

Timetable for the KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

| Time \Room | Plenary Hall | 301 | 302 | 303 | 304 |
|--------------------|--|---|---|--|---|
| 9:00am to 10:00am | Registration in the Lobby | | | | |
| 10:00am to 11:10am | Plenary Session – Marc Hegelsen | No Concurrent Sessions | | | |
| 11:20am to 12:10pm | American Academia 1. TESOL teachers' perceptions of critical literacy -- Hyesun Cho 2. A Case of an Online TESOL Master's Program -- Emmy Min | Ken Beatty via webcast Running with Scissors: Authenticity in the Classroom | Practice and Technique 1. ESP: Framework and Course Design – Tiev Miller 2. How to approach to Korean adult learners' language anxiety -- Min Gi Hong | Interactive Workshop Leadership IQ: How to Develop and Improve Your Leadership -- Tory Thorkelson | Reflective Practice SIG Presentation Journaling for Professional Growth: Justification and Potential Avenues -- Chris Miller |
| 12:10pm to 1:00pm | Lunch | | | | |
| 1:00pm to 1:50pm | Plenary Session – Charles Browne | No Concurrent Sessions | | | |
| 2:00pm to 2:50pm | Plenary Hall is not in use after 2:00pm | Research from Singapore 1. Individualised Learning in An International Context -- Su Hwi Tan Doctoral Research 2. Developing critical cultural awareness... -- Vinall & Shin | Interactive Workshop You are doing it wrong. Maybe. -- Michael Griffin | Invited Workshop (80min) Making Your Coursebook More Brain-Friendly -- Marc Helgesen (until 3:20) | Interactive Workshop Bilingual approaches for NESTs in monolingual EFL contexts -- Parker Rader |
| 3:00pm to 3:50pm | | Invited Workshop A New General Service List: Words for EFL Success -- Charles Brown | KOTESOL Research Grant Announcements -- Peadar Callaghan | | Interactive Workshop Inspire + Be Inspired: How to NOT bore your students (!) -- Kyla Mitsunaga |
| 4:00pm to 4:50pm | | Follow-on Presentation <i>In Focus</i> : A Blended Solution for Developing Critical Thinking Skills and High-Frequency Vocabulary -- Charles Browne | American ELT Technique Presentation Helping Students Understand and Use Action/Status Verb Pairs -- Glen Penrod | Practice and Technique (3:25 -3:50) -- Advanced Motivation -- Melanie Johnson | Interactive Workshop Why can't my students communicate? -- Brad Serl |
| 5:00pm to 5:50pm | Pecha Kucha Sessions | Interactive Workshop Using Tests To Get Students Making More Natural Dialogues -- Kaj Kangas | | | |
| 6:00pm | Closing Ceremonies | | | | |

Timetable for the KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

| 307 | 308 | 309 | 310 | 311 |
|---|---|--|--|--|
| Registration in the Lobby | | | | |
| No Concurrent Sessions | | | | |
| Practice and Technique 1. Wiring EFL Students into Online English Communities -- Thomas Avery 2. Getting Parents Involved in their Children's Education -- Phillip Schrank | Interactive Workshop Responding to Student Writing: Techniques and Priorities -- Kenneth Moore | Practice and Technique 1. Using Genre-Based Writing Tasks in the Korean Classroom -- James Robert Garner 2. Learning lexis as phrasal units and the scrap paper approach -- Lee Mordell | Research Reports 1. Phonological Rules in Korean L2 Pronunciation -- Wayne Bottiger 2. Collaborative Teaching between NESTs and NNESTs -- Yong Jik Lee | TESOL 101 Classroom Application of Natural Approach to ESL studies -- Olga Peters |
| Lunch | | | | |
| No Concurrent Sessions | | | | |
| Interactive Workshop Collaborative Writing - What, Why, and How -- Peter Thwaites | International Student Workshop College Counseling for International Students -- Karen Choi | Reflective Practice SIG Presentation The Challenge of Description: Strategies for seeing through the cloud of emotion -- Nina Iscovitz | Interactive Workshop The Fallacy of Fun -- Leonie Overbeek | Research Reports 1. Seeing it from the other side: one ESL professor's experience -- Nigel Gearing 2. Motivation in The Foreign Language Classroom -- Mike Conery |
| Korean Graduate Studies Action Research Report Improving Group Dynamics via Cooperative Learning Principles -- Melissa Harris | Interactive Workshop Campfire English: Storytelling in Conversation Classes -- Lee Babin | Research Reports 1. Resourcing Authentic Language in Television Series -- Anthony Hanf 2. Imagining Extensive Speaking for EFL -- Sarah Gu | Presentation and Discussion Is South Korea really in the post-method era? -- Michael Griffin | Research Report 1. The use of the CLT Method in a Korean Elementary Textbook -- Akasha C. Kanter 2. Expert and nonexpert teachers' approaches to problem-solving -- William Owens |
| Interactive Workshop Would they say that? Comprehension activities for dialogues -- Spencer Rains | Practice and Technique 1. Teaching Online Reading Using The 4C/ID Model -- Tam Suet Yet 2. B-SLIM Model -- Jumjim Ngowananchai | Interactive Workshop Successfully Flipping the Classroom in the ELT Setting -- Yu Jung Han | Research Reports 1. English-based Loanword Bias in Korea: Its Source and Effect -- David Shaffer 2. Making Interaction Key to Self-Directed Learning Project -- David Shaffer | Research Reports 1. Concerns faced by beginning foreign TESOLers in Korea -- Akli Hadid 2. University Conversation Curriculum: Student Perceptions -- Laurie Schulte |

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Prof. Marc Helgesen - Plenary Speaker



Plenary Session

Language Learning and the Senses

Teaching English means more than knowing about English and ELT. It includes knowing how we teach and knowing who we are – in relation to the way our students learn. That includes sensory awareness. Barring a disability, we all have the five senses. Every bit of information we take in comes through sight, hearing, touch/movement, smell, or taste. Why then are classes often limited to visual (*Look at page 35.*) and auditory input (*Listen!*)?

