to learn themselves, and the layout of the course content itself (what was included, why it was included, and how it was carried out). Finally, both positive and negative issues that arose during the course will be discussed with a wrap-up that includes an overview of learner feedback and the suggestions for possible changes to future courses.

[Classroom application of research] T / U / A

Saturday 3:30-4:20

Rubrics 101 - Better evaluation strategies to help stressed teachers and frustrated students

Allison Bill, Jeonju University

Room B161

Do you get stressed at the thought of marking student assignments? Do you want to give feedback, but don't have enough time? Are your students' written assignments and oral presentations completely different from what you expected? This workshop will help you to see how a well-planned evaluation system can make life easier for you AND your students. This workshop is appropriate for teachers of any age group.

We will start with a brief overview of a few evaluation techniques, with a focus on using rubrics. We will see examples of rubrics for various levels, as well as how to use rubrics for student self-evaluation. I will share some sample rubrics I've used for written work and oral presentations. We will look at the basics of developing rubrics, as well as a simple website which will do a lot of the work for you. We will even consider how students can help decide how they will be evaluated. Then we will work in groups to make our own rubrics. Workshop participants will be able to go back to their schools and implement this low-stress evaluation strategy.

["101" Workshop] All

Saturday 3:30-4:20

Comic Books and Extensive Reading - A Research Project

Ingrid Zwaal, Jeonju National University of Education

Room B164

Extensive reading is the latest trend in studying English. But I dislike the levels and the custom made materials and programs currently available. So I looked at different kinds of authentic materials and decided to study with children one material that they most often pursue on their own – comic books. With seventeen elementary and middle school students we spent six classes letting them read their choices from a wide selection of comic books. Then they gave me their opinions of this type of extensive reading. During this presentation I will explain how I set up the research and the results based on observation and student feedback.

[Research report / paper] YL / T

Saturday 3:30-4:20

Task-based teaching? Get real! Implementing a task-integrated EAP curriculum in Vietnam

Fiona Wiebusch & Carla Bridge, RMIT International University, Vietnam

Room B166

Task Based Learning (TBL) is becoming increasingly important in English for Academic Purposes (EAP) classrooms in Asia as it provides opportunities for EFL learners to interact with English via real-world tasks. Task-based lessons focus on the importance of ‘making meaning’ and language as a communicative act (Nunan, 2006), typically require learners to utilise all four macro skills (reading, writing, listening and speaking) and work in a collaborative and communicative manner in the classroom. But how do teachers really feel about working with tasks in the EAP classroom? This workshop focuses on the methodology associated with ‘teaching tasks’ in the context of task-integrated EAP curriculum at an international, pre-sessional university program in Vietnam. Workshop participants will have an opportunity to observe TBL in action in our classrooms, examine an authentic task and stages of a typical lesson, and consider ways to incorporate TBL into their own classroom contexts. Practical considerations, challenges and opportunities for institutions or teachers keen to implement TBL in their curriculum will also be discussed based on outcomes of an extensive program evaluation conducted at our centre from 2009-2012.

[Workshop / Demonstration] T / U / A

Saturday 3:30-4:20

Teaching Metaphors for Critical Reflection

James Papple, Brock University

Room B167

ELT teachers constantly encounter metaphorical language, whether through pre-service courses, curriculum materials, or through general discussion in the staff room. These metaphors unconsciously shape our perceptions of teaching and learning over time. Critically reflective teachers learn to analyze and check these assumptions. Metaphors related to the practice of teaching are one such aid in critical reflection. This workshop suggests that the creation of teaching metaphors during critical reflection, bridge the gap between teachers’ belief systems and the reality of the classroom. The workshop explores the sometimes contradictory nature of teaching through the individualization and variety of teaching metaphors. The metaphors reflect concepts of classroom power that illustrate our conceptualization of the ELT teacher, learner, and learning environment. These metaphors can both constrain and empower our approaches to teaching. Participants in this workshop will learn how to analyze their own personal teaching metaphors to better critically reflect on the practice of teaching.

[Workshop / Demonstration] U / A

Saturday 3:30-4:20

Cultural Fluency: An Essential Skill for Today’s World

Allen Ascher, Pearson Education

Room B168

Approximately 80 % of the people who speak English in the world today are not native speakers of English. This startling reality compels us to broaden our pedagogical focus in order to meet the urgent needs of today’s learners, who will have to navigate the world of work, study, and travel among people of diverse language backgrounds and unfamiliar cultures. Offering a rationale and a syllabus for integrating the skill of cultural fluency with language instruction, this presentation proposes shifting the treatment of “culture” from content to skill, greatly accelerating students’

ability to communicate verbally and socially with confidence and ease.

[Commercial] U / A

Saturday 3:30-4:20

Twitter: A vital tool for Professional Development and Motivation

Barry Jameson, Sullivan Language Academy

Room B178

Twitter is a vital tool in 21st century teaching to help teachers' develop. Over the last 18 months I have come in contact online with hundreds of teachers around the globe. This has increased my knowledge of teaching methodology as twitter is used as a portal to other teachers' blogs and research.

The nature of twitter allows instant interaction leading to a form of action research. Through twitter teachers can discover links to academic papers, international conferences, examples of best practice etc. It has also motivated me to start my own blog and research specific areas of ELT such as reflective practice, dogme etc. It is my belief that twitter is the most valuable social networking tool available to teachers, new and old. I hope to have interaction and feedback from the conference attendees about their own twitter experiences, both positive and negative.

Its potential benefits will be outlined, with opinions given from current users. The aim will be to convince teachers that by using twitter, they too can develop a strong Professional Learning Network (PLN). This PLN can motivate, inspire and give practical advice as teachers pursue a career in ELT.

[Workshop / Demonstration] All

Saturday 3:30-4:20

Skillful students achieve academic success

Clyde Fowle, Macmillan Korea Publishers Limited

Room M103

What skills do our learners require to succeed academically in English? Of course they need the four language skills but they also need a rich vocabulary to express their ideas in English, as well as critical thinking skills to analyze and interpret what they hear and read and, they also require a range of study skills to organize and make the most of their academic studies. This session will look at how *Skillful* a new series from Macmillan can help your learners achieve these goals. The session will look at how developing learners' receptive skills (reading and listening) naturally leads to development of the productive skills (writing and speaking) and will demonstrate how we can exploit thought-provoking texts and topics in class to enhance our learners' critical thinking skills. Participants will leave the session with ideas that will help them empower their students to achieve academic success through English.

[Commercial] U / A

Saturday 3:30-4:20

Concrete – Pictorial – Abstract: Applying it to Vocabulary in the Classroom

Matthew Walker, Houghton Mifflin Harcourt

Room M104

Based on the work of Jerome Bruner, the Concrete - Pictorial - Abstract (CPA) approach provides learners with a safe and effective progression when learning a variety of concepts. Teachers have applied the approach in content areas such as math or science for years. The progression is also applicable when helping our English language learners build their vocabulary foundations. Our students need a variety of interactions with words before they are able to explain meanings, understand the words, and use them in context. In this session, we take a look at how the CPA approach applies to learning words found in classroom texts. After a brief background on the approach, we perform and discuss vocabulary-based activities designed to for students at different stages on the CPA progression. Discussions aim to explore how each activity fits into different teaching methods and how each activity can be adjusted to meet different learner needs in general English classrooms and content-based classrooms.

[Commercial] All

Saturday 3:30-4:20

100% Flexibility With Touchstone Blended Learning

John Brezinsky, Cambridge University Press

Room M105

Add a vibrant new dimension to your curriculum with *Touchstone* Blended Learning, a completely customizable suite of print and digital course components that can be delivered 100% digitally, 100% in the classroom, or anywhere in between.

[Commercial] S / T / U / A

Saturday 3:30-4:20

CALL – story about teachers taking first step.

Han Seo, University of Birmingham

Room S101

Despite the vast research in the area of CALL, little is known about the perspective of teachers. The overall image that emerges from the literatures is that teachers are expert at using CALL, and they can produce materials and contents. This research showed that in the school of 20 teachers over 5 year of CALL uses, not one of them tried to expand beyond what they were taught originally when they were first introduced to the system. An analysis of their time uses showed that teacher were too heavily loaded with text books, grading and homework to explore the CALL environment that they were asked to work in. One teacher who was new to the CALL system, left alone to explore the system rather than taught, this teacher explored far beyond what the accepted uses of CALL system within that school. This story will add nuance to our understanding of how CALL operates within the school system. This research is part of a growing body of research on teacher's perspective of the CALL uses. In using a largely untapped source of teacher interviews and time uses of teachers, one hopes to positively contribute to future research on similar topics.

[Research report / paper] All

Saturday 3:30-5:15

Introduction to Extensive Reading

Scott Miles, Daegu Haany University

Room C601

An increasing number of scholars argue that extensive reading is a 'must have' component of any language program. This presentation will introduce the basics of extensive reading (ER) for those new to the practice. First, the presenter will discuss the principles of ER and how it is different from the traditional reading practices (intensive reading). This will be followed by a brief overview of the benefits of the practice, which extend far beyond the development of reading skills. Finally, some tips will be given on how to implement ER in the Korean classroom.

[Colloquium / Panel] T / U / A

Saturday 3:30-5:15

Extensive Reading's Contributions to Language Skills Acquisition

David E. Shaffer, Chosun University

Room C601

Extensive Reading (ER) as an effective approach for both first and second language learning has been in the literature for decades. In Korea, however, little mention of ER or research in this area has occurred. Domestic and international ELT materials publishers are increasingly promoting ER reading materials and their benefits. Nevertheless, the ELT community and the general public of this test-driven society remain unconvinced that something as enjoyable as casual reading could be as effective as explicit instruction combined with memorization and testing.

This presentation aims to convincingly show, based on research findings over the years, how effective ER is and how ER is effective as a language learning approach. After briefly describing what ER is, and how and why ER works. Research will be cited that show that ER is not only effective in increasing reading rate and reading proficiency, but also effective in increasing vocabulary, spelling, writing proficiency, grammatical accuracy, oral fluency, listening proficiency, motivation, and general language proficiency, as well as providing the necessary amounts of comprehensible input for language acquisition. The presentation concludes that ER should be incorporated as a component of every EFL program.

[Colloquium / Panel] YL / T

Saturday 3:30-5:15

A Four Strands Approach to Developing an Extensive Reading Program

Rocky Nelson, Pusan University of Foreign Studies

Room C601

Dr. Paul Nation describes the main types of activity that should make up a balanced language course. These can be classified into the four strands of meaning-focused input, meaning-focused

output, language-focused learning and fluency development. In a well designed course there should be an even balance with roughly equal amounts of time given to each strand. The research evidence for the strands draws on the input hypothesis and learning from extensive reading, the output hypothesis, research on form-focused instruction, and the development of speaking and reading fluency.

[Colloquium / Panel] All

Saturday 3:30-5:15

Online Extensive Reading Resources

Robert Waring, Notre Dame Seishin University

Room C601

In the last two to three years more and more publishers are making graded reading materials available online or on mobile devices. The aim of this presentation is to showcase these materials. Various types of materials are available, from e-pub files, PDFs and simple webpages. There is also a variety of delivery platforms, some encrypted and some not. The presentation will review the strengths and weaknesses of each and propose guidelines for their development. The presentation will also provide a framework for assessing the relative strengths and weaknesses of these sites.

[Colloquium / Panel] All

Saturday 3:30-5:15

Read & Retell: Acquisition, Communication, Accountability, Enjoyment

Shaun Miller, Jeju National University Teachers College

Room C601

Read and retell is a truly enjoyable way to acquire language, build communication skills, and gain a breadth of knowledge. With each passing week, students feel their language skills and confidence grow in an all gain, no pain way. Students not only notice their own gains, but those of fellow classmates as well. Teachers also witness this growth, and gain true understanding of their students' abilities.

The read and retell procedure combines extensive reading with retelling in a cooperative learning/student centered environment. In class, students retell books they read to one another in a small group. Reading helps students acquire language. Retelling strengthens the acquisition and builds communication skills. Retelling also generates a good deal of negotiation of meaning and cooperative learning. Teachers are able to ascertain how much students read, their comprehension, and communication skills in real time, and in a very relaxed and natural manner.

In this presentation, I will share with you my 10 years of experience using the read and retell procedure in Korea with university, adult, and young learners. I will focus on the retelling procedure and only general information on reading as it relates to retelling. You will learn what occurs in the classroom and the benefits of retelling for students as well as those for the teacher. You will see how easy it is to do, and how successful and enjoyable. Read and Retell works with all levels and all ages (with minimal adjustments).

[Colloquium / Panel] T / U / A

Saturday 3:30-5:15

The Bimodal Narrative Approach, Story without struggle

Michael Rabbidge, Chonnam National University

Room C601

The Bimodal Narrative Approach (BNA) is an approach in development that integrates principles and materials from Extensive Listening and Extensive Reading (ER) with teacher led and facilitated skills practice. In East Asian contexts ER is underutilized in language programs due to its incompatibility with the local teacher-centered norms of education. BNA bridges the gap between traditional and recent perspectives on language learning by moving learners gradually toward an ER experience, linking pedagogic and authentic materials, and providing a rich multi-modal learning experience. The approach was developed for an in-service regional teacher training program at Chonnam National University in South Korea, and was well received by trainee teachers. Participating teachers have subsequently begun to employ the approach in their own high school classrooms. A detailed discussion of BNA, sample activities and an example of how the approach was applied to the graded reader Billy Elliot, incorporating its accompanying audio CD and clips from the feature film will be discussed.

[Colloquium / Panel] T / U / A

Saturday 3:30-5:15

The Bimodal Narrative Approach, Story without struggle

Nico Lorenzutti, Chonnam National University

Room C601

The Bimodal Narrative Approach (BNA) is an approach in development that integrates principles and materials from Extensive Listening and Extensive Reading (ER) with teacher led and facilitated skills practice. In East Asian contexts ER is underutilized in language programs due to its incompatibility with the local teacher-centered norms of education. BNA bridges the gap between traditional and recent perspectives on language learning by moving learners gradually toward an ER experience, linking pedagogic and authentic materials, and providing a rich multi-modal learning experience. The approach was developed for an in-service regional teacher training program at Chonnam National University in South Korea, and was well received by trainee teachers. Participating teachers have subsequently begun to employ the approach in their own high school classrooms. A detailed discussion of BNA, sample activities and an example of how the approach was applied to the graded reader Billy Elliot, incorporating its accompanying audio CD and clips from the feature film will be discussed.

[Colloquium / Panel] T / U / A

Saturday 3:55-4:20

21st Century Social Studies: Introduction of Interactive Media into the EFL Classroom

Terence Clark, Korea University

Room C608

John Dewey, noted philosopher, psychologist and educational reformer, once said, "If we teach today as we taught yesterday, we rob our children of tomorrow." While Mr. Dewey left us in 1952

and never experienced the effect modern technology has on education, his words have never rung truer. The traditional “brick and mortar” classroom is a thing of the past, and today, the opportunities for an educational experience are limitless. The purpose of this presentation is to introduce an assortment of technologies available to the educator, the various uses of these technologies in the 21st century EFL classroom, and the effects on the English Language Learner. It is my purpose to show how the uses of widely available technology, such as VoiceThread, NING, Facebook and Twitter, can be used to create opportunities for English Language Learners of any age or ability level to practice and improve their language skills outside the classroom, especially in a non-immersed environment. In addition, by analyzing the results of student surveys, work samples and interviews conducted over the course of three semesters at a university in South Korea; we will look at how the use of these technologies can intrinsically motivate students and help them identify and correct areas where improvement in their English language abilities can be made.

[Classroom application of research] T / U / A

Saturday 3:55-5:20

An Exploration of the Socratic Method in ELT

Chad McDonald, Seoul Theological University

Room M101

The Socratic Method is a teaching style pioneered and championed by Socrates, in which the teacher teaches through a series of questions, engaging the minds of the students and encouraging the students to debate amongst themselves, struggling to find the answer. The teacher's role is to guide the students in their debate, not to offer answers. Preparation for this method can be difficult, requiring careful thought to create the questions that follow the chain of logical thought to reveal the knowledge the teacher seeks to impart.

Action research will be presented showing the results of classes using Socratic dialogue teaching. Interviews with various students, surveys, and results of class activities and interaction before and after the use of Socratic method will be covered. Finally, with the recent surge in class sizes, it is very difficult to use the Socratic Method in public and most private institutions. Socrates originally had class sizes of about 10. This presenter has found a resolution to this issue, allowing for smaller sizes, owing to cultural issues in Korea, while at the same time maintaining class sizes of up to 30 to 40 students.

This hybrid workshop will reveal the action research, explore the Socratic Method, and go over examples of Socratic Teachings by offering the members an experience of the method by teaching it using the Socratic Method. The presentation will then finish with tips on creating Socratic teaching lesson plans specifically targeting the "how to" of creating a Socratic chain of questions.

[Classroom application of research] T / U / A

Saturday 3:55-4:20

KoreaTESOL and ATEK: A comparative study of their current and potential benefits for English Teachers in Korea

Tory Thorkelson, Hanyang University

Room S111

The purpose of this project is to study the ways and means for KOTESOL and ATEK to work for

the betterment of English language teaching and its broader implications in Korea. Having been a KOTESOL member for 13 years, and having seen ATEK evolve from its rocky beginnings into a potential rival for our long established organization, it seems essential for the best interests of both of our organizations – whether separately or in cooperation- that we at least understand each other’s strengths and weaknesses in terms of who we are and what we do.

The research itself will be broken into 4 phases as follows:

- 1) To create profiles of typical members of KOTESOL, ATEK or both. (Consumers and/or Creators)
- 2) To look at the benefits and services provided by one or both of these organisations to see how they overlap and/or complement each other. (Creators)
- 3) To look at the governance documents and styles of these two organisations (in terms of creators, web presence, etc.)
- 4) To suggest ways and means for us to work (separately or together) for the present and future betterment of our organisations, members and the ELT community as a whole. (Complementors for each other)

The outcome of this research project, and program, will ultimately be a concrete way for ATEK and KOTESOL to achieve their goals as well as allowing me (personally) to look at KOTESOL from a whole different perspective.

[Research report / paper] A

Saturday 3:55-4:20

Scientific abstracts vs. simplified readers: investigating the effect on the affect

John Blake & Dubhgan Hinchey, Japan Advanced Institute of Science and Technology

Room S113

This content-analytic study compares and contrasts the effect of an intensive scientific abstract reading programme and an extensive reading programme on the attitudes to reading among learners of English.

