



The 15th Annual Korea TESOL International Conference

Energizing ELT:

Challenging Ourselves,
Motivating Our Students

Oct. 27-28, 2007

Sookmyung Women's University
숙명여자대학교, Seoul, Korea

Invited Speakers

Jeremy Harmer
Jun Liu
Thomas Farrell
Neil Anderson
Mike Levy
Tim Murphey
Elka Todeva
Rob Waring
Bill Snyder
Howard Siegelman
Steven Gershon
Gary Rector



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Korea Teachers of English to Speakers of Other Languages
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KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

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the Korea Research Foundation.*

Table of Contents

Message from the Conference Chair	5
Message from the President of KOTESOL	6
How to Use this Book	7
Conference Committee Members	8-9
Map of Sookmyung Women's University	10
Map of Local Restaurants	11
Overall Two-day Schedule	13
Plenary Speakers	16-17
Featured Speakers	18-26
2007 Election Candidates	27
ERF Language Learner Literature Award	28
Saturday Presentations	31-71
Sunday Presentations	72-102
SIG Section	104-106
Sunday Worship Information	107
Sunday Encounters	108
Employment Center	109
Presenter Biographies	111-130
Presentations Listed by Topic	131-140
Extended Summaries	143-238

Conference Chair's Welcoming Address

KOTESOL Members and Conference Participants,

I am honored to welcome you to the 15th Annual Korea TESOL International Conference – *Energizing ELT: Challenging Ourselves, Motivating Our Students*. The 2007 Conference Committee is excited to present a program that includes two plenary and nine featured sessions.

We have the honor of hearing **Jeremy Hamer**, a word-renowned ELT author and teacher trainer, as our Saturday morning plenary speaker. **Dr. Jun Liu**, our Sunday plenary speaker, is the popular immediate past president of TESOL.

This year's nine featured speakers are: **Dr. Thomas Farrell**, head of the Department of Applied Linguistics at Brock University in Canada; **Dr. Neil Anderson**, a past president of TESOL and presently on the Board of Directors; **Dr. Mike Levy**, head of the School of Language and Linguistics at Griffith University in Australia. **Dr. Tim Murphey**, a professor of second Language Acquisition and Teacher Development at Dokkyo University in Japan and a visiting professor at Hawaii Pacific University; **Dr. Elka Todeva**, a teacher trainer and applied linguist at the School for International Training in the U.S; **Dr. Rob Waring** a professor at Notre Dame Seishin Women's University in Japan; **Dr. Bill Snyder**, an adjunct professor with the University of Oregon, teaching here in the Oregon-Hanyang TESOL program; **Steven Gershon**, a professor at Obirin University in Japan, where he teaches curriculum design and materials development; and **Gary Rector**, a language and cross-cultural expert, who is a long-time resident and naturalized citizen of Korea.

With 120 conference academic presentations and 60 commercial presentations, I am confident you will find that there is something for everyone at this weekend's conference. Our pool of quality presentations has grown again this year. In addition to our growing numbers, the Conference has become more international than ever before with about 90 international speakers from more than 15 different countries. These, along with our valued presenters from Korea, will be presenting a rich and varied range of ELT trends. There is something for everyone whether your interests lean toward the four skills, or lie in methodology, materials design, or professional development. You will be able to learn how to enhance your students' motivation in many ways. Both the theoretical and the practical will be considered. The range of offerings is exciting.

In addition to attending some wonderful presentations, there are many other reasons to attend. There are opportunities for personal as well as professional development. This weekend's Conference provides an opportunity to explore new research ideas, hone our awareness of key issues, and gain new perspectives. The Conference is also a great place to view and evaluate the range of innovative teaching materials available at our organizational partners' display areas in the main hall. Drop by the employment center if you are interested in a change of workplace. Last but not least, find out how to become more involved with Korea TESOL by visiting our KOTESOL tables.

I wish to conclude by acknowledging my incredible team, the 2007 KOTESOL International Conference Committee, a group of more than 40 people who have devoted countless hours to the planning and organizing of this conference. I would also like to thank the students of our Support Services Team who have volunteered their time and energy to assist us over these two days. Finally, I would like to express my gratitude to Sookmyung Women's University for providing us with these facilities.

My vision for this weekend is for us to challenge ourselves as motivators of our students. Thank you.

Gye Hyoung Yoo
Conference Chair

KOTESOL President's Welcoming Address 2007

Distinguished speakers, honored guests from Korea and abroad, KOTESOL members, and all other members of the English language teaching community gathered here today, it is both a pleasure and an honor to extend a warm welcome to you all on the occasion of the 15th KOTESOL International Conference.

This conference is the result of the efforts of a dynamic team of KOTESOL members who volunteer their time and skills over several months to produce a conference of this scope. I would like to especially commend Ms. Gye-Hyoung Yoo for her leadership this year as the conference chair, as well as the more than 40 active KOTESOL members on the conference committee, for their dedication to putting on a professional event of this caliber. On behalf of the KOTESOL members and all the conference attendees, I would also like to thank the plenary speakers, Jeremy Harmer and Jun Liu, as well as the nine invited speakers, for taking time out of their busy schedules to spend time with us this weekend, sharing their insights and vision. We also have over 150 presenters, selected from an even larger field in a competitive process, who will be sharing their expertise with us over the next two days. Thank you to all of you for your contributions to the professional development of your peers and colleagues. Finally, I would like to acknowledge the devotion to the field of English language teaching shown by the hundreds of conference attendees who come from all corners of Korea and from several foreign countries, attracted by the opportunity to spend this weekend immersed in the exciting atmosphere of a collegial sharing of the latest and best practices in language teaching.

KOTESOL and its conference participants benefit from the support of many individuals and institutions in putting on this conference. I would like to recognize our many Organizational Partners and express special thanks this year to Macmillan Publishers for their substantial and generous support. Sookmyung Women's University has been extremely cooperative in allowing us to host this conference on their campus for the past several years and for that we sincerely thank them.

The conference theme this year is **Energizing ELT: Challenging Ourselves, Motivating Our Students**. Many of the presentations are specifically focused on this theme and will surely prove provocative and enlightening, but my hope is that the atmosphere of the conference itself and the experience of participating intensively in the two-day community we create here together will magnify your experience of participating in an intellectual feast which provides each of you with ideas that challenge some of your previous assumptions and past practices. The upcoming presentations will undoubtedly challenge us. Seeds of new ideas to explore will be planted. Some of these will need weeks, months, perhaps even years to come to fruition. But I hope that each of you returns to your classes next week, invigorated by this intensive weekend, energized as a teacher, inspired not only by the ideas you encounter over the weekend, but also by the sense of community and by the generosity of the many, many presenters, our own peers, who demonstrate their commitment to excellence in teaching and to encouraging our students in their aspirations. When we say we want to "motivate our students", let us think beyond motivating them to learn English just to obtain good scores on an exam. Let us seek to motivate students to become perpetual learners, not just of English, but of all kinds of knowledge. As it happens, since English has become the world's *lingua franca*, learning English will provide a window not only into the multitude of English-speaking cultures, but it will also provide them with a tool to access a variety of cultures and it will greatly facilitate their access to knowledge in almost any field. Motivating students to persevere through the many stages of learning English is indeed a challenge for us all and I hope this weekend will prove to be one of the significant and memorable experiences in your quest for inspiration as a teacher and as a motivator of life-long learning in your students.

If this 2007 conference is able to provide that inspiration in some small measure for everyone here, then KOTESOL will have made further strides in its efforts to promote excellence in the field of English language teaching in Korea.

Thank you for coming. I look forward to seeing you throughout the weekend.

Marilyn Plumlee

KOTESOL President, 2006-2007

How to Use this Book

Welcome

Welcome to the 15th KOTESOL International Conference. The first few pages of this book are set aside for welcoming messages and orientation information. Everything you need should be listed in the Table of Contents. Please remember to check out our section on KOTESOL special interest groups (SIGs), we hope you will find something interesting, as well as something applicable to your own teaching style, in these lively KOTESOL groups.

Schedules

Schedules for all the presentations are listed by time, room number, presenter's family name as well as by topic. You will find abstracts and / or extended summaries for all the presentations on offer this weekend.

The indexes

FYI, there are a variety of pages dedicated to information specific to the operations of KOTESOL. There is also a Sookmyung University floor plan inserted into this book. On the reverse of the floor plan you will find a conference feedback form, please take a few moments to fill it in and return it to the KOTESOL Information Desk in the Gemma Hall Lobby (Exhibitors' Hall).

FYI

For any further information about KOTESOL please check out our website at:

www.kotesol.org

**To provide a guide to the type of learner the presentation focuses on we have used the following symbols through out this program:
YL (Young learner), S (Secondary), U (University), A (Adult)
Look for these symbols throughout the schedule.**

KOTESOL 2007

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GIFLE



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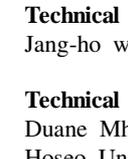
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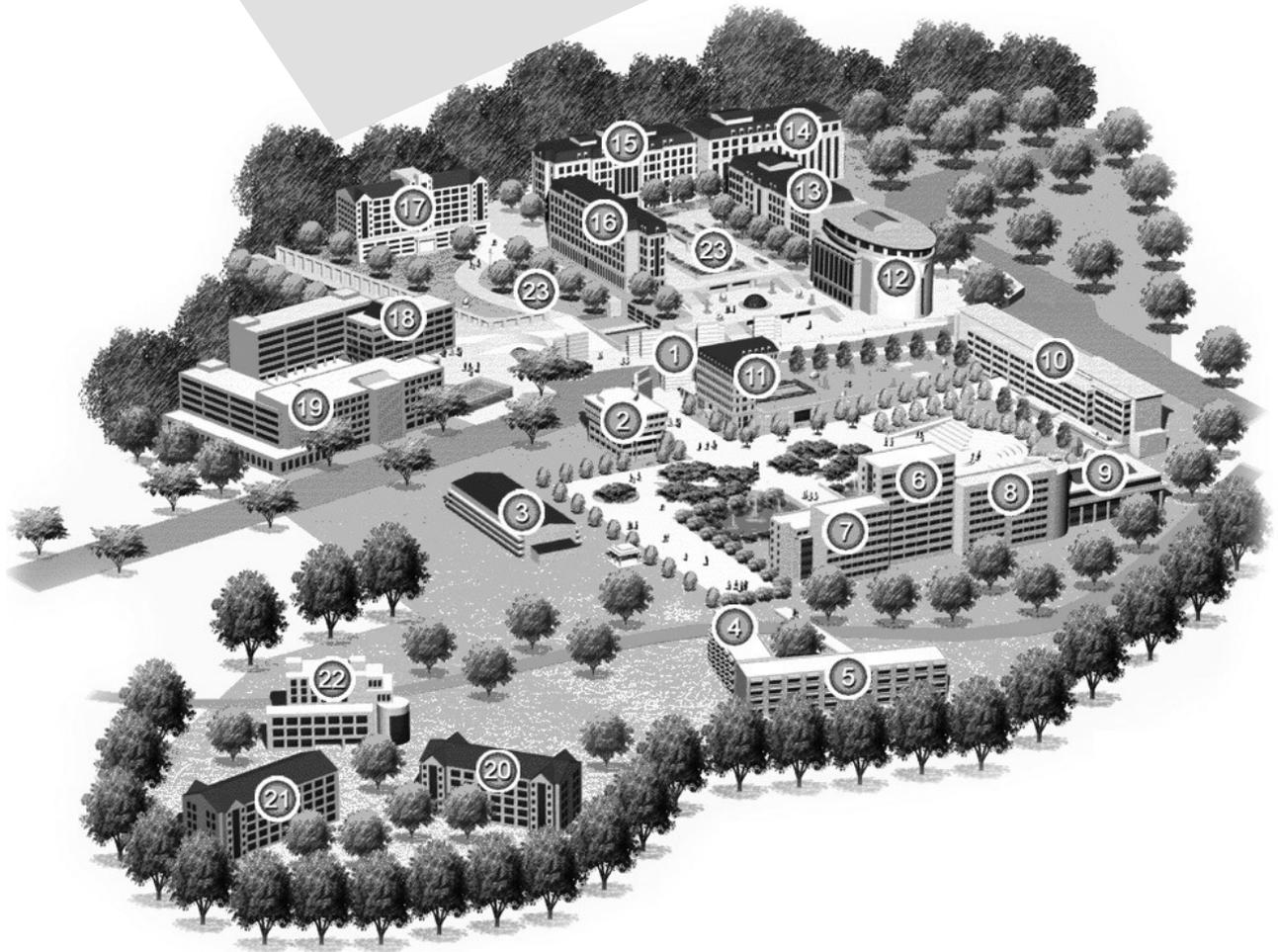
Thank You!

For coming to the conference

And thanks to the conference committee members,
the invited speakers, presenters, teachers,
student volunteers and
organizational partners for their contributions to
the 15th International KOTESOL Conference.

Special thanks to Sookmyung Women's University
for their assistance and support

Map of Sookmyung Women's University Campus



- | | | |
|-----------------------------|---|---------------------------------------|
| ① Main Entrance | ⑨ Graduate School Building | ⑰ Centennial Memorial Hall |
| ② Students' Building | ⑩ West Building | ⑱ Library |
| ③ Auditorium | ⑪ Administration Building | ⑲ Science Building |
| ④ Myung Building | ⑫ Concert Hall and Museum | ⑳ International Building 1 |
| ⑤ Sook Building (Dormitory) | ⑬ College of Music (Conference Site) | ㉑ International Building 2 |
| ⑥ Faculty Building | ⑭ Social Education Building (Conference Site) | ㉒ Injae Building |
| ⑦ Faculty Building | ⑮ College of Pharmacy (Conference Site) | ㉓ Renaissance Plaza (Conference Site) |
| ⑧ Suryeon Faculty Building | ⑯ College of Fine Arts (Conference Site) | |

Map of Local Restaurants in the Sookmyung Area



KEY	RESTAURANT	TYPE OF FOOD	FLOOR
A1	Panamie	Bakery	1F
A2	Thukbokgyee	Korean fast food	1F
A3	정	Chinese food	1F
A4	김밥천국	Korean food	1F
A5	빵곰터/만고호(2F)	Bakery/Korean and Western food	1F
A7	Isaac	Toast & sandwiches	1F
A8	Paris Bagutte	Bakery	2F
A9	Mr. Pizza	Pizza	B1
A10	Oui Restaurant	Western & Asian food (cutlets)	B1
A11	카미	Korean food	1F
A12	달볶이	Korean fast food	2F
A13	크레파스	Cafe	1F
A14	과천숯불갈비	Korean BBQ	1F
A15	청과분식	Korean food	1F
A16	선다래	Korean food	1F
A17	종로김밥	Korean food	1F
B1	함흥순대	Korean BBQ	1F
B2	김꼬	kimbab (rice roll)	1F
B3	포도나무집	Western & Korean food	1F
B4	손칼국수	Korean noodles & soup	1F
B5	Kyocheon Chicken	Fried Chicken	1F
B6	Holly's Coffee & Subway	Sandwiches & Coffee shop	1F
B7	Popeyes	Fried chicken and sandwiches	2F
B8	코바코	cutlets, rice & ramen noodles	1F
B9	Rainbow House	sandwiches & waffles	2F
B10	Yogurtia	Yogurt	1F
B11	Musubi One	(rice & noodles)	1F
B12	김가김밥	Korean food	1F
B13	다우	Californian Roll	1F
C1	불티나네	fried food	1F
C2	Levain Bakery	Bakery	1F
C3	해물칼국수	seafood noodle soup	1F
C4	태호아	Japanese food	1F
C5	Waffle House	Waffles	1F
C6	봉추찜닭	spicy chicken	1F
C7	Dimsum	dimsum, rice & noodles	1F
C8	다담골	acorn dishes (vegetarian)	1F
C9	닭갈비 막국수	Korean chicken BBQ	1F
C10	Momo	chicken	1F



Did you know?

- ✓ 40% of KOTESOL's Members are Korean.
- ✓ 45% of KOTESOL's annual revenues come from publishers and other "Organizational Partners."
- ✓ 50% of your membership dues go directly to your chapter.
- ✓ Conference registration fees cover less than 60% of the costs of putting on a conference.
- ✓ 11% of KOTESOL's members actually live outside of Korea.
- ✓ KOTESOL membership figures have climbed every year since 2001.
- ✓ KOTESOL Publications (TEC, Journal, Proceedings) cost more, per member, than an individual's membership dues.

15th Annual KOTESOL International Conference

Overall Two-Day Schedule



Saturday		
8:00-9:00	Registration	
9:00-9:50	Regular Concurrent Presentations	
10:00-10:50	Regular Concurrent Presentations	
11:00-11:30	Opening Ceremony	
11:30-12:20	Plenary Speaker: Jeremy Harmer "Difference, medals, missions and angels"	
12:30-12:50	20-Minute Concurrent Presentations	
1:00-1:50	Regular Concurrent Presentations	
2:00-2:50	Featured Speakers	1. Mike Levy 2. Gary Rector 3. Tom Farrell
3:00-3:50	Regular Concurrent Presentations	
4:00-4:50	Regular Concurrent Presentations	
5:00-5:50	Featured Speakers	4. Tim Murphey 5. Steve Gershon 6. Rob Waring
6:00-6:50	Regular Concurrent Presentations	
7:00	Dinner Reception	

Sunday		
8:00-9:00	Registration	
9:00-9:50	Regular Concurrent Presentations	
10:00-10:50	Regular Concurrent Presentations	
11:00-11:50	Plenary Speaker: Jun Liu "Is motivation necessary for the success of language learning?"	
12:00-12:50	Regular Concurrent Presentations	
1:00-1:50	Regular Concurrent Presentations	
2:00-2:50	Featured Speakers	7. Neil Anderson 8. Bill Snyder 9. Elka Todeva
3:00-3:50	Regular Concurrent Presentations	
4:00	Annual Business Meeting	

KOTESOL: Who and What We Are

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this 14th Annual Conference in Seoul, Republic of Korea. Korea TESOL is proud to be an affiliate of TESOL, Inc. an international education association of almost 18,000 members with headquarters in Alexandria, Virginia, USA.

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

KOTESOL is an independent national affiliate of a growing international movement of teachers, closely associated with not only TESOL Inc., but also the Japan Association of Teachers of English as a Foreign Language (JALT), Thailand TESOL (ThaiTESOL), ETA-ROC (English Teachers Association of the Republic of China/Taiwan), International Association of English Teachers of English as a Foreign Language (IATEFL), TESL Canada, and most recently with the Far East English Language Teachers Association (Russia).

The membership of KOTESOL includes elementary, middle and high school and university level English teachers as well as teachers-in-training, administrators, researchers, materials writers, curriculum developers and other interested persons.

Approximately 40% of the members are Korean. KOTESOL chapters exist in Busan (Gyeongnam), Cheongju, Daegu (Gyeongbuk), Daejeon (Chungnam), Gangwon, Gwangju (Jeonnam), North Jeolla, Seoul, and Suwon (Gyeonggi). Members of KOTESOL hail from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multi-cultural membership.

Annual membership in KOTESOL costs 40,000 Won. Benefits include:

1. The opportunity to attend any regular meeting of any chapter.
2. A local chapter KOTESOL newsletter (whichever chapter you officially signed up through).
3. The national quarterly publication *The English Connection*, keeping you up-to-date with current issues in EFL as well as news of chapter activities, international TESOL affiliate news, cultural issues and more.
4. The Korea TESOL Journal, KOTESOL (Conference) Proceedings, and other scholarly and professional publications.
5. Advance announcements, pre-registration discounts, calls for papers, and early registration for the annual KOTESOL conference.
6. Opportunities to build a network of important professional and cross-cultural contacts.
7. Access to the latest in quality teaching resources and related materials.
8. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.

Membership in Special Interest Groups (SIGs) e.g. Teacher Development.

Plenary Speakers

Difference, Medals, Missions and Angels

Jeremy Harmer

SATURDAY 11:30AM - 12:20PM **Music Hall Auditorium (6th Floor)**

Abstract: If all students are different, do they all need treating differently? And how can teachers deal with mixed-intelligence, mixed-ability classes? This talk looks at the relationship between motivation and individual differentiation, because not all students are the same-but then neither are teachers!



About the Presenter

Jeremy Harmer is a world-renowned ELT author. He may be best known for his book *The Practice of English Language Teaching*. He is also the series editor of the “How to...” series in which he has authored *How to Teach English*. Jeremy is also a much-sought-after teacher trainer, invited to lead training sessions across the globe. His presentation is sure to focus on the practical aspects of ELT and address our theme of challenge and motivation.



Plenary Speakers

Is Motivation Necessary for the Success of Language Learning?

Jun Liu

Sunday 11:00-11:50AM

Music Hall Auditorium (6th Floor)

Abstract: We all know that motivation is important in language learning, but we don't know whether there is strong correlation between motivation and success of language learning. Sometimes, when teachers are motivated, students are not, and sometimes when students are motivated, teachers are not. Occasionally, neither teachers nor students are motivated. We assume that only when both teachers and students are motivated can we ensure the potential success in language classrooms. But is this assumption correct? Do we have evidence to support this? In this speech, Liu is going to elaborate on the latest development on motivation research in relation to language learning and teaching. Liu will contextualize motivational factors in Asian contexts by using one particular example, the case of English Enhancement Program at Shantou University in China. Through video clips and examples, Liu will demonstrate the importance of motivation in enhancing Asian students' learning of English as a world language on the one hand, and caution the audience that motivation alone is not the guarantee for learners' success in language learning.



About the Presenter

Dr. Jun Liu is the immediate Past President of TESOL (President 2006-07) and, as such, is a member of its Board of Directors. Born and raised in China, Jun is the first Asian president TESOL has had. He is an Associate Professor at the University of Arizona and is concurrently Director of the English Language Center at Shantou University in Guangdong, China. He will also be addressing our conference theme. Jun has made a reputation for himself as an exciting speaker, as anyone who attended TESOL 2007 can confirm.



Featured Speakers

Energizing ELT by Challenging Ourselves Through Reflective Practice

Thomas S.C. Farrell

SATURDAY 2:00-2:50PM

(Room: B121)

Abstract: The theme of the 15th Korea TESOL International Conference is: *Energizing ELT: Challenging Ourselves, Motivating Our Students* is a very important and timely topic for language teachers in Korea and elsewhere. Within this theme is the challenge of motivation many practicing teachers face throughout their careers. This paper outlines and discusses how language teachers can reenergize their teaching by challenging their currently held beliefs and classroom practices by engaging in reflective practice so that they can take more responsibility for their actions. Experience as a language teacher is not enough, for we do not learn much from experience as much as we learn from reflecting on that experience; thus experience combined with reflections can lead to growth and this is how we become more effective language teachers. This paper first outlines what reflective practice is and then lists its key components. Next, I discuss how opportunities can be made for teachers to reflect on different aspects of their teaching such as beliefs and practices, classroom communication and so on, with tools such as journal writing, group discussions and so on. Finally, I outline the benefits of engaging in reflective practice.



About the Presenter

Dr. Thomas S.C. Farrell will be having a homecoming of sorts at this conference. Tom spent a decade and a half teaching in Korea, as a KOTESOL member, and as the first editor-in-chief of the Korea TESOL Journal. He is now professor of Applied Linguistics at Brock University near Toronto, Canada. Tom has recently published *Succeeding with English Language Learners* and has partnered with Jack Richards to co-author *Professional Development for Language Teachers*. He has also recently authored several books on reflective teaching and edited still others. He will speak on professional development through reflecting teaching

– a major way in which we can challenge and improve ourselves.



Featured Speakers

From Egg Crate to Omelet: Energizing Teacher Development

Neil Anderson

SUNDAY 2:00-2:50PM (Room: B107)

Abstract: Classroom teaching can be a very private activity. Teachers and classrooms have been compared to an egg crate (Lortie, 1975) where teachers enter the privacy of their classrooms and do not allow others to enter. Each classroom stays in its compartment of the egg crate and does not come in contact with others. Instead of viewing our work through the lens of an egg crate, let's energize our teaching by considering how we can make an omelet. Making our teaching public requires us to open our classrooms up and mix with other teachers. By interacting with other teachers and making our teaching public we improve how we approach challenging issues and we increase student learning.

This featured session will focus on 13 tools that teachers can use collaboratively for reflective practice to make their teaching public and thus move from the egg crate to an omelet. The 13 tools include: (1) The Minute Paper, (2) The 3-2-1 Summary, (3) Group work Evaluation Form, (4) Teaching Journals, (5) Teacher Study Groups, (6) E-Mail Peer Mentoring Groups, (7) Web-Based Bulletin Board Discussions, (8) Video Taping for Self Improvement, (9) Collaborative research on teaching, (10) Review of class syllabi, (11) Review of class quizzes, (12) Review of lesson plans, and (13) Peer observation. The key to successfully moving from the egg crate to the omelet is using these tools to make aspects of our teaching public. The tools provide a way to engage in meaningful discussions with other teachers about how teaching and learning can be improved.



About the Presenter

Dr. Neil Anderson will be coming to speak from Brigham Young University in Utah, U.S.A., where he is a member of the Department of Linguistics. Neil is a past president of TESOL (2001-02) and is presently on the TESOL Board of Directors. His area of specialization is reading and he has authored many books on this much overlooked language learning skill in Korea (*ACTIVE Skills for Reading* and *Exploring Skills for Reading*). Neil will speak on how extensive reading can greatly enhance language learning.



Featured Speakers

Motivating Students Through CALL: Aligning Technological Options with Pedagogical Goals

Mike Levy

SATURDAY 2:00-2:50PM

(Room: B142)

Abstract: New technologies can be employed to help motivate language learners at university level, but first we need to examine closely the needs and goals of our students. We also need to be fully aware of the technological options.

Seven different languages are taught in the School of Languages and Linguistics at Griffith University, including International English, and new technologies are used in all of them. The technologies are not used in the same way for each language, however. Exploring how a particular perspective on CALL arises, in relation to the language, the learners, the learning goals and the opportunities provided by different technologies is instructive.

This presentation looks at how these various perspectives and approaches to CALL have evolved and the various responses to student needs, goals and motivations. In particular, mobile learning tools, techniques and strategies will be considered. Empirical data will also be used to support the discussion. This presentation will illustrate three key points: the breadth and scope of the technological options; how CALL activities can motivate students and be used to respond to learner needs in a flexible and timely fashion; and how, in different ways, a “fit” can be accomplished between curricular goals, preferred pedagogies and technological options.



About the Presenter

Dr. Mike Levy is head of the School of Language and Linguistics at Griffith University in Brisbane, Australia. For the past decade he has been investigating the theoretical basis of computer-assisted language learning and the relationship between theory and design for the development of CALL programs and tasks. His recent publications include *Teacher Education in CALL*, which he co-edited with Philip Hubbard. Mike will be speaking on CALL and its use in student motivation.



Featured Speakers

Energizing, Challenging, & Motivating Interaction

Tim Murphey

SATURDAY 5:00-5:50PM

(Room: B121)

Abstract: Wilga Rivers wrote in her 1976 book, “We need not be tied to a curriculum created for another situation or another group. We must adapt, innovate, improvise, in order to meet the student where he is and channel his motivation” (p. 96). One year into my MA studies, those words inspired me to write my thesis on Situationally Motivated Teacher Produced Texts, proposing that many good materials come from teacher creations that use their own students and situations as guides. Wilga Rivers early on proposed interactive “Deweying” activities for learners and yet still much of education worldwide still remains in “transmisery” mode. We will look at some of River’s tenants and remind ourselves that we can often energize, challenge, and motivate with new and *old* ideas. Innovating with the new and the old provides us with more resources and possibilities. In honor of Wilga Rivers, this presentation will be very interactive.



About the Presenter

Dr. Tim Murphey's name you may recognize as the author of *Music and Song*. This is but one of the many techniques Tim has championed over the years for student motivation and more efficient learning. He is a Professor of Second Language Acquisition and Teacher Development at Dokkyo University, just outside of Tokyo. His recent publications include *Group Dynamics in the Language Classroom*, co-authored with Zoltan Dornyei. His presentation will address our theme of challenging ourselves as teachers and how to increase student motivation.



Featured Speakers

A Two Way Student/Teacher Learning: The Equalizing and Energizing Power of ELF

Elka Todeva

SUNDAY 2:00-2:50PM

(Room: B121)

Abstract: Dr. Todeva will look at the new global linguistic realities we live in and will explore innovative models of language teaching and teacher preparation, focusing on trends in Europe and North America.

She will make the argument that learners, teachers, and society at large, are better served if we create an egalitarian learning environment where teachers and students are equally willing to learn and transform. Such an environment has the potential to empower students and to make them feel validated with regard to both their native culture and their language(s). An egalitarian learning environment requires a significant shift in the role and preparation of teachers as well.

Two other key points of this presentation will be the use of various ways of tapping into the learners' prior knowledge and the need to consistently teach with a core to periphery progression in mind. Dr. Todeva will offer an interactive exploration of the core elements of English grammar, lexicon, and pronunciation, which she contends best facilitate cross-cultural communication. Focusing on the core gives learners an easier route to successful error-free communication. Just as importantly, that very same core serves native speakers of English better in their cross-cultural encounters.



About the Presenter

Dr. Elka Todeva is a teacher trainer, linguist, and language educator with a doctorate in English applied linguistics and MA degrees in English language and literature, and in simultaneous and consecutive interpretation. On the faculty of the School for International Training (SIT) since 1993, she teaches Second Language Acquisition, English Applied Linguistics, and Language Analysis for Lesson Planning, and supervises pre-and in-service teachers in the USA and overseas. Her

publications and numerous presentations explore issues related to authenticity, EIL/ELF, multilingual competence, late acquisition categories, fossilization, brain-friendly teaching, plurilinguistic pedagogy and the role of grammar in communicative language teaching.

Featured Speakers

Extensive Reading – The Missing Piece of the Puzzle

Rob Waring

SATURDAY 5:00-5:50PM (Room: B107)

Abstract: In this presentation, the presenter will put forward the case why Extensive Reading should be an indispensable part of *every* language program. This will be done by referring to current thinking in vocabulary acquisition and reading, and by looking at the linguistic task facing the language learner. The implications of this will be discussed in detail to provide substantial evidence to show that Extensive Reading and Extensive Listening are the missing piece of the puzzle in most language programs. He will then show why Extensive Reading should not be considered optional, or a luxury, but a core part of all language programs.



About the Presenter

Dr. Rob Waring is Associate Professor at Notre Dame Seishin Women's University in Okayama, Japan, where he has been based for more than a decade. Previously, he has taught in Australia, China, France, and the U.K. He is an acknowledged expert in Extensive Reading and second language vocabulary acquisition, and has just published a set of graded readers for teenagers. He is also a board member of the Extensive Reading Foundation. Rob will present on extensive listening and reading for more effective language learning.



Featured Speakers

Satisfying Moments and Teacher Motivation: A Self Determination Perspective

Bill Snyder

SUNDAY 2:00-2:50PM

(Room: B142)

Abstract: Most studies of teacher motivation have looked at it in terms of job satisfaction and burnout, rather than locating teacher motivation in the practices and relationships of the classroom, where it interacts with learner motivation. Given the importance of learner motivation in EFL contexts, it becomes especially important to look at teacher motivation in those contexts. Following up previous work on EFL teachers' flow experiences in their work, I will present data from an on-going study of the perceptions teachers in Korea and Turkey of satisfying moments in their work, and the relation of those moments to satisfaction of the basic needs posited in self-determination theory – autonomy, competence, and relatedness. The results will be discussed in terms of the institutional and classroom opportunities, pressures, and constraints in teaching work that impinge on teacher motivation. Consideration will be given to what might be done to increase teacher motivation.



About the Presenter

Dr. Bill Snyder is an Adjunct Professor with the University of Oregon, teaching in the Oregon-Hanyang TESOL program. After his former teaching experience in Korea, he spent about a decade teaching and researching at Bilkent University in Turkey. He returned to Korea and KOTESOL in 2006 and is presently KOTESOL Publications Committee Chair and Journal Editor-in-Chief. Bill believes that "one of the purposes of language teacher education is to move teachers towards positive change in themselves and in their practice." He will speak on a major area of interest for him: teacher and learner motivation.



Featured Speakers

My Daily "Chicken Soup for the ELT Soul" Calendar

Steven Gershon

SATURDAY 5:00-5:50PM (Room: B142)

Abstract: The "Chicken Soup for the Soul" series of books offers a comforting broth of "stories to open the heart and rekindle the spirit" for everyone, from golfers to nurses. Well, almost everyone. What about the humble ELT professional, putting in countless classroom hours of PPP, searching endlessly for that perfect extensive reading text, struggling stoically to organize students into talkative pairs and groups? What we need is our very own bite-sized, digestible daily doses of Chicken Soup to guide, to inspire, or simply to justify our well-worn ELT ways. In this workshop I will offer a week's worth of pages from my own personalized "Chicken Soup for the ELT Soul" calendar. Then I'll ask participants to explore and share theirs. When we're finished, we'll all be able to go home with a few more spoonfuls of inspiration than we had when we arrived.



About the Presenter

Steven Gershon received an MA in Applied Linguistics from Reading University, U.K. He has been in Japan for 18 years and is currently an Associate Professor at Obirin University in Tokyo, where he teaches an undergraduate course in language evaluation and graduate courses in curriculum design and materials development. Steven has authored numerous ELT course books for several international publishers and gives teacher-training workshops in Japan, Korea, Taiwan, and Thailand.



Featured Speakers

We Don't Say/Do That Here

Gary Rector (Yu)

SATURDAY 2:00-2:50PM

(Room: B107)

Abstract: This talk will be about how cultural differences are reflected in language and how we often make incorrect assumptions about the way people think and behave when they're first exposed to another culture, in many cases with quite humorous results. This presentation will look at how, in the process of learning (or at least adjusting to) a new culture, our behavior and even the way we use our native language changes.



About the Presenter

Gary Rector (Yu) is a linguist, translator, editor, columnist, Koreanist, and long-time resident of Korea. He came to Korea with the U.S. Peace Corps in the 1960s and has since become an expert on the Korean language and the Korean culture, past and present. Gary is our invited cross-cultural speaker to the Conference. As a naturalized Korean himself, he will speak on native-speaker acclimation to Korea and the Korean classroom, as well as the Korean English teacher's adjustment to the native speaker. His presentation is certain to be both interesting and informative.



2007 National Election Candidates

First Vice-President

Ascends to President the following year and Immediate Past President two years later; supervises local chapters; assists the President in a variety of duties; represents KOTESOL in an official capacity.

Candidate: Tory S. Thorkelson

(Hanyang University, Assistant Professor)

Second Vice-President Heads the National Program Committee, which plans and develops programs; manages Special Interest Groups (SIGs) and KOTESOL Teacher Trainers (KTT).

Candidate: Jake Kimball

(ILE Academy, Director of Studies)

Office: Treasurer Maintains, collects, and makes reports on KOTESOL funds; executes banking transactions, budgetary planning, and record keeping; keeps an up-to-date membership list.

Candidate: Dr. David E. Shaffer

(Chosun University, Assoc. Professor)

Office: Secretary Records minutes of National Executive Council meetings; reads, acts on, and replies to incoming KOTESOL email and other official Executive Council communications.

Candidate: Dionne Silver

(Sookmyung Women's University)

Conference Committee Co-chair Ascends to Conference Committee Chair the following year; assists the Conference Chair with conference-related duties.

Candidate: Louisa Kim

(Linton Global College, Hannam University)

Nominations and Elections Committee Chair Submits a full slate of candidates for the annual election; conducts a fair election; visits local chapters scouting perspective candidates.

Candidate: Aaron Jolly

(Hanseo University)

2007 Language Learner Literature Award

Language Learner Literature is a genre that can be powerful, passionate and engaging. It provides a useful and enjoyable experience for readers who are learning a foreign/second language.

Every year, the Extensive Reading Foundation recognizes the best new books in English with its Language Learner Literature Award. Books are nominated by publishers world-wide, and the finalists are chosen by the ERF judges. Internet voting and comments by teachers and students then inform the judges who select the winning books.

This year, the ERF is excited to make the first public presentation of the 2007 Language Learner Literature Award at KOTESOL.



Saturday AM

ROOM	9:00 - 9:50	10:00 - 10:20	10:30 - 10:50
B107	<i>The Influence of Korean Phonology on English Pronunciation</i> Jonghee Shadix YLSUA	<i>Creating a Sizzling Language Classroom Environment</i> Grace Wang UA	
B121	<i>Maintaining Motivation and Relevance for Higher Level Learners</i> Alison Davies UA	<i>Reading Circles - More Than English Acquisition</i> Giulio Perroni YLSUA	
B142	<i>Forums 2.0: Getting the Most Out of Online Forums</i> Thomas Pals, Michael Shawback and Mark Sheehan U	<i>Compelling Facts and Fun Fiction Together in Take Twos!</i> Heejung Park YL	
B161		<i>Evolution of the Annual Activities Survey for Language Teachers</i> Peter Ilic and Stuart Warrington UA	
B178		<i>Soundwaves: Listening a sound footing for speaking</i> Nicola Gram Secondary School University Adults	
B109 Macmillan		<i>Developing discussions</i> Clyde Fowle University	
B111 Pearson Longman Korea	<i>Widgets: a task-based approach to fluency building</i> Chris Valvona and Marcos Benivedes U	<i>Discussion: Integrating Oral Skills into the School Syllabus</i> Andrew Finch Secondary School University	
B164	<i>Teaching Second Language Writing</i> John Baker U	<i>Teaching Language Learning Strategies in Korean University Classes</i> Dennis Odo U	
B166		<i>Making the Smart Choice</i> Clare Hambly Secondary School University Adults	
B167	<i>Proactive Approaches to Combating Plagiarism in University (EFL) Writing Courses</i> John McNulty U	<i>Discussion and Debate: Two keys to better speaking</i> David Harrington Secondary School University	
B168	<i>Hagwon Mothers' and Korean Teachers' Views of Teachers' Qualifications</i> Jocelyn Graf, Kyung-Ae Oh and Kara MacDonald YLSUA	<i>A Longitudinal Case Study of Korean ESL Students' Motivation</i> Tae-Young Kim UA	
M101	<i>Materials Development for Courses in Cross-Cultural Communication</i> Frank Graziani U	<i>Uncertainty Avoidance: Cross-Cultural Motivation Issues in Korean EFL Context</i> Jeremy Kritt YLSUA	
M103			
M104 SIG's	<i>Addressing Motivation from a Christian Perspective</i> Virginia Hanslien A	<i>Global Issues SIG</i> Robert Snell YLSUA	
M105	<i>Getting started with Extensive Reading in Korea</i> Robert Waring, Marc Helgeson, Tracy Cramer, Jeong-suk Park and Rocky Nelson SUA		<i>Using Blogs To Improve Writing Fluency</i> Terry Fellner, Matthew Apple and Maggie Lieb SU
S101	<i>You've corrected their writing. What now?</i> Julia Gardiner UA		<i>Addressing the English Communication Needs of Taiwan's Optical Electronic Industry</i> Hsiao-I Hou U
S102	<i>Assessment in the English Language Classroom</i> Sara Davila YLS		<i>Vocabulary Learning Strategy Instruction and Use</i> Alastair Dunbar SU

SATURDAY - 9:00~9:50

The Influence of Korean Phonology on English Pronunciation

Jonghee Shadix

Room B107

When learning another language, the first language (L1) can affect a learner's pronunciation positively or negatively, according to studies. Yet many questions remain regarding the degree and type of "interference," especially in the area of Korean and English phonology, and how to address this issue in the classroom. For example, by teaching English pronunciation to international graduate students and scholars at a large university in the United States, this author discovered that Korean students can pronounce English consonants and vowels more accurately than many other nationalities, what is more, even those English sounds that do not exist in the Korean language can be learned easily by Koreans. However, when faced with learning linking strategies, one of the supra-segmental features of English, many Koreans distort their pronunciation by unintentionally employing the rule of "consonant assimilation" from L1. Since the phonological rules of Korean and English are not consistent, the influence of L1 on the ELLs' pronunciation can cause miscommunication with other English speakers. In this paper, the author seeks to document the influence of Korean phonology, especially the rule of "consonant assimilation" in the pronunciation of ELLs. She will also suggest solutions for this type of distortion by sharing classroom examples, explanations, and proven instructional techniques in the linking devices of English phonology. The author believes that the knowledge shared in this presentation can provide a key to more accurate assessments of pronunciation problems among Korean speakers, hence more effective instruction for teachers and increased intelligibility for students.

YLSUA

Maintaining Motivation and Relevance for Higher Level Learners

Alison Davies, University of Canberra English Language Institute

Room B121

Maintaining motivation for higher level adult learners can be a challenge. Often students have already spent many years learning English and can become frustrated by a sense of 'plateauing' rather than advancing as they seek greater competency. This perception can be an indication that they need to 'move on' with their learning approach. Content-based instruction in the students' own area of specialisation can enhance motivation and provide a hurdle over the frustrations of persistent error making and ingrained problems with syntax. A review of the Postgraduate Preparation Program (PPP) at the University of Canberra English Language Institute has led to the development of a syllabus which offers a combination of general language preparation, academic practice and specialist content-based activities and assessment. Students and teachers are encouraged to leave behind many of the repetitious and potentially enervating aspects of grammar and vocabulary learning and build up new lexis and syntactic structures related to real life usage within the students' own areas of study and life experience as a postgraduate student. As a result, PPP has gone through an almost continuous review and curriculum modification process. Students need to be interested in their learning because it is intrinsically motivating, relevant and rewarding, and this is particularly true of adult learners. This presentation will raise several key issues in motivating students at higher levels. It will describe the teaching and assessment strategies employed to meet students' linguistic and academic needs, while giving the students some ownership of their English learning experience. Finally, the presentation will highlight some of the perceived key differences in learning styles between eastern and western cultures and describe how these can be fused and harnessed in pursuit of a successful learning outcome. **UA**

Forums 2.0: Getting the Most Out of Online Forums

Thomas Pals, Michael Shawback, Mark Sheehan, Shizuoka University of Art and Culture

Room B142

Forums have proven to be a useful tool for language instructors. Most often forums are used to promote expressing opinions on a given topic. Without providing the linguistic apparatus to fully take advantage of forums, their scope has been under utilized. The purpose of this presentation is to show how instructors at Shizuoka University of Art and Culture and Ritsumeikan University in Japan are using forums to effectively improve listening, writing, reading, and even speaking. Both forums created by experienced programmers as well as freely available forums for tech-savvy instructors are utilized in this mode. Audio and video podcasts links are accessed via the forum as listening components. To improve both reading and writing skills targeted linguist patterns and vocabulary are utilized. Online readings are screened via word usage concordances. Students are required to write posts using sets of vocabulary words based on targeted TOEIC vocabulary. These words are highlighted so that students are able to check vocabulary meanings and pronunciation via links to online dictionaries. Their written posts are further supported by providing set linguistic patterns of agreement or disagreement. These patterns are, in turn, utilized in class for speaking practice. Since students have listened to, read, formed an opinion, and written about a topic, they enter the classroom ready to discuss that topic. In addition, they enter the classroom ready to listen to and understand other students \$B!G (B opinions and respond appropriately to them. U

Widgets: a task-based approach to fluency building

Chris Valvona, Marcos Benivedes, Pearson

Room B111

This presentation will provide a clear and practical explanation of the task-based approach to communicative language teaching, by drawing from current research and actual classroom practice. It will demystify the theory behind TBI and encourage teachers to view fluency building from a new perspective. Practical examples will start with a very brief look at the New TOEIC Speaking and Writing sections, as well as proficiency descriptor systems such as the Common European Framework and the Canadian Language Benchmarks, and conclude with an overview of the presenters' own title, Widgets—a new Pearson Longman ELT textbook designed specifically for Asian students. U

Teaching Second Language Writing

John Baker, Houghton Mifflin Publishers

Room B164

Are you planning to teach a composition class or have you taught one and wondered what other composition teachers think about when designing a course? If you answered yes to either part of this question, this workshop may be right for you. Together we will explore a brief history of writing instruction, types of writing courses, schools of thought on course design, course material selection, peer and teacher feedback counseling, assessment strategies, and plagiarism concerns. U

Proactive Approaches to Combating Plagiarism in University (EFL) Writing Courses

John McNulty, Mahidol University International College

Room B167

This workshop will examine the increasing need, especially with the dramatic rise of on-line sources, for writing instructors to take a more proactive approach towards combating plagiarism. Approaches will focus on three

steps: understanding the motivating factors for students (with a special focus on ESL/EFL students) to plagiarize; designing effective course content in order to limit both intentional and unintentional plagiarism, and finally, detecting plagiarized material and dealing with those involved. U

Hagwon Mothers' and Korean Teachers' Views of Teachers' Qualifications

Jocelyn Graf, Kyung Ae Oh, Kara MacDonald, 010-7701-5272,

Room B168

Stories often circulate in Korea about job discrimination against teachers based on race, first language, age, or gender. Parents are sometimes blamed for demanding certain teachers for their children. We investigate and compare the views of mothers of English students at hagwons (private language schools) and Korean English teachers who are also mothers. Based on individual interviews with both groups, we will report on their assumptions about the qualifications and teaching ability of teachers from various demographics. We consider how these attitudes are impacted by experience traveling or living outside Korea, familiarity with “foreign” friends or co-workers, experience teaching or learning another language, and other factors. A

YLSUA

Materials Development for Courses in Cross-Cultural Communication

Frank Graziani, Rikkyo University - Language Center

Room M101

This workshop will examine a variety of approaches and techniques to developing materials for a content-based course. The workshop will feature materials that have been developed specifically for a content-based course related to cross-cultural communication and intercultural issues. The approaches and techniques to

material development that will be examined in the workshop can be applied to other content-based courses and/or courses in English for specific purposes. Areas of examination will include: (1) eliciting student knowledge; (2) idea development; (3) converting abstract ideas into concrete understanding; (4) vocabulary; (5) language functions; and (6) developing critical thinking skills. U

Addressing Motivation from a Christian Perspective

Virginia Hanslien, Korea University

Room M104 SIG's

Motivation is often called the “neglected heart” of the language classroom. As educators we often forget that our learning activities are filtered through the student's motivational level. Teaching that addresses students' motivation will help students to become more successful language learners. This session will address the four motivational stages in Dornyei's “Motivational Strategies in the Language Classroom”. These include 1) conditions for motivation, 2) pre-actional phase, 3) actional phase, and 4) self evaluation. This session will approach these stages from a Christian perspective and allow participants to reflect on how to integrate their faith with their teaching. A

SATURDAY - 9:00~10:20

Getting started with Extensive Reading in Korea

Robert Waring, Tracy Cramer, Jeong-suk Park, Rocky Nelson, Mark Helgeson, Notre Dame Seishin University

Room M105

This colloquium will show how to get an Extensive Reading (ER) program up and run-

ning in Korea. The seven presenters will each present a poster session / mini-workshop in small open format \$B!F (Bwalk-around \$B!G (B sessions. They will do this several times so attendees can choose to attend several sessions. The emphasis is on practical aspects of ER. Jeong-suk Park and Rob Waring will introduce the basics of what Extensive Reading is and why it should be an indispensable element in language learning for Korean students. Marc Helgesen \$B!G (Bs session \$B!F (BGetting started. Setting up and running an ER program \$B!G (B will look at practical aspects of starting an ER program and getting it running. Tracy Cramer will survey and provide samples of a broad range of books and support materials currently available for Extensive Reading in his session \$B!F (BWhich graded readers are best for your students? \$B!G (B The three final sessions by Rocky Nelson, Scott Miles and Atsuko Takase provide inside information on the practicalities of implementing and running an ER program in Korea and in High Schools. Rocky Nelson will describe his approach to implementing Extensive Reading at his university. Scott Miles, in his session \$B!F (BExtensive Reading and Korean Students: How do they respond? How do they benefit? \$B!G (B will review effective ways to work Extensive Reading practices into university classes. Atsuko Takase in her session titled \$B!F (BImplementing Extensive Reading in Japanese High School \$B!F (Bwill talk about effective ways to implement Extensive Reading with High School students. **SUA**

You've corrected their writing. What now?

Julia Gardiner

Room S101

In an academic, higher education context in an English language environment, written work the EFL student produces may be interpreted as 'inferior' because of persistent and intrusive linguistic problems and inaccuracies. As a result, lack of accuracy in writing may be dam-

aging to the student's academic progress and indeed can have a negative effect, affectively or psychologically speaking, as the L2 student struggles to assert herself as a contributing member of the academic discourse community she has entered. It is against this background information that teachers of English for Academic Purposes courses see the importance of their students developing their linguistic competence in general and their academic writing skills in particular. Teachers, therefore, are faced with the question of how best to facilitate this development of solid writing skills in the L2 learner, and, intuitively, teacher commentary and corrective feedback, and subsequent student revision are seen as contributing to that process. The purpose of this presentation and workshop is to look at some of the research on corrective feedback and to explore the efficacy of different types of commonly used teacher commentary. Further, since the feedback teachers offer is not meant to be ephemeral, dealing only with the current script, but to have some lasting impact and a flow on effect for subsequent writing, we need to consider how learners interact with our feedback, and to encourage learners to develop strategies for dealing with such feedback effectively. **UA**

Assessment in the English Language Classroom

Sara Davila, Kyungbook National University Middle School

Room S102

Qualitative assessment provides teachers with opportunities to look at key factors in student performance outside of test grades and homework results. By using a qualitative approach teachers can help students understand what kind of behaviors result in success or failure in the language classroom. This presentation will look at the development and execution of an ongoing qualitative performance assessment performed at a public middle school. Each student receives a grade in five key areas of performance with a final individual report issued

by the teacher. With this information students can work to improve English skills by recognizing when and how they are working in the classroom to learn. Included are details on how to create a similar system for other learning environments, record data, and transform records into usable information for students, parents, and partner or co-teachers. Using qualitative assessment provides an opportunity for teachers to expand how and what information is used when reporting on student progress in the classroom. **YLS**

SATURDAY - 10:00~10:50

Creating a Sizzling Language Classroom Environment

Grace Wang
Room B107

What makes an English language classroom environment sizzle--i.e. it is so motivating and interactive that it is sometimes impossible for the teacher to be heard, even when shouting above the choruses of voices in a class of thirty Korean students? In this workshop, we will consider seven interrelated principles drawn from adult and language learning literature, and how they may be applied to create a highly motivating classroom environment for university and adult learners. The list of principles is as follows: (i) Safety, (ii) Sound Relationship, (iii) Sequence and Reinforcement, (iv) Immediacy, (v) Teamwork, (vi) Intrinsic Motivation, (vii) Interlanguage development. They seem to hold the keys to unleashing the energy for learning within classrooms which makes it possible for students to become more active, motivated and self-driven in their learning. **UA**

Reading Circles - More Than English Acquisition
Giulio Perroni, Dept. of Liberal Arts, Jeongju

University
Room B121

The Reading Circle is a small group of students who, with the teacher, read a book together. Each week we read a chapter, write our reflections in our diary (the teacher too) and then meet to discuss our feelings and opinions constellated by the book. Each student has a rotating role, such as 'new vocabulary'. A second reflection is then written on the discussion. English acquisition came naturally. What also happened was a greater understanding of English culture and their own. Secondly there was a noticeable increase in self-confidence, both as an English speaker and as a human being from contributing and participating in the discussions. **YLSUA**

Compelling Facts and Fun Fiction Together in Take Twos!

Heejung Park
Room B142

Take Twos provides the perfect opportunity to teach your students the different purpose for reading fiction and nonfiction. The most basic distinction is that we read fiction to enhance our imagination and life experience, and we read nonfiction to learn more about our world. We should remind students, though, that these purposes often overlap. Reading nonfiction satisfies our curiosity, expands our vocabulary, and helps us understand the people, places, and things that surround us. Reading to learn requires different strategies than reading to follow a story plot found in fictional text. When reading fiction, students should be taught to predict or anticipate what will happen in a story. When reading nonfiction a variety of strategies are used. In EFL classrooms connecting reading and writing is very important but difficult. In this session you can find an easy and good way to teach both genres in the classroom. And also, many practical teaching tips for connecting reading and writing will be provided. **Young Learners**

Evolution of the Annual Activities Survey for Language Teachers

Peter Ilic, Stuart Warrington, Center for English Language Education (CELE)

Room B161

This presentation will focus on the 1 year progressive development of a questionnaire, The Annual Activities Survey for Language Teachers (AASLT), which involved pre-testing and an examination of workshop feedback. The AASLT is a means of assessment designed to evaluate a teacher's professional development and other non-teaching related activities. A year ago, as a survey in its initial stages, it was necessary to pre-test the AASLT in order to gauge its overall effectiveness. The pre-testing consisted of cognitive interviews that implemented the concurrent think aloud method with verbal probing in order to evaluate 23 items. This method was used in order to uncover any problems related to question comprehension that may have an effect on the intended performance of the survey. Following the pre-testing stage, the AASLT was tested in a workshop setting where the attendees interactively worked with it in order to actively assess their current professional development and non-teaching related activities. Onsite reactions and feedback to the survey were then collected and examined. UA

Soundwaves: Listening a sound footing for speaking

Nicola Gram

Room B178

A number of factors can prevent language learners from opening up and expressing themselves including insufficient language, inadequate communication skills. Apart from developing such skills and creating a non-threatening environment, a range of listening tasks which model how native speakers use the language also provide the necessary scaffolding for students to become more confident, fluent and accurate English speakers. This pre-

sentation is aimed at teachers who are developing students' listening and speaking skills. The presenter will use examples from Soundwaves, a new listening and speaking series that gives students ample opportunities to listen to and practice conversations about a wide range of interesting topics. **Secondary School University Adults**

Developing discussions

Clyde Fowle, Macmillan

Room B109

Getting groups of learners to take part in classroom discussions is often a challenge for teachers in Asia. What are the main hurdles for students? Coming up with the ideas? Having the language they need? Having the confidence to express themselves in English? Being able to interact appropriately with their classmates? Probably all of the above play their part. This workshop will look at how students can be encouraged to take part in discussions through providing materials that support them, helping them generate ideas and giving them clear models of how they can effectively manage a group discussion. Examples will be taken from Synergy, a four-level course for young adults from Macmillan. **University**

Discussion: Integrating Oral Skills into the School Syllabus

Andrew Finch, Pearson

Room B111

Performance English has received added impetus recently with the announcement by the Ministry of Education and Human Resources of a new state-run English test for elementary and secondary school students. Scheduled to begin in 2009, this new test is expected to assess all four language skills, as in the IELTS test. Such an approach has the potential to revolutionize English teaching in Korea, bringing the development of fluency and communica-

tive competence to the fore. The two discussion books which are the subject of this presentation recognize the crucial need for oral practice, and aim to develop the fluency that will be needed for the new English test. Both books contain 20 units, each on topics of relevance to teenagers in modern-day Korea. Based on sound, student-centered principles of learning, the books proceed from interactive, schema-building activities to meaningful, informative reading passages about the relevant topics, before leading into guided discussion. Suggested input vocabulary is offered, along with conversation strategies, dialogs and sample opinions. These all culminate in a final debate-format in which learners are given the opportunity to acquire more rhetorical skills. Finally, an interactive website dedicated to the books provides follow-up reading, viewing and listening links. This presentation will present the two books, along with the pedagogical principles behind them, and will illustrate their structure and content, showing how they aim to make development of oral skills and reasoning skills efficient and effective.

Secondary School University

Teaching Language Learning Strategies in Korean University Classes

Dennis Odo
Room B164

The purpose of this workshop is to offer another piece of English-learning puzzle that relates to the oft debated question of how to help university students make the most of the short time that they spend learning English at university. The best answer to this question is reflected in the time worn adage, "You can teach a man to fish and feed him for a lifetime..." This relates the importance of teaching students the skills that they need to be more independent learners out there in the real world long after they have survived their last dictation exercise. Learning strategy training will do just that. This purpose of this presentation/ workshop is to review what learning

strategies are, to consider why they are useful for Korean university students and to think about how to integrate these strategies into our university classes. I will begin by delineating the categories of learning strategies and providing examples of the various strategy types. Next, we will consider why language learning strategies are particularly useful to improve Korean university students' communicative ability given the limited classroom time that they have to study English in their university career. Finally, we will work with and reflect on some suggested methods for integrating strategy training into university instructors' classes. **U**

Making the Smart Choice

Clare Hambly
Room B166

Is English teaching just entertainment? Many of us might have sometimes felt so. And yet, it is vital that, as teachers, we interest and motivate our students. Smart Choice is a resource-rich program that does just that by focusing on students, on their interests, and on their choices, while at the same time providing you, the teacher, with flexible, dynamic teaching tools on CD-ROM. Join this presentation to see the value of personalization in your English lessons. **Secondary School University Adults**

Discussion and Debate: Two keys to better speaking

David Harrington
Room B167

Debate is a valuable real life skill not just a subject to study for school. Debate is an ideal activity for second language learners incorporating Speaking, Listening, Presentation, and Critical Thinking skills. And... Debate is FUN! If you don't believe us... Come see for yourself! Through debate students learn to present their own opinions and ideas in a clear

and logical manner. A skill vital for success on the new speaking portion of the TOEFL iBT exam. Furthermore, students learn to listen critically and carefully to other's opinions and to evaluate those opinions.

Secondary School University

A Longitudinal Case Study of Korean ESL Students' Motivation

Tae-Young Kim, Modern Language Centre
10th floor, OISE/University of Toronto

Room B168

In this presentation, I will compare and analyze the different trajectories in ESL learning motivation of two different Korean ESL populations in Canada: international visa students and immigrant learners. I take a sociocultural theory perspective (Vygotsky, 1978) and use longitudinal, qualitative approaches (Miles & Huberman, 1994). The research questions that guided this study are: 1) How does ESL learning motivation change for international and immigrant ESL students over time? 2) Are there essential differences in ESL learning motivations between the two groups? and 3) What is the impact of the learners' socio-cultural milieu on ESL motivation? During a period of twelve months, I collected data from 10 Koreans who had recently arrived in Toronto: five international visa students and five immigrants. I collected data from four sources: interviews, classroom observations, photo-cued recall tasks, and English learning autobiographies. Among these, the interviews (Gubrium & Holstein, 2002) received the most research attention: they were conducted on a monthly basis. I conducted 89 semi-structured interviews with my participants and used NVivo software to analyze them. The findings are: 1) ESL motivation is a socially mediated phenomenon reflecting ESL learners' meaningful affordances (van Lier, 2004), 2) participation in English speaking communities of practice is the key factor for maintaining ESL learners' motivation and accordingly for the stable development of English proficiency, and

3) ESL instructors and researchers can use interview methods to promote each English learner's critical reflection of previous English learning experiences, which can influence their ESL learning motivation.

UA

Uncertainty Avoidance: Cross-Cultural Motivation Issues in Korean EFL Context

Jeremy Kritt, Yonsei University

Room M101

Uncertainty avoidance is the degree to which people in a society become anxious and avoid situations that are perceived to be an unstructured, unclear, or unpredictable. Societies that have a high degree of uncertainty avoidance tend to maintain strict codes of behavior and develop rituals to structure reality in a way that is less threatening and predictable. Empirical sociological studies have shown that Korea, Japan, and other Asian countries tend to have a high degree of uncertainty avoidance. Learning to speak in a foreign language within a formal learning environment requires learners to engage in activities that are perceived to be loosely structured, negotiate meaning of unclear utterances, and to receive unpredictable language from the teacher and other students. This state of affairs can cause complications for language learners in high uncertainty avoidance cultures. This presentation will discuss how uncertainty avoidance, one aspect of Geert Hofstede's multidimensional cultural theory, might influence teacher-student/student-student interaction and student motivation in the Korean EFL classroom (especially as it relates to speaking classes). The theory presented will be applied to English language teaching methodology and classroom techniques.

YLSUA

Global Issues SIG (SIG Room)

Robert Snell, Pusan University of Foreign Studies

Room M104 SIG's

The use of global issues can play a significant role in the ESL classroom. The Global Issues SIG is a group designed for teachers who are interested in the world and want to educate their students in ways which will enlighten and improve. This meeting (in the SIG Room) is designed to bring GI teachers together, to share ideas about what works in the classroom and to help plan the direction of the SIG for the coming year. If you are interested in helping make the world a better place, we want to hear from you. Come and join us.
YLSUA

SATURDAY - 10:30~10:50

Using Blogs To Improve Writing Fluency

Terry Fellner, Matthew Apple, Maggie Lieb, Saga University

Room M105

This presentation is a comparison of learner gains in writing fluency among three separate groups of students during the summers of 2004, 2005, and 2006. It extends and builds on a previous one year study of using student blogs with Japanese students studying English at a Japanese university. In each year, a group of fourth year foreign language majors participated in a seven-day integrated CALL program. All three programs included a variety of F2F tasks and computer based tasks, integrated into a blended learning environment with blogs as the main writing task. All the students involved were considered by the instructors to have low English proficiency and low motivation. The presenters will first outline the integrated program and describe in what context student blogs were used. They

will then briefly discuss the seven criteria for CALL task selection. Following this the presenters will introduce their definition of writing fluency used as a basis for measuring learner gains in writing fluency. By comparing the number of words and word frequency levels in student blogs at the beginning and end of each program a significant improvement in writing fluency was observed. The researchers found that overall word counts increased by an average of over 300%. In addition there was a substantial increase in the number of 2000 word level items. As a result they are able to conclude that writing fluency was enhanced through the use of blogs. **SU**

Addressing the English Communication Needs of Taiwan's Optical Electronic Industry

Hsiao-I Hou

Room S101

This study reports on an investigation into the workplace English needs of optical electronic industry for employees who communicate in the international marketplace. The design of this study has been largely influenced by the work of Hutchinson and Waters (1987), commenting that English for specific purposes (ESP) curriculum development is guided by learner's target needs in the target situation. Through questionnaire surveys, telephone interviews, and analysis of authentic correspondence, a detailed understanding has been obtained of the communication demands for employees working in this community. The multi-faceted investigation has led to a much deeper awareness of the communication demands placed on Taiwan's optical electronics industry. It is believed that the results help to reconsider current business English communication course content offered at Taiwan's undergraduate level. Recommendations for ESP curriculum designed and development in Taiwan's undergraduate programs are discussed. **U**

Vocabulary Learning Strategy Instruction and Use

Alastair Dunbar, , , Ta Hwa Institute of Technology, Department of Applied Foreign Languages

S102

This study investigated young Taiwanese learners' responses to vocabulary learning strategy instruction and use. For these purposes a case study was conducted over a period of 12 weeks, in a private language school in Hsinchu, Taiwan. The participants were 6 young learners of English as a foreign language, aged between 9 and 13. The learners attended the language school daily, for a period of 1.5 hours. It was during this time that the case study was conducted.