We have sensory preferences (de Jong et al., 2009). That doesn't mean, of course, that we should try to teach each student only through their main sense. That isn't practical or even desirable. Rather, we need to teach all students through many different senses. Students who get multi-sensory input learn more. In controlled experiments, learners who experience multi-sensory inputs come up with 50-75% more creative solutions in problem-solving tasks (Mayer, 1997). Even something as simple as presenting information visually doubles recall compared to oral presentation. Think about that next time you "give a lecture." Multi-modality presentation doubles that result again (Najjar, 1998, in Medina, 2008)

This activity-based session will explore sensory modalities. This includes some surprises. Of course, some information lends itself to one sense over the others. But often senses overlap. And all things are not equal – most of the time, "visual" trumps everything else (so why are/do we spend so much time standing at the front of the room talking?).

Participants will experience a range of activities and will receive a handout showing how to modify classroom activities for listening, speaking and reading to include a wider range of sensory input. It really does make sense!

Prof. Marc Helgesen is author of more than 150 professional articles, books and textbooks including the *English Firsthand* series (Pearson Education/Longman Asia) and has lead teacher development workshops on five continents. He is professor at Miyagi Gakuin Women's University, Sendai. He also teaches "Innervoice & Task Planning" at Teachers College Columbia University, MA TESOL Program, Tokyo, and "Positive Psychology (The 'Science of Happiness') in ELT" at Nagoya University of Foreign Studies, Nagoya. Marc is chair of the Extensive Reading Foundation (www.erfoundation.org) and maintains several websites including www.ELTandHappiness.com and www.HelgesenHandouts.weebly.com

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Second Presentation

Making Your Coursebook More Brain-Friendly (2~3:20pm, Room 303)

The presenter will discuss seven ways to modify coursebooks to promote more effective learning and will explain how each of these modifications is grounded in neuroscience and show ways that teachers utilize them in lessons from the coursebooks they are already using:

- Adding Emotion (Willis, in Sousa 2010) – a policy publishers usually avoid.
- Giving Choice – but too much leads to cognitive overload (Rock, 2009; Schwartz, 2004).
- Throwing in Novelty (Medina, 2008) – a challenge for materials writers since publishers often prefer consistency.
- Teaching across the Senses (Sousa, 1011).
- Managing Challenge, which encourages flow (Sousa, 1011; Csikszentmihalyi, 1997).
- Supporting Creativity (Robinson, 2006; Caine, et al., 2009).
- Offering Personalization (Willis, 2006).

After discussing these modifications, connecting them to findings in neuroscience, and bashing a few myths about the brain, we will encourage participants to think of ways they could modify their own favorite textbooks and lessons to fit the mind/brain/education revolution. A handout will offer 20 ways to do so (including the seven above) and provide a list of references.



July 18-21, 2014 <http://fab-eefl.com/>

The FAB Brain Days – Neuroscience in ELT – conference will be in Kitakyushu Japan, July 19-21. Call for Presentations extended until June 2. Discount for KOTESOL members. Register by June 30 and “bring a friend for free.” There are discount flights from Seoul and Busan to Fukuoka (next to Kitakyushu) on T’Way, Air Busan and Peach. Full info at www.fab-eefl.com

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Dr. Ken Beatty - Webinar Feature



Running with Scissors: Authenticity in the Classroom (11:20am, Room 301)

Authenticity is controversial in language classrooms with divisions of authenticity of task, materials and situation. Authenticity of task questions whether students are learning language in a way that would seem natural outside the classroom. For example, a loosely structured roleplay is closer to reality than memorizing and delivering an epic poem.

Authenticity of materials covers a continuum that begins with inauthentic materials wholly created by a teacher or materials developer. Constructed materials are modified from real-world materials. Authentic materials are defined as those created for non-pedagogical L1 purposes. Examples of the range of materials are an inauthentic menu that consists of only three food choices, a constructed menu where low-frequency and copyright terms (Big Whopper) are simplified to more useful vocabulary items (hamburger), and an authentic, fancifully written restaurant menu.

Authenticity of situation refers to the classroom context and is more common at the primary level, such as by installing a miniature kitchen where students can interact with faux foods and appliances in roleplays. Field trips and props are other ways to instil authenticity.

Complicating ideas of authenticity is the question of selection of materials. Exposing students to a target-language newspaper or radio station aimed at native speakers would constitute an authentic experience, but more often teachers and materials developers are selective, discarding articles and audio snippets they deem too “hard” for students.

This presentation outlines the challenges of working with authenticity. Practical applications to EAP, curriculum development, and methodology are discussed.

Dr. Ken Beatty is author/co-author of more than 130 English as a Second Language textbooks used worldwide from the primary to tertiary levels, as well as books on Computer Assisted Language Learning. He has worked at universities in Canada, China, Hong Kong, the United Arab Emirates, and the USA, and given more than 200 teacher training presentations and 92 conference presentations throughout Asia, the Middle East, and North and South America. He is currently TESOL Professor at Anaheim University.

This webcast presented by Anaheim University.



KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Dr. Charles Browne - Plenary Speaker



Plenary Session

Change in the Classroom: Principled Pragmatism in Reading and Vocabulary

Teachers are often required to teach from either Ministry-approved textbooks or using materials assigned from above. Far too often, however, these materials do not match the needs, interests, or level of our students. This presentation will discuss an analysis of both reading materials and vocabulary that Japanese high school students are required to learn, identify some of the problems, and propose several informed solutions. It will also introduce several free on-line analytical tools that can be used to do a similar analysis on materials used in the Korean classroom.