A large body of research advocates the benefits of extensive reading programmes, which resonates with the perceptions of many language teachers. If time on task is a primary factor, as is claimed for vocabulary acquisition (Nation, 2001), then extensive reading should win hands down. A number of studies have compared extensive and intensive reading; however, there is a paucity of research comparing the effect on the affective domain.

Postgraduate students of science and technology enrolling for the same English course were assigned to either the extensive or intensive reading programmes. Four reading attitude variables, namely: comfort, anxiety, value and self-perception (Yamashita, 2004) were surveyed prior to and after the programmes using questionnaires and focus group interviews. The focus of the intensive scientific reading programme was on conforming to expectations within the community of practice with an emphasis on establishing the significance and novelty of the research. The focus of the extensive reading programme was on promoting pleasure reading by encouraging learners to read graded readers, starting with a headword level that they should be able to easily understand. Reading progress was tracked online using Kyoto Sangyo University’s MoodleReader module.

Qualitative and quantitative content analysis was applied to the data collected. The preliminary results of the analysis will be disseminated and their application to classroom practices will be suggested.

[Research report / paper] U

Saturday 4:30-4:55

Use of Language Learning Strategies among Low Proficiency Japanese University Students

Andrew Thompson & Robert Cochrane, Kyushu Sangyo University

Room S101

Since the initial research into the identification of characteristics associated with “good language learners” by Rubin (1975), Stern (1975) and Naiman et al., (1978) researchers have found that through the conscious use of appropriate learning strategies, learners are able to achieve higher language proficiency (Oxford and Nyikos 1989, Ikeda and Takeuchi 2003, Green and Oxford 2005).

This pilot study explored the use of Language Learning Strategies (LLS) in a private Japanese university context by 168 first and second year students of various majors enrolled in a compulsory English course with TOEIC Bridge scores between 60 and 170. Participants were given a four-part survey consisting of 8 questions adapted from Oxford’s (1989) Strategy Inventory for Language Learning (SILL) on a 6-point Likert scale to investigate strategy use, preference and English study habits.

The results showed the following. 1. There was limited use of memory and cognitive strategies by both first and second year students. 2. Less than 1/3 of students used other ways of studying English than those listed in the survey.

The results of this pilot survey suggest that future research relating to the use of LLS by low proficiency Japanese university students’ needs to take a qualitative approach in order to understand student awareness, beliefs and use of language learning strategies.

[Research report / paper] T / U / A

Saturday 4:30-4:55

Effects of Suprasegmental Awareness on Listening Comprehension

Sonca Vo, Danang College of Foreign Languages

Room S111

Research in the field of second language acquisition has posited that suprasegmentals awareness plays a critical role in overall second language listening (Avery & Ehrlich, 1992). Although those research studies emphasized suprasegmentals in ESL/EFL pedagogy since the advent of communicative language teaching and showed the relationship between suprasegmentals and second language listening, few empirical studies support this belief in which little research has been done to provide empirically based evidence in this area, especially in an English as a Foreign Language (EFL) context. The purpose of this study was to determine how suprasegmentals awareness in an EFL setting relates to overall listening comprehension. To be precise, the study examined the association between EFL learners' scores in their ability to recognize stress and intonation and their actual performance in a listening comprehension test. Participants were 149 EFL second year students of a centrally located university in Vietnam. The participants took a suprasegmentals awareness test prior to a comprehensive listening ability test. Results of correlation analyses of the two sets of scores from the two tests suggested that the association between suprasegmentals awareness and listening comprehension was very strong. The relation between suprasegmentals and listening comprehension was addressed and recommendations for ESL/EFL instructors for effective listening teaching were made.

[Research report / paper] All

Saturday 4:30-4:55

Investigating socio-pragmatic instruction of requests: measuring learning

David Holmes, Korea University

Room S113

Second language learners studying or preparing to study in English in academic contexts are often unaware of the range of socio-pragmatic factors relevant in making requests in an appropriate form to those of higher status, such as professors. Basturkmen (2006) suggests that this could be due to cultural differences, the context of learning, or alternatively to a paucity of attention to relevant sociolinguistic factors in their second language education. Researching the last of these possible explanations, Crandall and Basturkmen (2004) reported that sociopragmatic instruction (in EAP contexts) did appear to raise learners' awareness of appropriate and inappropriate requests.

In this presentation, using email requests to professors as the focus, I extend Crandall and Basturkmen's research in two major ways: firstly by asking Korean students of English to provide reasons for their choices of appropriateness in a judgement task; and secondly by inviting a number of native speaking English teachers to undertake the same task and to evaluate the students' responses. The presentation concludes with suggestions for future research utilising judgment tasks.

[Research report / paper] T / U / A

Saturday 4:30-5:20

Towards a Podcasting Pedagogy: Recent Developments in CALL with a Focus on Listening

Mike Levy, University of Queensland

Room B107

Digitized audio and video have made their way into all aspects of educational computing. On the Internet, streaming audio and video allow the learner access to a vast quantity of audio material of all kinds. Audio and video files may be stored, managed, and distributed using technologies such as iTunes/iTunesU and YouTube along with mobile phones. Listening materials may be manually or automatically downloaded to a computer or portable media players for later study and use through simple file transfer, podcasts, and webcasts.

A relatively new technology that is gaining much interest for the development of listening skills is the podcast, an audio/video file that can be "broadcast" via the Internet with sound files that are "pushed" to subscribers, often at regular intervals. Learners may also create their own podcasts (see Rosell-Aguilar, 2007). In current work in L2 learning, there is a particular focus on successfully designing the structure and content of a podcast suite and integrating it effectively into the curriculum (see Chan, Chen & Döpel, 2011). Key objectives were a fully integrated series of podcasts, practice and extension, curriculum integration and review, increased opportunities for exposure to listening texts and cultural content, and further development of learning strategies.

This presentation extends this work by examining the structure of approximately 60 podcasts (5-7 minutes duration) developed by students as the final assignment in a postgraduate course in CALL at the University of Queensland, Australia. The typical structure and content of a podcast is examined with a view to advancing our understanding of "podcasting pedagogy."

[Featured] All

Saturday 4:30-5:20

Tech Reflection. Google Apps in task based learning and other potential teaching applications

Danny Green, RMIT International University Vietnam

Room B112

As task-based learning is becoming more ingrained in teaching pedagogy and curriculum content in Asia, many teachers still wrestle with the issue of reflection in post-task stages. This becomes particularly difficult when dealing with learners from rote learning backgrounds that have not previously been encouraged to respond critically and openly. It is suggested that providing a familiar, accessible interface through technology (e.g. Google Education Apps) during post-task reflection improves motivation and allows a freer, more honest reflection process to occur.

This workshop aims to provide a practical solution to the problem of restricted post-task reflection. Google apps helps to create a virtual classroom environment that allows students to offer feedback and reflection using similar tools and processes they use in their daily endeavours. It is available for free; user-friendly and accessible on smart phones, tablets or any computer anywhere there is an internet connection. Audience members can expect to view and discuss the technical and educational process and to walk away with a technological based option for post task reflection based on the preliminary findings of the pilot study across two Upper-Intermediate classes in a Task Centred curriculum at RMIT University Vietnam, while also offering other potential teaching applications.

[Workshop / Demonstration] T / U

Saturday 4:30-5:20

Is There Discourse in This Course?

Scott Thornbury, The New School

Room B121

The term *discourse* eludes neat definition, and embraces a wide range of linguistic and social phenomena. In this workshop, I will distinguish three basic senses – the formal sense: discourse as connected text (or discourse1), a functional one: discourse as language in use (or discourse2), and discourse as social practice (= discourse3). Traditionally, language teaching has tended to ignore all but the first of these senses, focused as it is on teaching the discrete systems of grammar, vocabulary, and pronunciation, as embodied in well-formed sentences, while reserving the treatment of whole texts for “skills” practice. Language at the level “beyond the sentence” is considered too messy to be taught systematically. Yet the goals of language teaching are the production and understanding of whole texts, whether spoken or written. Using a relatively new genre of written texts, and combining traditional discourse analysis with the use of freely-available corpus analysis tools, I will demonstrate how texts not only realize the three “levels” of discourse outlined above, but how such an analysis can serve the needs of second language writers.

[2020] All

Saturday 4:30-5:20

Vocabulary Demands of a Post Graduate TESOL Certificate Program in Korea

James Brawn & David Leaper, Hankuk University of Foreign Studies

Room B142

Since 2008 and the announcement by the Lee Myung-bak Administration, Korean teachers of English at both private institutes and in public schools have felt the “political” push for teaching qualifications, usually in the form of a TESOL Certificate. Because these courses are often taught entirely in English, one of the questions that both candidates and the institutions running such courses need to answer is whether the applicant’s English is on par with the demands of the course. Thus, the purpose of this study is to provide some indication of the size of the target vocabulary needed for adequate comprehension of the input received during professional development. An important first step is to establish the level of the course by objective criteria, one of which is of vocabulary demands of the required readings. Using Nation’s (2006) lists of the 14,000 most common word families, this study investigates the frequency of vocabulary of the required texts of a Post Graduate TESOL Certificate Program in Korea. A corpus of 340,000 words was created from the required readings of the six subjects, which are a mixture of commercially available textbooks, photocopied and other collected materials. It was found that while the subjects have a similar level of vocabulary, there are differences in the low frequency words used in the materials, as well as words that were not included in Nation’s lists. The presentation ends with recommendations for the level of vocabulary knowledge required for students to be successful on this course, as well as suggestions for future research.

[Research report / paper] U

Saturday 4:30-5:20

What's Wrong with Following the Book? Using Methodology to Adapt Textbook Activities

Henry Gerlits, Gwangju University

Room B161

New teachers of English, at all levels, often find themselves with a textbook and seemingly simple instructions from a head teacher or boss: teach one chapter in this book per week. As teachers, we all sometimes feel constrained by the textbooks we are required to use in our classes. These textbooks might be too easy or too difficult for our students; the activities might be too dry, repetitive, childish, or perhaps clearly inspired by outdated language acquisition methodologies. For a new teacher, the first taste of ineffective textbooks comes when a lesson falls flat, even though the teacher followed the textbook’s instructions carefully. How can a new teacher develop the discernment and intuition to know which activities will or won’t be successful in a classroom?

In this presentation, we’ll take consider a page each from 3 popular textbooks. We’ll brainstorm effective ways to modify these activities, given advanced prep time and also on the fly for those “can you teach this class in 10 minutes?” situations. We’ll also examine the language acquisition theories and methodologies underlying our choices and textbook modifications. Participants will leave the workshop armed with the skills to adapt textbook activities to the needs of the students in their classrooms, and an introduction to the current theories and methodologies motivating these decisions.

[“101” Workshop] All

Saturday 4:30-5:20

12 Types of Tasks for Speaking Tests

David Hutchinson, Hoseo University

Room B164

Communication-oriented English classes often include an oral assessment, and the teachers of these classes are often responsible for designing, implementing and evaluating the oral exam. It can be a challenge to design a test that matches the goals and content of the curriculum, and which meets the basic standards of a good test, including validity, reliability, and positive washback.

This workshop presents 12 types of test task, which can be used as a toolbox by teachers putting together a speaking test. Each type of task will be explained in terms of how and when it can be used appropriately to match what has been covered in class. The focus will be on how to use these tasks to create a good test. Examples will be used to demonstrate the process of going from curriculum to choosing tasks to designing them. After the tasks are presented, everyone will have the chance to put the tasks into practice as we discuss task design for a sample curriculum.

[Workshop / Demonstration] U

Saturday 4:30-5:20

Teachers: Stop Talking and Use Your Hands

Steve Eigenberg, Kyungnam University

Room B166

This workshop will provide a set of proven, intuitive hand signals that both the teacher and students can easily learn and quickly use. These hand signals provide a visual structure which beginner and intermediate learners can use to quickly produce better English. The hand signals reduce pressure on the students by breaking down the sentence into manageable “chunks”. They are similar in concept to using color on power point presentations to draw attention to the topic under discussion. With consistent use in the classroom, they lesson teacher talk time, lengthen student attention span and add a visual learning component to the classroom. Students can be encouraged to use the hand signals as well, adding a kinesthetic component to the classroom.

These hand signals include prompts which will elicit from the students: Past / Present / Future Verb tense; Full Sentences; Sentence Subject; Sentence Verb; Plurality or Article Error Correction; Third Person “s” Error Correction; Negative Sentences; Yes/No Sentence Creation (Easily changed to use with “wh” Questions).

These hand signals have been used and confirmed to work from middle school to adult learners. They have been tried and tested by the presenter in two Asian countries. The presenter can be reached at steve@tggroup.biz.

[Workshop / Demonstration] T / U / A

Saturday 4:30-5:20

Designing a Leveled Debate Curriculum: An Alternative to Productive Skill Classes

Cheri Lee, Larrabee Learning

Room B167

[PART II. Debate Workshop: Practice Session]

A majority of in-service teachers strongly believe that debate classes should target only linguistically advanced learners, yet they forget that debate is a part of young children's daily lives. They debate with their family, friends and peers whenever they want to communicate more strongly and powerfully to achieve their ends. Debate is not, by nature, only for proficient speakers. Rather than language proficiency, setting out logical arguments is the key to the debate process, and logical arguments do not always involve highly-advanced language structures.

Then, is there any realistic way to make debate classes approachable for linguistically less proficient learners? Developing a leveled L2 debate curriculum is attainable since debate engages learners in a variety of cognitive and linguistic ways. Just as, in teaching phonics, learners begin by studying the most basic and fundamental elements of literacy, L2 learners can easily approach debate through core elements. By approaching a debate curriculum from learners' existing level, it is possible to build crucial debate skills step by step, leading to a full knowledge of and competency with debate and communication skills. Continuing the first Debate Workshop session, this presentation will reach the heart of L2 debate curriculum design.

[Commercial] YL / VYL / S / T / U / A

Saturday 4:30-5:30

Feed-up, feedback and feedforward: re-examining effective teacher- student interaction

Charles Anderson, Kyushu Sangyo University

Room B168

Self Determination Theory and feedback research indicates that teacher student interaction significantly impacts student motivation, satisfaction and ultimately learning. Interaction that provides structure and autonomy has been linked with increased motivation and higher performance especially for learners initially lacking in self-regulation. This presentation will outline the interaction observed during a longitudinal qualitative study of eight English speaking university educators and contrast it with the same teacher's stated views about feedback and interaction.

Initial findings from the study indicate that a majority of the observed interaction is feedback focused on either the learner as an individual or task performance. Participants' comments revealed that much of the interaction they engaged in was either intended to help students feel more comfortable, or to address difficulties students were having in the classroom. While these intentions are to be lauded, research indicates that interaction can play a larger role by helping students become more autonomous self regulated learners. Research indicates that traditional forms of feedback alone may not be enough. To be effective teacher-student interaction needs to include feed-up and feedforward along with appropriate feedback. Examples of effective feedback, feed-up, feedforward will be presented and supported by robust educational research that has been largely overlooked in the EFL literature. Taken as a whole, this presentation will provide educators with a deeper understanding of the importance of effective teacher-student interaction.

[Research report / paper] T / U / A

Saturday 4:30-5:20

That's (not) All Folks: Using short videos to facilitate classroom communication

Geoffrey Butler & Megan Pugh, Seoul National University of Science and Technology

Room B178

In this workshop, the presenters will discuss the use of short video clips and application in their English language classroom. Although videos have been part of language learning since the invention and popularization of the VCR, merely having access to video source material does not guarantee that a teacher will have a successful lesson. Many teachers will no doubt remember sitting through whole lesson “movie days” during their own formative years. With a creative mixture of communicative activities, however, audiovisual content can be used to engage learners, stimulate conversation and to analyze key language and learning points. The presenters have made use of short videos (6 – 7 minutes) over three semesters of teaching at their university’s language center. In the course of the forty-five minute workshop, the presenters and participants will use selected videos to demonstrate and share activities that the presenters have found to be successful in engaging their learners and facilitating meaningful communication in the classroom. Participants will also be invited to discuss and reflect on their own past video experiences in the classroom. Reflection topics for workshop participants will include reasons for using short videos in the classroom, activities that they employed in the past and questions that they have for the presenters or other participants.

[Workshop / Demonstration] T / U / A

Saturday 4:30-5:20

21st Century Listening: Reaching Learners of Multiple Styles through Technology

Steven Mercier, Jeju National University

Room C608

With mobile audio- and video-recording technology having become ubiquitous, it is now easier than ever to record the utterances of language students for future reference and analysis, so as to help them improve their listening and speaking skills. Readily available software programs represent untapped potential for reaching learners of different styles, helping them to inspect their own language production more closely, and possibly inspiring them to become more autonomous in their language learning. Programs allowing for detailed speech analysis have undergone a democratization of sorts in recent years, and are no longer the exclusive province of university linguistics laboratories; indeed, many are available for free via the internet, and are particularly user-friendly. With these programs, students’ utterances can instantly be displayed in visual forms, which may help to reach visual learners or other students who are less attuned to aural learning see how their speech patterns compare to the speech models they wish to emulate. Also, kinesthetic learners can use a program’s features to manipulate recordings of their voices so as to gain further insight into their own speech patterns and familiarize themselves with the areas in which they need to improve. In this session, using the software program Audacity as our main platform, we will examine the different ways that recording programs can be especially helpful in language classes.

[Workshop / Demonstration] U / A

Saturday 4:30-5:20

Developing independent, confident readers at Primary Level: Reading Laboratory 2.0

Christine Hwang, McGraw-Hill

Room M103

SRA Reading Laboratory 2.0 is an all digital, interactive, personalized reading practice program based on the classic SRA Reading Laboratory print program created by Don H. Parker, Ph.D. It provides students and teachers access from any device, anytime, anywhere to a proven leveled reading program to maximize students' opportunities for practice and ease of use for teachers. Reading Laboratory 2.0 is best used as a supplemental reading practice and differentiation program. This can be used for individual or small groups before, during, and after school, and even at home as homework.

[Commercial] YL / VYL / S / T

Saturday 4:30-5:20

Using the iPad as your "MacGyver-Knife" for Teaching Language

Roger Dupuy, UC Irvine, Extension

Room M104

The iPad is the new "MacGyver-Knife" (Swiss Army Knife) for the 21st Century Language Classroom. The presenter will demonstrate how an iPad can be effectively used for a variety of language teaching situations. This no-nonsense presentation will cover a variety of skill areas that English language teachers are typically asked to teach, and how an iPad can enhance these teaching tasks. Moreover, the presenter will demonstrate how language teachers can use an iPad to collect, develop resources and materials that help create brilliant, thoughtful, and relevant lessons. Handouts will be provided.