The students were instructed in mnemonic and metacognitive learning strategies that could be applied in their vocabulary learning. In order to gauge the effects of the learning strategies

on the students' vocabulary learning, data were collected from multiple sources; namely the students' portfolios, teacher student interviews, and parent student discussions. The data collected were then analyzed by following Patton's (1990) guidelines for the analysis of qualitative data.

The results of the study suggested that learning strategy instruction and use affected learners' vocabulary learning in the following ways: (i) that learners began to plan more productive tasks to aid their vocabulary learning, (ii) that the use of metacognitive strategies improved learners' performances in vocabulary tests, (iii) that learners seemed to become more self-directed in their learning, and (iv) that whilst static vocabulary tests are a useful indicator of the vocabulary that students have learned at a given point in time, more dynamic methods of assessment are required to discover whether or not they are able to use what they have learned. **SU**



Saturday Afternoon



Room	12:30PM - 12:50PM	1:00PM - 1:50PM	2:00 - 2:50PM Invited Speaker Hour
B107	<i>Beyond Survival: Communication for Academic Purposes</i> Mark Sheehan and Michael Shawback U	<i>Creating Artifacts and Interlocutors in ZPD Classes.</i> Adrian Smith and Shelley Price-Jones YLSUA	<i>We Don't Say/Do That Here</i> Gary Rector
B121	<i>Combined Tasks for EAP and Communication Skills</i> Izumi Kanzaka and Edwin K. W. Aloiau U	<i>Are you an ACTIVE reader?</i> Neil Anderson Secondary School University	<i>Energizing ELT by Challenging Ourselves Through Reflective Practice</i> Thomas Farrell
B142	<i>Korean Teachers' Views on English as an International Language</i> Lucy Yunsil Lee YLS	<i>Listening, That Works!</i> Heejung Park Young Learners	<i>Motivating Students Through CALL: Aligning Technological Options with Pedagogical Goals</i> Mike Levy
B161	<i>Motivation Through the Flow Experience</i> Andrew Finch YLSUA6	<i>ESP Vocabulary Teaching, Learning, and Assessment in Taiwan</i> David Wei Yang Dai YLSUA	
B178	<i>A Thematic Approach For Blended CALL Course Design</i> Terry Fellner SUA	<i>Out with Passive Podcasts, in with Active Podcasting: An Exercise in Student Podcast-Based Learning</i> Timothy Randell Thomas Pals U	
B109		<i>Waking Up the Classroom</i> Patrick Hafenstein University	
B111		<i>Assess for Success: Practical Strategies to Improve Learning</i> Sherry Preiss Secondary School University Adults	
B164	<i>Technology Overload in Teacher Education</i> Daniel Craig and Shijuan Liu YLSUA	<i>Choosing Textbooks for Teaching Second Language Writing</i> John Baker Secondary School University Adults	
B166	<i>Motivation Through Self Learning Project</i> Shu-ching Chu UA	<i>Listening strategies for learners of English – how & why</i> Michael Cahill Secondary School University	
B167	<i>Empowering "Community" Within University Classes</i> Ian Brown U	<i>Multiple Intelligences and Trait-Based Writing Assessment</i> Adriane Moser U	
B168	<i>An Evaluation of Guessing Strategies in Reading</i> Atsushi Asai SU	<i>Content-Based ESL for EFL Learners</i> Clara Lee Brown YL	
M101	<i>The Application of CLT in Teaching Listening and Speaking</i> Dongmei Chen U	<i>Reflective Practice in ELT</i> Jonathan Aubrey YLSUA	
M103	<i>Development of Online "Multimedia English Test for EFL Children"</i> Ting-yao Cheng and Stephanie Huang YL	<i>Language and 'Body Language': Some Insights for English Teachers</i> Steve Garrigues YLSUA	
M104 SIG's		<i>KOTESOL's Spirituality Special Interest Group: Panel Discussion and Q&A</i> Gregory Brooks-English, Ruth Liddle, Annie Shapiro and Mark Turnoy YLSUA	
M105	<i>Gauging the Divide: Learner Autonomy in Context</i> Dwayne Cover and Richard Beal U	<i>Learning from Actors: New Perspectives on Drama in EFL</i> David Carter SUA	
S101	<i>Interaction Analysis In English Listening Classes</i> Cheng-hua Hsiao U		
S102	<i>Diminishing Distance: Tandem Language Learning through Internet Chat</i> Jack Bower and Satomi Kawaguchi U	<i>From Practice to Policy: Language Teachers as Language Planners</i> Edison Angeles Fermin SUA	
POSTER	<i>The University of Birmingham distance MA in TEF/SL & Applied Linguistics</i> Nicolas Groom		

SATURDAY - 12:30~12:50

Beyond Survival: Communication for Academic Purposes

Mark Sheehan, Michael Shawback
Room B107

Instructors of university-level EFL communication courses face a number of challenges. With broad, often loosely defined criteria, “communication” courses run the risk of being redundant extensions of remedial English that fail to promote students into sophisticated communicators of English. Having experienced exam-based and translation-method English instruction in secondary school, university students in some Asian countries require more from their communication courses; students want to advance their English and acquire skills that can be applied when entering the workplace or when they continue their studies at the graduate level. This presentation introduces a communication course that was designed specifically for and taught to over 1,200 freshmen Science and Engineering students at a major university in Japan. This multifaceted course focuses on enhancing students’ communication skills in an academic context. Students develop critical thinking skills, web-based research skills, discussion skills and presentation skills while participating in collaborative work groups. This presentation will illustrate the key elements of the course which include instruction in discussion etiquette and internet research, short core readings used as spring boards for group discussions, student-created materials and mini presentations. With the exception of the core readings, the course revolves around student-generated materials thereby leading to a greater investment in the learning experience and an increase in student motivation. A presentation of the rationale for teaching communication for academic purposes will be followed by an examination of examples of student work and course survey results. Ideas for other applications of this methodology will be discussed. U

Combined Tasks for EAP and Communication Skills

Izumi Kanzaka, Edwin K. W. Aloiau
Room B121

We are currently teaching English for academic purposes (EAP) in the English-medium economics program at Soka University, Japan, which aims to produce students graduating with abilities to use English in the English-medium academic, vocational and professional environments. Most of our students initially express that they are worried about their speaking skills but not so much worried about their reading skills. As EAP instructors, however, we often encounter students who read inefficiently, paying too much attention to unnecessary details and missing the main ideas. These problems are often caused by the translation habit that the students acquired in their previous learning experience and the lack of basic academic skills such as note-taking and summarizing. While we take these deficiencies as serious problems, our students’ major concern is still their speaking competence. In this paper, we will present innovative teaching techniques for teaching effective reading skills, combined with speaking activities which are used to support students in developing both basic academic skills and communication skills. U

Korean Teachers’ Views on English as an International Language

Lucy Yunsil Lee,
Room B142

English teachers in Korea may know what EIL (English as an International Language) is, but their understanding of the term may vary from individual to individual. In a survey conducted on 97 Korean teachers of English, working at public and private elementary, middle and high schools in several cities in Korea, the presenter asked what they think about their own accent, how they understand EIL, and whether they would choose to teach English as

an International language, instead of following the so-called 'nativeness principle' (Levis, 2005). The preliminary results of the data collected as of March 2007 include the following interesting facts: First, the teachers who do not use English for communication purpose outnumber those who do. This means that even English teachers have few occasions to speak English. Second, the number of those who believe the native pronunciation that an English learner should follow is the American pronunciation is almost the same as that of those who think otherwise (39 vs 43). Third, when asked if they are willing to use an audiovisual material recorded with pronunciation other than American/British English, e.g. with Asian, European, African accent, 39 teachers said yes and 38 said no. Analysis of these findings and the short writings of what they think 'teaching English as an international language' means will be provided in the presentation. **YLS**

Motivation Through the Flow Experience

Andrew Finch

Room B161

'Flow' is an important factor in learning, and has been defined by Csikszentmihalyi as "the state in which people are so involved in an activity that nothing else seems to matter, the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it." This is not to say that flow occurs or is to be cultivated only in relaxed, passive, or comfortable situations. In contrast, such moments usually occur when a person's body or mind is stretched to its limits in a voluntary effort to accomplish something difficult and worthwhile. The key words here are 'involved,' 'enjoyable,' 'voluntary,' and 'worthwhile,' and these highlight an important element that is often missing in EFL learning, especially in the test-driven classroom. This paper examines ways in which a task-based or project-based approach can be used to promote flow, and thereby enable students at all levels to perform to the best of their abilities. This

approach helps students to see language-learning as 'enjoyable,' 'voluntary,' and 'worthwhile,' rather than as a means of getting into university or finding a job (though such an approach would make these goals more achievable). Results from research in high schools in Korea will be offered, along with sample activities. **YLSUA**

A Thematic Approach For Blended CALL Course Design

Terry Fellner, Saga University

Room B178

This presentation illustrates that the design and development of blended CALL courses can be made relatively easy for both experienced and new CALL practitioners through a thematic approach to course design. The presenter will first explain how the development of such a course based on topic themes provides teachers with a number of significant benefits such as: easy conceptualization of materials and lesson topics, it effectively links lessons together in a seamless flow, it neatly integrates traditional F2F methodologies and pedagogies with standard CALL activities, it accommodates both constructivist and behaviorist approaches to language learning, and consequently it facilitates collaborative learning. Following this, the presenter will explain the wave model used for target sequencing. He will also illustrate how such a model is effective not only in sequencing targets but also in the subsequent revisiting of language targets to ensure learning and acquisition through different modes of input and in different contexts. The presentation will conclude by providing the syllabi for the two courses that have been created through use of this format. **SUA**

Technology Overload in Teacher Education

Daniel Craig, Shijuan Liu

Room B164

The newest face of computer-assisted language

learning (CALL) has been forged in Web 2.0 technologies. These are not the ultra intelligent systems that we have been promised for years, but rather a collection of existing information and communications technologies (ICTs) that are finding their place in both society and language instruction. Web 2.0 is also referred to as the Read/Write Web or Participatory Web. As these names indicate, these new technologies encourage people to not only be consumers of information, but also to be producers of it. These technologies popularly include blogs, podcasts, and wikis as well as the lesser known technologies including XML syndication (RSS), social bookmarking, and online social networking sites (Cyworld, MySpace, etc.). Herein lies the problem. These diverse and numerous technologies are neither standardized nor necessarily intuitive. Therefore, teaching educators to utilize these technologies with their learners may result in Web 2.0 overload, which can result in feelings of failure, isolation, and general distrust of the technology. This study details the experiences of learners in two online, graduate-level, computer-assisted language learning classes as they wade through pools of new vocabularies, new technologies, and new pedagogical approaches that leave them at times exhilarated and other times exhausted. **YLSUA**

Motivation Through Self Learning Project

Shu ching Chu

Room B166

Recent reports indicate that the English proficiency level of college students in Taiwan has fallen behind that of other non-English speaking countries. There have been concerns about students' English deficiency and low motivation. Many researchers attributed the failure of English learning to inadequate teaching methods and materials (Chu, S., 2001). English language teaching in Taiwan has a tendency to be boring and lacking in variety (Chen, 1998). What students learn in the classroom tends to be the structures of English rather than practical usages. Given the fact

that students vary greatly in terms of learning styles, language levels, and studying time, it seems that the best way to improve students' English is through a learning environment with resources that interest students and help students become autonomous learners. Many studies reveal that videos and video related technology can provide an intriguing learning experience for students (Luo, 2003; Murray, 2005; Stempleski, 2003). This paper presents a student self-learning project, developed for non-English majors, using episodes of the popular American sitcom, Friends. The design, implementation, problems encountered, and students' learning results are explored. The students' feedback from the project showed positive results. The self-learning project complements classroom teaching and enables students to learn at their own pace. **UA**

Empowering "Community" Within University Classes

Ian Brown

Room B167

Often the difference between a good teacher and a mediocre one is the class atmosphere or "feeling" they create in the class. A positive sense of community in the classroom can be the most important factor in successful learning. Lower level, often unmotivated, non-English major classes present a challenge for any teacher in creating a sense of community. This paper will present some findings arising from a study involving such classes. One class was taught traditionally face-to-face, whilst in the other blended learning, involving the additional use of CALL and computers, was used, with one of the twice-weekly lessons held in the computer room. The two classes followed the same syllabus and materials but, where possible, used the different delivery of the computer in the CALL class, in order to see what differences the CALL component could make. This paper concentrates on sharing findings in the area of creating a positive class community. CALL was able to play an en-

hancing role in this area providing more ways for classmates to learn about and communicate with each other. Use of photos, student learner journals and student-to-student communication could be done differently online through on-line message boards, journals, and the use of multimedia. Even the photo taking capabilities of the students' mobile phones were incorporated. However, whilst the CALL component of the class enhanced various aspects, the core factor in community creation still remained with the teacher and the interplay with the class face-to-face. U

An Evaluation of Guessing Strategies in Reading

Atsushi Asai, Daido Inst. of Tech.

Room B168

This study proposes an idea for estimating a guessing factor employed in multiple-choice tests by means of a new 3-parameter item response model. The primary reason for this attempt is to investigate the possibly large influence of guessing in objective tests in line with the trend of declining academic competition among students in East Asia. Then we will deal with the diverse achievement in today's EFL classroom. First, six different reading tests were implemented to measure the English proficiency of 143 students at a university in Japan. Second, their forms of behavior for changing answers to the same question placed in a reading lesson were traced at every class meeting for one year. Their modes of behavior exhibited a significant dependence on proficiency. Next, a net rate of correcting the answers or veering from the correct answers was obtained from the records. The present pilot study presumed that the guessing, including partial understanding, resulted in the change between wrong answers, and the chance hit produced at a convoluted probability was approximately calculated as a function of proficiency. As a result, the new model improved the power of discrimination as mass behavior in comparison with the conventional

1- and 2-parameter models and penalty-base models. Assuming that students' guessing strategies are not negligible in an objective test where each question has four or fewer options, this model can be useful for efficient assessment. SU

The Application of CLT in Teaching Listening and Speaking

Dongmei Chen, Northwestern Polytechnical University

Room M101

The paper discusses the necessity and feasibility of creating real communicative environment by using communicative language teaching (CLT) method in teaching listening and speaking with the help of computers and websites. After reviewing the evolution of CLT in China and discussing its research both at home and abroad, the author introduces a new teaching model. Combining Computer-based (PC or Web) big class learning and Classroom-based small class Oral English Coaching, the model places a premium on individualized teaching and independent learning, and makes full use of the special function of computers in assisting learners with individualized and repeated language practice, especially with the training of listening and speaking abilities. About 500 students have been enrolled in this experimental class, adopting the new teaching model. It is characterized as the "Three Ms in One" teaching system (Chen Zhongli, 1994). In the paper, the author introduces the features of this new model, discusses the effect of using this new teaching model by comparing the test results of the experimental class and the traditional class in the first grade and presenting her interviews of some students in the experimental class. After analyzing the statistics, we draw the conclusion that the new teaching model may serve as an effective and efficient way to develop students' ability to understand and speak English. Besides, students' intrinsic motivation has increased in CALL enhanced envi-

ronment, which reinforces their ability to study English independently and confidently. U

Development of Online “Multimedia English Test for EFL Children”

Ting-yao Cheng, Stephanie Huang
Room M103

This project aims to build an online “Multimedia English Test for EFL Children”. English is implemented in curriculum for elementary school students in Pan Asia countries, such as Korea, China, Japan and Taiwan. Comparison of English proficiency of EFL children from these countries can benefit children's English education in these countries, therefore, an online test platform is needed. This test consists of listening, reading, and writing sections. The development of the multimedia test for children is divided into three stages: item writing and editing, pilot study, and administration. The “Multimedia English Test for EFL Children” programmed by asp.net.2.0 is embedded with audio-visual and animated data, which makes the test more communicative and authentic. Content validity of the test was acceptable and test-retest reliability and internal consistency were .83 and .85 in the study. Moreover, all the test data can be linked and recorded in the databank, in which the test data can be analyzed and compared. Also two questionnaires employed to test the system show “Multimedia English Test for EFL Children” is a reliable, valid and convenient tool to assess EFL Children English proficiency. Since the convenience of the test, the test performance of EFL children in Korea, Japan and China and Taiwan can be compared through this test platform in the near future. YL

Gauging the Divide: Learner Autonomy in Context

Dwayne Cover, Richard Beal, Kanda University of International Studies
Room M105

Learner autonomy has received a great deal of support as one of the primary factors influencing long-term language learning success. However, there is some debate as to whether the primary tenets underlying many of the suggested approaches to learner autonomy are universally applicable for all learners, regardless of their cultural background. Empirical research suggests that in many East Asian countries, such as Japan, South Korea, and China, learners are socialized within a culture that is often widely characterized as group-oriented with a strong emphasis on interdependence rather than independence. Prima facie, this would seem to suggest that particular care should be taken when developing and teaching a curriculum around the concept of learner autonomy, in order to ensure its contextual suitability at institutions within East Asian countries. This paper reports on an investigative study regarding the possible similarities and differences in the perceptions of autonomy for ELT practitioners and Japanese Learners of English. The investigation explored the conceptual understanding of learner autonomy as exhibited by both practitioners and students at Kanda University of International Studies (KUIS) in Chiba, Japan. KUIS regards fostering greater student learner autonomy as one of its primary pedagogical objectives. Research data for this study was extrapolated from interviews with KUIS faculty and freshman students. The subsequent results were analysed and conclusions were drawn with a view to improving pedagogical instruction and interaction between practitioners and students alike. U

Interaction Analysis In English Listening Classes

Cheng hua Hsiao
Room S101

In teaching listening courses, guided questions are important in that these questions lead students to focus on the part they need to comprehend. How teacher ask questions affect

the students' level of listening comprehension and output. The aim of this study is to explore the types of teachers' questions and the feedbacks that teachers offer to their students in two listening classes. There were two teachers chosen to be the subjects of this study. Both of them were graduate students in a university of northern part of Taiwan. One had taught English for seven years and the other was a student teacher. Each of them was teaching an English listening class as a teaching demonstration in their graduate course. The research questions I raise for this study are: (1) What are their questioning models in the listening classes? (2) What types of questions are asked in the class? (3) What are the functions of the teachers' feedback to students' responses? The findings show that both teachers adopt "process approach" in teaching listening classes. The questions that the experienced teacher asked with high frequency are Wh-questions whereas the intern Yes/No questions. The functions of feedback often used by the experienced teacher are comprehension checking and expansion. The intern often gives evaluation and repetition as feedback. U

Diminishing Distance: Tandem Language Learning through Internet Chat

Jack Bower, Satomi Kawaguchi, Kanda University of International Studies

Room S102

Tandem language learning, in which two learners studying each other's native language pair up to teach and learn from each other, has long been regarded as an effective method for autonomous language learning (Lews & Walker, 2003). In recent years advances in information technology have lead to increasing interest in taking tandem language leaning online. This presentation will detail the results of an internet tandem language learning proj-

ect between students of English at the University of Western Sydney in Australia and Kanda University of International Studies in Japan. The project consisted of three sessions in which students communicated through text chat, with the chat time divided evenly between Japanese and English language. The structure of the project including learner training, chat preparation and online tasks will be presented. Technical and administrative difficulties overcome to make the project a success will be also be discussed. In addition, evident language learning benefits of the tandem language experience to both students of Japanese in Australia and students of English in Japan will be put forward, through analysis of student chat transcripts quantifying instances of negotiation of meaning and the use of communication strategies. A further qualitative evaluation of the efficacy of the project will be outlined based on student responses to questionnaires and the impressions of the teachers involved in the project. Lewis, T. & Walker, L. (2003). *Autonomous Language Learning in Tandem*. Sheffield: Academy Electronic Publications. U

The University of Birmingham distance MA in TEF/SL & Applied Linguistics

Nicolas Groom, Birmingham

Room POSTER

This session will involve a presentation of the University of Birmingham's distance MA programmes in TEFL/TESL & Applied Linguistics. One of the advantages of distance programmes for language teachers is that they allow and encourage teachers to carry out research in the classroom, whereas campus-based programmes often exclude this possibility. We will look at the contents of the Birmingham MA programmes and note how they are relevant to parcticing teachers.

SATURDAY - 1:00~1:50PM

Creating Artifacts and Interlocutors in ZPD Classes.

Adrian Smith, Shelley Price-Jones

Room B107

This teacher-based research paper will focus on the application of Vygotsky's core idea of the Zone of Proximal Development (ZPD), and will propose a successful way for designing and carrying out ZPD conversation classes. As activity design is crucial for the overall success of a ZPD conversation class, this paper will examine Vygotsky's notion of the artifact and how classroom activity involves using artifacts so as to transform students into interlocutors. This paper will propose a new form of pedagogy for the L2 classroom at the levels of theory, and practice, in a way that extends into activity design, class design and lesson sequencing. We will briefly contrast a TBL class with a ZPD class so as to relate our paper to current TESOL practices, and refer to our ongoing experiences, and some of the materials we have developed, using our Curious Dialogue System. In an overall sense, we would like to offer our paper as part of the ongoing sharing of ideas within a sociocultural approach. We hope that, with the materialization of some of Vygotsky's concepts into useful classroom practices, we may participate in the development of new options for L2 conversation classes. **YLSUA**

Are you an ACTIVE reader?

Neil Anderson, Centage

Room B121

Are you an ACTIVE reader? Do you read something in English everyday? Do you see pictures or movies in your mind as you are reading? Do you enjoy reading? These are some of the questions we must ask ourselves as reading instructors before asking them of our students. In this participatory workshop

the presenter will examine these and other characteristics of good readers with the goal of examining techniques for transferring these characteristics to our learners. Attendees will be asked to examine their own attitudes toward reading before discussing strategies for use with students. Building on Neil J. Anderson's work in *Exploring Second Language Reading* (Heinle & Heinle, 1999) and *Teaching ESL/EFL Reading* (Heinle, 2007), specific strategies for instructors will be explored including motivating students, developing learner vocabulary, and building awareness of reading strategies. Using examples from *Active Skills for Reading, Second Edition* (Heinle, 2007), participants will walk away with practical ideas and materials to use in their classrooms. **SU**

Listening, That Works!

Heejung Park, Language World

Room B142

Rally Listening is designed for intermediate and advanced English language learners to help them improve their listening skills. This program has three strong points: 1) It provides two note-taking sections in each lesson that have the different purposes. So students can learn "purpose-driven" listening strategies through the program. 2) The proper grammar knowledge is provided in each lesson. The grammar points are applied carefully to the listening passages. So students can learn grammar in listening. 3) The dictation practice is included in audio CDs. It is designed focusing on grammar points that students learn in each lesson. So students improve listening skills and grammar skills at the same time. Rally Listening is totally different from other listening programs that are introduced in Korea before. It is also good for the first step of the skill integrations that are emphasized in iBT TOEFL. **YL**

ESP Vocabulary Teaching, Learning, and Assessment in Taiwan

David Wei Yang Dai

Room B161

In Taiwan, students struggle in the vicious circle of inadequate vocabulary knowledge and insufficient reading proficiency. Failing to reach the basic threshold of English proficiency, most of students have encountered severe difficulties when they wanted to develop listening, speaking, reading and writing abilities. Most of my students only memorized individual words instead of word chunks. They tended to neglect how words were used in context with a target language. As a result, their vocabulary competence was limited, particularly in the dimension of collocation, and it hindered their performance and development in reading proficiency.

In Taiwan, vocational high school and technological colleges students are generally a group of learners of relatively low English proficiency. They lack effective learning strategies but they often need to face the challenge of mastering English in specific domain, such as business English, tourism English, and technology English.

Ellis and Johnson(1994) assert that English for Specific Purposes (ESP) are often job oriented. This paper can be on the right track to incorporate collocation instruction into vocational high school and college English curriculum.

Out with Passive Podcasts, in with Active Podcasting: An Exercise in Student Podcast-Based Learning

Timothy Randell, Thomas Pals, Michael Shawback

Room B178

In recent years educators have seen the rise of Podcasts as useful additions to the many forms of English material available online. Producing listening exercises around already available Podcasts, or creating Podcasts targeting the

needs of specific students has become quite a popular way to improve listening skills. However, by creating their own Podcasts, from scripting to recording, and by peer evaluation of other student Podcasts, students can boost not only their oral confidence and organizational skills, but also improve overall language skills. In their presentation the presenters will show that through using the framework of Podcasting, motivationally enhanced through an inter-university collaboration, students can practice a well-rounded balance of language skills. They will discuss how the collaboration came about where Thomas Pals of Shizuoka University of Arts and Culture (SUAC) had his students produce Podcasts that were listened to and commented on by Timothy Randell's students at Doshisha University, who in turn produced their own Podcasts to be commented on by SUAC students, how the students practiced all four language skills as well as organisational skills through completing a variety of tasks prior to and after recording, the logistics of how the students recorded their Podcasts, the difficulties that arose and improvements that could be incorporated, and finally how the interaction with students from another university helped students get valuable experience and motivation out of the exercise. In short, this presentation will show the audience that it is time to reject Podcasts as a simple passive listening exercises, and embrace the idea of an active Podcasting-centred, all skills, rounded learning experience. **U**

Waking Up the Classroom

Patrick Hafenstein, Macmillan

Room B109

'Boring!' 'Difficult!', 'Teacher, not again!' are commonly heard in the EFL classroom of teens. Students are becoming increasingly harder to teach and desensitized to a variety of teaching approaches. This presentation is all about what teachers can do to liven up the classroom in order to make sure all students are attentive, responsive and motivated. The

first part will discuss the different types of motivation you can provide your students, namely; extrinsic, intrinsic and integrative motivation. This will be followed up by taking a brief look at the '10 commandments for motivating language learners: results of an empirical study' by Dornyei, Z. and Csizer, K. 1999. Finally, these principles will be applied to the everyday teaching of Breakthrough which is a new 4 skills series for 2007 for Macmillan Education East Asia. U

Assess for Success: Practical Strategies to Improve Learning

Sherry Preiss, Pearson
Room B111

For years, students' language proficiency has been measured by a single final test or exam which may have little or no relationship to what was taught or learned in the classroom. However, given the emergence of new, performance-based tests of communicative language competency, there is a growing interest in the relationship between ongoing assessment and classroom learning. This presentation will introduce tools and techniques to link the classroom experience with practical assessments to both measure and promote learning. Supporting examples will be drawn from the Pearson Longman series North Star. SUA

Choosing Textbooks for Teaching Second Language Writing

John Baker, Houghton Mifflin Publishers
Room B164

Do you need a comprehensive writing textbook series that guides students through each stage of their growth as writers by providing clear instructions, step-by-step activities, abundant reading selections, interesting writing prompts, and a CALL platform for additional practice; are you looking for a text that helps students make transitions between stages; or are you looking for a text for a particular stu-

dent level? If you answered yes to either part of this question, then Houghton Mifflin's At a Glance Series may be just what you are looking for. To demonstrate how this series can help you help your students reach their goals, this presentation will explore how the books in the series-At a Glance Sentences, At a Glance Paragraphs, At a Glance Essays, and At a Glance Reader-create a comprehensive package that can be used in a variety of settings. SUA

Listening strategies for learners of English – how & why

Michael Cahill, , , Centage
Room B166

Listening comprehension has been part of the Korean Scholastic Aptitude Test (KSAT) for over ten years. Has this, however, prepared students for the new types of tests introduced in the past year? The new TOEIC exam includes major revisions to its listening section. The TOEFL® iBT exam has been radically revised with integrated skills exercises that challenge even the best speakers of English. The education industry would be wrong to react by simply providing learners only with material modeled exactly on exams, and educators would be wrong to insist that only "more listening practice" would adequately prepare their students for their coming challenges. It is listening strategy instruction, not simply more practice, that learners will need, and they will need it much earlier. In this demonstration, the presenter will show classroom activities that combine traditional listening task types with non-traditional models that represent a fresh approach to listening instruction. Examples will be taken from Listening Advantage (Heinle 2007). SU

Multiple Intelligences and Trait-Based Writing Assessment

Adriane Moser
Room B167

The typical perception is that Multiple Intelligences as proposed by Howard Gardner are best used to choose learning activities to best match the needs of each learner. A classroom investigation was undertaken to determine whether Multiple Intelligences (using Strong's modified list of Verbal-Linguistic, Logical-Mathematical, Spatial, Musical, Bodily Kinesthetic, interpersonal, Intrapersonal, and Naturalist) could be used to predict performance on trait-based analytic writing assessments (in the areas of Focus and Coherence, Organization, Development of Ideas, Voice, and Written Conventions) for Korean university undergraduate students. This paper will share the results of this study and propose answers to a number of questions of interest to classroom practitioners. What are instructors actually testing in the writing classroom? Is the writing instructor actually measuring a student's performance on a writing task or in some way evaluating and rewarding or punishing learners' innate aptitudes? What use can instructors and learners make of information about students' aptitudes and achievement? Implications and recommendations for the use of Multiple Intelligences and trait-based analytic writing assessments in the university classroom will be shared. U

Content-Based ESL for EFL Learners

Clara Lee Brown, A107 Claxton Complex
Room **B168**

Since the Korean government mandated that English be taught in elementary schools in 1995, the major focus of elementary English education has been on children developing conversational fluency. The conversational fluency driven English curriculum in EFL settings has several drawbacks: (1) instructional activities are mostly based on the functional-notional approach; (2) drilled communication under such approach is unnatural; and (3) most importantly, the nature of the curriculum is neither enriching nor stimulating for young children whose needs include satisfying

cognitive curiosities. This paper argues, to facilitate English learning in the EFL context, that teachers adopt content-Based English curriculum (CBEC). The basic tenet of CBEC is to use "borrowed" curriculum from content areas to teach English. The benefits of CBEC are manifold: (1) children receive content- and language-rich comprehensible input; (2) children acquire background knowledge essential in sustaining conversation from exposures to myriad topics; (3) children naturally engage in conversation while discussing topics and solving problems; and (4) children acquire a wide range of vocabulary and language expressions necessary in discourse. In sum, CBEC can bring more effective and powerful language acquisition to EFL classrooms. The paper includes a discussion of empirical findings and implementation issues regarding CBEC. YL

Reflective Practice in ELT

Jonathan Aubrey
Room **M101**

Recent decades have witnessed a shift from a technical-rational approach to a reflective practice approach in teacher education.. Yet despite its popularity, reflective practice has often fallen short of expectations, due in part to a lack of clarity of the concept. What exactly is reflective practice? How can it be used to counter the effects of professional isolation, instill a sense of renewal and effectively foster professional development? The presenter will discuss the key issues and provide strategies for engaging in reflective practice both alone and with others. YLSUA

Language and 'Body Language': Some Insights for English Teachers

Steve Garrigues, Kyungpook National University
Room **M103**

Who uses gestures more, Koreans or English speakers? The answer to this question might

seem obvious and straightforward, but it is not as simple as it seems. Generally, everyone knows that features of non-verbal communication differ from culture to culture and language to language, and English teachers, whether Korean or native English speakers, sometimes include a lesson or two on “typical English gestures”. Korean teachers preparing their students for an English speech contest also sometimes coach them on “appropriate” English gestures. However, the role of non-verbal communication is seldom given serious consideration in the TESL/TEFL classroom, and impressionistic assumptions are far more common than carefully considered analysis. This workshop will question the validity of general assumptions and impressions regarding “body language”, and will take an in-depth comparative approach to understanding the range of non-verbal communication. Topics to be covered include the difference between proxemics and kinesics, the different categories of gesture (emphatic, mimetic and semantic), and some of the problems which arise from cultural differences in non-verbal cues (specifically in a Korean context). This is a participatory workshop, and everyone is encouraged to share their observations and experiences, with the aim of gaining a deeper practical understanding of non-verbal communication in relation to the teaching and learning of English in Korea. **YLSUA**

KOTESOL's Spirituality Special Interest Group: Panel Discussion and Q&A

Gregory Brooks-English, Ruth Liddle, Annie Shapiro, Mark Turnoy,
Room M104

What do these names mean to you? Gandhi. Nelson Mandela. The Dalai Lama. Jesus. Buddha. Mother Theresa. Vinoba Behave. Mohammed. Martin Luther King Jr. Joseph Campbell. Carl Jung. Moses. Peace Pilgrim. And, finally, what do these values mean to you? Reverence for Life. Generosity. Responsibility. Well-being. Understanding.

Open-mindedness. Tolerance. Integrity. Kindness. Cooperation. Participation. Partnership. Togetherness. Faith. Devotion. Playfulness. Compassion. And what do these other words mean to you? Non-violent Communication. Emotional Intelligence. The One Great Story. Psychology. Meditation. Prayer. Pilgrimage. Fasting. Absorption. If some or any of this resonates with you, then you might want to learn more about KOTESOL's very own special interest group in spirituality. Exploring the intersection of spirit and EFL/ESL, we endeavour to create and expand a dynamic teaching pedagogy that integrates a new vision of interdependence and interconnectivity with humanity and the Earth. In this panel discussion, you will have the opportunity to ask questions and hear from our members about what the KSSIG means to them. Also, you will learn about how they see spirituality manifest in their lives and how that is integrated into their curriculum. Ruth Liddle, Annie Shapiro, Mark Turnoy and Greg Brooks-English will share their hearts and minds with you and how their personal practice of English teaching and spirituality intertwine and inter-are. Please join us for a warm, inclusive and open dialogue on this exciting and newly emerging field within TESOL. **YLSUA**

Learning from Actors: New Perspectives on Drama in EFL

David Carter
Room M105

Teachers have long utilised drama in teaching languages, but rarely considered what they can learn from the skills and psychology of acting. Those attending this workshop will be expected to take part in various activities enabling them to learn from experience rather than instruction. The workshop will practice how to use mime; various ways of improvising dialogues; exercises to improve clarity of diction, intonation, voice projection; ways of building trust and self-confidence between actors/language learners; consideration of the

needs of one's audience/listeners; entering into a role and situation as aid to communication, etc. Large numbers welcome and encouraged! The more the merrier, and the more effective! Actors also need audiences! Dress comfortably and be prepared to make fools of yourselves!
SUA

From Practice to Policy: Language Teachers as Language Planners

Edison Angeles Fermin, PALT

Room S102

In this presentation, the relationship of lan-

guage planning and language teaching will be explored. Current research and debate concerning the need to become more aware of the tension between local and global political, economic, and cultural agencies and tendencies affecting language teaching as a professional discipline will be problematized along with the current state of English language teaching and language policy making in East and Southeast Asia. This session is specifically designed for language teachers, curriculum designers, and materials developers who realize that national language policies must be cognizant of both sociological and psychological contexts of language learning and teaching. **SUA**



Any KOTESOL member who would like to sign up for a **free** trial version of the **EL Gazette Digital** (you have a print version in your conference bag), may email **elgazettenewmedia@gmail.com** and you will be invited to trial it free for 2 months until the end of December 2007 with a log in code.

Saturday PM



Room	3:00 - 3:50PM	4:00 - 4:20PM	4:30PM - 4:50PM
B107	<i>Getting to Know the Korea Research Foundation, its Policies and Programs: How To Enhance Your Professional Status in Korea</i> Jong uk Lee YLSUA	<i>So, you want to be an author?</i> Marc Helgesen YLSUA	
B121	<i>Expectancy of Learning: Motivation Among False Beginner Korean College Students</i> Douglas Sewell SUA	<i>Augmenting L2 Oral Communication Experiences through Reflective Journaling</i> Andrew Nicolai Struc U	
B142	<i>Using Lessac's Consonant Orchestra and Structural Vowels for Intelligibility</i> Jonghee Shadix YLSUA		
B161	<i>Communication Strategies: Any Language, Anywhere</i> Don Maybin SUA		<i>The Effect of Different Learning Styles on CALL</i> Adrian Ting U
B178	<i>Using the World of Asian Storytelling to Teach English</i> Cathy Spagnoli YLSUA		
B109 Macmillan	<i>Materials and Methods: Time for a (New) Upgrade!</i> Steven Gershon UA	<i>LEARNERS' DICTIONARIES TODAY – A ONE-STOP SHOP FOR LANGUAGE HELP</i> Patrick Hafenstein UA	
B111 Pearson	<i>You want to know How to WHAT?</i> Jeremy Harmer Secondary School University Adults		
B164	<i>Multimodal Approaches For Increasing Japanese University Students' (Inter-)Cultural Awareness</i> Dwayne Cover and Allan Young U	<i>The Impact of Explicit Revision Instruction On L2 Student Writers</i> Mingxia Gao YLSUA	
B166	<i>Special Needs Inclusion in the Classroom</i> Sara Davila YLSUA	<i>Writing Practice for Assessment Success</i> Michael Cahill Secondary School University	
B167	<i>Bridging the Disconnect: Creating Authentic Student-Centered Learning</i> Stephanie Downey and Peter Wergin University	<i>ELT software (Belt Primary)“Grammar games for young learners.”</i> William Ryan Stacy Young Learners	
B168	<i>The Complete Let's Go</i> Clare Hambly Young Learners	<i>Ventures: A New Integrated-skills Adult Course for Practical Communication</i> Robert Kim University Adults	
M101	<i>The Challenges of Implementing EAP with Intermediate-level Students</i> John Campbell-Larsen, Sonya Sonoko Strain, Susan Jackson and Terry Fellner U		<i>Equal Participation Distribution in Computer-Mediated-Communication?—A Case Study of MSN Discourse</i> Cheng-hua Hsiao, Yihua Wang, Chiawen Yu and Huichan Wang U
M103	<i>Guided Reading: Learn to Read, Read to Learn</i> Chanmi Hong YL	<i>Improving University Student Presentations</i> Douglas Rhein UA	
M104 SIG's	<i>Anyone can teach Business English</i> Ian Kirkwood UA	<i>Introduction to the KOTESOL's Christian Teachers Special Interest Group (CT SIG)</i> Heidi Vande Voort Nam YLSUA	
M105	<i>Mega Flash Plus: Stimulating grammar learning in the primary classroom</i> Eric Verspecht Young Learners	<i>Magic School Bus Chapter Books: Driving Science Vocabulary and Content</i> Linda Warfel Young Learners	
S102	<i>Student-Created Podcasts for a Tourism English Class</i> Robert Hart and Casey Allen U	<i>Reading in English: a fascinating journey with “All of Us”</i> Eric Verspecht YL	

SATURDAY - 3:00~3:50

Getting to Know the Korea Research Foundation, its Policies and Programs: How To Enhance Your Professional Status in Korea

Jong uk Lee

Room B107

Mr. Lee will inform attendees about the policies of the Korea Research Foundation (KRF), focusing primarily on aspects of the Foundation's programs which are relevant to non-Koreans teaching in Korea. After an overview of the functions of the Foundation and its programs, which include registration of academic credentials and research funding, session attendees will be able to ask specific questions related to their professional development.

This is the first time that a representative of the KRF has attended the KOTESOL conference and the chance to talk with Mr. Lee will be a unique opportunity for conference attendees, both Korean and non-Korean, to obtain answers to all the questions they have always had about the important role played by the KRF in Korean academic society. **YLSUA**

Expectancy of Learning: Motivation Among False Beginner Korean College Students

Douglas Sewell

Room B121

This paper will consider poorly motivated false beginner Korean college students in terms of the Expectancy-Value Model of Motivation. Research data will be presented and discussed to suggest a lack of expectancy of successful language learning, not a lack of valuing such learning, is often a reason for many such students' limited motivation. Focusing on solutions to this problem within the classroom setting, this paper will next suggest and explore two approaches to increasing students' expectancy of learning. The first is to

develop an inventory of classroom activities that provide students with an inherently higher expectancy of successful language learning. The second approach involves clearly informing learners of the purposes and benefits of differing classroom activities to help them understand why they are being asked to do such activities. Data will be presented and discussed to suggest that both of these strategies show promise, and are able to increase the overall motivation of poorly motivated false beginner Korean college students, and potentially a wider range of poorly motivated adult students. **SUA**

Materials and Methods: Time for a (New) Upgrade!

Steven Gershon, Macmillan

Room B109

Choosing materials is an important decision because it can dramatically affect the classroom practices we use, the language items we teach and the skills our students develop. So, what kinds of materials and practices provide Asian students with the tools and self-confidence they need to use English effectively in communicative situations? Perhaps the list would include, at a minimum, elements such as natural language models, conversational strategies, varied lexical input and meaningful tasks. This session, using examples from the Macmillan course New English Upgrade, focuses on the potential of these features to provide the ingredients for engaging, fruitful lessons. **UA**

You want to know How to WHAT?

Jeremy Harmer, Pearson

Room B111

This session will look at some of the benefits that both trainers and teachers (whether practising or in training) can get from a series like the 'How to' series. We will look especially at uses of filming and other technology in the

teaching of English – but also at such perennial issues as what makes a good grammar activity and ultimately, what makes a good teacher. Attendees will receive a complimentary copy of the author's book: *How to Teach English*. **SUA**

Multimodal Approaches For Increasing Japanese University Students' (Inter) Cultural Awareness

Dwayne Cover, Allan Young, Kanda University of International Studies
Room B164

This presentation will provide a three-part overview of an ongoing materials development project within the Department of International Communication (IC) at Kanda University of International Studies (KUIS). The project's principal aim is to develop and conduct research on original materials which engage our students both critically and imaginatively, helping them work in English to develop and refine their knowledge of and consider their attitudes towards Japanese culture and society in their first year. With this foundation in place, students in their second year engage with materials that aim to develop an intercultural perspective, looking at issues concerning global cultures and societies. Firstly, the relevance of cultural awareness training in the Japanese EFL classroom will be discussed and its relationship to intercultural awareness training highlighted. Secondly, an outline is provided of the materials development initiatives undertaken at KUIS to address these needs. This will include (i) how the teachers adapted a variety of authentic multi-media text resources to create suitable materials for the students and (ii) how the students themselves were encouraged to use both information technology resources as well as, for example, oral interview techniques to complete their assessed task-based projects. Finally, ongoing research on these issues and materials at KUIS will be summarized. Note: This presentation is designed to be of interest to EFL practitioners

who wish to integrate aspects of cultural awareness training into their classroom work, and to offer some perspectives on how a multimodal approach can be beneficial for increasing student interest and motivation. **U**

Special Needs Inclusion in the Classroom

Sara Davila, Kyungbook National University Middle School
Room B166

Teaching English through English in a large classroom presents teachers with a number of challenges. Difficulty in communicating directions, managing the classroom, describing materials, and getting student responses are everyday challenges. Korea, as it continues to progress in education and education management, has further changed the field by providing inclusion classes in which students with ranging language ability and needs are included in general education classrooms. As the inclusion practice in Korea continues to grow EFL teachers are faced with a looming question; how can busy language teachers working to educate the general classroom provide any functional language education to those students with special needs? Through experience and training with special needs students Ms. Davila offers some insight into classroom changes, structures, and plans that can allow the classroom to continue to function smoothly while fully including and providing language education to special needs students. Teachers are encouraged to bring questions and tales of specific teaching situations to facilitate discussion and insight in how all EFL teachers can work to improve the classroom environment for students with needs. **YLSUA**

Bridging the Disconnect: Creating Authentic Student-Centered Learning

Stephanie Downey, Peter Wergin, , ,
Kyungnam University
Room B167

'Student-centered learning' is a term widely endorsed in the ESL/EFL field, but what does it really mean and how can you create such learning in your classroom? Traditional teacher resources, such as textbooks and reproducible activities, play an important and useful role in language learning because they get students talking. However, they can also become a barrier to allowing learners to freely and creatively express themselves. Without the opportunity to make meaningful, personal connections between the real world and what is learned in the classroom, students are often 'disconnected' from their own learning. This workshop will help teachers to bridge this disconnect by discussing ways to create a classroom environment which is truly 'student centered'. Techniques will be shared that teachers can use to engage students' interests, create meaningful interaction, and empower learners to use language to authentically express their inner worlds. **U**

The Complete Let's Go

Clare Hambly, Oxford University Press

Room B168

As a teacher, you have no doubt wondered, "What makes children learn?" More specifically, you have probably asked yourself, "What can I do to help my students learn more?" As they get older, children need English learning materials that are both diverse and comprehensive, that match their cognitive development, and help to improve their academic skills. Take part in this presentation to find out how Let's Go--the complete program--makes your students learn. **YL**

Guided Reading: Learn to Read, Read to Learn

Chanmi Hong, Houghton Mifflin

Room M103

Students need to learn how to read in order to read to learn. In this session, you will learn

how acting as a reading coach using "just right" leveled readers within a guided reading approach will help your students become the independent readers you desire for them to be. **YL**

Anyone can teach Business English

Ian Kirkwood

Room M104

It is with great pleasure that we are launching the Business English (BE) Special Interest Group (SIG) within the KOTESOL family. Our new BESIG will be dedicated to knowledge, information, help and support for everyone involved in this area of education. For many people, BE is a clear occupational choice, particularly where they have backgrounds in the corporate arena or have some prior business or academic experience. To others, BE is somewhat of a default position where they've been involved in teaching communication skills within Korean businesses. Whatever your background or involvement in the world of BE, or in fact whatever you visualize BE to represent, hopefully this SIG will be beneficial to you and your interests.

All SIGs need members and this one is no different. It is recognized that BE is a smallish part of the world of ESL/EFL but none the less is an important part of the world of ESP. As a special purpose language, BE is highly relevant for Korea and its ongoing economic development. Korea's growth and development over the years ahead will mostly come from the ability of Koreans doing business with non Koreans both internationally and domestically. Hence the urgent and growing need for Korean business people to be able to conduct all forms of business in English with accuracy, fluency and effectiveness.

There are some aspects to BE which require genuine business knowledge or experience, but there are also aspects that are well suited to ESL teachers. The purpose of the KOTESOL BESIG is to address all areas of the world of Business English and to freely communicate

knowledge to all interested parties. We hereby welcome everybody's interest, comments and support in this new venture. UA

Mega Flash Plus: Stimulating grammar learning in the primary classroom

Eric Verspecht, Kyobobook Center

Room M105

Grammar instruction in the primary classroom is often seen as boring and time-consuming without producing the desired results. A well planned grammar class with a variety of activities that connect to the students' interests can be a language-enriching and motivating experience. The presenter will look at planning the grammar class and sequencing activities, from first exposure to the target language and controlled practice to activities with more emphasis on creativity and personalization. Participants in this workshop will engage in a variety of activities that include TPR, pair and group work, games, and songs. Special attention will be paid to the use of thinking maps and graphic organizers. These help students form a visual picture of grammar and allow them to understand grammar rules in a more creative way. Many activities come from Mega Flash Plus, a grammar series that offers a step-by-step, scaffolded learning approach to grammar. YL

Student-Created Podcasts for a Tourism English Class

Robert Hart, Casey Allen, Keimyung University Department of Tourism

Room S102

Students in a tourism English class at Keimyung University were given the task of researching, writing and recording podcasts related to tourism in the city of Daegu, or to Korea in general. The podcasts were aimed at foreign visitors to Korea. Students worked in pre-assigned groups and chose podcast topics, which included local foods and tourist spots.

The podcasts were to be uploaded to the internet so visitors could download and listen to them. The workshop describes the process, problems encountered and offers student feedback on the project. U

SATURDAY - 3:00~4:20

Using Lessac's Consonant Orchestra and Structural Vowels for Intelligibility

Jonghee Shadix, University of Alabama at Birmingham (UAB)

Room B142

When a spoken message is not effectively delivered to the listener, speech is wasted. This is often the case with English language learners because their speech frequently lacks intelligibility. While intelligibility depends on correct pronunciation of both segmental and suprasegmental features, some ESL classes today emphasize prosody over hands-on demonstration of segmentals, thereby neglecting critical skills. For example, as an experienced pronunciation instructor at a large American university, this author has witnessed that many students perceive correct pronunciation as pronouncing consonant and vowel sounds accurately. However, even some advanced students lack clarity in the segmentals because they do not receive concrete demonstration of these skills by their teachers, who, in turn, are not taught to teach in such a manner. To solve this problem, students were taught to pronounce segmentals using the Lessa Method, a theatre voice approach adapted by this instructor. In the process, students' long-held anxiety over segmentals diminished, and their confidence in prosody also increased. By introducing the Consonant Orchestra and Structural Vowels of the Lessac Method, a series of articulation exercises based on the inherent musical quality of the human voice, this author will equip ESL teachers with better

strategies for improving students' intelligibility and communication competence. **YLSUA**

Communication Strategies: Any Language, Anywhere

Don Maybin, Shonan Institute of Technology
Room B161

This workshop is a comprehensive introduction to communication strategies, including practical exercises to develop their use in the ESL/EFL classroom. Don will start with a working definition of communication strategies, introduce specific training models, then apply them in a variety of activities. Each activity has been used with varying ages and levels of students, including secondary, university and adult learners from low level to advanced ability, and in a range of contexts, including individual tutorials, team teaching, university and company classes, as well as in the teaching of languages other than English. Language instructors of all experience levels should find something useful. Full audience participation is requested. **SUA**

Using the World of Asian Storytelling to Teach English

Cathy Spagnoli, Hannam University
Room B178

Storytelling is one of the world's oldest and most effective teaching tools. It is high interest and can appeal to a range of learner levels/ages and class sizes. In this workshop, professional storyteller and EFL professor Cathy Spagnoli suggests ways to help students learn English through storytelling by both teachers and students. Ideas to strengthen listening and speaking skills through storytelling techniques are shared. She begins by guiding participants as they explore the use of voice, gesture, language, and other storytelling tools in EFL storytelling. Story selection for EFL is then reviewed, with several useful ways to explore personal stories presented, and a number of

Korean and other Asian story suggestions given. Ways to collect, recall and shape stories are shared, with hints for simple feedback shared. An exciting range of Asian props is then introduced – from folk toys to scrolls – along with tips on using them in the class for a range of ages and levels. Activities for storytelling extensions are also briefly presented and handouts help participants to extend and follow-up this presentation. **YLSUA**

The Challenges of Implementing EAP with Intermediate-level Students

John Campbell-Larsen, Sonya Sonoko Strain, Susan Jackson, Terry Fellner, Himeji Dokkyo University
Room M101

Increasingly, Asian students are attending English-medium universities to further develop their English skills and enhance their employment prospects. As a result, English for Academic Purposes (EAP) programs have become “de rigueur” for many Asian universities. EAP (as distinct from general English) is concerned with the English skills necessary both inside and outside the university classroom. A dilemma exists, however, in that most EAP materials to date have been designed largely for advanced students, which can be demotivating for intermediate-level students. This colloquium will illustrate how a small private university in Japan is equipping intermediate level students with the requisite skills and strategies to study in an English-medium context. The presentation will begin with an outline of the Introductory Seminar of the EAP program which was developed to draw on and deepen the motivation of freshman students. This will be followed by descriptions of step by step approaches to teaching academic English and EAP skills, highlighting both linguistic and cultural considerations. Other topics include small group discussion skills, academic discourse and critical thinking, as well as form, format, and citations in academic writing. This presentation will challenge

teachers to develop and implement an English for Academic Purposes program with practical and “friendly” activities that motivate intermediate-level students. U

SATURDAY - 4:00~4:50

So, you want to be an author?

Marc Helgesen

Room B107

Many teachers have a good idea for an ELT textbook. When the opportunity finally arrives, they find the process of getting their manuscript published to be “more” than they bargained for: more time-consuming, more challenging, more complex... but also more interesting and more satisfying than they originally thought. This session is a workshop for would-be authors who want to know more about how to get involved in ELT publishing. The presenters – an experienced author, a marketing manager and a field editor – will each share things they’ve learned about the realities of writing for the Korean/Asian market. Much of the session will be devoted to Q&A as well as the nuts and bolts of submitting a manuscript. YLSUA

Augmenting L2 Oral Communication Experiences through Reflective Journaling

Andrew Nicolai Struc, Reitaku University

Room B121

This presentation describes and evaluates a reflective journaling task designed to augment out-of-class L2 oral communication experiences. The task was developed with reference to three pedagogical approaches: language awareness, learner autonomy and strategies development. In order to raise awareness of language and communication, students are directed through the journal assignment to de-

scribe and reflect on their experiences using English in a less controlled ‘conversation lounge’ context. Beginning with explicit in-class discussion of areas such as pragmatics and pronunciation, students are encouraged to take these concepts beyond the classroom to see what connections can be made to their own experiences with language in use. Observations of students’ performance and the reports of students’ perceptions are drawn upon in considering further development and refinement of the task and identifying research opportunities. U

LEARNERS’ DICTIONARIES TODAY - A ONE-STOP SHOP FOR LANGUAGE HELP

Patrick Hafenstein, Macmillan

Room B109

The new generation of English Language Learners’ Dictionaries provide far more than the mere meanings of words. Taking examples from the newly-published second edition of the award-winning Macmillan English Dictionary (MED2), this presentation will explore the huge variety of help and support for learners to be found herein. In particular, we will look at: • frequency, with guidance on learning the key 7,500 words • collocation, synonyms and antonyms • vocabulary building activities • usage and style notes • metaphorical language • language awareness, including idioms, discourse, cultural values MED2 also contains unique, carefully-researched materials based on the analysis of learner error. Special Get it right boxes help learners become more confident users of English and we will look at a number of examples of these. MED2 is packaged with a powerful CD-ROM with a thesaurus function for every word and interactive exercises. We will explore some of these features in this presentation. U

The Impact of Explicit Revision Instruction On L2 Student Writers

**Mingxia Gao, Chonnam National University
Room B164**

The importance of revision is pedagogical worthwhile and universally recognized in L1, L2 writing context. Especially, peer revision, in which students work in pairs or small groups provide feedback on one another's writing has become a widely used teaching method in writing instruction. However, how self and revision instruction can be integrate in composition classroom still remains controversial problem because vague feedback and misinterpretation of writers' intention on reviewers' part have been found often, especially in L2 writing context. This article, reports an action research that investigated the effects of explicit instruction of peer and self revision on Korean learners in writing classroom. Through the quantitative and qualitative analysis, the effects of explicit instruction were assessed in terms of (a) students' ability to critique peer writing (b) students' writing performance and (c) students' perception of peer and self revision. The data indicated that explicit training for self and peer revision had a measurable influence on students' writing and critique performance and positive attitudes toward peer and self revision. Besides, more implications on revision instruction are proposed. **YLSUA**

Writing Practice for Assessment Success

**Michael Cahill, Centage
Room B166**

For many students, not being able to write effectively and easily in English is a major obstacle to their future educational plans. Some students are already good writers in their native language, but others need work on the basic steps involved in the writing process. Teaching writing has its share of challenges for both students and teachers. Join the presenter as he shares ideas from Step-by-Step

Writing (Heinle 2007) with its hybrid approach to product / process writing. **SUA**

ELT software (Belt Primary)/“Grammar games for young learners.”

**William Ryan Stacy, Yeamonsa
Room B167**

ELT software for young learners (BELT Primary) In the course of this session we will investigate the elements of a successful language learning programme for young learners. We will explore how technology can become an integral part of such a programme and discuss criteria for selecting appropriate educational software for young learners. “Grammar games for young learners.” (Smart, Primary) “Young children are quick to learn words, slower to learn structures. Certainly teaching grammar for its own sake can be very dry and does not necessarily lead to being able to use the language effectively. On the other hand, an understanding of the structure of a language within meaningful contexts is a powerful tool for children to have, a tool with which they can create meaning. Using games to do so helps children see English as enjoyable and rewarding. Come to this workshop and learn fun grammar games, which are sure to liven up your classroom!” **YL**

Ventures: A New Integrated-skills Adult Course for Practical Communication

**Robert Kim, Cambridge University Press
Room B168**

Teaching effective communication to adults can be a real challenge, especially when we find different levels of students in one classroom. This presentation will offer tips on how to overcome this challenge and provide essential communication skills in a multi-level classroom using a new, five-level, standards-based series for Adult/Young Adult Education. Ventures features an integrated

skills approach that teaches practical communication in an educational, workplace, family, or community setting. The multilevel flexibility of this series ensures ease of use in open enrollment, managed enrollment, and traditional programs - making it the ideal course for any adult class in Korea. **UA**

Improving University Student Presentations

Douglas Rhein, Mahidol University International College

Room M103

This workshop will discuss the design and implementation of a persuasive speaking course at Mahidol University International College, Bangkok, Thailand. The original design was based on the need to offer advanced speaking courses and to teach debate at the university level. The course has since evolved to incorporate the use of basic psychology and audience analysis to increase the persuasiveness of speakers regarding questions of fact, policy and value. As evaluation of presentations is often a subjective matter, this presentation will focus on the use of point specific assessment forms which are an integral aspect of improving the quality of presentations. **UA**

Introduction to the KOTESOL's Christian Teachers Special Interest Group (CT SIG)

Heidi Vande Voort Nam, Chongshin University Department of English Education

Room M104

Since July 2004, KOTESOL's Christian Teachers Special Interest Group (CT SIG) has been working to help Christian English teachers network and support one another. The group maintains an on-line discussion board on which teachers can share encouragement, teaching ideas, resources, and information about professional development opportunities for Christian teachers in Korea. Members of the group have also organized both formal and informal meetings for Christian English

teachers. The CT SIG held its first national symposium in September 2006. This introductory session will open with a brief history of the CT SIG. This will be followed by a time for fellowship and discussion about future plans for the group. Newcomers are most welcome to participate. **YLSUA**

Magic School Bus Chapter Books: Driving Science Vocabulary and Content

Linda Warfel, Scholastic

Room S102

The Magic School Bus (MSB) series has been providing science content and key vocabulary words for young readers for over 20 years. During this workshop, we will explore higher order thinking skills to help students and teachers better understand and retain non-fiction content. This workshop will provide teaching tips for the twenty MSB Chapter Books that cover many interesting science topics such as: bats, bones, whales, space, weather, germs, sharks, penguins, dinosaurs, marsupials, insects, magnetism, arctic animals, electricity, volcano, butterflies, food chains, fish, light, rocks and minerals. Take a MSB field trip with us during KOTES OL ! **YL**

Reading in English: a fascinating journey with "All of Us"

Eric Verspecht, McGraw-Hill Korea

Room M105

Children are eager language learners as long as the classes are lively and stimulating. However, activities in classroom are too often limited to repetition, answering comprehension questions and reading out loud. This workshop will show how learning English in a classroom can be a fascinating and stimulating experience to children with captivating contents of geography, history, traditions, festivals of the world. These integrated contexts bring the outside world in the classroom and enrich language learning by turning it into a cross-cul-

tural and cross-curricular experience. The speaker will demonstrate how to exploit texts for a variety of language learning activities that integrate the skills in a meaningful and motivating way. Special attention will be paid to including activities that address different learning styles: games, manual activities, acting etc. Examples include texts and activities from All of Us, McGraw-Hill's exciting new course for primary students. **YL**

SATURDAY - 4:30~4:50

Equal Participation Distribution in Computer Mediated-Communication?—A Case Study of MSN Discourse

Cheng-hua Hsiao, Yihua Wang, Chiawen Yu, Huichan Wang,
Room M101

Based on the principles of sociocultural theory, learning takes place in interaction and collaboration. Learning with mobile technology can be examined using an adapted version of Engeström's (1987) expansive activity model, which originated from activity theory. Studies have shown conflicting evidence of whether synchronous CMC enhances the interaction and participation between learners. Various researchers (Cheon, 2003 Kern, 1995, Ortega, 1997, Sullivan and Pratt, 1996, Tudini, 2003 and Warschauer, 1996) proposed that synchronous CMC enhance the interaction and participation between learners while Cerratto (2001), Lim and Sudweek (2006) stated otherwise. Therefore, the researchers are interested to find out whether synchronous CMC would enhance or deteriorate communication using activity theory. We chose MSN as a synchronous computer-mediated- communication (CMC) tool to examine if this synchronous mediator really enhance interaction between students in language learning. Participants in the present study are three high school teachers taking English as a second specialty

courses at a university in central Taiwan. The research questions of this study are as follows: what is the pattern of students' MSN interaction in terms of topic initiation? What is the pattern of students' MSN interaction in terms of discourse functions? What are the interactive patterns based on the activity theory? The results show that English pedagogical knowledge and task type are the two dominant factors that come into play. The more language proficient and knowledgeable of English grammar the students are, the higher level of participation and topic initiation the students would have. In addition, the functions in the discourse also differ according to English pedagogical knowledge. The design of task type is also a determinant factor in MSN discussion. **U**

The Effect of Different Learning Styles on CALL

Adrian Ting
Room B161

Computer assisted language learning (CALL) is probably one of the biggest initiatives in ELT education today. Many educators believe that it has tremendous potential as a language learning tool, as it overcomes traditional learning obstacles like physical boundaries, learner anxiety and time. It is a worldwide phenomenon that tertiary institutes invest a tremendous amount of money into CALL activities every year. As a result, many educators are required to incorporate some sort of CALL component in their courses. While there are obvious benefits, students have different learning style and CALL may not be a solution for all. Further, teachers too do not always have the ability to manage CALL related activities, which might limit their effectiveness in enhancing students' learning. This paper aims to report the findings of a small scale qualitative study looking into how different learning styles affect the teaching and learning of the CALL component of a face-to-face EAP course for Year 1 English major students at a tertiary in-

stitute in Hong Kong where CALL was incorporated in the curriculum. It is hoped that educators will gain an awareness of how their students perceive CALL related activities,

which will be useful when designing courses in future with CALL or online learning component. U



Saturday PM



Room's	5:00 - 5:50PM Invited Speaker Hour	6:00 - 6:50PM
B107	<i>Extensive Reading – The Missing Piece of the Puzzle</i> Rob Waring YLSUA	<i>Discover our world with Footprint Reading Library</i> Rob Waring SU
B121	<i>Energizing, Challenging, & Motivating Interaction</i> Tim Murphey YLSUA	<i>Developing Students' Ability to Select Effective Self-Study Techniques</i> Douglas Sewell SUA
B142	<i>My Daily "Chicken Soup for the ELT Soul" Calendar</i> Steve Gershon YLSUA	<i>Building a Successful Content Based (CBI) Course: Teaching outside the 4 Skills Box</i> Tory Thorkelson U
B161		<i>Engaged Pedagogy and Empowerment as Maximized Learning</i> Elka Todeva
B178		<i>Teaching Figurative Expressions Conceptually: Visual vs. Mental Image Generation</i> David E. Shaffer SUA
B109 Macmillan		
B111 Pearson		<i>Access Leads to Success, Firsthand</i> Marc Helgesen Secondary School University Adults
B164		
B166		
B167		<i>You Light Up My English Life!</i> Hyunsu Ji Young Learners
B168		
M103		
M104 SIG's		<i>Spiritual Cinema in Content & Drama-based Lessons for University Students</i> Greg Brooks-English U
M105		
S102		

SATURDAY - 6:00~6:50

Discover our world with Footprint Reading Library

Rob Waring, Centage

Room B107

Footprint Reading Library is an exciting new series of non-fiction graded readers based on National Geographic Media's huge store of interesting and motivating materials. This compelling and carefully graded series, is designed to develop active vocabulary as well as reading and listening skills. The content is available in rich print, audio, and video format, which allows learners to experience and approach the stories in new ways. These formats uniquely contrast the difference between the written and spoken language and enable learners to acquire a well-rounded linguistic proficiency in three easy steps: read, listen and watch. The presentation will show how a focus on non-fiction material provides opportunities to not only enrich the learner's knowledge about the world we live in, but also to build the reading skills needed to deal with non-fiction materials including magazine articles, charts, tables, journals, websites and so forth. Finally, the presenter will show how Footprints Reading Library can be integrated with other reading schemes to provide a balanced reading curriculum. **SUA**

Developing Students' Ability to Select Effective Self-Study Techniques

Douglas Sewell

Room B121

This presentation will first survey some of the common self-study techniques used by high school through university and adult learners within the Korean context. Next, it will consider how these apparently limited number of self-study techniques are unlikely to be suitable and sufficient for the range of students and situations present within the Korean

context. From this it will be suggested that due to not having a large enough toolbox of such techniques, a large proportion of Korean students may not be learning English as efficiently as they otherwise could. Following this, the presentation will introduce a flow chart based process designed to lead students towards discovering what language learning techniques are most beneficial for them given aspects including, but not limited to, their own learning styles, preferences, expectations and current language learning goals. In support of this process, the need for reflective learning activities and the maintenance of a detailed study log will be considered. The presentation will close with some examples of how this process has been used to help intermediate level students choose more useful self-study techniques, and hence have been able improve their overall language learning efficiency. **SUA**

Building a Successful Content Based (CBI) Course: Teaching outside the 4 Skills Box

Tory Thorkelson, Hanyang University

Room B142

The purpose of this presentation will be to show how the presenter went about proposing, collecting materials, creating workbooks and teaching a number of successful CBI courses that he teaches throughout the year. Courses include Tourism English, Presentation Skills, Introduction to Acting, Multimedia Reading Skills, English Dramaturgy and "The Story of English". Sample materials will be available to look at and, time permitting, a Q&A session will follow. **U**

Teaching Figurative Expressions Conceptually: Visual vs. Mental Image Generation

David E. Shaffer, Chosun University

Room B178

The teaching of figurative expressions has always presented a problem for the EFL in-

structor due to the lack of intuitiveness. This study deals with the application of the conceptual metaphor approach to teaching figurative expressions, idioms in particular. First presented will be the results of introducing 16 idiom conventionally and via conceptual metaphor, in the linguistic sense of the term. This will be followed with subsequent studies that supplemented each of the previous studies with either visual image or rich mental image generation. Visual image generation is done by eliciting paper-and-pencil, as well as chalkboard, drawings from the students after an explanation and discussion of each idiom. Mental images are generated by eliciting oral descriptions of the "picture in your mind" that is produced from the explanation and discussion of the idiom. The results of these techniques with both the conventional and conceptual metaphor approaches will be presented. Findings suggest that incorporating conceptual metaphors (e.g., ANGER IS HEAT) into the teaching of idioms produces superior results, while additionally incorporating image production further heightens effectiveness. Results show the effectiveness of using image production even without the incorporation of conceptual metaphors. The superiority of either visual image generation or mental image generation over the other is less clear, but findings suggest that the use of either or both along with conceptual metaphors will produce the most desirable learning results. **SUA**

Access Leads to Success, Firsthand

Marc Helgesen, Pearson

Room B111

Students learn English by using English. The popular English Firsthand series is popular in Korea because it builds on the background of "school English" that Korean learners have. It moves quickly into speaking activities where they share their ideas, experiences and lives. English Firsthand Access and Success are the beginning levels of the Firsthand series. They get learners speaking – and understanding – right away. Join us to see how your students

can do more than study. They can actually use English, firsthand. The author-led session is both for teachers already using the Firsthand series (we'd love to hear your comments and ideas) and for people new to the course.