Charles Browne, Professor of Applied Linguistics and TESOL at Meiji Gakuin University, Tokyo, Japan, is a specialist in second language vocabulary acquisition, extensive reading, and online learning; co-author of the NGSL New General Service List, (www.newgeneralservicelist.org) and the NAWL New Academic Word List (www.newacademicwordlist.org); and has created a wide variety of research-based, language learning and analysis software such as the OGTE (Online Graded Text Editor), ER-Central, EnglishCentral, WordEngine, and V-Check. He is working hard to share this knowledge with teachers, researchers, and software developers through presentations, seminars, and hand-on workshops around the world.

Second Presentation

A New General Service List: Words for EFL Success (3pm, Room 301)

The New General Service List (NGSL) is a list of core vocabulary words for EFL learners and is a major update of West's (1953) GSL. Based on a carefully selected 273-million-word sample from the Cambridge English Corpus, the 2800+ words of the NGSL offer an amazing 92% coverage of most texts of general English. This presentation will give a brief background on the list and project before moving on to introducing the new 1.01 version of the NGSL as well as the growing number of free online resources that are available to help you teach, learn, analyse, or create teaching materials based on the NGSL.

Follow-on Presentation

In Focus: A blended solution for developing critical thinking skills and high frequency vocabulary (4pm, Room 301)

KOTESOL is pleased to co-sponsor these presentations with Cambridge University Press Korea.



KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Programming Notes / How to Use This Guide

The 2014 edition of the Korea TESOL National Conference is pleased to offer the following slate of presentations. The confluence of our invited speakers and concurrent presentations see a program that offers something for everyone. The schedule has been made to insure the each time slot has a variety of sessions taking place. An easy to follow time table has been provided to help you plan your day; and to help you decide what you what to attend, we have classified the concurrent sessions into categories to help guide you in deciding which to attend. Session abstracts and their respective governing challenges/issues follow the time table pages; organized by time. Finally, we are pleased to offer the biographical sketches of our presenters; these are listed alphabetically. All presentations are listed in the final index.

Most concurrent sessions have been coded in three ways:

Interactive Workshop -- These sessions run for 50 minutes and can focus on either research or technique/methods, but they all are designed to be attendee-centered. In other words, one can expect to be somewhat active during these presentations.

Practice and Technique -- In these 25-minute sessions, the presenter shares something, whether it is an activity to use on Monday or a more abstract concept, that will directly help a teacher execute a lesson.

Research Report -- These sessions run for 25 minutes and present relevant research that can inspire and guide teachers and academics alike (not that these roles are mutually exclusive). We are pleased that both traditional and action research projects made their way into our program.

Some of our concurrent sessions do not fit neatly into one of these aforementioned categories and the Program Team has ascribed another label in these cases.

Have a great conference!

Special thanks to those who put in hours and hours developing this program book:
Joe Vitta, Kevin Cowell, Rob Dickey, and Dave Shaffer. Printing by 서림인쇄사, Daegu.

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Abstracts 11:20 - 12:10

Plenary **Voices from American Academia**

Hall **1. TESOL teachers' perceptions of critical literacy -- Dr. Hyesun Cho**

This action research project discusses the exploration of critical literacy with preservice and inservice teachers for English language learners in U.S. public schools. The primary data sources include online discussions on course readings and electronic teaching portfolios in the two courses I taught – one for preservice teachers in Kansas and the other for inservice teachers in Hawaii.

First, I propose the working definition of critical literacy used in the study (Luke, 2009) and illustrate how I implemented critical literacy into curriculum and instruction in both courses. I then present course participants' perceived benefits and challenges of critical literacy in their current and future classrooms. Data analysis reveals that despite the differences in the two instructional contexts, both groups recognized that the current test-driven educational environment would be the major obstacle for implementing critical literacy into their teaching. In addition, the lack of understanding of critical literacy was found in both groups of teachers. I will also discuss my struggle and dilemma as a critical teacher educator. Finally, this presentation concludes with suggestions for introducing critical literacy to English language learners of all ages.

Issue/Challenge that governs the presentation: Critical literacy, TESOL teachers' knowledge and perception

2. A Case of an Online TESOL Master's Program -- Dr. Emmy Min

Synchronous and Asynchronous Discourse in an Online TESOL Master's Program

This session discusses a blended approach to asynchronous and synchronous communication by examining a case of an online Master's program. The presenter reviews the features of the online platform and discourse, followed by the strengths, challenges and the feedback shared by the students and faculty.

The presentation will first examine the key features of the platform. By watching the sample clip of the virtual classroom, the audience will gain knowledge about how it is taught synchronously. The features of the synchronous classrooms such as incorporating presentation files, the use of breakout rooms and the simultaneous use of live chats will be shown. Followed by the demonstration of synchronous communication is the discussion of the asynchronous communication of the class content. Showing the examples of forums and classroom virtual walls, the audience will see how the asynchronous communication is also incorporated.

Followed by the presentation of the key features of the classroom, the presenter will also address the key strengths of the blended design, the discourse patterns in different parts of the online classroom and possible implications for practice.

Issue/Challenge that governs the presentation: asynchronous and synchronous TESOL program online

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Webinar

301

Running with Scissors: Authenticity in the Classroom -- Ken Beatty

See the Featured Presentation summary near front of the book.

302

Practice and Technique

1. ESP: Framework and Course Design -- Tiev Miller

English for specific purposes (ESP) or English for academic purposes (EAP) is an approach to learning English as a foreign language that integrates subject specific content relevant to the students discipline or intended profession rather than learning English for general purposes. The instructional methodology employed is structural by design and focuses on the training of specific lexicons and translation of texts related to the subject. Although ESP is used in universities and tertiary educational institutions all over the world, there are considerable discrepancies in ESP course design and implementation across academic disciplines. While there is the assumption that a student-centered approach to language learning which emphasizes the use of English for communicative purposes will assist all students, it is certain that the distribution of language competency in each of the four skills (i.e., reading, writing, listening, and speaking) is not equal across all disciplines and professions. Therefore, some instructional methodologies may inadequately prepare students for professional communication. This presentation will focus on the historical uses of ESP, current research involving ESP methodology and its efficacy, and possible framework innovations for the improvement of ESP course design in the future.