[Commercial] All

Saturday 4:30-5:20

Do you want to get immediate and meaningful results?

Alice Kim, Cambridge University Press

Room M105

The Cambridge English Placement Test is a fast, accurate and affordable online test designed to pinpoint student's level of English and relate it to the Common European Framework of Reference (CEFR) – the standard benchmark used internationally to describe language ability.

This is an international test of general English language ability, focusing on the skills of Reading, Use of English and Listening.

- Fast and Reliable
- International
- Suitable for all students
- Easy to manage

- User-Friendly

- Secure

[Commercial] All

Saturday 5:30-6:20

Plant Teacher Communities of Practice – Harvest Personal Satisfaction and Professional Growth

Brock Brady, Peace Corps

Room Samsung Hall

Communities of Practice form the foundation of teacher professional development. Communities of Practice (CoPs) are spaces where people in a trade or profession can “talk shop.” In some fields, CoPs happen naturally on the job. However, teachers do not practice their craft alongside other teachers; they practice it in a room full of students. Teachers must consciously build CoPs.

Teachers who participate in Communities of Practice rarely experience burnout or fall into ruts. They know their strengths and don’t need to hide from their shortcomings. They lack resources less often because they are surrounded by “solutions.” They are confident and can count on their peers. CoPs may be formal or informal and participants may change, but they are places where teachers can freely explore teaching practice, share safely, and feel empowered and energized.

The sessions will examine the essential characteristics of teacher communities of practices, share common teacher CoP interactions that are commonly productive, provide tips for creating maintaining, explore ways to manage the changes that occur when CoPs transition from informal to formal associations, and look at ways CoPs can effectively bridge cultural differences.

[Plenary] All

Saturday 6:20-7:20

English Students 2.0

Rob Waring,

Room Samsung Hall

This pecha kucha explores the idea that our brains and bodies are ever changing and evolving. This means that given the inputs and demands of modern life, it is entirely possible that in the near future our students could be significantly different from our current generations and could possibly even evolve into a different human species.

[Pecha Kucha] All

Saturday 6:20-7:20

Glad to be Grey

Ken Wilson,

Room Samsung Hall

I love Asia. But everywhere you go, there's this fixation with youth and black hair. People should be

glad to be grey.

[Pecha Kucha] All

Saturday 6:20-7:20

The Challenge of Maintaining Balance in Life

Neil J. Anderson,

Room Samsung Hall

We often define ourselves by the roles or hobbies that we have in our lives. I can define myself as an English language teacher, a teacher educator, an intensive English program administrator, a researcher, a runner, a cyclist, a husband, a father, a grandfather, a reader, a friend. These roles keep me busy! This pecha kucha will focus on the importance of maintaining balance in life and provide three suggestions on how we can do it.

[Pecha Kucha] All

Saturday 6:20-7:20

Effect-of-Instruction Studies: A Quick Guide to Getting the Desired Outcome

Frank Boers,

Room Samsung Hall

Effect-of-instruction studies, a.k.a. intervention studies, typically compare learning gains obtained under two or more instructional methods, with one of these methods being championed by the researcher. Unfortunately, the researcher's personal beliefs and the desire to publish can all too easily skew the design of such studies.

[Pecha Kucha] All

Saturday 6:20-7:20

Foolproofing Your Classes: A Checklist

Brock Brady,

Room Samsung Hall

A look at a series of classroom teaching strategies that will ensure that every class you ever teach goes well – it's just that simple!

[Pecha Kucha] All

Saturday 6:20-7:20

The ABC of SLA

Scott Thornbury,

Room Samsung Hall

In alphabetical order I will present the history and most recent developments in second language acquisition theory in approximately six minutes. This is all you will need to know. Ever.

[Pecha Kucha] All

Sunday 9:00-9:50

Plagiarism: What it is and how to avoid it

Gavin Farrell,

Room B112

The bane of writing teachers around the world is plagiarism, of course more easily assisted with the Internet. This presentation will look at definitions of plagiarism (including shocking statistics at how few students have actually heard of the word), and how to introduce this concept to the classroom as a first step to making independent and honest writers. Plagiarism lies on a scale of sever to minor, from straight cut-and-past from Wikipedia, to sloppy quoting, to poor reference formatting. Students are generally unaware of these degrees so this presentation will show and model activities on how to avoid the various kinds of plagiarism, and importantly, how the notion of attribution can make a student's own writing stronger. Additionally, policies for a teacher to implement in the classroom will be shown so that penalties and ramifications for student misconduct are clear and understood by all stakeholders at the beginning of the semester, and more importantly when papers are returned. Lastly, tips on how to catch plagiarism, and how to warn students that you are a Google Master will be shown.

[Workshop / Demonstration] U

Sunday 9:00-9:50

Professional Development 101 – An Active Approach

Allison Bill, Jeonju University

Room B142

A common thread in education is to develop active learners, students who take responsibility for their own learning. But what about teachers? Do we stop learning once we finish our teacher education courses, or do we make an effort to continue to improve? Perhaps you are fairly new to teaching, or you are feeling isolated professionally, and want to find a professional support system. The goal of this presentation is to give new teachers (or those who feel their teaching is getting stale) an introduction to self-directed professional development.

We will start with an overview of options available to teachers in Korea, such as peer observation, reflective teaching, etc. These will include individual development strategies as well as ways to work with colleagues or a peer group nearby. Participants are encouraged to bring some of their own ideas along. We will then spend time looking at a few of the options in detail, discussing in groups how we could implement them in our own busy lives. We will finish our time together with each teacher choosing a personal professional development goal.

["101" Workshop] All

Sunday 9:00-9:50

The ARC of learning and how understanding roles at each stage increases participation and co-operation.

Leonie Overbeek, Seosin & Hwado Middle Schools

Room B164

Reflective teaching is rapidly gaining ground as an effective practice that benefits both teachers and learners. When this is put together with a simple model for the process of learning - A for attention, R for repetition and C for consolidation - and both teacher and student understand their roles at each stage, the classroom can become a place of co-operation.

It is universally true, whatever subject we study formally, that unless we pay attention (A) to a presentation, we repeat the information we received (R) until we no longer need to make an effort to recall what we learnt (C) we do not really master it. This is the model that will be the basis for the discussion. The underlying research that supports each phase of the model as an essential part of the learning process will be presented, and the roles of teachers and students at each phase will be discussed. The model can be viewed as very basic, but it is a very useful tool to understand what takes place in the classroom.

Specifically, the focus will be on how each party can enhance the learning experience by being aware of their role and playing their role, not the other party's role. Problems that can arise that interfere with the learning process at each phase will also be discussed, and methods to solve those problems suggested and discussed.

[Workshop / Demonstration] All

Sunday 9:00-9:50

Developing Leadership in the Classroom, in the Office, and Beyond

Robert (Bob) Kienzle, Sungkyunkwan University

Room B166

Teachers are leaders in the classroom, but leadership skills are often overlooked when evaluating the effectiveness of instructors. In addition to understanding content, lesson planning, implementing classroom procedures, adapting to student needs, and other necessary skills, teachers need to understand, use, and improve their leadership skills. These skills are used not only in classrooms, but also when collaborating with coworkers, co-teachers, administrators, and other school personnel. Business people, corporate trainers, social and political leaders, and many other professionals spend countless hours and money understanding and developing their personal leadership qualities. Classroom instructors can seek the same benefits. In this workshop, participants will first learn about and assess themselves on 6 basic leadership qualities: Direction, persuasion, support, development, and appreciation. Next, participants will learn how to improve their personal leadership and communication skills in order to get better results from themselves and from the students and staff in their schools. After that, participants will learn how to form personal vision, project, and mission statements for their overall teaching career as well as for specific projects they may undertake in the future. Finally, participants will understand how to involve others in their projects and effectively manage and lead groups. If time allows, a question and answer and brainstorming session will be held to resolve specific individuals' leadership and organizational challenges.

[Workshop / Demonstration] All

Sunday 9:00-9:50

How to study grammar for better communication

Euna Lyu, Pearson Education

Room B167

Have you ever questioned why we study grammar when it comes to learning English? It's because it provides a strong foundation where we can build up our language skills so we all know how important grammar is. Just like how we had to study Korean grammar in order to speak Korean better. However the problem is we often approach grammar for the sake of grammar meaning we treat grammar as one thing and speaking English or learning English as something else. So there is always a big gap between the reality and our needs or wants. What do we do then? We need a different approach to grammar that would ultimately help students with better communication. Real grammar!!!! We need to start teaching grammar in a practical way not just within the book. We should teach it in real context settings. This workshop will explore ways of how to do so using [MyGrammarLab](#). [MyGrammarLab](#) provides a fully blended learning solution that has three components, Book, Online and Mobile. And with [MyGrammarLab](#), we can now begin to teach grammar in a very PRACTICAL way.

[Commercial] U / A

Sunday 9:00-9:50

Encouraging Focused Peer Response and Feedback-Based Revisions through Collaborative Tasks

Curt Hutchison, Leeward Community College

Room B168

Implementing useful and effective peer response sessions in L2 writing classrooms can be a major challenge for teachers. Learners unfamiliar with the process can feel confused about its purpose, skeptical of its value, uncertain about what to address in their peers' texts, and misguided as to how their feedback should be expressed. Writing teachers who plan to incorporate writing workshops into their courses must take these issues into account and plan a series of activities that will not only introduce their students to the rationale behind peer response but also train them to be strategic readers and focused responders. This, however, is still insufficient for success; teachers must also provide tasks that train students to produce revisions that effectively incorporate the feedback they receive. This presentation will address these issues in several ways. First, a concise overview of both process writing and scaffolding through collaborative writing will be provided, followed by a discussion of best practices in peer response and revision instruction. The bulk of the session will then focus on a series of original collaborative classroom tasks designed to raise learner awareness of peer response, encourage the production of focused and insightful responses to texts, and train learners to better evaluate feedback and utilize it in revisions. The session should be of value to writing instructors practicing in a variety of contexts for numerous types of learner populations. The presenter is a US-based community college lecturer with more than 15 years experience teaching in EFL, ESL and developmental contexts.

[Workshop / Demonstration] T / U / A

Sunday 9:00-9:50

A Holistic Approach to Storybook-based Teaching for Beginning Learners

Eli Miller, Seoul National University of Education

Room B178

Everyone knows that children and even older beginning learners love a good story. But beyond simply reading students a story and checking their comprehension of its contents, what more can be done with storybooks to truly build up their language abilities and foster real communication?

This presentation will introduce a seven-step system for teaching with storybooks. This method gives attention to several skills learners need to develop, including prediction, attention to visual cues, basic speaking skills (including pronunciation, word stress, and intonation), basic descriptive powers, critical analysis of others' actions, and ultimately the skill of storytelling itself. All of this is done in a communicative way that keeps learners with limited language skills engaged. Using this approach, teachers can not only help their students develop fundamental communicative language abilities, but foster the development of basic cognitive and academic skills that will serve them throughout the entire second language acquisition process and beyond.

[Workshop / Demonstration] YL

Sunday 9:00-9:50

Visual appeal of handouts and self-made classroom materials: Does it matter?

Cameron Romney, Momoyama Gakuin University

Room M101

Many teachers use their own materials in the classroom and the content of these handouts is only half of the document. The other half is the visual elements: graphics, page layout, typography, etc. While lots of thought and energy went into the creation of content, often the visual elements are ignored (Kelly, 1998). Teachers should be concerned about these elements because research has shown that visual design affects comprehension – the better the document is laid out, the easier it is to understand (Gasser, et al., 2005, Walker, 2001) and the more appealing the document is visually, the more motivated students are to read the document (Smiley, 2004, Misanchuk, 1992).

The presentation will review research related to visual design and offer the following best practices: 1) Use a typeface (font) the students are familiar with (Felici, 2003, Hoener, et al., 1997). 2) Use typography to signal sections of the document (Smiley, 2012). 3) Use increased line spacing and white space (White, 2002). 4) Use lines and shapes to organize the document (Dabner, 2004). 5) Only use graphics with a pedagogical purpose (Misanchuk, 1992, Clark and Lyons, 2011). The presenter will also show numerous examples, both good and bad, that illustrate these best practices.

Participants should come away from the presentation with a greater understanding of what the visual elements of a document are, how the visual elements influence a reader's comprehension and motivation and how they can harness research about the visual elements of a document to improve student learning.

[Classroom application of research] All

Sunday 9:00-9:50

Using Language-Oriented Tasks to Direct Learners' Attention to Form in Writing Classes

Shaun Manning, Hankuk University of Foreign Studies // Victoria University of Wellington

Room M104

TBLT has come under criticism from many quarters for its emphasis on task completion over accuracy of language use, learners' use of communication strategies and L1, and L2 fossilization due to learners' improved pragmatic skills but unchanged lexico-grammatical ones. A possible approach to address these complaints is to use attributes of TBLT that make it so attractive, its emphasis on the expression of meaning and its reliance on both social (typically pair or group work) and cognitive (noticing and attention) processes to drive learning, to design activities that focus on language-related outcomes rather than real-world ones, Language-Oriented Tasks (LTOs).

This presentation reports on a case study done in a college writing class and the use of three interactive LTOs: group-editing of sentences, group-reconstruction of paragraphs, and group-reordering of paragraphs in an essay, each done multiple times over a semester. All interaction in the groups was audio-recorded, transcribed and analysed for language-related episodes (LREs) and collaborative scaffolding. Results show these LTOs produced a great deal of talk in L2 English about L2 English, with variation in emphasis across LTOs. Despite the rarity of successful task completion, for example, edited sentences usually still contained lexico-grammatical errors, and only one group was able to successfully reorder paragraphs into their original positions in the essay, subsequent writing and speech showed improved use of many items. Participants in this hybrid workshop-report will have the opportunity to try some of the LTOs and engage in critical discussion about their implementation in other contexts.

[Classroom application of research] T / U / A

Sunday 9:00-10:25

A Framework for Teacher Reflection

Thomas W. Santos, US Dept of State

Room B161

Teacher reflection is a hot topic these days in education. It can be an extremely valuable way for teachers to improve their skills through the development of their self-awareness. But, this process can be intimidating or downright scary. This presentation will look at various aspects of teacher reflection: what is it, why do it, and what are the benefits. Then, a framework will be offered to guide teachers through the unfamiliar territory of reflection. Attendees will be asked to participate by discussing in small groups their own teaching context and the opportunities that reflection can offer.

[Workshop / "101"] All

Sunday 9:00-10:25

Moving to Online Instruction: The Challenges and Opportunities

David Nunan, Ken Beatty, Denise Murray, MaryAnn Christison & Martha Cummings, Anaheim University

Room C601

All teacher educators will be faced with the imperative to teach online, at some stage in their career. The online teaching may supplement one, or more face-to-face classes, or may replace face-to-face instruction, entirely. While some skills will transfer from face-to-face to online, environments, most will not. They will either have to be transformed or, replaced entirely. In this colloquium, teacher educators with extensive experience in, both face-to-face and online teacher education will share their experience of moving from face-to-face to online instruction. Each will outline a key challenge they had to confront in moving to a new teaching/learning modality, describe how they met the challenge, and discuss the opportunities for professional growth and development that resulted from their engagement with online teacher education. Theoretical, empirical, and practical aspects of online teacher education will be woven into each account.

[Featured Colloquium] All

Sunday 9:25-9:50

The Historical Development of Education in North Korea

Soo Ha Sue Yim, Samsung Art and Design Institute

Room S111

This presentation provides an overview of the education in North Korea from 1910 to the present. It examines the developments in North Korean education and indoctrination programs from a socio-historical perspective and provides insights to how North Korea's colonization, geographical location, religious history, and political goals have influenced its educational system. The presentation probes into the content and themes in pre-school, primary and secondary school textbooks and the methods in which ideologies are established and maintained through education. An overview of and reflections on personal experience teaching in North Korea will also be presented.

[Research report / paper] All

Sunday 9:25-9:50

Experience makes difference: a study of pupil experiences of EYL state school classes

Hsiao-Wen Hsu, Kainan University

Room S113

English learning to younger children is not new. Yet how much learning experience transfers and well applies into formal school learning context has not been deeply investigated. As Dörnyei (1990) pointed out that learning experience could be expected to affect foreign language learning (FLL) in typical FLL contexts. Thus, this study examined the differences of English learning between experienced and inexperienced young learners in public primary school settings in central Taiwan. Questionnaires were administered 481 children (aged 8-9) who were in their first year of school English instruction. They were also invited to respond in writing to open-ended questionnaire items. Selected interviews were applied to gather information about pupils' prior exposure to English and about their past and current feelings towards English learning.

A majority of pupils (82.5%) reported they had had English learning exposure before school English instruction started. This confirmed a gap does exist between experienced and inexperienced learners of the same class. In general, the study found that young learner motivation seems

enhanced by prior learning. These pupils perceived school English differently regarding their prior EFL experiences, and English teacher played a key role in triggering learning. Inexperienced pupils, on the other hand, were far more likely to view English learning as difficult, even though the English lessons were supposedly designed for “true beginners”. This study would suggest that the teacher’s style and the classroom culture established has a particular important role in achieving the stated curriculum goal of strong motivation and an positive attitude to learning.

[Research report / paper] YL

Sunday 10:00-10:25

Freshman English for the NEAT: A New Paradigm

Andrew Finch & Graham Beals, Kyungpook National University

Room B142

Freshman English programs in Korean universities/colleges were introduced in response to the 6th National Curriculum, which focused on the development of communicative competence in Korean students. The 7th National Curriculum added a student-centered approach, tasks, logical and creative thinking, and English for globalization. Further reform has produced the National English Ability Test (NEAT), with its equal attention to all four language skills. In addition to its use in high schools (Parts 2 and 3), the government’s intention that Part 1 (adults) will replace the TOEIC will have an impact on Freshman English programs.

In this context, this presentation describes a program which moves beyond ‘conversation English’, having been designed to meet the academic and professional needs of university/college students. The aims of the 6th and 7th National Curricula and the NEAT have been incorporated into two in-house textbooks through the use of a task-based, integrated approach. Student-centered activities promote autonomy and responsibility for learning and lead up to the design and presentation of a group project at the end of each semester. Regular self-assessment, peer-assessment, and peer editing of written assignments help to develop language awareness in the ZPD. It is hoped that students will develop the spoken and written English necessary in a global economy.

The presenters will describe the program, along with instructor-feedback, student evaluations, and recommendations. They will also look at change management and team building, including the need for administrative support, and candid feedback and input from instructors, in order to establish and maintain new standards.