SUA

You Light Up My English Life!

Hyunsu Ji, Language World

Room B167

Lighthouse is a new program that helps emergent English language learners to acquire the basic abilities in reading and writing. Children learn to read and write the high-frequency words in attractive stories. This program is now being used as the first literacy program in regular and ESL classrooms of public schools in UK and the British Commonwealth of Nations. The high-frequency words are used in many beautiful fiction and nonfiction stories. The stories are totally different from traditional high-frequency word readers. Each story has a theme and provides an explicit teaching goal so that teachers could teach high frequency words in active and exciting ways. Also, while children read interesting stories, they can learn these words in a natural way without feeling they're studying. To get better results under EFL situation, workbooks and guidebooks are developed by Language World English Education R&D Center. Workbooks are focused on the basic skills of vocabulary, comprehension, grammar and writing. Many fun activities are included as well. The results of the program and the workbooks are proven through the pilot classes of 5~6-year-old children in Korea. In this session you can be shared with the information and the results of Lighthouse. **YL**

Spiritual Cinema in Content & Drama-based Lessons for University Students

Greg Brooks-English

Room M104

A new genre of film imbues this lesson providing heart and spirit to EFL in the university setting for incoming Freshman students. This particular adaptation of authentic material will show how it can be used even with advanced beginner and lower intermediate students, as well as advanced learners to inspire and teach more than linguistic aspects. Various tasks are presented to students, as well as a script, and dramatic role plays are infused at the end to allow students to opportunity to enter into all of the characters. U

Engaged Pedagogy and Empowerment as Maximized Learning

Elka Todeva

Room B161

This presentation will take participants on a tour around the English Language Teaching field, exploring key new trends and insights in a way that captures some of the fundamental pedagogical principles guiding SIT faculty in

their work with MAT students in both its regular academic year and summer format programs. As SIT places experiential learning at the center of its approach to education, participants will be offered an opportunity to experience, among other things, the power of models and concepts such as “learning in community” and “social co-construction of knowledge” “scaffolded reflection” “loop input lesson formats” where process is part of content and thus a tool for enhancing noticing and understanding; and “learning shortcuts” as techniques which facilitate and expedite one’s mastery of a language. The last part of the workshop will offer a rich, guided exploration of the multiple dimensions of “empowerment”, an appealing but often narrowly understood term. The second goal of this last part is to deepen our understanding of “engaged pedagogy” by raising the questions of who engages whom (teachers engaging students or students engaging students or both going beyond to larger communities) and in what ways so that we can achieve maximized learning.



Sunday AM



Room	9:00 - 9:50AM	10:00 - 10:20AM	10:30 - 10:50AM
B107	<i>Inside ICELT: The implications for Teacher Education Programme Development in Korea</i> Hyo Shin Lee S	<i>Public Speaking - Increasing a Student's Self-Confidence</i> Geoffrey Miller U	
B121	<i>Informal Reading Assessments and Young Learners</i> Jake Kimball YLS	<i>Creating a Harmonious Classroom with Young Learners</i> Nathaniel McDonald and Mina Jeon YL	
B142	<i>Straightforward and Practical: Drama with Young English Language Learners</i> Daniel Kelin YL		<i>Examining the Effectiveness of Explicit Instructions of Vocabulary Learning Strategies</i> Atsushi Mizumoto and Osamu Takeuchi SUA
B161	<i>Successful Reading Activities for the Classroom</i> Emily Page SUA	<i>What Motivates Korean College and University EFL Students</i> James Life and Haeyoung Kim U	
B178	<i>Asking Quality Questions as a Teaching Strategy</i> Nasreen Hussain SUA	<i>Portfolios in the Korean Middle School Classroom</i> Miae Lee S	
B109 Macmillan		<i>Let Your Students Be Who They Are!</i> Patrick Hafenstein U	
B111 Pearson	<i>Active reading, creative responses</i> Rilla Roessel SUA	<i>Planning and Managing Lessons for Skills-based English with Pre-Teen Korean Learners</i> Jason Renshaw YLS	
B112		<i>Computer Info for KOTESOL members</i> Joshua Davies YLSUA	
B164	<i>Tune In: Listening to Learn Natural English the Easy Way</i> Nalin Bahuguna SUA	<i>Active English Grammar in the Classroom</i> David Charlton YLS	
B166	<i>The Criticism and Analysis of University Entrance Exams</i> Mike Guest A	<i>Teaching Grammar through Contents</i> Michael Cahill S	
B167	<i>Sifting and Shifting: Motivational Factors for Korean Business Learners</i> Martin Goosey A	<i>How Teachers and Students Respond to Each Other</i> Yu-ying Lai U	
B168	<i>Content-Based ESL through Thematic Unit Lesson Planning</i> Clara Lee Brown, Eun Yi Jeong and Yooshin Park YL		
M101	<i>Task-Based Tourism English: Motivating Through Authentic Tasks</i> Andrew Finch SU	<i>In Someone Else's Shoes: Teacher Development Through Classroom Observations</i> Allison Bill and Shawn DeLong SUA	
M103	<i>Putting Students in Charge of Their Reading with Houghton Mifflin's Reading Keys, Reading for Results, and Reading for Thinking Texts</i> John Baker UA	<i>Teacher Autonomy Through the Experiential Learning Cycle</i> Young-Ah Kang A	
M104	<i>Vocabulary Cha-Cha: Taking Matching Activities Up a Notch</i> Phil Owen YLSUA	<i>The Six Traits of Effective Writing</i> Chanmi Hong YL	
M105	<i>Extending Speaking Opportunities in EFL Contexts</i> Byron O'Neill and Russell Hubert U	<i>Developing Book Report Forms for Graded Readers</i> Byron O'Neill SU	
S101	<i>Acquisition of Passive Voice in ESL: Case Studies from Chinese L1 and Japanese L1</i> Satomi Kawaguchi, Bruno Di Biase and Yanyin Zhang UA		
S102	<i>Rolling Your Own: Tailor-Making a Conversation Textbook</i> Lawrence White SUA		
POSTER	<i>Relationship Between Learning Style and Foreign Language Anxiety</i> Junko Carreira Matsuzaki U		

SUNDAY - 9:00~9:50

Inside ICELT: The implications for Teacher Education Programme Development in Korea

Hyo Shin Lee

Room B107

The ICELT (In-Service Certificate in English Language Teaching) is a highly practical course-based award which provides in-service teacher training and development for practising English language teachers and was developed by Cambridge ESOL. The British Council in Korea ran a 3-year pilot programme using the course with Korean high school and middle school teachers. Research was conducted around the course using a program process evaluation approach and was carried out in three phases - defining goals (Phase one), evaluating learning activities (Phase two), and evaluating outcomes (Phase three). It attempted to integrate the notion of evaluation as a process of ongoing and continuous data collection and analysis throughout the research process. The researcher tried to show a close-up picture of the programme from different angles, participating in the programme as an insider-shadow trainer and as an outside researcher sponsored by the British Council. The findings of the research suggest the following components be considered for the effective implementation and development of English language teacher education programme in Korea; proper goal setting based on situational analysis and needs assessment; the provision of various and effective teacher learning activities both in and out of the classrooms and high quality teacher trainers and a supportive environment. **S**

Informal Reading Assessments and Young Learners

Jake Kimball, ILE 2F

Room B121

With reading comprehension being a traditionally highly-valued skill in the Korean curriculum, it is reasonable to measure learners' progress based on their long-term reading proficiency instead of short-term summative achievements, which may be misleading. One method of informal assessment is the Qualitative Reading Inventory-4, an individually administered reading diagnostic tool which can be used with kindergarten through high school learners and indicates reading grade levels as independent, instructional, or frustration. In the first part of the presentation, a rationale is provided for the use of informal reading inventories as a valid research instrument in an EFL context. Afterward, participants will be shown examples of the QRI-4. The third and final part of the presentation will illustrate its practical uses and results with Korean young learners. Question-and-answer time will be provided at the conclusion of the presentation. **YLS**

Successful Reading Activities for the Classroom

Emily Page, Compass Media

Room B161

There are many things that we can do as teachers to make reading interesting and rewarding. This presentation will include ideas on how to interest students in reading, and how to structure a lesson around a reading passage. It will introduce communicative, interpretive, and creative activities suitable for the classroom. These activities will be based on all different learning types, and will train students to become stronger readers. A sample unit from the Extensive Reading series will be used. **SUA**

Asking Quality Questions as a Teaching Strategy

Nasreen Hussain, Aga Khan University, Centre of English Language

Room B178

There is little doubt that questioning plays a critical role in teaching. If teachers are to teach 'logically' they must be knowledgeable in the process of framing questions so that they can guide students thought process in the most skillful and meaningful manner. This implies that the questions asked should not be concerned with simple data and recall of facts already learned, which falls under lower order questions, but at such level that will help students attain specific goals of a lesson. Kelley (1987) asserts that questions are critical elements with which teachers stimulate students' thinking. Question patterns may also determine the types of verbal interactions that take place in the classroom. This interactive presentation will share observations of a study done on the questioning strategies used by teachers teaching at secondary and tertiary level and the level of responses given by the students. It will examine the functions of questions, their use as a teaching strategy, and the effect questioning techniques has on the learning process. The paper will discuss five part questioning procedure through which the mental participation of learners can be achieved. The presenter will wrap up with the message that if teachers are to teach logically, they must be knowledgeable in the process of framing questions so that they can guide the students' thought process. **SUA**

Active reading, creative responses

Rilla Roessel, Pearson

Room B111

How can we use graded readers to motivate teenage and adult students to read in a foreign language as a process of discovery and as a creative meaning-building activity? In this session, we will explore not only well-known techniques to help students become autonomous readers, but also "textual intervention" techniques. Pedagogic strategies will also be demonstrated by means of the Penguin Active Reading series, including a look at the interactive CD-ROM. This practical session will

provide you with a range of creative classroom techniques to encourage your students to interact with the text - and get them talking AND writing in English! All attendees will receive a complimentary copy of a Penguin Active Reading reader. **SUA**

Tune In: Listening to Learn Natural English the Easy Way

Nalin Bahuguna, Kyobobook Center

Room B164

Developing listening proficiency is a crucial skill for all Korean students who want to succeed at standardized listening tests, as well as further their language development. Along with studying listening for comprehension, which involves tasks such as predicting the meaning of messages and using background knowledge, students can also benefit from focusing on listening for language acquisition, where they focus on 'noticing' activities such as identifying differences between something they hear and a written text. This presentation will demonstrate to teachers how they can enable their students to develop their listening proficiency, through the use of a variety of techniques. Materials will be used from the new 'Tune In' series. **SUA**

The Criticism and Analysis of University Entrance Exams

Mike Guest, British Council

Room B166

University entrance exams have a profound effect upon English education in many Asian countries. Throughout the region there is much talk of a so-called "washback effect" on high school English pedagogy. The resultant claim is often that an inordinate focus upon grammar and other discrete details of English in secondary school education has a negative impact on the teaching of communicative English, often forcing teachers into a type of pedagogical schizophrenia whether to teach English for

tests or for communication. This has led to widespread criticism of university entrance exams for creating and perpetuating the divide. In this presentation, it will be argued that many previous analysis of university entrance exams have overlooked or mischaracterized important factors with the result that there are both legitimate and illegitimate criticisms of the exams. Samples of both legitimate and questionable criticisms will be offered with the understanding that it is important to focus criticism on those areas that might offer up productive solutions. Primary among these is the argument made from the presenter's own research on Japanese university entrance exams-that entrance exam content is not as fully receptive and grammar-based as is often claimed and that one can successfully match a communicative pedagogy with a curriculum designed to attain success on these exams. Further examples will be presented in order to defend this claim. This presentation is expected to be informative and beneficial to test-makers, high school teachers, and educational critics alike. A

Sifting and Shifting: Motivational Factors for Korean Business Learners

Martin Goosey, The British Council
Room B167

Motivation is fascinating: at once essential to the successful learning process, and at the same time somehow intangible, hard to pin down in its ebb and flow. We often generalise our learners' needs and desires, but in the realm of Korean Business English Teaching we can be confronted with the whole gamut of adult learners: from those told by some hierarch to learn the language in spite of their inherent animosity to it, to those who see English as the universal salve – sometimes before they've even started working! If these factors exist in contradistinction in our classrooms, can a successful resolution be negotiated? How do the tasks and activities we choose alter the dynamic? The contention il-

lustrated here is that we have to be able to sift through these motivations, and shift our teaching to respond accordingly; we need to sift through the activities available to find the most responsive to our learners' specific motivations, but perhaps shift learner expectations of language learning from the results-oriented to the experiential. This session will have two parts: first, a presentation of the results of an independent research project into Business English needs at the British Council Seoul, itemising the motivational factors commonly at work for the Korean Business learner; second, a hands-on demonstration of several tasks and activities which provide a measured response to the desires and needs expressed by learners during the research process. A

Task-Based Tourism English: Motivating Through Authentic Tasks

Andrew Finch, Kyungpook National University, Teacher's College, Department of English Education
Room M101

Tourism English is a growing field of study in Korea, particularly in two year colleges and specialized high schools. Appropriate materials (focusing on autonomy, learning strategies, communication skills, teamwork, authenticity, etc.) are, however, lacking. Also in short supply are teacher resources which approach this area of study from a Korea-specific perspective. It is important that students who wish to become tour guides, hoteliers, travel agents, etc. learn how to describe the geographical and cultural features of their own country (Korea) to English-speaking visitors before learning about the landmarks and customs of other countries. It is also vital that such students acquire fluency in performance skills, since verbal and written interaction will be a major part of their jobs. Communicative competence, though officially stressed, is however, often ignored in the traditional approach to language learning that pervades the test-driven educa-

tional environment. This workshop examines the needs of Tourism English students and explores how these needs might be met using a task-based and project-based approach focusing on authenticity (real life situations) and the promotion of social and affective skills. Sample materials will be offered as the basis of discussion. SU

Putting Students in Charge of Their Reading with Houghton Mifflin's Reading Keys, Reading for Results, and Reading for Thinking Texts

John Baker, Kyobobook Center
Room M103

Do you need a comprehensive set of academic reading texts that puts students in charge of the skills they need to succeed and guides them through each stage of their development; are you looking for a classroom tested package that provides an abundant selection of interesting readings, clearly explained exercises, straightforward assessment activities, and a CALL platform for additional practice; or are you looking for a one that provides extensive teacher support materials? If you answered yes to either part of this question, then the Flemming Reading Series may be just what you are looking for. To demonstrate how the books that make up this three book series-Reading Keys, Reading for Results, and Reading for Thinking can help you help your students reach their goals, this presentation will explore how each of the books can be used for both in class and at-home practice. UA

Vocabulary Cha-Cha: Taking Matching Activities Up a Notch

Phil Owen, Dept. of English Language and Literature, Kunsan National University
Room M104

Many teachers use card-matching activities in the classroom as a useful and enjoyable way

for students to review vocabulary. Over the last two years, I have developed a series of variations on this trusted technique. These variations, including "Vocabulary Cha-Cha," are easy and inexpensive for the teacher (or students) to produce. They provide ways to review vocabulary while making the activity slightly more fun and/or challenging. In this workshop, I will share examples of activities I have created and how they were used. Attendees should leave with some activities they could use in their own classrooms. YLSUA

Extending Speaking Opportunities in EFL Contexts

Byron O'Neill, Russell Hubert, Kyoto Notre Dame University
Room M105

Foreign language instructors are aware that the speaking ability of their students can be greatly improved through extensive speaking practice where grammar and vocabulary can be experimented with in realistic, stress-free environments for language reinforcement, internalization, and fluency. However, the problem faced by many EFL students is that few speaking opportunities are available outside of the classroom in countries where English is not commonly spoken. As this has been recognized as one of the main causes of underdeveloped speaking skills and low motivation levels of Korean and Japanese students, schools have created activities on campus that seek to simulate a language immersion experience. One such activity that universities have employed to varying degrees of success is the "English Conversation Lounge." This presentation will first examine the two most common types of English Conversation Lounges found in Asian universities. Most use the structured approach, where a teacher, usually a native-speaker, acts as a moderator. Topics for conversation are often pre-selected and attempts are made for opportunities by all students to participate. The unstructured approach

provides students a location to chat among themselves in English with input from a facilitator as an occasional conversation partner. Everyday topics of interest are discussed, which are similar to those students would select when talking among peers in their native languages. The advantages and disadvantages of both approaches, as well as of others that exist will also be discussed. Suggestions for the establishment of these programs and advice on improving existing programs will be provided. U

Acquisition of Passive Voice in ESL: Case Studies from Chinese L1 and Japanese L1

Satomi Kawaguchi, Bruno Di Biase, Yanyin Zhang, University of Western Sydney

Room S101

In English (and many other languages), native speakers produce passive sentences when the patient role of the event receives focal attention (Tomlin 1995). How about the learners of English as a second language? How do they develop their structural choices at the pragmatic-syntactic interface? Our study investigates this question. While the choice of passive over active voice ensures effective communication (Levelt 1989), this creates structural complexity. The framework of this study is Processability Theory (Pienemann 1998) and Lexical Mapping and Topic Hypotheses (Pienemann, Di Biase and Kawaguchi 2005) predict that it may not be possible for the L2 learner to produce passive structures because learners range of structural choices is limited by the current stage of language learning. Our experimental study involves different levels of ESL learners with Chinese and Japanese L1 background. The experiment consists of a task based on Tomlin (1995) and an interview. The first task looks at structural choices made by learners when the patient of the event is conceptually activated. The second is used to look at the learner general morphosyntactic development. Preliminary results suggest that ESL learners produce a range of syntactic

structures according to their stage of L2 acquisition but passive structure (regardless of the form which it may take across languages) may be produced only by advanced learners regardless of their L1 background. This is compatible with Wang (2006) pilot cross-sectional study in L2 English using the first task. UA

Rolling Your Own: Tailor-Making a Conversation Textbook

Lawrence White, Kookmin University

Room S102

Commercially prepared conversation textbooks are fine productions, with glossy covers and all sorts of color pictures, that reflect great expenditures of time, talent, and money. For the most part, however, they do not fit the Korean context of English as a Foreign Language, nor the constraints of the curriculum or schedule imposed upon the class. Additionally, as they are designed for many different locales to maximize profitability, they fit none particularly, and they are sanitized of any material that may be considered even slightly offensive (or not politically correct) in any market in which they may appear. Consider with this that the material is carefully graded with regard to vocabulary, restricting the text to the appropriate word list, contrary to what the student will encounter in actual language use. The result is an artificially bland product that starts with a high promise yet fails to deliver, requires a significant amount of classroom adaptation, and leaves most all involved with its use dissatisfied. There is a solution: write your own textbook.. This workshop will delve into the mysteries of assembling and producing a text which is informative, instructive, insightful, individualized, interesting, marvelously entertaining, erudite, exquisitely suited to the demands of the curriculum and schedule, and most of all expressing and reinforcing your particular instructional aims and goals. SUA

SUNDAY - 9:00~10:20

Straightforward and Practical: Drama with Young English Language Learners

Daniel Kelin

Room B142

Young people are enraptured by stories. Exploring those stories through simple drama techniques encourages greater investment and interest on the part of the young participants in the stories' content. When those self same stories come from or speak about the young participants' life, community and culture, the engagement reaches its greatest peak. This workshop demonstrates how simple drama strategies can engage primary-aged children in stories that reflect their identities, both communally and culturally, while encouraging them to investigate their understanding of the world surrounding them and their place within. The process builds within young people the confidence and comfort to voice ideas, thoughts and concerns, while making drama an accessible and enjoyable medium for the expression of self. The process also expands young people's skills in effective expression, both verbally and nonverbally. **YL**

Content-Based ESL through Thematic Unit Lesson Planning

Clara Lee Brown, Eun Yi Jeong, Yoosin Park
The University of Tennessee, Knoxville

Room B168

The latest English education reform in Korea has resulted in adopting a communicative language teaching (CLT) approach, which stresses learners' communicative competence. This is considered a significant step into a right direction for English education in Korea where grammar teaching has been the major focus. CLT prescribes to the notion that the meaning of language, not the form, should be the focus since the primary function of the language is to communicate. However, CLT only tells

teachers "how" to approach teaching, not "what" to teach. In traditional CLT classrooms, activities are mostly situation-based, while targeting specific functions of language. Instruction based on situational dialogue is usually light on content. Instead of practicing what to say and how to say it in uneventful situations, learning about real content (e.g., dinosaurs or snakes) would be much more interesting to young learners. In the proposed model, instruction consists of a series of themes based on content that will likely increase student participation, which will lead to more engagement in speaking. English should be taught from CLT perspectives, yet, having exciting content will help students acquire more English. This workshop session will guide participants step-by-step in how to design thematic unit lesson plans, and application activities will be provided. **YL**

SUNDAY - 10:00~10:50

Public Speaking - Increasing a Student's Self Confidence

Geoffrey Miller

Room B107

There has been a great amount of research supporting the idea that to improve our language learners' abilities we must improve their self-confidence concerning their interaction with and production of the target language. One avenue which seems to be a natural one to travel towards this goal is Public Speaking. This is because of the inherent relationship between successful public speaking and self-confidence. Knowing this, it seems obvious that Public Speaking would have the ability to improve a student's self-confidence related to both the L2 and in more general terms as well. This assumption though leads to some important questions. How much instruction is necessary? What kind of and how much instruction is necessary? Is instruction

even necessary or can actually ‘doing’ produce the desired results? How often and for how long must a student be exposed to Public Speaking before it begins to affect their self-confidence? What kind of student will see a benefit from this style of program, i.e. beginners, intermediates or advanced? This research was not able to address all of these concerns however, it has attempted to act as a starting point by measuring the effects that a CD-ROM based Public Speaking Program combined with an in-class Public Speaking Portfolio have on a student’s self-assessed self confidence over a period of five and ten weeks. This presentation will present the methods, materials and conclusions from this research as well as discuss the possible next experimental steps to be taken based on the findings. U

Creating a Harmonious Classroom with Young Learners

Nathaniel McDonald, Mina Jeon, Ansan SLP
Room B121

Solving classroom discipline problems can be a challenge for both new and experienced teachers. Many ‘hidden’ factors may be at play when problems develop between teachers and students, such as the assumptions that teachers and students bring to the classroom, the kinds of activities that happen there, and what happens when the students are outside the classroom. In a foreign or second language classroom, the language and cultural barrier can magnify discipline problems, while at the same time, obscuring the contributing factors. The workshop will outline some of the factors that may contribute to discipline problems in an EFL context, and explore which of these factors are under the control of the teachers, the students, both – or neither! The presentation will consist of a short talk, followed by small-group work on case studies. We will share our ideas about how to create positive and appropriate responses to classroom problems. YL

What Motivates Korean College and University EFL Students

James Life, Haeyoung Kim
Room B161

How do you motivate Korean college and university students to learn English? First you need to know their views on learning English, what interests them, and what motivates them to learn. Instructors have many views on this subject but are these views valid or are we tainted by old views and assumptions. In late 2005 a graduate student from Great Britain, Hugh Douglas Sewell, conducted a survey of Korean college and university students regarding their views on ESL training. The survey revealed several surprising trends but how valid was this survey. The target group was relatively small, the survey was given only once, the results were incomplete, and the questions were limited to self-efficacy, broad motivators, and the student’s views on the weaknesses in the Korean education system. Our survey taken approximately one year later, targets the same category of students with some of the same survey questions as the first survey. By replicating parts of the original survey and comparing the results, we help validate or critically question some of the general trends noted. To this we have added questions to address specific aspects of the student’s knowledge and interests, and various aspects of learning motivation. Through our survey and presentation we hope to dispel some of the more dated views on what motivates Korean ESL students and highlight changing trends so that the ESL instructor will be better able to anticipate and utilize these motivators in their over-all approach to ESL learning at Korean colleges and universities. U

Portfolios in the Korean Middle School Classroom

Miae Lee
Room B178

When it comes to telling students’ progress, test score has been the obvious way of their

mid-term or final-term at school. However, there is a more effective way of evaluating students' progress: portfolios. They include not only process but also product, and therefore offer many opportunities in developing their cognitive, affective, and social progress. This presentation will be of interest to teachers who try to encourage their classes to be generally more student-centered, collaborative, and holistic. The presenter will show how to use portfolios and implement portfolio conferences in the Korean middle school classroom with a couple of movie clips. In addition, some of the portfolios students made and have made will be shown to the audience. Finally, this presentation will conclude with feedback from the students who have been working on the portfolios. **S**

Let Your Students Be Who They Are!

Patrick Hafenstein, Macmillan

Room B109

When it comes to ELL, students often suffer from split personalities. While they may be outgoing, and outspoken in their mother tongue, they often become withdrawn and inflexible in English. In order to motivate students to be themselves, classroom activities should provide opportunities for them to explore and experiment with language. Task-based Learning gives students such freedom; allowing them to be creative and letting their personalities shine through – in English. The problem is with so many variables in Task-based Learning lessons, it can be quite challenging for teachers to maintain control and ensure results. This presentation will provide a clear framework for running Task-based Learning lessons successfully using examples from Attitude a new for 2007, 6 level series from Macmillan Education. **U**

Planning and Managing Lessons for Skills based English with Pre-Teen Korean Learners

Jason Renshaw, Pearson

Room B111

Effective lesson planning and classroom management skills are fundamental aspects of our role as English language teachers. In this workshop, Jason Renshaw will address issues relating to planning and managing classes for skills-based language instruction for Korean learners aged 10-15. The workshop will draw on important models from Jeremy Harmer's *The Practice of English Language Teaching*, including the ESA model (Engage/Study/Activate), the role(s) of the teacher in managing classes, and student grouping models for task work. These issues will be explored alongside application of Jason's new Boost! Integrated Skills Series from Pearson Longman, with participants given the opportunity to consider and plan lessons of their choice from the reading, writing, listening, speaking or grammar strands of the series. All attendees will receive copies of Boost from two different skill strands. **YLS**

KOTESOL Computer Info

Joshua Davies

Room B112

YLSUA

Active English Grammar in the Classroom

David Charlton, Compass Media

Room B164

In EFL settings, grammar is often thought of and taught as a set of rules separate and discrete from the four skills of writing, speaking, listening, and reading. This presentation will use a sample unit to show how grammatical structures can be learned in combination with the four skills, thus de-emphasizing memorization of rules and emphasizing active communication. **YLS**

Teaching Grammar through Contents

Michael Cahill, E-Future

Room B166

Grammar presentation and practice based on authentic academic contents and natural language that are most relevant to students. Multi-skills structure encompassing reading, writing, listening, and speaking connecting grammar, vocabulary, and content. **S**

How Teachers and Students Respond to Each Other

Yu-ying Lai, National Tsing Hua University

Room B167

Teacher response to student writing is like a teacher-student dialogue where meaning is negotiated, leading to subsequent students' revisions. Much effort has been devoted to the study of the substance and form of teacher comments. Meanwhile, there has been a growing body of literature on student response to teacher feedback, including student preferences for, problems with, and strategies for teacher feedback. Early studies of student reactions to teacher feedback are limited to utilizing only survey data without further examining student written texts and revision behaviors. To bridge this gap, the present study intends to first investigate the nature of teacher feedback, and then look at student views on teacher comments as well as their incorporation of the comments in their rewriting. Data was gathered from 17 college English majors in a writing class in a public university in Taiwan. Multiple data sources included a student questionnaire, the students' commented drafts, and their subsequent revisions. In addition, six student volunteers of different writing proficiency levels were recruited for an individual think aloud revision session and a follow-up interview. It is hoped that the findings can raise awareness about student reactions to teacher feedback and thereby help teachers form more effective comments. **U**

In Someone Else's Shoes: Teacher Development Through Classroom Observations

Allison Bill, Shawn DeLong, School of Liberal Arts, Jeonju University

Room M101

Would you ever let a colleague observe your class? Does the thought of this make you nervous? We asked a group of 30 teachers to face their fears. In an attempt to build team spirit, and integrate 10 new colleagues, teachers in a General English program at a Korean university were grouped in threes. Groups consisted of one Korean English teacher, and two Native Speaker teachers - one new hire, and one previous employee. Team members observed the other two teachers in their group, and were observed by them in return. Teachers visited the classrooms of those in their group. The issues to be observed were chosen within each team. Possible topics included student interactions, use of L1, teacher movement in the classroom, etc. The intent was to get constructive feedback from, and share ideas with peers, not to be criticised by a superior. This presentation will talk about the successes and failures of this project. As this is on a voluntary basis, not all teachers were motivated to participate. Cross-cultural misunderstanding, fears and anxieties, post-observation reactions will be discussed. Did this project result in higher teacher confidence, assist with new hire acclimation, create departmental unity, and foster a wider perspective on a variety of teaching styles? Feedback from teachers about the benefits of peer observation will be shared, and we will show you how to implement this in your school. **SUA**

Teacher Autonomy Through the Experiential Learning Cycle

Young-Ah Kang, SIT, English Village Paju Camp

Room M103

In this presentation, I focus on how public Korean English teachers are trained to teach

English in English at the School for International Training (SIT) Qualified Language Teacher (QuiLT), program at the English Village at Paju campus. The main focus of my talk will be the onsite teaching practice procedure with twelve middle school students and using Doosan Dongah text book using the curriculum provided by SIT in America and based on the experiential learning cycle (ELC) (: experience -> describe -> analysis -> future action plan). I'll present how teachers are changed by experiencing the practice teaching, feedback from peers and trainers, and new inputs in terms of being confident teaching English in English and being autonomous learners by experiencing the ELC. As the second main focus, I will touch on the challenges when teachers go back to their home schools after the SIT QuiLT program and try to teach using the principles learned on the course. This presentation will highlight the problematic issues of teaching English in English for Korean English teachers. A

The Six Traits of Effective Writing

Chanmi Hong, Houghton Mifflin
Room M104

Just what do "good writers" do when they write? Come to this session and learn what the six key characteristics of effective writing are and how to apply them in your elementary classroom. YL

Developing Book Report Forms for Graded Readers

Byron O'Neill, Kyoto Notre Dame University
Room M105

With the use of graded readers continuing to gain popularity in Korean and Japanese EFL programs, instructors have discovered that they have difficulty in accurately assessing whether their students have completed the assignments, enjoy what they are doing, and are reading at an appropriate level. At the moment, two types

of book report forms are commonly used by teachers for these purposes: a) records of student reactions to a story or book, and b) collections of writing-based activities originally intended for use by native-speakers in secondary education. This presentation will first examine the advantages and disadvantages of both types before proposing a set of guidelines that teachers can use when developing book report forms for their own classes. It will be suggested that attention should first be given to the physical appearance of the forms, which includes the use of a portable paper size and graphics. Book report forms should also not be difficult to complete, and an attempt should be made to motivate students through making reading an enjoyable experience while ample writing space should be provided, too much may be distracting. Report forms must also be designed in a way for teachers to be able to detect falsification or plagiarism, a common problem in compulsory extensive reading programs. Lastly, these forms can be used to promote autonomous learning skills by introducing elements of literary analysis. Several open source book report forms developed for use within Asian EFL programs will be distributed to participants. SU

SUNDAY - 10:30~10:50

Examining the Effectiveness of Explicit Instructions of Vocabulary Learning Strategies

Atsushi Mizumoto, Osamu Takeuchi, , ,
Room B142

This study investigated the effectiveness of explicit instructions of vocabulary learning strategies to university false-beginner level learners. A questionnaire asking vocabulary learning strategies was administered at the beginning of four-month university English courses at two institutions in western Japan. Learners were divided into an experimental group and a control group. For the experimental group, sys-

tematic teaching of vocabulary learning strategies was conducted in 10 classes. Teaching of vocabulary learning strategies involved introducing certain cognitive and metacognitive strategies and actually demonstrating them. During the course, the participants were required to take a study log indicating how often they used vocabulary learning strategies they were taught in the class. After the instruction, the questionnaire was administered once again. An interview with randomly sampled participants was also held so that more detailed description of actual strategy use would be examined. In the analyses, MANCOVA with repeated measures was used because the two groups investigated were different in their

pre-test scores. In addition, cluster analysis was utilized to reveal what type of learners increased their use of vocabulary learning strategies from the explicit instructions. Results show that learners in the experimental group expressed more frequent use of vocabulary learning strategies than those in the control group. Also, it became clear. Dr. TAKEUCHI Osamu is a professor at Graduate School of Foreign Language Education and Research, Kansai University, Japan. His present research interests are language learning strategies and the application of technology to language teaching. He is the recipient of the JACET Award for Outstanding Academic Achievement in the Year of 2004. **SUA**

KOTESOL Seoul Chapter's Annual Conference 2008

Share Your Expertise: Teachers Helping Teachers

Call for Presenters

KOTESOL Seoul Chapter is seeking workshop presenters for the chapter's Annual Conference on March 29th, 2008.

The deadline for workshop proposals is December 7th, 2007.

For further information, contact the Workshop Coordinator Bruce Wakefield, phone 019-808-5332.

Please send your bio and proposal to Bruce at bruce_wakefield@hotmail.com

The bio and workshop proposal should fit together on an A4 page.

Sunday Afternoon



Room	12:00 – 12:20PM	12:30 – 12:50PM	1:00 – 1:20PM	1:30 – 1:50PM
B107	<i>Managing and running a low level Extensive Reading Program</i> Rob Waring YLS		<i>10 Minutes for Happiness: Positive Psychology & ELT</i> Marc Helgesen SUA	
B121	<i>Korean Students' Language Learning Strategy Use in Different Contexts</i> Ji-young Choi SUA		<i>We Always WELCOME You All!</i> Sara Kim YL	
B142	<i>Instructional Language Using in EFL Classrooms</i> Tzu-wen Lin YL		<i>Grammar In View: Ensure students' success in learning grammar</i> Eric Verspecht SUA	
B161		<i>Don't Just Survive ~ Achieve! Techniques for Larger Classrooms</i> Stephannie White SU		
B178	<i>Formal Debate for University EFL Programs</i> Russell Hubert U	<i>Bringing Drama into your Classroom: How to ACTivate your students</i> Tory Thorkelson UA		
B109 Macmillan			<i>Turning Students into Independent and Avid Readers: Essential Reading</i> Scott Miles U	
B111 Pearson	<i>Oral Communication Made Simple</i> Katherine MacKay SUA		<i>The Power of Technology--Maximizing Learning Opportunities</i> Sherry Preiss SUA	
B112	<i>CALL for ALL: Online Classroom Applications for Beginners</i> Joshua Davies and Donaleen Jolson SUA			
B164	<i>Strengths as a NNEST in Teaching Academic Speaking</i> Kumi Iwasaki U	<i>Shadowing Practice in EFL Classrooms</i> Chiyo Myojin SU	<i>Well-Read & Cover to Cover - Reading for test success!</i> Nalin Bahuguna YLS	
B166	<i>The Impact of Product vs. Process Writing on the Vocabulary Improvement of EFL Learners</i> Shadab Jabbarpoor A	<i>Introducing OPIc</i> Yeana Shin UA	<i>Culture, Ideology and Motivation in Second Language Learning</i> Stephen Parsons A	
B167	<i>The Relationship Between Left/Right Brain Dominance and Performance of Cloze and Multiple Choice Item Tests</i> Zahra Janbazi U		<i>Using Pedagogical and Learner Corpora to Investigate Summary Writing</i> Adriane Moser U	
B168	<i>Voices of Korean Primary and Secondary Students about Learning English Writing</i> Young Ok Jong YLS	<i>Some Content, Please: Language-learning as Part of the Humanities</i> Richard White U	<i>Integrated Learning: Teaching TOEIC, Business English and conversation in one course.</i> Kirsty Reynolds UA	
M101	<i>The Compleat Lexical Tutor as a Classroom Teaching Resource</i> Bill Snyder YLSUA		<i>A Communicative Approach to Writing in the Classroom</i> Liana Robinson YLS	
M103	<i>Teaching Through English: Learner Development Through Teacher Development</i> Izumi Kanzaka and Shigeyo Yamamoto U		<i>Writing Research Papers: Proper Quoting, Citing, and Referencing</i> David E. Shaffer YLSUA	
M104	<i>Differences Between Korean/Japanese University Students in ESL Proficiency</i> Chise Kasai, Chunhua Bai, Akane Ishikawa, Megumi Hasebe and Yoko Shibata U	<i>A Curious Dialogue: Setting the ZPD with Group Work</i> Adrian Smith Shelley Price-Jones YLSUA		
M105	<i>Understanding and Dealing with Silence in the Communicative Classroom</i> J E King U		<i>The art of developing the speaking skill. (To the Top)</i> William Ryan Stacy S	
S102	<i>Effect of Content-Based Instruction on English Learning of Korean Elementary Students</i> Hwakyung Lee YL		<i>Can Phonics Be Fun for Young Learners?</i> Jason Wilburn YL	
POSTER	<i>Teachers Helping Teachers-Seminars for Teacher Training</i> William Michael Balsamo A			

Korean Students' Language Learning Strategy Use in Different Contexts

Ji young Choi

Room B121

The purposes of this study are to investigate differences in language learning strategies used by Koreans in an ESL (English as a Second Language) context. in the U.S. to those used in an EFL (English as a Foreign Language) context. in Korea and to discover the reasons behind the different strategy use. Subjects were six students studying in undergraduate or graduate programs at the University of Texas at Austin. First, they responded to the self-report questionnaire, Oxford's SILL (Strategy Inventory for Language Learning). Based on their responses on the SILL, forty-five minute interviews were conducted with each participant. The study found that: (1) the participants' overall strategy use increased in the U.S., (2) the increase or decrease in strategy use in different contexts was related to the learner's motivation, (3) their use of social and metacognitive strategies increased most in the U.S. while use of memory strategies showed the least change, (4) they knew most strategies in Korea, (5) they have realized the importance of speaking and writing in an ESL context and use strategies related to these two skills more frequently, (6) some strategies are used less in an ESL context because learners intentionally avoid them after finding them unhelpful or they do not have to try to use the strategies in different context, (7) the SILL does not reflect different contexts of different learners.

SUA

Instructional Language Using in EFL Classrooms

Tzu-wen Lin

Room B142

Although there are a lot of discussion by some researchers who concern what instructional

language should be used in EFL classroom from teachers' beliefs, the EFL students' view on the instructional language have not been explored in Taiwan. Some researchers prefer that the target language (English) should be the only instructional language in the EFL classroom. They argue that if language teachers use the native language (Mandarin) in the classroom most of the time, it undermines students' target language learning. However, other researchers proposed that the native language has its pedagogical value in the EFL classroom. Hence, Two English teachers (non-native speakers) and ten elementary school students from a public school (a state school) and a private language school (a cram/ an evening school) participated in the study. The present research mainly explored the preference of instructional language in the EFL classroom, the perceived problems of instructional language use in EFL classroom, and the teachers' beliefs on using English or Mandarin in the EFL classroom. Both language teachers and elementary school students had a strong belief that English should be a dominant instructional language in the EFL classroom. They regarded it as beneficial for their English learning. However, the study showed that Mandarin plays a significant role in English learning as well. It has its merits in instruction, disciplinary matters and classroom management. Therefore, it is suggested that language teachers use English as a dominant instructional language and Mandarin as a support instructional language in the EFL classroom.

YL

Formal Debate for University EFL Programs

Russell Hubert

Room B178

Participating in a formal debate in English provides a valuable opportunity for university students to improve their English speaking skills. Asian university students are often reluctant to express their opinion on a given issue and debate provides them with a context

and set position from which to express themselves. In addition to English speaking practice, debate develops students' analytical and paralinguistic skills, such as the use of notes, gestures and eye contact. Also, the time limitations inherent in the structure of debate encourage students to communicate and respond in a concise and timely manner. This presentation will describe the planning, implementation and results of an annual campus-wide formal English debate in 2006 at a private university in Japan. The processes of promoting student interest and preparing students for debate participation will be explained. Administrative aspects of the debate, such as topic decision, judging criteria and faculty involvement will also be covered. The results of a post-debate meeting of administrators and teachers on how to improve and develop future debates will also be shared. Finally, suggestions on how to incorporate smaller scale debate activities in regular EFL university classes will be discussed. Copies of debate preparation, scoring criteria and classroom materials will be distributed to participants. U

Strengths as a NNEST in Teaching Academic Speaking

Kumi Iwasaki

Room B164

As a response to the growing debate on issues concerning NESTs (Native English Speaking Teachers) and NNESTs (Non-Native English Speaking Teachers) in TESOL, the presenter shares her personal view that it is NNESTs themselves that have devalued their role in the language classroom. Seeing themselves as somehow less competent as users of English may have led students to believe that NESTs are the better English teachers or better language models. Medgyes (1992, 2001) lists six positive attributes that NNESTs bring to the field. As an application of Medgyes' ideas, the presenter first explores ideas of her own beliefs and practices as a NNEST by asking

herself a simple question: what English is or has been to herself, and evaluates her strengths as a NNEST, which leads to her changing her method of instruction in an academic speaking class at a Japanese university. Pronunciation issues have been addressed more carefully because the teacher believes in her skills as a NNEST and allows herself to challenge students' perception of "true" or "ideal" pronunciation of English. The goal is to guide students towards an acceptance of themselves as competent users of English. The input of participants with their views on what our assets are as NNESTs would be much appreciated and the presenter believes that such a lively discussion should lead us to pursue more collaboration between NESTs and NNESTs in TESOL. U

The Impact of Product vs. Process Writing on the Vocabulary Improvement of EFL Learners

Shadab Jabbarpoor

Room B166

To improve and activate the vocabulary of EFL learners an alternative to common advice in trying to use them in speech can be invited. As two quite different methodologies in writing pedagogy are process and product writing, it is of concern to find which holds more promise for the vocabulary improvement. Product writing pedagogy encompasses accuracy-based and error-corrective tradition, while process writing focuses on how the writer writes, where ideas come from, how they are developed and what various stages of composing are involved. For the purpose of this study sixty four from a hundred interested students at the intermediate level of English proficiency, set by a TOEFL score, pursued and consummated the weekly classes of treatment in writing instruction. A class is selected to be instructed in process writing by the flip of coin and the other taught product writing then. After a semester period of teaching process and product writing to respective homogeneous groups and applying a pre-test, post test

design, the researcher used a T-test to compare mean difference of group scores from the pre-test and post-test. The result of study demonstrated that process group improved their vocabulary significantly better over product group, controlling that all subjects be of the same age range, language proficiency level and of both sexes in balanced divisions. Every other factor is held constant to make a fair estimate of the role of writing method on vocabulary. **A**

The Relationship Between Left/Right Brain Dominance and Performance of Cloze and Multiple Choice Item Tests

Zahra Janbazi, ISLAMSHAHR AZAD UNIVERSITY

Room B167

This study was an attempt to investigate the relationship between left and right brain dominance and answering multiple choice items and cloze tests. For this study 87 Iranian intermediate EFL learners categorized as left/right brainers. The cloze and multiple choice items test were administered and the data were analyzed through T-TEST. The final result of the study indicated that in comparison to the left brainers, the right brainers were more able in answering the cloze tests. No difference was found on the performance of male and female right brainers on cloze tests, not on the relationship between the left brainers and right brainers and multiple choice items either. Key words / Left Brain - Right Brain / Multiple choice / Cloze Test **U**

Voices of Korean Primary and Secondary Students about Learning English Writing

Young Ok Jong, Warwick University

Room B168

In the age of communication society through the Internet, it seems vital and crucial to develop writing skills in English for individuals? growth and development as a member of the

world community. Although a considerable proportion of the expenditure on English language education every year has been devoted to developing Korean primary and secondary students?communicative competence, even students who have been several years of formal English teaching tend to remain deficient in the ability to express themselves in written English mode. This paper reports on a study investigating Korean primary and secondary students?views of the learning of English writing. This study was developed as a part of research project which aimed to develop more practical ways of teaching English writing as well as to explore more adequate approaches in the Korean EFL context. A questionnaire survey of primary and secondary students was used as a basis for addressing the following research questions: 1) What are the difference between primary and secondary students in terms of their perceptions of English writing in Korea? 2) What kinds of writing approaches might be most suitable for them? and 3) What are their practical suggestions for the learning of English writing? The outcomes of this research indicate that all the participants regarded writing as a means of communication for self-expression and showed positive attitudes toward learning English writing. On the basis of this considering the current English education, this paper will recommend that Korean English teachers and schools need to pay more attention to the communicative properties of the written English. **YLS**

Teaching Through English: Learner Development Through Teacher Development

Izumi Kanzaka, Shigeo Yamamoto

Room M103

This paper reports on a collaborative professional development project that two Japanese teachers of English conducted at a university in Japan. The project was conducted in the form of action research for the purpose of exploring pedagogies and rationale for the L2 use as the medium of classroom instruction

by non-native speaker (NNS) teachers of English. In the practice of teaching English to Japanese students all in English, the two teachers faced a number of problems, but they discussed the problems, shared ideas for solutions, and coped with them by collaboratively reflecting on their teaching practice and beliefs through keeping journals and having weekly discussion sessions. The presentation describes how the two teachers developed as teachers by teaching through English and reflecting on it, and how their own development enhanced their students' development. Various teaching ideas for an English-only classroom will be also introduced in the presentation. The paper is concluded with a proposal for guiding principles for NNS teachers teaching English through English. U

Differences Between Korean/Japanese University Students in ESL Proficiency

Chise Kasai, Chunhua Bai, Akane Ishakawa, Megumi Hasebe, Yoko Shibata, Gifu University
Room M104

This research investigates whether there are differences between Korean and Japanese university students in performance on the Minimal English Test (MET), a 5-minute English test which requires test takers to fill an English word with 4 letters or fewer into each of the 72 blank spaces of the written passage, while listening to the CD, developed by Maki et al (2003). We call the Korean group Group K (n=170) and the Japanese group Group J (n=611). Through a Kolmogorov-Smirnov two-sample test ($p < .05$), we found that Group K were better than Group J on 33 items out of the 72 items, while Group J were better than Group K only on 5 items. We also found that Group K were far better than Group J on the questions asking the proper prepositions. Prepositions in English do not carry a primary stress within the given sentences, unless they have semantic or other informational effects, such as focus

and contrast. Therefore, the word final consonant of a preposition tends to undergo liaison to the first sound of the next word, when it is a vowel, or assimilation to the first sound of the next word, when it is a consonant. Since Korean is a CVC language, while Japanese is a CV language, native speakers of Japanese have more difficulty in identifying word final consonants of prepositions in English than native speakers of Korean. Therefore, the findings in this research indicate that phonological properties of one's mother tongue strongly affect his/her ESL proficiency. U

Understanding and Dealing with Silence in the Communicative Classroom

J E King, Kansai Gaidai University
Room M105

Western teachers tend to view East Asian students silence in the classroom as indicative of a lack of attention, initiative or even intelligence. Such an ethnocentric understanding of oral passivity on the part of these learners can lead to a myriad of misunderstandings as the perception fails to take into account how silence is prized in the more traditional, teacher-centered classrooms of East Asia. This awareness-raising presentation will focus on the underlying cultural causes of why many learners find it such a challenge to actively participate within a communicative learning environment. Taking the Japanese tertiary educational environment as the context, the session will focus on the differing use and meaning of silence by learners from Japan. The role of Confucianism, the influence of collectivism and the existence of power hierarchies within classrooms will be discussed in relation to students silent episodes. Effective strategies which educators can adopt to help them become more effective in their teaching to such learners will also be presented. U

SUNDAY - 12:30~12:50

Shadowing Practice in EFL Classrooms

Chiyo Myojin

Room B164

Many Japanese teachers of English point out recently that a “Shadowing” technique is quite effective for improving Japanese learners’ listening comprehension skills, and consequently, they have started introducing the method in their EFL classes. The Shadowing technique, which has still been unfamiliar to people outside Japan, refers to training Japanese learners to repeat English utterances a couple of seconds delayed as they hear them without looking at their transcription. Although this technique was originally adopted as a method of training Japanese professional simultaneous interpreters of English, more and more Japanese teachers of English have started paying attention to the technique and have been interested in actually adopting it in their EFL classes recently. Therefore, this study explains in what ways and why Shadowing is effective, and also how to introduce Shadowing in EFL classrooms effectively. This study also examines how much effect Shadowing produces on Japanese learners’ listening comprehension skills by chronologically observing two different groups of Japanese university students for two months each. That is, one group of the students did 15 minutes’ Shadowing practices in each class for two months, whereas the other group of the students did not do such a practice. As a result, the findings of this study have lead to two conclusions. First, overall, even a short term’s Shadowing practice seemed quite effective for EFL learners’ listening comprehension skills. Secondly, the effectiveness of the learners’ listening comprehension skills were found to improve in those of short conversation questions more than those of long statement-style conversation questions. **SU**

Introducing OPIc

Yeana Shin, Credu Co. Ltd.

Room B166

This presentation will briefly overview the Oral Proficiency Interview computer (OPIc), a new test recently introduced to Korea to measure English language proficiency. The presentation will focus on what the OPIc is and how it evaluates the test-takers, and will also review the rating structure of the test. **UA**

Some Content, Please: Language-learning as Part of the Humanities

Richard White, University of Miyazaki

Room B168

Before entering university, Japanese students have typically received about six years of English instruction, yet they often seem to lack even the most basic ‘communicative’ skills. Many students also do not seem to have any clear motivation for studying and learning English. These problems are only exacerbated by the reality of large, mixed-level, first year, ‘general’ English-type classes, and are probably not unique to Japanese university classrooms. In this type of setting it might be tempting simply to teach discrete communicative forms and functions in a piecemeal sort of fashion, with the hope that students might be able to, at the very least, ‘get by’ in some envisioned encounter with a living, breathing native speaker of English. In other words, it might be tempting to ‘start from scratch’ and turn the university classroom into a ‘conversation school’ classroom. If, however, language learning is viewed as part of a ‘holistic’ educational process (i.e. as part of the humanities), then it becomes clear that what is needed is a more ‘content-centered’ approach, one which helps students improve not only their general knowledge of English, but their ‘productive’ skills as well. In this presentation the speaker will 1) argue that conversation school-style content is generally inappropriate at the university level 2) argue that a content

based approach places language-learning more firmly in its proper context as part of the humanities 3) briefly discuss strategies for motivating students who may be reluctant to put in the effort generally necessitated by a more content-centered approach. U

SUNDAY - 12:00~12:50

Managing and running a low level Extensive Reading Program

Rob Waring, Moonjin Media
Room B107

Successful management of an Extensive Reading program is an essential ingredient in the success of the overall language program. This presentation will review the basic principles and aims underlying a successful Extensive Reading program. Then we will look at how an effective Extensive Reading program can be implemented with special emphasis on introducing Extensive Reading to low ability learners. The presenter will highlight how to use low level readers to assist with both reading fluency to enhance motivation, and language input to develop basic language knowledge. YLS

Oral Communication Made Simple

Katherine MacKay, Pearson
Room B111

Students want to develop communication skills to operate with confidence in today's world. But for EFL learners with little or no exposure to English - the classroom must maximize their taking time! Most students already have the grammar but lack the skills or confidence to participate in conversations. Many teaching approaches have either ignored productive practice or used translation or drilling methods that have failed. This session will feature a

simple-to-use approach to develop listening and speaking skills through meaningful practice. Teachers can coach their students through controlled and supportive pair and group work that leads to personalized practice. This session will take communication activities from the simplest communicative conversational course on the market, Pearson Longman's Fifty-fifty 4 level series. Now in its 3rd edition, come and find out why so many teachers, veteran or novice, have come to trust this series with teen and adults classes. Fifty-fifty, so easy to teach you will know it was written in the classroom. SUA

The Compleat Lexical Tutor as a Classroom Teaching Resource

Bill Snyder, Hanyang-Oregon Joint TESOL Program, Hanyang University
Room M101

The Compleat Lexical Tutor (<http://www.lex-tutor.ca/>) is a web-based resource for teaching vocabulary and related reading skills developed by Tom Cobb of the University of Quebec at Montreal. The page includes access to vocabulary level tests, multiple corpora for concordance and collocation analysis, test analysis tools, and other tools for teaching. However, many teachers either do not know about the site or do not know how to make the most of the tools available there. This workshop will introduce teachers to a variety of these tools, showing them how they can use it to develop data-driven learning materials for their classes, including targeted close tests, vocabulary and grammar focused concordances, and collocation lists. Student texts can also be entered into the site to provide a basis for analysis. The presenter will also demonstrate how students can be introduced to the site in order to help their independent learning. YLSUA

SUNDAY - 12:00~1:20

CALL for ALL: Online Classroom Applications for Beginners

Joshua Davies, Donaleen Jolson, Sungkyun Language Institute, Sungkyunkwan University
Room B112 C.lab

Interested in Computer Assisted Language Learning (CALL), but never attempted anything more complicated than a blog or an email? You've come to the right place. CALL provides teachers with a huge variety of tools to expand their classes, and many are interested in integrating it into their teaching. Unfortunately, it is often perceived that CALL, along with all of its benefits, brings with it a ferociously steep learning-curve that takes teachers from 0 to 100 kilometers-per-hour with no entry level driving lessons. In this workshop we won't ask you to become race car drivers in one hour, but we will teach you easy and simple ways to begin using CALL to expand your classrooms. During the workshop you'll have the opportunity to build an actual working class website entirely for free, which includes discussions, journals, photos, videos, and more. On top of this we'll show you even more easy and free applications that will have you hungry to begin using CALL with your classes. If you can send an email then you already have all of the skills needed do this. Give us an hour and we'll show you how to tap your existing abilities to bring CALL to all. You may walk in a beginner, but you'll walk out a budding webmaster. **SUA**

SUNDAY - 12:00~1:50PM

Teachers Helping Teachers-Seminars for Teacher Training

William Michael Balsamo, , , Kenmei Women's Junior College
Room POSTER

This poster presentation will document the history and activities of the Teachers Helping Teachers 2008 seminars. Teachers Helping Teachers, a special volunteer group started through Himeji JALT presented two teacher training seminars in March 2006. The first seminar was held in Dhaka, Bangladesh at Presidency University and was hosted by BELTA (Bangladesh English Teachers Association). The second seminar followed in Vietnam at Hue University's College of Foreign Languages. In Bangladesh nine teacher volunteers gave over 30 presentations while in Vietnam 14 teachers gave 39 presentations. The volunteers represented six countries. The participants at both seminars consisted of English teachers from a wide range of institutions ranging from elementary schools to colleges and universities. The response of the participants was overwhelming with over 120 teachers participating in one or the other seminar. The level of English ability was rather high and their enthusiasm for the program was more than expected. In both Bangladesh and Vietnam teachers and students were eager to improve their language skills. This poster display will document the program, and describe future projects. Both our hosts in Bangladesh and Vietnam have invited us to return again this year. This past March 2007 we conducted our first seminar in Vientiane, Laos with a group of 17 teachers presenting over 60 workshops and papers. Anyone interested in learning more about the program and participating as a volunteer in future seminars is encouraged to visit this poster demonstration.

A

SUNDAY - 12:30~1:50

Don't Just Survive ~ Achieve! Techniques for Larger Classrooms

Stephannie White, , , KonKuk University
Room B161

Walking into the larger classroom, most ordinary folks just want to survive the term without hypertension. Pressure from unrealistic goals and unmanageable students often prevent instructors from accomplishing doable goals in these stressful settings. This presentation addresses the special needs of instructors in large classes and offers methods, tips and practical actions for managing and teaching ESL/EFL. Through an interactive demonstration, participants will experience ways to organize, manage and enhance their large classroom settings specifically for ESL/EFL. After first reviewing the specific problems stemming from large classes, participants are then led to review their own management style. With an understanding of how we each fundamentally approach classroom management, participants will then cross compare the specific needs of a large classroom with the characteristics of successful management. Participants will be encouraged to analyze their curriculum goals for this special setting and adjust the goals to create a realistic doable plan for achievement. Integrating basic ESL/EFL methods such as TPR, kinesthetic methods and/or empowering activities into your curriculum will be as effortless as it would be with smaller classes. Keeping the attention of a larger class will not be a struggle when it is approached with the idea that students must accept responsibility for their own learning. By leading the students to accept responsibility and accountability for their learning, the teacher is freed to facilitate learning through a socially constructed transference of knowledge. **SU**

Bringing Drama into your Classroom: How to ACTivate your students

Tory Thorkelson
Room B178

The purpose of this workshop/presentation will be to demonstrate some practical dramatic games, techniques and ideas that can be incorporated into your English lessons and classroom. Both well known and original tech-

niques designed for the Korean context will be used with participant involvement. Activities for breaking the ice, imagination, object exercises, and teamwork will be explained and done in the workshop among others (time permitting). . **UA**

A Curious Dialogue: Setting the ZPD with Group Work

Adrian Smith, Shelley Price Jones
Room M104

Following the success of our paper presentation during the 2006 KOTESOL conference, Group Work For Large Classes: A Curious Dialogue and Vygotsky's Correlations of Minds and Spaces, there was a recognized need to have teachers actually have practical hands-on experience with our Curious Dialogue System, and ZPD activities. This workshop is designed to enable L2 teachers to carry out successful conversation classes, from small to large. We have successfully used these practices to get students to talk in classes ranging from upper elementary to university level. By the end of the workshop teachers will be able to swiftly organize classes into groups and to be able to recognize, modify, or even design activities that will really set their students off talking. The workshop will provide: practice organizing groups experience of being an actual participant doing activities that illustrate the Zone of Proximal Development experience using an activity-as artifact that has been especially developed for ZPD classes. The approach is solidly grounded in experience and is best described from a sociocultural theoretical approach and Vygotskian theory. **YLSUA**

SUNDAY - 1:00~1:50PM

10 Minutes for Happiness: Positive Psychology & ELT

Marc Helgesen, , , Miyagi Gakuin
Women's University
Room B107

Positive Psychology (TIME magazine calls it "The science of happiness") studies behaviors of happy, mentally healthy people. Language learning is, of course, informed by educational psychology. Can we connect ideas from positive psychology to the ELT classroom? Researcher Sonja Lubomirsky (U.C.- Riverside) has identified eight behaviors typical of happy people. The presenter has developed a series of short English-practice activities that help learners experience those behaviors Lubomirsky has identified. Because the activity are short and can be used as class "warm-ups" or "cool-downs", they are easy to incorporate into a syllabus in a on-going way, an essential point for any behavior change. It should be noted that positive psychology is not just "happy talk/ the power of positive thinking (although "positive self-talk" is very useful)". Rather, it involves noticing behavior. What are the things that happy people do? Among other behaviors, they notice good things in their own lives, thank other people, forgive, and do kind things. In addition to Lubomirsky, this session builds on the ideas of Seligman, Csikszentmihalyi, Gilbert, Niven, Kataria and others. It will be a practical, active session. This session expands on a plenary workshop at KoTESOL2006. Participants will receive a handout of photocopiable activities for classroom use. **SUA**

We Always WELCOME You All!