Issue/Challenge that governs the presentation: ESP, English for professionals, Framework, Course Design

2. How to approach to Korean adult learners' language anxiety -- Min Gi Hong

The purpose of this study is to seek effective ways to approach to Korean adult learners' English language anxiety. In adults' ELT classes in Korea, language anxiety is one of the most crucial factors than others. The study focuses on two research questions; 1) how can teachers seek the sources of Korean adult learners' language anxiety? 2) how are their self-concepts and self-esteems related with their language anxiety? For the investigation, two adult EFL learners were chosen to be compared to each other in regard of English proficiency, language anxiety, and its sources. One of them had advanced English proficiency with high language anxiety while another had low proficiency with relatively low language anxiety. Self-concepts test, self-esteem scale and individual interviews were conducted. As a result of the study, the self-concept test and self-esteem scales were useful enough to know the degree of learner's language anxiety. Individual interviews were even more useful to seek the sources of one's self-esteem and language anxiety. The result supported that one's self-concept and self-esteem tends to be influential to one's language anxiety in relation with family background, experience of culture shock or embarrassment, self-awareness and self-discrepancy. This study provides insights for seeking pedagogical resolutions for existing language anxiety in Korean adult ELT context.

Issue/Challenge that governs the presentation: language anxiety

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

303

Interactive Workshop

Leadership IQ: How to Develop and Improve Your Leadership -- Tory Thorkelson

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

Once you've read about what's working in other organizations, it's time to take a look at your own performance. By taking the 36 item "Leadership IQ Test" and rating scale found in their book, you'll develop a very clear picture of how your performance stacks up in all the key areas discussed in the book. And, for those areas in which your scores are weakest, there are easy-to-follow leadership IQ-building exercises. You'll also find dozens of sample scripts and dialogues of successful leaders in action designed to help you reshape your thinking and behavior. Based on the most comprehensive empirical study of leadership ever conducted and including the invaluable insights and advice of a top international management consulting firm, Leadership IQ offers you an unparalleled opportunity to discover the inner workings of great leaders and how to become one yourself. This workshop will look at some of these tools and factors that make effective leaders in an ELT context (based on the work of Christison and Murray (2009) who adapted Murphy's LIQ to ELT professionals).

Issue/Challenge that governs the presentation: Leadership Mentoring and Development focused.

304

Reflective Practice SIG Presentation

Journaling for Professional Growth: Justification and Potential Avenues -- Chris Miller

Various forms of reflective practice have a rich history in TESOL (see Mann, 2005; Farrell, 2008; Lockheart and Richards, 1996). In this presentation the presenter will briefly explain the logic and value of journaling (Farrell, 2008), focusing on perceived benefits deriving from journaling, including greater self-awareness, the discovery of different teaching strategies, and facilitating a more personalized understanding of theoretical knowledge (Hatton & Smith, 1995; Valli, 1997; Humble & Sharp, 2012), such as that encountered in a teacher training program. Afterwards, the presenter will address Farrell's framework for "traits of reflective/analytical development," which emerged from research on journal writing in the South Korean EFL context (Farrell, 1998). The framework can serve as a guide for more focused journaling or reflective practice. Through a mixture of academic research and personal reflection participants will be encouraged to either begin journaling or extend upon pre-existing practice.

Issue/Challenge that governs the presentation: N/A – Special Session

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

307 Practice and Technique

1. Wiring EFL Students into Online English Communities -- Thomas Avery

Both students and teachers recognise that a few hours of English study a week is not enough to allow significant language acquisition. But how can we get students to study more English without sending them to extra academies or an English speaking country?

The internet makes this unnecessary. Most students in Korea are a few clicks away from huge, specialized English speaking communities on the internet; they just don't realise it. The aim of Thorne and Reinhardt's (2008) "bridging activities" is to get students to participate in (online) English speaking communities outside of class time. Such participation has numerous advantages: participation in specific interest communities is motivating, the language use is authentic, input is high, learning opportunities abound, and language socialization (Ochs & Schieffelin, 2008) inevitably results.

To demonstrate how even unlikely communities can be excellent locations for language learning, we will explore the language learning opportunities that can be found in online gaming and its related media. This will involve a short demonstration and discussion of participation in MMORPGs through Reinhardt and Sykes' (2013) model of game-based and game-enhanced language teaching and learning.

Issue/Challenge that governs the presentation: Language communities, online, extra-curricular

2. Getting Parents Involved in their Children's Education -- Phillip Schrank

Parent involvement in Korea is not regarded as the same as parent involvement in America. For foreign teachers, becoming close with the parents is especially hard. This presentation will show that parent involvement can be a catalyst to positive academic achievement. Then this presentation will give ways for foreign teachers to interact with parents. One way to do that is to interview the parents with the children. Sometimes you may have to use the children as translators, but that can work to your advantage. By using the children, you will be able to show the communicative ability of their children and show that you are being a positive influence in their lives; both academically and socially. Another way to interact with the parents is through weblogs. Weblogs have been successfully used to increase parent involvement with exchange students and I believe they can be useful in our situation as foreign teachers in Korea. Students can create blogs that include pictures and videos of presentations. Then parents can comment back. If the comments are in Korean, then a co-teacher or the student can translate. I will present these ways and show how they can be successful.