[Research report / paper] U / A

Sunday 10:00-10:25

Teach me to teach English in English (TETE)

Mercurius Goldstein, The University of Sydney

Room S111

From March 2010, the South Korean Ministry of Education, Science and Technology (MEST) is implementing a national ‘Teaching English through English’ (TETE) policy to institute English as the medium of instruction in English language classes throughout more than 1,300 general public high schools. A notable feature of the TETE teacher education program is a 4-8 week overseas intensive postgraduate TESOL course hosted at universities in ‘core’ English-speaking countries including the USA, Canada and Australia. The present study adopted a multiple-strategy qualitative

approach to explore the perceived effects of one such postgraduate program (RIAP, 2010, 2011) on the capacity and willingness of a cohort of Korean-speaking teachers to meet the policy requirements of their industrial setting.

The 13 participants perceived that the present requirements of the South Korean university entrance exams militate against the implementation of TETE method in the classroom, although they perceived TETE method to be desirable in practice. Most participants also perceived themselves to be working in professional isolation without the benefit of a 'Community of Practice' (Wenger, 1998a), and none could perceive a unified strategic direction for the TETE policy they are charged to deliver.

Recommendations are made to investigate whether the self-reported 'professional isolation' of South Korean teachers of English is shared by their colleagues in other subject areas, and to develop teacher education courses which will equip these teachers with a higher degree of professional agency with which to navigate the challenges of TETE policy.

[Research report / paper] T / U / A

Sunday 10:00-10:25

Affecting Language Learner Self-Direction Through Journaling and Its Perpetuance

David E. Shaffer, Chosun University

Room S113

Learner journals have been promoted as effective instructional tools in education for increasing self-direction and motivation in the learner and thereby leading to better study practices and increased learning. Building on the work of Dymont and O'Connell (2008) and other work of these researchers, this study applies reflective journaling to language learning in general, and to the Korean EFL learner. To test the effects such journal writing, Korean university EFL students were asked to keep, for one semester, English journals reflecting on their own English study process and progress, and as well, upon how they could improve upon their present study practices.

This study posed the questions: (a) Do students perceive language learner journal writing as having a positive impact on their language learning and its planning; (b) Will the student continue journaling after the course is completed; and (c) Does clarity of journal writing project instructions significantly affect writing results?

Revealed in the initial survey is a positive change in student attitude toward language learning journal writing and student desire to continue journal writing after the study. Also revealed is that the students felt journal writing helped them improve their English study methods, their writing ability, and their oral communication skills. The impact of detailed journal writing instructions however was not found to be great.

The study is longitudinal in that it presents data of a follow-up survey administered three and a half months after journal project completion. Results indicate that a considerable number of students had continued keeping a journal and a much higher number planned to keep a journal in the future.

Pedagogical implications of the study are that language learner journaling is quite effective as a tool in increasing language learner motivation and in increasing learner autonomy, and that language learner journaling should be strongly considered for inclusion in EFL/ESL curricula.

[Research report / paper] U

Sunday 10:00-10:50

Leadership and Quality in ELT Organizations

Kyungsook Yeum, Sookmyung Women's University

Room B107

How can we contribute to shaping a successful, knowledge-sharing organizational culture? In other words, how can teachers and administrators in any ELT organization improve their leadership IQs for a program's success? These questions will be discussed and their answers exemplified through leadership models, a leadership and climate survey, and practical activities.

Extensive work has been done on leadership and management in general, but the discussion on leadership in ELT organizations is still sparse. Recent attempts have been made to define language program leadership with the emerging significance of organizational culture and leadership to affect teaching and learning quality. Pennington and Hoekje's *Language Program Leadership in a Changing World: An Ecological Model* (2010) and Christison and Murray-edited *Leadership in English Language Education* (2009) particularly reflect the attempt to use the leadership concept to enhance language teaching and learning quality. Cultivating basic leadership skills are requisites for language teachers: listening, having vision, motivating, inspiring, facilitating, and prioritizing for success in the classroom. Basic concepts designed for the general teacher could be easily applied to the language teacher as well.

At the same time, the characteristics that Nahavandi (2006) envisions for future leaders are definite requirements for leaders in ELT organizations: global and cultural awareness, understanding of organization from an integrated perspective, as well as flexibility and openness to change. Particularly, the potential bi-cultural or multi-cultural settings of many ELT institutions (e.g., local administrative staff and foreign teaching staff – and sometimes students) are challenging to leaders and require exceptional, and expected, leadership qualities for program success.

[Featured] All

Sunday 10:00-10:50

Developing core test skills with Quattro Reading - (Bilingual Session)

Kate Kim, Compass Media

Room B109

Quattro Reading provides English language learners with non-fiction passages in various topics from all around the world. Teens will enjoy reading non-fiction while developing their vocabulary and reading fluency. Major official tests, including the college entrance exam in Korea, require the candidates to have fast and accurate reading abilities in order to obtain a high score. Therefore, *Quattro Reading* is carefully designed to build on reading skills and focus on practicing the types of questions frequently encountered on the exam.

This session introduces *Quattro Reading*, a new reading series published by Compass Media. The presentation will show the important “four factors” that distinguish *Quattro Reading* from other reading books; attracting teens with intriguing non-fiction stories, covering the vocabulary and grammar requirement of the Ministry of Education's guidelines, preparing for the “NEAT” exams, and preparing for school exams. The session also shows various teaching tips and lesson ideas for those who teach students struggling with a poor test performance in English.

This will be a bilingual session.

[Commercial] S / T

Sunday 10:00-10:50

Get Your Students Talking with Primary Courses from Oxford University Press!

Julie Hwang, Oxford University Press

Room B111

Helping primary students build strong English communication skills is the goal of every teacher and is more important than ever. With greater emphasis on productive skills, teachers have been seeking ways to create engaging lessons and activities to improve students' communicative skills. In addition to teaching language skills, teachers currently want to connect to the whole child and include critical thinking skills, Content and Language Intergrated Learning (CLIL), and values in their lessons. Find out how each primary course from Oxford University Press is designed to motivate young learners in the classroom. For this workshop, examples will be taken from *English Time* 2nd Edition, *Everybody Up* and *Let's Go* 4th Edition.

Participants will engage in fun and exciting communicative activities. This interactive workshop will also demonstrate how a blended learning approach with online and off-line practice is the perfect way to develop English fluency and build skills!

[Commercial] YL / VYL

Sunday 10:00-10:50

Developing critical thinking in the writing classroom

Geoffrey Miller, Qatar University

Room B112

This presentation draws on research findings and professional experience in cognition and memory, composition and critical thinking skills in order to present clear methods for enhancing the opportunities for students to develop critical thinking skills. A lack of critical thinking is a common complaint heard from educators when working with writing students; often times with students' essays scraping the very surface of an issue or writing about topics that seem juvenile in scope. However, by constructing both course materials and content delivery schedules based on research done in human cognition and memory and then delivering these materials using a methodology which promotes input and feedback via which the group moves toward the construction of definitions, parameters, questions and answers it is possible to get students both thinking and writing about things that are pertinent to them and their society. The focus of this presentation will be the ESL writing classroom, however, the principles upon which this presentation are based easily transfer to vocabulary, listening, and any other area of learning where the student is required to either create or retain information. This will hopefully let everyone who attends walk away with at least one thing to use in their practice.

[Workshop / Demonstration] T / U / A

Sunday 10:00-10:50

Content-Based Instruction, the Right Way

Clara Lee Brown, The University of Tennessee, Knoxville

Room B121

Content-based instruction is known to language teaching professionals as an approach that combines language and content. This simple description does not capture the purposeful and meaningful link between content and language that is the core of content-based teaching. Content-based instruction goes far beyond providing students with topical vocabulary of the trade or mere expository facts. In this session, I conceptualize content-based instruction as using content to provide the comprehensible input necessary for language acquisition, and I offer a new model: Content-Based ESL Instruction and Curriculum (CBEIC).

The session will focus on how to infuse content into language acquisition and will provide hands-on opportunities to practice the ways in which content is integrated for the purpose of language acquisition.

[2020] All

Sunday 10:00-10:50

Using Symbols, Acronyms, and Shorthand in ESP (English for Specific Purposes)

Michael Guest, University of Miyazaki

Room B164

It is often believed by novice English teachers that English for Specific Purposes (ESP) is little more than 'general English' plus specialist terminology. However, it is widely recognized among ESP experts and corpora that members in specific professional fields carry out distinct types of discourse. One way in which such discourse is managed by members of a given specific speech community is through the use of common symbols, abbreviations, and reduced forms (ellipsis). But while teaching such forms has direct application to ESP learners and thus increases motivation, undue focus upon such linguistic minutiae could easily turn into a taxonomy of insider codes and actually hinder the learner's ability to apply these forms to wider discourse.

In this workshop-styled presentation, the presenter will demonstrate how such symbols and abbreviations can be learned in a manner that ties them into wider communicative discourse frameworks. Samples and activities taken from the presenter's own medical English classroom materials will be used to demonstrate how teachers can expand such discrete details into discourse. In order to gain a student-like perspective, participants will engage actual medical documents written in the vernacular and learn how these can easily and efficiently be turned into wider communication-based activities. It is hoped that participants will ultimately apply these principles to their own classes and specific teaching fields.

[Workshop / Demonstration] U / A

Sunday 10:00-10:50

Betty or Veronica: Language Acquisition Through Comics

Nasra Adan, University of Hail

Room B166

Getting students to read in their second language (L2) is a difficult task for teachers. It has been my experience that lower level learners, when not provided with the appropriate scaffolding, assume any given text is too difficult to comprehend. They get anxious and give up without even making an attempt at the task. I have found using comics helps reduce their anxiety and adds humour to the

lesson. Comics have the potential to engage students of all ability levels. They are an ideal resource for multi-level classes. They help students learn new vocabulary, develop reading comprehension, strengthen writing skills and improve reading fluency.

The simple story lines and visual nature of comics facilitate comprehension and thus build students' confidence in their reading ability. Alternatively, having students practice writing in blanked out word bubbles provide excellent scaffolding for writing lessons.

The presenter will demonstrate how teachers can incorporate the four skills in a lesson using comics. The aim of the workshop is to further the participants knowledge about alternate methods of presenting reading and writing. At this interactive workshop, participants will learn by doing: they will use role-plays, participate in collaborative group work and share ideas on using comics in their respective classrooms. They will also learn to create comics-related tasks for their students and receive lesson ideas for their particular contexts.

[Workshop / Demonstration] YL / T / U

Sunday 10:00-10:50

Learner Attitudes Towards Graded Readers in the Course Curriculum

Paul Sevigny, Maiko Berger & Kris Ramonda, Ritsumeikan Asia Pacific University

Room B167

It is well established that sustained extensive reading leads to improved reading fluency. This study reports on the attitudes towards graded readers and changes in reading speed over a sustained six week period of extensive reading. This research study was conducted to pilot integrating an extensive reading component into the existing curriculum at a Japanese university. In this study, an ER component was part of an English reading course involving 341 Japanese, Korean, and Chinese students of lower intermediate English. The participants were given pretest, posttest, and delayed posttest surveys and speed reading assessments. The treatment consisted of participants choosing and reading six level 2 Penguin 600 headword graded readers over a six week period and were assessed weekly to determine whether or not they completed the reading for that week. The weekly assessments also included a graded reader ranking section in which participants assigned a 1-5 star evaluation of each reader. In addition, online discussion boards and chat rooms were used to stimulate learner interest and gather qualitative data throughout the treatment in order to triangulate data found in surveys. Results on learner attitudes towards extensive reading before, during, and after treatment will be discussed. Additionally, longer term durable learning was measured through an 8 week delayed posttest. Pedagogical implications will be provided.

[Research report / paper] T / U / A

Sunday 10:00-10:50

Understanding NEAT and its Speaking and Writing Sections

Gabriel Allison, E-FUTURE

Room B168

For nearly 20 years, the Korean Scholastic Aptitude Test (KSAT) has been a requisite tool for English language assessment in Korea, heavily influencing secondary school English education. This is expected to change by 2015 with the introduction of the National English Ability Test (NEAT). What is this test and what does it expect our students to know? This presentation will go

over the scope, structure, and item types of the National English Ability Test. During the presentation, ideas and strategies on how to best prepare students for the Speaking and Writing sections of NEAT will be shared and discussed.

[Commercial] YL / VYL / S / T

Sunday 10:00-10:50

Methods for mending motivation malaise

Carmella Leiske, Cengage Learning Korea

Room B178

Motivation is a key determiner in second language acquisition. Extensive research shows a diverse range of complex factors are at play with no quick fix. So how can we create an environment that stimulates our students rather than sends them to sleep? The presenter will explore how real world content and authentic resources presented in a carefully graded framework can contribute to stronger learner engagement leading to increased language competence and confidence.

[Commercial] S / T

Sunday 10:00-10:50

Smart Use of Smart Phones - QR Codes in the Classroom

Michael Jones, Woosong University

Room C608

The use of smartphones in the classroom has become a controversial topic among teachers. Some embrace the phones and the pedagogical opportunities the technology provides, while others ban the devices due to decidedly non-educational use by students. As smartphones explode in popularity, a steadily increasing number of students will be using the devices in the classroom. This is something that teachers are going to have to deal with whether they want to or not.

Anyone who has been in a classroom can tell you that students of all ages are enamored with the use of their smartphones. This presentation will examine different ways in which we can harness that interest in technology to increase student participation in the L2 classroom. Instead of reducing the phones to nothing more than glorified electronic dictionaries, we will look at how to use smartphones, QR codes, and the internet in the classroom. Examples will include how to deliver authentic content, set up paperless tasks, create easily accessible multimedia projects, assign homework and create the QR codes themselves using both mobile and desktop-based platforms.

[Workshop / Demonstration] T / U / A

Sunday 10:00-10:50

The Holy Grail: A test that both measures and improves speaking ability

Gunther Breaux, HUFS

Room M101

To measure communicative speaking ability, give communicative tests. It is a very direct measure. To improve communicative speaking ability, give communicative tests. What gets tested gets done.

For the past five years in university freshmen English classes, I have given three-person, 20-minute conversation tests for mid-terms and finals. All tests were recorded. Students transcribed the conversation, and compiled their total-words count and average length-of-utterance. A strong correlation has been found between total words and speaking ability. This correlation enabled easy and accurate grading of communicative speaking tests – without recourse to the subjective, indirect and impactless measures of grammar, accuracy, pronunciation, fluency, et al. This changes everything.

Transcribing conversation tests is a great win-win. Students get personal feedback, and teachers get accurate grading data. Further, transcribing provides post-test improvement, and total-words enables grading how much students do, not how much they do wrong. Finally, by comparing the midterm and final transcript data, every semester teachers can prove improvement.

This presentation will cover the following: 1. The speaking test, from partner selection to real-time scoring. 2. Student transcription and data compilation. 3. The use of the total-words data to accurately grade communicative speaking ability. 4. How to use transcription data to document improvement. 5. Implications: Communicative testing enables communicative classes.

All Korean and native speakers can use this test. It is real-world communication, easy to give and grade, provides individual feedback, and proves improvement. In short, this test both measures and improves speaking ability. The Holy Grail.

[Workshop / Demonstration] T / U / A

Sunday 10:00-10:50

Brainwave – challenging young learners to think in English

Finlay Beaton, Macmillan Korea Publishers Limited

Room M103

As young learners' proficiency in English continues to rise we need to ensure that we provide our students sufficient challenge in our classes to maintain their motivation to learn. *Brainwave* does this in three ways. Firstly, the content that is used as a medium for teaching the language is engaging and challenging and includes links to other subjects in the curriculum to help students see the links between the language classroom and their broader studies and help prepare them to study in English in the future. Secondly, students are encouraged to engage both personally and critically with the content and thus have opportunities to develop their critical thinking skills and study skills alongside their language skills development. Thirdly, the way in which the materials are delivered and learning takes place recognizes the role of technology in education in the 21st Century and offers a truly innovative blended solution to language learning. Teachers will leave this session with ideas on how they can stimulate, challenge and critically engage their young learners in and outside the classroom.

[Commercial] All

Sunday 10:00-10:50

Facilitating collaboration: How teachers, administrators, and institutions can work together

Richmond Stroupe, JALT / Soka University

Room M104

Many teachers who engage in collaborative activities report having positive, enriching experiences,

yet significant challenges remain and, from some perspectives, disadvantages to being involved in such processes. The current presentation is based on research conducted at a Japanese university where culturally diverse faculty members have successfully collaborated on numerous departmental and cross-disciplinary projects.

The presentation and discussions will emphasize three broad areas. The first area of consideration will include both the advantages and disadvantages of the overall collaboration process. The presentation attendees' comments and ideas will be compared to the results of the current research, particularly advantages including increases in teacher effectiveness, student achievement, and the development of professional learning communities, as well as challenges, such as increased demands on time, lessening of teacher autonomy, and working with teachers with differing pedagogical perspectives. Focus will then turn to individual instructor characteristics that contribute to successful collaboration and those personal characteristics that may make the collaborative process more difficult. Lastly, institutional and administrative qualities that contribute to a supportive environment for collaboration will be highlighted, including the role of the leader, changes in power relationships, and development of a collaborative learning community as an explicit and substantive institutional goal.

Those attending the presentation will have opportunities to consider and discuss how teacher collaboration can be fostered from both personal and institutional perspectives, and consider possible strategies to facilitate collaborative opportunities in their own teaching and learning contexts.

[Classroom application of research] T / U / A

Sunday 10:00-10:50

Effective Academic Preparation through Sustained Content

John Brezinsky, Cambridge University Press

Room M105

Research shows that students learn academic English better when they are immersed in academic content. This session explores the benefits of sustained academic content in EAP and offers tips for integrating reading, writing, listening, speaking, vocabulary, and general academic skills into your curriculum.

The benefits of content-based instruction (also known as CLIL, SCLT, and more) have long been recognized. It is difficult, however, to put the principles into practice. The presenter begins by outlining the research on content-based instruction and its benefits to students. Next, several principles for creating effective lessons built around content are described.

The main section of this presentation focuses on how best to teach academic language in the context of a content-based classroom. From integrating language skills to covering vocabulary, the presenter provides numerous examples of how students can learn English while studying academic content.