Sara Kim, Language World
Room B121

Welcome to America is a new ELT program that includes a new concept of learning. Easy to teach, easy to learn! With seven WELCOME characters (Wendy, Eddy, Lin, Cindy, Oscar, Masid and Eric) children will start a journey to America! The expected situations in real lives in each lesson lead children to immerse

in the book and maximize their results of learning English. The interactive CD-Roms with many exciting activities help children enjoy learning English and understand what they learn in the books more deeply. The DVDs show the conversations in the books in very high quality pictures. The DVDs lead children to learn speaking skills in an active and natural way. The unique and new component of Welcome to America is the Wizard Pen. It is an innovative audio device. In this session many interesting methods of using this device in the classrooms will be introduced. In this session you will find many new and exciting ways of teaching English to ELLs through technology. **YL**

Grammar In View: Ensure students' success in learning grammar

Eric Verspecht, McGraw-Hill Korea
Room B142

Grammar teaching is back in. Teachers and students are increasingly concerned about reduced accuracy and fossilization of errors. A more thorough grammar foundation is necessary for exam success. Classroom experiences and recent research findings have contributed to the growing recognition that a conscious focus on the form of the language is necessary to help the learners improve their language proficiency. This workshop is targeted to teachers who believe that explicit grammar instruction and rule learning support language learning and help students improve both accuracy and fluency. This workshop will show how to integrate grammar in the communicative classroom in a meaningful and purposeful way. The presenter will show techniques that engage students in a way that requires them to think by taking into account various factors like contextualization, personalization, learning styles and learner autonomy. He will use examples from Grammar in View, a grammar series from McGraw-Hill designed to ensure students' success in learning grammar. **SUA**

Turning Students into Independent and Avid Readers: Essential Reading

Scott Miles

Room B109

Essential Reading is a new four-level reading series specifically designed to meet the needs and interests of Asian students. Too often course books aimed at an international audience contain content that is either uninteresting or simply irrelevant to Asian students, making it difficult for teachers to engage students in the material. The presenter will demonstrate the value of reading passages written specifically to match the interests of young adult Asians. To encourage independent reading, the series covers the key fundamentals of general reading skill development, vocabulary building, and dictionary use skills. Finally, the presenter will show how the Essential Reading series also promotes extensive reading practices by providing information on the practice and introducing selections of Macmillan graded readers, giving students the opportunity to see that reading in English at their level of difficulty can be an enjoyable and effective way to develop language skills. The presenter will discuss how all of these elements in Essential Reading combine to fulfill the most important goal of a reading course: to get our students willing and able to read more in English after the course is finished. U

The Power of Technology--Maximizing Learning Opportunities

Sherry Preiss, Pearson

Room B111

One of the great challenges for learners in the EFL setting is limited exposure to, and practice of, new language. What learners get in the classroom is rarely reinforced outside the classroom. Technology provides an opportunity to address this deficit by allowing students to extend their learning outside English class, contributing to more successful acquisition as well as increased learner autonomy.

The presenter will show how technology can be used to boost comprehensible input, increase meaningful practice, and motivate students to take responsibility for their own learning. The presentation will include a demonstration of the Super CD-ROM from the student book of the Top Notch series by Pearson Longman. SUA

Well-Read & Cover to Cover - Reading for test success!

Nalin Bahuguna, Oxford University Press

Room B164

Teachers in Korea all know how important developing reading proficiency is when it comes to tests such as school entrance exams, TOEIC, and the new TOEFL iBT. Developing the specific test-taking strategies for such exams can be achieved through Intensive Reading, which involves students reading a variety of short vocabulary-rich texts, then systematically analyzing components of text for a deeper understanding. Additionally, exposure to Extensive Reading provides students the opportunity to develop the 'speed' required for test success. This presentation will demonstrate to teachers how they can enable their students to develop proficiency towards standardized tests, through the use of a variety of techniques and materials from the new Well-Read and Cover to Cover series. YLS

Culture, Ideology and Motivation in Second Language Learning

Stephen Parsons, The British Council

Room B166

This paper will explore the role that cultural and ideological beliefs and prejudices play in learning a second or foreign language. It has been observed that attempts to learn a new language merely because it is useful for work or study (instrumental motivation) are generally less successful than those arising from a desire to appreciate and understand the culture

evolved by native speakers (integrative motivation). Our objective is to investigate to what extent the fear of being conditioned by an unappealing or inimical culture or ideology is an obstacle to language learning. Conversely, how far do those who wish to settle in a foreign country and imbibe its cultural values have an advantage in learning its language? In this connection, the role of an available lingua franca or second language will also be considered. **A**

Using Pedagogical and Learner Corpora to Investigate Summary Writing

Adriane Moser

Room B167

Summary writing is an activity often used in the undergraduate English classroom. Instructors may use this activity to demonstrate reading comprehension in an authentic and synchronically scoreable method. It may also be used as a first step in teaching academic writing and the research process. The input that students read in order to summarize has an effect on their written output. This study takes a pedagogical corpus of the input given to students over the course of a semester and compares it to a corpus of their output over the course of the semester. The initial hypothesis was that learner output would approach input over time, as the students became “more native-like” writers. A second hypothesis was developed early in the data collection process, that learner output would closely approximate input at first, as learners borrowed heavily from the input text, then diverge into an interlanguage as students experiment with their own constructions, and finally return to approximate the input as learners develop unique and authentic but “native-like” writing over the course of a semester. In addition to the data and conclusions drawn from this study, resources for teaching summary writing and avoiding plagiarism in the classroom will be shared. **U**

Integrated Learning: Teaching TOEIC, Business English and conversation in one course.

Kirsty Reynolds, Cambridge University Press
Room B168

Roughly 1.7 million Koreans sat the TOEIC (Test of English for International Communication) last year. Many of us may believe that TOEIC has limited use as an adequate representation of verbal communication skills. Yet, since TOEIC is so prevalent in Korea and increasingly important for Korean job seekers, it matters little whether we as teachers, agree or not, that TOEIC can accurately reflect a learner's ability to competently function in English in a global workplace. The critical issue becomes ‘how to teach TOEIC in a classroom setting, whilst simultaneously improving the learner's communicative English skills’. How can we help students to gain the TOEIC score they need for their career whilst also teaching them practical English communication skills applicable to the international business environment? Wouldn't it be great to have a multi purpose English course that could be used for Adult conversation classes, Business English classes and/or TOEIC preparation courses?, A course that can be comprehensively used to address one or all of the objectives above? Come and see how your students can benefit from a blended curriculum integrating both, practical/communicative language acquisition and test assessment. Witness first-hand how TOEIC test preparation can be taught alongside Business English and conversation communication skills. **U**

A Communicative Approach to Writing in the Classroom

Liana Robinson, Compass Media

Room M101

Writing can be an easy, interesting, and interactive subject for the classroom. This presentation will use a sample unit to explore getting students interested in writing, empowering

students to feel confident in expressing their own thoughts and ideas, and acquainting students with the process of writing. It will also show the ways that a writing book benefits the four essential skills of writing, speaking, listening, and reading. **YLS**

Writing Research Papers: Proper Quoting, Citing, and Referencing

David E. Shaffer, Chosun University, College of Foreign Languages, English Language Dept.
Room M103

Academic research and publishing in English is becoming increasingly required in the ELT field in Korea. While the content of the research undertaken is of great importance, so too is the form in which it is presented. In our field, the style guidelines that research must almost always follow for publication are those of the American Psychological Association (APA). Among these guidelines, the most important ones – those relating to quotes, citations, and references – pose some of the biggest problems for authors and could be the basis for not accepting a paper submission if they are not well followed. Knowledge of a few basic style rules and the style guidelines for a few common types of resources (books, papers in books, and papers in journals) will equip the writer and editor with the information they need to properly format the majority of references listed in research papers. This workshop will present APA style for (a) sentence-embedded and block quotations, (b) reference citations of authors and their works in text as part of the narrative and parenthetically, (c) reference lists, including author names, publication dates, titles of articles, titles of works, publication information (location, publisher), and (d) retrieval information for electronic sources. Participants will be given hands-on practice at formatting quotations, citations, and references. Questions will be fielded during and after the presentation. **YLSUA**

The art of developing the speaking skill. (To the Top)

William Ryan Stacy, Yeamonsa
Room M105

This presentation focuses on the development of speaking skills, which is often neglected in many language classrooms for a number of reasons, ranging from syllabus design to time and classroom management. This presentation outlines the aims of teaching the speaking skills and argues that learners should be communicating for a purpose. After discussing a number of factors that minimise communicative stress so that learners are not too scared to speak – participants will learn and practise some techniques which maximise the effectiveness of speaking tasks and activities. **S**

Can Phonics Be Fun for Young Learners?

Jason Wilburn, E future
Room S102

Is the phonics approach to English for young language learners preferable to the whole word approach? What are the differences between an ESL student and an EFL student? How do nonnative speakers around the world differ in their ability to learn English? Is there a way to engage our young language learners in a fun and easy approach to phonics education? You're invited to join us as we discuss these issues and many more. Find out how different approaches to language acquisition enable children in different ways. Come to fully understand terms commonly used in the field of language education. Explore how students around the world see and learn English. See how your classroom can become an easy and fun environment for teaching children with phonics. EFL Phonics, published by e-future, is an easy to teach, five level series designed for elementary school children studying English as a foreign language. Come see how the organization and educational approach of this series provides a unique and superior way to teach phonics to young language learners. Learn

how EFL Phonics will improve your classroom and provide your students with a valuable tool for success. **YL**

Effect of Content-Based Instruction on English Learning of Korean Elementary Students

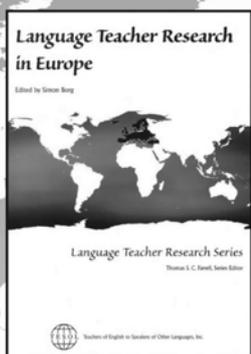
Hwakyung Lee
Room S102

The purpose of this study is to examine the effectiveness of using a Content-based instruction approach in the teaching of English to Korean elementary school students. Using a collaborative approach to content-based science material, students can acquire English abilities, not only to communicate, but also to use as a tool to comprehend the subject matter in language classes in that they emphasize the exploration of themes and emphasize logical thinking, rather than focusing solely on the linguistic development. The hypothesis is that content-based instruction will ultimately lead students to express their ideas through increasingly sophisticated language. The study

was conducted in a private institution. Three groups of students, all attending second grade elementary school, were found to be approximately the same level of English. During the experiment, Group A used a regular EFL textbook published by a foreign publisher, and Group B and C both used an American second grade science textbook. Group B's instructional component differed from that of Group C in that it included practical science experiments. A post-test measuring acquisition of new vocabulary items was administered to all three groups. The results for Group B and C showed that students' achievement was higher than that of students in Group A. Incorporating content-based instruction into elementary school foreign language classroom is the way of providing a meaningful context for language instruction while at the same time providing a vehicle for reinforcing academic skills. Using content-based instruction with hands on experiments will contribute to motivation and ultimately to increased English language learning. **YL**

Language Teacher Research in Europe
Simon Borg, Editor

This volume describes specific classroom experiences in a European context and extracts a more broadly applicable analysis of how to improve student learning. Some topics include enhancing classroom dynamics, using technology, increasing motivation, and integrating a research focus in teaching.



Product No.: 387
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Language Teacher Research in Asia
Thomas S. C. Farrell, Editor

This volume presents research at all levels of instruction in Asia. Each author describes specific classroom experiences in an Asian context and extracts a more broadly applicable analysis of how to improve student learning.



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Sunday PM



Room	2:00 – 2:50PM Invited Speaker Sessions	3:00 – 3:50PM
B107	<i>From Egg Crate to Omelet: Energizing Teacher Development</i> Neil Anderson YLSUA	<i>Swimming with Elephants: Rethinking Study Abroad Tours/English Camps</i> Bruce Veldhuisen and Marc Helgesen SUA
B121	<i>A Two Way Student/Teacher Learning: The Equalizing and Energizing Power of ELF</i> Elka Todeva YLSUA	<i>Helping Learners Towards Excellence in English for Academic Purpose</i> Grace Wang UA
B142	<i>Satisfying Moments and Teacher Motivation: A Self-Determination Perspective</i> Bill Snyder YLSUA	<i>Peace Education in the Language Classroom</i> Cheryl Woelk SUA
B161		<i>Peer-Assisted Professional Development Through Classroom Observation</i> John Wendel, Jolanta Pyra, Maria Pinto and Sarah Peet YLSUA
B178		
B109		<i>Pumping up the Volume!</i> Gilly Dempster SUA
B111		<i>On Track to Listening Success!</i> Katherine MacKay SU
B164		<i>Why & How To Use Online Message Boards</i> James Trotta and Jason Ham U
B166		<i>Three Things You Need to Know about Teaching Grammar</i> Michael Cahill U
B167		<i>Interactions/Mosaic: Preparing students for academic success</i> Eric Verspecht SUA
B168		<i>News-speak: Reading, Listening, Speaking Jigsaw</i> <i>Frank Lev</i> SEE Errata insert for abstract UA
M101		<i>Educational Game Design for Educators</i> Todd Vercoe YLSUA
M103		<i>Is Grammar Right for Young Learners?</i> Jason Wilburn YL
M104		<i>English Libraries: Practical Solution to Improve Vocabulary and Reading Achievement</i> Linda Warfel YLS
M105		<i>Teaching the Academic Body Paragraph in Content-Based Instruction</i> Isaiah WonHo Yoo U

SUNDAY - 3:00~3:50

Swimming with Elephants: Rethinking Study Abroad Tours/English Camps

Bruce Veldhuisen, Marc Helgesen, TEFL International

Room B107

It is increasingly common for universities to take students on study abroad tours or to English camps in the USA, UK, Australia or elsewhere. While those trips can be wonderful, often the results are not what the students imagined: instead of the perfect homestay family (mom, dad and 2.3 children) the students are lucky to have an hour of interaction per day. The language school classes have many students – from Korea. So students still have to remind themselves to actually use English in class. To deal with these issues, the presenters tried to rethink the way they organize study tours. They got 20 Thai and 20 Japanese university students together for a three-week English camp on the Gulf of Thailand. Native English speaking teachers provided input. The students themselves provided much of the content, teaching each other cooking, stories, dance and other aspects of their own cultures. The range of things the students did together was amazing: attending an initiation ceremony for Buddhist monks, learning Muay Thai kick boxing, challenging themselves with rock climbing, even swimming with elephants. In this program report, we will share the successes (creating real need for English all the time, increased student confidence, students discovering things about themselves and their culture, doing a trip for a fraction of the usual cost) and the challenges (culture shock, overcoming standard assumptions [Huh? We're going to Thailand to study English?]). Mostly, we'll share the excitement and this new way of thinking about study abroad tours and English camps. **SUA**

Helping Learners Towards Excellence in English for Academic Purpose

Grace Wang

Room B121

Learners using English for academic purpose (EAP) must face two hurdles: first, of meeting cognitively challenging concepts in their studies, and second, of having to meet that challenge in English as a foreign language (L2). It is well-documented that fluent reading promotes general English proficiency at many levels. Therefore, it can be deduced that students who are fluent English readers for academic purpose will perform better in EAP generally, as well. It would seem helpful, then, for these learners to be given careful instruction in reading for academic purpose. These learners, however, require a special kind of reading instruction, one which can help them overcome the dual challenge of reading cognitively difficult textbooks and other materials on the one hand, and materials which are commonly written for native or first language (L1) English speakers on the other. In this workshop, we will consider several useful insights from relatively recent research in L1 and L2 reading, which teachers can draw on to inform their teaching of reading for these students. We will also look at some tips and strategies for helping L2 learners read for academic purpose more confidently and competently, thereby supporting their general EAP performance and abilities towards a higher level of excellence. **UA**

Peace Education in the Language Classroom

Cheryl Woelk, Connexus

Room B142

In this workshop, participants will explore understandings of peace education, connections between peace education and language learning, and interact with several activities from the Peacebuilders program, a conversational English peace education class. Since 2002, the Peacebuilders program has had several hun-

dred participants of varying language level, age, experience and interest. The course has had positive feedback from most participants, who found the class helpful for both language learning and for expanding their own thoughts related to building peace. Content ranges from looking at various issues, interpersonal to international, from a peace perspective. Activities are participatory and center on discovery learning for the participants. Themes in the course focus on relationship building, communication skills, exploring differences, conflict transformation, discovering peacebuilding in daily life, and developing values. Language learning tasks are mainly communicative, and participants find a high level of motivation from course content and methods. Some helpful materials for the Korean context have come out of the last 5 years of developing and teaching the course. This workshop seeks to share some of these ideas and help teachers to apply learning from the development of the Peacebuilders program to their own language classroom settings. **SUA**

Peer-Assisted Professional Development Through Classroom Observation

John Wendel, Jolanta Pyra, Maria Pinto, Sarah Peet, Dongguk University

Room B161

Observation is usually regarded, and generally used, as an evaluative tool. However, in an EFL context, observation can be an effective (and cost-effective!) means of raising awareness of our 'selves' – our words and actions – in the classroom. It can be used to foster creative exchanges of ideas and to guide self-improvement. The four team members used self observation (through audio and video taping their classes) and peer observation as a tool for professional development. They will outline the project and talk about how it has helped them to motivate themselves, learn new teaching techniques and re evaluate their own teaching. This project is something that teachers with little experience and teachers with a

lot of experience can all benefit from, and that teachers in hagwons, schools and universities can all use. **YLSUA**

Pumping up the Volume!

Gilly Dempster, Macmillan

Room B109

This year's conference title is all about keeping ourselves stimulated and our students encouraged. Over the last few years in Korea, extensive reading has taken 'centre stage' in many teachers view, or indeed classroom practice, whether this is through a class library or class reader. If a reader, there's nothing better than losing oneself in a good book when the rain's pelting down. How then can we transfer this feeling to a foreign language learner? Today's presenter, using examples from different levels of Macmillan Readers, will share some ideas to help keep motivation high. **SUA**

On Track to Listening Success!

Katherine MacKay, Pearson

Room B111

Students want to develop listening skills to live the language with confidence and often to improve test taking performance but exposure to native speakers is limited, lifestyles are busy and learning is a personalized process. Focusing on listening text for different purposes can develop better comprehension and inference skills. Test type questions in familiar formats will give the controlled practice needed for successful exam preparation. Still, input does not equal output. Pronunciation practice can support students to understand the sounds and rhythm of English and to be understood when they start using what they've learnt. This session will feature 'Sounds Good' from Pearson Longman, the new listening skills book with podcasts, giving your students more listening anytime, anywhere and at no extra cost!. Come and hear what teachers are now

tuning into to help their student get on the best track to listening success. SU

Why & How To Use Online Message Boards

James Trotta, Jason Ham, Hankuk University of Foreign Studies

Room B164

The authors have been assigning their conversation students homework to be completed using online discussion boards for several years. They have found certain advantages, which they will share during the presentation. They will also draw upon their practical experience to help teachers who want to implement online message board homework in their own conversation classes. U

Three Things You Need to Know about Teaching Grammar

Michael Cahill, Kyobobook Center

Room B166

“...being able to use grammar structures does not only mean using forms accurately, it means using them meaningfully and appropriately as well.” Diane Larsen-Freeman Teaching Language: From Grammar to Grammaring Grammar is not just about form. In order to communicate, language users also need to know the meaning of the forms and when to use them appropriately. It is sometimes not the form, but the meaning or appropriate use of structure that represents the greatest long-term learning challenge for students. These three dimensions, form, meaning, and use can be used to represent the fundamental goals of grammar acquisition. During this presentation, the speaker will examine these three dimensions in detail and provide examples of clear, comprehensive and communicative exercises that practice each dimension. Diagnostic and reflective activities that reinforce the grammar will also be covered. Examples will be taken from the new Grammar Dimensions, 4th Edition from Heinle. U

Interactions/Mosaic: Preparing students for academic success

Eric Verspecht, McGraw Hill Korea

Room B167

When students need to use English for Academic purposes, they do not only need a high language level, but they also need to master specific study skills. Students need to be able to take notes during lectures, understand academic texts, do research, write reports and essays, do oral presentations etc. All these skills require a solid foundation of critical thinking skills and a mastery of academic vocabulary. This workshop will show how you can provide scaffolding to support and accelerate each student's journey from exploring general interest topics to mastering academic content. The presenter will use examples from Interactions/Mosaic, the world's best and most comprehensive academic skills series. SUA

Educational Game Design for Educators

Todd Vercoe, Inje University Department of General Education

Room M101

Every educator endeavors to turn learning environments into exciting and fascinating learning spaces.. Often, educators attempt to create games as activities to reinforce lessons and yet often these games will fall short, becoming drudgery for students to suffer through. Backed by proper pedagogy games have the power to stimulate and inspire learners. This workshop will focus on the proper design of educational games: Why games are fun, or in poorly designed games, why they are boring. What the elements in game design make a game enjoyable. How competition can be used to stimulate a class and where competition is dangerous. This hands-on workshop will empower educators to properly use the “theories of fun” in game design to better engage learners and create better, more exciting and more interesting games for any learner in any age group. YLSUA

Is Grammar Right for Young Learners?

Jason Wilburn, E future

Room M103

How should we teach Grammar to young children? Kids don't like studying English grammar, and who can blame them? Learning grammar is boring. Grammar is tricky and difficult to learn. By the time the lesson's over, the kids have already begun to forget what they were taught. So why should we even bother? Grammar is central to learning the language in an EFL program. Unlike in their native language, EFL students are not regularly exposed to the language constructs of English. Grammar is not something they will pick up naturally with time. We must address grammar in order to enable students to use the language in actual communication. But what can be done to teach grammar to young children? We can make lessons fun. Learn how My First Grammar uses games, fun activities, and comics to allow for a fun educational experience that students will actively seek to participate in. We can make lessons easy. See how My First Grammar's grammar targets are age and level appropriate. Students do not need to master every aspect of each grammar point, only those relevant to their level and immediate communication task. We can make lessons memorable. Find out how My First Grammar's unique organization and review methods enable students to internalize and retain the information they are taught. We can make students successful. Understand how your students can be given the tools to succeed with My First Grammar; a new series offered by e future. **YL**

English Libraries: Practical Solution to Improve Vocabulary and Reading Achievement

Linda Warfel, Scholastic

Room M104

Research shows that having access to a di-

verse collection of books plays an important role in children's reading success. As stated by Armbruster, Lehr, Olson 2001 "Students become fluent readers when they have opportunities to practice their reading skills with books they want to read and can read with success." This workshop will provide research findings and practical solutions to select appropriate books for your classroom/school library. All participants will receive a Scholastic library sampler and an opportunity to win a free Ready-To-Go Library containing 100 books. **YL**

Teaching the Academic Body Paragraph in Content-Based Instruction

Isaiah WonHo Yoo, Sogang University

Room M105

Although most writing books intended for college level students discuss some elements and styles of a body paragraph, e.g. the topic sentence and comparison & contrast, they overlook one area that distinguishes the academic writing that undergraduate students are expected to be familiar with: how and where to incorporate information from class readings in body paragraphs. Drawing upon my experience both as a student and as a teacher in college ESL writing courses in major universities in America, this paper presents a four-step organizational scheme of academic body paragraphs in an argument paper, illustrates this organizational scheme with a student example, and provides a lesson plan for a college writing class using content-based instruction. Also discussed are how to write topic sentences from the thesis statement, what to avoid in topic sentences, and how to create cohesion between body paragraphs with simple, yet effective, transitional words or phrases in topic sentences. Handouts explaining how to teach the academic body paragraph—along with paraphrases, quotations, parenthetical citations, and references—will be provided. **U**

Proposed Revisions to the Korea TESOL Constitution and Bylaws

There are six (6) items proposed to amend the Korea TESOL Constitution and/or Bylaws.

Please Circle Y (Yes) or N (No) and return this ballot to the elections table. Thank You!

Item 1: Proposal to eliminate the position of General Manager.

Item 2: Proposal to enable dissolution of a chapter due to inactivity or lack of membership.

Item 3: Proposal specifying representation of chapters at National Council meetings.

Item 4: Proposal to provide a framework for chapter leadership and chapter elections.

Item 5: Proposal to require a minimum number of votes cast for successful election.

Item 6: Proposal to provide direct election of the president for a two-year term.

Don't forget to vote!

Come to the KOTESOL information table in the Exhibitor's area near Gemma Hall between 10-4 on Saturday or Sunday and make your vote count!



Teachers in Action: Professional Development/Volunteer Opportunities

What's a SIG?

By Jake Kimball

KOTESOL jargon sometimes mystifies members. Although many members may have heard the term, few understand their function within this organization. If you have not heard about SIGs, here is a concise overview: SIG stands for *Special Interest Group*. These groups are small communities of KOTESOL members who share a specific area of professional interest. To paint a better picture, here is a list of our current SIGs: *Business English, Christian Teachers, Global Issues, Research, Spirituality, Young Learners & Teens*. Joining a SIG is free and a benefit of your KOTESOL membership. Take advantage of this!

Now that you understand better SIG semantics, you may be wondering what SIGs do and how you can benefit from joining one. SIGs are organized around specific areas of English Language Teaching, and they provide a venue for KOTESOL members to meet other professionals online and offline. Members discuss issues and topics that are relevant to their particular interests. The most common way to do this is via online forums, or discussion groups. Often SIGs use this kind of forum to solve problems, share ideas for use in the classroom, and make announcements. Over the past few years, we have been using Yahoo Discussion Groups to disseminate information. However, the KOTESOL website now has the capability to host discussion forums. In September, SIGs will be developing and managing discussion groups via the KOTESOL website.

In the past few years, KOTESOL SIGs have hosted symposiums, or mini conferences, dedicated to a specific theme. There have now been three successful *Young Learner & Teen* conferences, each co-hosted by three different local chapters in three different locations. This SIG has even brought in international speakers and printed large resource books for attendees. *Christian Teachers* held a productive conference and lunch event last year. The *Research SIG* has also sponsored afternoon seminars. This year the *Global Issues SIG* has publishing an online newsletter. The bottom line is that SIGs provide a way and means to communicate, network, and learn.

What Are the Benefits of Joining a SIG?

When you join a SIG, you will be able to do the following with like-minded people:

- Interact with other teachers and enhance your knowledge and skills.
- Gain new insights into learning and teaching.
- Develop networks for research collaboration, express ideas and receive feedback on individual projects.
- Cooperate and liaise with international ELT associations to promote professional development and disseminate information.
- Write articles.
- Give presentations.

How to Join

These are our active SIGs. Please contact the facilitators for more information. These facilitators are passionate and knowledgeable about their respective interests, and we are thankful to have them involved in our KOTESOL community.

- *Business English* (Ian Kirkwood, Facilitator: iankirkwood777@hotmail.com),
- *Christian Teachers SIG* (Heidi Vande Voort Nam, Facilitator: heidinam@gmail.com),
- *Global Issues SIG* (Bob Snell, Facilitator: bsnell2@yahoo.com),
- *Research SIG* (David D. I. Kim, Facilitator: kdi.kim@utoronto.ca),
- *Spirituality SIG* (Greg W. Brooks-English, Facilitator: balanverse@gmail.com),
- *Young Learners & Teens SIG* (Jake Kimball, Co-facilitator: ilejake@yahoo.com, Jason Renshaw, Co-facilitator: jason.renshaw@gmail.com).

To sign up, go to the KOTESOL website.

1. First, log in to your KOTESOL account. The “My Account” page appears.
2. Click “Special Interest Groups” on the upper left side of the page.
3. Select the SIG in which you are interested. Now you are at the SIG website.
4. Look to the bottom left, you will see a link to “Request Subscription.” Click that.
5. Confirm your subscription.

Be a Leader

Over the years, we have also had SIGs sink. Naturally, SIGs, like any other organization, need leaders to keep their local community afloat and promote special interests. While some areas of interest have a high popularity among our membership, such as *CALL*, *Teacher Education & Development*, and *Writing & Editing*, we need new leaders to facilitate these groups—or new ones. If you are passionate and well informed, think about being a leader and starting your own SIG! If you are, contact me.

The Author

Jake Kimball (MSc in Educational Management in TESOL) is KOTESOL’s National 2nd Vice President. In his free time, he enjoys writing and editing. He is Editor-in-Chief of *The English Connection* and various other publications. He has been teaching young learners in Korea for over 12 years.

Note: Published in ASK About Seoul KOTESOL, September 2007, Volume 13, number 3, pp. 16-17.

KOTESOL Special Interest Groups (SIGs) are organized around specific areas of English Language Teaching. SIGs allow KOTESOL members to meet other professionals with whom they can discuss issues and topics that are relevant to their particular interests. Below are the presently active SIGs.

Business English
Christian Teachers
Global Issues
Research
Spirituality and Science
Young Learners

Common SIG activities include reading and discussing new books and publications, conducting action research within the classroom and reporting findings to the SIG members, publication of a newsletter, developing materials, hosting speakers and holding meetings or hosting mini-conferences.

Since SIGs are focused on particular subjects of interest to all of its members, when you join a SIG, you will be able to do the following with like-minded people:

- Interact with other teachers and enhance your knowledge and skills.
- Gain new insights into learning and teaching.
- Develop networks for research collaboration, express ideas and receive feedback on individual projects.
- Cooperate and liaise with international ELT associations to promote professional development and disseminate information.

More information about individual
SIGs is available at the SIG table in
the Music Building Lobby

Sunday morning worship

8:00-8:50 in the Music Building rooms 103 / 104 (Catholic and Protestant)

Protestant Worship:

An interdenominational Christian service with Brian Heldenbrand (speaker)

Catholic Mass:

Roman Catholic Mass celebrated. All wishing to share in the Holy Eucharist are invited

**NEW at KOTESOL CONFERENCE 2007:
SUNDAY MORNING ENCOUNTERS (8:00a.m.) WITH PERSONS OF NOTE**

KOTESOL is inaugurating a new initiative at this year's conference, modeled on something which is done regularly at the TESOL, Inc. and many other international conferences.

Invited conference speakers and other persons of note have been invited to lead small group discussions first thing on Sunday morning before the regular slate of sessions gets started. These are designed to be of a more intimate nature than is possible during formal presentations.

The sessions will be open-ended discussions, not prepared presentations. The listed conveners will lead off by introducing the designated topic of discussion and providing a short commentary, but the remainder of the session is left open for those attending to carry the discussion in any direction they choose.

For conference attendees, this is a chance to interact with some of our invited speakers and other people of significance in the field of ELT in a more personal setting than is possible during Q and A periods following a formal presentation.

All of the Sunday Morning Encounters are open to any registered conference attendee. No need to sign up in advance. Just show up at 8:00 a.m. for the session of your choice.

Start off your second day of the conference
by having a personal conversation with one of our invited speakers!

TENTATIVE SCHEDULE of Sunday Morning Encounters:

8:00 - 8:50 a.m. Sunday Morning Encounters

(Tentative schedule as of press time. Please consult the KOTESOL Information Desk and announcement boards at the conference for the room numbers and the final list of Encounter Discussion Leaders.)

Encounter 1

Jun Liu and Elka Todeva **Room: M101**
"Making the Most of NNEST-ness"

Encounter 2

Tim Murphey and Marc Helgesen **Room: M103**
"The Happiness and Well-Being of Teachers and Students"

Encounter 3

Bill Snyder **Room: M104**
Topic TBA

Encounter 4

Neil Anderson **Room: M105**
"Explicit Strategy Instruction: Do Korean teachers do it? Why/Why not? If so, how?"

Encounter 5

Tom Farrell **Room: B164**
"Getting on Track for Professional Development"
(and follow-on from previous day's invited presentation)

Encounter 6

Rob Waring (tentative) **Room: B166**
Topic TBA

Encounter 7

Steve Gershon **Room: B167**
Topic TBA

Encounter 8

Mike Levy **Room: B168**
Topic TBA

KOTESOL 2007 INTERNATIONAL CONFERENCE

EMPLOYMENT CENTER

Room S210

AT YOUR SERVICE ALL DAY SATURDAY & SUNDAY

* * * * *

ARE YOU LOOKING FOR A NEW TEACHING POSITION?

CHECK OUT THE JOBS POSTED ON THE ANNOUNCEMENT BOARD

* * * * *

WANT TO HAVE A PRELIMINARY INTERVIEW WITH A POTENTIAL EMPLOYER??

FIND OUT WHICH EMPLOYERS ARE INTERVIEWING
AND MAKE AN APPOINTMENT ON SITE AT THE EMPLOYMENT CENTER
DURING THE CONFERENCE

* * * * *

**ARE YOU A POTENTIAL EMPLOYER WHO DIDN'T HEAR ABOUT
THE CONFERENCE EMPLOYMENT CENTER?**

STOP BY THE EMPLOYMENT CENTER TO POST A DESCRIPTION
OF AN OPEN POSITION

OR SET UP AN INTERVIEW SCHEDULE TO MEET QUALIFIED
APPLICANTS FROM THE POOL OF TEACHERS AT THIS CONFERENCE



Presenter's Biographical Statements

Adler, Cat has been teaching ESL and TESL for over eight years in three countries: Korea (Busan and Daegu), the U.S. (University of Northern Virginia, Carroll Community College, Maryland), and Canada (Greystone College, ILSC). She is currently the director of ORCA English Adventures in Squamish, B.C. Her specialties include teaching pronunciation, accent reduction, public speaking, grammar, and writing.

Allen, Casey graduated from the University of Alberta in 1992 with a B.Ed. (Secondary) in drama and a double minor in English/phys.ed. He graduated from Athabasca University in 2002 with a M.D.E. (Distance Education)/Specialization: Educational Technology. He is currently an instructor at Keimyung University teaching Business English and English composition skills.

Aloiau, Edwin K.W associate professor in the Economics Department, Soka University, Tokyo, Japan and adjunct professor in the Graduate College of Education, Temple University, Japan, has taught in a variety of learning environments since 1979. His research interests include learner motivation, learner autonomy, teacher education, curriculum design and effective instruction in intensive English language programs.

Anderson, Neil J. is a Humanities Professor of Linguistics and English Language at Brigham Young University, Provo, Utah, USA. He also serves as the Coordinator of the English Language Center. Professor Anderson has taught and presented papers and workshops in over 20 countries. His research interests include second language reading and language learning strategies. He is the author of a teacher education text in the TeacherSource series

entitled Exploring Second Language Reading: Issues and Strategies (1999, Heinle) and an EFL reading series ACTIVE Skills for Reading, 2nd Edition (2006, Heinle). He is also the author of the ELT Advantage: Reading on-line professional development course published by Heinle. During 2002-2003 he was a Fulbright Scholar conducting research and teaching in Costa Rica. Professor Anderson served as President of the international association of Teachers of English to Speakers of Other Languages, Inc. 2001-2002. He is currently a member of the Board of Trustees of The International Research Foundation for English Language Education

Apple, Matthew is an Assistant Professor at Doshisha University. He is currently finishing his doctoral degree from Temple University and his current interests are CALL, extensive reading, teaching writing and motivation.

Asai, Atsushi teaches languages (Japanese, English, C, Perl, Ruby, etc.) and language processing as Associate Professor in the Department of Robotics at Daido Institute of Technology, Nagoya, Japan. His recent interests include loan phonology.

Aubrey, Jonathan is a doctoral candidate in TESOL at the University of Exeter, England. He has taught at universities in the USA, South Africa, South Korea and the United Arab Emirates.

Bahuguna, Nalin has been an educator since 1998, with experience teaching in Japan, New Zealand and Korea. He is currently residing in Seoul, where his role is as the Oxford University Press ELT Consultant for Korea. He has a Master of Professional Studies in Language Teaching (Hons), and a special in-

terest in NLP and its application to language learning.

Bai, Yanqin, now student of Applied Linguistics for Master's degree in College of Foreign Languages, Wuhan University of Technology. From 1995-2006, September, she taught in Foreign Languages Department of Inner Mongolia Electric Power Collge, and entered the Master's programme in Sptember, 2006.

Baker, John has a background in TESOL, literature, and composition. He has worked in writing centers in the U.S., taught in Korea and Thailand, and is currently teaching in Taiwan. His professional duties include working with student writing centers, self-access center design, a range of EFL courses, and academic and technical writing instruction. He also holds a position an editor for the Asian EFL Journal.

Balsamo, William M. has been teaching in Japan for twenty years. He is the founder of Asiahelp which seeks to help those working to improve the life of children in Asia and he has established Teachers Helping Teachers, a group of teacher volunteers who conduct teacher training seminars in developing countries. To date the seminars have been given in Bangladesh and Vietnam and will expand to Laos in 2007. He has been the president of the Himeji JALT Chapter since 1995 and the editor of Himeji JALT News. In addition, he has written several college textbooks currently in use.

Beal, Richard is a graduate of the University of Warwick (UK). His research interests are within the areas of EALP, CALL, and learner autonomy. He has previously written about learner autonomy within the Japanese context based upon his previous teaching experience in the Japanese public school system. He is currently a lecturer at Kanda University of International Studies in Chiba, Japan.

Benevides, Marcos is an assistant professor at

Kansai Gaidai Univers ity. He has eight years of EFL teaching experience in Japan: three at public secondary schools, and five at colleges and universities. He has taught graduate EFL pedagogy courses, and has spoken at dozens of local conferences and BoE-sponsored seminars in Japan. He holds an M.Ed TESL (Calgary, 2002), a double honours B.A. in literature and creative writing (Concordia, 1998), is a certified Canadian Language Benchmarks assessor, and has served three elected terms as president of JALT's Okinawa Chapter. He is co-author of *Widgets*, an upcoming title from Pearson Longman ELT.

Bill, Allison started her own second language learning at the age of 5. She completed her M.A. TESL/TEFL at St. Michael's College in 2005. She has taught ESL in France, FSL in Canada, and now EFL in South Korea. Allison is a native of Ottawa, Canada.

Bower, Jack has lived and worked in Japan for a total of 5 years. He graduated from the University of Canberra with an MA in TESOL in 2004 and currently teaches at Kanda University of International Studies in Chiba. Jack's research interests include learner autonomy, CALL and learner motivation.

Brooks-English, Greg teaches at Dongguk University, Korea's largest Buddhist university, and has taught EFL for nearly four years. He founded the KOTESOL Spirituality Special Interest Group (KSSIG) to help imbue EFL/ESL with a teaching pedagogy that awakens the heart with compassion and understanding, while helping students ask the deeper questions of life. Inspired by the unitary consciousness that animates all things and beings, he works and plays at bringing together spiritual practice and work. Greg has taught at Yonsei University, K.A.I.S.T., the Institute of Foreign Affairs and National Security (IFANS), Daeil Foreign Language High School, and some leading Korean CEOs.

Brown, Clara Lee Ed.D., is Assistant Professor

in ESL Education in Department of Theory and Practice in Teacher Education at the University of Tennessee, Knoxville. She teaches ESL methods, assessment, and bilingualism. Her research interests include enhancing academic language proficiency through content-based ESL, content-area reading, learning strategies for content learning, and heritage language.

Brown, Ian (Master of Ed TESOL) is currently teaching and working on a CALL project at Kyushu University in Fukuoka, Japan. His teaching background spans over seventeen years with experience teaching in Japan, Australia and Thailand. He has a long interest in CALL, especially in the areas of teacher training and making CALL practical for all teachers. He has worked as a specialist CALL teacher and coordinated an extensive Blended learning EAP program. He has presented papers and conducted training sessions on various aspects of ELT and CALL at conferences and workshops around the world.

Burden, Peter is an associate professor at Okayama Shoka University, in Japan. He has an EdD in TESOL and has taught English in Japanese tertiary education for sixteen years. His research interests currently focus on learner perceptions and teacher/learner dissonance.

Cahill, Michael is an experienced teacher, trainer and consultant based in Singapore. He has taught students of all ages and abilities in Taiwan, Malaysia and the United States. His areas of interest include teaching young learners and learner training. His most recent teaching position was at Soochow University in Taipei. He currently works for an ELT publisher as a senior product manager, helping schools choose materials and implement programs.

Campbell-Larsen, John M.A., is a Lecturer in Himeji Dokkyo University's Faculty of Foreign Languages in Himeji, Japan. John has taught English in Japan for 12 years and his research

interests include EAP pragmatics, discourse analysis, the mental lexicon and intercultural communication.

Carreira Matsuzaki, Junko received her M.A. in English Language and Literature and completed her doctoral course in Department of English and Literature at Tsuda College, Tokyo, Japan. She is a full-time lecturer at Tokyo Mirai University. Her research interests include affective factors contributing to language learning.

Carter, David teaches in the Communicative English Department of Yonsei University, Seoul. He has used drama in language teaching for many years and was chairman, director and actor with an amateur drama company in the UK for 15 years. He has published several articles on drama in EFL and is contracted to publish two books for Kamera Books, UK, in the near future: 'Plays...And How to Produce Them' (February 2008) and 'The Art of Acting... How To Master It' (June 2008). In 2006 he also had published a book on 'Literary Theory' (Pocket Essentials, UK).

Charlton, Dave has ESL/EFL teaching experience in Canada and Korea. A graduate of the University of Calgary, David has been involved in the publishing industry for three years. He has edited/co-authored the following grammar series: Easy English Grammar – a five-level grammar series for elementary school students, Active English Grammar – a six-level grammar series for middle and high school students.

Chen, Dongmei has been a college teacher of English since graduation from Xi'an Foreign Languages Institute in 1987. She is always interested in EFL teaching. At present, her study is focused on CALL, esp. its application to the teaching and learning of English listening and speaking.

Cheng, Ting Yao is from Taiwan. He is involved in the development of digital English

teaching material for many years. He specializes in the CALL field. His researches have been sponsored by the National Science Council.

Choi, Ji-young received her BA in 2000 from Korea University and MA in Foreign Language Education in 2005 from the University of Texas at Austin. She is currently teaching at Jukjeon High School in Yong-in, Korea. Her research interests are language learning strategies, teaching methods, foreign language testing, etc.

Chu, Shu-ching is currently an associate professor at National Yang Ming University in Taiwan. She received her Ph.D. from the joint doctoral program at Claremont Graduate University and San Diego State University. Her research interests include teaching methodology and teaching techniques, teacher education, and learning strategies.

Cover, Dwayne completed his graduate work at the University of Victoria (Canada) where he focused upon external factors that influence second language development. His research interests lie in the areas of sociocultural theory and multicultural education. He is currently a lecturer at Kanda University of International Studies in Chiba, Japan.

Craig, Dan has taught English as a Second Language and language education students for over 10 years. He is currently an English instructor at Seoul National University, an adjunct professor in computer-assisted language learning (CALL) at Indiana University, and a Ph.D. candidate at Indiana University. His research interests include instructional technology, distance education, computer-assisted language learning, teacher education/professional development.

Cramer, Tracy is originally from the U.S. He has been teaching English to university students since 2001. He has presented extensively on the topic of Extensive Reading at local, na-

tional, international conferences.

Dai, David Wei-Yang currently is chair professor of English at China University of Technology and part time professor of English at National Taiwan Normal University. He is the founder and immediate past president, ETA ROC.

Davies, Alison is the Head of the University of Canberra English Language Institute in Australia. She has a Masters of Education in TESOL and many years experience in teaching adults. These students have ranged from beginners in general English, through to students preparing for postgraduate tertiary study. Alison has had a continuing interest in curriculum development and mentoring of teachers.

Davies, Joshua, originally from a state outside the lower 48, has spent the last five years teaching and traveling in various parts of the world. Currently he works at Sungkyunkwan University in Seoul, as well as running KOTESOL's national website. He enjoys showing that CALL is not nearly as scary as it seems.

Davila, Sara strives to improve the understanding and delivery of language curriculum, instructional strategies and assessment practices for EFL/ESL teachers. With experience in both the US and Korea teaching and developing content driven curricula Sara has refined her knowledge and practices to meet the needs of diverse educational environments. Through her presentations she offers others practical and ready to use strategies effective in any classroom. Currently she can be found developing and editing a middle school language program at the Kyungbook National University Middle School in Daegu.

DeLong, Shawn has been in Korea since 1999, working at Jeonju University. He has a master's degree from Jeonju University in Korean Studies. He did his undergraduate work at

Waynesburg College in Pennsylvania. He's married and has a 1 year old son.

Dempster, Gilly is an ELT consultant/trainer for Macmillan Education based in Korea and has experience as a teacher here and in Scotland. She holds an MA in English/Sociology from Aberdeen University, a Montessori diploma, a TESOL certificate and has developed, and indeed is still developing, resources to aid children's learning. When not involved in ELT she is involved in doggie things as she has two wonderful canine companions.

Di Biase, Bruno is a senior lecturer at UWS and teaches various linguistic units such as second language acquisition, L2 learning and teaching methodology and language typology.

Downey, Stephanie currently teaches at Kyungnam University in Masan. Prior to coming to Korea 12 years ago, Ms. Downey also taught ESL in the U.S. and Eastern Europe. She has an M.A. in TESOL from the School for International Training (SIT) in Brattleboro, Vermont. W

Dunbar, Alastair has been living and working in Taiwan for the past 7 years. He graduated from the MA TESOL program at Tsing Hua University in 2004. Since then he has been working in the department of Applied Foreign Languages at Ta Hwa Institute of Technology. His research interests include learning strategies and learner centered approaches to assessment.

Farrell, Thomas S.C. will be having a homecoming of sorts at this conference. Tom spent a decade and a half teaching in Korea, as a KOTESOL member, and as the first editor-in-chief of the Korea TESOL Journal He is now professor of Applied Linguistics at Brock University near Toronto, Canada. Tom has recently published *Succeeding with English Language Learners* and has partnered with Jack Richards to co-author *Professional Development for Language Teachers*. He has

also recently authored several books on reflective teaching and edited still others. He will speak on professional development through reflecting teaching – a major way in which we can challenge and improve ourselves.

Fellner, Terry MA, is an Associate Professor at Saga University, Japan. Terry has been a language instructor and teacher trainer for more than 15 years both in Japan and Canada. His professional interests include areas such as academic writing, student plagiarism, CALL, Outdoor Language Learning, student motivation, and discourse intonation.

Fermin, Edizon Angeles is the Assistant Principal for Academic Affairs of Miriam College High School. He is also the national secretary of the Philippine Association for Language Teaching, Inc. (PALT). His interests include curriculum studies, language planning and policy, assessment in language teaching, and classroom-based research in ESL/EFL contexts.

Finch, Andrew is associate professor of English Education at Kyungpook National University, where he teaches TEFL methodology, using a holistic, humanistic approach. Andrew has authored a number of ELT books, which can be viewed online at www.finchpark.com/books. His research interests focus on ELT as education of the whole person.

Fowle, Clyde is Regional Consultant / Trainer for Macmillan Education, East Asia. He has over 15 years' experience of teaching English, managing language programmes and teacher training in Asia. He holds an MA in TESOL from Sheffield Hallam University and has published several articles in the field of ELT. He is co-author of *Synergy* a new 4 level integrated skills course for Asia published by Macmillan.

Gao, Min xia is a Ph. D student engaged in Applied Linguistics. She is interested in teach-

ing and learning English as ESL. She used to teach English at Yan bian University of China for 10 years.

Gardiner, Julia is currently the Program Manager for the Melbourne and International campuses of RMIT English Worldwide (Australia). She has worked for the company since 1996, initially as a classroom teacher before moving into an academic management role. She has recently completed her Masters in Applied Linguistics at Melbourne University and is particularly interested in the teaching writing and helping students develop effective revision strategies. Of further interest is teaching practice in terms of giving effective feedback for L2 writing.

Garrigues, Steve holds the rank of Professor in the Department of English Language and Literature at Kyungpook National University in Daegu, where he has been teaching since 1986. His MA and PhD are both in cultural anthropology, and his research interests are primarily in inter-cultural communication, semantics and comparative phonology. He was born in the United States, but he has spent most of his life in the Asia-Pacific region, including Japan, India, Tonga, and Korea. He is a long-time member of KOTESOL, currently the President of the Daegu Chapter, and is a member of the Global Issues SIG.

Gershon, Steven has taught in the U.S., UK, France, China and Japan. He is currently a professor in the College of Liberal Arts at J. F. Oberlin University in Tokyo, where he's been for 15 years. He presents frequently at conferences in Asia and has written many course books, including *Sound Bytes* (Pearson), *Gear Up*, and most recently, *New English Upgrade* (Macmillan).

Goosey, Martin is in his 14th year as an ELT professional, and has been involved in teaching, teacher training, and management in over ten countries. Since 2002 he has worked largely in Asia, and is currently teaching at the

British Council Seoul. His interests include the motivation of adult professionals to learn English, and the concerns of teachers about their relative inexperience of the business world. Amongst his qualifications is the London Chamber of Commerce and Industry Further Certificate for Teachers of Business English; he also undertakes review work of business titles, such as Thomson ELT's 'Best Practice'.

Graf, Jocelyn is assistant director of the English Writing Lab at Hanyang University in Seoul.

Gram, Nicola was born in the UK but raised and educated in Vancouver, Canada. Her studies included English and Linguistics, Education, Multicultural Education and Educational Psychology. In Canada, Nicola taught new immigrants, international university students and First Nations students. She came to Asia almost ten years ago and taught in a local secondary school. Nicola has been lecturing in tertiary institutions for the last 7 years. She has written a number of educational series. Nicola's research and writing interests include curriculum and materials development for primary, secondary and college learners of English.

Graziani, Frank is currently an instructor in the language department of Rikkyo University in Tokyo, Japan. He has taught previously at Tokai University in Japan, Inha University in Korea, and Long Island University in New York City. He has also been a contributor in varying capacities to a number of classroom texts in the field.

Groom, Nicolas...

Guest, Mike (Michael) is Associate Professor of English at Miyazaki University, Japan. He is a regular columnist on language teaching for *The Daily Yomiuri* national newspaper in Japan and is a regular presenter throughout Asia. Originally from Vancouver, Canada he

has been in Japan 18 years and holds particular interests in the fields of testing, lexis and critical thinking.

Hafenstein, Patrick, with over 11 years in the ELT, teacher training and education management industry, Patrick also has extensive examination experience which includes being an IELTS Examiner, KET/PET Oral Examiner and TOEIC Administrator. He has authored 3 IELTS books for which he was the Series Editor. He is currently researching e-learning programs and employed as an Education Consultant for Macmillan Education East Asia.

Ham, Jason has been teaching English in Korea for 10 years. He has used online forums in numerous university conversation classes. He currently teaches at Inha University.

Hambly, Clare is an ELT Consultant for Oxford University Press, Korea. A high school teacher by training, she has been teaching since 1997, working with students of all ages and levels of proficiency. After coming to Korea, she taught young learners and adults at Korea University where she was the YL coordinator for three years. She is currently completing her masters in Applied Linguistics, and is particularly interested in English for Young Learners and in cross-cultural pragmatics.

Hanslien, Virginia teaches English conversation and composition at Korea University in Jochiwon. She taught previously at Ewha Women's University and Ewha Girl's Foreign Language High School. Her professional interests include motivation, culture and the use of literature in the language classroom.

Harmer, Jeremy has taught in Mexico and the UK where he is currently an occasional lecturer at Anglia Ruskin University. He has trained teachers and offered seminars all over the world. A writer of both course material and methodology, he is the author of methodology titles including *How to Teach English* (2007), *The Practice of English Language*

Teaching (4th edition 2007) and *How to teach Writing* (2004) - all published by Pearson Longman.

Harrington, David has taught English to speakers of other languages for over 15 years. David has taught students of almost every age and circumstance from preschoolers to graduate students. He is the founder of The English Resource and the co-author of *Speaking of Speech*, *What's in the Cards*, and *Street Speak*.

Hart, Robert has taught as a visiting instructor in the Department of Tourism Management at Keimyung University in Daegu since 2001. He holds a B.A. in English/journalism and a M.A. in English from Murray State University in Kentucky and has recently published the textbook, *Shortcuts: English Conversation for Tourism*. Before coming to Korea, he taught in the U.S., Chile and Argentina. He is currently completing a Ph.D. in tourism management at Paichai University in Daejeon.

Helgesen, Marc is professor at Miyagi Gakuin Women's University, Sendai and adjunct in the Columbia University Teachers College M.A. Program, Tokyo. Marc is the author of over 100 books, articles and textbooks including the *English Firsthand* series. He has been a featured speaker at conferences in Korea, Japan, Taiwan, China, Thailand, Vietnam, Malaysia, Egypt and New Zealand.

Hou, Hsiao-I is a lecturer in the College of General Education at Shu-Te University in Taiwan. She is a Ph.D. candidate at University of Minnesota. Her current research focuses on ESP curriculum design, and faculty performance and productivity issues in higher education.

Hsiao, Cheng-hua a PhD student in the TESOL program at National Cheng-chi University, is presently a full-time lecturer in the Department of Applied Foreign Languages at Northern Taiwan Institute of Science and Technology. Her research interests are class-

room discourse analysis, 2nd language writing process. Email: 94551504@nccu.edu.tw

Hsu, Hsiao-wen taught children English in Taiwan for over ten years. She has trained TEVYL teachers and offered workshops for the past decade. She now is doing her PhD in University of Essex, UK, and mainly does the research on attitudes and motivation of children's EFL learning.

Hubert, Russell is a full-time English lecturer in the Department of Cultural Studies at Kyoto Sangyo University, Japan. His current research interests include Writing Skills Development and Second Language Acquisition.

Hussain, Nasreen is an Associate Professor at the Centre of English Language, Aga Khan University, where she coordinates the Advanced Diploma Programme in TEFL. Ms. Hussain is involved in national and international research projects and regularly presents at conferences. She has received several awards for academic related activities.. Ms Hussain has written articles in refereed journals and books and has co-authored a book. Her areas of interest include: teacher development, distance learning, curriculum development, and educational research.

Ilic, Peter has taught EFL in Japan for over 11 years. He is currently a Lecturer and Computer Committee Chair in the Center for English Language Education (CELE) at Asia University in Tokyo, Japan. His research interests include Computer Assisted Language Learning, Professional Development, Teacher Assessment and Testing.

Iwasaki, Kumi is an adjunct instructor at the International Christian University in Tokyo. She holds an MA in TESOL from the American University, Washington, D.C. (2004). As a volunteer ESL instructor, she has taught English for immigrants at an NPO in DC, and has taught Business English for Japanese business participants in Tokyo. Her current re-

search interests are NEST/NNEST issues in TESOL, global education, cultural issues in TESOL, teaching L2 writing, and teaching pronunciation.

Jabbarpoor, Shadab holds a masters in Teaching English as a Foreign Language from Islamic Azad University in Tehran and has co-authored a coursebook on ESP and co-presented a paper in Kotesol in 2005. She currently teaches EFL at Islamic Azad University of Garmsar, Iran. her most educational areas of interest include: the role of affective factors in language learning and multiple skills.

Jackson, Susan, M.A., is a Professor of English in the Faculty of Foreign Languages at Himeji Dokkyo University, Japan. She has taught ESL in the United States and EFL in Japan for more than 25 years. Her research interests include learner strategies, vocabulary acquisition, and lexically-based approaches to language teaching and learning.

Janbazi, Zahra is a Teacher in Iran, bringing with her 4years of language teaching experience. She graduated from Azad University in language teaching. She received her B.A.in English Translation from Ghaemshahr University. Her main areas of interest are Neurolinguistics, reflective teaching, and action research.

Jeon, Mina Joohee worked in the Hospitality Industry for six years in Australia. After returning to Korea in 2003, she taught TOEIC & TOEFL preparation, then worked as a academic coordinator for a large language school. Currently, she teaches iBT TOEFL preparation at CNC Institute in Mok-dong.

Ji, Hyunsu is Teacher Trainer and Researcher at Language World Co., Ltd. She has trained English teachers of many English language academies in Korea. She has also developed reading comprehension programs, listening programs and high-frequency words readers programs for Korean students. Lighthouse was

one of her projects. To get more practical results and apply the results to her new projects, she has been teaching kindergarteners and elementary students as well.

Jolson, Donaleen, born and raised in the middle-of-nowhere, Canada, has spent the last 10 years teaching English in Daegu. She currently works at Kyungpook National University, where she earned her Masters in Education. She enjoys walking her dog Sprocket, and convincing students that all the online quizzes she makes are really created by him. A near-Luddite, Jolson will insist that if she can learn CALL, anyone can.

Jong, Young Ok is an EdD student at the Centre for English Language Teacher Education (CELTE), University of Warwick and Dr Keith Richards supports her work. She has extensive teaching experience in one of the largest and most successful private institutes in South Korea. Her research interests focus on Applied Linguistics and the Teaching of English for Academic Purposes (EAP).

Kang, Young-ah has been a School for International Training (SIT) Teacher Trainer since completing her Education MA at SIT in Vermont. Before joining this teacher training program, she taught English at the University of Connecticut as a full time ESL instructor.

Kanzaka, Izumi a lecturer at the World Language Center, Soka University, Tokyo, Japan, has been an EFL instructor at secondary and tertiary institutions in Japan since 1992. Her research interests include learner autonomy, learner development, teacher education, and various aspects of psychology in foreign language education.

Kasai, Chise Faculty of Regional Studies, Gifu University

Kawaguchi, Satomi is a lecturer at the University of Western Sydney (UWS) and teaches second language acquisition and

Japanese as a second language.

Kelin II, Daniel A., 20 seasons as Honolulu Theatre for Youth Director of Drama Education, is also Director of Theatre Training for a Samoan theatre company. He has developed programs in the Marshall Islands and India. The American Alliance for Theatre and Education awarded him the 1995 Youth Theatre Director of the Year and the 2002 Lyn Wright Special Recognition award. The Children's Theatre Foundation of America named him an Aurand Harris Playwriting Fellow and in 2006 he was named an Ann Shaw Fellow by ASSITEJ. His book, *To Feel as our Ancestors Did* was published by Heinemann in 2005.

Kim, Haeyoung – is a professor at Ansan College of Technology. She achieved the Ph.D in Linguistics – Cognitive Semantics from Hankuk University of Foreign Studies. Her area of interest and research include innovative word formations and their development, and language learning. Email: hykim@act.ac.kr

Kim, Robert, with over 6 years of experience in ELT, he has been involved in teaching, materials development, and teacher training in Korea. As ELT Representative for Cambridge University Press, he has been continuing teacher-training, consulting, and market research for the last 3 years.

Kim, Sarah is an education consultant/presenter at Language World. Prior to joining Language World, she worked as an assistant director at a language school in Korea. She has degrees in Early Childhood Education and TESOL. She also has a certificate in Teaching English to Young Learners. She worked with ESL learners at Storefront Orientation Services and at Brentwood Nursery School in Vancouver, Canada.

Kim, Tae-Young specializes in ESL/EFL motivation, language socialization, learner identity, Vygotskian sociocultural theory, and activity

theory. He earned his Ph.D. degree at the University of Toronto under the supervision of Dr. Merrill Swain. He presented his research in professional conferences including AAAL (Madison, Montreal, Costa Mesa), KATE (Seoul), Asia TEFL (Beijing), Canadian Association of Applied Linguistics (London/Ontario), TESL Ontario (Toronto), and Second Language Research Forum (State College, Seattle). He published articles in English Teaching, the Journal of Asia TEFL, Foreign Languages Education, and the Journal of Multilingual and Multicultural Development.

Kimball, Jake is the Co-facilitator of the Young Learner & Teens Special Interest Group.

King, J E has taught in a range of countries around the world including Poland, the United Kingdom, Italy, Hungary, Japan and Australia. He is currently an Assistant Professor at the Center for International Education, Kansai Gaidai University in Osaka where he prepares students for long-term study abroad programs.

Kirkwood, Ian Robert. Australian. Co-founder G7 English Ltd. 29 years corporate sales, marketing and management. Conducted business in Australasia, SE-Asia, NE-Asia, EU, USA. Traveled to 40+ countries. Majors in Engineering, Marketing and Business administration. DBA candidate in human resource management/Business English. iankirkwood777@hotmail.com +82 10 6873 1081 www.g7english.com

Kritt, Jeremy M. is currently an EFL instructor at Yonsei University where he teaches freshman, sophomore, and premedical students. His other teaching experiences include teaching at a private English language institute and several public elementary schools in Korea. He holds a post-graduate certificate in TEFL from San Diego State University and currently enrolled in University of Birmingham's (UK) MA in Applied Linguistics program.

Lai, Yu-ying just got her MA degree in TEFL this year. During the school days, she was interested in issues of teacher response to student writing and student reactions to the responses. Therefore, in her thesis she attempted to explore the nature of a writing teacher's feedback, and students' attitudes toward the feedback and their revision behaviors. Through this study, it is hoped that teachers can more understand about their students' views on and use of their teacher's comments and college students can more benefit from the comments.

Lee, Hwakyung received her M.A in English Education at Hankook University of Foreign Studies and B.A from Seoul National Univ. She has been teaching English since 1998. She has worked as teacher, trainer, director in Korea. Her research interests are student motivation, second language acquisition and content-based instruction.

Lee, Hyo Shin is a practicing English teacher at a Korean high school, an educational researcher and teacher trainer. She received her doctoral degree at the University of Manchester in 2003. She is currently researching the ICALT programme evaluation sponsored by the British Council in Seoul. She recently finished researching issues around the professional development policy for National Curriculum implementation sponsored by the World Bank and KEDI. Her major interests are teacher development, context-based ELT methodology and research methodology.

Lee, Lucy Yunsil (MA TESL) is a Ph.D. candidate in the TESOL department at Hankook University of Foreign Studies. Her areas of interest and research include English as International Language, advanced learners, bilingualism, immersion, NEST-NNEST issues and teacher development. She currently teaches conversation classes at Hannam University in Daejeon. She is also a freelance interpreter-translator with 10 years of experience.