Issue/Challenge that governs the presentation: Parental Involvement

308 Interactive Workshop

Responding to Student Writing: Techniques and Priorities -- Dr. Kenneth Moore

The ability to write acceptable academic paragraphs and essays in English is becoming an important skill for Korean students to master. Teacher feedback is crucial in helping them to develop this skill, yet teachers can be overwhelmed by the number and variety of student errors. This workshop will give specific guidance and practice on responding to student writing within the context of a basic writing sequence in which teachers respond to student drafts. Attendees will first learn basic techniques and principles for giving effective feedback. They will then gain hands-on experience in correcting and responding to typical student papers to learn how to prioritize comments on the basis of lesson objectives and student needs, with the overall goal of developing their students' academic writing skills.

Issue/Challenge that governs the presentation: Responding effectively to student writing

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

309

Practice and Techniques

1. Using Genre-Based Writing Tasks in the Korean Classroom -- James Robert Garner

Genre-based teaching approaches have been shown to help L2 writers improve their writing within their academic or professional disciplines. These approaches place an emphasis on the relationship between the communicative purposes of different genres of writing and the prototypical discourse and linguistic features within them. In a similar vein, Task-Based Language Learning puts a heavy emphasis on the communicative purpose of language use, with tasks being evaluated on goals being reached. This presentation reports on an attempt to blend these two approaches together in the foreign language classroom. First, the theoretical basis for both approaches and how they can work in unison will be discussed. Previous studies of Genre-Based Tasks and their benefit to foreign language students will then be presented. The second half of the session will be devoted to a walk-through of sample lessons using Genre-Based Tasks. It is hoped that through this session writing teachers in both academic and non-academic settings can acquire a new and beneficial technique in the teaching of writing in English.

Issue/Challenge that governs the presentation: Second Language Writing

2. Learning lexis as phrasal units and the scrap paper approach -- Lee Mordell

The linguist John Sinclair (1994) argues that the meaning of a lexical item is better interpreted by including the words that surround it. As teachers, we know that teaching individual words as part of a phrase will help our students improve their spoken competency and fluency. This is especially relevant to Korean learners who have enormous difficulty remembering articles and prepositions that form part of phrasal units. Corpora, online dictionaries, and websites like Google allow us to observe the phraseologies a word takes. This presentation will demonstrate how to exploit these tools in the classroom to introduce phrasal chunks to learners. Following that, vocabulary reinforcing activities using scrap paper will be demonstrated. These low-prep, scrap paper activities allow students to work in groups to remember and use complete lexicogrammatical phrases, including the pesky prepositions and articles.

Issue/Challenge that governs the presentation: Spoken Fluency

310

Research Reports

1. Phonological Rules in Korean L2 Pronunciation -- Dr. Wayne Bottiger

An important aspect of acquiring the skills necessary to communicate in a target L2 lies in understanding the phonology of the target language. This is perhaps the most difficult thing for L2 learners to do, because most phonological rules between languages are nontransparent to the native speaker. L2 phonology is difficult for students to assimilate, and the process can be frustrating from the position of perception and production. This study examines a small group of L2 Korean learners to establish a better understanding for some of the commonly misused phonological features of English. The study includes 30 students from two beginning level English classes, and focuses on three areas of concern regarding phonologic constraints: 1) word stress, 2) the production of consonant sounds, and 3) short vowel extension on words ending with consonants or containing consonant clusters.

Issue/Challenge that governs the presentation: Pronunciation, Perception, Markedness, Speech Rules

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

2. Collaborative Teaching between NESTs and NNESTs -- Yong Jik Lee

In this study, the author researched five NESTs' and NNESTs' perceptions and attitudes regarding how collaborative teaching was employed in their teaching contexts. Based on questionnaires, the study demonstrated that collaborative teaching had pros and cons when employed in the Korean context. In terms of the advantages of using collaborative teaching: 1) provides authentic English for students, 2) integrates both NESTs' and NNESTs' advantages into English teaching, 3) helps work together to create a supportive teaching and learning environment. On the contrary, in terms of the disadvantages of using collaborative teaching: 1) unfairly divided teaching roles caused some complaints from teachers, 2) miscommunication and communication breakdowns between NESTs and NNESTs could happen, 3) some teachers did not show a willingness to collaborate with each other. In the conclusion, this study provides some suggestions for implementing collaboration between NESTs and NNESTs effectively in the Korean context.

Issue/Challenge that governs the presentation: NESTs and NNESTs Collaboration / Collaborative Teaching

311 TESOL 101

Classroom Application of Natural Approach to ESL studies -- Olga Peters

An article recently published in the Wall Street Journal stated, "Total expenditures on private education were \$17.7 billion in 2012 according to Statistics Korea." The Swiss-based company EF Education estimates that South Korean students receive 20,000 hours of English education from Kindergarten through university. Research indicates that to master any topic the brain needs 10,000 practice hours. Yet, an English Proficiency Index survey of 60 countries placed South Korea in 24th place: clearly not the payoff one would expect considering the money and time invested. So what is going on? As a reflective educator I sincerely wanted to answer this question. As a fan of brain-based research, I am fascinated with how our brains work, and I want to work with what is given to us, not fight against nature. According to brain-based research some weak areas in EFL teaching can be easily and cheaply addressed using the Natural Approach of language learning. I would like to explain how the Natural Method agrees with brain-based research and share some techniques for classroom application of this method. Also, I believe that success of any project lies in its proper foundations; so, my advice especially concerns English learners of the beginning level.

Issue/Challenge that governs the presentation: Classroom techniques of using Natural Method



KOTESOL is stronger as a TEAM

We are looking for more hands, with experience in Computing, Finance, Graphic Design, Layout and Design, Translation, Photography, Editing, Social Networking, Web, Presentation, or Team Building (or a desire to gain experience).