[Commercial] S / T / U / A

Sunday 10:25-10:50

Investigating and improving a distance MA program

Theron Muller, University of Toyama & Crayton Walker, University of Birmingham

Room B142

This research investigated the motivations and experiences of part-time distance staff on a worldwide distance MA program through the Centre for English Language Studies at the University of Birmingham. While the programs are established and highly regarded internationally, this research considered whether investigating the experiences and motivations of tutoring and distance staff employed by the Centre would yield insights regarding how their experience of involvement with the programs might be improved. The motivation behind this research was to gain a better understanding of how distance staff view their involvement with the university and, if possible, increase staff participation and retention rates. This research represents a departure from many investigations into distance learning, as in the literature the tendency is to focus on learner communication and experiences. When staff are included in investigations, they tend to be dealt with using deficit models that depict them in need of training or development, whereas in this research technology training did not arise as an issue among research participants. One of the questions addressed in this research is that as part-time distance staff are the primary contacts for students on the program, better understanding their motivations and goals may help improve the experience for staff and students. Initial findings suggest that the distance staff themselves view their involvement in the program as part of their ongoing professional development, and to the extent that they feel they can develop within the program, they report satisfaction with their experience.

[Research report / paper] All

Sunday 10:25-10:50

Online Diary: an EFL Community of Practice

Jiraporn Smyth, Ubon Ratchathani University

Room B161

This study aims to expand the definition of literacy beyond its usual text and school-based practice. It presents how Thai EFL learners make use of an online diary website as their community of practice. The results of the study reveal that all participants become apprentices of the English-oriented community by conforming to the social norms and constructing their identity for the purpose of being socially recognized by other members. At the same time, they also maintain traditional values within self and bring these values into the new community as one part of their identity. Due to its culturally diverse community, the online diary provides EFL learners the opportunity to interact with authentic readers from different cultures, including both native and non-native speakers of English. Students become aware of how people from different parts of the world write their personal stories and what they value in life and in their culture. In addition, the frequent writing and continual engagement in the community enhance the diarists' English proficiency. This study concludes with a discussion on why literacies should be viewed as socioculturally situated activity and how this might affect EFL pedagogy. The implications of the online diary for EFL teaching and its challenges will be also presented.

[Research report / paper] U / A

Sunday 10:25-10:50

Private Supplemental Education Perceptions and Experiences of Korean Female University Students

Jason A. Di Gennaro, Sookmyung Women's University

Room S111

Following centuries of cultural and societal tradition, educational success remains a cardinal indicator of social status and very often translates to greater economic opportunity for Koreans. While Korea is applauded for its very impressive educational improvements as measured by international standardized exams, the underlying competition to succeed and gain admission to the top universities has never been fiercer. The government has made almost annual changes to policies and laws in an effort to create an egalitarian system of education, however, these shifts have resulted in the competitive playing field of education being moved to the private sector. Private supplemental education expenditures have been ballooning for decades, transferring a greater responsibility for total education costs from the government to the public. Differences in means to meet the high financial demands of supplemental education costs have resulted in some scholars regarding private education as contributing to the reproduction of socioeconomic classes. This confirmatory paper critically investigates the issue of private education in Korea, and examines the link between socioeconomic background, private English education expenditure, and university admissions. Using a mixed-methods approach, survey responses from female students at a 4-year university in Seoul and a 2-year college outside of Seoul are analyzed. It is hoped that the results of this study can contribute to the growing body of critical work that is drawing attention to issues related to social inequality in Korean education.

[Research report / paper] T / U

Sunday 10:25-10:50

The Distinction between Oral and Written Discourse and the Acquisition of Past Tense Forms among Young Learners

Sang Eun Lee, Ewha Womens University

Room S113

The EFL learners' acquisition of English regular and irregular past tense forms has been investigated extensively in both linguistic and TESOL fields. Bybee and Slobin (1982) examined rules and schemas in the development and use of the English past tense among different age groups. Yang and Lyster (2010) compared the effectiveness of different corrective feedback treatments on the use of regular and irregular English past tense among the EFL learners. However, few studies have shown in-depth analysis on the distinction between oral and written discourse on the acquisition of past tense forms among young EFL learners. As a result, the purpose of the study is to investigate how young learners demonstrate the acquisition of English past tense in oral and written forms. For this study, 20 grade six elementary students participated in the experiment and the author conducted both spoken and written discourse analysis on students' production. The author collected the four types of data: two from written discourse (planned and immediate) and spoken discourse (formal and informal). The written responses were gathered while the spoken response were tape-recorded and transcribed later. Then, the data was analyzed by frequency and the classes of past verbs organized by Bybee and Slobin. The author has drawn a hypothesis that planned written response will demonstrate an overall superiority in demonstrating the acquisition of regular and irregular past tense among other responses.

[Research report / paper] YL

Sunday 11:00-11:50

The Secret History of Methods

Scott Thornbury, The New School

Room Samsung Hall

I am regularly asked “What’s the latest method,” suggesting that the concept of method persists, despite recent attempts to bury it (“The method concept is dead!”). Drawing on an extensive archive of language teaching textbooks, I will review the history of methods, and in so doing, will argue that the prescriptive concept of method is less useful than the descriptive concept of methodology, i.e., what teachers actually do, rather than what they are obliged to do. I will also attempt to show that the history of methods is best construed, not as a linear progression, but as cyclical, and that, as Kelly commented as far back as 1969, “old approaches return, but as their social and intellectual context are changed, they seem entirely new.” I will then extrapolate some core parameters, different configurations of which help define and differentiate language teaching methods, and I will apply this descriptive framework to a relatively “new kid” on the methodological block, the Dogme/Teaching Unplugged movement (Meddings & Thornbury, 2009), founded on the belief “that language learning is both socially motivated and socially constructed” and whose proponents “are looking for ways of exploiting the learning opportunities offered by the raw material of the classroom, that is the language that emerges from the needs, interests, concerns, and desires of the people in the room.” At the same time, I will make the point that Dogme might best be considered as neither method nor methodology, but as a tool for self-directed teacher development.

[Plenary] All

Sunday 12:00-12:25

Linking Adverbial Use by Non-Native Writers: How Data-Driven Learning Can Help

James Garner, Hangang Media High School

Room S111

Over the past several decades, the TESOL community in general has seen an increase in the interest in the use of direct corpus use by students in the classroom, an approach known as Data-Driven Learning. Most of these have focused on the acquisition of vocabulary items, including a wide range of information necessary for their correct usage. One type of vocabulary that has yet to be properly investigated has been linking adverbials. Linking adverbials serve to assist writers in giving cohesion to their texts. They are also difficult for second language writers to acquire, with many misusing them semantically and stylistically. This presentation discusses a study that attempts to determine if Data-Driven Learning can assist students with this task. It investigates the correct semantic usage and proportion of academic linking adverbials in student writing both before and following corpus based instruction. Results indicate that Data-Driven Learning techniques do in fact help students acquire and better employ linking adverbials in their writing. Students receiving Data-Driven Learning instruction greatly improved their use of linking adverbials, both semantically and stylistically, from pre- to post-treatment. This is in comparison to a control group, where no major difference in usage was found in their essays.

[Research report / paper] U

Sunday 12:00-12:25

Connecting Through Connectors: Korean Students' Essays Suffer from Adverbial Connectors

Demontray Lockhart, Morning Spirit Academy // University of Birmingham.

Room S113

I conducted a pilot study in a class of 8 Korean freshmen about the use of adverbial connectors, which differed from professional writers of English. This difference does show telltale signs of poor quality essays. The investigated students wrote an independent topic that was extracted from a TOEFL textbook. This study reveals that Korean students overuse a set of connectors that they possess in their EFL repertoire. Also their strong tendency to use these same connectors in the beginning of paragraphs and sentences, with little to no regards on varying their placements, is revealed. Consequently, they have limited their discourse use of these connectors – whereas a native speaker would have employed the same connectors differently by being conscious of context. Some researchers suggest that EFL students overuse connectors in the sentence-initial position to disguise poor writing. On the contrary, it is proposed here that a transfer-effect occurs between students' native language (L1) and their second language (L2) causing them to naturally use certain connectors in the sentence-initial position. This may be because Korean is a topic-prominent language with a strong tendency to put information of interest in the front of sentences where connectors are naturally placed. This preliminary study is inconclusive given its short range. The results, however, do indicate a difference in the quality of writing among these students. As a solution, a pedagogical approach – using Corpora to demonstrate proper use of connectors from English academic journals – is recommended.

[Research report / paper] All

Sunday 12:00-12:50

Engaging in Motivational Teaching Practices to Achieve a Perfect Score

Neil Anderson, Brigham Young University

Room B107

Teachers play a powerful role in motivating learners in their classrooms. In order to engage in effective motivational teaching practices, each teacher must embark on a journey towards excellence. This session will present the results of research conducted in Guatemala and in the United States that report on teacher journeys to achieve a perfect score.

This featured speaker session will focus on ways that teachers can weave motivational moments into their teaching. Research by Guilloteaux and Dornyei (2008) indicates that “the teacher’s motivational practice does matter. . . . [And that] student motivation is related to the teacher’s motivational practice” (p. 72). Teachers have a powerful role in motivating (or demotivating) the learners in their classrooms.

Because we know that teacher’s motivational practice in the classroom does matters, it is imperative that we take appropriate steps to explicitly plan how we can engage in motivational moments. Using Dornyei’s components of motivational teaching practice, we will identify instructional strategies for “creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation” (Dornyei, 2001, p. 29). Direct implications for increasing motivation in teaching and learning in Korea will be provided.

[Featured] All

Sunday 12:00-12:50

Setting your Compass for Reading

Rob Waring, Compass Media

Room B109

Young Learners Classic Readers provide beginning English language learners with enjoyable and easy reading practice, by retelling famous stories from around the world. Young English language learners will enjoy developing their vocabulary and reading fluency with the easy-to-read adaptations included in this varied collection of well-known tales for children.

Compass Classic Readers provide accessible adaptations of the greatest works of world literature to beginning and intermediate English language learners. Carefully designed to retell the stories using vocabulary and sentence structure appropriate for one of six different grade levels, each reader will help English language learners enjoy developing their vocabulary and fluency as they read the stories.

This session introduces several series of reading materials published by Compass Media, both paper-based and for online reading. The presentation will show how the two complement each other and how they can vastly improve a learner's vocabulary growth beyond that found in typical Korean school course books.

[Commercial] YL / VYL / S / T

Sunday 12:00-12:50

Teaching Unplugged in the University EFL Composition Course

Gerald Bourdeau, Gimcheon University

Room B112

This workshop examines the role Teaching Unplugged may play in a university EFL writing course. Since my introduction to Teaching Unplugged about one year ago, I have been steadily working to 'unplug' my EFL classrooms. Teaching Unplugged, also known as Dogme ELT, was first created by Luke Meddings and Scott Thornbury. The three tenets of Teaching Unplugged are: 1. Classes should be conversation driven. 2. Classes should be materials-light. 3. Classes should focus on emergent language. In their book on Dogme ELT *Teaching Unplugged: Dogme in English language teaching*, Meddings and Thornbury do not specifically address Teaching Unplugged in the EFL writing classroom, although, some lessons in the book have writing components or easily lend themselves to the writing classroom. This workshop explores the possibilities of integrating Teaching Unplugged into a university EFL writing class by explaining ways it can mesh with the more traditional methods of writing instruction including: the writing process, academic writing models, and personal writing. Participants engage in Teaching Unplugged activities which promote writing as a valid form of communication instead of an academic chore. Potential problems of a conversation driven and materials-light composition class are also addressed. Participants are encouraged to share their experiences with Teaching Unplugged or ways they could implement Teaching Unplugged in their writing courses.

[Workshop / Demonstration] T / U / A

Sunday 12:00-12:50

Getting to Grips with L2 Formulaic Language

Frank Boers, Victoria University of Wellington

Room B121

Language abounds with formulaic word sequences or “chunks,” such as idioms (let the cat out of the bag), collocations (make an effort), prepositional phrases (at school), phrasal verbs (talk it over), proverbs (when the cat’s away), similes (good as gold), binomials (part and parcel), and multiword discourse organizers (on the other hand). Mastery of chunks fosters fluency and helps learners sound native-like. However, knowledge of chunks in a second language is acquired very slowly. Several factors help to account for this slow rate of acquisition, such as insufficient encounters with one and the same chunk, and the lack of attention given to chunks by learners.

Several pedagogy-oriented applied linguists have pointed out the need to direct L2 learners’ attention to chunks in texts and to raise their awareness of the formulaic dimension of language in general. It is assumed that, once students have become aware of this dimension, they will start to autonomously pick up chunks from exposure much more readily. In my talk, I will raise doubt over that assumption.

I will propose a number of simple interventions – supported by evidence from quasi-experimental research – that teachers can resort to for making diverse kinds of chunks more memorable for their students. I will also discuss common textbook exercises on collocation which, according to recent findings, should be used with caution. I’m hoping that workshop participants will find a couple of the ideas useful additions to the bag of tricks they rely on to speed up their students’ learning.

[2020] All

Sunday 12:00-12:50

Who Cares: Linguistics, Second Language Acquisition Theory, and EFL Teachers

William Rago, Sookmyung Women's University

Room B142

Course titles like Linguistics and Second Language Acquisition (SLA) strike fear into the hearts of many EFL teachers in Korea, including TESOL certificate and MA TESOL students. For the native-speaking teacher, these course topics are often intimidating because they explicitly show us what we don’t know (but should) about our own language and highlight the limits of our professional identity. For the non-native English teacher, topics in linguistics and SLA theory are frequently labeled ‘irrelevant’ to classroom language teaching. Applying any theory to a real context is a challenge for all educators, and their students. This session will briefly describe the issue at hand, and then present several practical assignments and activities that help students bridge the gap between language theory and language pedagogy. The activities cover the core areas of linguistics (phonetics, phonology, morphology, syntax) and the major theories of SLA. Each assignment or activity puts the student in a situation where they have to use the course content as they complete a specified task related to classroom practice. Some activities ask the students to be teachers, while others ask the students to observe a teacher. The analysis of learner language and teacher talk is also integrated into several activities. As a whole, each assignment puts the student in a position to comprehend the material in a non-traditional way, which results in a deep and practical understanding of course content. The assignments and activities are part of the Second Language Acquisition courses in the Sookmyung Women’s University SMU-TESOL and Sookmyung TESOL Global programs.

["101" Workshop] U / A

Sunday 12:00-12:50

Classroom Management Strategies to live by

Amanda Maitland El Amri, Chonbuk National University

Room B161

This workshop will provide information that could help take the stress out of teaching and provide reliable positive classroom management strategies and some related classroom management theory. The workshop will explain the connection of classroom management to the school behaviour system and the characteristics of a good school behaviour system. A wide range of strategies will be provided at the workshop for coping with common management issues.

The workshop would be of interest to experienced and inexperienced teachers. The area of classroom management focused on is middle and high school. Although there will be reference made to strategies that can be used in Elementary School too. The strategies will help create a positive work day where teachers feel less tired and worn down by disruptive classroom management events. It will also consider common classroom management scenarios and good and best practice for dealing with the them. It is hope that teachers will leave with a set of strategies to live by.

["101" Workshop] All

Sunday 12:00-12:50

Becoming Intercultural in the Korean EFL Classroom

Catherine Peck, Chonnam National University/Macquarie University Australia

Room B164

Even elementary school students in South Korea can tell you what ‘Americans’ eat at thanksgiving - so does this mean that they are developing intercultural skills in their English classes? This workshop suggests that the understandings and skills students need to cope with the bewildering range of ‘foreign’ encounters, hybridity and change ahead of them are poorly served by the common focus in ELT materials on national food, festivals, and customs in ‘native speaker’ nations.

So where do busy EFL teachers begin? This workshop commences by defining intercultural competence and how this differs from ‘teaching culture’, after which practical strategies and guidelines for classroom teaching from an intercultural perspective are identified. Specific examples of classroom activities and materials will be provided that focus on students’ intercultural competence development and foster learning skills which will enable our students to navigate successfully amidst a multiplicity of cultures.

[Workshop / Demonstration] T / U / A

Sunday 12:00-12:50

Dynamic learning experience with MegaGoal

Eric Verspecht, McGraw-Hill

Room B167

How to make the learning of English a motivating and success-oriented experience?

MegaGoal integrates the day-to-day aspects of teenagers' lives with real-life English learning situations and models. Student-based learning allows students to relate their own lives to practical, theme-based situations. Activities -including games and songs - bring English to life and make students want to use it to communicate.

MegaGoal will stimulate students in the English classroom and at the same time provide practical solutions for teachers.

[Commercial] T / U / A

Sunday 12:00-12:50

Keep kids WARM in learning English

Lin (Kitty) Zhang, Pearson Education

Room B168

In most Asian countries, English is being introduced with greater compulsion and at a steadily lowering age. With English language learners getting younger and younger, theories and practices of how to teach English to this early age group – 4 to 6 year-olds – are increasingly focused and discussed.

While on the one side, young children are naturally curious and they are eager to explore and experience new ideas. On the other side, they are more enthusiastic to learn by themselves rather than having someone to teach them or working together within a group. This nature makes most teachers of young children find it not hard to warm up the kids at the beginning of learning English, but not easy to keep the warmth as time goes by.

This presentation will focus mainly on a very practical layer of teaching this age group: how to use different materials and / or different ways to deal with same materials to keep young children interested through WARM theory:

Whole Learner - Each child is unique in personality, interests, and learning styles and will benefit from materials that reflect this.

Authenticity - Realities of the child's world must be at the core of the program and the basis for materials chosen.

Repetition - Successful learning only occurs when skills presented build on each other and reviewed meaningfully.

Motivation - A learner who is engaged will learn better.

[Commercial] YL / VYL

Sunday 12:00-12:50

Templates, T-rexes, and Triple-plays: Avoiding presentation pitfalls

Peter Carter, Kyushu Sangyo University

Room B178

Presentations are an inescapable part of modern scholarship: they form much of our professional development; we give them in our classes; and we often ask students to present to their peers. As

teachers, we are judged on the quality of our presentations, and by the effect we have on our students' ability to present. As such, understanding the principles and terminology is invaluable. T-rex, for example, is a term commonly used by body language experts to describe the weak arm and hand gestures that many presenters make.

With the aim of improving our own understanding and deployment of presentation skills, this workshop covers the following four areas: effective platform skills; choosing an appropriate structure; slide design; and the connections between presentations and high stakes events such as job interviews. We will also discuss classroom applications, such as providing effective models and useful feedback to students.

Throughout the workshop, we will consider not only the opinions of expert presenters and trainers, but also the results of empirical research into effective communication. Taken together, these sources of information allow us to improve in terms of both content and context, arguably the two greatest causes of audience frustration and disengagement. By the end of the workshop, participants will have a clearer understanding of what they can do for themselves and for their students in order to get better results from their presentations.