Lee, Miae currently teaches at Guam Middle School, Daegu. She graduated from the English Education Department at KNU. She is working on Master's Degree at KNU. Her research interests are task-based instruction, extensive reading, classroom-based evaluation, and cross-cultural interaction. She can be reached at l3m3a9@gmail.com.

Lee Jong uk...

Levy, Mike is head of the School of Language and Linguistics at Griffith University in Brisbane, Australia. For the past decade he has been investigating the theoretical basis of computer-assisted language learning and the relationship between theory and design for the development of CALL programs and tasks. His recent publications include Teacher Education in CALL, which he co-edited with Philip Hubbard. Mike will be speaking on CALL and its use in student motivation.

Life, James H. – was a professor at Youngdong University for four years and Inha University for two years. He now instructs for the Tourism English Department at Ansan College of Technology. His graduate degree is in Education – Curriculum Development from the University of Victoria. His areas of interest and research include language strategies, conceptual expression, vocabulary patterns, and curriculum development. Email: jlifevic@yahoo.com.

Lin, Tzu-wen is a current PhD student who majors in English Language Teaching (ELT) in the University of Essex, UK. The research interests mainly are in the area of instructional language, listening comprehension, and individual differences in L2 learning. Now the writer is working on a research project which focuses on listening comprehension problems and strategies use of EFL College students in Taiwan.

Liu, Shijuan is currently a doctoral candidate in Instructional Systems Technology at Indiana

University Bloomington. Before coming to Indiana University, she was an assistant professor at the International College of Chinese Language and Culture, Renmin University of China, Beijing, teaching Chinese as a foreign language to students from all over the globe. Her major research interests include Computer Assisted Language Learning (CALL), pedagogical use of technologies, assessment and evaluation, and online education. She can be reached by email at shijliu@indiana.edu.

Liu, Jun is the immediate Past President of TESOL (President 2006-07) and, as such, is a member of its Board of Directors. Born and raised in China, Jun is the first Asian president TESOL has had. He is an Associate Professor at the University of Arizona and is concurrently Director of the English Language Center at Shantou University in Guangdong, China. He will also be addressing our conference theme. Jun has made a reputation for himself as an exciting speaker, as anyone who attended TESOL 2007 can confirm.

Ma, Yunxia, now Dean and Prof. Of English Department of Wuhan University of Technology. Prof. Ma has earned Master's degree in World literature and Comparative literature in 2003, and now is studying Economics for Ph.D at WHU, China. She has been also postgraduate supervisors for many years. Prof. Ma is academically oriented both in the fields of literature and second language acquisition. She has published many papers in both the areas and also in translation.

MacDonald, Kara is a teacher-trainer in the Hanyang-Oregon TESOL program at Hanyang University in Seoul.

MacKay, Katherine started her ELT career in Korea and has now been working in education in Asia for over 10 years. She has taught a wide range of ages and abilities in several countries in Asia and holds an RSA and MA in the ELT field. Her extensive experience in teaching, teacher training, curriculum design

and program coordination is utilized throughout Asia and worldwide. Katherine travels extensively to share her expertise with teachers as the Product Manager for Asia with Pearson Longman.

Maybin, Don presently teaches at Shonan Institute of Technology in Japan. He is a former director of the Language Institute of Japan and has a comprehensive, practical background in ELT having worked with young children, secondary school students, and adult learners, as well as university students. He was a featured speaker at JALT's 2006 National Conference in Kita-Kyushu and is co-author of *The Active Learner* (Macmillan Language House, Japan), a textbook for training learners in the use of communication strategies.

McDonald, Nathaniel has been teaching in a Korean hagwon since 2004. She is currently completing the TESOL program at Hanyang University.

McNulty, John has spent the last 6 years as a coordinator in the English Studies program of Mahidol University International College (MUIC) in suburban Bangkok, Thailand. During his tenure at MUIC he has designed, taught, and coordinated various academic writing and oral presentation courses. Previous to his time in Thailand, he spent 3.5 years in Nagoya, Japan as the head teacher at a nationwide English school catering to university students. He has presented in Korea, Thailand, and Malaysia. Mr. McNulty last spoke at KOTESOL in 2004 on a technique being used at MUIC to assess academic writing.

Miles, Scott is a visiting professor in the General English Education Department and Graduate Department of English Education in Sogang University in Seoul, Korea. He is the series editor and one of the authors of the *Essential Readings* series published by Macmillan. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics in language acquisition.

His research interests include grammar and vocabulary acquisition and extensive reading.

Miller, Geoffrey is currently teaching in the GEP at Sookmyung Women's University.

Mizumoto, Atsushi is currently a lecturer at University of Marketing and Distribution Sciences in Japan. He is also a graduate student of Kansai University, Japan. His current research interests include vocabulary acquisition, corpus linguistics, and language testing.

Moser, Adriane has taught English in the United States, Korea, and Mexico for 11 years. She graduated from the State University of New York at Stony Brook with a degree in Linguistics and is a National Board Certified Teacher in English as a New Language/Early and Middle Childhood. She is an MA candidate in English language at Chonnam National University and her current research interests include pedagogical and learner corpora and authentic writing assessment.

Murphey, Tim's name you may recognize as the author of *Music and Song*. This is but one of the many techniques Tim has championed over the years for student motivation and more efficient learning. He is a Professor of Second Language Acquisition and Teacher Development at Dokkyo University, just outside of Tokyo. His recent publications include *Group Dynamics in the Language Classroom*, co-authored with Zoltan Dornyei. His presentation will address our theme of challenging ourselves as teachers and how to increase student motivation.

Myojin, Chiyo received her MA in Teaching English as a Second Language from Georgetown University in the US in 1987. She is currently teaching English as a full time professor at Kochi University of Technology in Japan.

Vande Voort Nam, Heidi has been teaching in the Department of English Education at

Chongshin University since 1999. She currently teaches Listening, Writing, Classroom English, Language Teaching Methodology, and Christianity & ELT. Heidi also facilitates the KOTESOL Christian Teachers Special Interest Group (CT SIG).

Nelson, Rocky was invited to Korea by Yeungnam University in 1996 to teach English in their College of Education. Now teaching at Pusan University of Foreign Studies, he is the developer of “extensive” and “intensive” content courses now used on campus.

Odo, Dennis is a native of Nova Scotia, Canada. He is currently a professor in the Department of General Education at Kyunghee University in Seoul where he teaches university English to students from all departments. Dennis has an M.A. in Applied Linguistics and TESOL from the Leicester University (UK), and an M.S. Ed in Childhood Education from D’Youville College (US). He has taught in Korea for six years and he is particularly interested in language learning strategies, reading and listening comprehension.

Oh, Kyung-Ae is a professor of English at Soongsil University in Seoul.

O’Neill, Byron is an assistant professor in the Department of English Language and Literature at Kyoto Notre Dame University, Japan. His research interests currently include Extensive Reading and Materials Development.

Owen, Phil got his training in TESL at UCLA over twenty years ago and taught in several programs in the States before coming to Korea in 1999. Since 2000, Phil has been a visiting professor in the Department of English Language and Literature at Kunsan National University, where he teaches a variety courses. Phil is an active presenter at KOTESOL functions, focusing on practical, easy-to-produce teacher-created materials. Phil served as KOTESOL 1st Vice President in 2007 and will be stepping up to become KOTESOL

President.

Page, Emily has ESL/EFL teaching and editing experience in Asia, North America, and Europe. She currently works for Compass Media as an editor of many ESL/EFL books and online materials. She is also involved in teacher training and has presented at several conferences and universities. Over the past few years, she has been primarily involved in TOEFL, TOEIC, and IELTS projects including the development of online practice tests. Ms. Page was also editor for Developing Skills for the TOEIC Test, Very Easy TOEIC, Campus Life, Reading for Speed and Fluency – a four book series and, TOEFL Bridge – an upcoming twelve book TOEFL series.

Pals, Thomas has specialized in curriculum development for over ten years. He has created materials that have been incorporated into both undergraduate and graduate level programs. Currently an associate professor in the Department of International Culture at Shizuoka University of Art and Culture in Hamamatsu City, Japan, Mr. Pals is developing a high-level integrated language curriculum. Email: pals@suac.ac.jp.

Park, Heejung is Teacher Trainer and Researcher at Language World Co., Ltd. She has been training English teachers of many English language academies in Korea. She has also developed listening programs for Korean students. Rally Listening was one of her projects. In addition, she has developed teacher training programs and has joined to develop Debate program for Middle School students in Korea. To get more practical results and apply the results to her new projects, she has been teaching kindergarteners and elementary students as well.

Park, Jeong-suk is a researcher and supervising professor at English Only Zone, Gyeongsang National University, Korea. She has extensive experience in teacher training and in teaching young learners. Her dis-

sertation was concerned about the effects of reading on the language development of young EFL learners.

Parsons, Stephen Greyson is a Teacher of English at the British Council, Seoul. He has a Bachelor of Arts in English Studies from the University of Stirling, the RSA/ Cambridge Diploma in Teaching English to Adults and a Master of Applied Linguistics from Macquarie University, Sydney. His special areas of interest in the field of language and education are Languages and Cultures in Contact, and Language Planning and Language Policy.

Perroni, Giulio has a Master's degree in Second Language Acquisition from the University of Ottawa. After working in computers and business, he changed careers to teaching. His primary interest is cross-cultural communication and the challenges involved in language acquisition caused by cultural assumptions.

Preiss, Sherry is the Vice President of Adult, Higher Ed, and Multimedia Publishing for Pearson Longman ELT. Prior to this position, Sherry worked for many years as an EFL/ESL teacher, administrator, and international educational consultant for Longman delivering presentations and workshops on topics such as motivation, technology in the language learning classroom, web-based learning, authentic assessment, content-based instruction, brain based learning, and critical thinking. She has been the plenary speaker at major conferences in the U.S., Europe, Latin America and Asia. Sherry also teaches a graduate course on Learner Assessment for the New School University in New York and is the author of one of Longman's best selling textbooks, *NorthStar: Advanced Listening and Speaking*. She received her Master's degree in TESOL from the School for International Training in Brattleboro, Vermont.

Price-Jones, Kathryn Shelley has an M.A. from Queen's University, Canada. She is an

accredited high school teacher and has 10 years teaching experience in universities in Korea. She has developed a range of highly successful teaching methods for the conversation class, and specializes in activity designs for the ZPD classroom. She is currently teaching at Kyung Hee University, Seoul campus, in the Department of General Education.

Randell, Tim has been creating CALL materials for over ten years. His first CALL application, *WordTiles*, a vocabulary-matching program he developed at the University of Stirling, was later employed at Doshisha Women's University to illustrate CALL authoring techniques. Since then Mr. Randell has produced many classroom activities that he has incorporated into student websites. Mr. Randell was involved in the development of the Ritsumeikan University English curriculum including parts of the web-based component. Now a lecturer at Doshisha and other universities in Japan, Mr. Randell has been developing computer-based activities using modern technology as well as low-tech activities using PowerPoint.

Rector (Yu), Gary is a linguist, translator, editor, columnist, Koreanist, and long-time resident of Korea. He came to Korea with the U.S. Peace Corps in the 1960s and has since become an expert on the Korean language and the Korean culture, past and present. Gary is our invited cross-cultural speaker to the Conference. As a naturalized Korean himself, he will speak on native-speaker acclimation to Korea and the Korean classroom, as well as the Korean English teacher's adjustment to the native speaker. His presentation is certain to be both interesting and informative.

Renshaw, Jason is the author of the *Boost! Integrated Skills Series* from Pearson Longman. He graduated from The University of Melbourne with a double major in English and Swedish, has a TEFL certification from Linguarama Language for Business in the UK, and is currently pursuing an MA Applied

Linguistics/TESOL with Macquarie University in Sydney, Australia. He has been teaching English to learners of all ages for the past 15 years, and has lived and taught in Australia, Asia and Europe. He is also the CEO of his own online language learning company: www.onlinEnglish.net.

Reynolds, Kirsty comes from an extensive ESL teaching background in both Korea and abroad, with more than 7 years teaching experience in both monolingual and multilingual classrooms, Kirsty has a particular interest in and understanding of the problems faced by Korean ESL teachers and learners. Currently an ELT consultant for Cambridge University Press, Kirsty's specialty is English language acquisition in Korea and the aspects that make the Korean ESL learning environment unique.

Rhein, Douglas holds a MA in Mass Communications and has been teaching public speaking, psychology and mass communications in Asia for over 10 years. Douglas has taught in Korea, Japan, China, and Thailand. He is currently researching gender portrayals in Thai advertising at Mahidol University, Thailand.

Robinson, Liana has teaching experience in North America, South America, and Asia. Ms. Robinson is a graduate of Colorado Christian University, Magna cum Laude. She has been involved in training EFL/ESL teacher for the past four years, and has presented at numerous conferences and universities. Ms. Robinson is the author/co-author of: *Sounds Fun!* – a four level phonics series for elementary school students, *Easy English Grammar* – a five-level grammar series for elementary school students, *Writing Starter* – a three-level writing series for elementary and middle school students, and *Active English Grammar* – a six-level grammar series for middle and high school students.

Roessel, Rilla has been working in the EFL field for over five years. During that time she has been actively involved in building curricu-

lums for students between the ages of 5 adults in addition to teaching. She has also been responsible for training teachers for 3.5 years in such areas as classroom management, being active in the classroom, and how to teach specific subjects such as Speaking/Listening, TOEFL, and Reading. She is currently the Senior ELT Consultant for Pearson Longman Korea.

Sewell, Doug has been teaching English to adult learners in private language schools, colleges and universities since 1999. Currently he is lecturing in the English Education and TESOL Certificate programmes at Hankuk University of Foreign Studies. In working with a wide variety of adult learners, Douglas has developed an interest in the reasons behind many students' lack of English ability despite their expenditure of considerable time, effort and resources. With this question in mind, he hopes to more fully explore his interests in the fields of motivation, learner training and the good language learner through further studies and research projects.

Shadix, Jonghee, MA-TESOL, a native of South Korea, is teaching English pronunciation in the Professional Development Program of The Graduate School at the University of Alabama at Birmingham of the United States. In addition to teaching pronunciation to international graduate students and scholars, she likes to pollinate additional knowledge and skills from neighboring fields, such as speech pathology, theatre, and communications. Currently she is in the process of becoming a certified trainer of the Lessac Method, one of the popular and effective Voice and Movement Training methods for stage and film actors.

Shaffer, David PhD Linguistics, has been an educator in Korea for over three decades. In addition to teaching graduate and undergraduate courses at Chosun University, he has years of experience as a teacher trainer and materials developer. Dr. Shaffer is the author of several books and EFL-related columns in

periodicals for Korean English learners. His main academic interests include incorporating cognitive linguistic constructs into more effective teaching techniques, especially into the teaching of figurative language: proverbs, idioms, and conventional metaphors. He is a Korea TESOL officer and deeply involved in other ELT societies.

Shawback, Michael's interests lie in combining curriculum design, materials development, and authoring software applications to assist students in their quest to master English.

Sheehan, Mark D. has taught at Ritsumeikan University and Osaka University in Japan and now teaches at Shizuoka University of Arts and Culture. His current research interests include CALL, using literature in the EFL classroom, and materials and curriculum development; he has presented on these topics in Poland, Korea, and Japan.

Shin, Yeana was born and raised in Seoul, Korea. She received a BA in French Language and Literature from Ewha Woman's University in Seoul and also earned an MA in Translation (English and Korean) from Hankuk University of Foreign Studies in Seoul. She currently works as a freelance translator and teaches at Seoul University of Foreign Studies. Yeana also works as an advisor to and promoter of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Testing Group Korea.

Smith, Adrian Munro has an M.Ed. in TESOL from the University of South Australia. He is an accredited high school teacher and has taught mainly at university level in Korea since 2001. He specializes in sociocultural theory and EFL curriculum development. He is currently teaching at Kyung Hee University, Seoul campus, in the Department of General Education.

Snell, Robert has taught at Pusan University of Foreign Studies since 2000. He teaches con-

tent-based courses, focusing on a variety of cultural areas. He is also serving as facilitator of the Global Issues SIG. He can be reached at: bsnell2@yahoo.com

Snyder, Bill currently works in the Hanyang-Oregon Joint TESOL Program at Hanyang University. His research work is focused on teacher motivation in EFL, Non-native speaker teacher issues, and task engagement in language learning. He is also editor of the Korea TESOL Journal.

Spagnoli, Cathy has given storytelling programs across Asia and the U.S. since 1986, and studied Asian storytelling with grants from The Japan and Korea Foundations, The Indian Ministry of Culture, U.S.I.A., and the U.S. State Department. Her stories are also in her 16 books, on cassette tapes, on a new bilingual CD, and in numerous articles, including those for the Encyclopedia of Storytelling and the Encyclopedia of Modern Asia. Cathy has worked in a range of EFL and ESL settings and she has an M.S.Ed from Bank Street, N.Y. and currently teaches Storytelling and related courses at Hannam University, Daejeon.

Stacy, William Ryan was born in the U.S.A. He has studied Business Management and Marketing at Oxford Brooks University in the U.K. He has been a teacher and an ELT consultant for several years. He is now working as an ELT consultant for MM Publications in the international market.

Strain, Sonia Sonoko Ph.D. is Professor of English at Himeji Dokkyo University, Japan. She has taught EAP for many years and is the author of *A friendly approach to English for Academic Purposes* (Shohakusha, 2006) which is an account of how she conducted an EAP seminar for intermediate and lower level first year university students. Her research interests include EAP, ESP, pragmatics, and theories of intercultural communication.

Takase, Atsuko has been teaching Extensive

Reading to high school students since 1998 and to university students since 2000. She has made presentations on Extensive Reading at several national and international conferences.

Takeuchi, Osamu is a professor at Graduate School of Foreign Language Education and Research, Kansai University, Japan. His present research interests are language learning strategies and the application of technology to language teaching. He is the recipient of the JACET Award for Outstanding Academic Achievement in the Year of 2004.

Thorkelson, Tory S. (M.Ed in TESL/TEFL) is a proud Canadian active in KOTESOL since 1998 and has presented at or worked on many local and international conferences in Seoul. He is the President for Seoul Chapter and was an Assistant Professor/Research Coordinator for Hanyang University's PEEC Program until March 1st, 2007 when he moved to the English Language and Literature Department. He has co-authored research studies (see ALAK Journal, December 2001& June, 2003 as well as Education International September 2004 V1-2) and a University level textbook, "World Class English", with fellow KOTESOL members. On a more personal note, he married his Korean wife on July 6th, 2002 and is a stage actor with 26 years of experience and has acted in local Drama Productions for The Seoul Players.

Ting, Adrian has taught English as a foreign language to students from Hong Kong, Japan and Eastern Europe since 2001. Currently, he works as a Language Instructor at the Centre for Language in Education, The Hong Kong Institute of Education. He is responsible for teaching various academic English courses to undergraduates. His research interest includes CALL, syllabus design and learner motivation. In addition, he is pursuing an MA in Technology and Education at Teachers College, Columbia University.

Todeva, Elka is a teacher trainer, linguist, and

language educator with a doctorate in English applied linguistics and MA degrees in English language and literature, and in simultaneous and consecutive interpretation. On the faculty of the School for International Training (SIT) since 1993, she teaches Second Language Acquisition, English Applied Linguistics, and Language Analysis for Lesson Planning, and supervises pre-and in-service teachers in the USA and overseas. Her publications and numerous presentations explore issues related to authenticity, EIL/ELF, multilingual competence, late acquisition categories, fossilization, brain-friendly teaching, plurilingualistic pedagogy and the role of grammar in communicative language teaching.

Trotta, James is an Assistant Professor at Hankuk University of Foreign Studies. He has been experimenting with online language learning since 2003 when he started the popular www.eslgo.com.

Valvona, Chris has five years of teaching experience in Japan: two as a JET Programme ALT at a senior high school, and, currently, as adjunct faculty at several colleges and universities in Okinawa. He is the current academic director for Oxford University's St. Edmund Hall Summer English Programme, where he also teaches each summer. He has an honours B.A. in French and linguistics (Oxford, 2000), and an M.A. in ELT (Essex, 2004). He also has extensive experience as a private English tutor both in Japan and in Europe. He is co-author of *Widgets*, an upcoming title from Pearson Longman ELT.

Veldhuisen, Bruce is director of TEFL International, a not-for-profit teacher training organization with over 20 worldwide locations. Bruce was previously Course Director of language schools and TESOL courses in Hong Kong and Thailand for eight years before founding the world's largest teacher training institute in 2000. He holds a Masters in Business Administration, A Bachelors of Science in International Relations and

Economics.

Vercoe, Todd has been standing in front of classrooms for a quarter of a century. Before coming to Korea eleven years ago he taught games, game design and drama for the Toronto Board of Education. A Masters Candidate at Teachers College, Columbia University, Mr. Vercoe currently lectures at Inje University and serves as the President of the Busan/Gyeongnam Chapter of KOTESOL.

Verspecht, Eric studied Germanic Philology (English-Dutch) at the Catholic University of Leuven, Belgium. He holds a diploma in TEFL and was an English teacher at all levels. He was the English coordinator of a bilingual school in Mexico City where he was also in charge of program design, participation in international exams and materials development. Eric has trained teachers in Latin America, the Middle East and Asia and he has participated in TESOL events in different countries. He is now based in Singapore and works as Regional ELT Sales Manager for McGraw-Hill Education Asia.

Wang, Grace earned her M.A. TEFL/TESL from the University of Birmingham, UK, and has been in the English language teaching profession for ten years. She has taught TEFL courses at the graduate level and English language courses at the undergraduate level at top universities in Thailand and Korea. She has also given writing workshops at the United Nations and developed United Nations English recruitment examinations. Mrs. Wang is currently on the faculty of University College, Yonsei University, and is a tutor for the University of Birmingham MA Applied Linguistics and TEFL/TESL ODL program.

Warfel, Linda has over 30 years experience in education, with extensive experience working with public and private schools in more than twenty countries throughout Asia/Pacific.. She is a frequent presenter at professional educational conferences such as the International

Reading Association and TESOL. She has also been invited as guest speaker at the Bologna Book Fair and Frankfurt Book Fair on Global Learning Initiatives. In addition, Linda has been an international judge at several national English contests for Middle, High and University students in China. Currently, she is Vice President, Education and Trade, Scholastic Asia.

Waring, Rob is an acknowledged expert in Extensive Reading and second language vocabulary acquisition. He has published and presented widely on these topics and serves as advisor to numerous institutions on the development and maintenance of Extensive Reading programs. An Associate Professor at Notre Dame Seishin University in Okayama, Japan, Professor Waring is a founding board member of the Extensive Reading Foundation. He is also author and series editor of the Foundations Reading Library and Footprint Reading Library published by Heinle.

Warrington, Stuart D. has taught EFL in South Korea and Japan for over 9 years and ESL in Canada for 2 years. He is currently a Lecturer and Professional Development Chair at the Center for English Language Education (CELE), Asia University, Tokyo, Japan. His research interests are professional development in TEFL, teacher evaluation and performance.

Wendel, John, **Pyra**, Jolanta, **Pinto**, Maria and **Peet**, Sarah, between them, have approximately 28 years teaching experience, having taught all age ranges, from elementary school students to adults, in Asia, the Americas and Europe. They currently work at Dongguk University (Gyeongju).

Wergin, Peter completed in MAT in the summer of 2005 at the School for International Training in Brattleboro, Vermont. He began his teaching career in Canada in the public elementary school sector. In 1991, he moved to Japan where he taught for three years. Since then, he has been residing in

Korea. He currently lives in Seoul and teaches at Korean University.

White, Lawrence is a full-time lecturer in the Department of English Language and Literature at Kookmin University in Seoul, Korea. He holds an M.A. in TESL/TEFL from Colorado State University, and a B.G.S. from the University of Michigan, Ann Arbor. He was formerly an instructor at the Seoul Education Training Institute and the Ground School of Korean Air, in addition to an initial few years at adult language institutes in Seoul. Research interests include listening, psycholinguistics, and pronunciation. email: snegbuff9@hanafos.com.

White, Richard is an assistant professor at the University of Miyazaki in Japan. In the classroom he generally focuses on reading and vocabulary building, with a view to improving students' ability to express themselves in speaking and writing. In his nine years in Japan Mr. White has had occasion to teach Japanese English learners of all levels and ages, having taught at conversation schools, elementary schools, and universities.

White, Stephanie MA Human Development and Psychological Counseling, emphasis College Student Development, Reicht College of Education, Appalachian State University, USA. Currently with KonKuk University in Chungju, Ms White has worked in ESL/EFL for 3 years in Korea. Her presentation is based upon her active field research in a pilot project completed over two years. Throughout this time, she managed 7-10 classes a semester with a range of 30-60 students. Drawing upon her developmental background, she brings a unique twist to standard TPR methods. Her presentation is an informal offering of the skills and techniques she found to promote achievement.

Wilburn, Jason achieved his Masters in Education from the University of New Mexico, USA in 2005.. He has spent time in

both American and Korean educational settings examining the educational styles and systems employed. From these experiences, he had developed a growing understanding of the educational needs of various student groups. His work with e-future as a writer and presenter allow these experiences to be brought to you.

Woelk, Cheryl works at Connexus, a language institute located in the Gangnam district of Seoul. Since 2002, Cheryl has been the primary instructor for the Peacebuilders program, and English peace education course, including course development, curriculum writing, and teacher training. She currently serves as head teacher at Connexus, which started in 2004 as an extension of the Peacebuilders program. Cheryl also has experience in administering outdoor summer camps and leading youth groups.

Yamamoto, Shigeyo a lecturer at the World Language Center, Soka University, Tokyo, Japan, has been teaching English to a wide range of EFL learners in Japan for the last 20 years. Her publication includes university EFL course textbooks for media English and TOEIC preparation. Her research interest lies in development of language teaching by considering how input, interaction and output affect acquisition.

Yoo, Isaiah WonHo is Assistant Professor in the Department of English at Sogang University, where he teaches graduate-level applied linguistics/TESOL courses and undergraduate-level EFL courses. After an undergraduate psychology education at UC Berkeley, he earned a Ph.D. in applied linguistics from UCLA and taught EAP for three years at MIT.

Young, Allan has an M.A. in History & Sociology and an MSc in Applied Linguistics from the University of Edinburgh. He has taught in Thailand, Mexico, Costa Rica and Saudi Arabia and is currently a lecturer in the

International Communication Department at Kanda University of International Studies, Japan. His current research interests include the assessment of the dynamics of cultural awareness in Japan – with an emphasis on Japanese youth culture, the social semiotics of visual design and the discourse analysis of popular music texts.

Zhang, Yanyin is a senior lecturer of TESOL at the University of Canberra. All of them are interested in development of L2 speech production and work within the framework of Pienemann \$B!G (Bs (1998) Processability Theory.



Topic Index

CALL

Diminishing Distance: Tandem Language Learning through Internet Chat

Jack Bower, Satomi Kawaguchi
SAT 12:30-12:50 Room S102

The Application of CLT in Teaching Listening and Speaking

Dongmei Chen
SAT 12:30-12:50PM Room M101

Technology Overload in Teacher Education

Daniel Craig, Shijuan Liu
SAT 12:30-12:50PM Room B164

CALL for ALL: Online Classroom Applications for Beginners

Joshua Davies, Donaleen Jolson
SUN 12:00-1:20PM Room B112 C.lab

Using Blogs To Improve Writing Fluency

Terry Fellner, Matthew Apple, Maggie Lieb
SAT 10:30-10:50AM Room M105

A Thematic Approach For Blended CALL Course Design

Terry Fellner
SAT 12:30-12:50PM Room B178

Equal Participation Distribution in Computer Mediated-Communication? - A Case Study of MSN Discourse

Cheng-hua Hsiao, Yihua Wang, Chiawen Yu, Huichan Wang,
SAT 4:30-4:50 Room M101

Public Speaking-Increasing a Student's Self Confidence

Geoffrey Miller
SUN 10:00-10:50 Room B107

Forums 2.0: Getting the Most Out of Online Forums

Thomas Pals, Michael Shawback, Mark Sheehan
SAT 9:00-9:50 Room B142

The Power of Technology--Maximizing Learning Opportunities

Sherry Preiss
SUN 1:00-1:50PM Room B111

Out with Passive Podcasts, in with Active Podcasting: An Exercise in Student Podcast-Based Learning

Timothy Randell, Thomas Pals, Michael Shawback
SAT 1:00-1:50PM Room B178

The Compleat Lexical Tutor as a Classroom Teaching Resource

Bill Snyder
SUN 12:00-12:50PM Room M101

ELT software (Belt Primary)/"Grammar games for young learners."

William Ryan Stacy
SAT 4:00-4:50PM Room B167

The Effect of Different Learning Styles on CALL

Adrian Ting
SAT 4:30-4:50 Room B161

Why & How To Use Online Message Boards

James Trotta, Jason Ham
SUN 3:00-3:50PM Room B164

CLASSROOM MANAGEMENT

Empowering "Community" Within University Classes

Ian Brown

SAT 12:30-12:50 Room B167

Three Things You Need to Know about Teaching Grammar

Michael Cahill

SUN 3:00-3:50PM Room B166

Discussion and Debate: Two keys to better speaking

David Harrington

SAT 10:00-10:50 Room B167

Asking Quality Questions as a Teaching Strategy

Nasreen Hussain

SUN 9:00-9:50 Room B178

What Motivates Korean College and University EFL Students

James Life, Haeyoung Kim

SUN 10:00-10:50 Room B161

Creating a Harmonious Classroom with Young Learners

Nathaniel McDonald, Mina Jeon

SUN 10:00-10:50 Room B121

Creating a Sizzling Language Classroom Environment

Grace Wang

SAT 10:00-10:50 Room B107

Don't Just Survive ~ Achieve! Techniques for Larger Classrooms

Stephannie White

SUN 12:30-1:50PM Room B161

CONVERSATION/PRONUNCIATION

Discussion: Integrating Oral Skills into the School Syllabus

Andrew Finch

SAT 10:00-10:50 Room B111

Developing discussions

Clyde Fowle

SAT 10:00-10:50 Room B109

Soundwaves: Listening a sound footing for speaking

Nicola Gram

SAT 10:00-10:50AM Room B178

Access Leads to Success, Firsthand

Marc Helgesen

SAT 6:00-6:50PM Room B111

We Always WELCOME You All!

Sara Kim

SUN 1:00-1:50PM Room B121

Oral Communication Made Simple

Katherine MacKay

SUN 12:00-12:50PM Room B111

Extending Speaking Opportunities in EFL Contexts

Byron O'Neill, Russell Hubert

SUN 9:00-9:50AM Room M105

Using Lessac's Consonant Orchestra and Structural Vowels for Intelligibility

Jonghee Shadix

SAT 3:00-4:20PM Room B142

The Influence of Korean Phonology on English Pronunciation

Jonghee Shadix

SAT 9:00-9:50 Room B107

Creating Artifacts and Interlocutors in ZPD Classes.

Adrian Smith, Shelley Price-Jones

SAT 1:00-1:50PM Room B107

A Curious Dialogue: Setting the ZPD with Group Work

Adrian Smith, Shelley Price-Jones

SUN 12:30-1:50PM Room M104

Rolling Your Own: Tailor-Making a Conversation Textbook
Lawrence White
SAT 9:00-9:50PM Room M101
SUN 9:00-9:50 Room S102

CROSS CULTURE

Teachers Helping Teachers-Seminars for Teacher Training
William Michael Balsamo
SUN 12:00-1:50PM Room POSTER

Content-Based ESL for EFL Learners
Clara Lee Brown
SAT 1:00-1:50 Room B168

Content-Based ESL through Thematic Unit Lesson Planning
Clara Lee Brown, Eun Yi Jeong, Yoosin Park
SUN 9:00-10:20 Room B168

Gauging the Divide: Learner Autonomy in Context
Dwayne Cover, Richard Beal
SAT 12:30-12:50 Room M105

Multimodal Approaches For Increasing Japanese University Students' (Inter-)Cultural Awareness
Dwayne Cover, Allan Young
SAT 3:00-3:50PM Room B164

Language and 'Body Language': Some Insights for English Teachers
Steve Garrigues
SAT 1:00-1:50PM Room M103

Hagwon Mothers' and Korean Teachers' Views of Teachers' Qualifications
Jocelyn Graf, Kyung-Ae Oh, Kara MacDonald
SAT 9:00-9:50AM Room B168

Materials Development for Courses in Cross-Cultural Communication
Frank Graziani

Understanding and Dealing with Silence in the Communicative Classroom
J E King
SUN 12:00-12:20 Room M105

Uncertainty Avoidance: Cross-Cultural Motivation Issues in Korean EFL Context
Jeremy Kritt
SAT 10:00-10:50 Room M101

Effect of Content-Based Instruction on English Learning of Korean Elementary Students
Hwakyung Lee
SAT 6:00-6:50PM Room M101

Instructional Language Using in EFL Classrooms
Tzu-wen Lin
SUN 12:00-12:20 Room B142

Culture, Ideology and Motivation in Second Language Learning
Stephen Parsons
SUN 1:00-1:50PM Room B166

Reading Circles-More Than English Acquisition
Giulio Perroni
SAT 10:00-10:50 Room B121

Teaching Figurative Expressions Conceptually: Visual vs. Mental Image Generation
David E. Shaffer
SAT 6:00-6:50 Room B178

Swimming with Elephants: Rethinking Study Abroad Tours/English Camps
Bruce Veldhuisen, Marc Helgesen
SUN 3:00-3:50PM Room B107

Reading in English: a fascinating journey with "All of Us"
Eric Verspecht
SAT 4:00-4:50PM Room M105

ESP

Are you an ACTIVE reader?

Neil Anderson

SAT 1:00-1:50PM Room B121

Listening strategies for learners of English - how & why

Michael Cahill

SAT 1:00-1:50PM Room B166

Writing Practice for Assessment Success

Michael Cahill

SAT 4:00-4:50PM Room B166

The Challenges of Implementing EAP with Intermediate-level Students

John Campbell-Larsen, Sonya Sonoko Strain,
Susan Jackson, Terry Fellner

SAT 3:00-4:20PM Room M101

Task-Based Tourism English: Motivating Through Authentic Tasks

Andrew Finch

SUN 9:00-9:50AM Room M101

Sifting and Shifting: Motivational Factors for Korean Business Learners

Martin Goosey

SUN 9:00-9:50AM Room B167

Addressing the English Communication Needs of Taiwan's Optical Electronic Industry

Hsiao-I Hou

SAT 10:30-10:50 Room S101

Discover our world with Footprint Reading Library

Rob Waring

SAT 6:00-6:50PM Room B107

ESP Vocabulary Teaching, Learning, and Assessment in Taiwan

David Wei Yang Dai

SAT 1:00-1:50PM Room B161

GLOBAL ISSUES

Peace Education in the Language Classroom

Cheryl Woelk

SUN 3:00-3:50 Room B142

GRAMMAR

Teaching Grammar through Contents

Michael Cahill

SUN 10:00-10:50 Room B166

Active English Grammar in the Classroom

David Charlton

SUN 10:00-10:50 Room B164

Mega Flash Plus: Stimulating grammar learn- ing in the primary classroom

Eric Verspecht

SAT 3:00-3:50PM Room M105

Grammar In View: Ensure students' success in learning grammar

Eric Verspecht

SUN 1:00-1:50PM Room B142

Is Grammar Right for Young Learners?

Jason Wilburn

SUN 3:00-3:50PM Room M103

LANGUAGE AND LITERACY

Some Content, Please: Language-learning as Part of the Humanities

Richard White

SUN 12:30-12:50PM Room B168

Can Phonics Be Fun for Young Learners?

Jason Wilburn

SUN 1:00-1:50PM Room S102

LEARNING STRATEGIES

Relationship Between Learning Style and Foreign Language Anxiety

Junko Carreira Matsuzaki
SUN 9:00-10:50AM Room POSTER

Korean Students' Language Learning Strategy Use in Different Contexts

Ji young Choi
SUN 12:00-12:20PM Room B121

Maintaining Motivation and Relevance for Higher Level Learners

Alison Davies
SAT 9:00-9:50 Room B121

Communication Strategies: Any Language, Anywhere

Don Maybin
SAT 3:00-4:20PM Room B161

Examining the Effectiveness of Explicit Instructions of Vocabulary Learning Strategies

Atsushi Mizumoto, Osamu Takeuchi
SUN 10:30-10:50 Room B142

Multiple Intelligences and Trait-Based Writing Assessment

Adriane Moser
SAT 1:00-1:50PM Room B167

Teaching Language Learning Strategies in Korean University Classes

Dennis Odo
SAT 10:00-10:50 Room B164

Successful Reading Activities for the Classroom

Emily Page
SUN 9:00-9:50 Room B161

Expectancy of Learning: Motivation Among False Beginner Korean College Students

Douglas Sewell
SAT 3:00-3:50PM Room B121

Developing Students' Ability to Select Effective Self-Study Techniques

Douglas Sewell
SAT 6:00-6:50PM Room B121

Augmenting L2 Oral Communication Experiences through Reflective Journaling

Andrew Nicolai Struc
SAT 4:00-4:50PM Room B121

Widgets: a task-based approach to fluency building

Chris Valvona, Marcos Benivedes
SAT 9:00-9:50AM Room B111

Interactions/Mosaic: Preparing students for academic success

Eric Verspecht
SUN 3:00-3:50PM Room B167

Magic School Bus Chapter Books: Driving Science Vocabulary and Content

Linda Warfel
SAT 4:00-4:50PM Room S102

English Libraries: Practical Solution to Improve Vocabulary and Reading Achievement

Linda Warfel
SUN 3:00-3:50PM Room M104

Managing and running a low level Extensive Reading Program

Rob Waring
SUN 12:00-12:50PM Room B107

LISTENING

Tune In: Listening to Learn Natural English the Easy Way

Nalin Bahuguna
SUN 9:00-9:50 Room B164

Interaction Analysis In English Listening Classes

Cheng hua Hsiao
SAT 12:30-12:50 Room S101

On Track to Listening Success!
Katherine MacKay
SUN 3:00-3:50PM Room B111

Shadowing Practice in EFL Classrooms
Chiyo Myojin
SUN 12:30-12:50PM Room B164

Listening, That Works!
Heejung Park
SAT 1:00-1:50PM Room B142

MULTIPLE SKILLS

Bridging the Disconnect: Creating Authentic Student-Centered Learning
Stephanie Downey, Peter Wergin
SAT 3:00-3:50PM Room B167

Materials and Methods: Time for a (New) Upgrade!
Steven Gershon
SAT 4:00-4:50PM Room B109

Waking Up the Classroom
Patrick Hafenstein
SAT 1:00-1:50PM Room B109

Let Your Students Be Who They Are!
Patrick Hafenstein
SUN 10:00-10:50AM Room B109

Making the Smart Choice
Clare Hambly
SAT 10:00-10:50 Room B166

The Complete Let's Go
Clare Hambly
SAT 3:00-3:50PM Room B168

You want to know How to WHAT?
Jeremy Harmer
SAT 3:00-3:50PM Room B111

Student-Created Podcasts for a Tourism English Class

Robert Hart, Casey Allen
SAT 3:00-3:50PM Room S102

Formal Debate for University EFL Programs
Russell Hubert
SUN 12:00-12:20PM Room B178

The Impact of Product vs. Process Writing on the Vocabulary Improvement of EFL Learners
Shadab Jabbarpoor
SUN 12:00-12:20 Room B166

Combined Tasks for EAP and Communication Skills
Izumi Kanzaka, Edwin K. W. Aloiau
SAT 12:30-12:50 Room B121

Straightforward and Practical: Drama with Young English Language Learners
Daniel Kelin
SUN 9:00-10:20 Room B142

Ventures: A New Integrated-skills Adult Course for Practical Communication
Robert Kim
SAT 4:00-4:50PM Room B168

Planning and Managing Lessons for Skills-based English with Pre-Teen Korean Learners
Jason Renshaw
SUN 10:00-10:50AM Room B111

Integrated Learning: Teaching TOEIC, Business English and conversation in one course.
Kirsty Reynolds
SUN 1:00-1:50PM Room B168

Beyond Survival: Communication for Academic Purposes
Mark Sheehan, Michael Shawback
SAT 12:30-12:50 Room B107

The art of developing the speaking skill. (To the Top)
William Ryan Stacy
SUN 1:00-1:50PM Room M105

Building a Successful Content Based (CBI) Course: Teaching outside the 4 Skills Box
Tory Thorkelson
SAT 6:00-6:50PM Room B142

Bringing Drama into your Classroom: How to ACTivate your students
Tory Thorkelson
SUN 12:30-1:50PM Room B178

MUSIC ART

Using the World of Asian Storytelling to Teach English
Cathy Spagnoli
SAT 3:00-4:20PM Room B178

OTHER ISSUES

Reflective Practice in ELT
Jonathan Aubrey
SAT 1:00-1:50 Room M101

In Someone Else's Shoes: Teacher Development Through Classroom Observations
Allison Bill, Shawn DeLong
SUN 10:00-10:50AM Room M101

Learning from Actors: New Perspectives on Drama in EFL
David Carter
SAT 1:00-1:50PM Room M105

KOTESOL Computer Info
Joshua Davies
SUN 10:00-10:50AM Room B112 C.lab

Special Needs Inclusion in the Classroom
Sara Davila
SAT 3:00-3:50PM Room B166

From Practice to Policy: Language Teachers as Language Planners
Edison Angeles Fermin
SAT 1:00-1:50PM Room S102

Motivation Through the Flow Experience
Andrew Finch
SAT 12:30-12:50PM Room B161

The University of Birmingham distance MA in TEF/SL & Applied Linguistics
Nicolas Groom
SAT 12:30-12:50PM Room POSTER

So, you want to be an author?
Marc Helgesen
SAT 4:00-4:50PM Room B107

10 Minutes for Happiness: Positive Psychology & ELT
Marc Helgesen
SUN 1:00-1:50PM Room B107

Evolvement of the Annual Activities Survey for Language Teachers
Peter Ilic, Stuart Warrington
SAT 10:00-10:50 Room B161

Strengths as a NNEST in Teaching Academic Speaking
Kumi Iwasaki
SUN 12:00-12:20 Room B164

The Relationship Between Left/Right Brain Dominance and Performance of Cloze and Multiple Choice Item Tests
Zahra Janbazi
SUN 12:00-12:20 Room B167

Teacher Autonomy Through the Experiential Learning Cycle
Young-Ah Kang
SUN 10:00-10:50 Room M103

Teaching Through English: Learner Development Through Teacher Development
Izumi Kanzaka, Shigeyo Yamamoto
SUN 12:00-12:20 Room M103

How Teachers and Students Respond to Each Other
Yu-ying Lai
SUN 10:00-10:50 Room B167

Inside ICELT: The implications for Teacher Education Programme Development in Korea
Hyo Shin Lee
SUN 9:00-9:50 Room B107

Korean Teachers' Views on English as an International Language
Lucy Yunsil Lee
SAT 12:30-12:50 Room B142

LEARNERS' DICTIONARIES TODAY – A ONE-STOP SHOP FOR LANGUAGE HELP
Steven Maginn
SAT 3:00-3:50PM Room B109

Writing Research Papers: Proper Quoting, Citing, and Referencing
David E. Shaffer
SUN 1:00-1:50PM Room M103

Educational Game Design for Educators
Todd Vercoe
SUN 3:00-3:50PM Room M101

Peer-Assisted Professional Development Through Classroom Observation
John Wendel, Jolanta Pyra, Maria Pinto, Sarah Peet
SUN 3:00-3:50PM Room B161

Getting to Know the Korea Research Foundation, its Policies and Programs: How To Enhance Your Professional Status in Korea
Jong uk Lee
SAT 3:00-3:50PM Room B107

READING

Well-Read & Cover to Cover - Reading for test success!
Nalin Bahuguna
SUN 1:00-1:50PM Room B164

Putting Students in Charge of Their Reading with Houghton Mifflin's Reading Keys, Reading for Results, and Reading for Thinking

Texts
John Baker
SUN 9:00-9:50 Room M103

Pumping up the Volume!
Gilly Dempster
SUN 3:00-3:50PM Room B109

You Light Up My English Life!
Hyunsu Ji
SAT 6:00-6:50PM Room B167

Guided Reading: Learn to Read, Read to Learn
Chanmi Hong
SAT 3:00-3:50PM Room M103

Informal Reading Assessments and Young Learners
Jake Kimball
SUN 9:00-9:50 Room B121

Turning Students into Independent and Avid Readers: Essential Reading
Scott Miles
SUN 1:00-1:50PM Room B109

Developing Book Report Forms for Graded Readers
Byron O'Neill
SUN 10:00-10:50AM Room M105

Compelling Facts and Fun Fiction Together in Take Twos!
Heejung Park
SAT 10:00-10:50 Room B142

Active reading, creative responses
Rilla Roessel
SUN 9:00-9:50AM Room B111

Helping Learners Towards Excellence in English for Academic Purpose
Grace Wang
SUN 3:00-3:50PM Room B121

Getting started with Extensive Reading in Korea

Robert Waring, Tracy Cramer, Jeong-suk Park, Rocky Nelson, Mark Helgeson

SAT 9:00-10:20AM Room M105

Acquisition of Passive Voice in ESL: Case Studies from Chinese L1 and Japanese L1

Satomi Kawaguchi, Bruno Di Biase, Yanyin Zhang, ,

SUN 9:00-9:50 Room S101

Special Interest Group's (SIG's)

KOTESOL's Spirituality Special Interest Group: Panel Discussion and Q&A

Gregory Brooks-English, Ruth Liddle, Annie Shapiro, Josette LeBlanc

SAT 1:00-1:50PM Room M104

Addressing Motivation from a Christian Perspective

Virginia Hanslien

SAT 9:00-9:50 Room M104

Support and Networking for YL and Teen Teachers

Jake Kimball

SAT 3:00-3:50PM Room M104

Introduction to the KOTESOL's Christian Teachers Special Interest Group (CT SIG)

Heidi Vande Voort Nam

SAT 4:00-4:50PM Room M104

Global Issues SIG (SIG Room)

Robert Snell

SAT 10:00-10:50 Room M104

Spiritual Cinema in Content & Drama-based Lessons for University Students

Gregory Brooks-English

SAT 6:00-6:50PM Room M104

SLA

Differences Between Korean/Japanese University Students in ESL Proficiency

Chise Kasai, Chunhua Bai, Akane Ishakawa, Megumi Hasebe, Yoko Shibata

SUN 12:00-12:20 Room M104

A Longitudinal Case Study of Korean ESL Students' Motivation

Tae-Young Kim

SAT 10:00-10:50 Room B168

Comparative Study of Questioning Skills in EFL Teaching

Yunxia Ma, Yanqin Bai

SUN 10:30-10:50 Room B168

TESTING

An Evaluation of Guessing Strategies in Reading

Atsushi Asai

SAT 12:30-12:50 Room B168

Development of Online "Multimedia English Test for EFL Children"

Ting-yao Cheng, Stephanie Huang

SAT 12:30-12:50PM Room M103

Assessment in the English Language Classroom

Sara Davila

SAT 9:00-10:20AM Room S102

The Criticism and Analysis of University Entrance Exams

Mike Guest

SUN 9:00-9:50AM Room B166

Portfolios in the Korean Middle School Classroom

Miae Lee

SUN 10:00-10:50 Room B178

Assess for Success: Practical Strategies to Improve Learning

Sherry Preiss

SAT 1:00-1:50PM Room B111

Improving University Student Presentations

Douglas Rhein

SAT 4:00-4:50PM Room M103

Introducing OPIc

Yeana Shin

SUN 12:30-12:50 Room B166

VIDEO

Motivation Through Self Learning Project

Shu-ching Chu

SAT 12:30-12:50PM Room B166

VOCABULARY

Vocabulary Cha-Cha: Taking Matching Activities Up a Notch

Phil Owen

SUN 9:00-9:50AM Room M104

Vocabulary Learning Strategy Instruction and Use

Alastair Dunbar

SAT 10:30-10:50 Room S102

WRITING

Choosing Textbooks for Teaching Second Language Writing

John Baker

SAT 1:00-1:50PM Room B164

Teaching Second Language Writing

John Baker

SAT 9:00-9:50AM Room B164

The Impact of Explicit Revision Instruction On L2 Student Writers

Mingxia Gao

SAT 4:00-4:50PM Room B164

You've corrected their writing. What now?

Julia Gardiner

SAT 9:00-10:20 Room S101

Voices of Korean Primary and Secondary Students about Learning English Writing

Young Ok Jong

SUN 12:00-12:20 Room B168

The Six Traits of Effective Writing

Chanmi Hong

SUN 10:00-10:50 Room M104

Proactive Approaches to Combating Plagiarism in University (EFL) Writing Courses

John McNulty

SAT 9:00-9:50 Room B167

Using Pedagogical and Learner Corpora to Investigate Summary Writing

Adriane Moser

SUN 1:00-1:50PM Room B167

A Communicative Approach to Writing in the Classroom

Liana Robinson

SUN 1:00-1:50PM Room M101

Teaching the Academic Body Paragraph in Content-Based Instruction

Isaiah WonHo Yoo

SUN 3:00-3:50PM Room M105

Constitution & Bylaws of Korea TESOL

Constitution

(Adopted April 1993, Amended October 1996, March 1998)

I. Name. The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한영 어교육학회.

II. Purpose. KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

III. Membership. Membership shall be open to professionals in the field of language teaching and research who support the goals of KOTESOL. Nonvoting membership shall be open to institutions, agencies, and commercial organizations.

IV. Meetings. KOTESOL shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting and shall include a business session.

V. Officers and Elections. 1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer, as well as the KOTESOL General Manager. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments. This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

Bylaws

(Adopted Apr. 1993; Amended Mar. 1998, Oct. 2003, Oct. 2004, Oct. 2005)

I. Language. The official language of KOTESOL shall be English.

II. Membership and Dues. 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

III. Duties of Officers. 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee, and shall be responsible for planning, developing,

and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council. 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination.

3. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require the approval of 75% of elected officers and chapter representatives, regardless of present attendance.

4. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

5. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

6. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees. 1. There shall be a National Program Committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publications Committee responsible for dissemination of information via all official publications.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nomination and Elections Committee and for conducting the election.

VI. Chapters. 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. All Chapter Officers must be current KOTESOL members.

4. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

VII. Parliamentary Authority. The rules contained in *Robert's Rules of Order*, Newly Revised shall govern KOTESOL in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VIII. Audits. An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

IX. Amendments. The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

Check out http://esl.about.com/cs/teachertraining/a/a_abbr.htm for

ESL / EFL Abbreviations Explained From Kenneth Beare,,

Here are a few to help you navigate the conference.

CALL - Computer-Assisted Language Learning

CBT - Computer-Based Teaching

EAP - English for Academic Purposes

EFL - English as a Foreign Language

EGP - English for general purposes

EIP - English as an International Language

ELT - English Language Teaching

ESL - English as a Second Language.

ESOL - English for Speakers of Other Languages

ESP - English for special purposes (business English, English for tourism, etc.)

ETS - Educational Testing Service

IATEFL - International Association of Teachers of English as a Foreign Language

L1 - Language 1 - native language

L2 - Language 2 - the language you are learning

LL - Language Learning

MT - Mother Tongue

NNEST - Non-Native English Speaking Teacher

NNL - Non-Native Language

RP - Received Pronunciation - 'standard' British pronunciation

TEFL - Teaching English as a Foreign Language

TEFLA - Teaching English as a Foreign Language to Adults

TEIL - Teaching English as an International Language

TESL - Teaching English as a Second Language

TESOL - Teaching English to Speakers of Other Languages

TOEFL - Test of English as a Foreign Language - the most common English proficiency exam for North American universities and colleges, also accepted by some British universities and employers as proof of English proficiency.

TOEIC - The TOEIC (pronounced "toe-ick") is a Test of English for International Communication.

YLE - Young Learners English Tests - Cambridge Examinations for young learners

**The 15th Korea TESOL
International Conference**

**Extended Summaries of
Academic Presentations**



**Editor
Tim Whitman**

An evaluation of guessing strategies in reading

Atsushi Asai

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Abstract

This study proposes an idea for estimating a guessing factor employed by students in multiple-choice tests. First, six different reading tests were given to measure the English proficiency of college students. Next, the EFL learners' forms of behavior for changing answers to the same question in reading lessons were traced for one year. A net rate for correcting the answers or veering from the correct answers was derived from the records. The present study presumed that the guessing, including partial understanding, resulted in the change to or from wrong answers, and the chance hit produced at a convoluted probability was approximately calculated as a function of proficiency. Thus, the new 3-parameter item response model improved the power of discrimination as mass behavior in comparison with the conventional models. Assuming that learners' guessing strategies are not a negligible factor in an objective test, this model can be useful particularly for efficient and effective assessment.

I. Background

These days, some students in Japan as well as Korea may employ guessing strategies rather than apply careful consideration to their answers. Copious research has certainly investigated test-taking strategies (Attali & Bar-Hillel, 2003; Christenfeld, 1995; Huijbregtse et al., 2002; Masutani, 2004; Shaw et al., 2000; among others). Yet few studies have surveyed the influences of guessing quantitatively in real EFL situations in East Asia and have found practical appropriate ways to assess performance.

II. Surveys on learners' behaviors

The present study attempted to estimate a rate of guessing which might influence the reliability of scoring in multiple-choice tests. Self-judgment does not precisely represent the person's form of behavior as previous research has shown (Asai, 2005a; Kirk & Ashcraft, 2001). The guessing factor was, therefore, obtained from the actual behavior of 143 students at a university in Japan. The reading lessons had been examined in terms of reliability and validity, including a high degree of adjustment to the learners' test experiences and skills (Asai, 2004; Asai, 2005b). Each lesson had nine questions, two of which were identical, but were placed in different locations. The participants were not allowed to go back to questions they had already answered. Their answering behavior was recorded in each reading lesson for one year.

First, let us look over the theoretical grounds. Each question had four options, where one option was the correct answer and the other three were distractors. Two random choices for the same question hitting at least one correct answer is at a probability of 0.4375, or in other words, near a 50 % chance. Some researchers on test development may, thereby, insist on the reduction of lucky hits.

Six different reading tests of the same format were implemented to measure the English proficiency of the participants. The traced records showed that the more difficult the question was, the more frequently the participants changed their answers. After aggregation, the total rate of changing answers was 0.170. More specifically, the obtained rate of changing answers from wrong to correct was 0.073, and the opposite avenue occurred at a rate of 0.068. This very slight difference suggests that random choice strategy was employed only at a low rate, but a closer look at the ability level dependency revealed a different view.

III. Views about the use of guessing

About 11% of the participants changed their answers between the two answering times at a rate of 0.4 or more.

Such frequent changes implied some underlying strategic or unintentional guessing. A popularly employed guessing strategy written in the open-ended question of a questionnaire about answering style was to pick an option bearing the most lexical or semantic similarity to the other options. Another familiar strategy was to find an option representing positive concepts in a refined style or in a non-assertive tone. Some learners thought these strategies did not belong to guessing. The participants, who classified themselves in the questionnaire as a habitual type of rarely guessing, actually changed their answers at a rate of 0.102.

The participants with high ability levels reached the correct answers more frequently than they swerved from the correct answers or hovered between wrong answers. This difference between the correction and the other modes implied some effects of thinking and understanding, for example by perceptual knowledge or abstract schemata. The gross rate for changing answers was used as the guessing rate here. A ratio of frequency of changing a wrong answer to a correct answer to the total frequency of changing answers was defined as the correcting rate.

IV. Determining the item response parameters

The surveyed behaviors can be empirically modeled as an ability-level-dependent curve. The chance hit rate for an ability level was close to the product of the guessing rate and the correcting rate. The chance hit rate here covered not only true chance hits, but also overall strategic corrections. This study presents an item response model with the three-variable logistic function:

$$P(x|t) = \frac{g + (1-g)/(1 + \exp(-aD(t-b)))}{1 + \exp(-aD(t-b))}$$

Where P=the probability of answering correctly; t=the ability level of a participant; aD=the discrimination parameter – D=a constant; b=the difficulty parameter; g=the guessing parameter; and x=1 for correct answer and 0 for wrong answer. The guessing parameter g is an exponential function with two parameters of slope and chance hit rate at the ability level 0.

Technically important, the constant guessing parameter, 0.25, which is used in the conventional 3 parameter item response model, does not reflect the actual behaviors of participants. On the other hand, the new item characteristic curve in this study can render the ability level dependence of the learners' scores in a more realistic way.

V. Discussion about usability

The participants at lower ability levels changed their answers more frequently. If the trend of declining academic level and motivation continues in Japan, the evaluation of guessing strategies will become an important topic in educational assessment and diagnosis.

The inclusion of the variable guessing parameter can improve the assessment as mass behavior. The resultant wider distribution in scores can be convenient and preferable when we would like to divide many students into proficiency-level groups. In the case of the data obtained in this study, the deviation increased by nearly 25% compared with the conventional 1- and 2-parameter models and penalty-base models. Surely, we should know the difficulty of the test passages and questions. Carefully selected materials only enable us to effectively implement short-time testing.

When we set the guessing parameter to a variable, the scores of lower-level participants receive a kind of penalty for their frequent guessing. When we shift our focus to individuals, this model inevitably leads to overcorrection in the scores of some learners who do not use guessing strategies. This issue about individual differences may be resolved with confidence-level checking as demonstrated in earlier studies of this topic (e.g., Ichikawa et al., 2007; Shizuka, 2000).

The short-time testing condition in this study follows the trend of pursuing a variety of tasks in limited classroom hours. As a next step, further study in an ample-time testing condition is expected as a basis for more psychologically appropriate modeling.

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The Author

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Development of Online ‘Multimedia English Test for EFL Children’

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I. Introduction

This project aims to build an online “Multimedia English Test for EFL Children.” English is implemented in curriculum for elementary school students in Pan Asia countries, such as Korea, China, Japan and Taiwan. Comparison of English proficiency of EFL children from these countries can benefit children English education in these countries; therefore, an online test platform is needed.

This test consists of listening, reading, and writing sections. The development of the multimedia test for children is divided into three stages: item writing and editing, pilot study, and administration. The “Multimedia English Test for EFL Children” programmed by asp.net.2.0 is embedded with audio-visual and animated data, which makes the test more communicative and authentic. Content validity of the test was acceptable and test-retest reliability and internal consistency were .83 and .85 in the study. Moreover, all the test data can be linked and recorded in the databank, in which the test data can be analyzed and compared. Also two questionnaires employed to test the system show “Multimedia English Test for EFL Children” is a reliable, valid and convenient tool to assess EFL Children English proficiency. Since the convenience of the test, the test performance of EFL children in Korea, Japan and China and Taiwan can be compared through this test platform in the near future.

II. Development of Research Design

The development of the multimedia test for children is divided into three stages: item writing and editing, pilot study, and administration.

Stage A: Item Writing and Editing

1. Review related literature.
2. Plan the test.
3. Counsel English teaching experts for item writing.
4. Edit items.

Stage B: A Pilot Study

1. Conduct a pilot test first, and interview students.
2. Based on the results of the first pilot test, select better items and administer the test again.
3. Based on the results of second pilot test, revise items accordingly.

Stage C: Formal Administration

1. Administer the revised English test.
2. Analyze items: to pick the test items in the test, group items in accordance to their difficulty and discrimination index values.
3. Based on the student’s performance, compile the adaptive cueing system.

III. The Structure of Multimedia English Test for EFL Children

The Multimedia English Test for EFL Children (METEC) consists of three sections: listening, reading, writing. The listening and reading sections are all multiple choice questions. Writing will be administered through fill in blank format multimedia interface on the computers.

Three sections will be integrated in one computer-based multimedia test designed with asp.net.2.0. The software is selected for its ability to create user-friendly and easily navigable applications and its capacity for the integration of multimedia components such as graphs and audio, which best suits the communicative orientation of the test.

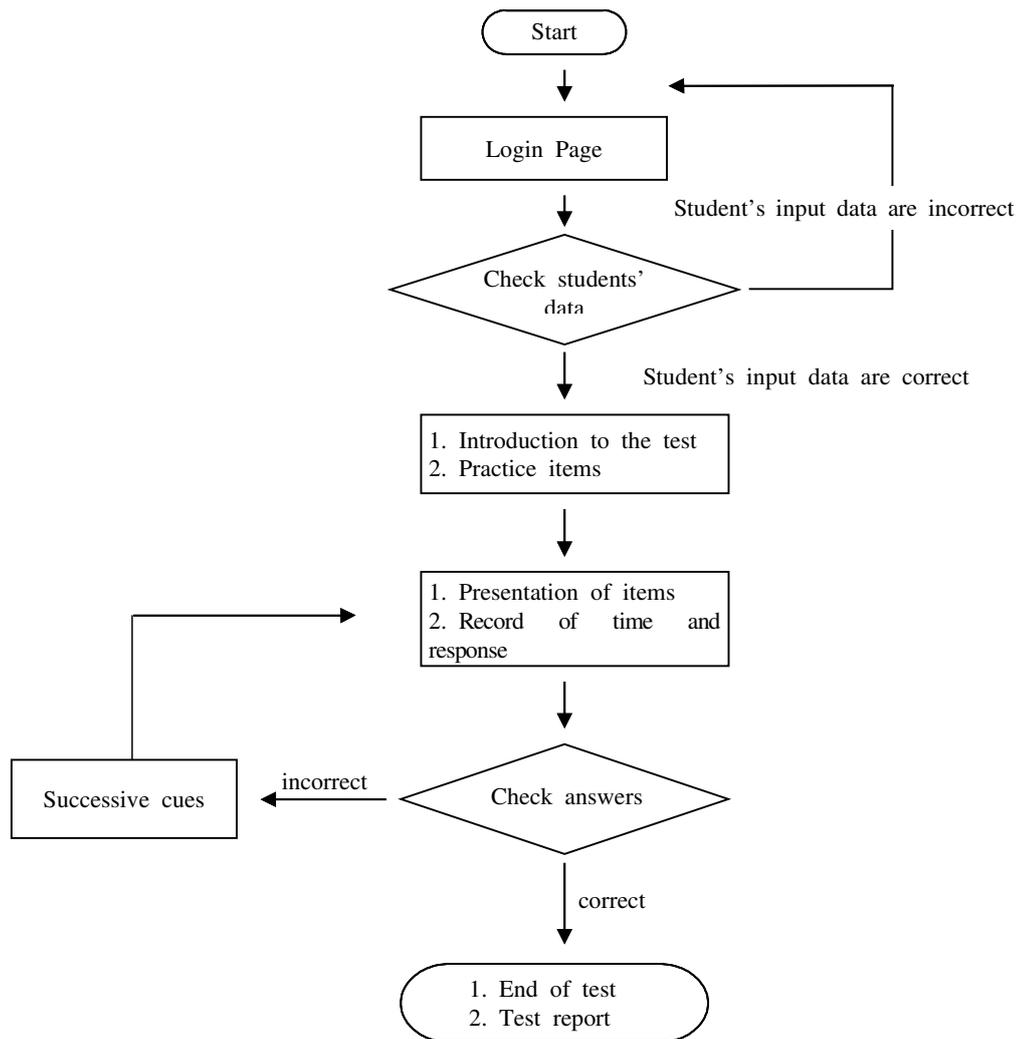


Figure 1. Flow Chart for Executing the English Test Program

A. Validity of the Test

Content validity was examined in the study. Content validity represents a judgment regarding the degree to which a test provides an adequate sample of a particular content domain. The items of the test were identified as valid by three experts in this field in Taiwan.