If you can help in any of these areas, get in contact with your Chapter President or contact the KOTESOL President Peadar Callaghan <peadarcallaghan@gmail.com>

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Abstracts 2:00 - 2:50

(2:00 to 3:20: Room 303)

301 Research from Singaporean Academia

Individualised Learning in An International Context -- Su Hwi Tan

This research studies two different classes, each comprising of 15 graduate international students at the National University of Singapore taking a similar English academic writing course over the span of one semester. The primary objective of the course is that by the end of 13 weeks, the students will have mastered sufficient academic English and knowledge of text genre to write a research paper in their respective fields of specialisation. Coming from backgrounds where English is not their native language, it is found that these learners responded well to the writing programme because it incorporated collocation learning, genre exposition and peer writing feedback. Qualitative data gathered also point to the fact that when the instructor is about to customise instruction to each students' learning expectations and needs, more effective learning took place. This paper presents the classroom techniques used to individualise learning for these international students and argues for the place for a negotiated curriculum when we consider principled pragmatism in the classroom.

Issue/Challenge that governs the presentation: Tertiary Classroom Techniques

Doctoral Research Report

Developing critical cultural awareness in ELT contexts -- Kimberly Vinnall & Jaran Shin

Kramersch (1993, 2012) argues that the teaching of language and culture are inseparable because language represents, expresses, and stands for social reality. Therefore, in addition to their study of the English language, students need to develop cultural awareness. The prevalence of prestige varieties of American and British English has traditionally meant the teaching of these nationalistic cultures, and the worldviews and values attached to them. However, with the rise of global English (e.g., Murata & Jenkins, 2009), English as a lingua franca (e.g., Blommaert, 2010; Crystal, 2003), and the emergence of hybrid language varieties (e.g., Weber & Horner, 2012; Wee, 2005) new critical questions emerge: What cultures do students need to learn? Is their emerging cultural awareness best understood as based on nationalistic cultural models or to the emerging localized cultural contexts of English language use? This presentation does not argue for a new methodology to facilitate the development of students' critical cultural awareness. Instead, in line with a principled pragmatism we demonstrate how various methodologies and techniques already in use can be adjusted to facilitate cross-cultural dialogue in relationship to the contexts of local language use. The presentation will include specific examples taken from the presenters' own empirical data.

Issue/Challenge that governs the presentation: critical cultural awareness

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

302 Interactive Workshop

You are doing it wrong. Maybe. -- Michael Griffin

While on teacher training courses there are many “no-nos” trainees quickly learn to avoid. What if these habits are not so bad? What if there is a time and a place for them? What if some of the habits might actually be helpful for students? In this interactive session we will explore, re-examine, discuss and even defend some of these practices. A typical example of these behaviors is teachers (not) asking students, “Do you understand?” The session will begin with analysis of such teacher moves. With an emphasis on getting away from the simple and simplistic dichotomies of good and bad we will examine the reasons these moves are typically considered bad and then move on to considering reasons they might not be so bad and when they might be suitable or helpful. This session is intended for teachers of all experience levels as well as those involved with teacher training and development. Participants will ideally walk away with a sense of freedom to consider using what are known as bad habits in class or at least a stronger conviction to avoid the “bad” behaviors.

Issue/Challenge that governs the presentation: teacher training, beliefs, teaching practice

303 Invited Workshop (80 min – until 3:20)

Making Your Coursebook More Brain-Friendly -- Marc Helgesen

See Marc's Plenary Presentation page near front of the book.

304 Interactive Workshop

Bilingual approaches for NESTs in monolingual EFL contexts -- Parker Rader

As both functionalist (Crystal, 2003: 17-19) and critical perspective proponents (Phillipson, 1992: 17) note, there is an increasing trend of native English speaker monolingualism in the era of globalization. This is especially problematic inside and outside the classroom in highly monolingual EFL teaching contexts such as South Korea.

Inside the classroom, particularly with low-proficiency students, monolingual teachers less effectively exploit the ZPD (zone of proximal development) (Vygotsky, 1978) where scaffolding (Antón & Dicamilla, 1999: 234, 239) occurs. This is a pedagogical and ethical concern because EFL students have minimal access to public English education, so what instruction they do receive should be as effective as possible.

Outside the classroom virtually all linguistic interaction occurs in Korean. However, in order to maintain and bolster national sovereignty, social institutions have adopted 'globalization ideologies' that stress the importance of all L1 Korean speakers' learning English. The same ideologies, in an attempt to manufacture practical English access, invoke the racially problematic Korean 'ethnographically homogeneous national ideology', and encourage L1 Korean speakers to speak to 'foreigners' in English, which exacerbates monolingualism, and causes a new version of diglossia (Fishman, 1967: 29). From a critical and psycholinguistics perspective this is ethically problematic because it is socially disempowering. Through discourse, let us address these problems together!

Issue/Challenge that governs the presentation: Addressing the South Korean Diglossia

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

307 Interactive Workshop

Collaborative Writing - What, Why, and How -- Peter Thwaites

This session will offer four practical techniques for teaching collaborative writing - in other words, encouraging learners to produce pieces of writing in pairs or groups. Research by Neomy-Storch and others has suggested that collaborative writing has advantages beyond simply spreading the burden of producing a text in class; it can help learners to produce more accurate and complex texts, speak more English in class, learn from their mistakes, and build collaborative work skills. I will draw on this research to suggest solutions to practical concerns such as finding positive groupings and dealing with lower proficiency levels. I aim to convince you that collaborative writing should be part of every teacher's toolkit!

Issue/Challenge that governs the presentation: Fun, interactive writing techniques

308 International Student Workshop

College Counseling for International Students -- Karen Choi

I would like the opportunity to discuss with either educators, parents or students, the realities of college admission for international students. Educators and students are often given misleading information regarding standards and perceptions of American colleges today. Planning begins as early as middle school and the need to understand the changing admissions landscape is vital.