[Workshop / Demonstration] U / A

Sunday 12:00-12:50

Teaching with iPods, iPhones or Smartphones

Ian Brown, Kyushu University

Room C608

The iPod touch was released in 2007 as was the first iPhone and since then the iPad, and all manner of android smartphones and devices have followed. The potential of these devices in education has been toyed around in various ways but now in 2012, with all their latest features, how can a teacher actually use these devices with a class of students? This presentation will answer this question with an update on the literature and current worldwide usage. Then the presenter will talk about his own use of iPods in universities in Japan. The iPods are an integral part of a Movie and Music course and are also used in a computer-based course for video recording and as an alternative computer terminal. In another course they are used for the listening component. Furthermore, a specially designed quiz and survey program for these devices, that links up to a computer database, is used and will be demonstrated. This open source mobile device program is also used for peer editing of student presentations. This activity alone makes the use of such mobile devices a must for any teacher conducting presentations with their students. Whilst teachers may not have a class set of iPods to use with their classes, the day is fast approaching when teachers will find they have a class where all their students have an iPhone or smart phone and this presentation will prepare them for unlocking the potential of what they can then do with these devices.

[Classroom application of research] T / U / A

Sunday 12:00-12:50

A Workable TTT Approach for the Korean University EFL Setting

Joseph P. Vitta, Yonsei University; Queens University - Belfast

Room M101

From the most online TESOL certificate programs to the most in-depth post-graduate teaching

courses, one of the more consistent and often-heard mantras of our craft is to shift the focus from the teacher and corresponding student passivity to the student as a productive agent who is engaged in the classroom and the teacher as a monitor of that production and engagement. To that end, the Task – Teach – Task (Willis & Willis, 2007) approach has come into vogue as a way to promote more production and student centeredness within the EFL classroom when compared to the PPP or Presentation – Practice – Production approach. In this presentation, attendees will learn how the presenter has successfully used the TTT approach in his university classroom in a way that is workable and rewarding for all parties involved.

This presentation has three parts. The first is a brief discussion of why TTT is preferable to PPP from the theoretical and methodological perspective. Next, attendees will learn how the presenter has manifested this productive and student-centered approach within his classroom. This is explained via a presentation of a model lesson involving a unit from a textbook (originally intended for PPP-based teaching) he teaches and a sharing of the presenter's students' opinions. Finally, presenter offers ways that attendees can also run TTT-based lessons in their classrooms. During this final part of the presentation, it is hoped that there will be interaction to brainstorm additional tips and advice!

[Workshop / Demonstration] T / U / A

Sunday 12:00-12:50

Aston University: TESOL and Applied Linguistics programmes

Nur Kurtoglu Hooton, Aston University

Room M104

This presentation will provide information on a suite of campus-based and distance learning Masters and PhD TESOL and Applied Linguistics programmes at Aston University, for experienced teachers as well as those who are new to these fields. There will be a question and answer session at the end.

[Commercial] All

Sunday 12:00-12:50

Becoming a Can-Do Teacher

John Brezinsky, Cambridge University Press

Room M105

This presentation will demonstrate the practical benefits of integrating a framework of measurable learning outcomes with a tried-and-true communicative approach by emphasizing the “four C’s” – clarity, can-do, confidence, and communication. It will also highlight some easy and effective ways to integrate simple yet effective technology into familiar teaching situations.

[Commercial] S / T / U / A

Sunday 12:00-1:25

ICC in Classroom Instruction: Bridging Communication Gaps Through Examining Critical Incidents

Paul Bournhonesque, Lara Kurth & Seunghoon Oh, Seoul National University of Science and Technology (SeoulTech)

Room B166

This workshop will focus on ways to raise awareness in students and their teachers of the relevance of culture in language learning and develop their knowledge and skills of communicating in the target culture and language. Oftentimes, language learning materials present surface culture, focusing on cultural products and practices such as traditional holidays, dress and food. This presentation will offer an approach to teaching authentic intercultural communication issues in the language-learning classroom. The presenters will share methods of engaging language learners with the deep cultural values, beliefs and interconnected cultural phenomena that are interwoven within the pragmatics of specific social interactions between native Korean speakers and members of other cultures. Throughout the workshop, presenters will pose critical incidents relevant to language learners of various levels. A critical incident is “an example of a misunderstanding caused by people having different cultural assumptions, values or expectations” (Corbett, 2010, p. 43), regardless of accurate grammar, vocabulary and pronunciation. Workshop participants will acquaint themselves with different frameworks for intercultural reflection and analysis. The presentation will highlight ways to elicit intercultural experiences from learners and apply those experiences towards targeted language instruction in a communicative classroom environment. The example critical incidents are from two different contexts: North Americans living and working in Korea, and Koreans studying abroad in a North American university setting.

[Workshop / Demonstration] T / U / A

Sunday 12:00-1:25

Bottom Up Skills: A Necessity for Beginning Language Learners

Nathan Soelberg & Melissa Mendelson, University of Oregon

Room M103

It is a common event to see a student who appears to be able to read well, but who cannot spell or decode with any success. Moreover, it is very common to see students who are unable to decode words which they see repeatedly, even in meaningful contexts. What is missing in their language training? Where do these problems come from? What is their impact in overall language proficiency? This workshop answers these questions and shows how by giving as much attention to bottom-up skills as top-down skills, teachers can see marked improvement in students' abilities to master not only EFL reading and writing, but also in their ability to make meaningful linkages among speaking, listening, and orthographic representation of English. Presenters will describe relevant research, focusing on recent work which has shown that bottom-up skills are actually an integral part of top-down skills for learners of all levels and ages (e.g. Birch 2002, Greenberg, Ehri, and Perrin 1997, Nassaji 2003, Nassaji & Geva 1999). The presenter will then work through a number of relevant, easily replicable, and easily adaptable activities for teaching bottom-up skills. Participants will then devise ways to adapt the activities for their own classes, deciding which would work best in their particular contexts.

[Workshop / Demonstration] T / U / A

Sunday 12:25-12:50

Interacting with East Asians: University Students' Varying EIL Beliefs

Scott Menking, Shimane University

Room S111

There are many reasons to study English. For example, being educated is often associated with knowing English. Furthermore, Crystal has noted that English allows for communication around the world, and as a result, it's not surprising that English is a mandatory school subject in countries across Asia. Because English is a neutral language (not a first language in any of the areas), it could be a lingua franca between Japan, Korea, Taiwan, and China, thereby facilitating communication. Do tertiary students in these countries share this view? If these tertiary students were going to communicate with Korean and Japanese people, what language would they try first and do these results vary, depending on where the interaction will take place (e.g., in Korea, in the interlocutor's country)? To explore these issues, a questionnaire was administered to undergraduate students in Japan (about 1100 students), South Korea (about 450 students), Taiwan (about 700 students), and China (about 1650 students). Interviews supplemented the data and provided explanations and more detailed responses. The results will be reviewed for each group of students and then differences between the four groups of students will be discussed. As Asian countries that all have mandatory English education, an awareness of the similarities and differences in students' responses will help teachers increase students' awareness of interlocutors' unconscious attitudes toward intercultural communication. The presentation will conclude with pedagogical ramifications, including possible student barriers to intercultural communication.

[Research report / paper] T / U / A

Sunday 12:25-12:50

Japanese University Students' Attributions for Success and Failure in studying English

Tim Pritchard, Kyushu Sangyo University

Room S113

Attributions play an important role in affective life (Weiner,1985). In the context of EFL, emotions can be seen as crucial in influencing learner success or failure. For example, if causes of past failure are perceived by learners as being stable, future results will be anticipated as being as bad as the past leading to helplessness and resignation. This process has been described as learned helplessness.

This presentation describes a pilot quantitative survey of 300 Japanese university students' attributions for success and failure in studying English. The questionnaire items were based on Attribution Theory (Weiner,1986), which allows the huge number of possible causal attributions to be quantitatively compared in terms of three causal dimensions: locus, stability and control.

Aims: The study aims to identify the relationship between attribution response and learner success and failure in the TOEIC Bridge test. The long term goal is to identify students who appear to have negative, maladaptive attributions and whose current state of helplessness may be improved by re-attribution training

Methods: Stratified sampling was used to randomly survey approximately 300 first-year university students of differing English proficiencies. The questionnaire items cover attributions for success and failure collected in a previous qualitative study by the presenter (Pritchard and Fuchigami, 2012) along with items from other recent EFL attribution studies in Japan (Gobel and Mori, 2007).

Analysis: The relationship between attribution response and success and failure on the TOEIC Bridge test will be compared using descriptive statistics.

[Research report / paper] U

Sunday 1:00-1:25

Investigation on the effect of short-term overseas experience on L2 pragmatics: a case of public officers.

Hye Kyeong Kim, Hankuk University of Foreign Studies

Room S113

The present study aims to investigate the effect of a short-term overseas experience on the L2 pragmatics of highly motivated Korean public officers in an English language program aimed at helping prepare them for administering international events. Their pragmatic competence was examined in five specific situations: requesting, apologizing, refusing, complimenting, and responding to the compliments. The data for this study was collected from Korean adult learners in the last class before their departure and in the last week of their stay through email. It was implemented through pre- and post-questionnaires consisting of two parts: a series of demographic questions and a Discourse Completion Test (DCT). A set of DCT was developed based on five situations which have been an area of recent focus in interlanguage pragmatics. Due to the nature of their program, their motivation to improve their language ability was high, and thus their L2 pragmatic competence was expected to develop in spite of a short sojourn in an L2 environment. The data were analyzed both quantitatively and qualitatively. Preliminary statistics revealed that L2 pragmatic competence of public officers was improved after the sojourn. This study is expected to add meaningful findings to the collection of studies on the development of L2 pragmatics.

[Research report / paper] U / A

Sunday 1:00-1:50

Ten Quotations to Make You Think

Ken Wilson, Full-time materials writer/speaker

Room B107

Teachers often quote the words of wise folk to support their ideas and opinions, usually from within the world of education. I find it useful to go outside our specialized world for words of wisdom that can genuinely make us all think about how we teach. When you reflect on quotations like these, they often prove to have more meaning than you originally thought.

For example, Mark Twain: I never let my schooling interfere with my education. A mildly amusing remark, but if we take it seriously for a moment, what does it tell us? Probably that Mark Twain was a bright, imaginative student who wasn't well served by the delivery style of education that was normal in his day. You can imagine him questioning his teachers, and either being told to shut up or being punished for insubordination.

What is the message for teachers today? Are we delivering too much information? Can we assert less control over proceedings in class and let the students use their imagination more?

Albert Einstein: Imagination is more important than knowledge. Students all know where they are in the class "pecking order" – she's better than me, he's not as good as me. This pecking order is based on the ability to deal with the teacher's presentation style and the practice material in the

book. For me, Einstein's quote means that if you bring student imagination and creativity into the equation, this knowledge-based pecking order stops being so dominant.

These are two of the ten examples that I will use in my talk, all with the aim of making people think.

[Featured] All

Sunday 1:00-1:50

How to Teach NEAT Speaking and Writing in Class

In-hee Cho, Compass Media

Room B109

- Introduction to NEAT speaking and writing, including question types and answer evaluation standards.
- Presentation will highlight grading and evaluation of words, sentence structure, grammar points and organization.
- Introduction for teachers to teach common errors by examining actual student responses.
- Introduction to material related to the NEAT on 수능(Korean SAT).

[Commercial] S / T / U

Sunday 1:00-1:50

A Framework for Assessing Online Reading Resources

Rob Waring, Notre Dame Seishin University

Room B112

This session will review some of the resources available for online graded reading and will present a framework for assessing what features a good website should have in order to be able to successfully provide a rich, rewarding and meaningful reading experience. The session starts by asking participants to review some websites currently providing reading materials, and then assesses how well each achieves its aims. From this the participants will co-develop a set of principles and features that students and teachers would require from this form of reading that can guide both online reading resource developers as well as teachers and students looking for these resources. If participants bring their own internet connected smart-phones or laptops, they will be better able to participate in this session.

[2020] All

Sunday 1:00-1:50

How to Teach the Writing of Structured Paragraphs Using the TEE Model

Doug Baumwoll, Andong National University

Room B121

Topic sentence, explanation, evidence/example. TEE. That's it. By instilling this simple concept

into your students' knowledge base, you will give them the most powerful writing tool they will ever know. You will believe me after you've used the TEE model to write a paragraph during the workshop! This model works for students of all language abilities. And if you think about it, this makes sense because good academic writing doesn't really boil down to L2 ability – it boils down to critical thinking ability. Otherwise, all L1 speakers would be proficient academic writers in their own language, and I think we can all agree that that is definitely not the case. This short-but-sweet workshop will show you the methodology I use to take my students through the writing process to its termination in the form of 8- and 11-sentence structured paragraphs containing a topic sentence, a conclusion sentence, three “explanation” sentences (claims, assertions), and either one or two supporting “evidence/example” sentences. I will share with you the various exercises and templates that I use with beginning writing students. We will also discuss some of the pitfalls that you will run into with Korean students, such as difficulty with categorization and a general ignorance of providing detail at the end of sentences, which is required in our writer-responsible mother tongue. Your students need to master the writing of structured paragraphs to perform well on future TOEIC, TOEFL or NEAT tests.

[Workshop / Demonstration] T / U / A

Sunday 1:00-1:50

Beginning Right: Leading in to a Lesson

Roger Fusselman, Seoul National University of Education

Room B142

Getting a lesson off to a good start is important, and this start, sometimes called a lead-in, is essential to lesson design. A lead-in can help motivate learners to focus on the topic, activate prior knowledge about it, and give them some advance notice of what the lesson activities will be. However, it can be hard for both new and experienced teachers to apply this goal to their own teaching, causing some teachers to abandon lead-ins completely and others to design lead-ins that have little to no connection to the lesson's goals. Part of the problem is the inability to identify the key concepts one's lesson assumes and to break these concepts down effectively. By conceiving the lead-in after one has thought through the lesson itself, the teacher can draw the student into the objective the lesson is designed to meet.

This presentation will cover how the teacher can use an understanding of the lesson's objectives to identify how the lesson should be begun. It will distinguish different types of strong lead-ins, and cover common mistakes made in beginning lessons. Later in the presentation, participants will work together with distributed materials or lesson objectives to design a lead-in that is effective and integrated to the intended aims that the materials suggest.

["101" Workshop] All

Sunday 1:00-1:50

In Their Shoes – What's It Like to be an L2 Learner?

Michael Jones, Woosong University

Room B164

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 no L1 speaking co-teacher is available. “How can I teach

them when they don't even understand simple instructions!" is a common refrain amongst beginner instructors.

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 understood, how to manage a class, 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.

[Workshop / Demonstration] All

Sunday 1:00-1:50

University of Birmingham Distance MA and PhD Programs

Crayton Walker, University of Birmingham

Room B168

In this presentation, Dr. Crayton Walker will talk about the University of Birmingham's popular distance MA and PhD programs in Applied Linguistics, TEFL/TESL and Translation Studies, and answer participants' questions about these programs.

[Commercial] All

Sunday 1:00-1:50

Professional Advancement through Online TESOL Doctoral, Master and Certification Programs

David Nunan, Anaheim

Room B178

English is the world's most popular second language and has led to great demand for skilled teachers. Anaheim University is meeting this demand with programs from the Certificate to the doctoral level in Teaching English to Speakers of Other Languages (TESOL). Courses are taught in small classes online and residential sessions by a world-class international faculty of professors that includes David Nunan, Rod Ellis, Kathleen Bailey, Denise Murray, Mary Ann Christison, Jun Liu, Ken Beatty, Andy Curtis, Martha Cummings, and Fran Byrnes. The faculty guides both experienced and prospective teachers to grasp the latest approaches to curricula, methodology, and practical classroom pedagogy, as well as all the theoretical background necessary for success in the classroom. This session explains Anaheim University's online Doctor of Education in TESOL, MA in TESOL, Graduate Diploma in TESOL, and 15-week online Certificate programs in both TESOL and Teaching English to Young Learners.

[Commercial] All

Sunday 1:00-1:50

#KELTchat: Professional Development at Your Fingertips

Michael Griffin, World Learning/School for International Training; Alex Walsh & Alex Grevett

Room C601

In this session we will be sharing our experiences and thoughts on the formation, continuation, practices, and future of the #KELTchat group on Twitter. At this point, #KELTchat is basically four different but interconnected things. First, #KELTchat is a bi-monthly moderated chat where educators from around Korea and the globe “meet” on Twitter to discuss topics of interest to teachers in Korea as we draw on the thoughts and experiences of chat participants. Secondly, #KELTchat is a twitter hashtag so that educators in Korea can keep track of links, questions and ideas relevant to the teaching community in Korea. Third, #KELTchat is a blog that features summaries of the chats and can act as a resource for interested teachers. Finally, #KELTchat is a loose collective of individuals seeking to improve and understand their own teaching practices that is defined by curiosity, open-mindedness, and a desire to help others. Audience members can expect to hear about this dynamic and supportive community and perhaps decide if and how they might like to participate in #KELTchat.

Previews and summaries of the chats as well as guides to chats on Twitter, information on hashtags, links to blogs and other useful information can be found at: <http://keltchat.wordpress.com/>.

[Workshop / Demonstration] All

Sunday 1:00-1:50

Authentic Conversation Training

Carl Phillips, Woosong University

Room C608

NACT (Natural Authentic Conversation Training) is a method I have developed to get TEFL students to more effectively learn to talk with one another in English about day-to-day issues in a natural way. This is a book-free method that involves the students in almost all the steps of the process of learning how to accurately convey their Korean sentiments and expressions in colloquial English. It is a method that encourages the students to speak about what they want to, how they want to, and to cumulatively acquire greater ability in conversational English. Although it is targeted toward Conversation Only classes with curriculum flexibility, there are ways to adapt and vary the approach to suit different teaching needs and academic requirements.

[Workshop / Demonstration] T / U / A

Sunday 1:00-1:50

Multilevel Reading Groups for Elementary Students

Rhett Burton, Gaewon Elementary School

Room M104

Helping students to learn to read through multi-level resources and reading groups is fundamental in learning. However, creating leveled groups in a typical Korean elementary English classroom is not an easy task. The classrooms are filled with a wide range of reading levels, infrequent language lessons, lack of phonics taught and a wide variety of other issues that impede the students' success. It is certainly challenging but not impossible.

In this workshop we will share ideas how to create multilevel reading materials for in-class use, discuss some do's and don'ts of setting up extra-curricular reading groups, and motivating students through personal check-ins.