B. Reliability of the Test

Test-Retest reliability and internal consistency were examined in the study. For assessing test-retest reliability, 200 subjects from Taichung will participate to in the test-retest assessment. The test-retest interval is one week to prevent the interference of memory. Content validity of the test was acceptable and test-retest reliability and internal consistency were .83 and .85 in the study.

C. Navigation and Data Collection Features

The overall English test's interface is designed as a software application with the aims of clarity, simplicity and ease of navigation. The basic skeleton of the test is a stack of screens called "pages" in the asp.net.2.0. environment. The user is taken from the first page (the tile) to the last page in the stack through live move-forward buttons.

The size of the pages is kept constant and their position is centered on the computer screen against a background, which hides the desktop completely. This helps to eliminate any potential distractions for the user while taking the test. The preliminary screens before the start of the actual test are shown in Figure 3 and 4 below.



Figure 3. Title and Login screen

1. Title: Upon logging in the program, the user is presented with the Title screen which fades into the introduction screen. The fade-in feature is designed to keep the user from accidentally double-clicking from the title screen and advancing two screens at a time, missing important information displayed in the introduction page. All navigation buttons in Flash can be pressed just with a single click of the mouse.
2. Introduction: The introduction in Figure 3 requests an informed consent to participate in the study and contains a description of the test content, and informs the user that before the start of the actual test they will encounter a Login screen with fields that they are asked to fill out, and a practice question. From this point on, to advance, all pages have a right- arrow button in the bottom right corner.
3. Login: The login screen in Figure 3.6 has a filled-in text fields for the student's first and last names, and ID number. A separate login screen is created to provide the selection of school, year of learning English, gender, and residential area. Students need to select the school in which they are enrolled by clicking on the corresponding radio buttons, separate files are created to store each student's personal information and response data.

Note that the right-arrow button will not allow the user to advance unless all test fields have been filled up; a message box appears at the right bottom of the screen asking the user to make sure all the information has been entered before moving on.



Figure 4. Test screen

4. Test Item: The Practice Item page has the same basic layout as the actual items on the test: a rectangular box along the top with instructions, the test item in the center and a right-arrow button to move forward. Response options look like radio buttons that are highlighted or (de-highlighted) when clicked on; only one radio button will be highlighted at any one time – the selection of one button will de-highlight the other buttons. The practice item is a very short listening comprehension question. The instructions inform the user that the “headphones icon” means that the present item is an audio question. Students are instructed to use headphones so as not to disturb other users in the computer lab. With the opening of the Practice Item page a volume control strip appears outside the top left corner of the screen and will remain in the same location until the test has been completed. Users can select their response by clicking on the appropriate radio button while the recording is still playing; this is particularly useful with longer segments that have multiple questions. As with the actual items in the test, the right-arrow button will not allow the user to move forward unless a response has been selected, which also prevents them from skipping a question by an accidental double-clicking.

4. End of Test: Once all the items have been completed, the user is presented with the End Screen, which contains a field that displays the student’s total test score (calculated as a percentage of correct responses), an analysis of their errors, a message that thanks them for their participation.

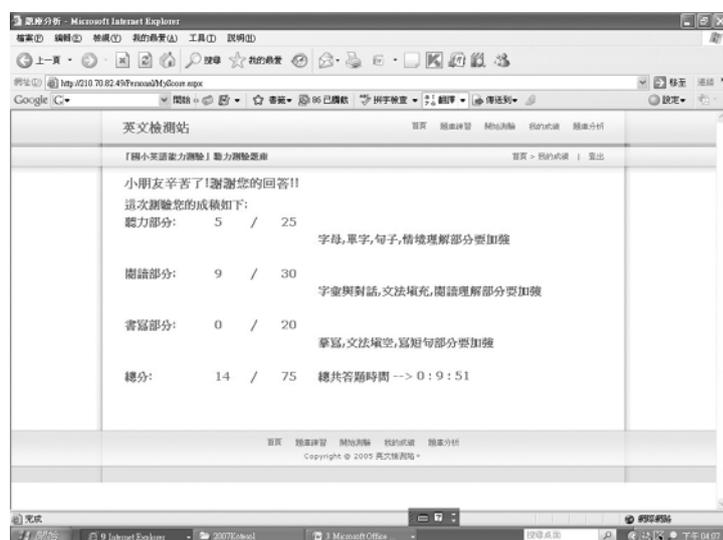


Figure 4. Score screen

5. Data Collection: All the personal information and test scores are stored in folders that correspond to each of the participating schools: School A, B, and C. Each folder contains four files: (a) The “Inform” file stores first and last names, ID number, instructor’s name, date, year of learning English, parents’ job, income, residential area, gender, and total score; (b) The “score” file has the student’s ID number, name, start time and end time of test followed by a list of each item’s answer in order, “0” and “1” for an incorrect and a correct response, respectively, separated by commas and total score (for example; ID number, name, listening1, A, 0, 50...); (c) the “Answer” file stores the number of the option selected for each item (e. g.: ID number, name, listening1, a, listening2, b...); (d) the “Comments” file stores student’s input entered by the student in the comments textfield of the End screen. All students’ results, which include M, SD and PR can be calculated and compared.

Conclusions

The test consists of listening, reading, and writing sections. The development of the multimedia test for children is divided into three stages: item writing and editing, pilot study, and administration. The “Multimedia English Test for EFL Children” programmed by asp.net.2.0 is embedded with audio- visual and animated data, which makes the test more communicative and authentic. Content validity of the test was acceptable and test-retest reliability and internal consistency were .83 and .85 in the study. Moreover, all the test data can be linked and recorded in the databank, in which the test data can be analyzed and compared. All students’ results, which include M, SD and PR can be calculated and compared. Also questionnaire employed to test the system show “Multimedia English

Test for EFL Children” is a reliable, valid and convenient tool to assess EFL Children English proficiency in Pan Asia..

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Korean Students' Language Learning Strategy Use in Different Contexts – ESL and EFL Contexts

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Abstract

The purposes of this study are to investigate differences in language learning strategies used by Koreans in an ESL (English as a Second Language) context, in the U.S. to those used in an EFL (English as a Foreign Language) context, in Korea and to discover the reasons behind the different strategy use. Subjects were six students studying in undergraduate or graduate programs at a university in the U.S.. First, they responded to the self-report questionnaire, Oxford's SILL (Strategy Inventory for Language Learning). Based on their responses on the SILL, forty-five minute interviews were conducted with each participant. The study found that: (1) the participants' overall strategy use increased in the U.S., (2) the increase or decrease in strategy use in different contexts was related to the learner's motivation, (3) their use of social and metacognitive strategies increased most in the U.S. while use of memory strategies showed the least change, (4) they have realized the importance of speaking and writing in an ESL context and use strategies related to these two skills more frequently, (5) some strategies are used less in an ESL context because learners intentionally avoid them after finding them unhelpful or they do not have to try to use the strategies in different context.

I. Introduction

During the past few decades, there have been a great number of studies about language learning strategies (LLS). Early studies of LLS focused on good language learners. Rubin (1975) made a list of what good language learners do. Since then, many studies about LLS have concentrated on the relationship between strategy use and "learner variables" (Nyikos & Oxford, 1993, p. 12). However, researchers in the area of language learning strategies have neglected the topic of learning context. There have been few studies (Oxford & Burry-Stock, 1995; Tamada, 1996; Carson & Lonhini, 2002) about different strategy used by individuals in different contexts. According to MacIntyre (1994), strategy use of a learner is "the response to a communicative demand imposed on a learner or a goal that he/she wishes to achieve" (MacIntyre, 1994, p. 191). The communicative demand or the goal is related to the learner's environment. Therefore, it can be assumed that strategy use is affected by the learning context and environment. Moreover, the factors that influence a learner's strategy use, such as anxiety and motivation, can change in the different contexts or environments where learning actually happens. There are many differences between an ESL and EFL environment. In an ESL context, there are many advantages absent in an EFL context. In an ESL context, learners get plenty of English input. We have a lot of opportunities to speak English at various times everyday. Many things related to learning English such as beliefs, motivation, or anxiety are different. These changes lead to different strategy use. Thus, the first purpose of this study is to find out the differences in Korean learners' strategy use in the U.S. from those strategies used in the Korean EFL context. The differences in their strategy use can tell teachers what English learners from foreign language contexts need to know in order to survive in the environments where authentic English is used. The second purpose is to examine the reasons why learners choose and use different strategies. Knowing the reasons behind a learner's choice of strategies may reveal the disadvantages for learning English in Korean contexts and indicate the direction that Korean English education should take.

II. Research Method and Procedure

This study employed a mixed method involving a self-report questionnaire and interviews. I first employed a self-report questionnaire - Oxford's SILL- to measure differences of participants' strategy use in Korea and in the

U.S. After that, semi-structured interviews were conducted. Six Korean students from the undergraduate and graduate programs at an American university in a southern state volunteered to take part in this study. They had lived in the United States for more than one year, and none had any experience abroad in an English-speaking country before coming to America.

III. Data Analysis

The quantitative analysis was performed for the data from the SILL survey and the qualitative analysis for the data from the interviews. For the quantitative analysis, Oxford's six-factor strategy classification theory was adopted, which classified fifty strategies into six categories: memory strategies helping learners store and retrieve new information, cognitive strategies enabling learners to understand and produce new language by many different means, compensation strategies allowing learners to use the language in spite of large gaps in knowledge, metacognitive strategies allowing learners to control their own cognition, affective strategies helping learners to regulate emotions, motivations, and attitudes, and social strategies helping learners learn through interaction with others (Oxford, 1990, p. 135).

A. Data Analysis of the SILL

The six participants' average strategy use in Korea was between 1.94 and 4.74. Their strategy use became higher or lower in the U.S., ranging between 3.82 and 4.38. The average frequency of strategy use among six participants was 3.09 in Korea and 4.09 in the U.S.. Among the six participants, only one participant's average strategy use decreased slightly in the U.S. while the average strategy use of the other five participants increased.

Considering Oxford's six categories (Oxford, 1990) of strategy use, there were some patterns in changes of strategy use. First of all, social strategies showed the largest changes compared to strategies in the other five categories. Three participants said their social strategies increased the most out of the six categories. Two participants reported the second largest change in the social strategies. Secondly, changes in metacognitive strategies were obvious as well. Changes in that category were largest for one subject, and three participants reported the second biggest change in the category of metacognitive strategies. Memory strategies indicated the smallest changes in the two contexts among all six categories. Four participants reported that the frequency of their memory strategy use changed the least since coming to the U.S.

Table 1. Strategies of significant changes

Category	No.	Item
Memory	5	I use rhymes to remember new English words.
Cognitive	15	I watch English language TV shows spoken in English or go to movies spoken in English.
	17	I write notes, messages, letters, or reports in English.
	19	I look for words in my own language that are similar to new words in English.
	22	I try not to translate word-for-word.
Compensation	28	I try to guess what the other person will say next in English.
Metacognitive	35	I look for people I can talk to in English.
Affective	44	I talk to someone else about how I feel when I am learning English.
Social	47	I practice English with other students.
	48	I ask for help from English speakers.
	49	I ask questions in English.
	50	I try to learn about the culture of English speakers.

Table 3. Strategies that decreased in use

Category	No.	Item
Memory	6	I use flashcards to remember to new English words.
Cognitive	19	I look for words in my own language that are similar to new words in English.
Metacognitive	34	I plan my schedule so I will have enough time to study English.
	35	I look for people I can talk to in English.
Affective	41	I give myself a reward or treat when I do well in English.

B. Data Analysis of the Interviews

Based on the interviews with the participants, decreases and slight increases in the SILL responses seem to be driven by high motivation for learning English in Korean contexts. The participant who reported a decrease of strategy use in the U.S., said he tried every way he could to learn English and that he was crazy about improving his English skills. Two participants, whose difference in strategy use was less than 1 point also said that they had a high motivation to improve their English and did not limit their goals in learning English to getting high scores in tests. On the contrary, the other three participants, whose strategy use has been increased substantially since they came to the U.S., said that they studied English to take tests like TOEFL, GRE or TOEIC and their major way for learning English was to attend language institutions.

Second, the participants showed the biggest changes in the social strategies category of the SILL, and the reasons why the social strategies have changed most are discussed in the interviews. The learners reported that they focused more on speaking English in the U.S. while they concentrated on reading and listening for tests in Korea. To improve speaking skills requires more use of the social strategies that facilitate learning through interactions with others. In ESL contexts like in the U.S., they have many more opportunities to ask questions in English or ask for help from English speakers, which are social strategies. Especially, with regard to item 50 - "I try to learn about the culture of English speakers" - many subjects said they realized how important it was to be aware of American culture since they came to the U.S.. This finding also can be explained with respect to the learners' changed beliefs. Now that they are in the U.S., the participants have realized the importance of speaking, writing, and culture in the U.S., and this changed their beliefs pertaining to English learning. Many of them believed getting good scores in tests was important in learning English in Korea. Now they see the importance of communicating in English every day. This shows that important changes in social strategies correspond with the findings from the previous research of the relationship between the learners' belief and LLS.

In reference to the increasing use of metacognitive strategies, it is likely that many participants had a higher motivation to learn English and tried harder to improve their English in the U.S.. The participants came to the U.S. from Korea and they lived in places where English is an essential tool for survival. They have to use the language all through their daily life. In this process, they caught their mistakes in English easily and sought a variety of ways to improve their English out of necessity. The smallest change in memory strategies may be due to the fact that the major part of their English learning in Korea was memorization. They spent much of their time memorizing words, idioms and sentences. Some interviewees said learning English felt like memorizing many things in Korea. Thus, they already used enough memory strategies in Korea. There is no more room or need to increase the use of memory strategies in the U.S..

The strategies the participants have used more frequently or used for the first time in the U.S. may implicate several problems or deficiencies in current English education in Korea. The interviewees' emphasis of watching English television programs, talking with native speakers and writing in English implies limitations in EFL contexts like Korea. Some participants did not recognize the importance of those strategies in Korea. Others noticed the importance, but did not use them enough because they were not given opportunities to use them in the EFL environments. Perhaps Korea provides very poor environments when it comes to learning English, even though English is overemphasized everywhere in society. Interviewees' responses to culture and having fun while learning English are also interesting. The importance of knowing the culture while learning a language has been stressed in Korean English education. Actually, several interviewees said that they thought that they had known enough about American culture. However, they have realized they did not know much about authentic American culture. Therefore, instructors should not just teach about holidays or food when teaching about culture. Instead, they should cover American culture according to daily life. A wider point of view in teaching culture is required. The comments that referred to having fun learning English suggest a limitation of English education in Korea, where English is

taught just as a subject for tests in classroom settings.

There are two reasons behind the decrease of some of the strategies in use. Learners intentionally avoid some strategies because the learners feel the strategies are not useful or even consider them to be obstacles when learning English. As for the item 19 - "I look for words in my own language that are similar to new words in English," the participants report that they have discovered analyzing English in this manner is inefficient and makes their process of learning English slow. This implies analytic approaches to teaching and learning English is not effective. In contrast, other strategies are used less naturally, not purposefully, under the ESL environments. This indicates that an English-speaking environment does not always guarantee to act as a motivation for all learners to use more strategies. The interview responses of two participants show that the environments where they can always keep in contact with English make them less motivated in searching for ways to learn English and let them put less effort.

VI. Conclusion

The present study examined how differently Korean learners use their strategies in learning English in different contexts - in Korea and the US.. The findings of this study support the importance of contexts in language learning strategy use. As MacIntyre mentioned in his study, learners come to find out different "communicative needs" or "goals" in different contexts. (MacIntyre, 1994, p. 191) The learners use strategies to meet those needs and aims. Therefore, the learners' strategy use in learning a language cannot help being influenced greatly by their learning environments.

There are several limitations to this study. All the subjects in this study are at high proficiency levels, getting certain scores in English tests and being able to deal with regular undergraduate or graduate courses. Moreover, there is the possibility that strategy use in Korea might have been underestimated or that the one in the U.S. was exaggerated in the process of reporting their strategy use in two different contexts at the same time. The responses to strategy use in Korea can be inaccurate because they depend on the participants' memory. In addition, since these students are studying in the U.S., they may have a particularly high level of motivation. More accurate research results can come if subjects are surveyed and interviewed in Korea first and then in English-speaking countries again after staying there for a while.

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Motivation through Self-Learning Project

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Abstract

Students vary in terms of their learning styles, language levels, and studying preferences. The best way to improve students' English is through learning opportunities with resources that are relevant and interesting to them. Many studies reveal that video and video-related technology can provide an intriguing learning experience for students (Luo, 2003; Murray, 2005; Stemplestki, 2003). This paper presents a student self-learning project developed for non-English majors, using a popular American sitcom to encourage and expand students' learning. The design, implementation, problems and students' learning results are explored. The study results indicate that the self-learning project complements classroom teaching and enables students to learn at their own pace.

I. Introduction

Recent reports indicate that Taiwan's college students are behind that of other non-English speaking countries. Many students after several years of pursuing English are unable to communicate effectively in English. Taiwanese researchers attributed the failure of English learning to inadequate teaching methods and materials (Chu, 2001). What students learn in the classroom tends to be the structure of English rather than its practical usages. To improve the result of learning, the teaching of English must improve its methods. That includes giving serious thought to the needs of students who vary greatly in terms of learning styles, language attainment levels, and available study time. The best way to improve students' English is through a learning environment that engages and stimulates students' minds, and encourages them to learn autonomously.

II. Literature Review

A. Motivation

Motivation is regarded to be of critical importance in the continuing performance of what is learned; that is, a learned behavior will not occur unless it is energized (Huitt, W. 2001). Gardner defines two types of motivation in second language acquisition: instrumental motivation and integrative motivation (Cited in Brown, 1994). Instrumental motivation refers to the desire to learn the language in order to attain goals such as passing tests. On the other hand, integrative motivation refers to the desire learners have to identify themselves with the target culture. Integrative motivation, understood by some theorists, can lead to student's high language proficiency, but other theorists think otherwise (Makarchuk, 2005; Warden & Lin, 2000). Whether integrative or instrumental motivation, there is no doubt that motivation contributes to success in learning. Thus teachers should develop techniques to elevate learners' motivation and to help students retain that motivation (Cheng & Dörnyei, 2005).

B. Learning Resources

Teachers often face the challenge of creating learning experiences that are relevant and suitable for individual students (Kellner, 2005). Lo, Wang, and Hsia (2005) point out that the materials and tasks teachers utilize have a great impact on students' motivation for learning. English is neither an official language nor a second language in the nation. Consequently, most students in Taiwan study English find few opportunities to associate themselves with the target culture. When students leave the English classroom, they probably receive little or no exposure to English. However, English instructions do not have to be limited to classrooms (Chu, 2002). With the flexibility and availability of today's technology, learning can happen after school and beyond classrooms.

Foreign language learning is no doubt one of the areas affected greatly by the advanced technology. Printed materials by far are still the dominant medium for instruction (Heinich, et al., 1999), multimedia has become a salient tool for language teaching and learning. Researchers suggest integrating multimedia with interesting and

dynamic graphics to attract students' attention (Lin and Lee, 2003). Many studies show positive effects of interactive multimedia on learning inside or outside of the classroom (Liou, 2002; Murray, 2005; Teeler and Gray, 2000). Today, the market is filled with language learning software. Aside from language materials, English speaking drama on videos (or DVDs) that offers authentic language input can provide an intriguing learning experience for students (Luo, 2003; Stempleski, 2003). Carefully selected videos with an interesting story line can quickly captivate students.

III. Self-learning Project

To remedy student deficiency in English, the Ministry of Education (MOE) in Taiwan has launched several plans including the Program of Promoting Academic Excellence of Universities, the Top University Plan, and Elevating Foreign Language Ability at Technological and Vocational College Plan, with the goal in elevating Taiwan students' English capability (Chu, 2007). This self-learning project of the study was one of the subprojects granted to this technical university by the Ministry of Education (MOE) in Taiwan from 2003 to 2006. The subsidy from the MOE was first used to set up a multimedia Self-Learning Center (SLC) and then the purchase of language learning materials in four skills. From 2004, a portion of funding went toward the purchase of films and TV series. Students are encouraged to use the materials at the center outside of the class time.

Popular situation comedies like *Friends* were later added to the media library collections at the center. *Friends* was one of the favorites for several reasons. First of all, it was one of the most popular TV comedy series. In addition, the topics include love, friendship, interpersonal relationships, hobbies, and fashion which are issues relevant to students' daily lives. Moreover, each episode of the sitcom lasts only 25 minutes and will not take up too much of students' time. Through video viewing, students can enjoy the show and learn the language at the same time.

IV. Methodology

A. Instruments

Two measurements were administered to find out the effects of students learning via the episodes of *Friends* as well as their views on this self-learning project: 1) a survey with an open-ended question regarding the experience and 2) a comprehension test with questions about the episode. First, students viewed an episode of *Friends* and then completed a comprehension test regarding that episode and an open question survey regarding their learning experience in this self-learning project. The comprehension test consisted of three sections: 1) true or false, 2) multiple choices, and 3) questions and answers.

B. Participants & procedures

At the beginning of the fall semester in 2005, students at the technical university were informed about the project and were invited to participate voluntarily. First-to-third year students participated in this self-learning project. Students would come to the self-learning center, pick up an episode for viewing. After viewing, students took the comprehension test created for that particular episode. A total of 300 comprehension tests were collected at the end of the term. Among them, 21 were from freshmen, 157 were from sophomores, and 104 were from first year students of the two-year college. All together, 222 questionnaires regarding students' feedback toward the project were also collected. Among them, 191 were usable.

V. Results

The results of the comprehension tests showed that most of the participants did well after viewing one or more episodes of *Friends*. Out of 100 points, 88.9% of the first-year students from the two-year college scored above 60. Among the four-year college students, 57.1% were the freshmen students; 75.2% were the sophomores; 59.6% were juniors. It showed that students had a good understanding of the content and language from the episodes. Students' feedback on this self-learning project using episodes of *Friends* yielded very positive results. Among 191 questionnaires from the participants, the majority expressed positive experiences whereas only four indicated negative experiences. The feedback from the students toward using sitcoms for self learning was categorized into seven areas: *materials, language skills, learning strategies, learning experiences, learning problems, time and*

facilities, and suggestions.

From the 191 questionnaires, 140 comments mentioned the materials incorporated in this study. The materials refer to the sitcom, *Friends*. Students agreed on the interesting and humorous aspects of the story which carries a light-hearted comic tone that touched their hearts. They found that the topics included were related to their personal lives and the language accompanied by a story with attractive actors was easy to understand.

Table 1. Comments from students' feedback regarding the self-learning project

Materials
<ol style="list-style-type: none">1. interesting, humorous, and light-hearted2. related to daily life3. easy to understand4. attractive actors5. exposure to American culture
Learning Strategies
<ol style="list-style-type: none">1. use dictionary2. rely on Chinese caption3. repeat viewing4. guess word meaning through the context
Language Skills
<ol style="list-style-type: none">1. enhance language skill, especially listening and pronunciation2. useful idioms and expressions3. awareness on L1 & L2 contrast
Learning experiences
<ol style="list-style-type: none">1. relaxing, fun, and no stress2. more interested and motivated3. less fear of English4. a different learning experience from traditional teaching methods5. discovered a need to enhance vocabulary and listening
Learning problems
<ol style="list-style-type: none">1. Insufficient language ability2. speaking speed was too fast3. barrier between C1 & C24. lack understanding of test questions and skills to answer5. need to view more episodes to understand the background
Learning environment
<ol style="list-style-type: none">1. excellent facilities2. (-) limited open hours,3. (-) uncomfortable facility
Suggestions
<ol style="list-style-type: none">1. needed teachers' assistance2. included video viewing in the English curriculum3. eliminated short answer session

* (-) indicates a negative comment

VI. PROBLEMS AND SUGGESTIONS

Some problems emerged while implementing this project. At the beginning stage, the participation rate in this self-learning project was far from satisfactory. Hence, English teachers had to assign students to watch the sitcoms or use incentives such as giving out extra credits for participation. As the number of students who came to watch the sitcoms increased, problems about the test questions and other elements of the study emerged. Some students, especially those who were at low proficiency level, were discouraged by the testing part of the project, especially if they failed the test. The biggest problem they faced was an inability to understand the test questions even after they checked the dictionary. Moreover, students relied on Chinese captions tremendously.

Other problems included the complexity of plots and lack of cross culture understanding. Students tended to get confused with the characters and their relations with one another. This problem could be eliminated as they watched more episodes and got better acquainted with the roles in the sitcom. Culture barriers were another problem students mentioned in their feedback. Some of the humor was quite subtle and culture-oriented.

In spite of the problems noted above, positive outcomes emerged as students got more and more involved in the activity. Students became more interested and began discussing plots and characters during class or outside of class. Quite a number of students kept coming for viewing even though the deadline for them to get extra points was passed.

For establishing a learning project as described in this study, incentives or rewards are necessary. Incentives, such as extra points and prizes, can increase students' motivation and promote learning. As the survey results suggest, what motivated students was mostly the bonus for their course grades, followed by the interest in that particular sitcom. Students who are not very enthusiastic about learning English at first, if given the opportunities and interesting materials or tasks, they can be motivated to learn. Teachers, therefore, can consider utilizing the latest technology to facilitate language acquisition.

VII. CONCLUSION

This study attempted to yield a better understanding of how students could be motivated and thus benefit through an autonomous learning approach utilizing a recreational sitcom, like *Friends*. The results of this study point to positive learning effects in terms of improvement of various language skills, culture awareness, and motivation. Students, regardless of levels, were able to incorporate learning strategies to cope with difficulties. It indicates that students can become autonomous learners, even with a foreign language. Since English instruction is limited at the university level, this type of learning activity – specially, the use of carefully chosen videos – should be widely incorporated to promote language learning and cultivate autonomous learners.

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CALL for ALL: Online Classroom Applications for Everyone

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Abstract

Interested in Computer Assisted Language Learning (CALL), but never attempted anything more complicated than a blog or an email? You've come to the right place. CALL provides teachers with a huge variety of tools to expand and assess their classes, and many are interested in integrating it into their teaching. Unfortunately, it is often perceived that CALL, along with all of its benefits, brings with it a ferociously steep learning-curve that takes teachers from 0 to 100 kilometers-per-hour with no entry level driving lessons. In this workshop you won't be asked to become race car drivers in one hour, but you will learn easy and simple ways to begin using CALL to expand your classrooms. During the workshop you'll have the opportunity to build an actual working class website entirely for free, which includes discussions, journals, photos, videos, and more. You'll see how it can be tool which both students enjoy and which you love as it allows you to better interact and with and evaluate your students over time. If you can send an email then you already have all of the skills needed do this. Give me an hour and I'll show you how to tap your existing abilities to bring CALL to all. You may walk in a beginner, but you'll walk out a budding webmaster.

I. What is the problem? The door closes.

We spend time building a positive classroom atmosphere in which our students really interact and grow together as community, but are faced with the dilemma of how to sustain that momentum in the time between classes. Given the limited time we have with our students (in anything but the most intensive programs), how can we create and utilize homework in a way that does not separate students from each other, but rather furthers the connections between them and builds bridges for better learning.

II. What can we do? Open the door to an online classroom.

Henry Adams remarked, "A teacher affects eternity; he can never tell where his influence stops." This has never been more true than today, when we can use technology to hedge our bets on our eternal influence outside the school walls. The advent of fast and easily accessible web resources allow us to create student social networks that to a large extent mirror, and in some ways even improve upon, the dynamics we have in our off-line classrooms. We by no means wish to suggest that technology is always the best solution to educational problems, but that in the case of recreating classroom atmosphere the online social platform provides a best-fit remedy to our needs analysis. In this particular workshop we will explore how to integrate the free Ning (www.ning.com) social networking platform into classrooms.

In the past using online class programs has meant a steep learning curve for beginners. These programs were akin to many self-help books: they may seem like a good idea and put a smile on your face in the moment, but do you actually apply the concepts to your every day life? This session aims to bridge the gap between concept and action, to enable you to come away with practical skills you can apply with your classes. The new Ning platform quickly allows everyone and anyone with even the slightest knowledge to build their own network. All participants *will* have the opportunity to build an online classroom during the workshop.

Within an hour or so we will learn how to use a system that:

- A. is easy to understand and manage (both for you and your students),
- B. is incredibly adaptable (it can be altered to meet the needs of your classroom, and it is helpful to both

new teachers and seasoned pros),

C. students actually enjoy (well...at the very least they like it better than regular book-work).

III. What are the benefits of online class networks?

Given the diversity of what types of classrooms can be created using the Ning social platform, it can be tricky to pin down a single list totaling all of the benefits. That being said, there are a handful (making it a round five fingers and five reasons) of advantages that carry across the varying array of sites.

A. Fun for students

The use of online networks for English learning “piggybacks” onto an activity many students are already engaged in everyday, sharing thoughts, photos, videos and etc. in such online venues as CyWorld, Facebook, and the like. The ability to communicate in English at whatever speed they choose (no one is looking over their shoulders making them speak on cue) allowed by the asynchronous nature of the conversations on these sites creates a low stress/low anxiety environment.

B. Increasing quantity/quality of English input/output for students

The low anxiety environment coupled with creative open-ended assignments leads to an incredible increase in the amount of material students produce in English, more than most teachers can even begin to imagine. This output in turn creates material other students can learn from that is within their zone of comprehension. Why read stuffy textbook paragraphs created by academics on other continents when they can read the latest gossip of their friends and classmates?

C. Better assessment

The increase in almost “freely” created materials allows teachers to have a much wider sampling from which to measure progress outside of more artificial testing situations. Students also can easily assess one another using the included feedback system.

E. Better, happier classes

The increased level of content, communication and positive reinforcement provided by the online network leads to an overall smoother classroom experience both for the students and teacher.

F. The system fits your individual needs

Finally, and most importantly, your Ning site changes to meet your needs, not the other way around. Too often technology overwhelms us and we run away given the overloading of choices we feel. Ning works like building blocks; teachers see what their classes need and snap together the right blocks to meet those needs, leaving the unneeded blocks in the bin. All of this can be done without reading a long manual or spending hours a week maintaining the website. Your online classroom is easy to build and reflects your teaching style; you never have to change your style to fit the program.

IV. What are some possible uses?

In case you are wondering what some teachers have been using their sites to do, here are just a few of the many potential uses:

A. student Journals- Have students use the blog feature to keep an online weekly English journal, either free-writing or on a specific topic. This works especially well if you have them read and comment on other peoples stories for homework the following class. It also helps if you are also participating on your own blog.

B. Pen Pals- Have students choose someone (or multiple people) in another class as their pen pal and use the site to send letters and photos and other things back and forth- this works especially well if you have already chosen a specific topic for the week.

C. Videos- Create questions for videos from sites such as youtube.com and videojug.com (a wonderful teacher resource) which can easily be embedded on your site and have them view them and answer the questions for

homework.

D. The almost-never-ending story- Start a story in your classes discussion area and have the students each add a few sentences to it for homework.

E. Ongoing Dialogs- Have the students use the comment boxes to start ongoing conversations with other students, discussing or practicing the topic covered in class that week.

V. Can all of this really be taught in a little more than an hour?

Yes. Healthy skepticism aside, we follow the words of the great Louis Pasteur who wrote, “Do not promote what you can't explain, simplify, and prove early.” Online class extensions, which we have found to be an ideal solution to our “closed door” problem, are only helpful if they are truly accessible to teachers and students. We believe Ning exceeds our criteria. Join us for an hour and you'll walk out not only knowing which foot goes in front of the other, but also how to get your students communicating within your new digital classroom. For further information please visit <http://callforall.googlepages.com>.

The Authors

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Donaleen Jolson was born and raised in the middle-of-nowhere, Canada, Donaleen Jolson has spent the last 10 years teaching English in Daegu. She currently works at Kyungpook National University, where she earned her Masters in Education. She enjoys walking her dog Sprocket, and convincing students that all the online quizzes she makes are really created by him. A near-Luddite, Jolson will insist that if she can learn CALL, anyone can. She can be contacted at jolsondon@gmail.com

The Impact of Explicit Revision Instruction on L2 Student Writers

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Abstract

The importance of revision is pedagogically worthwhile and universally recognized in L1, L2 writing context. Especially, peer revision, in which students work in pairs or small groups provide feedback on one another's writing has become a widely used teaching method in writing instruction. The hot issue about peer revision up to date is that how to help students generate more relevant and specific valid comments to facilitate their writing. This study aims to investigate the effect of trained peer review on 15 Korean student writers in a national university. Through analyzing the multiple data such as students' pre-training and post-training writing drafts and the peer reviews generated by them as well as the questionnaire administered in the end, the effects of explicit instruction on peer revision were assessed in terms of (a) students' ability to critique peer writing; (b) students' writing performance; and (c) students' perception of peer and self revision. The data indicated that explicit instruction for peer revision had a measurable influence on students' writing skills, critique performance and attitudes toward peer review. We firmly believe that explicit peer revision instruction plays a critical role in L2 writing context.

I. Introduction

As part of process-oriented approach, peer review, in which students work in pairs or small groups to provide feedback on each other's writing, has been widely used in both L1 and L2 writing. And it has been considered to be beneficial cognitively, affectively, and socially with empirical evidence to L2 student writers. However, there is still controversy about how much of the peer response are incorporated in students' followed-up revision.

Connor and Asenavage (1994) traced the amount and types of revision by eight L2 undergraduates on their drafts in response to peer comments and teacher comments, respectively, and found that the effect of peer comments was small. Overall, only 5% of the revision resulted from peer comments as compared to 35 percent resulting from teacher comments. Paulus (1999) traced the source of revision in students' drafts through thinking-aloud protocols and she found that peer feedback contributed considerably less (13.9%) than teacher (34.3%) and self/other feedback (51.8%). Contrast to the above findings, Cault (1994) in a comparison of L2 written peer response, teacher comments, and students' self-analysis of their own papers, found that 89 percent of students were able to give advice considered valid by the teacher and 60 percent made appropriate suggestions not mentioned by the teacher. They also made more specific and localized comments than the teacher. Their study suggests that peer comments may well complement the role that the teacher comments play in revision.

These conflicted inconsistent findings raised the question of the value of peer comments and whether they have a role to play in L2 writing. Therefore, the effectiveness of peer and teacher comments in facilitating revision needs further exploration and more empirical studies are needed, which is the motivation of the present study. Stanley (1992) points out that we should not expect that students will be able to perform these demanding tasks without first having been offered organized practice. Some researchers claimed that for peer feedback to play a role in writing instruction, a well-prepared implementation process is needed. (Jacobs, G. M., Curtis, A., Braine, G., & Huang, S. Y. (1998). How to coach L2 students to become successful peer reviewers has become the latest concern in L2 writing setting. This is the second motivation of this study.

Based on the above motivation, this study seeks to investigate the effect of peer review training on L2 learners from three aspects: 1) what effect will the peer review training have on students' ability of giving peer comments? 2) What effect will the peer review training have on students' writing quality? 3) What effect will the peer review training have on students' attitudes towards peer review and target language writing?

II. Methodology of the study

A. Procedure

1. Class setting

The students in this study come from a comprehensive national university in South Korea. Students were enrolled in a major -selected as a 3 -credit curriculum course, which has been newly - designed as six-level conversation and writing course and aimed to develop students' communicative skills, especially speaking and writing skills. The present class studied is on level 2 called Global and Social Issue English.

2. Participants

Participants in this study were 15 students enrolled in Level 2 conversation and writing course named Global and Social Issue English 2. All students are Korean Nationality with the average age of 23. Students come from variety of majors and school grades.

3. Instructor

The instructor, a Ph. D candidate student, was an assistant teacher in English Department and was enrolled in the TA Practicum class designed by an experienced prestigious professor to help Ph. D students develop their practical teaching skills while obtaining their degree. The instructor also has the experience of being a TA of her professor and teaching writing in a comprehensive university in her own country China before coming to Korea.

4. Peer review training

In the literature, there appeared a variety of strategies having been practiced by the researchers to improve students peer review skills. Stanley (1992), in her training, focused on familiarizing students with the genre of their classmates' writing and introducing techniques of effective communication. Zhu (1995) employed a small group conference approach to train L1 peer responders in university freshman composition classes. Min (2005) identified four characteristics of comments reported to facilitate students' revision in previous research and used them as guidelines to coach her students during in-class training. All these training strategies were reported to be effective in making the student generate more global and local comments and also improve their writing quality.

In this study, the instructor adapted the following training steps: 1) Peer review discussion, 2) In-class class demonstration, 3) After-class group conference.

III. Data Collection and Analysis

A. Data Sources

The data for this study were collected through the several sources: 1) Students pre-training and post training writing samples with the same topic, 2) Students' pre and post--training peer feedback on the same topic sample writing, 3) Post-training Questionnaires about the attitudes toward writing and peer review at the end of the semester, 4) Student course review and emails between the instructor and the students

B. Data analysis

Through analyzing and comparing the comments of students before and after training, we investigated the effect of feedback training on the ability of giving feedback. Through analyzing students' writing samples composed before and after training, we can see whether their writing ability is improved due to the training. The questionnaire further showed the students attitude toward both peer review and the writing. The data are presented in the following tables.

1. Effect on the peer response / peer comments

Table 1. Comparison of Students' Pre-and post- training Comments on Peer Writing

		M	SD
Amount of Feedback:	Pre-training	16.54	4.62
	Post-training	21.72	2.85
Global Feedback:	Pre-training	5.61	3.02
	Post-training	7.98	1.81
Local/Specific Feedback:	Pre-training	11.93	2.69
	Post-training	13.47	1.53

Note: pre-training n=15 post-training n=15

The table shows clearly that there is a considerable difference between the amounts of comments. That is: students generated more comments about global and local categories respectively in the essay composed after peer review training.

2. Effect on students' writing quality and ability

In order to exam whether the peer review training can result in improvement of students' writing, we assessed students' essay papers on the same topic The effect of the Internet written before and after the training respectively. These two papers were both written in class with 60- minute time constraint. The instructor first typed their original writing and checked the length in term of words included. Second, the writer examined the usage of writing strategies such as writing topic sentences, dividing the writing into relevant paragraphs, the usage of connective words (mechanics). Third, the instructor graded all the drafts in a holistically. Table 2 shows the difference of students writing between pre-and post- training.

Table 2. Summary of students writing quality in pre-and post training

		M	SD
Holistic Score	Pre-training	6.97	2.64
	Post-training	8.24	2.01
Draft Length	Pre-training	120.45	4.95
	Post-training	153.76	2.01
Topic sentence	Pre-training	1.97	4.03
	Post-training	3.72	2.44

Note: pre-training n=15 post-training n=15

3. The effect on the attitude toward writing and peer review

In order to investigate students' attitude toward writing and peer review, a questionnaire was administered to students at the end of the semester. Four questions are analyzed here to show what attitudes students hold toward writing and peer review as both readers and writers.

Table 3 Analysis of Students' Answer of the Questionnaire

	M	SD
Question 1	3.25	1.24
Question 2	3.17	1.51
Question 3	2.75	2.01
Question 4	3.58	1.03

Note: n=15

83% of the students hold a positive attitude toward giving peer feedback. Question 2 also shows almost the same ratio. The third question has a relatively lower mean 2.75. However, reexamining the question, we get to know that more than 50% of the students have more confidence about their writing skill now. The first day of this semester, 96% of students said that their writing competence is poor. It is a big gap between the pre-and post – peer review training.

IV. Conclusion

In the present study, through coaching students how to give peer feedback, the instructor investigated the effect of the peer reviewers training on 15 Korean students in perspective of peer comments, writing quality, and students' attitude toward writing and peer revision. The analysis of data from multiple sources indicated the important role of the peer review training. Based on the finding, it is the instructor's belief that peer review training should be integrated in L2 instruction.

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Strengths as a NNEST in Teaching Academic Speaking

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Abstract

Participating in the growing discussion around issues in NESTs (Native English-Speaking Teachers) and NNESTs (Nonnative English-Speaking Teachers) in TESOL has empowered a NNEST professional and changed her practice of teaching academic speaking in a Japanese university. The author shares a personal account that it can be NNESTs themselves that under value their practices in a language classroom, and see themselves as somehow less competent as users of English. Such a view might have caused students to perceive NESTs as more effective language teachers. The session encourages the participants' input of what our assets are as NNESTs because the presenter believes such a lively discussion should lead us to pursue more collaborative models between NESTs and NNESTs in TESOL.

I. Background

Medgyes (1999) lists six positive aspects of being a non-native; that is, Non-NESTs can:

- A. provide a good learner model for imitation;
- B. teach language learning strategies more effectively;
- C. supply learners with more information about the English language;
- D. anticipate and prevent language difficulties better;
- E. be more empathetic to the needs and problems of learners;
- F. make use of the learners' mother tongue. (p. 48)

Although this list gives certain credits for NNESTs' practices, it is still based on the view that NNESTs are teachers of English who are not NESTs. That is, it does not look at NNESTs' work as their own strength. Liu (2004) asserts that being native or nonnative speakers of English in itself does not determine how successful one could be as a TESOL professional, but urges that the following questions need to be constantly explored, for it is in the process of our consideration itself that we may find the answers for them:

How can we as nonnative speakers of English take advantage of our experience learning the language we are teaching and collaborate with our NES colleagues to make teaching more effective and rewarding? How can we incorporate nonnative speakers' viewpoints regarding factors such as authenticity in language, social identity in communities, and cultural diversity in language classrooms? How can we best provide opportunities for our NNEST students to empower themselves? And finally, what can we, as NNEST professionals, do to empower ourselves? (p. 37)

II. Belief and Practice as a NNEST

This session reports a personal account in reference to how I, a NNEST, have learned to accept my strengths as a NNEST and begun to apply them in my practices. Reflecting upon experiences as a learner of English and my own belief in what language is, I have begun to share my perspectives of what and how English should be taught with other NNEST colleagues who teach the same courses. In short, such a discussion has convinced me to change my teaching practices. Even though it may have been believed that NNESTs' pronunciation cannot be an ideal model for most learners' minds, my NNEST-ness can work best in challenging students' perception toward what native-like pronunciation is. Students intuitively know how much effort listeners have to make in processing their language and therefore, they would like to improve their pronunciation. That is exactly what Derwing and Munro (2001) state as a reason for teaching pronunciation. By a NNEST's challenging their subjective judgmental attitude

towards a variety of sounds, students begin to realize that their purpose of trying to change their pronunciation is not about themselves being confident but about others being able to understand students' speech easier. The objectives of a academic speaking course set by the English Language Program and some of the new tasks added to my instructions will be shared.

III. Discussion Questions:

What is it to you to be a NNEST?

How do you use your NNEST-ness in your classroom setting?

How about in the communication with your colleagues?

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Motivation and Korean College and University ESL Students

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Abstract

How do you motivate Korean college and university students to learn English? First you need to know their views on learning English, what interests them, and what preferences they have. Instructors have many views on this subject but are these views valid or are we tainted by older views, assumptions and generalized motivation theory? In developing this paper we surveyed the opinions and preferences of 303 students presently taking post-secondary ESL training in Korea. The students were freshman and sophomores from a community college and two well-known universities in Seoul. Through our survey analyses we hope to dispel some of the more dated views on what motivates Korean ESL students and highlight changing trends so that the ESL instructor will be able to utilize this information in their over-all approach to ESL learning at Korean colleges and universities.

I. Introduction

It is impossible to state precisely what motivates a generalized group we can only suggest tendencies and back these with actual experience and observations, current thoughts within the discipline of learner motivation, and with sample surveys of the group in question. The survey questions in the survey we gave match various aspects of motivation by viewing student's opinions and preference on ESL education in Korea. The sample survey questionnaires were given to specific sub-groups of Korean college and university ESL students. A logical over-all aggregate group analyses was done proportionally representing the results from 303 students surveyed. By reviewing the sample survey results with a healthy knowledge of motivation theory and years of practical experience with the general subject group, the authors feel relatively confident in the results and broad generalizations presented in this paper.

II. The Sample Survey Groups and Questionnaire

The same survey questionnaire was given to all students and written in Korean so that the questions would be easily understood. The authors did not find any specific problems in the understanding of the questions as the students did not appear confused by the questions when completing the questionnaire nor did there appear to be unusual responses when analyzing the survey results.

The following were the groups involved in the survey:

- (a) college sophomores from a community technical college in a Tourism English program (53)
- (b) university sophomores from a well-known university taking a higher-level (track 1), general University English program (41)
- (c) college freshmen from a community technical college in a Tourism English program (70)
- (d) university freshmen from a well-known university taking a general University English program (77)
- (e) university freshmen from a well-known university taking a lower-level (track 3) general University English program (62)
- (f) a proportional aggregate group representing the general classification of college and university Korean ESL students (303).

Two to four classes were surveyed for each represented group. The sample survey questionnaire developed for this paper was given in the second week of the first semester in March 2007.

The survey questionnaire was four pages long and divided into three parts. Students general took 5 to 10 minutes to complete the form. This would suggest that the questions were generally easily understood and the answers

relatively clear for the student to define. There was a strong response in completing the questionnaire and there was little confusion in analyzing of the results.

The questionnaire considered the following areas related to student motivation:

- (a) general confidence and comfort in their English ability
- (b) the importance of learning English in the classroom and in their lives
- (c) preferred use of English
- (d) preferred learning method
- (e) preference in the instructor's abilities.

III. Summary of the Results from the Survey

The following are the general findings of the survey for the average Korean ESL student in post-secondary education (using a proportional aggregate average):

- (a) Students are slightly above average in their appreciation for their English education prior to entering college/university but are below average in their confidence in their ability to learn English.
- (b) Students prefer to speak English in class and slightly prefer not to answer questions.
- (c) Students are neutral in using English outside of the classroom but generally lack confidence in their ability to use English in a foreign country.
- (d) Students generally enjoy learning English.
- (e) Students have a slight preference to learning English over the social aspects of the class.
- (f) Students are more motivated to obtain good grades to meet their own goals rather than the goals of their parents.
- (g) Students strongly believe that English is important for their future.
- (h) Students are interested in using English in their everyday lives.
- (i) Lecture style supported by audio-visual aids is the preferred method of learning with group activities being preferred over individual work.
- (j) Students slightly prefer that the instructor be knowledgeable rather than friendly although both are considered very important.
- (k) Students consider the emphases on theory and examinations over practical application of English to be the biggest problem in Korean education followed by instructor apathy to students and curriculum.

IV. Integrating Current Student Perceptions into ESL Practices in Korean Post-Secondary Education

This is a little difficult as effective instructional methodology is very specific to the needs and character of each individual group and only broad general recommendations can be made here. First we recommend abandoning preconceived ideas on the relationship between Confucian teaching and traditional Korea annotative beliefs, and the opinions and motivation of Korean ESL students today. Although there are different levels of preference between the various groups of Korean ESL students, generally the groups fall within a small variation of preference for most questions asked. This suggests that the over-all approach to instructing Korean ESL students should be similar regardless of the level of training the student has received or their general potential to learn.

Instruct from the premise that students general want to learn English and want to use their English in class and more importantly outside the classroom and in their future life. Most importantly, students want to practically apply their English skill and understand how they can do so.

V. Conclusion

It is the hope of the authors that the results of the sample survey and the general trends the results imply in student preference and confidence will help instructors design ESL programs and individual class teaching methodologies more appropriate to learning English in today's Korean post-secondary education system.

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Differences Between Korean/Japanese University Students in ESL Proficiency*

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Abstract

This research investigates whether there are differences between Korean and Japanese university students in the performance on the Minimal English Test (MET). The MET is a 5-minutes English test which requires test takers to fill an English word with 4 letters or fewer into each of the 72 blank spaces of the written passage, while listening to the CD. It was developed by Maki et al in 2003. In this research we collected the data from Korean university students (n=159) and Japanese university students (n=611). Through the Kolmogorov-Smirnov two-sample test, we found that in general, Korean university students were significantly better than Japanese university students(p<.05).

I. Introduction

There have been various tests published in order to measure learners' English proficiency. However the majority of such tests take at least 60 to 90 minutes to be administered and it causes a great amount of exhaustion for test takers. In the area of Second Language Acquisition, proficiency tests are widely used as a part of experiment to check subjects' second language ability, and it is a serious problem that subjects are exhausted before the actual experiment.

One of the authors realized the problem and developed an English proficiency test which can be administered in 5 minutes, that is to say, the Minimal English Test (MET). So far, our research team has compared the MET and other English proficiency tests, and has found that there were correlations between the MET and other proficiency tests. Let us introduce some of the examples. Maki et al (2006) compared the scores on the MET and the scores on the Center Test, which is a university entrance examination in Japan. Kasai et al (2005) also compared the MET and the Paul Nation Vocabulary Test. These two researches were administered on Japanese university students and both results showed high correlations. Maki et al (2006) also administered the MET on Korean university students and compared the result with College Scholastic Test, the Korean university entrance examination. The results again showed a high correlation between the two tests. At the next stage, Bai et al (2007) administered the MET on Chinese university students, and found the similar result with a statistically high correlation. From these various researches we confirm that there is a correlation between the MET and other widely used English proficiency tests. In the current research, the MET is administered on Korean and Japanese university students to see how they differ in acquiring English.

II. Material

We used the Minimal English Test (MET) developed by Maki et al (2003). The MET has 10 versions in total, and in this research, version 1 is used to measure subjects' English proficiency. The characteristics of the MET are as follows.

1. It takes only 5-minutes to administer the MET.
2. The sentences from 1~36 are aligned vertically.
3. There are two blanks in each line, so there are 72 blanks in the total.
4. The CD reads out the sentences.
5. Subjects are required to fill in words with four letters or fewer into these blanks.

The original test sheet of the MET is shown below.

The Minimal English Test

Name: _____ Date: Month____Day____Year_____ Score: _____/72

Please fill an English word with 4 letters or less into each blank spot, while listening to the CD.

1. The majority of people have at least one pet at () time in their ().
2. Sometimes the relationship between a pet () or cat and its owner is () close
3. that () begin to resemble () other in their appearance and behavior.
4. On the other (), owners of unusual pets () as tigers or snakes
5. sometimes () to protect themselves () their own pets.
6. Thirty years () the idea of an inanimate () first arose.
7. This was the pet (), which became a craze () the United States and
8. spread () other countries as ().
9. People () large sums of money for ordinary rocks and assigned () names.
10. They tied a leash around the rock and pulled () down the street just () a dog.
11. The rock owners () talked () their pet rocks.
12. Now () we have entered the computer age, () have virtual pets.
13. The Japanese Tamagotchi---() imaginary chicken ()---
14. () the precursor of () virtual pets.
15. Now there () an ever-increasing number of such virtual ()
16. which mostly young people are adopting () their ().
17. And () your virtual pet (),
18. you () reserve a permanent resting place () the Internet in a virtual pet cemetery.

19. Sports are big business. Whereas Babe Ruth, the () famous athlete of () day,
20. was well-known () earning as () as the President of the United States, the average
21. salary () today's professional baseball players is () times that of the President.
22. () a handful of sports superstars earn 100 times () through their contracts
23. () manufacturers of clothing, (), and sports equipment.
24. But every generation produces () or two legendary athletes () rewrite
25. the record books, and whose ability and achievements () remembered () generations.
26. () the current generation Tiger Woods and Michael Jordan are two () legendary
27. figures, () of whom () achieved almost mythical status.
28. The () that a large number of professional athletes () huge incomes
29. has () to increased competition throughout () sports world.
30. Parents () their children to sports training camps () an early age.
31. Such () typically practice three to () hours a day,
32. () weekend () during their school vacations
33. in order () better their chances of eventually obtaining () well-paid position
34. on a professional () when they grow ().
35. As for the () young aspirants who do () succeed,
36. one wonders if they () regret having () their childhood.

III. Data Analysis

A. Data

The data was collected from the following institutions.

Table 1. Subjects' Background (Korean)

Institutions	Number of Data
Seoul National University of Technology	120
Yeungnam University	39
Total	159

Table 2. Subjects' Background (Japanese)

Institutions	Number of Data
Gifu University	516
University of Tokyo	37
Hokkaido University	32
Osaka University	26
Total	611

B. Analysis

In this study, the Kolmogorov-Smirnov two sample test (KS-test) and the t-test were used for statistical analysis. The KS-test deals with non-parametric data. We analyzed the data using the KS-test to see whether there are statistically significant differences on the rate of correctness on each question on the MET. Also, the t-test is used to test a statistical difference of the mean between the two groups. The performance difference between Korean and Japanese university students were statistically calculated using the t-test.

IV. Results

From the analysis, we found that on the whole Korean university students were statistically better than Japanese university students on the performance of the MET ($p < .05$).

Furthermore, the following three results were observed.

1. Korean university students were statistically better than Japanese university students with respect to the category preposition.
2. Korean university students were statistically better than Japanese university students with the consonants in the word final position.
3. Korean university students were statistically better than Japanese university students when two consonants meet at the end and at the beginning of the word. (e.g. *can reserve*, *on the*, and *his day*)

V. Discussion

What induces this difference? It seems plausible that the following factor is involved. Korean is a CVC language, while Japanese is a CV language. Therefore, Korean tends to show the same tendency as English, while Japanese does not. That is to say, when there is a combination between a consonant in the final position of a word and a consonant in the initial position of the next word, it may be hard for Japanese to comprehend the combination of the two consonants, because Japanese is a CV language, which lacks the combination of C#C, where # is a word boundary.

VI. Conclusion

Overall, Korean university students were statistically better than Japanese university students on the performance of the MET ($p < .05$). Furthermore, we found that Korean university students were statistically better than Japanese university students with respect to the category preposition, with the consonants in the word final position, and when two consonants are adjacent at the end and at the beginning of the two words ($p < .05$). (e.g. *can reserve*, *on the*, and *his day*)

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Examining the Effectiveness of Explicit Instruction of Vocabulary Learning Strategies to Japanese EFL University Students

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Abstract

This study investigated the effectiveness of explicit instruction of vocabulary learning strategies to university EFL learners in Japan. A vocabulary test and questionnaires on vocabulary learning strategies and motivation were administered to 146 learners at the beginning of a four-month university English course. Learners were divided into an experimental group and a control group based on the results of the vocabulary test. In the experimental group, 30-minute long systematic teaching of vocabulary learning strategies was conducted in each class for 10 weeks. The experimental group was later subdivided depending on their initial repertoire of strategies with cluster analysis. After the treatment, the instruments were administered once again to examine the increases in the questionnaire responses and the test scores. Qualitative analyses were also conducted to explore the findings in detail. Results show that learners in the experimental group reported more frequent use of Input-seeking (metacognitive strategies) and Oral Rehearsal (cognitive strategies) than those in the control group after the treatment. In addition, within the experimental group, less frequent strategy users before the treatment improved their use of strategies more than did more frequent ones. The study has practical implications for explicit instructions of vocabulary learning strategies in an EFL classroom.

I. Introduction

Ever since the onset of learning strategy research about three decades ago (See Cohen & Macaro, 2008 for a comprehensive review), the promising aspect of intervention studies, i.e., teaching learning strategies, has been recognized. In fact, Rubin (1975) emphasized that “(T)he inclusion of knowledge about the good language learner in our classroom instructional strategies will lessen the difference between the good learner and the poorer one” (p.50). With this notion, a wealth of research on the effectiveness of learning strategies instruction has been conducted thus far. Although some researchers such as Dörnyei (2005) point out that “the currently available evidence gives only moderate support, at best, for strategy training” (p.177), general consensus of the field is that instruction of learning strategies warrants the time and effort in and out of the classroom (Cohen, 1998; Oxford, 1990, among others). Given the teachability of learning strategies, it is natural that practitioners make an effort to teach those strategies used by successful learners to those unsuccessful ones, thereby facilitating or modifying their learning process.

As is cited in O'Malley and Chamot (1990) and Schmitt (1997), most of the taxonomies or categories in learning strategies can be applied to vocabulary learning as well. Thus, a number of descriptive studies have addressed the issue of vocabulary learning strategies (e.g., Ahmed, 1989; Gu, 2003; Gu & Johnson, 1996; Sanaoui, 1995). Along with the descriptive studies of vocabulary learning strategies (henceforth VLSs), intervention studies had already begun focusing on memory strategies (commonly known as mnemonics) in the early 1980s (e.g., Cohen & Aphek, 1981), and they have occupied the largest portion of the literature of VLSs instruction. While previous research of instruction on memory strategies has reported positive results, it nevertheless seems insufficient and impractical from a pedagogical point of view. This is because the studies on memory strategies have concentrated on isolated strategies such as keyword method. However, such instruction of isolated strategies is in contradiction to the common understandings in the field, which is described in O'Malley and Chamot (1990):

Good language learners have a wide repertoire of learning strategies and use a series of strategies rather than a single one when engaged in a learning task. Therefore, a training system in which multiple strategies

are taught within a single package would appear to be beneficial (p. 169).

Furthermore, many previous intervention studies did not take place in natural classroom settings. In this regard, O'Malley, Chamot, Stewner-Manzanares, Russo, and Küpper (1985) conducted a study in a natural classroom setting to investigate whether combined strategy instruction, i.e., metacognitive, cognitive, and social/affective strategies, would result in improved learning. They examined speaking, listening, and vocabulary tasks. The result of the vocabulary test showed that there were no differences among the treatment groups. When divided into ethnic groups, however, they discovered that the Asian control group outperformed the Asian experimental group, indicating the Asian learners could not take advantage of the strategies taught (in this case, self-evaluation of metacognitive strategies; imagery and grouping of cognitive strategies). They also concluded that the Asian learners prefer to use rote repetition. Another recent study of teaching VLSs in combination was reported by Rasekh and Ranjbari (2003). They examined the effect of explicit metacognitive strategy training on Iranian EFL students in a natural classroom setting and reported a positive effect on the vocabulary learning. Their study underlined the importance of incorporating metacognitive strategies in the VLSs instruction.

Thus far, we have witnessed a number of studies on VLSs instruction. However, as can be seen in the past empirical research, few studies have embarked on teaching an inventory of VLSs in combination for a certain period of time, such as one semester. Thus, the present study aims to address the following research questions by explicitly instructing VLSs in combination for 10 weeks:

1. Are there any differences between the experimental group and the control group after the 10-week VLSs instruction? If any, in which strategies do the differences emerge?
2. Is there any difference within the experimental group depending on the learner's initial repertoire of VLSs?
3. What are the reasons behind the findings in the research question 2?

II. Method

A. Participants and Instruments

A total of 204 female university EFL learners at two private universities (116 and 88 learners respectively) in western Japan participated in the current study. Their ages ranged from (first year) to 22 (fourth year), and they all majored in humanities. Since the participants were divided into an experimental group and a control group depending on their institutions, random assignment of the participants was unfeasible in this study. Therefore, we used a vocabulary size test developed by Mizumoto and Shimamoto (in preparation) in order to create an experimental group and a control group.

Following the pre-vocabulary test, the participants were divided into an experimental group ($n = 76$) and a control group ($n = 70$) with the matching procedure (Dörnyei, 2007). The scores of vocabulary test were 40.53 ($SD = 5.54$) for the experimental group and 40.61 ($SD = 4.88$) for the control group. With the two-tailed independent t -test, it was confirmed that a statistically significant difference did not exist in the vocabulary test between these two groups ($t = -0.10$, $df = 144$, $p = .92$, $r = .01$). Therefore, the two groups were considered equivalent in vocabulary knowledge and treated as an experimental group and a control group. The course they took was a TOEIC test preparation course, and its contents and materials were intended to be the same for both experimental and control groups. The study took place from September 2006 to January 2007, for approximately four months, which is a normal length of one semester in Japanese universities.

A VLSs questionnaire (Mizumoto & Takeuchi, in preparation) and as a measure of extrinsic and intrinsic motivation, nine items from the questionnaire, developed by Noels, Pelletier, Clément, and Vallerand (2000), were administered to all the participants at the beginning and at the end of the course. The inclusion of motivation measures was mainly because motivation is regarded as the strongest influence on the choice of learning strategies in the literature (Oxford & Nyikos, 1989).

In addition to these instruments, we incorporated qualitative analyses in the study in order to clarify the causes of findings obtained through quantitative methods, i.e., questionnaires and a vocabulary test. Specifically, study logs and interview sessions were included for the students in the experimental group.

B. Instruction of Vocabulary Learning Strategies

After the administration of the VLSs questionnaire, motivation questionnaire, and vocabulary test at the beginning

of the course, the participants in the experimental group were grouped with cluster analysis based on their repertoire of VLSs at the onset. As a result, learners were categorized into three groups: (1) less frequent strategy users, (2) active strategy users, and (3) moderate strategy users.

Each set of cognitive and metacognitive strategies presented in Table 3 were taught explicitly in each class. Each session lasted about 30 minutes. The target strategies were randomly chosen from the VLSs questionnaire (Mizumoto & Takeuchi, in preparation) which was administered before and after the treatment. We chose explicit strategy instruction because the existing strategy instruction models have emphasized its importance (Cohen, 1998; Oxford, 1990). Among the various strategy training frameworks (Dornyei, 2005, p.174), we based our instruction on the model proposed by Chamot et al. (1999) because it is simple and easy for the learners to follow. The order was: (1) preparation, (2) presentation, (3) practice, (4) expansion, and (5) evaluation.