Issue/Challenge that governs the presentation: Preparing international students for college

309 Reflective Practice SIG Presentation

The Challenge of Description: Strategies for seeing through the cloud of emotion -- Nina Iscovitz

How do the emotions that we, as teachers, feel in the classroom impact our teaching? Many teachers say that emotions and emotional reactions cloud our thinking. What can be done about this? This is one of the essential questions we will explore in this workshop. Through guided questions/discussions and a series of interactive tasks participants will examine the role and impact of emotions on our teaching. Using Kolb's (1984) Experiential Learning Cycle, participants will examine a snapshot of their classroom. Through sharing experiences and reactions, workshop participants can become more aware of the place of emotion in their reflections. Participants can expect to walk away with strategies to better deal with emotionally charged classroom moments and meet learners' needs on an affective level.

Issue/Challenge that governs the presentation: N/A – Special Session

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

310 Interactive Workshop **The Fallacy of Fun -- Leonie Overbeek**

In this presentation the origins of the idea of 'fun' in class will be explored to determine what was really the intention of authors advocating the idea of 'fun', the ideas for 'fun'-filled activities will be explored for content and amount of engagement for students, and finally some ideas about how to design activities, including games, for effective engagement in the ESL/EFL class will be discussed.

Although 'fun' as such is not a bad idea, to expect teachers to provide the fun in the classroom suffers from a number of fallacies. First of these is that fun is the same for everyone, Secondly that fun can be organized, and finally that fun can be had within the confines and strictures of classrooms and tests.

In language learning especially, the hard work and struggles have to come first, and once the language starts flowing, the fun will come - the fun of playing with the language, of reading for pleasure and listening because you understand it.

Students can only benefit from a classroom where meaningless fun is replaced with meaningful activities.

Issue/Challenge that governs the presentation: Expectations that language learning is easy and fun.

311 Research Reports **1. Seeing it from the other side: one ESL professor's experience -- Nigel Gearing**

While there has been a large amount of literature devoted to the acquisition of English as a second language, there appears to be very little of the same looking at what factors affect the motivation (or lack of it) among ESL professors working at South Korean universities to learn the L1 of their host nation. Given that there is a wealth of literature in second language acquisition on motivation and the L2 learner self, the answers, I hoped, might be found by devising a qualitative study comprising in-depth interviews to find out what exactly, in their own words, these people felt about learning an L2. With these ideas in mind, I conducted in-depth interviews with 14 ESL professors, seven from one South Korean university and a further seven, each from a different university in South Korea, for balance. I also included a one-year longitudinal case study of one of the seven participants at the department where six of her peers were also interviewed, and this is the focus of this paper - to observe and discuss the ebbs and flows of motivation, when learning an L2, first hand from this case participant's point of view. Among the many approaches this participant took to learning Korean, her experience of trying a classroom course for one semester in a university setting, not unlike that many of our students experience when learning English, and then not continuing with it may offer some insight into why learners in our ESL classrooms may feel similar frustrations. Her interviews were coded into eleven categories. Using grounded theory, these themes were related back to the core theme of beliefs, revealing some very interesting findings that may be of direct relevance to you in your teaching practice. What this participant experienced during my time of observation with her, both in and out of the classroom, revealed a wealth of information that could arguably be used to inform ESL teachers working in Korea to better understand how their students feel about learning an L2 in and outside a classroom.

Issue/Challenge that governs the presentation: Motivation in second language acquisition

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

2. Motivation in the Foreign Language Classroom -- Mike Conery

In 2013 I researched aspects of foreign language anxiety (FLA) in my language students to measure the negative effect it may have on their motivation.

Using the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et. al 1989) in a pre and post survey I measured FLA in my students to determine if four motivational methods adapted from Dornyei and Csizer (1998) were useful in decreasing FLA and improving student motivation.

Findings indicated that regardless of motivational dichotomy: a majority of language students exhibited one or multiple forms of FLA. Furthermore my findings indicate that language teachers may need to address aspects of FLA in their students before expecting their students to be motivated. My research concluded that although motivation is a complex issue, four interrelated motivational methods may be helpful with EFL teachers in motivating their students. These methods will be discussed at length during the presentation.

Attendees will hopefully gain insight into how motivational factors in students change as well as why FLA may exist in their students. Furthermore it will discuss the notion of reflective teaching: considering the students and the context carefully, in order to assist teachers to build stronger relationships with their students.

Issue/Challenge that governs the presentation: Motivation and Foreign Language Anxiety

COME and Hang out with the DCC!

THE DAEJEON-CHUNCHEONG CHAPTER INVITES YOU TO OUR FUTURE EVENTS:

- **Saturday, JUNE 21st: CHAPTER PICNIC**
- **Saturday, SEPTEMBER 20th: CHAPTER CONFERENCE**
- **Saturday, NOVEMBER 29th: SYMPOSIUM and THANKSGIVING DINNER**
- **Saturday, DECEMBER 13th: CHAPTER CHRISTMAS PARTY**

FIND OUT MORE:

KOREA+ESOL.ORG/DAEJEON

FACEBOOK.COM/KO+ESOL.DAEJEON.CHUNGCHEONG



KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Abstracts 3:00 - 3:50

(3:25 to 3:50; Room 303)

- 301** **Invited Workshop**
A New General Service List: Words for EFL Success -- Dr. Charles Brown
See Dr. Browne's Plenary Presentation page near front of the book.

- 302** **Special Session**
KOTESOL Research Grant Announcements -- Peadar Callaghan

The Research Committee is proud to be holding a session to announce the grant recipients for 2014. The recipients will be introduced and each one will provide a brief introduction to their proposed research. There are six grants available, ranging from 200,000 KRW to 1 million KRW. Selected recipients submitted a research proposal that was blind peer reviewed. Selected recipients have until October 3rd, 2014 to complete the research, and then you can see them at the International Conference presenting their findings. For more additional information about the Research Committee and the grants offered please contact the Research Chair at research@koreatesol.org

KOTESOL's president, Peadar Callaghan, will be leading this presentation. The conference team wishes to thank Ms. Joanne McCuaig, KOTESOL's Research Committee Chair, and the vetting team which rated the submitted proposals. It is through their efforts that we have been able to feature this at our event.