Participants will walk away with a better understanding of multi-level reading materials and will be able to start their very own reading group whether it be online or in-person.

[Workshop / Demonstration] YL

Sunday 1:00-1:50

The Modern Reading Classroom: Engaging Content, Building Fluency

John Brezinsky, Cambridge University Press

Room M105

Today's reading instructors face many challenges, including how to find materials that both grab students' attention and help them develop reading fluency. This session outlines two solutions: applying readings to academic subject areas and encouraging as much reading as possible.

It is extremely challenging to find the right materials to teach reading. Texts need to be relevant to students, level appropriate, and interesting to people from a broad range of backgrounds. In addition, teachers are often unsure how to help students become more fluent readers, which requires students to read in ever larger amounts.

The presenter outlines strategies for ensuring that academic topics are timely and engaging as well as ways to build reading fluency. Examples of these strategies come from the 4-level reading series, *Read This!*

[Commercial] S / T / U / A

Sunday 1:00-1:50

Finding a Way to Write Right: A Plagiarism Solution.

Eric Reynolds, Woosong University

Room S111

Admit it. Your students have plagiarized using the Internet. Have you tried to organize your faculty to use the Internet to solve the problem? This presentation reports on an ongoing, across-the-curriculum project to harness the power of technology to detect (and find remedies to) plagiarism in an Asian MATESOL program.

The conversation undertaken by this presentation lies at the intersection of three factors: the power of technology to both facilitate and detect plagiarism, the rapid growth of Western curricula MATESOL programs in Asia taught by Western academics, and a faculty/student response to plagiarism in our MA program. In spite of a general agreement in the literature that plagiarism is a problem, little consensus exists in how to address to problem and even the very nature of the problem (see, for example, Flowerdew & Li, 2007). Given that lack of consensus, our program takes a markedly critical perspective attempting to deconstruct and combat forces that "mystify academic writing" and "negatively impact the academic success" (Abasi & Graves, 2008, p. 230) of our students. We integrated mandatory academic writing instruction and plagiarism detection and adopted a critical approach to helping our students understand and overcome plagiarism.

Session attendees will hear the voices of our faculty and students on plagiarism, learn how well our efforts paid off, and come away with tools to make the changes in their instruction and programs to help their students to find ways to write right!

[Research report / paper] T / U / A

Sunday 1:00-2:25

Teaching English in English: Tips for Simple and Clear Instructional English

Nathanielle McDonald, Andong National University English Education Dept.

Room B161

Are your students having a hard time following your instructions? Would you like to incorporate more English in your classes? This workshop will help native-speaking and Korean English teachers develop techniques for more effective English in English teaching (TEE.) You will learn tips on: how to sequence instructions; choosing appropriate language; using your voice and gestures effectively; using the board and materials to support student comprehension; modeling and demonstrating to help students understand instructions. Participants will have a chance to actively practice these tips and techniques during the workshop. Come build your skills and confidence; everyone can TEE!

["101" Workshop] All

Sunday 1:00-2:25

Move, Breathe, React: Authentic Drama Techniques in the ESL Classroom

Kevin Manley, Mokwon University

Room B167

The language classroom does not always provide an engaging emotional experience for the student. Teachers as well are often subject to barely audible, listless readings and dialogues from their students. There is much research to support that language is learned easiest when the student can create a strong emotional tie to the target language, and get feedback from the reactions of those around them.

In acting schools performers learn how to manipulate their bodies, breath and voices to create realistic-seeming emotions and reactions. I have taken elements of my University Acting training and have been applying them in English Drama classes, clubs and camps to great success. This workshop will help those with a desire to use drama in their classrooms learn effective techniques to that end.

This hands-on workshop will demonstrate activities drawn from acting classes to help students move, breathe and speak like actors. These classroom activities also help physically train the bodies and voices of students for louder speaking and more confident posture. The focus will be on using Movement, Breath and Reaction as a foundation for spoken English in the class.

The techniques that participants learn in this workshop are not limited to application in drama-based classes. They can be applied to the production of task-based theatrical scenes, public speaking/debate classes or TPR-style children classes. They can also be applied to get maximum impact from the standard textbook dialogues and readings found in classrooms everywhere.

kevin.f.manley@gmail.com

[Workshop / Demonstration] YL / U / A

Sunday 1:00-2:25

That's NEAT! 5 Communicative Activities for Teaching M2 NEAT Speaking Preparation

Nico Lorenzutti, Chonnam National University

Room M101

This presentation will NOT overview the New English Assessment Test (NEAT) or discuss the multitude of issues surrounding it. Rather, this is a hands-on how-to presentation which provides teachers with 5 clear and ready-to-go classroom activities designed to prepare their students for the test. 5 key neat questions will be briefly presented and model answers analyzed before a dynamic, easy to implement activity is demonstrated for practicing each task. Teachers gearing up for NEAT preparation will walk away with 5 activity procedures adaptable for both public and private education contexts.

[Workshop / Demonstration] T

Sunday 1:25-1:50

Using iPad as a Springboard for Rich Discussion

Chris Fitzgerald & Martin Mullen, Meisei University

Room B166

The emergence of the iPad has opened up whole new avenues for the use of technology in the classroom. Its uses in classroom management as well as

reading and writing enhancement have been well documented, but not much has been discussed as to how it can be used as a valuable tool to create rich, fun and interesting discussion. This presentation highlights some of the many iPad applications (eg Guardian Eyewitness, Nat Geo Today, Telegraph Pictures) can go a long way to achieving an environment in which students can stay engaged and interested in speaking a second language over a prolonged period. The use of the iPad in a Language Lounge setting in Meisei University, Tokyo and various student surveys directed at assessing its impact are analysed giving an insight into the many and varied ways that this technology can create an environment which lends itself to language acquisition. This presentation will display applications, using the iPad to recreate the type of environment which this presentation supports. It aims to give attendees an insight into how in the right hands this tool can create a springboard for discussion like no other device, and how every day it is being emerging more as the pedagogical tool of the future.

[Workshop / Demonstration] All

Sunday 1:25-1:50

Repeated L2 listening in different speech rate conditions

Yoko Harada, Toyonaka Nursing School & Yuko Matsumura, Kinki University

Room S113

The current study addresses the issue of multiple exposures to L2 aural message in relation to the rate at which aural message is delivered. Repeated listening, compared with copious studies of repeated reading in both L1 and L2, is a relatively under-researched theme. However, given the much-debated similar cognitive processes in reading and listening, the beneficial effects of repeated reading on comprehension and fluency are hypothesized to be transferred to listening. In other

words, it is worthy of investigating whether the successive repeating of aural input leads to incremental gains in listening comprehension.

Furthermore, the present study compares the effects of reiteration on listening comprehension across different speech rate conditions. This research theme is motivated by the inconclusive findings of previous empirical research on the relationship between reduced speech rate and listening comprehension, which does not necessarily indicate that the slower rate is the most understandable. Therefore, it is of great interest to examine whether repeated input helps listeners surmount the challenges that fast delivery poses to them. Speech rate is modified using a digital voice controller that is designed to vary the speed of aurally-delivered message without altering vocal sound quality and prosodic features. The results will be interpreted not only from the viewpoint of listening test scores, but also from that of the listeners' affective state, with a view to finding out their preferred number of aural exposures and speech rate.

[Research report / paper] U

Sunday 1:25-2:50

Teaching Your tongue to Talk: Intensive Pronunciation Instruction

Rheanne Anderson, RMIT University Vietnam

Room M103

Dealing with pronunciation issues of English as Foreign Language (EFL) learners is one of the most challenging but perhaps least understood aspects of contemporary English Language Teaching (ELT). While pronunciation instruction has received little attention in ELT literature to date, individual efforts of dedicated classroom instructors are opening doors for new avenues of research. The audio-lingual method popularised in the 1970s focused on learners mimicking English sounds. However, Davies' seminal work (1976) on receptive and productive skills reshaped the way language education approaches these separate skills. This workshop provides a summary of a pilot intervention of Mechanical Sound Production (MSP) instruction conducted within an Academic English program at an international university in Vietnam. The MSP methodology employed deals with the movement of the lips, tongue, teeth and jaw. The effects of this intensive program are yielding interesting results on the perceived intelligibility of EFL learners to a native-speaker audience. The current intervention builds on Palak's (2010) ground-breaking work on locally situated language learners' pronunciation and intelligibility. Workshop participants will have an opportunity to learn more about the practical application of activities using the MSP instructional method. In particular, issues most relevant to L1 interference and sound production difficulties for Korean and Vietnamese English language learners will be discussed. However, practical considerations, challenges and opportunities for all institutions or EFL teachers keen to enhance their approach to pronunciation instruction will be the focus of this workshop.

[Classroom application of research] T / U / A

Sunday 2:00-2:25

Self-directed learning of Korean adult learners studying English in online learning communities

Eun Joo Kim, Oakton Community College & Chong Min Kim, Northwestern University

Room S111

Although previous studies of adult English-language learners focused largely on formal educational settings, little has been known about adult English language learners (ELLs) in informal settings.

Especially, Korean females in the US have limited resources for improving their English-language skills, even though they are in an English-speaking environment. The purpose of this study is to explore self-directed learning by female Korean English language learners solely online and any influencing factors. Two research questions were addressed: (1) Are adult English language learners self-directed? (2) If so, what factors affect their degree of self-directedness in studying the English language autonomously online? Twenty-four advanced-level Korean female adult learners living in the US participated in this study. They supplied personal information as well as answering 58 online survey questions for the Self-Directed Learning Readiness Scale (Guglielmino, 1977), followed by semi-structured interviews of four English language learners. Based on independent t-test and a multiple regression, the results revealed that the learners over 35 years of age displayed more readiness for self-directed learning readiness (0.59 standard deviation differences) than their counterpart group under 35 years of age, after controlling for educational level (Master's degree). Through focus group interviews how the learners perceive self-directed learning, and how they implement it in their studies, is described. This study implies that participating online learning community can promote students' cooperative learning behaviors. In addition, this study also contributes how we can improve self-directed learning of adult English language learners.

[Research report / paper] A

Sunday 2:00-2:25

New Literacies: Online Comprehension Strategies for Thai EFL readers

Apasara Chinwonno, Faculty of Education, Chulalongkorn University

Room S113

New literacies strategies engage and support struggling readers in an EFL instruction. Due to the widespread use of digital technologies, the internet has rapidly been increased in first and foreign language literacy instruction. Struggling readers sometimes fail to transfer relevant comprehension strategies gained from experiences, texts, and instruction in one of their languages to the other language. Thai university students participate in this mixed-methods study in order to compare their reported use of EFL online comprehension strategies, including its categories and subcategories. Findings from the descriptive analysis, think-aloud protocols and field observations contribute to identify patterns of online comprehension strategies used by Thai struggling readers as well as to redefine differences and similarities between first and foreign language online reading comprehension processes. EFL teachers may apply the findings to design what, when and how best to teach online comprehension strategies and practices. Implications for teaching may be applied to the new literacies of the internet and other information communication technology in both first and foreign language learning environments.

[Research report / paper] T / U

Sunday 2:00-2:50

Motivating Low-Level Students

David Paul, Language Teaching Professionals

Room B107

How can we motivate university students and adults who have studied English for years, but still cannot really communicate, to express themselves more positively? How can we help teenagers to use the English they learn at school more actively and communicatively? This presentation

introduces techniques for achieving these aims – aims that have been heavily influenced by the constructivist ideas of George Kelly and Lev Vygotsky and have been successfully tried and tested in the classroom by many teachers.

The approach is based on puzzle-solving. A lesson is a series of puzzles, and the language targets are the keys that solve these puzzles. It is the students' interest in finding solutions that motivates them to search for the language targets. The aim is for the students to be fully involved and having a lot of fun at every stage of a lesson, particularly when new language targets are introduced. If students encounter new targets in motivating, student-centered activities, they are much more likely to produce this language spontaneously in the activities that follow and in real-life situations.

[Featured] All

Sunday 2:00-2:50

Oceans of Fun while Reading Online

Rob Waring, Compass Media

Room B109

Reading Oceans is an online extensive reading program for English language learners and teachers. The program offers nursery rhymes, phonics learning programs and enjoyable stories for learners who want to become proficient readers. More than 600 animated graded readers include a wide range of genres and themes in order to match learners' various interests.

This presentation introduces the completely new, web-based, Compass Media Reading Oceans series of graded readers. It will be a perfect complement to any kinder-elementary course. The presentation will show how multi-media online reading materials in our new digital reading age can vastly improve the reading experience and improve learners' digital literacy.

[Commercial] YL / VYL / S / T

Sunday 2:00-2:50

Building English Language Skills through Graded Readers

Rebecca Fletcher, Oxford University Press

Room B111

Most people love a good story. A story creates a new world, and this in turn creates a rich context for language activities to draw on. Using graded readers is a wonderful way to spark students' interest in a range of topics and themes and develop their English skills.

While most teachers know the value of graded readers, some teachers are unsure how to use them with their students.

This interactive presentation will demonstrate how to introduce graded readers and will offer step by step guidance to using readers successfully in the English classroom. Participants will also learn about extensive reading teaching resources available from Oxford University Press. Examples will be taken from Oxford University Press' readers series including Read and Discover, Classic Tales, and Oxford Bookworms Library.

[Commercial] YL / VYL

Sunday 2:00-2:50

From Normal to Exceptional: Adding Creative Writing to Class

Lee Babin, Daegu University

Room B112

Teaching ESL students does not need to be limited to the “norms” of text-based learning, with only a cursory use of writing to copy text-based sentences. In fact, many writing activities are limited to answering simple questions or fill-in-the-blank style activities that focus more on accuracy rather than composing original sentences. Instead of using handout style writing activities, instituting creative writing ideas into the classroom can prove to enhance students’ learning and give them more of a sense of possession of the vocabulary, grammar, and concepts they are learning. Students do not have to adhere to rinse and repeat styles of learning from texts; instead they have the ability to communicate their own interests, ideas, and dreams along with learning the text. As a discussion point, creative writing does not mean fiction but it concentrates on writing in creative ways to further enhance target language and build a structure for students to possess the language they use. Creative writing can act as a way to complement text-based speaking and listening activities.

This workshop will discuss how creative writing can be used as a way to enhance text-based lessons, as well as provide various interactive individual and group-based writing activities for classrooms of students at any age group or level.

[Workshop / Demonstration] All

Sunday 2:00-2:50

Demystifying Critical Thinking

Brock Brady, Peace Corps

Room B121

Critical thinking skills, while of interest for decades, are much in vogue today as English has been elevated to a 21st Century Workplace Skill that gives both nations and citizen access to the global economy. However, this bundling of English and Critical Thinking Skills sometimes gives the impression that one can only think critically through English. Another challenge with this present infatuation for critical thinking is that too often methods of teaching critical thinking, not wishing to be accused of a lack of rigor, end up being so intimidating (if not convoluted as well) that teachers (and students!) think that critical thinking is beyond them and avoid the topic all together. This presentation is a humorous look at critical thinking which provides teachers with a commonsense approach to critical thinking that easy to understand, easy to implement, and which avoids the over-elaborate, cumbersome language that characterizes too many approaches to critical thinking. Practical, manageable strategies for teaching critical thinking will be provided along with classroom materials and activities that teachers can use immediately.

[2020] All

Sunday 2:00-2:50

A practical guide for creating a writing workshop for university students

Nevin Liddy,

Room B142

As teachers, we often hear the common admonitions such as "teach grammar in context" and "create student-centered lessons". What do these well-intentioned pieces of advice mean in a university level writing class environment? When developing a writing class for university students with a wide range of abilities, how can we design a course that covers the essential grammatical and mechanical skills needed, yet provide for the individual differences and creativity of students?

This session is intended as a "101 Workshop" that will provide concrete examples of lesson designs and class designs for creating a writer's workshop with novice and intermediate English writers. This workshop will primarily be about at the university level, although many of the principles, lessons and strategies can be used from middle school and up. During the workshop, we will look at examples of the core components of a successful writer's workshop: finding authentic sources of input, teaching how to use a writer's notebook, providing feedback, integrating meaningful grammar points and writing mechanics into your mini-lessons, and using of modified literature circles as a source of input and inspiration for your students.

[**"101 Workshop**] U

Sunday 2:00-2:50

Using Video Pen-Pals in the EFL Classroom

David Stewart, Wanju Education Office

Room B166

A major problem with EFL classrooms is the lack of real-world application for the skills that the students are learning. The language that is learned in the classroom is seen as completely separate from reality, and in truth, it often is. This presentation is based on a project that I started aimed at mitigating this problem. Each class is paired with a small group of native speakers in an English-speaking country. They then record and exchange videos on a regular basis related to topics they are learning about, or things they are interested in. The aim is not only to give the students a chance to practice their English skills, but also to give them some genuine cross-cultural communication, and to let them develop a relationship with native speakers their own age. This makes what they are learning relevant and should increase their interest and motivation to learn English.

In this presentation, I will be sharing my personal experiences with this project, sample videos from my classes, and guidelines that I have developed for adapting this type of project to other classes. Video pen-pals are not for every class and I will also share what I have learned in determining what sorts of classes are appropriate for this type of project.

[**Classroom application of research**] YL / T

Sunday 2:00-2:50

Online & Offline Learning: A Blended Approach

Sara Davila, E-FUTURE

Room B168

The *EnglishCentral* blended series consists of five books matched with high interest videos with accessible vocabulary and systematic learning activities to provide a comprehensive approach to language learning. The series is designed to take students from a beginner level of English through low-advanced. The series provides offline support for teachers utilizing the video content in a

conversation classroom. Each book is organized into 12 units, each with three student centered lessons. Every unit explores the context and the content of the videos, reviews important vocabulary, and improves comprehension skills through multiple listening. Each unit also includes four communicative task activities and an in-class task based project. The *EnglishCentral* blended series is a fun, informative and communicative way to blend online learning with classroom teaching.

[Commercial] S / T / U

Sunday 2:00-2:50

Applying CALL and Gaming Theory to Vocabulary Learning

Anders McCarthy & Scott Miles, Praxis Education

Room B178

‘Busy’ students somehow find the time to spend hundreds of hours playing games on their computers or cell phones. Is there a way to harness the allure of games to get students to spend more time studying English? The Praxis Ed learning system provides individualized online vocabulary instruction through a variety of exercises following a review schedule to ensure retention. This presentation will show how the application of several principles of gaming theory to the program has improved not only student attitudes about the vocabulary practice, but also the total amount of student study time on the site, with a significant percentage doing more practice than was required by their teachers. Free trial classes will be given to presentation attendees.