Table 1. Schedule of VLSs Instruction

Week	Cognitive Strategies	Metacognitive Strategies
1	Pre-questionnaire and vocabulary test	
2	Vocalize the words, phrases, and sentences	+ Conscious preview
3	Using collocations or phrases	+ Starting vocabulary learning with a preview
4	Imagery strategies	+ Expanding one's own way of learning vocabulary
5	Writing and oral rehearsal	+ Conscious input of English vocabulary
6	Grouping the semantically related words	+ Setting a target in vocabulary learning
7	Mnemonics (key word methods)	+ Taking learning time for vocabulary learning consciously
8	Associate the target words with familiar synonyms or antonyms	+ Trying to actually use the words when learning new vocabulary
9	Using prefixes and suffixes (or stems)	+ Checking vocabulary anywhere
10	Using vocabulary notes or cards effectively	+ Making it a rule to remember a certain number of words
11	Review & Post-questionnaire and vocabulary test	

Note. The students were instructed both cognitive strategies and metacognitive strategies.

In each lesson, the instructor prepared a handout containing the target words in the course textbook and corresponding example sentences. In addition to the handout, a slideshow introducing and explaining the effectiveness of each vocabulary learning strategy was shown in the presentation phase.

III. Results

A. Results of Research Question 1

Are there any differences between the experimental group and the control group after the 10-week VLSs instruction? If any, in which strategies do the differences emerge?

The most important finding for this research question is that the interaction between group and time was significant for Input-seeking [$F(1, 144) = 4.98, p < .05, \text{partial } \eta^2 = .03$] and for Oral Rehearsal [$F(1, 144) = 11.69, p < .01, \text{partial } \eta^2 = .08$]. This result proves that the change for these two dependent variables over time is associated with the intervention, namely the instruction of VLSs. Thus, it can be concluded that instruction of VLSs produces differing results in the experimental group and the control group, specifically in Input-seeking and Oral Rehearsal.

B. Results of Research Question 2

Is there any difference within the experimental group depending on the learner's initial repertoire of VLSs?

Learners in Cluster 1 (less frequent strategy users) improved the most out of the three groups. Particularly, they significantly gained ($p < .05$) in Input-seeking, Oral Rehearsal, Association, and Intrinsic Motivation. The same was true for learners in Cluster 3 (moderate strategy users). The only difference between Clusters 1 and 3 was the scores of Intrinsic Motivation. That is, for the learners in Cluster 1, Intrinsic Motivation increased, but for the learners in Cluster 3, it did not. The fact that Intrinsic Motivation of the learners in Cluster 1 was enhanced might suggest a possibility that their motivation increased through the instruction of VLSs. In contrast to the gains in these two groups, the learners in Cluster 2 (active strategy users) did not show any gains in the VLSs and motivations. The noteworthy findings which need further investigation with qualitative analyses in the following section are: (1) why the learners in Clusters 1 and 3 improved the use of Input-seeking, Oral Rehearsal, and Association, (2) why other strategies did not change for the learners in Clusters 1 and 3, (3) why intrinsic motivation of the learners in Cluster 1 increased before and after the instruction, and (4) why the learners in Cluster 2 did not show any increase in their VLSs.

C. Results of Research Question 3

What are the reasons behind the findings in the research question 2?

The follow-up qualitative analyses revealed that the use of Input-seeking, Oral Rehearsal, and Association improved because they were relatively easy to utilize for the learners, while other strategies, e.g., Imagery, were hard for them to put into use. Intrinsic motivation for learners in Cluster 1 (less frequent strategy users) might have been raised because of strategy instruction. In addition, the learners in Cluster 2 (active strategy users) had already established their own way of learning vocabulary, and the instruction did not bring about any changes. The other findings based on the qualitative analyses include (1) vocabulary learning strategy instruction could raise awareness toward strategies for all types of learners, (2) the existence of "strategies that are hard to use" prevented learners from using the strategies taught, (3) even though some learners did not show any changes before and after the treatment, the instruction helped them realize the importance of strategies, and (4) most of the learners gave positive feedback to the instruction.

IV. Conclusion

In this study, we explored the effectiveness of explicit instruction of VLSs to Japanese EFL learners. It may well be concluded that the current study shows the effectiveness of explicit VLSs instruction in combination. Comparing the experimental group and the control group, the learners in the experimental group exhibited more frequent use of Input-seeking and Oral Rehearsal strategies. Within the experimental group, less frequent and modest strategy users marked gains in their use of strategies, but active strategy users in the beginning did not show any increase. The byproduct of the strategy instruction was that less frequent strategy users might have improved intrinsic motivation through the strategy instruction. These results corroborate the past findings of strategy instruction that report strategy instruction led to greater strategy use, higher self-efficacy, increased motivation, more strategy knowledge, and positive attitudes (Chamot, Barnhardt, El-Dinary, & Robbins, 1996; Nunan, 1997). Moreover, the current study proves that strategy instruction is more beneficial to less effective learners (Wenden, 1986). On these grounds, it can be argued that instruction of VLSs should be employed and expanded more in the normal classroom settings.

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Using pedagogical and learner corpora to investigate summary writing

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Abstract

Summary writing is an activity often used in the undergraduate English classroom. Students read an article on a topic and write a summary of the content, covering the main ideas and demonstrating their mastery of key vocabulary. The input that students read in order to summarize has an effect on their written output. This study takes a pedagogical corpus of the input given to students over the course of a semester and compares it to a corpus of their output over the course of the semester. The initial hypothesis was that learner output would approach input over time, as the students exhibiting more native-like language use. This effect appears to occur with some structures, but not with others. Some structures in the student output came to approach their input over time, but others, including a complex system of anaphora involving other referring expressions, did not emerge over a timeframe of six weeks.

I. Introduction

This study was undertaken to determine whether assigned reading is an effective instructional technique in enabling English language learners in a Korean university setting to acquire native-like constructions in their writing. Concordancing software was used to analyze corpora consisting of input given to learners through assigned readings and output produced as extended summaries.

A. Reading in the Conversation and Composition Class

Twelve instructors at a Korean national university, responsible for a total of 30 credit-bearing classes within the English language and literature department from levels 1-6 titled English Conversation and Composition [yeong eo hoe hwa jak mun] were surveyed on their use of reading assignments in these courses. Although reading is not implicit in the course title, ten instructors (83%) indicated that they give their students assigned readings. The most frequently given reasons by instructors for assigning readings were to acquire content or background knowledge or familiarity with the issues covered in the class (75%) or to acquire vocabulary (75%). However, 52% of the instructors surveyed indicated that they assigned readings to their conversation and composition students so that they can acquire structure at the sentence level or to improve grammar skills.

B. Summary Writing

In one level 2 class, students read articles assigned to them from the *Learning Resources* web site, and prepared a piece of writing that summarized the assigned article and extended the concept, relating a similar phenomena in Korea or another region.

Some students had experience summarizing in previous courses: in many cases “summary writing” consisted of copying and pasting the original text, making few if any changes. In this course, students were trained in using main ideas and key vocabulary from their assigned reading to summarize without plagiarizing. Plagiarism that could be proven by the instructor was penalized with a grade of zero for the week’s writing assignment. One student explained in her journal, “Actually, it’s nature that copy the sentence when we do summary some articles to stories in Korea. I inured this habit, but it’s illegal in English!” Students who submitted plagiarized summaries were not included in the learner corpora.

II. Methods

To determine whether reading assignments are actually effective in improving learner written production, a limited corpus study was conducted. In a level 2 class where short required reading assignments and compositions were given each week, learner output was compared to input at instructional weeks 2, 4, and 6 of a 16-week course. To make these comparisons, small special-purpose corpora were constructed. Cumulative pedagogical corpora, consisting of required readings up to week 2, week 4, and week 6 were built. These diachronic corpora varied over time as the total language to which students were exposed in class increased. Learner corpora consisting of written work by students at weeks 2, 4, and 6 were built as well.

A. Pedagogical Corpora

Pedagogical corpora were created consisting of all the written language learners were exposed to in the class at weeks 2, 4, and 6. Of course, learners were exposed to other written language on a regular basis, including recommended or self-selected readings for this course, peer writings that they read in class for the purpose of peer assessment, and any English-language textbooks for other courses. The corpus therefore consisted of the minimum exposure to English print that can be assumed of all students satisfactorily completing course requirements.

Required reading assignments in the course under examination were taken from the *Learning Resources* web site. They consisted of transcripts of CNN San Francisco television news articles. As transcripts of television news articles including speech by both reporters and interviewees, they contained both semi-scripted and natural examples of native-speaker and near native-speaker language.

B. Learner Corpora

The learner corpora were created by converting to machine-readable text student extended summaries at weeks 2, 4, and 6. These summaries were written after the students had completed the reading for the week. Summaries were added to the corpora only for students who had stayed on-topic and not plagiarized at each of these three weeks.

C. Copyright Issues

It is believed that the use of texts for the purpose of creating pedagogical corpora falls under “fair use” for the following reasons from the *Checklist For Fair Use* by the Copyright Management Center (2003). The purpose of the use of these works is for use by a nonprofit educational institution for research, scholarship, and teaching applications and access to the corpus is restricted only to researchers. This use of the original work is transformative, changing the work for a new utility, rather than a simple intact reproduction. The original work is a published work based on factual content. The original work was lawfully acquired: the web site explicitly gives permission for teachers to use, reproduce, and link to their web pages at <http://literacyworks.org/learningresources/terms.htm>. The transformation of the original work into corpora does not have a significant effect on the marketability or distribution of the original work. In data selected from the corpus for publication (i.e., word lists, concordance lines,) a small quantity of the original work is used. The website explicitly permits and encourages abstracting from their site with credit.

Students voluntarily agreed to and signed an informed consent form giving the researcher permission to use their scores and responses to classroom activities for research purposes. All identifying information was stripped from student work before it was added to the corpus.

D. Software

Alan Reed’s Simple Concordance Program was used to work with the corpus. After considering several software options, this one was chosen for its simple interface, cross platform availability, and free distribution. It performs the necessary functions of creating word lists and concordances, and has been regularly and recently updated by its creator. Further investigations of the data was performed using Cobb’s 2006 *Web Vocabprofile*.

III. Results

A. Referring Expressions

One observation drawn from the data shown in Table 1 is that learners used key content words at a very high frequency, ranked fourth, first (tied with *the*), and second in the learner corpora. Even in the relatively small

pedagogical corpus at week 2, the first content words were ranked at 9 and 10. Even with the passage of time, the learners were not moving towards a native-like language use in this area.

In search of a reason for this disparity, the first hypothesis was that the learners used pronouns less often than was found in the native-speaker generated pedagogical corpora. The use of third person subject pronouns *it*, *he*, *she* and *they* was examined and compared to the use of the five most frequent content words in each corpus, as shown in Table 2.

Table 1. Word Lists – Top Five by Frequency

Pedagogical2 338 types 577 tokens Reading Level 10.7				Learner2 130 types 256 tokens			
<u>Type</u>	<u>#</u>	<u>Rank</u>	<u>%Tokens</u>	<u>Type</u>	<u>#</u>	<u>Rank</u>	<u>%Tokens</u>
the	40	1	6.93	the	13	1	5.08
of	23	2	3.99	and	10	2	3.90
and	19	3	3.29	were	8	3	3.13
a	12	4	2.08	condor	6	4	2.34
to	12	4	2.08	is	6	4	2.34
in	10	5	1.73	condors	5	5	1.95
				they	5	5	1.95
Pedagogical4 683 types 1433 tokens Reading Level 9.2				Learner4 149 types 265 tokens			
<u>Type</u>	<u>#</u>	<u>Rank</u>	<u>%Tokens</u>	<u>Type</u>	<u>#</u>	<u>Rank</u>	<u>%Tokens</u>
the	72	1	5.02	autism	14	1	5.28
and	55	2	3.84	the	14	1	5.28
of	42	3	2.93	of	13	2	4.91
a	30	4	2.09	and	11	3	4.15
in	24	5	1.67	to	6	4	2.26
				are	5	5	1.89
Pedagogical6 940 types 2110 tokens Reading Level 9.5				Learner6 157 types 341 tokens			
<u>Type</u>	<u>#</u>	<u>Rank</u>	<u>%Tokens</u>	<u>Type</u>	<u>#</u>	<u>Tank</u>	<u>%Tokens</u>
the	108	1	5.12	the	21	1	6.16
and	69	2	3.27	napster	15	2	4.40
of	52	3	2.46	of	12	3	3.52
a	51	4	2.42	we	12	3	3.52
to	42	5	1.99	to	10	4	2.93
				are	9	5	2.64
				is	9	5	2.64
				that	9	5	2.64

In comparison with the pedagogical corpora, the learners appear to be overusing both content words and pronouns; they overuse content words more than they overuse pronouns. Over time, the learners seem to be decreasing their overuse of pronouns, but their overuse of content words continues to increase. To some extent, this is because the smaller learner corpus is more specialized than the cumulative pedagogical corpus.

Table 2. Subject Pronouns and Content Words

Corpus	% of text 3 rd person pronouns	Difference	% of text top 5 content words	Difference
Pedagogical2	0.52		3.47	
Learner2	2.73	+2.21	8.59	+5.12
Pedagogical4	0.77		2.02	
Learner4	2.26	+1.49	9.81	+7.49
Pedagogical6	1.00		1.00	
Learner6	2.64	+1.64	9.97	+8.97

Another reason may be that while learners repeat content words and use subject pronouns to repeatedly refer to co-indexed ideas, native speakers have access to a vast store of semantic information in the lexical entries of these specialized content words that learners have not yet acquired. This semantic information allows them to use categories and other referring expressions to refer to the same ideas. Examining selected concordance lines in the learner corpus at week 4 for *it* and *autism* shows that learners still frequently used content words and pronouns:

4 systems to cure autism. But *it* can not be cured completely
 4 the world are trying to cure *it*, especially the parents of autistic
 2 An *autism* is a mental disorder, and
 2 autistic person suffers from *autism*. One autistic child's father
 3 between vaccinations and *autism*. Some researchers say that
 3 However no one knows what *autism* causes. Nowadays, there are
 4 The parents suffer from *autism*, but their children suffer
 5 time goes by, the number of *autism* kids is on the rise and
 5 the classes. Many parents of *autism* kids believe the reason
 5 kids were attacked with the *autism* was due to vaccine to be

One explanation for the high frequency of *autism* is that learners have overextended the noun to serve as the adjectival form as well, a phenomena we can easily see by examining concordance lines. (Compare to other medical conditions ending in /m/: *Down Syndrome child*, *aneurism patient*.) The pedagogical corpus uses the correct adjective form *autistic* far more frequently, but other referring expressions occur as well, as seen in these selected concordance lines (all taken from Heavenridge 2006):

34 continue. Russell Rollins is *autistic*. "How do you describe
 35 through as the parent of an *autistic* child?" asks Rusty Dornin
 37 And it's a struggle that most *autistic* kids go through in the
 37 Here at the ABC School for *Autistic* Children, classes are
 44 only system for registering *autistic* children. There is no
 36 suffers terribly from *this disorder*," says his father. And
 40 causes *the brain development disorder*. But Rick Rollins, who

These other referring expressions never occur in the learner corpus at week 4. Because learners are writing summaries of factual, content-based readings, they are encountering extremely specialized and unique vocabulary. Cobb's 2006 *Web Vocabprofile* identifies the content words that occur most frequently in the learner corpora, *autism*, *condor*, and *Napster*, as all being off-list words that occur in neither the first 1,000 most frequent words in English, nor the second most frequent 1,000 words, nor the 550-word Academic Word List. Learners at this level may have a surface ability to use these precise terms and replace them with pronouns, but they lack the knowledge necessary to accurately change them from one part of speech to another, and to appropriately replace them with other referring expressions. At the same time, it may not be necessary to explicitly teach such terms that language learners will rarely encounter.

B. Change over Time

Some changes did occur in learner production over time. Learners started to use certain function words with a more native-like frequency, as they came to approximate the language structures encountered in the assigned readings. Learners started out under-using, but gradually increased their use of the indefinite article *a*, approaching its frequency in the pedagogical corpus at week 6, as seen in Figure 1. *For* followed a similar pattern, seen in Figure 2.

Some other function words increased in use by the learners over time, but this change did not reflect the pedagogical input. Words that followed this pattern included *are* and *that*, in Figure 2. Still other words did not change in any systematic way over time, and did not seem to be affected by the input given to the learners through their assigned readings, including *is* and *the*. Since articles and be-verbs fall into different categories, no conclusive statement can be made about learner acquisition of any word class based on this data.

V. Conclusion

While some grammatical forms in English language learner writing can approach a native-speaker model after just six weeks of exposure when students are given a text to read in a composition class, other elements of language need more time, or a more explicit or more intensive instructional model. While learners can begin to grasp the finer points of using function words like *for* and *a* after six weeks of exposure to content-based readings, they need to spend more time and effort to acquire specialized vocabulary and other language structures, such as a system of anaphora using other referring expressions.

Figure 1. Change over time – Learner and Cumulative Pedagogical Corpora

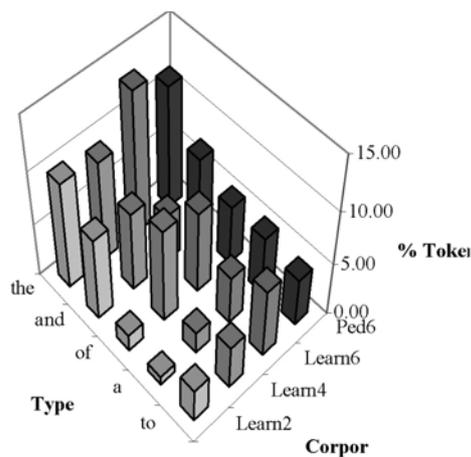
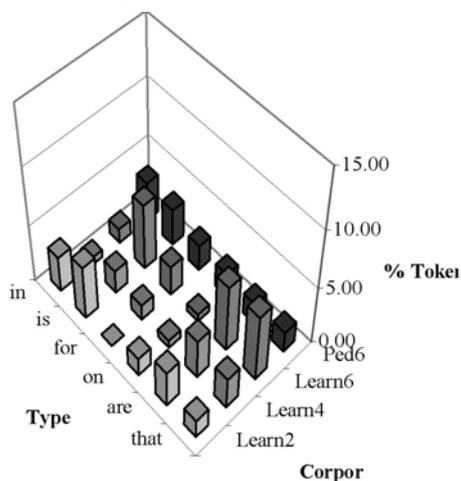


Figure 2. Change over time – Learner and Cumulative Pedagogical Corpora



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The relationship Between Multiple Intelligences and Trait-Based Writing Assessment: Findings and Instructional Implications

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Abstract

Howard Gardner's Multiple Intelligences are often used to choose instructional activities to best meet the needs of individual learners. In a study conducted with 21 Korean university undergraduates, Multiple Intelligences were correlated to writing traits to find relationships between learners' innate abilities and their performance on trait-based writing assessment. Based on this evidence, modified instructional practice is proposed that involves looking not only at learners' dominant intelligences but also at the interplay between intelligences and writing traits for choosing instructional activities.

I. Introduction

The typical application of the theory of Multiple Intelligences (MI) as proposed by Howard Gardner is a framework upon which to best choose motivating and effective learning activities to best match the needs of each learner. A classroom investigation was undertaken to determine whether MI (using the modified list of intelligences consisting of verbal-linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist found in Silver, Strong & Perini, 2000) could be used to predict performance on trait-based analytic writing assessments (in the areas of focus and coherence, organization, development of ideas, voice, and written conventions) for Korean university undergraduate students. After evaluating the relationship between MI and trait-based writing assessment, we will explore some ways English instructors and English language learners can utilize information about students' aptitudes and achievement.

II. Multiple Intelligences

The theory of multiple intelligences was first introduced by Gardner in his 1983 work, *Frames of Mind: The Theory of Multiple Intelligences*, setting forth his framework and introducing intelligences in the areas of linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal and interpersonal. He later added naturalist and existentialist intelligences in 1999 with *Intelligence Reframed: Multiple Intelligences for the 21st Century*. The present study makes use of the eight intelligences as found in Silver, et al. (2000): verbal-linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist.

Verbal-linguistic intelligence is strong in people with a fascination with language and an eagerness to explore it. They are sensitive to all areas of language: semantics, phonology, syntax and pragmatics. Verbal-linguistic intelligence also encompasses aspects of language important in human society: the rhetorical use of language to convince others, the mnemonic ability to remember language, the use of language for explanation to others, and the metalinguistic capacity to reflect upon language itself. Gardner recognizes that language is often perceived as the "pre-eminent instance of human intelligence" (1983:79), but insists humans can be intelligent in other dimensions.

Spatial intelligence is most often seen as the "second intelligence"; many assessments of intelligence contain spatial as well as verbal tasks. Individuals with strong spatial intelligence can easily and accurately re-create aspects of their own visual experience. They conceive internal mental images and manipulate or transform their initial perceptions. They perform well with symbols including maps, diagrams, and geometrical forms. They are able to identify resemblances across disparate or remote domains of experience and are skilled at drawing analogies.

Logical-mathematical intelligence is developed through the observation of physical objects. People who are comfortable with this intelligence are then able to use these observations to build an abstract formal system, and

eventually draw connections using logic rather than through direct empirical observation. In this way, individuals with strength in logical-mathematical intelligence can recognize and create classes or sets of objects and compare and identify causal relationships between them. Logical-mathematical intelligence does not have its origins in the auditory-oral sphere, but rather in the individual's interaction with the physical world.

Bodily-kinesthetic intelligence is often looked down on as physical tasks are considered as less privileged than mental tasks. Individuals with high bodily-kinesthetic intelligence handle objects skillfully, incorporating both fine and gross motor skills. They can perform a sequence of activities with a sense of direction towards a goal. Their sense of timing allows them to sequence and shift between behaviors smoothly. This often-marginalized area of intelligence equips its possessors with the ability to use their bodies in differentiated and skillful ways.

Intrapersonal intelligence was originally explained by Gardner paired in close combination with interpersonal intelligence. Individuals with strong intrapersonal intelligence have a well-developed and introspective knowledge of their self. They justify an interest in others only when instrumental to further understanding their own problems, wishes, and anxieties and reaching their own goals. They want to be valued for their personal insights, knowledge, and sensitivity and draw upon their wealth of inner experience to advise others. Interpersonal intelligence deals with feelings and directs them inwards.

Interpersonal intelligence, on the other hand, deals with feelings directed outwards, towards others in the community. Individuals with strong interpersonal intelligence use their self-knowledge to ensure the smooth functioning of society. They have a developed ability to notice and make distinctions among others, perceiving moods, temperaments, underlying motivations and intentions. They use their knowledge of others to accurately interpret social situations and initiate appropriate moves to influence those around them. They often value justice and treating others in a fair manner. Interpersonal intelligence focuses on one's personal relationship to the outside community.

Musical intelligence is embodied in a well-developed sense of pitch, rhythm, form, and movement. Individuals with strong musical intelligence have the ability to use these elements to realize, develop and elaborate upon concepts. Those with musical intelligence are constantly monitoring and reworking patterns in their minds, and know which elements will work well in the elaboration of an original idea and which will not. Musical intelligence endows an individual with expectations about what a well-structured phrase should sound like and how things fit together into a larger structure or overall form. Musical intelligence incorporates the ability to elaborate and organize information.

Naturalist intelligence, introduced by Gardner in his 1999 work, deals with the ability to recognize, distinguish among, and classify or categorize objects and phenomena situated in their natural environment. Individuals with a strong naturalist intelligence are in tune with the natural world and are able to notice subtle differences and changes occurring therein. They eagerly embrace taxonomies as a tool for learning and codifying such distinctions, even those extending beyond the "natural" world. Naturalist intelligence pertains to observing and exploring things as they exist in nature.

The acknowledgement of these alternate intelligences, aptitudes that may not be measurable with a standard I.Q. test, presents a challenge in an educational environment that may traditionally value and measure only a few facets of human aptitude.

III. Writing Assessment

Writing assessment is used in English language learning programs for a variety of reasons: to measure student growth, to assess mastery of course objectives, and to determine readiness for a higher level of study, among others. However, what is actually being tested in the writing classroom? Does writing assessment actually measure a student's performance on a writing task, or might it in some way evaluate and reward or punish learners' innate aptitudes?

One attempt to authentically evaluate student writing performance is analytic scoring. O'Malley and Valdez Pierce describe analytic scoring as a method to "separate the features of a composition into components that are each scored separately." (1996:144) Some of the benefits of this type of writing assessment, in contrast with holistic grading, are that students receive additional targeted feedback and teachers have access to diagnostic information to inform further instruction. In addition, examining separate writing traits is one way to assure that assessment accurately reflects course objectives.

Avenues (2004) presents an analytic writing assessment rubric that assesses five components of writing: focus and coherence, organization, development of ideas, voice, and written conventions. (97) The area of focus and coherence is concerned with whether related ideas occur together, with individual paragraphs and the piece of writing as a whole focused on one topic, as well as writing that is complete with a beginning, middle, and end

with relevant details. Under organization, the writer's organizing structure and progression of ideas with a smooth and logical flow and meaningful transitions are examined. Development of ideas looks at the quality of the content to see if the writer takes a risk to treat the topic in an interesting way, using critical, creative and analytical thinking, as well as elaborating ideas in depth. In assessing voice, attention is paid to individuality: whether the writing has a genuine and unique sound to it, and word choice, whether the words and phrases employed by the writer are interesting and appropriate. The final writing trait, written conventions, encompasses grammar, usage, mechanics and spelling, as well as the use of varied and effective sentences. *Avenues* claims this rubric can be used to evaluate a variety of genres.

Under this rubric, each area is scored on a scale of 1 to 4 points. *Avenues* indicates that this rubric should be used to give a holistic score from 1 to 4 to each piece of student writing, but it can also be adapted to give separate scores in each area, for a total score ranging from 5 to 20 points. Similar analytic scoring rubrics for writing are used in *Reading Street Teacher's Edition 2.1* (2007), O'Malley & Valdez Pierce (1996: 145), Sasaki & Hirose (1996), and Harris (1969), each using slightly different criteria or categories. Any of these trait-based writing assessment rubrics could be used to measure learners' developing English writing skills and provide students and instructors with meaningful information.

IV. Present Study

This study was undertaken to determine whether multiple intelligences could be used to predict learner performance on trait-based writing assessment. The answer to this question can be used to evaluate the claim that multiple intelligences should be used to choose learning activities to match the needs of each learner.

Twenty-one Korean university undergraduates enrolled in English 2, a credit course in the English department of a national university, participated in the study. The subjects ranged from freshmen to seniors; 62% of the students were first-semester seniors. Students came from a variety of majors. Because students were allowed to self-select into the course (there was no placement test nor pre-requisite,) they entered the course with a wide range of English language skill levels.

In the first week of classes, students completed the Multiple Intelligences Indicator found in Strong, et al. (2000:102-104) This consisted of ten sets of eight statements that students responded to on a scale from 0 to 5, indicating to what degree each statement describes their behavior. The instructor read the statements aloud and students recorded their own responses. Clarification was given as necessary. All students appeared capable of understanding and completing the task. Students computed their scores for each intelligence (from 0 to 40) and determined their relative comfort level with each type of intelligence.

In choosing an MI assessment tool, the Multiple Intelligences Development Assessment Scales (MIDAS) was also considered. The MIDAS is a comprehensive commercial multiple intelligences assessment which requires administrator training as a condition of purchase. Many research articles have been written using other MI indicators, some with researchers even developing their own (Morris & LeBlanc 1996, Costanzo & Paxton 1999, Hall Haley 2004, Shearer 2004, Kallenbach & Viens 2002, Neto & Furnham 2006). For the purposes of the present study, the Multiple Intelligences Indicator from Silver 2000 appears to be sufficient. However, this choice of assessment tool necessitated eliminating existential intelligence from this study. Future work might include development of a non-commercial MI assessment designed to be culturally and linguistically appropriate for Korean English language learners.

A trait-based writing rubric adapted from *Avenues* (2004: 97) and *Reading Street Teacher's Edition 2.1* (2007: TR1-TR5) was used to score student weekly writing. Students were asked to read a news article and re-write it as an extended summary, summarizing the original article and making a personal connection to the content. The instructor used the trait-based writing rubric to score the summary.

V. Results

The following closed-response data was collected from each subject: scores on the verbal- linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist scales, collected the first week of class; and average ratings in the traits of focus and coherence, organization, development of ideas, voice, and written conventions for six essays, collected weekly.

Correlation analyses were conducted using a spreadsheet program to compute a Pearson product-moment correlation coefficient to determine whether there were positive or negative relationships between any writing traits and

multiple intelligences, following procedures presented in Brown 2001. No correlations were significant at $p < .05$. Additional data will be gathered to determine whether an insufficient sample size led to the lack of statistically significant correlations.

Table 1: Correlation of Writing Traits and Multiple Intelligences

		Writing Traits				
		Focus & Coherence	Organization	Development of Ideas	Voice	Written Conventions
Multiple Intelligences	Verbal-Linguistic	0.11	0.07	-0.11	0.15	-0.02
	Logical-Mathematical	0.12	0.11	-0.04	-0.03	0.06
	Spatial	-0.14	0.03	0.02	0.16	0.08
	Musical	0.21	0.12	0.25	0.21	0.00
	Bodily-Kinesthetic	-0.24	-0.13	-0.06	-0.15	-0.25
	Interpersonal	0.01	0.05	0.14	0.03	-0.01
	Intrapersonal	0.10	0.17	-0.32	0.16	0.03
	Naturalist	-0.23	-0.03	-0.08	0.01	-0.17

The greatest positive correlations occurred between musical intelligence and development of ideas (0.25) and musical intelligence and voice (0.21). Other positive correlations included intrapersonal intelligence and organization (0.17), spatial intelligence and voice (0.16), intrapersonal intelligence and voice (also 0.16), and verbal-linguistic intelligence and voice (0.15).

The strongest negative correlation occurred between intrapersonal intelligence and development of ideas (-0.32). Other negative correlations included bodily-kinesthetic intelligence and written conventions (-0.25), bodily-kinesthetic intelligence and focus and coherence (-0.24), naturalist intelligence and focus and coherence (-0.23), naturalist intelligence and written conventions (-0.17), and bodily-kinesthetic intelligence and voice (-0.15).

VI. Recommendations

The existence of these relationships demands a closer look at practices of instruction and assessment. If a writing trait is positively connected to a certain intelligence, is the measurement of this writing trait not a reward for an innate ability possessed by some learners? Conversely, does assessing certain writing traits penalize learners who have strong intelligences in areas negatively correlated with those traits?

We might examine these relationships in the classic application of using learners' strengths to teach them. However, the existence of negative correlations between certain intelligences and writing traits indicates that this might not always be the best policy. Learners with strong intrapersonal intelligence may never master development of ideas when taught using methods that take advantage of this intelligence. Should we assume that some learners simply lack the ability to learn certain aspects of good writing? A more positive option might be to choose activities that incorporate intelligences positively correlated with the targeted writing trait, for example, using activities that engage musical intelligence or interpersonal intelligence to teach development of ideas.

Each learner is a complex of intelligences and possesses multiple strengths. Moran et al. (2006) recommend considering the cognitive ability of a student in terms of a number of the independent but interacting capacities described by MI, rather than in terms of one "general" (but more likely, primarily verbal-linguistic) intelligence. Using the Multiple Intelligences Indicator from Silver et al 2000, students can have a score from 0-40 for each intelligence. The scores for the various intelligences are independent; there is no requirement to subtract points from one intelligence to add them to another.

By examining all intelligences, we can see the combination of relative strengths and weaknesses a learner brings to the English writing experience. A single default intervention is not the best technique to reach all students in a class, nor should one task be used to teach all writing skills. The challenge for instructors is to choose activities that take advantage of a learner's strengths, while also avoiding activities that make use of intelligences negatively

correlated with the writing trait under examination.

VIII. Conclusion

Gardner's theory of MI can be used to choose effective learning activities, but a student's one strongest intelligence may not necessarily be the best mode in which to teach all writing traits. Through data collected from Korean university students, we can see that certain writing traits appear to have positive and negative relationships with different intelligences. In order to choose effective strategies to enable students to develop their writing proficiency in all areas, it is necessary to consider not only student intelligence profiles, but also the relationships between multiple intelligences and writing traits.

Future investigations in this area might examine the relationship between multiple intelligences and the their relationships between acquiring skills in the areas of reading, speaking, and listening for English language learners. Practical work could be done to identify and test specific classroom strategies that take advantage of the positive relationships between the various multiple intelligences and writing traits.

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Korean Mothers' Views of English Teachers' Qualifications

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Abstract

Stories often circulate in Korea about job discrimination against teachers based on race, mother tongue, age, gender, and attractiveness. Parents are sometimes blamed for demanding certain teachers for their children. We investigate the views of mothers of English students at *hagwons* (private language schools). Based on in-depth individual interviews, we report on their assumptions about the qualifications and teaching ability of teachers from various demographics. We consider how these attitudes are impacted by experience traveling or living outside Korea, familiarity with “foreign” friends or co-workers, experience teaching or learning another language, and other factors. We conclude with a discussion of what socio-cultural factors shape Korean parents’ views of teacher qualifications and recommendations for positive change.

I. Introduction

Much of the previous literature discussing the preference for White native speaker teachers and the purported inequality of non-native teachers has focused on discrimination by TESOL professionals with the authority to hire other teachers (Amin, 1997, 1994; Curtis & Romney, 2006; Mahboob, 2005). Among English teachers in Korea, stories abound of discrimination in hiring based on age, gender, race and ethnicity, mother tongue, and even physical attractiveness. However, in Korea, most of this takes place in *hagwons* (private language academies) where owners and managers typically do not have TESOL training or firsthand teaching experience.

Furthermore, it is reported that *hagwon* owners do not accept responsibility for such discrimination, blaming the demands of parents. However, no research has ever directly verified that Korean parents actually make these demands. If such attitudes exist, we must understand them, their motivations, and how to address them as a profession for the sake of educational quality and teachers’ careers.

II. The Research Project

The research consisted of a micro-ethnographic (Madison, 2005) study of a narrowly-defined group, married Korean women living in Seoul who are mothers of young children, with an emic perspective. The goal was to understand what these Korean mothers perceived as important qualifications for English teachers for their own children and what contextual factors influenced their beliefs.

A preliminary questionnaire gathered demographic information and a short life history. This was used to guide the semi-structured, in-depth interviews, each lasting about 1 hour. The interviews were conducted in a friendly and relaxed manner, mostly in Korean, in order to build rapport, encourage the participants to give detailed discursive answers, and promote the participants’ attention and interest in the interview process. The interviewer first asked about each mother’s goals for her children’s English education and about her own experiences with learning, using, and—when applicable—teaching English. The interviewer then gathered concrete examples to illustrate the participants’ experiences and feelings about interaction with “foreigners”, whether through study overseas, work, or other situations. The interviewer also inquired directly about each participant’s definition of “native English speaker” and “non-native English speaker”. Finally, each participant was shown a booklet with a series of 16 photographs of individuals of various ethnicities. Photographs selected were professional, with no distracting clothing and were recognizable representatives of ethnicities with many residents in Korea. Half of these were men and half were women. Of these, half appeared to be in their twenties or thirties. The other half appeared to be in their forties or fifties. The first photo in the booklet depicted a middle-aged woman of Korean ethnicity. The last photo depicted a White woman of about the same age. The participant was asked to indicate whom she would

choose as her child's English teacher among the individuals pictured. Then, if the information was not volunteered, the interviewer asked why the participant chose a particular individual. Finally, the interviewer posed another question: "If this other person (pointing to the first image of an ethnic Korean) had an advanced degree in TESOL and a great deal of experience teaching English, but the person you chose only had a bachelor's degree in an unrelated subject and no teaching experience, would you change your choice?"

The data analysis and conclusions drawn are derived from theories that emerge from cultural immersion and race theory (Delgado & Stefanic, 2001; Parker, Deyhle & Villenas, 1999).

III. Results and Discussion

This study examines the relationship between Korean mothers' beliefs and choices regarding their children's English teachers. Asking Korean mothers for their definitions of native and non-native English speakers revealed how socio-cultural context and personal experiences impact concepts of race, ethnicity, gender, and nationality held by Korean mothers. When shown the photographs, no participant questioned choosing a teacher on the basis of appearance. Nor did any voice the possibility that a photo of an ethnic Korean might depict a fluent English speaker, perhaps even someone from another country (*kyopo*), despite the fact that these issues had been discussed just a few minutes earlier in the interview. In every case, the participant flipped through all sixteen pictures, and chose the final photograph, of the middle-aged white woman. In addition, in every case, the participant persisted in choosing the photo, even when the second question was posed, indicating that the ethnic Korean had more education and experience.

In-depth ethnographic interviews aimed to uncover Korean mothers' opinions on what qualifies someone to teach English to their children. Even though the stereotypical preference for a White native speaker teacher was substantiated through the questions about the photographs, the situation is, of course, more complex, and alternative perspectives and interpretations had arisen earlier in the interviews. Some participants, in particular, were able to think beyond rigid demographic categories and described life experiences that allowed for these alternative perspectives on what qualifies someone to teach English. Although many of the mothers had experience studying or traveling abroad, not all reported that race was a salient part of their overseas experience. For those who did have alternative perspectives, explicit education on theories of race, identity and power seemed to be a primary force for developing that new perspective.

There are a myriad of factors that may influence Korean mothers' beliefs and preferences for their children's English teacher. Although the participants all chose the photo of the middle-aged white woman, they all expressed different reasons for doing so. Indeed, some mentioned that they would choose a bilingual Korean teacher for their children when they grew older. Some mentioned the White woman's "kind appearance" and emphasized that for young children, degrees are not as important as they might be for teaching older children, but being friendly and kind is important. These responses could be interpreted as excuses for more taboo unspoken or even unconscious beliefs. They could also represent conclusions based on personal experience or the influence of media and peers. On the other hand, the participants could have chosen the middle-aged white woman because they felt the interviewer expected them to provide that answer or because it best fit the discourse about English teacher qualifications in their socio-cultural milieu. Certainly, many had provided evidence to contradict the choice of the white woman within the rest of their interviews.

We must not neglect another issue in analyzing the participants' discussion of qualifications for English teachers. Korean parents do not necessarily view "English classes" through the same lens as TESOL professionals. Even those who are trained as teachers must reconcile their potentially contradictory identities as educators and parents. In Korea, many children spend long hours at hagwons, which double as a form of childcare. For parents who view English "classes" primarily as playtime that may include some English exposure, it seems reasonable that they might prefer a non-Korean teacher, who would be more likely not to speak Korean to the children in an informal environment. (Of course, this should not necessarily disqualify ethnic Koreans or those of any race who speak Korean well from obtaining such jobs.)

Similarly, English also has a practical and symbolic value in Korea and works as an index of South Korea's and South Koreans' cosmopolitan drive for success internationally (Park & Abelman, 2004). In other words, knowledge of English is not only desired for pragmatic communication, but to create a certain identity. However, the value of English has changed over the past decade and diverge across the socioeconomic class spectrum. For those who aspire to climb the social ladder, no longer is it just enough to be moderately proficient in English. To gain admission to a prestigious university and secure a respected job, the next generation must achieve 'near-native' speech and be comfortable communicating with those in power. This was evident in some of the participants' educational goals for their children. They discussed the need for their children to be "comfortable around White

people” because “Korea is becoming globalized”. White people were seen as power brokers in the global system in which Koreans must struggle to compete and survive. Thus, race became more important than professional qualification, or even English ability, for younger children’s classes, where the goal is to introduce children to the global elite, embodied in a physically attractive White citizen from one of certain powerful countries. On the other hand, several mothers mentioned that when their children actually had to learn English, particularly grammar and reading for passing tests, they would choose bilingual Korean teachers. Among those who expressed this perspective, then, there may be a rigid dichotomy between two racialized groups of teachers, each of which is only capable of certain kinds of instruction. All teachers who do not fit into these two groups are absent, neither mentioned nor hired. Those who do fit one category well enough to be hired are still limited to teaching the skills prescribed for their group, no matter their skills or interests.

Such attitudes, even if representative of only a subset of parents, many of whom are themselves English teachers, should spur our profession to further analysis and positive action. On the one hand, Korean parents have their children’s best interests at heart and may be their children’s best advocates. We as TESOL researchers, particularly those of us who are not Koreans, should be cautious about simply labeling them as “racist”. This label may, after all, itself contain a touch of racism. On the other hand, our profession must take a more proactive approach to reshaping the culture of English education in Korea toward more inclusiveness and higher standards of quality.

IV. Conclusion

The result of examining the participants’ views and stories, not only individually, but also as a collective story, allowed the commonalities among their experiences to emerge. These commonalities bring coherence to their perceptions about the qualifications of English teachers. At first blush, what was most salient was that the participants’ response displayed a common preference for the White native speaker through their unanimous selection of the same photograph for the ‘ideal’ English teacher. However, the extended interview responses demonstrated that how they perceive the White native speaker English teacher and why they have such perceptions is much more complex.

The burden of strengthening perceptions of non-White English teachers cannot be solely on those teachers themselves. As a profession dedicated to maximizing quality of education and teachers’ career opportunities, we cannot accept the status quo for English teacher hiring practices in Korea. Accepting that White native speakers are in demand by parents, whether myth or reality, leaves well-trained non-White English teachers struggling to secure fulfilling jobs and prevents English learners from interacting with a representative range of English experts. Even White teachers may be limited to fulfilling certain stereotypical roles.

Many approaches to raising the status and equality of our profession are possible. Materials designers can include a representative range of English speakers in local textbooks. English teachers on hiring committees can speak up in favor of all qualified candidates, regardless of physical appearance. KOTESOL and other professional associations can make conscious efforts to invite diverse TESOL professionals, including local Koreans, to give keynote speeches at conferences and serve in leadership. The teacher trainers among us need to initiate modules within their professional training courses that present realistic and positive images of diverse TESOL professionals and discuss issues of race and mother tongue directly. In fact, for the participants in our study who did demonstrate more complex views of race, they credited explicit classroom instruction for raising consciousness on the subject and prompting ongoing analysis and a change in perspective. We as educators must certainly have faith in the power of education to broaden perspectives and open new possibilities.

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Reading Circles - More Than English Acquisition

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Abstract

Research is clear that reading promotes second language acquisition. Vocabulary necessarily grows, as does appreciation of the vernacular and the target culture. It is also a lot more interesting than grammar for most students. I did not realize how significant reading was until I saw its effect among my students when I started teaching. Pleasure readers are far ahead of their peers in all English abilities. I decided to lead a reading group as a way to encourage reading. I found much more happens in our informal discussions than just learning English. The power of literature and reflection is evident. This paper describes my and my students' experience with reading groups.

I. Introduction

This is a qualitative description of my experiences with reading groups here in Korea. Reading accelerates and grounds language acquisition. My purpose is to encourage more reading by students and demonstrate the value of reflection on reading. I call the groups "Reading Circles" to convey the idea of sharing and openness. I discuss some of my students' comments and my own observations.

II. Background

I first started teaching English in China, in Wuxi city near Shanghai. Once I got my feet wet and into teaching, I noticed a few students were far ahead of the others. It turned out they were pleasure readers. They read English books because they liked them, not because they were studying. They were reading for fun. It took me a while to find this out. I had no background in teaching, although I had done lots of presentations and training during my work life. This unexpected expertise stood out in my mind.

It is not just in China. Just last semester, one student was so far ahead of her peers on the oral exam, I asked if she had lived in Australia. No, she simply liked reading English books.

After my first year in China, I returned to Canada to get my Masters in Education. I didn't forget the exceptional students. I asked one of my professors, Marjorie Wesch, about reading and learning a second language. She said there is no question. The research is clear that reading is a significant positive factor in language acquisition. Professor Judith Robertson was doing research into community reading groups at the time. She gave a course on the Pedagogies of Difference. One of the books we read was Reading Lolita in Tehran by Azar Nafisi. It describes a reading group of her students and the effect of literature and reflection on them and their living within in an oppressive regime. The book is profound in its simple humanity and its demonstration of the power of literature. Reading for pleasure works, not just for practicing and improving English, but dramatically. Why is it not a necessary course for first and second year university students? I am not aware of any novel/story reading classes in my department at Jeonju University. Remembering Nafisi and her students, I decided to encourage reading by forming my own reading group in the hopes that the students' experience would plant a seed to increase reading, and help them learn English. I call it a Reading Circle. We read a novel together and meet weekly to discuss it.

III. Reading Circle Structure - How Does It Work?

The nature of the group is informal, but in the beginning a procedure and roles make things easier. People have their own tasks and know what to do when we meet. It also gives them a way to start participating without having

to think of something to say or “look intelligent”.

It is important to establish an atmosphere of trust and exploring. We don't know what is inside us, but reading a good book and reflecting on it constellates deeper things within, and brings them to the surface. The group must be supportive so that each member can express these deeper clusters without fear of others' criticism – especially sensitive in Korea. Talk to them about this. Everyone has something to contribute. The individual's disclosure of his or her feelings and thoughts trigger further responses in the other members. You must also address shyness and the fear of mistakes. Make it clear we are all in the same boat, we all make mistakes and we all get nervous about saying something in front of others – what will they think? This is normal. However, we are here to learn and help each other learn. Just do it. I will learn too, remember.

The Reading Circle has a specific procedure, member responsibilities and roles that are rotated at each weekly meeting. These roles help the meeting keep moving as well as give a structure to the discussion. The discussion becomes quite free-wheeling and subject matter depends on what is brought up by the members at the time. We discuss what we want.

IV. Group Reflections

The students themselves speak. Here are several of the students' own words about their expectations and hopes for their participation in the group, their thoughts during the book reading, and their reflections on their experience at the end.

A. Expectations

1. Yutana:

I remember a woman who was sitting in the subway and reading some book written in English. When I saw her, I felt jealous because at that time I had never read a English book. It seemed like a juicy fruit on the top of the tree which I couldn't reach. First of all, I am excited that I will read the whole book. No matter how long it takes, and no matter how hard it is, I will finish reading it after all. If someone asked me what's the book you read recently, I would answer proudly, "Anil's Ghost."

2. JiNi:

Because I expect that I can change my passive attitude whenever I read books. To be honest, I rarely read books especially novels. I hope I can have opportunity that I can think deeply rather than just follow what is written itself. I wonder if you can understand what I want to say because my lack of ability to express my mind ^^

B. During the Reading

1. ??:

I wondered what the lion means in this novel. I became knew the meaning. That is the power having human, so he dreamed about a lion. He couldn't be a powerful man really, but he could be a real man in his dream through the lion. Anyway, I learned the words 'hope' and 'patience' in this novel. A human being has a endless hope, and patience, so doesn't defeat.

2. Asian:

I really curious about why the old man did the arm wrestling with negro. I totally lost! I don't understand. And what mean that the old man said to his damaged hand. Why?

C. After the Experience

1. EunMin:

Before this reading circle, I was confused when I met a foreigner, because I feel shy like many Koreans because of my speaking ability. But I had the self-confidence about my linguistic ability through this reading circle. I am satisfied with it. But the time was lacking to improve the English conversation skill I thought. So if I participate next semester too, I'd like to have the time to improve speaking skill enough.

2. Asian:

I can't understand the paragraph totally. I totally lost. This novel was also very difficult for to read. So, I read them two times. The old man shows his very strong will. He didn't give up for catching fish. The fish wasn't ordinary. It was special. The catching fish was not only fishing but also it was fight with he and himself. Finally

he won himself. Through this novel, I could get lots of vocabulary and the true meaning of life like the old man. I think the man is the real man who can win himself.

While reading *Anil's Ghost*, I asked the group about the parallels with Korea and government violence. Gwangju immediately came up. I asked when did it happen? There was some discussion about the year. One woman looked at me and said, "You know what - I want to read some history! In school we just memorize it then forget it as soon as we can. I don't know anything."

V. My Observations

I am currently leading my third Reading Circle group. In the first group we read *The Old Man and the Sea* by Hemingway. I picked this book because the language is relatively simple and it won the Nobel Prize. In the second group, we read *Jonathon Livingstone Seagull* by Richard Bach. I picked it because it is well-known and a small book. We are now reading *Anil's Ghost* by Michael Ondaatje, author of *The English Patient*. I picked *Anil's Ghost* because of the excellent writing. It is about the government and insurgent atrocities in Sri Lanka, which are still going on. The book talks about a distant place, yet there are many connections to Korea, such as the influence of foreign powers. It is also about the nature of history and discovering one's self. Ondaatje was born in Sri Lanka and now lives in Toronto.

One of my tenets, one thing that is very important to me in learning is the discovery of the disconnect between what we think and what is. Learning inherently constellates change. Just because I see you every day at work, does not mean I know you. Danger lies in believing one picture is the correct one and claiming a privileged position for this belief. This *certainty* of point of view, this "I know", not only denies the limitation of the specific angle from which we are observing, but also precludes further exploration. This complacency weakens a person and a society. This certainty can be disrupted by exposing the contradictions that result from this rigidity, or closure, of one's self-satisfied perspective. Jacques Derrida calls this *deconstruction*. What I thought was true, is not. Learning is now possible.

In our group discussions, I lay these contradictions on the table as they arise, and ask people what they think about it. I just listen. I don't need to say anything after this. Here learning takes place.

In the Following, I describe some of my observations as the groups progressed.

Before I began, I expected there would be a lot of grammar and vocabulary work. In fact there hasn't been much grammar at all. Vocabulary does play a significant part in the group work. In English acquisition, vocabulary is where the rubber meets the road. In every area of English, you cannot understand or communicate if you don't know or don't have the word you need. When reading a novel there is a lot of new vocabulary. Especially how a word is used and when there are multiple meanings. As a result, I find I do a lot of explaining about 3 things: multiple meanings, shades of meaning and context, and slang meanings.

All students agree on the vocabulary problem.

What I didn't anticipate when I started was that the deeper value of the group was the discussion and wide range of things we get into. I like to broach more controversial topics and topics where I suspect there may be strong feeling. So I ask about family relationships, women's issues, government action and foreigner experiences.

The Old Man and the Sea is full of biblical references. You cannot understand English if you don't know the Bible. You don't have to be a Christian of course, but you have to know the stories and the general teachings. It's the same in Korea. If I don't know about Confucianism, I will have no clue about Korean culture, people, and their values and behaviour. Jeonju University is a Christian University. Every student in the group said they were Christian. Yet not one knew that Christ was a fisher of men! This book is not a story from *Field and Stream* magazine. Koreans and western people read the Bible differently.

One feedback I got from two different students over dinner was that they really appreciated the opportunity to express their opinion in English. This is quite difficult for them to do, and they were appreciative of the opportunity to practice.

In the very first session of *Jonathon Livingstone Seagull*, one girl actually burst into tears when talking about the book. She loved the book and had read it several times in Korean. She hates the course she is taking. She must take it because her parents said she must. No one said a word. It can be no clearer how literature can touch us

deeply.

We discussed history. Anil's Ghost talked about the deterioration of history and the destruction or hiding of records. This touched one person because of the Korean lands taken by China. They understand that there are no or few documents in Korea; the documents are all in China. So some of Korea's history has disappeared, Korean land has been lost. All feel strongly about this: the records have been lost; and because ancestors are so important in Korea, they have lost part of themselves.

VI. Benefits of Reading Circles

- A. Increase in vocabulary, understanding of multiple meanings, synonyms and appreciation of shades of meaning depending on context,
- B. Not only Western cultural awareness but also awareness of own culture,
- C. Increased English fluency through the opportunity to practice speaking English,
- D. Increased self-confidence in speaking English, and in speaking in front of others,
- E. Increased ability in expressing an opinion, feeling, or experience,
- F. Experience of literature and appreciation of writing as art. Why did author choose this word? How is the language used interesting, out of the ordinary?
- G. Understanding that writing can and does touch us.

VII. Conclusion

In conclusion, we do not need research to tell us of the value of reading in English acquisition. I would add that reading something you want to read is motivation to keep reading. When we meet as a group and start our discussion, very quickly everyone forgets they are speaking "English" and just talks. Mistakes are ignored and fluency goes up noticeably.

If more people lead Reading Circles, it will make a difference to English learning in Korea.

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Lessac Consonant Orchestra and Structural Vowels for Intelligibility

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Abstract

When a spoken message is not effectively delivered to the listener, speech is wasted. This is often the case with English language learners because their speech frequently lacks intelligibility. While intelligibility depends on correct pronunciation of both segmental and suprasegmental features, some ESL classes today emphasize prosody over hands-on demonstration of segmentals, thereby neglecting critical skills.

For example, as an experienced pronunciation instructor at a large American university, this author has witnessed that many students perceive correct pronunciation as pronouncing consonant and vowel sounds accurately. However, even some advanced students lack clarity in the segmentals because they do not receive concrete demonstration of these skills by their teachers, who, in turn, are not taught to teach in such a manner.

To solve this problem, students were taught to pronounce segmentals and prosody using the Lessac Method, a theatre voice approach, adapted by this instructor. In the process, students' long-held anxiety over segmentals diminished, and their confidence in prosody also increased.

By introducing the Consonant Orchestra and Structural Vowels of the Lessac Method, a series of articulation exercises based on the inherent musical quality of the human voice, this author will equip ESL teachers with better strategies for improving students' intelligibility and communication competence.

I. Statement of Goal:

Introduce the Consonant Orchestra and Structural Vowels of the Lessac Method for improving intelligibility for native and nonnative English speakers.

II. Synopsis of the theoretical fame work:

When resources are invested without fruitful return, they are wasted. Likewise, when a spoken message is not effectively delivered to the listener, speech is wasted. This is often the case with English language learners because their speech frequently lacks intelligibility, which depends on segmental and suprasegmental features. However, L2 pronunciation pedagogy today tends to value prosody over segmentals (Han, 2004; Jenkins, 2000; Levis, 2005; Morley, 1991) for the cost-effectiveness, thereby neglecting segmentals.

In spite of the fact that distorted segmentals interfere with effective communication (Jenkins, 2000, 85-6), segmentals do not get equal attention in the TESOL field. Few studies have been reported on the importance of segmentals or methods for teach segmentals, teachers demonstrating for students with hands-on practice. Furthermore, since majority TESOL education mainly deals with theories in L2 phonology, ESL classroom teachers are not taught to teach demonstrate pronunciation of segmentals to ELLs; instead, students are expected to produce the desired sounds, and when the expectations are not met, they are ultimately labeled as "unteachable," and the TESOL pronunciation education system advocates that segmentals are not as crucial for intelligibility.

The merely native-speaker model and imitation method have been proved to not serve their purpose in ESL pronunciation classes. If and when segmentals are taught to ELLs by teachers equipped with effective methods, students could learn. We it is premature and unfair to label the learners without giving them opportunities to learn. Some innovative educators report skills and knowledge gained from cross-pollinating from other relevant fields such

as theatre and communications made differences in their students (Acton, 1984; Stevens, 1989).

As an experienced pronunciation teacher to international graduate students and scholars, this author experiences that even advanced students, with fairly good prosody, demonstrate less than intelligible pronunciation because of their distorted segmentals. For example, many Chinese students score high in oral proficiency test demonstrating with fluency and a fairly accurate prosody; however, Southern Chinese ELLs speak with /n/, /m/, /ng/, /l/, /w/ and /th/ sounds interchangeably at times for example, [frag] for /from/, [dang tang] for /down town/, [koud] for /cold/, [in] for /in/, [on] for /on/; some Chinese and Thai students pronounce [sou] for /sound/ and [fou] for found. Unlike Chinese, my Korean students generally pronounce the /n/, /m/, /ng/ correctly, they pronounce /l/ and /r/ similar to the flap sound by contacting the tongue tip on the Korean /ㄹ/ place. Japanese students also substitute the flap sound for the English /l/, /r/, and add /u/ at the end of the consonant; /z/ for voiced /th/; and [a] for [ə]. Thai students drop /r/ from most of the /r/ blend, for example, [poggem] for /program/, drop /nd/ bend in /sound/ and /found/, and drop /s/ in /is/, /was/, and /sixteen/, etc. However, the Korean ELLs can mimic the correct sounds much faster than the Chinese or Thai students and they use the corrected sounds right away in their speech and seem to maintain them well. In spite of their ability in managing the English segmentals, Koreans tend to overly apply the L1 rule of ‘consonant assimilation’ in the effort of linking two different consonants between words. As a result, the learners’ intentions are not delivered to the listener in a timely and effective manner. A number of ELLs claim that no one showed them how to pronounce English sounds. Teaching the segmentals through the VisiPitch and Lessac method have been extremely beneficial to the author’s students.

III. The Lessac Method

A. Why Lessac? – A Personal Experience

Jenkins argue that because average native English speaking teachers (NEST) do not get ample education on phonology, fluent and trained non-native English teachers (NNEST) can serve better in ESL pronunciation teaching (Jenkins, 2000, 221-4).

To fill my shortcomings as a nonnative English pronunciation teacher, and to learn from the teaching style from others,’ as parts of my professional development, I, a Korean-English bilingual, has been enjoying cross-pollinating of knowledge and skills from other relevant fields, such as accent modification workshop from speech pathology, public speech from communications, voice and acting from theatre and so on. As a result, I use VisiPitch, a computerized speech lab, public speech skills and the Lessac Method, including Consonant Orchestra and Structural Vowels (Lessac, 1997) among others, to my pronunciation teaching. In the voice class for actors, I discovered that phonetically sound native English Speakers (NES) are being for better intelligibility to meet the demand of the theatre language, which is the epitome of correct language.

Arthur Lessac, a renowned voice trainer for actors, coined a term “**Consonant Orchestra**” by assigning musical instruments to each relevant English consonant sound to effectively help improve intelligibility of actors and other professionals, and the method proved to be extremely effective. At this finding, I felt an urge to use the Lessac for her students because, if NES people, who already speak with the sort of the pronunciation, which we want our students to achieve, need this sort of training, ESL students surely need and can benefit from such training. In fact I felt my students were being deprived if I did not teach this method, and I wanted to be the instrument for them to learn this fine method. This strong desire propelled me to be trained toward a certified Lessac teacher, and has been teaching the Lessac method for several semesters now. In this workshop, I would like to introduce the Consonant Orchestra and the Structural Vowels from the Lessac Method to help fellow ESL teachers in improving intelligibility for their students.

B. Kinesensic learning of Lessac Method

Lessac method emphasizes the importance of habitual awareness and the feeling of the sounds, which allows phonological muscle training to build muscle memory and thus forming correct habit for accurate pronunciation. This notion supports Jenkins’ idea of habit forming through muscle training and muscle memory (Jenkins, 2000).

C. Consonant Orchestra (Appendix 1)

1. Sustainable sounds

- a. Strings: N-violin; M-violin; V-cello; Z-Base fiddle
F sound effect, S Sound effect
- b. Woodwinds: NG Oboe, L Saxophone, W Flute, TH Clarinet,
TH Sound effect

c. Brass: Trombone, Y French horn

2. Unsustainable sounds (Percussions)

- a. Voiced: B Timpani drum; D Timpani drum,
G Timpani drum; DI/tl wood block
- b. Voiceless: P base drum; T-snare drum; K tom-tom drum
DZ cymbals; TS Chinese symbol; TZ high-hat cymbal

3. Playable opportunities

Mr. Lessac realizes that enunciating consonants in the word final position and in front of another consonant is crucial for speaker's intelligibility, and he coined word, "playable opportunity," which requires the speaker to pay close attention to those sounds by either sustaining or springing away lightly.

D. Structural Vowels for Intelligibility (Appendix 2)

These are major English vowels that require different sizes of lip opening to make the sound accurate and clear. The "Structure" refers to the facial structure when the particular involving in the make of a particular vowel sound. For the Lessac method, instead of relying on listening the sound, feeling the sounds (the effect of movement of the phonological muscles) is the key for articulation. The participants of this workshop will experience this, especially on the sounds not existing in the Korean language.

IV. Conclusion

This method helped this author to gain her professional confidence as a pronunciation instructor and my students in building their confidence as a language learner and communicator. I hope that this workshop would be beneficial to the participants as well.

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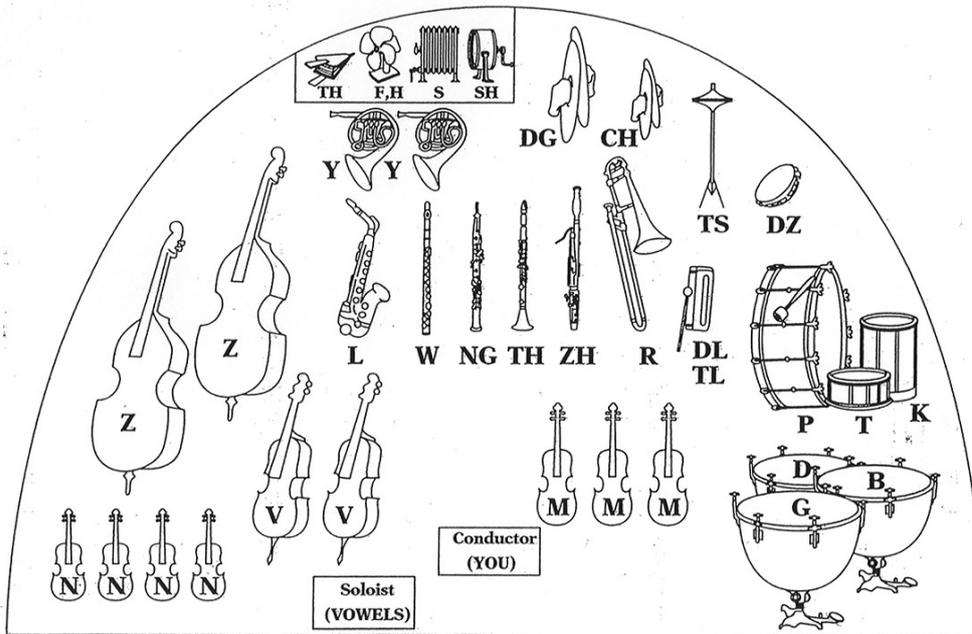
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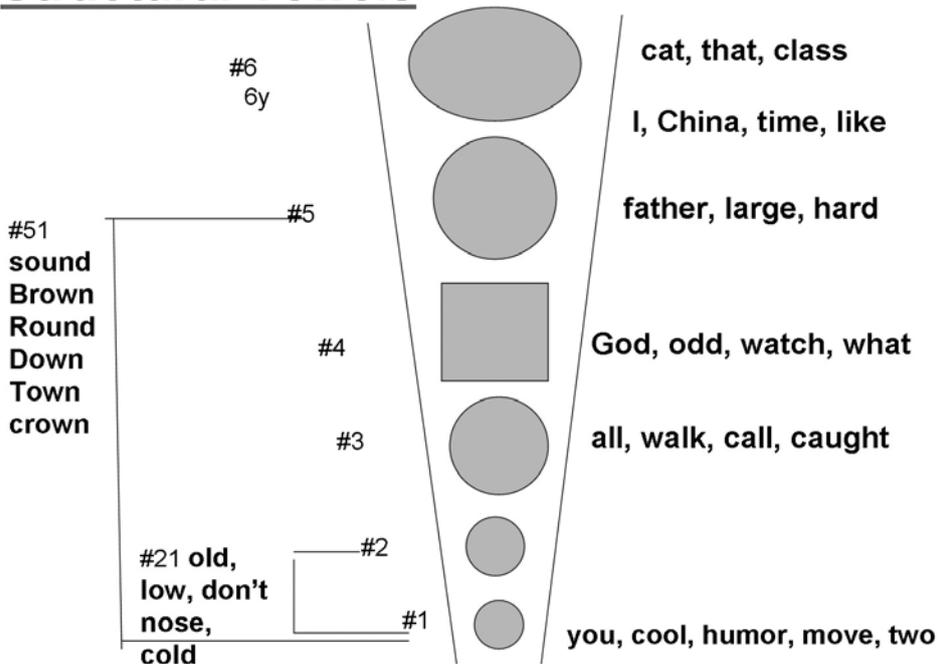
Appendix 1: Diagram, Lessac Consonant Orchestra

Consonant Orchestra



Appendix 2: Diagram, Lessac Structural Vowels:

Structural Vowels



The Influence of Korean Phonology on English Pronunciation

Jonghee Shadix

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Abstract

A learners' first language (L1) can affect the pronunciation of the second or additional language (L2) either positively or negatively, according to studies, yet many questions remain regarding the degree and type of "interference," especially in the area of Korean and English phonology, and how to address this issue in the classroom. For example, by teaching English pronunciation to international graduate students and scholars at a large university in the United States, this author discovered that Korean students can pronounce English consonants and vowels more accurately than the speakers of many other languages; what's more, Koreans can easily learn even those English sounds that do not exist in the Korean language. However, when attempting to learn linking strategies, one of the supra-segmental features of English, many Koreans distort their pronunciation by unintentionally employing the rule of "consonant assimilation" from L1. Since the phonological rules of Korean and English are not consistent, the influence of L1 on the ELLs' pronunciation can cause miscommunication with other English speakers.