[Commercial] S / T / U / A / B

Sunday 2:00-2:50

Keeping Your Students on Track with KaTalk

Andrew Pollard, Kangwon National University

Room C608

Kakao Talk – or KaTalk as it’s commonly known – is the preferred messaging application for smart phone users in Korea. There will rarely be a time that your Korean students are not checking their KaTalk during class breaks. This paper looks at KaTalk not as a messaging application, but rather as its potential as a language learning tool that can keep your students on task as well as positively affecting their motivation and confidence levels when it comes to English communication. The origins of this paper stem from a semester long research project where audio assignments were found to increase the confidence, motivational and spoken fluency levels of students over a one semester period. Through this research it became apparent that audio assignments were of significant benefit the students in the study, and as a result, several further activities came to the fore that revolve around the use of KaTalk. This paper will give a brief account of the research findings before focusing on several ways one can use KaTalk in class as a means of increasing student-to-student interaction, student motivation, spoken confidence, spoken fluency, and grammatical accuracy.

[Workshop / Demonstration] T / U / A

Sunday 2:00-2:50

Pathways to academic success through critical thinking and presentation skills

Michael Cahill, Cengage Learning Korea

Room M104

In the past twenty years, Academic English classes have shifted their focus more towards communicative learning. This often means standard EFL methodology with a focus on academic vocabulary. However, this is not enough to prepare students for the realities of university life or their future careers. Critical thinking and presentation skills are 2 key academic skills that are essential for academic success, but teachers are rarely allocated enough time or resources to teach these effectively. This workshop will not only demonstrate how to incorporate the development of critical thinking and presentation skills into Academic English lessons, but will provide participants with motivating ideas & resources to increase their students' chances of success.

1. What critical thinking is and its importance
2. How teachers can include more critical thinking into their classes
3. Challenges of presentations
4. A look at how *Pathways* prepares students for academic success through critical thinking and presentation skills

[Commercial] U

Sunday 2:00-2:50

TKT and TKT Online course

Wooju Kim, Cambridge University Press

Room M105

TKT, the Teaching Knowledge Test, is an internationally available test from Cambridge ESOL for teachers of English. The TKT can be taken by both pre-service and in-service as well as trainee teachers as part of their professional development.

The TKT Online Course has been adapted for use as a fully online course or as part of a blended training program. Unique to the online version:

- Interactive tasks with instant scoring and feedback
- Six additional interactive TKT practice tests, matching the latest Cambridge TKT computer-based test
- 'Ask the author' videos give an expert view on real-life classroom issues
- An interactive TKT Glossary Quiz covers all TKT terms

[Commercial] All

Sunday 2:00-3:20

How do we know what they know? Formative Assessment in the EFL Classroom

Lynn Mallory, RELO / GNETI

Room B164

Ever been surprised by low test results? Wonder where the understanding is breaking down? Weaving formative assessment into daily practice can help answer these questions. We will discuss the process of creating a classroom where students and teachers know their learning goals and can monitor their process towards those goals. This involves clearly communicating learning targets, planning assessments as a part of learning, designing intentional opportunities for students to self-assess, providing clear, relevant feedback, and using the acquired data as the basis for further instructional decisions. Some specific topics we will address include how to use rubrics, pre-assessment strategies, record keeping suggestions (including how technology can help), and how to analyze the data. We'll look at example lessons across the four domains of language. Come learn why formative assessment is so essential and take home strategies that can be applied to any unit of study

[Workshop / Demonstration] All

Sunday 2:25-2:50

A Practical CALL Course for Korean Middle and High School English Teachers

C. Dion Clingwall, Fukuoka University

Room S111

Computers have become an integral component of language learning. Thus English teachers should be encouraged to promote the use of CALL. Unfortunately, research has shown that many teachers, particularly those at the secondary level, feel unprepared or unable to do this. This is due to a variety of factors including age, lack of training, or an overburdened schedule. However, one of the most prominent reasons identified is the teachers' lack of familiarity with available resources.

As secondary students tend to be tech savvy with a high level of computer proficiency, it is incumbent on educators to properly utilise this default resource. By offering teachers a course that gives them the confidence to act as a bridge between available CALL resources and their students' use of computers, it can act as a catalyst for furthering English education and the role of CALL within it.

Through the work carried out with four groups of Korean middle and high school English teachers (roughly 200 participants) a basic CALL for Teachers course was developed. Prior to participation in this course, the overwhelming majority of in-service teacher participants used CD players as their only technological support. However, following the course all teachers surveyed indicated they would use CALL in some form as a complimentary teaching resource.

This presentation will discuss the structure of a basic CALL course and how introducing it to middle and high school English teachers, can lead to an increase in the use of CALL in the secondary classroom.

[Classroom application of research] T / U / A

Sunday 2:25-2:50

Extensive Reading for University Conversation Classes

Kyle Quinn, Andong National University

Room S113

Research has shown that Extensive Reading is a powerful tool for second language learners. But is

Extensive Reading appropriate for university conversation students? How can a native teacher implement an Extensive Reading Program? And perhaps most importantly, does Extensive Reading work for university students?

This Action Research presentation will present the results of research conducted over the course of a semester. The research primarily consists of quantitative test scores taken at the beginning and end of the semester. The research was conducted with twelve classes of university students engaged in an Extensive Reading program compared to similar groups of students at the same university unengaged in an Extensive Reading program in the classroom. A student survey taken at the end of the semester will also measure how students perceived their own growth as English students, and their attitude towards Extensive Reading in the classroom.

Research was conducted at Andong National University during the Spring 2012 semester. The Extensive Reading program and researched spans 15 weeks. Each week the students in the Extensive Reading program read appropriate level Oxford Graded Readers for about 30 minutes of class time. The quantitative research results were taken from Oxford Bookworms Level Test scores.

Additionally, the presentation will address practical issues with Extensive Reading for university conversation students, including implementation and motivation. This 25 minute Research Report will include a short Question and Answer period following the Action Research presentation.

[Research report / paper] U

Sunday 2:25-3:50

Drawing Blanks: 10 paper activities when you have nothing but technology fails

Julien McNulty, Chosun University

Room B161

It's your first day of classes, and you've been given no syllabus, no textbook, no attendance sheet. What can you do to save the day? You've planned an entire lesson on Power Point and Youtube videos, but the computer in your classroom has crashed. How can you save face and still make your class engaging, entertaining, and educative? Have no fear! A simple blank sheet of paper is near!

This workshop will model 10 activities that can be used with any class of any age – all with just a simple page of A4 papyrus. These activities range from vocabulary exercises, to story board writing; from listening games, to pronunciation drills. If you need a few quick tricks for your teacher toolbox, this workshop will fill the bill.

["101" Workshop] All

Sunday 2:25-3:50

Reader's Theater in Mixed-Skill Classrooms: Guidelines for Adapting Stories into Effective Scripts

Kenneth Moore, Sookmyung Women's University & Erik Figueroa, Sookmyung TESOL - IIETTP

Room B167

Drama offers an engaging way to integrate productive and receptive skills while also allowing students to connect emotion and cognition (Zyoud, 2010). Furthermore, as students become actively involved in drama, they are required to use visual, auditory, and physical learning channels, and naturally gravitate to the one that suits them best (Desiatova, 2009), thus making drama a valuable resource for developing and respecting students' multiple intelligences. Readers' Theater is an

accessible subset of drama that can involve English language learners more actively in all four language skills and create opportunities for effective language processing and greater retention as well as for student personalization. Although pre-written RT scripts are readily available online and in print, teachers often find that these scripts are not personalized for their students' interests, levels, or cultural background. Based on the authors' analysis of common problems in scriptwriting, and using as examples scripts by the authors' own students, this workshop will offer systematic guidelines and hands-on exercises to enable teachers to easily and successfully turn stories into actable and engaging RT scripts and, at a possible later stage of a lesson, to guide their students to do the same. The workshop will also discuss possibilities for extending RT techniques into integrated-skills lessons that allow students to work collaboratively on projects that develop both receptive and productive skills while connecting the lesson to the world outside the classroom.

[Workshop / Demonstration] All

Sunday 2:25-3:50

Language Learning through Student-Generated Content and Computer-supported Collaborative Learning

Geoffrey Butler, Ryan Hunter & Lara Kurth, Seoul National University of Science and Technology

Room M101

The presenters will discuss utilizing student-generated content for classroom instruction. Using a theoretical basis of constructivism and social constructivism in education and language learning, the presenters will discuss how they design activities that draw upon students' background knowledge, cultural knowledge, and personal values to create a community of learning. Presenters will illustrate how instructors can draw from learner-created content to target certain topics and language points. Several activities to elicit and employ student-generated content through both classroom instruction and computer-supported collaborative learning will also be demonstrated. Three separate programs/courses from Seoul National University of Science and Technology will contribute examples for this presentation: the English Conversation program, the Academic Writing program, and the Intercultural Communication course. The collaborative learning approach in each of these courses takes advantage of CALL resources and educational technology that are available online for free or a limited cost. In the Conversation program and Intercultural Communication course, teachers have been using VoiceThread to provide homework that requires actual speaking and elicits opinions and information from students to accompany in-class discussion and language practice. The writing program has included student-generated content through the use of blogs, forums, peer-reviewed essay portfolios, and example essays from students. The presenters will also show how the courses have evolved from being hosted on free sites such as Google Sites and Blogger to a learning-management system.

[Workshop / Demonstration] T / U / A

Sunday 3:00-3:50

Technology and Motivation in English Language Teaching and Learning

Glenn Stockwell, Waseda University

Room B107

Advances in technology have made it easier for teachers and learners of English to access a wide range of resources in terms of authentic input and communication with native and nonnative

speakers of English around the world. From the early days of computer-assisted language learning (CALL), there has been discussion of how technologies can play a role in motivating learners in learning a language (e.g., Warschauer, 1998), and as technologies have become more sophisticated, the growing range of uses of technology in and out of the classroom increases the potential for enhanced motivation.

This presentation looks at how technology can be used in the English language classroom, and how these uses can link to motivation. It begins with looking at general issues associated with technology and motivation, including a brief discussion of the affordances of technology and how this relates to motivation, and the issue of motivation for using technology from the perspective of both teachers and learners. This is followed by an overview of some newer communication technologies such as social networking tools (e.g., Lee, 2009) and virtual worlds (e.g., Deutschmann, Panichi & Molka-Danielsen, 2009), and how they can impact motivation through writing for a real audience potential for anonymity.

The presentation concludes by considering local and global issues associated with using technology for English language learning, and how motivation may be affected by the technologies that are available in both more and less technologically advanced regions.

[Featured] All

Sunday 3:00-3:50

Importance of Cohesion in a Text

Gavin Farrell,

Room B112

Cohesion between sentences and paragraphs links ideas and gives a piece of writing meaning. A lack of cohesion can lead to a greater sin, incoherence of a text. This paper will explore how the notions of cohesion and coherence are different, yet linked. A brief history of the notion of cohesion (Halliday & Hasan, 1976) will be given as well as recent developments relevant to teaching will be provided. Illustrative examples will show the various kinds of cohesion (e.g. conjunction, reference, substitution, ellipsis, and lexical cohesion) so that students can read more critically knowing these concepts. Furthermore utilizing these concepts in the classroom can allow students to demonstrate an understanding of cohesion by using them in writing tasks. Cohesion need not be a dry, academic topic for students to dread. Rather it will be show how cohesion can be included in a writing curriculum in fun and interaction ways. These ways will then allow student to be better writers and control their writing and their texts by being aware of the fundamentals of cohesion.

[Workshop / Demonstration] U

Sunday 3:00-3:50

Techniques for Developing Students' Reading Fluency

Fredricka L. Stoller, Northern Arizona University

Room B121

Second language reading is a complex skill that requires main idea comprehension, discourse awareness, vocabulary learning, reading strategies, reading for different purposes, motivation, and fluency (Grabe, 2009; Nation, 2009). Sadly, fluency training is often neglected in EFL classrooms, even though research has demonstrated that fluency contributes to students' reading comprehension

abilities. Teachers sometimes believe that they lack the time to devote to fluency training in their classes; others assume that students will develop fluency on their own, over time; and many are simply unaware of the many activities that can be easily integrated into their classrooms to promote reading fluency. Workshop participants will be introduced to the key elements of reading fluency (e.g., automaticity, accuracy, reading rate, word- and passage-reading fluency) and then explore various ways in which reading fluency can be addressed in the classroom with existing reading materials.

[2020] All

Sunday 3:00-3:50

Practical Organizational Skills for Language Teachers

Wayne Bottiger, Kangwon National University

Room B142

This presentation provides a series of tips geared toward teachers of students learning English as a second or foreign language. Organizational skills carried out by the teacher play an important role in student learning and success. There are times when students understand materials covered in class and are intelligent, but fail to perform due to the lack of proper organizational planning on the part of the teacher. The purpose of the presentation is to assist new and experienced instructors learn important techniques to help them with organizational skills. Some of the topics covered during the presentation include: creating student assignment schedules; helping students understand learning goals, objectives and outcomes; using guided modeling as a means of increasing student achievement; monitoring student activities and tasks; and using memory and learning techniques to assist student language acquisition. Many of the organizational discussion items in this presentation can be adapted for use in a variety of learning situations and settings. The strategies introduced in this presentation have come from the presenter's personal experience over the past 35 years of teaching in virtually every academic level of instruction. A portion of time will be given to give comments and ask questions. All questions are welcomed and it will be an exciting time of inquiry.

["101" Workshop] All

Sunday 3:00-3:50

Making a Magazine: A 17-Hour Unit Plan

Sara Long, Andong National University

Room B166

Magazines offer a broad range of topics to consider: advertisements, full-feature articles, advice columns, interviews, reviews, and shopping. In this presentation, I will show you how to take all of these magazine elements and more, and turn them into an engaging group project that will utilize students' skills in reading, writing, listening, conversation, and design. Advice columns can inspire anonymous and hilarious pair exchange writing; an interest in books, music, video games, or film can be personalized into a review. I will show you how each day can explore a new topic, and how to organize and alternate days so that students experience a fresh range of unique activities on a daily basis, and never focus too long on one skill set. Each activity can be adapted to multiple skill levels within the same group, allowing for the more skilled writers to write longer articles while those with a limited ability to still gain confidence through shorter writing assignments. I guarantee that you'll be as excited as your students to see what they can produce as a group. I will show

detailed PowerPoint slides for each topic activity within the magazine development. Examples and slide handouts will also be provided.

[Workshop / Demonstration] T / U / A

Sunday 3:00-3:50

Breakthrough *to communication, plus more!*

Clyde Fowle, Macmillan Korea Publishers Limited

Room B178

Most young adult learners in Asia lack confidence to use English effectively in communicative contexts despite having studied English for many years at school. How can we best activate their passive knowledge of the language? Breakthrough plus, a new edition of the popular series *Breakthrough*, does this by offering carefully controlled development of the language in contexts that learners can relate to. The series focuses on building up students' communicative ability through a series of carefully staged tasks in each unit that culminate in effective communication and therefore boost learners' confidence in their own ability to use English in real life contexts. New video content also helps to bring the language to life and expose students to the culture of the USA. Other new features include digibooks for both students and teachers offering a digital version of the student's books with extra practice activities for students and a comprehensive classroom presentation tool for teachers. Come along to this session to see how you can help your learners breakthrough to communication.

[Commercial] U / A

Sunday 3:00-3:50

Google Drive (was Google Docs) for Composition Courses

Max Watson, Dongguk University, Seoul

Room C608

Today's learners are digital natives who need educational environments to fit their preferred learning styles. The MacArthur Foundation's Digital Youth Project identified that successful learning takes place in collaborative environments, yet composition courses are often a limited conversation between the writer and the instructor. This workshop serves to demonstrate how the author's audience can be expanded.

Google Drive (was Google Docs) is a free online cloud computing service that allows word processing document creation and collaboration. This is a boon for both teachers and students as it does not require the purchase of expensive software, negates document format incompatibilities, ensures that all data is preserved, saves trees, and allows document access from any internet terminal--even a mobile phone. Google Drive allows students to share documents with each other and the teacher, where all can offer tracked comments and corrections.

This workshop will focus on the use of Google Drive in composition courses to provide a collaborative environment for writers. First, the findings of using it in university composition courses will be presented. This will be followed by a demonstration of the software's features. Finally, advice for avoiding potential problems and the best procedures for successful implementation will be discussed.

[Workshop / Demonstration] T / U / A

Sunday 3:00-3:50

Fun of Reading

Claude Sandoz, PAX

Room M103

In today's world, education and reading is a key factor to one's success and well being, and to flourish and prosper.

Society cannot exist well without good education. Still, internationally, literacy and education are troubled.

Add to this that in today's world non-native speaking English-speakers world-wide now outnumbered native by 3 to 1.

English globalization is unprecedented in history and is evolving and changing the way natives speak every day.

Yet, entire generations do not have the proper reading skills. One can even go so far and state that the larger percentage of our young generation feels bored to read and prefers playing videos games over reading and learning. Yet the word is what educates mankind and opens entire vistas to success and is what's gives generations the possibility to expand and achieve vistas never dreamed of.

[Commercial] T / U

Sunday 3:00-3:50

Engaging Students: It's a start, but where do we go from there?

Matthew Walker, Houghton Mifflin Harcourt

Room M104

Grabbing student interest is something teachers have grappled with for ages. We are all very aware of how an initial activity can set the tone for the remainder of the class period, lesson, or even unit; sometimes for better, and sometimes for worse. In those instances where we succeed at engaging our students, what happens next? Often we have used up all our magic in that first step, and the classroom deflates rapidly after the initial success. How teachers construct the follow-up activities plays just as important a role as that first step. In this session, we perform and discuss 3 activities that are designed to engage students. After each activity, teachers explore ways to sequence follow-up activities in a logical manner. To close the session, teachers delve into their own classroom cookbook and share ideas from their experiences.

[Commercial] All

Sunday 3:00-3:50

Cambridge English Teacher: Online Professional Development for English Language Teachers

Ellie Kim, Cambridge University Press

Room M105

This presentation provides an introduction to Cambridge English Teacher (CET), a new and flexible

online course to develop English teaching career. Cambridge English Teacher offer a unique online environment that enable teachers to

- join a prestigious community of language teaching professionals
- take high-quality, online professional development course
- interact with other teachers and leading names in English language teaching through webinars and discussion forums
- benefit from a library of Cambridge resources
- build an online professional development profiles that showcases achievement

[Commercial] All