In this paper, the author seeks to document the influence of Korean phonology, especially the rule of "consonant assimilation," in pronunciation by Korean ELLs. She also suggests solutions for this type of distortion by sharing classroom examples, explanations, and proven instructional techniques in the linking devices of English phonology. The author believes that the knowledge shared in this presentation can provide a key to more accurate assessments of pronunciation problems among Korean speakers, hence more effective instruction for teachers and increased intelligibility for students.

I. Introduction

A learner's first language (L1) can affect the pronunciation of the learner's second or another language (L2) positively or negatively. English pronunciation is easier when the L2 sound is phonetically similar to that of L1; however, when the L2 sound is either non-existent or different from L1, it is harder to learn because it takes time for the learner to build a new habit in the phonological system. When English language learners (ELLs) try to learn the L2 pronunciation, re-training the phonological muscles into the way of L2 is crucial (Jenkins, 2006, 32-3); therefore, long-term training is warranted at times. While the degree of difficulty in forming the habit of new sounds may vary, individual attention from a well-trained instructor plays a crucial role in the teaching of pronunciation to adult learners, especially the ELLs whose L1 has a greater distance from their L2. For example, it is very difficult for East Asian learners to attain a native-like pronunciation, compared to the learners from European countries.

Many questions remain, however, regarding the degree and type of "interference," especially in the area of Korean and English phonology, and how to address this issue in the classroom. There have been few studies of the effect of the L1 transfer on Korean learners' English pronunciation (Kim, 1997b; Lee, 1995), and even those studies have not suggested remedial measures.

This author, a Korean-American who started learning English in Korea and was trained as an ESL teacher in the United States, has been teaching English pronunciation to international graduate students and scholars in a large American university. To help provide the best possible pronunciation education for her students, she has -- in addition to using her MA-TESOL education -- cross-pollinated skills and knowledge from neighboring fields, including education, speech pathology, communications, and theatre. As a result, she uses a computerized language lab, public speech skills, singing and acting and the Lessac Method, a well-accepted voice and movement training method for actors. The Lessac Method values the feeling the sounds instead of listen the sounds and imitating. Therefore, feeling the involvement of phonological muscles in the articulating system is practiced through hands-on

demonstration by instructors through the Consonant Orchestra and Structural Vowels, which supports Jenkins' claim mentioned above. The author also uses VisiPitch, a computerized language lab capable of visualizing the students' speech pattern of segmentals, such as consonants and vowels, and prosody, including pitch, vowel length, linking, intonation contour, stress, and volume. The computerized lab allows for real-time pitch and spectrum, which means my students can view the pitch contour of their speech, vowel length and linking, and real-time spectrum allows students to view their production of consonants, vowel length and linking while they are speaking. This machine was originally designed for speech pathology, but works exceptionally well for pronunciation teaching and learning. In addition the author has a background in nursing, which provides ample knowledge of the anatomy and physiology of the human body, including the articulation system, and a rich musical background, particularly singing.

Through her classroom teaching experience, this author discovered that Koreans demonstrate less tenacious problems than many students in the pronunciation of consonants and vowels; what's more, even those English sounds and the music of English, the contour of pitch and vowel length, that do not exist in the Korean language can be learned easily compared to the learners from other countries. However, in learning linking strategies, many Koreans distort their pronunciation by unintentionally employing the rule of "consonant assimilation" from L1. Since the phonological rules of the L1 and L2 are not consistent, the English sounds the Koreans produce can be unintentionally distorted either not existing in English or different words to the L1 users. As a result, the influence of L1 on the Korean ELLs' pronunciation can cause miscommunication.

In this paper, this author will document the influence of Korean phonology, especially the rule of "consonant assimilation," in pronunciation by Korean ELLs, by examining the characteristics of the Korean language and suggesting an intervention for the problem. This author believes that the information shared will provide a key to more accurate assessments of pronunciation problems among Korean speakers, as well as more effective ways for teachers, both Korean and English speaking, to improve their students' intelligibility.

II. The Korean students

The author's students can focus on pronunciation in a sequence of workshops and classes. They start with a first-timers' workshop, followed by maximum of four semesters of individualized classes, and then complete the sequence with an advanced workshop. The students are graduate students and scholars from China, India, Japan, Korea, Russia, Taiwan, Thailand, and West African and Spanish-speaking countries. These students have spent a considerable amount of time studying English to prepare for TOEFL and the Graduate Record Examination (GRE) to gain entrance to the U.S. graduate programs, and their oral proficiency levels range from low intermediate to superior. Koreans tend to aggregate in the intermediate level because their production, fluency, and critical thinking levels are low in spite of their ability to pronounce English consonants and vowels more accurately.

At the beginning of pronunciation learning, even fairly fluent students' speeches appear to be flat, dull and choppy because they lack linking devices, optimum vowel and pitch variations in the stressed words. Most Koreans' speeches are equally short in vowel length with narrow pitch variation, and thus do not reflect the speakers' their happiness, gratitude, frustration, anger or enthusiasm appropriately when they speak in English. Through the author's experiences in helping students form healthy habits in L2 phonology, using VisiPitch for diagnosis and remedial intervention, explaining English phonology rules via contrastive analysis in students' L1 and L2, using the Lessac method (Lessac, 1997), acting, and singing, it was inevitable but notice "national personalities" among the ELLs from different language backgrounds. For example, in spite of their weak beginning, Koreans learn the L2 phonemes that do not exist in L1 faster than other nationalities and, unlike Korean learners in the homeland, Koreans in my class even learn the music of L2 quite easily. For something that takes for weeks and semesters for Chinese, especially those from the Southern China, Koreans learn in a few times of hands-on demonstrations and or explanations. Koreans' ability in listening and mimicking is not comparable to other language speakers. For example, at first, a number of Koreans were not aware of the fact that, unlike their Korean equivalents of /ㄷ/, /ㅌ/, /ㄷ/, and /ㅌ/, the English /r/, /j/, /ch/, /sh/, and /zh/ require lip pursing; the fact that /r/ does not require the tongue contacting the alveolar region; the /z/ is just a voiced version of the /s/; to avoid epenthesis (inserting an extra schwa next to a consonant), elongating the vowel length and raising or lowering the pitch of the stressed syllable are crucial. However, identifying and correcting these problems, and retaining the newly acquired skills took almost no time for Koreans. However, it takes weeks or semesters to teach Chinese students to close their lips for the final /m/ in /from/ or /problem/; to touch their tongues rim flat to the alveolar for the /n/ in /in/ or /on/ instead of saying /ing/ or /ong/; to let their tongue tips touch the alveolar for the /l/ without rounding their lips as if they are making the /w/ sound as [kowd] for /cold/; and let the /n/ briefly stay on the alveolar region when the /n/ is followed by a vowel as in /money/ instead of saying [manni]; making correct diphthong sounds

of [au] in /down town/ instead of saying [daŋ taŋ] , may take weeks for some students just for mimicking the teacher in individualized classes. Because Chinese students' oral fluency in English and their TOFEL and GRE scores are generally higher than that of Korean students, this difference between the Chinese and Koreans are not thought to be related to their IQ level. It is rather from the degree of the transfer effect from their native languages. Another noticeable difference between Korean and Chinese students is the role of music education in each country. Music is an important part of Koreans' lives from early childhood, and they take lessons on musical instruments and sing songs from around the world until they are mature, whereas many of my Chinese learners say they did not have such experiences or knowledge of music.

III. The influence of the Korean language

Considering the fact that the English education system does not pay particular attention to pronunciation, this Korean-English bilingual teacher raised a couple of hypotheses in relation to Koreans' ability for learning English pronunciation: One, Koreans can mimic new sounds faster and easier because their spoken form of language involves many human sounds; two, the sounds of many Korean phonemes correspond to that of the English phonemes in the manner and place of articulation.

A. The Brief Introduction of the Korean Language

The Korean language is a syllabic time language involving vast amounts of human sounds in everyday usage. In addition to the language's inherent characteristics, Korea's historical relationship with other countries, such as China, Japan, the United States, and the European countries, has contributed for increasing the amount of vocabulary and phonemes in the language. The Korean alphabet is the only writing system in the world that has a known author, King Sejong, of the 15th century, who invented it "for instructing the correct sounds to the people" so they could learn to better express themselves in everyday life. The alphabet, 14 consonants and 10 vowels, is the most scientifically designed featural system (Han, 1982; Kim-Renaud, 1992; Sampson, 1985). For example, N, D, T, and L are all alveolar sounds; however, their graphemes and phonemes do not show that relationship. However, Korean equivalents are written as ㄴ, ㄷ, ㅌ, and ㄹ, by adding extra strokes to the simplest form to depict the place and manner of articulation. In addition, each phoneme corresponds to only one grapheme, which makes it easy for students to learn (Kim-Renaud, 1992). In addition, many Korean phonemes have English counterparts; however, /θ/, /f/, /v/, /r/, /z/, and /zh/ do not exist, but the manner of articulation in /l/, /r/, /c/, /j/, /ch/, /sh/, short /u/, short /i/ and their Korean equivalents, /ㄹ/, /ㄴ/, /ㄷ/, /ㄹ/, /ㄷ/, /ㄹ/, /ㄹ/ are similar but not exactly the same.

B. The positive influence

Studies show that the Korean writing system is a phonemic system and can express some 8,800 to 11,000 syllabic sounds, and Koreans are thought to be using some 2,400 syllabic sounds everyday, which are a lot more than the 200 of Japanese or 450 of Chinese (Park, 1995). This means that, compared to their neighbors, average Koreans are used to hearing and pronouncing many sounds in their every day life. In addition, the similarities between English and Korean phonemes allows Koreans to pronounce English phonemes more accurately to begin with and to learn the new sounds at ease, which confirms Jenkins argument (2000): "Sounds that are phonetically very different from those in the L1 are initially likely to prove most difficult to produce, since the articulators must be activated in new ways. On the other hand, where there is any degree of similarity between L1 and L2 sounds, there is a tendency to identify the two, and thence to categorize the new sounds in terms of the old (p. 33)."

C. The negative influence

Since the assimilation rules of L1 and L2 are different, Koreans unconsciously use the Korean phonological rules in English in the attempt to link words. As shown below, some expressions do not exist in English or change the intended meaning completely.

- 1) In case of linking different consonant, Koreans apply the Korean consonant assimilation rules, as seen in the following examples:
 - Dark night—dahng night [당 나이트]
 - like me—laing me [라잉 미]
 - look like—loong nike/loong like [룽 나이크/ 룽 라이크]
 - park near—pahng nea(r) [팡 니어]
 - pick me—ping me [핑미]

Drop your—drom newer [드람 뉴어]
 deeply—deemny [딤니]
 It means—in means/im means [인 민스, 임 민스]

- 2) In case of linking /t/ to /w/ or /y/sounds:
 That (it) was Dɛr was [테르 워즈]
 It was Ir was [이르 워즈]
 What you wan new [완뉴]
 That you den new [덴뉴]
 Not really non nearly/ nal-lealy [난니얼리/날리얼리]

D. Suggestion for solution

In the author's class, the above problems can be solved by showing the students' speech pattern on the real-time spectrum and real-time pitch, then show them how Americans pronounce the sounds in fast and natural speech by introducing 'glottal stop' to the students. Also helpful is the Lessac Method for teaching professional and esthetic pronunciation for added intelligibility by letting the students feel the sounds in the mouth by introducing consonant to consonant linking. For example, the author demonstrates differences in pronunciation between the Korean ELLs and NES as follows:

1. To link a word ending with a consonant to another word that begins with a consonant that is produced in a different contact points from the earlier one, pronounce the second consonant without releasing the tongue from the first consonant point, making sure not to insert a schwa (ə) sound between the two consonants (Lessac, 2007; Meyers & Holt, 2001).
2. To handle the problems in 2) in section C, the author introduces the way native speakers pronounce the same expressions, in addition to the way the Lessac method teaches professional speech, so my students have a choice depending on their desire or the situation. In this case, the Lessac method applies the same rule for 1) in this section.

English expression	Koreans	Native speakers
That (it) was	Dɛr was [테르 워즈]	tha? was
It was	Ir was [이르 워즈]	I? was
What you	wan new [완뉴]	wha? You/ wha'chyou
That you	den new [덴뉴]	tha? you/ tha'chyou
Not really	non nearly/ nal-lealy [난니얼리/날리얼리]	no? really

IV. Conclusion and implication

Considering the importance of both segmentals and suprasegmentals for the intelligibility of speech, Korea is wasting one of the most precious national resources, the Korean language. As the Korean language uses a vast amount of sounds, and a writing system which was created with deep knowledge in linguistics and planned design that allows for the dictation of vast amount of sounds, Korean ELLs already have a great advantage over other language users in learning English pronunciation. In spite of these advantages, Koreans cannot express themselves freely and clearly in English, which may imply that Koreans need to innovate in the method of teaching spoken English, including hands-on practice of English pronunciation.

Instead of labeling our students "unteachable," the Korean education system needs to provide their learners opportunities to learn. One way to improve Koreans' oral communication in higher education might be exclusive pronunciation teaching for both students and TESOL instructors, both Korean-speaking and Native English-speaking teachers (NESTs). In addition, while Korea cannot move the physical mass of the country to be adjacent to the English-speaking countries, Korean teachers and students in higher education, who were not exposed to the native-speaker models in English classes, need to have long-term training from the teachers who teach with hands-on demonstration of pronunciation, such as the Lessac Method or other theatre voice and diction training. This knowledge can be further applied to the development of fluency and critical thinking skills through such activities as organizing book clubs for sharing students' thoughts and ideas on the book they chose. In fact, this author formed a book club for these reasons, and it has been very well received by her students. Since both speaking and writing require critical thinking abilities, studying English through literary works is an excellent way to increase communication efficacy when the student do not have opportunities to get exposed to other English

speakers in their every day life.

Thus, by recognizing and getting advantages of the excellence of the Korean language, employing more trained Korean-English bilingual pronunciation coaches as well as trained NESTs, and using other available resources and methods, the Korean education system can help Koreans communicate in English more effectively to compete fairly in the global market for the bright future of the country.

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The Author

Jonghee Shadix, MA-TESOL, teaches English pronunciation in the Professional Development Program of the Graduate School at the University of Alabama at Birmingham. In addition to teaching pronunciation to her students, she likes to use knowledge and skills from other relevant fields, such as theatre. She uses VisiPitch, the Lessac method, acting, and singing in her teaching. Currently she is taking an actors movement class and is becoming a certified teacher of the Lessac Method, a well-known voice and speech training work for actors. Her most recent excitement is discovering the excellence of the Korean language in language learning. Email: jshadix@uab.edu

Writing Research Papers: Proper Quoting, Citing, and Referencing

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Abstract

The publishing of academic research in English is becoming increasingly required in the ELT field in Korea. While the content of the research undertaken is of great importance, so too is the form in which it is presented. In our field, the style guidelines that research must almost always follow for publication are those of the American Psychological Association (APA). Among these guidelines, the most important ones—those relating to quotes, citations, and references—pose some of the biggest problems for authors and could be the basis for not accepting a paper submission if they are not well followed. Knowledge of a few basic style rules and the style guidelines for a few common types of resources (books, papers in books, and papers in journals) will equip the writer and editor with the information they need to properly format the majority of references listed in research papers. This workshop will present APA style for (a) sentence-embedded and block quotations, (b) reference citations of authors and their works in text as part of the narrative and parenthetically, (c) reference lists, including author names, publication dates, titles of articles, titles of works, publication information (location, publisher), and (d) retrieval information for electronic sources.

I. Introduction

APA style is the style of writing that professional psychologists, as well as those in the fields of ELT and applied linguistics, among others, use to write journal papers. The guidelines for this style are set out in the *Publication Manual of the American Psychological Association* (2001, 5th ed.). The manual covers topics such as (a) what to write in each section of your report, (b) writing style and grammar, (c) how to use punctuation and capitalization, (d) how to use headings, (e) how to present tables and figures, (f) how to write references.

You will lose marks if your writing style does not conform to APA style. Writing in the APA style will give your report or essay a professional look and will allow the reader to concentrate more on what you are saying rather than how you are saying it. If you are a student at any level, your instructor may ask you to ignore one or more APA guidelines when they explain their coursework requirements. There will be good educational reasons behind such decisions, so if there is any contradiction between the APA guidelines and the requirements set out by your instructor, you should always follow the requirements as set out by your instructor. The most common mistakes that research paper writers have concern quoting material, citing material in the text of the manuscript, and referencing resources in the reference list at the end of the research paper. The following deals with these three important areas.

II. Quotations and Quotation Marks

Double quotation marks (" . . . ") are used (a) to enclose quotations, (b) to enclose material from a test, (c) to enclose verbatim instructions, (d) to enclose the first use of an ironic comment, slang, or an invented or coined expression. Use single quotation marks (' . . . ') to indicate a quotation that was enclosed in double quotation marks in the original source. For quotations: (a) Use double quotation marks, to enclose material that you are quoting from another source and state the page number for that source: E.g., Rubin and Hewstone (1998) concluded that "intergroup discrimination leads to an increase in self-esteem but is not motivated by a need for self-esteem" (p. 56). NB. "pp." means "pages" whereas "p." means "page". Also note that you should leave a space between the "p." and the "56". (b) The first letter of the first word in a quotation may be changed to an uppercase or a lowercase letter to fit in with the rest of the sentence. Also, the punctuation mark at the end of a sentence may be changed to fit the syntax. (c) Use three ellipsis points ". . ." within a sentence to indicate that you have omitted one or more words from the original sentence. Use four ellipsis points ". . . ." to indicate that you have omitted one or more sentences. E.g., Rubin and Hewstone (1998) concluded that "intergroup discrimination. . . is not motivated by a need for self-esteem" (p. 56). (d) Use brackets "[]" to enclose material that you wish to add to a quotation. E.g., Rubin and Hewstone (1998) concluded that "intergroup discrimination leads to an increase in self-esteem [consistent with social identity theory] but is not motivated by a need for self-esteem" (p. 56). (e) Quotations of 40 or more words should not be enclosed in double quotation marks but should instead be typed in a freestanding block of text that is indented one-half inch from the left margin.

III. In-Text Citation of Sources

Citing multiple studies: Separate a list of citations to studies by different authors using semicolons: E.g., "(Black, 1997; Jones, 1972; Smith, 1998)". Separate a list of citations of studies by the same author using commas: E.g., "(Black, 1982, 1993, 1998)".

Alphabetize citations and references. don't list citations or references in chronological order. (a) Alphabetize lists of citations in the text: E.g., "(Black, 1997; Jones, 1972; Smith, 1998)". (b) Alphabetize the order in which you list references at the end of your report. You may separate a major citation from other citations within parentheses by inserting a phrase, such as "see also" before the first of the remaining citations.

When citing the same work within a paragraph, include the year of the citation the first time that you make the citation in a paragraph. However, you do not need to include the year in subsequent citations of the same work in the same paragraph as long as the study that you are citing cannot be confused with other studies that you have cited in your work. E.g., "Black and Smith (1998) found an increase in self-esteem. Black and Smith concluded that this increase was specific to male participants."

If you are reading from a secondary source, cite the primary and secondary source in the text and only cite the secondary source in the reference list at the end: E.g., Imagine that you read about Black's (1987) experiment in Smith's (1992) textbook. Here, Black (1987) is the primary source and Smith (1992) is the secondary source. You are getting information about Black's experiment second-hand from Smith's article. If you want to cite Black's experiment in your report, then you would say "Black (1987, as cited in Smith, 1992) found that. . ." and then only list Smith (1992) in the reference list. There is no need to list Black in the reference list.

IV. References

The exact format for referencing journal articles, books, book chapters, newspaper articles, web pages, conference talks, abstracts, unpublished works, etc. are listed in the APA Publication Manual. This is a brief summary of some key points.

General referencing information includes: (a) Only include references in your reference list to works that you have cited in the text of your paper. (b) Entries should be in hanging indent form (NB. New rule). This means that you should begin each entry flush left and indent the second and subsequent lines of the reference. (c) List references in alphabetical order by the surname of the first author. If the reference has the same surname, then arrange them alphabetically by the first initial. If the references have the same surname and initial but different co-authors, then arrange them alphabetically by the surname of the second author or, if the name of the second author is the same, by the name of the third or fourth author (and so on). If the reference has the same surname(s) and initials for the author(s), then arrange references in chronological order by year of publication, with the earliest citation first. If the reference has the same surname(s) and initials for the author(s) and the same year of publication, then arrange references alphabetically by the title that follows the date (excluding "A" or "The"). In this latter case, lowercase letters "a", "b", "c", and so on are placed immediately after the publication year within the parentheses in order to distinguish the references when they are cited in the text. (d) Don't leave blank lines between references. (e) Finish the reference with a period. (f) With two or more authors, use an ampersand ("&") before the last author.

A. Journal Articles

Specific points to remember in referencing journal articles: (a) For titles of articles, capitalize only the first letter of the first word of the title and of the subtitle, if any, and any proper nouns. (b) Do not use "Vol." Before the volume number of journals. (c) If, and only if, each issue of a journal begins on page 1, give the issue number in parentheses immediately after the volume number. (d) Italicize the name of the periodical and the volume number. For example:

Brockner, J., & Chen, Y. (1996). The moderating roles of self and self in reaction to a threat to the self: Evidence from the People's Republic of China and the United States. *Journal of Personality and Social Psychology*, 71, 603--615.

B. Books

In referencing an entire book: (a) Only capitalize the first letter of the first word of book titles. (b) For the publisher's location, give the city and state for United States publishers, and city and country for publishers outside of the US. N.B. A number of locations that can be listed without state abbreviations because they are well known for publishing (e.g., New York, San Francisco, London, etc.). (c) Give the name of the publisher in as brief a form as is intelligible. Write out the names of associations, corporations, and university presses, but omit superfluous terms, such as "Publishers," "Co.," or "Inc." which are not required to identify the publisher. Retain the words "Book" and "Press." (d) If two or more publisher locations are given, give the location listed first in the book or, if specified, the location of the publisher's home office. For example:

Coopersmith, S. (1967). *The antecedents of self*. San Francisco: Freeman.

C. Chapter in an Edited Book

In referencing an edited book, i.e., one in which different people have written different chapters: (a) Give the names of the authors of the chapter followed by the chapter title followed by a period. Then write "In" and give the names of the editors of the book followed by the title of the book followed by parenthetical information including the page numbers of the chapter. (b) Because the editors' names are not in the author position, place the initials before the surname. (c) Identify the editor(s) with the abbreviation "Ed." or "Eds." in parentheses after the surname(s). For example:

Deschamps, J.C., & Devos, T. (1998). Regarding the relationship between social identity and personal identity. In S. Worchel, J. F. Morales, D. Paez, & J. Deschamps (Eds.), *Social identity: International perspectives* (pp. 1-12). London: Sage.

D. Material from the Internet

As a general rule, you should not cite information from general discussion sources on the Internet (e.g., news-groups, online forums, chat rooms, electronic mailing lists, etc.). These sources do not tend to be peer reviewed and are therefore not regarded as having scholarly content. If you do have to cite this type of material, then it can be cited as a personal communication.

If you are viewing an electronic article that is an exact duplicate of the printed version, then you may simply reference the article in the standard APA manner and add "[Electronic version]" after the article title. There is no need to include a retrieval statement. However, if you are referencing an online article that is in any way different from the printed version (e.g., no page numbers, includes additional data or commentaries), you will need to add the date you retrieved the document and the URL (see below).

In referencing material from the Internet: (a) begin the reference with the author(s) name(s) and year of publication whenever possible. (b) If the author(s) of the document is not identified, begin the reference with the title of the document. (c) If the document is not titled, begin the reference with a description of the document. (d) Provide a retrieval statement at the end of the reference. This statement should indicate the day, month, and year that the information was retrieved and the Internet address (i.e., the Uniform Resource Locator or "URL"). (e) Do not place a period or any other character after an Internet address. (f) If the Internet address is too big to fit on one line, you should break it after a slash or before a period. Do not insert a hyphen or any other character at the break. (g) If a document is contained within a large and complex Web site (such as that for a university or a government agency), identify the host organization and the relevant program or department followed by a colon and then provide the internet address. (h) If the information is retrieved from an aggregated database (e.g., PsycArticles database), then the name of the database is sufficient and no Internet address is necessary. Examples:

Rubin, M., Hewstone, M., & Voci, A. (2001). *Stretching the boundaries: Strategic perceptions of intragroup variability [Electronic version]*. *European Journal of Social Psychology*, 31, 413-429.

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5, 117-123. Retrieved October 13, 2007, from <http://jbr.org/articles.html>

Borman, W. C., Hanson, M. A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience on supervisor performance. *Journal of Applied Psychology*, 78, 443-449. Retrieved October 23, 2007, from PsycARTICLES database.

Electronic reference formats recommended by the American Psychological Association. (2000, October 12). Retrieved October 23 2007, from <http://www.apa.org/journals/webref.html>

E. Basic Forms of Reference List Entries

1. Nonperiodical

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2. Part of Nonperiodical

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Teaching Figurative Expressions Conceptually: Visual vs. Mental Image Generation

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Abstract

The teaching of figurative expressions has always presented a problem for the EFL instructor due to the lack of intuitiveness. This study deals with the application of the conceptual metaphor approach to teaching figurative expressions, idioms in particular. First presented will be the results of introducing 16 idioms conventionally and via conceptual metaphor, in the linguistic sense of the term. This will be followed with subsequent studies that supplemented each of the previous studies with either visual image or rich mental image generation. Visual image generation is done by eliciting paper-and-pencil, as well as chalkboard, drawings from the students after an explanation and discussion of each idiom. Mental images are generated by eliciting oral descriptions of the "picture in your mind" that is produced from the explanation and discussion of the idiom. The results of these techniques with both the conventional and conceptual metaphor approaches will be presented. Findings suggest that incorporating conceptual metaphors (e.g., ANGER IS HEAT) into the teaching of idioms produces superior results, while additionally incorporating image production further heightens effectiveness. Results show the effectiveness of using image production even without the incorporation of conceptual metaphors. The superiority of either visual image generation or mental image generation over the other is less clear, but findings suggest that the use of either or both along with conceptual metaphors will produce the most desirable learning results.

I. Introduction

Figurative language has been one of the most difficult areas of language learning for the student to grasp and for the EFL instructor to teach. This study focuses on the teaching of idioms, in a more effective way than has been done by conventional approaches. To do this, it investigates the effectiveness of incorporating the cognitive linguistic concepts of conceptual metaphor (Lakoff & Johnson, 1980) and image schema (Lakoff, 1987; Lakoff & Turner, 1989; Johnson 1987) into the teaching of conventional metaphors and examines teaching idioms based on their motivating conceptual metaphors (Gibbs, 1992; Gibbs & O'Brien, 1990). Toward this end, a number of experimental studies on idiom teaching have been carried out.

II. Using Mental Images Elicitation with Conceptual Metaphor in Teaching Idioms

A. Method

An idiom study was carried out to determine the effectiveness of incorporating conceptual metaphors alone or in tandem with mental images in teaching idioms and the effectiveness of either in comparison with a conventional method. One group (Conventional) was taught 16 idioms conventionally arranged into five semantic categories: Anger, Control/Authority, Secretiveness, Loss of Self-Control, and Revealing. A second group (Metaphor) was introduced to two motivating conceptual metaphors for each of the idioms, e.g., ANGER IS HEAT and MIND IS A CONTAINER for Anger. The third group (Image) was presented with the meaning and two conceptual metaphors for the same idioms, but their related discussion questions focused on creating rich mental images that would activate image schemas for the motivating metaphors. Image-inducing questions for the idiom hit the ceiling, for example, included *What image do you "see" in your mind when you think of "hitting the ceiling"? Where does the force come from? and What is the result of hitting the ceiling?* A pre-test was administered to all three groups at the beginning of the lesson, the first post-test was administered at the end of the lesson and the second post-test, identical to the other two tests, was administered one week later.

B. Results and Discussion

The number of test items for which both the missing lexical item of the idiom and the meaning of the idiom were correct was tabulated. The mean scores on the pre-test neared zero for all three test groups. On post-test 1, the Conventional group (9.70) scored higher than the Metaphor group (8.79), but the Mental Image group (10.95) scored more than a full point higher than either of the other two groups did. On post-test 2, however, the Conventional group (4.74) scored slightly lower than the Metaphor group (5.10), while the Mental Image group (5.85) scored at least three fourths of a

point higher than the other two groups (see Table 1).

Table 1. Mean Scores on Idiom Tests (Both Lexical Item & Meaning Correct)

Group	Conventional (n=27)	Metaphor (n=19)	Mental Image (n=20)
Pre-test	0.15	0.16	00.05
Post-test 1	9.70	8.79	10.95
Post-test 2	4.74	5.10	05.85

* Total Possible Score = 16

The most obvious general pattern that appears for all three groups for all three sets of mean scores tabulated is that all groups scored lowest, near zero, on the pre-test; they all scored highest on post-test 1; and they all scored considerably lower on post-test 2 than on post-test 1. Scores dropped drastically in the one-week interval between post-test 1 and post-test 2 (by as much as 50%), an expected decrease in retention with time. On post-test 1, the Mental Image group scored considerably higher (10.95) than the Metaphor group (8.79) and the Conventional group (9.70). Similarly, on post-test 2, the Mental Image group scored higher (5.85) than the Metaphor (5.10) and Conventional (4.74) groups. These results show that it is more effective to teach idioms employing conceptual metaphor than without it, and that it is even more effective to supplement the motivating conceptual metaphors with activities designed to produce rich mental images.

III. Using Visual Images with Conceptual Metaphor in Teaching Idioms

A. Method

In a second idiom study, designed to determine the effectiveness of employing visual representations, rather than mental image-eliciting questions, in teaching idioms, eight idioms motivated by the conceptual metaphor IDEAS ARE BALLS were taught: *put a spin on it*, *be on the ball*, *a ballpark figure*, *catch* (the meaning), *field questions*, *bounce an idea off you*, *kick* (the idea) *around*, and *toss out a suggestion*. Again, three groups were employed, similar to above. The teaching materials used were adapted from King (1999). To determine if visual representations lacking motivating conceptual metaphors could duplicate the results of those representing the motivating metaphors of idioms, an additional study was conducted. Eight idioms grouped by topic, i.e., parts of the body (e.g., *keep an eye on*, *a pain in the neck*), and including graphic illustrations lacking in motivating conceptual metaphor (Root & Blanchard, 1999), were taught and compared with graphic illustrations including conceptual metaphors. To counter possible suggestions that better results may have been obtained for groups presented with graphic illustrations because those groups consisted of individuals with higher spatial intelligence, a multiple-intelligences questionnaire was administered to the relevant subjects and spatial and linguistic intelligences were compared. Pre- and post-tests were administered at the same intervals as in the above study.

B. Results and Discussion

The combination of correct scores on both the lexical item and meaning portions of the pre- and post-tests was tabulated to give an indication of the degree to which the idioms had been learned. On the pre-tests, each group scored 0.00. On post-test 1, the Visual Image group scored considerably higher (5.59) than either of the other two groups. The Conventional group scored 1.39 points less (4.20), and the Metaphor group scored 1.79 points less (3.80). On post-test 2, however, the Metaphor group outperformed the Conventional group. The scores of the Visual Image, Metaphor, and Conventional groups were 3.52, 2.92, and 2.50, respectively. The Visual Image group scored 0.60 points higher than the Metaphor group and 1.02 points higher than the Conventional group (see Table 2).

Table 2. Mean Scores on Idiom Tests (Both Lexical Item & Meaning Correct)

Group	Conventional (n=36)	Metaphor (n=25)	Visual Image (n=27)
Pre-test	0.00	0.00	0.00
Post-test 1	4.20	3.80	5.59
Post-test 2	2.50	2.92	3.52

* Total Possible Score = 8

The results of the multiple-intelligences questionnaire indicated that the spatial intelligences of the three groups as well as their linguistic intelligences were comparable. Spatial intelligence scores were 5.77, 5.45, and 5.52 for the Conventional, Metaphor, and Visual Image groups, respectively. Accordingly, no group had a spatial intelligence advantage over another.

Compared to the Visual Image group, another group taught with visual images that were not conceptual metaphor-related performed lower on their tests. Their mean scores on the idiom test for both lexical item and meaning were 2.94 on post-test 1 and 1.29 on post-test 2, compared to 5.59 and 3.52 for the Visual Image group with conceptual metaphor-related visual representations. This difference indicates that it is not the mere presence of images as an additional

teaching technique creating the higher scores for the Visual Image group in Table 2; rather, conceptual metaphor-depicting images are more powerful in their ability to make new idioms accessible to the learner. It can thus be concluded that the use of conceptual metaphor combined with visual representations incorporating the conventional and conceptual metaphor is more powerful than using conceptual metaphor alone and considerably more powerful than a more conventional technique.

IV. Using Visual Images with Conceptual Metaphor in Teaching Idioms

A. Method

The purpose of this study was to ascertain the relative effect of using mental imagery as opposed to visual imagery in teaching idioms without any influence from the teaching of conceptual metaphor at the same time. The study consisted of two groups of participants who were exposed to the same 16 idioms used in the idiom study described in Part II above. Neither of the groups was introduced to the concept of conceptual metaphors and both groups received the lesson handouts used with the Conventional group in Part II. Both groups consisted of college sophomores through seniors of high-intermediate proficiency levels enrolled in English skills courses during the 2007 winter session. One of the two groups, the Mental Image group (n=33), was asked idiom-related questions specifically designed to elicit rich mental imagery about the idioms in the lesson. The second group, the Visual Image group (n=36), was asked to draw an illustration of what they thought best represented the idiom discussed. In both groups, the activities were steered toward the related conceptual metaphors. In the Mental Image group, discussion was directed toward the related conceptual metaphor imagery, and in the Visual Image group, illustrations selected for drawing on the chalkboard were ones that most closely represented an idiom-motivating metaphor. Pre- and post-tests were administered at the same intervals as in the study detailed in Part II.

B. Results and Discussion

As in the previous two studies, the combination of correct scores on both the lexical item and meaning portions of the pre- and post-tests was tabulated to give an indication of the degree to which the idioms had been learned. On the pre-tests, both groups scored near 0.00, indicating no prior knowledge of the 16 idioms for most of the participants. The pre-test score for the Mental Image group was 0.09 and that of the Visual Image group was 0.17. On post-test 1, the Visual Image group scored slightly higher (9.19) than the Mental Image group (8.73). On post-test 2, however, the Visual Image group (6.97) scored 1.97 points higher than the Mental Image group (see Table 3).

This difference in mean scores on post-test 2 suggests that having students produce (not merely view) illustrations of idioms is more effective in idiom learning and retention than forming rich mental imagery of motivating conceptual metaphors of idioms. This may be a result of instructional input for the Visual Image group was of three types (visual, oral and written) while for the Mental Image groups it was of only two types (oral and written). Compared with the post-test 2 result of the Mental Image Group in the first study (5.85), in which the participants were introduced to the idiom-motivating conceptual metaphors, the Mental Image group in this study had a mean score of 0.85 points lower at 5.00. Taking into consideration that the participants in the two mental image groups were different, that their pre-test mean scores were very similar, and that the general English proficiency of the Mental Image group in this study was considered to be slightly higher than that of the Mental Image Group in the first study, post-test 2 mean score results suggest that introducing motivating conceptual metaphors of idioms increases idiom learnability and retention.

Table 3.
Mean Scores on Non-Conceptual Metaphor Idiom Tests (Both Lexical Item & Meaning Correct)

Group	Mental Image (n=33)	Visual Image (n=36)
Pre-test	0.09	0.17
Post-test 1	8.73	9.19
Post-test 2	5.00	6.97

* Total Possible Score = 16

V. Conclusion

In the studies presented here, the results suggest that the inclusion of conceptual metaphor material in idiom instruction enhances the retention of newly learned idioms. They also suggest that in addition to conceptual metaphor inclusion in instruction, the inclusion of either mental imagery enhancement facilitates idiom learning. The results also suggest that visual imagery, both as printed illustrations and student-produced illustrations, facilitate idiom learning. The use of printed illustrations produced more favorable learning results than did the use of idiom-motivated conceptual metaphor

alone. Student-produced illustrations also produced more favorable results than did mental imagery enhancement alone. These results also suggest that student-generated illustrations with the inclusion of idiom-motivated conceptual metaphor in instruction will produce even more favorable results than those recorded by the Mental Image group in the first study or the Visual Image group in the third study. Further studies comparing mental imagery enhancement and student-produced visual imagery, both in combination with idiom-motivating conceptual metaphors, are required. Further studies are also required to determine if a combination of mental image enhancement through questions and discussion, as employed with the Mental Image group in the first study, combined with visual image production, as in the third study, along with conceptual metaphor, can produce more favorable results than any so far attained.

At present, the cognitive linguistic concept of conceptual metaphor and related images, either visual or mental, is incorporated into only an infinitesimal amount of commercially available materials for teaching idioms and other figurative expressions. Those that do exist are for metaphors and idioms. Teaching materials for proverbs that are based on motivating conceptual metaphors have yet to be developed in textbook form. To make figurative language (proverbs, and conventional metaphors, as well as idioms) more learnable, these concepts need to be incorporated when developing related teaching materials for learners at the intermediate level and above. In addition to their linguistic value, an understanding of the conceptual metaphors motivating figurative expressions reveals to the language learner metaphorical schemes that are ubiquitous in the everyday thought of the speakers of the language. At the same time, they acquaint the language learner with cultural aspects of the language that is being learned.

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Using the World of Asian Storytelling to Teach English

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Abstract

Although storytelling has been a vital art and communicative tool in Asia for thousands of years, its full potential in the EFL classroom is yet to be realized. It is a high-interest activity that develops both oral and aural English skills as it also encourages students to value their own traditional and true stories. This workshop suggests the use of various visual tools to recall, shape, and share both traditional and true stories. It also shares suggestions for EFL storytelling material, and finishes with a presentation of several Asian storytelling props adaptable for the EFL classroom. Research support from Hannam University, Daejeon is gratefully acknowledged.

I. Introduction

Storytelling has an extremely long history in Asia. It has been used for many centuries to pass on values, history, heritage, and more. Today, it also promotes literacy and rural development in parts of Asia. Oral storytelling works well in EFL, building on students' interests and experiences (Wright, 2000). Yet, according to Tomlinson, in his review of materials for language learning, "current materials are not fully exploiting the interests, skills, and personalities of the learners; ...visual aids...; and the potential of storytelling for engaging the learner" (Tomlinson, 1998, 234).

Both traditional tales and stories of true experiences are still shared in Asia. Both types of tales work well in EFL classrooms to spark English growth. They can also be enhanced by a traditional Asian storytelling technique: the use of a visual prop. Another useful type of story material for the EFL classroom is the original story, which responds well to local needs and conditions.

II. Using Visuals in Storytelling

Visual organizing techniques in the classroom have proven beneficial to learners of various types. As Marzano concludes in a review of research on nonlinguistic representations, "The more we use both linguistic and visual forms of representation, the better we are able to think about and recall our knowledge...When teachers help students (to use non-linguistic representation), the effects on achievement are strong. It has even been shown that explicitly engaging students in the creation of nonlinguistic representation stimulates and increases activity in the brain" (Marzano, Gaddy, Dean, 2001, 86).

Authentic Asian storytelling today makes use of many visual supports, from painted scrolls and picture cards to elaborate story boxes (Spagnoli, 1998, 1999). This regional marriage of visual and verbal can provide inspiration for Asian EFL students as they hear and tell stories.

III. True Stories of Asian Students

The true stories of students' lives, which make very high interest EFL teaching materials, can be remembered in a range of ways. Students can:

- A. sketch a map of the houses and/or neighborhoods they've lived in
- B. make a story web of story memories
- C. interview or be interviewed by someone to pull out details of the past
- D. draw a story board with visual images of true story memories.

Many of the themes found in true stories told by Asians are similar to true stories told elsewhere, including

tales of strange happenings, stories from school, tales of accidents, of sad times, of sports and games. Some themes, however, may appear more often in Asian true stories. Stories of friendship in Asia often tell of friendships extending for decades, for even elementary school friends often keep in touch. The Japanese awareness of the seasons and nature may make its way into true tales, as might the Korean stories of mountains and climbing in a country where 70 % of the land is mountainous. True stories of war and its aftermath are frequently told in Asia, especially among older adults, for the region has been the site of too much bloodshed. Tales of close family ties are found in Asian true stories, and festival tales are possibly shared more often. The range of true family themes in Asia is great, and so are the rewards when students share them, as the words of two students relate.

“Telling true story was great to me. It helped English speaking and writing. I think that I must use it always, because it’s mine.”

“It was my first time to tell family story to others. It makes us know each other and I think it was wonderful time.”

IV. Folk Tale Favorites for EFL Telling

Folk tales have been shaped and retold over the years, so their language is clean and edited down, their images are easy to remember, their meanings are clear. They work well for EFL storytelling. The types of tellable tales vary from short endless tales and anecdotes to rich myths and epics. Consider some of these favorite tale types in Asia.

- A. Tricksters: These popular characters are found in all cultures. Some East Asian favorites are: *kitsune*, *tanuki*, and many regional favorites in Japan; Kim Seondal, rabbit, and the fox in Korea; Monkey from China’s classic, *Journey to the West*.
- B. Fools: Foolish in-laws, children, officials, couples, gurus and priests, even towns of fools - all make great stories to share.
- C. Tall tales and lies: Lying tales and tall tales are also well liked. Many Asian storytelling traditions include stories of unbelievable misers, of super strong men and women, of lazy people, and of strange animals or weather.
- D. Hero tales: Listeners learn so much about a culture through hearing about its heroes – from all walks of life, past and present, from the Korean Admiral Yi Sun-sin to Jose Rizal of the Philippines.
- E. Tales of the strange: These are enjoyed everywhere; Asian favorites include the *oni*, the *tengu*, the *kappa*, and more from Japan; the Korean *tokaebi*, the *rakshasa* of India and so many more.

V. Asian Props

Some Asian storytelling traditions feature wonderful, sophisticated props that can be used or adapted: *par* (horizontal cloth scroll), *pata* (vertical paper scroll), *kavad* (folding storybox), *villupattu* (belled bow) of India, the Hmong story cloth, the Tibetan *thangka*. One excellent prop to make/use in the EFL classroom is the Japanese *kamishibai* “paper theater” demonstrated in the workshop. The Korean *p’ansori* and the Japanese *rakugo* tellers use a paper fan to add emphasis and drama; this simple Asian technique works well in EFL telling, too.

VI. Original Stories

At times, EFL students need original stories that respond to their needs or that stimulate imaginations in new ways. One very popular story making idea inspired by both the origami of Japan and the art of recycling in South and Southeast Asia will be briefly presented at the end of the workshop.

VII. Conclusion

Words become seeds... a Korean proverb reminds us that we plant for the future with our words. Keep your repertoire of EFL stories growing. Find the tales that work best for you and for your students. Make storytelling a regular part of your English class, for as a Vietnamese proverb reminds us,
What is carved on rock will wear away in time.
What is told from mouth to mouth will live forever.

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The Challenges of Implementing EAP with Intermediate Level Students

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Abstract

This colloquium presents an EAP program that was developed in Japan for intermediate- (and lower-) level university students who aspire to do their junior year in an English-speaking country. Presenters will discuss the Core Seminar for freshmen, in which the “seeds” for the entire program are sown, and a supporting class for freshmen that combines instruction in grammar with elementary note-taking skills. Next, two different versions of the Academic Writing course for sophomores are presented as illustration of the ways in which seeds planted in the first year are nurtured in later classes.

I. Introduction

For university students to succeed in an English-medium university requires more than the knowledge of everyday general English (English for General Purposes). Knowledge and skills in English for Academic Purposes is essential. Most EAP materials to date have been designed largely for advanced students, which can be de-motivating for students at lower levels. To meet the challenge this presents, a program was developed to plant seeds of EAP during the first year and nurture these seeds in the second year skills courses. The goal of the program is to help students come as close as possible to attaining the level of English required for overseas programs while also developing basic EAP study skills, all within a period of two years.

II. Overview of the program (Strain)

Considering the low level of the students, their general English proficiency had to develop at the same time they acquired EAP knowledge and skills. Therefore, the EAP program runs parallel to the already existing Communicative English Program (English for General Purposes, four skills). The program is supported by supplementary classes in the first year, followed by four skill-based courses and other content courses in the second year. This allows the students to acquire essential EAP knowledge and study skills as well as academic language in an environment that challenges them without inhibiting them.

III. Introductory EAP Seminar (Strain)

The introductory EAP Seminar for the first year students, the Core Seminar, serves two purposes. On one hand, it introduces students to an overview of EAP basics through a “friendly” approach that carefully cultivates seeds of EAP in the students. On the other hand, the core seminar serves as the program guidelines and provides EAP class activity examples for the EAP teaching team in order to develop a cohesive program and to assure continuity for the two-year program during which the EAP seeds are nurtured to grow into sturdy plants as much as possible. A modular syllabus, rather than a linear syllabus, was adopted to allow recycling and blending of all EAP knowledge and skills within the framework of a “garden model” (Nunan & Lamb, 1996).

IV. Supplementary First Year Class (Jackson)

Typically, students who enter the EAP program have studied English for six years in junior and senior high school, mainly in grammar-translation classes taught in Japanese. This prior knowledge and experience was taken into account in planning the class, as were Krashen's controversial Monitor Hypothesis and differences in vocabulary and relative frequency of use of certain structural patterns in academic English and general English. The resulting course combines short lectures, discussion based classes and an important self-study project, in which students work alone to review grammar. Goals of the course are: (1) to raise students' consciousness about structure and usage, (2) to introduce vocabulary from the Academic Word List, and (3) to help students develop simple note-taking skills.

V. Academic Writing and Critical Thinking (Campbell-Larsen)

This course aims to develop intermediate and lower level students' academic writing skills to enable them to express themselves in written English in a style and manner appropriate for academic writing in a university environment. Focus was placed on adopting an impersonal, objective tone, using academic vocabulary, avoiding subjective or emotional treatments of material and recognizing culturally based assumptions. Two main goals served as a background to the course: (1) To familiarize students with the conventions of academic writing in English and contrast with Japanese conventions, and (2) to facilitate students ongoing intellectual development in forming mature, rational arguments in response to a wide range of topics.

VI. Academic Writing and Plagiarism (Fellner)

Teaching EAP writing to intermediate- (and lower-) level English students requires focusing on a wide range of writing areas such as paragraph construction, common rhetorical organization patterns, academic writing formats, and academic writing conventions (paraphrasing, summarizing, and citations). As a result, a process-based approach to writing was incorporated to guide students in a step-by-step manner to understand the writing skills required in an academic environment. Particular focus was placed upon collaborative learning, providing appropriate models, providing ample opportunities to acquire and develop writing skills, and introducing and utilizing "patch writing" (Howard, 1995) to ensure that students' writing develops at their own pace in a challenging yet flexible learning environment.

VII. Outcome (Campbell-Larsen)

Quite a few of our students successfully enrolled in American, Australian, and British universities for their junior year abroad. Those who graduated this spring, our first cohort, were all offered jobs in companies that required their workers to have high levels of English ability in order to engage in international business. Two opted to pursue their studies in Applied Linguistics and Intercultural Relations at graduate schools in Japan. The presenters hope that this "friendly" approach to EAP will be a modest step to assist in the development of academic EFL courses for intermediate (and below) level students at universities worldwide.

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Creating a Sizzling Language Classroom Environment

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Abstract

What makes an English language classroom environment sizzle? That is, it is so motivating and interactive that students come to class *in anticipation* of using English, choosing to play with the language on their own without being told to speak it, and raising their choruses of voices in a classroom of thirty Korean students in a way that sometimes drowns out the teacher altogether? In this workshop, we will consider seven interrelated principles drawn from adult and language learning literature, and how they may be applied to create a highly motivating classroom environment for university and adult learners. These principles are: (i) Safety, (ii) Sound Relationship, (iii) Sequence and Reinforcement, (iv) Immediacy, (v) Teamwork, (vi) Intrinsic Motivation, (vii) Interlanguage development. They seem to hold the keys to unleashing the energy for learning within classrooms which makes it possible for students to become more active, motivated and self-driven in their learning.

I. Introduction

In journal assignments at the start of the semester, the following is typical of the sort of things freshman students have said about English to the author:

1. *speaking English is a burden to me...*
2. *There's almost no opportunity that I can speak English in my daily life.*
3. *I don't have confidence about speaking English fluently.*
4. *I think English is my weakest subject.*
5. *English class and test is a cause of anxiety in my school life.*
6. *I am always fearful to contact with English...*
7. *Actually, I don't like English.*

In other words, Korean university freshman students, in this author's experience, typically come to English language classes with the following difficulties concerning English: (i) They are simply afraid of it. (ii) They are afraid of making mistakes. (iii) They have few opportunities to actually use English in their daily lives. (iv) Even when the opportunity is there, they suffer too low a confidence level to make any use of that opportunity. (v) Some students just don't like English, seeing it as a painful obligation or necessary evil rather than a wonderful resource or tool.

A classroom learning environment will not 'sizzle' as long as students remain feeling this way about their English, and English in general. Rather, in a 'sizzling' language classroom environment, the students find it so motivating and interactive that they come to class *in anticipation* of using their English, choosing to play with the language voluntarily, and not being afraid of taking risks and trying new things with the language. In addition, such classrooms can sometimes be very loud, the choruses of voices in a classroom of thirty Korean students, for example, sometimes drowning out the teacher's moderately-volumed voice altogether.

This workshop will discuss a list of seven principles selected and adapted from a total of twenty-four to be found between Vella (2002) and Brown (2001). The principles can work quite well at the university setting in helping students to overcome some of the above difficulties concerning English, and helping to create a highly motivating language classroom environment.

II. Principles for Creating a Highly Motivating Language Classroom Environment

A. Safety -- Students need a safe learning environment for them to become energetic and motivated in their learning.

A feeling of safety develops when students of university age are able to trust in the competence of: (i) the program, (ii) the teacher, and (iii) the feasibility of the objectives.

B. Sound Relationship -- Students need to be in a sound relationship with their teacher, involving mutual respect, open communication and listening.

Sound relationships are built when time and attention is given to rapport-building between the teacher and the students. A tone of mutual respect is required as well as genuine dialogue.

C. Sequence and Reinforcement -- Students need a sequence of learning opportunities that does not overwhelm them, as well as regular reinforcement of what they have learned in varied and interesting ways.

Good sequencing ensures that learning activities progress from the easy to difficult, simple to complex, familiar to unfamiliar, group efforts to solo efforts, etc. Adequate reinforcement ensures that there is enough repetition of new content in interesting and engaging ways so that the students can arrive at a sense of comfort and familiarity with it.

D. Immediacy: Students become motivated when they can see that what they are learning is really useful for a personally meaningful context or situation.

This principle is closely tied to that of intrinsic motivation. When students are able to see the relevance of what they are learning to their own interests and needs, their motivation to make the effort for learning increases.

E. Teamwork: Students learn better when they can work in pairs or groups with people they can trust.

Encouraging or allowing students to work in pairs and small groups with classmates they know and trust can help build a sense safety and community for them. The classroom environment thus becomes more supportive and less alienating for the students.

F. Intrinsic Motivation: Students need to find their own motivation for learning that arise from their individual needs, wants or desires.

This principle respects the right of students to be engaged in learning activities that fulfill their needs rather than those of the teacher or learning institution. Students are encouraged to discover their own reasons for learning and set personal goals and, as a result, become more self-directed and empowered as decision makers of their own learning.

G. Interlanguage development: Students need to be allowed to progress through their stages of interlanguage development unhampered by negative influences.

Interlanguage development is a phenomenon which teachers can sometimes lose sight of in the language classroom. Interlanguage is the second language system that a learner creates, operates by, and continually revises while moving from the point of 'zero knowledge' of a foreign language towards complete mastery of the foreign language. At any stage in language learning and development, the student is progressing through and performing at a certain stage of interlanguage development. Interlanguage is a legitimate system of language that the learner continually reworks and adjusts to attain closer and closer approximations of the target language. This theory of language development, therefore, rejects the view of learners as "producers of malformed, imperfect language replete with mistakes, but as intelligent and creative beings proceeding through logical, systematic stages of acquisition" (Brown, 2000: 215). Thus, by seeing students as interlanguage developers in their own right, teachers are better able to accept their imperfect language production as being a part of a constructive process.

III. Conclusion

In conclusion, this workshop will provide the long version of an answer to the question, “What can teachers of English do to create very motivating classroom environments in Korea?” The short version would be this: Listen. Listen with respect and learn what it is that students actually need from the class and teacher. Good teaching begins with good listening. Let the 'sizzling' begin!

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Helping Learners Towards Excellence in English for Academic Purposes (EAP)

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Abstract

Learners engage in English for Academic Purpose (EAP) must face two hurdles: First, they must meet the cognitive challenge of their studies. Second, they must meet that challenge in English as a foreign language (L2). Since fluent reading is known to support general English proficiency, it may be postulated that fluent reading in EAP would support general EAP proficiency, as well. There have been several useful insights from research on reading that teachers can draw on to inform their teaching of reading for these students: (a) Reading involves an interactive process requiring three areas of competency. (b) Motivation is the key to directly impacting the amount of reading, and the amount of reading is strongly associated with reading ability. (c) Students need to learn about being *strategic readers*, rather than simply learn reading strategies. (d) There is a strong connection between vocabulary knowledge and reading ability. (e) Reading ability is aided by recognition of the discourse organization of the text. This workshop will consider these insights and offer teaching suggestions for teachers wishing to help learners toward excellence in EAP, by the strengthening of their reading abilities in EAP.

I. The Importance of Reading in EAP for Excellence in EAP

The importance of extensive reading for general English proficiency is a well-established position among second language acquisition theorists and English language teaching practitioners (Renandya, 2007). It seems to make good intuitive sense, therefore, that fluent and extensive reading in EAP should promote general EAP proficiency, as well. It may further be postulated that one way in which teachers may help learners towards excellence in EAP is to motivate and equip them to read copiously and read well in EAP. These learners, however, would require a special kind of reading instruction, one which can help them overcome the dual challenge of reading in EAP. This paper and the associated workshop will be proceeding on these assumptions.

II. The Problem of Reading in EAP

Students reading for academic purpose in a foreign language face two challenges: (i) They must often try to make sense of and learn from cognitively challenging material, that is, difficult academic texts, and (ii) they must do it in a foreign language (L2).

These challenges are even greater in non-English-speaking countries like Korea, also known as 'English as a Foreign Language (EFL)' contexts. As universities in these countries aim to prepare their students for an increasingly globalized world, more and more university curriculums are requiring students to read and learn from difficult academic textbooks and materials.

One type of EAP reading that seems insurmountably daunting for science and pre-medical university students in Korea, in particular, is their English textbooks. An example of a page from one of these textbooks is provided in the appendix. These books are commonly written for native-language (L1) English speaking students who already have a fairly complete mastery of the English language. Korean students can struggle with these books enormously, and often come to see the challenge as hopeless, leading many to resort to Korean translations of the books and defeating the purpose of their English-mediated coursework.

There are five key insights from research on L1 and L2 reading, which, together with their teaching implications, can be particularly useful for EAP teachers wishing to help their students overcome their fears about reading cognitively difficult English texts, and give them some tools which will enable them to read

and learn from these texts more confidently.

III. Five Useful Insights from Research on Reading in L1 and L2

A. Reading involves an interactive process requiring three areas of competency

Much has often been made in the literature on reading of a distinction--or what has sometimes been regarded as a dichotomy--between two views of the reading process: 'bottom-up' and 'top-down'. The 'bottom-up' view asserts that reading comprehension begins at the level of the text; the 'top-down' view suggests that comprehension begins with the learner's schema, the organized networks of knowledge stored in the mind of the learner.

However, the most widely-accepted current view of the reading process is now one which originated with Stanovich (1980), the interactive-compensatory model. According to this view, both 'bottom-up' and 'top-down' processing are used by the learner to achieve comprehension. Moreover, the learner compensates for deficiencies in one type of processing by relying more on the other type. This insight has interesting implications for teaching, as will be discussed in the workshop.

Another way of understanding the reading process was posited by Ron. P. Carver, a prominent reading theorist, who suggested that reading can also be viewed as comprising three areas of competency: (a) the ability to recognize words, (b) the rate of reading, or reading fluency, (b) the ability to comprehend or problem-solve (cited in Alderson, 2000:12). This breakdown of competencies helps to explain what learners need to be able to do to develop both their bottom-up and top-down processing in reading, with obvious implications for teaching.

B. Motivation is the key to directly impacting the amount of reading, and the amount of reading is strongly associated with reading ability

Guthrie, Wigfield, Metsala and Cox (1999) conducted a study involving survey data from more than 11,000 tenth grade students to provide strong empirical evidence for the importance of motivation in impacting the amount of reading done by the students.

Stanovich and his colleagues have also explored the issue of the amount of reading and its relationship to reading abilities (Cipielewski & Stanovich,1992). After a decade of carefully designed empirical studies, they have conclusively shown that reading widely is clearly associated with strong reading abilities. They do not claim, however, that the cause-effect relationship runs in a singular direction, that is, from reading widely as a cause of strong reading abilities. It is equally possible that strong reading ability is the cause of reading widely. Nevertheless, Grabe and Stoller (2002) suggest that they are likely to support each other.

C. Students need to learn about being *strategic readers*, rather than simply learn reading strategies

In a study looking at strategy use by L2 learners, Anderson (1991) confirmed the idea that it is important to teach L2 learners reading strategies. In addition, his data revealed that rather than teaching students reading strategies as an end itself, it would helpful to train students to be *strategic readers*, readers who are able to use various strategies not only correctly, but also appropriately, in accordance with their varied reading circumstances. In other words, the key difference between stronger and weaker readers seem not to be the number or types of strategies used, but the number of strategies used successfully for any given situation.

D. There is a strong connection between vocabulary knowledge and reading ability

Schoonen *et al* (1998) conducted a rigorous study among Dutch secondary school students to investigate the effects of L1 and L2 vocabulary knowledge and metacognitive knowledge (s.a. knowledge of text structure) on L1 and L2 reading comprehension, respectively. It was found that degree of vocabulary knowledge was a strong predictor of reading competency in both L1 and L2.

Grabe (2001:193) recommends that a reading curriculum contain a significance focus on vocabulary development, and offers the following sampling of vocabulary teaching techniques that can be incorporated into reading lessons:

- Analysis of word parts
- Associations
- Cognate awareness
- Definitions
- Dictionary activities

- Discussion of word meanings
- Flashcards
- Games
- Illustrations, drawings, realia
- Matching meanings and collocations
- Mnemonic techniques
- Parts of speech tables
- Semantic mapping and semantic grids
- Synonyms and antonyms
- Word family exercises

Since research has shown that a strong vocabulary supports reading ability, and, as previously mentioned, that reading widely and copiously supports the development of general English proficiency, the importance of vocabulary building in an EAP curriculum is well established.

E. Reading ability is aided by recognition of the discourse organization of the text

Beck *et al* (1991) demonstrated the importance of grasping the discourse organization of the text to fifth grader's abilities to comprehend a social studies textbook. In another study, Carrell (1992) has shown that even high-intermediate ESL readers could benefit from understanding the discourse structure of a text. She found that students who could clearly demonstrate an understanding of the discourse organization of the text were able to recall information from the text much better than the ESL students who did not.

Chen and Graves (1995) investigated Taiwanese students' comprehension of American short stories when it was supported by: (i) previewing and (ii) background knowledge. What was interesting about their results is that previewing alone was found to be as effective as previewing combined with background knowledge.

III. Conclusion

In conclusion, this workshop will discuss the research and techniques supporting the following teaching suggestions for reading in EAP:

- Giving attention to both 'bottom-up' and 'top-down' processing skills development;
- Providing fluency training to develop speed of word recognition and recognition of meaningful syntactic and semantically-related units;
- Addressing comprehension at all 'levels' of text: word, sentence and discourse;
- Motivating to read widely and copiously;
- Training learners to be strategic readers;
- Including vocabulary development as an integral part of a reading program curriculum;
- Teaching previewing as an effective pre-reading strategy.

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