- 303** **Practice and Technique – 3:25 to 3:50**
Advanced Motivation (for your students, and, hopefully, you) -- Melanie Johnson

Many English language teachers are familiar with handling unmotivated students and are fairly adept at incorporating techniques to engage these students in their lessons. But what about the extreme cases? How do teachers cope with students who make nearly every activity in the class a challenge due to their lack of motivation? While not professing to have all the answers to this often complex problem, this session will relay the presenter's own experience teaching such students and will provide tips and tricks on how to engage them while maintaining your own sanity. This presentation will focus on mainly on teaching learners in late high school or further education. (However, teachers of all age groups are welcome!)

Issue/Challenge that governs the presentation: Engaging and motivating students

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

304 **Interactive Workshop** **Inspire + Be Inspired: How to NOT bore your students (!) -- Kyla Mitsunaga**

Dating back to the 14th Century, the ancient practice of lecturing still exists today in one form or another in many universities in Korea today, and in fact, all over the world. Meanwhile, university students have taken to Kakaotalk messaging, Facebooking, and other distractions while their professors drone on. The average attention span of a human during the pre-social media era used to be about 12 minutes, and is now a staggering 5 minutes. Today's 21st Century students do not need another age-old lecture, but rather something that will stimulate, engage, and excite them as well as bring their attention away from their smart phone screens to what you have to teach them.

Have you ever wanted to make your own lectures more engaging, more interactive, more creative? This is the workshop that will not only change your life, but your students' lives too. Put your smart phones down and come to this workshop-you may just get inspired!

Issue/Challenge that governs the presentation: Keeping students engaged and inspired

307 **Interactive Workshop / Korean Graduate Studies Action Research Report** **Improving Group Dynamics via Cooperative Learning Principles -- Melissa Harris**

A recent action research project was conducted with a group of first year Korean university students. Preliminary feedback from the students indicated a general dissatisfaction with the content of the course text. Initial video observations and teacher reflections also indicated a reluctance of the students to interact with each other. The aim was to implement cooperative learning techniques alongside task-based lessons in order to improve classroom dynamics. Research surrounding Cooperative Learning highlights the fact that such principles help to overcome such common problems in the class (Cohen, 1994). In addition, a task-based approach was employed in order to serve the "real world" communicative interests of the students. Overall, results indicated improvements in participation and levels of engagement within each group in the class, as well as student satisfaction with group arrangements and learning goals.

Issue/Challenge that governs the presentation: Implementing TBLT and Cooperative Learning in the class.

308 **Interactive Workshop** **Campfire English: Storytelling in Conversation Classes -- Lee Babin**

Are you like me? Are you bound to your textbook because of university standards for teaching vocabulary, grammar, and topic concepts? What if you could change the way you approach broaching new textbooks topics by introducing storytelling into the classroom?

This workshop aims to demonstrate how students can communicate through means other than question-answer-question-answer conversations by expressing themselves through storytelling methods. The workshop focuses on college freshman students but can apply to students at all ages and levels.

In this workshop, we will discuss what constitutes "storytelling" and how effective it can be in a conversation classroom. Also, I will introduce activities I am currently using in conversation classes to combine textbook topics, grammar, and vocabulary with storytelling techniques, including using smart phones and other technology to promote communicable English. The activity topics are based on Daegu University's chosen textbook, Smart Choice, but can be applied to other topics and textbooks.

Issue/Challenge that governs the presentation: Conversation classroom activities

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

309 Research Reports

1. Resourcing Authentic Language in Television Series -- Anthony Hanf

In this study, a beginning learner of Korean watched 61 hours of English-subtitled Korean television series and kept a personal language learning diary over a 14-week period while living in Korea. The aim was to investigate the language learning process. The learner/researcher extracted language from television series, created digital flashcards for review, and met with Korean language tutors for practice. The rationale for this out-of-class learning experience is based on the emergence and accessibility of high-quality television series as a rich source of authentic language. Based on the substantial amount of tri-modal visual, aural, and subtitled/captioned input from native speakers in natural settings, today's language learners are faced with valuable language learning opportunities. This research explores one such experience in an attempt to harness the power of the technological advancements available today.

Issue/Challenge that governs the presentation: Language learning beyond the classroom

2. Imagining Extensive Speaking for EFL -- Sarah Gu

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

Issue/Challenge that governs the presentation: speaking, fluency, university, intensive, extensive

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

310 Presentation and Discussion

Is South Korea really in the post-method era? -- Michael Griffin

The theme of this conference is “principled pragmatism” which happens to be one of three attributes Kumaravadivelu highlights as part of the post-method condition. Are we really in a post-method condition here in South Korea? The post-method world is one where teachers are equipped with the skills, attitude, and autonomy to create their own relevant theories of practice. Is this happening? How are teachers developing these skills? Are teachers given the autonomy to make their own pedagogical choices? Instead, are teachers in Korea looking for that best method that will make their teaching better? Are they looking for that one book, or that one assessment tool that will make things better? Are they searching for that one activity that will go over well in Monday’s class? Or, are they creating their own theory of practice that based on theory, experience and what Prabhu would call their own “sense of plausibility.” In this interactive presentation and discussion we will discuss the above questions and think about the South Korean context as related to the post-method era. No activities will be shared. It is hoped teachers will walk away with a clearer sense of their role as EFL educators in South Korea.

Issue/Challenge that governs the presentation: South Korean context and post-method condition

311 Research Report

The use of the CLT Method in a Korean Elementary Textbook

-- Akasha C. Kanter

In this presentation, the author, a dual licensed elementary and ESL-licensed teacher teaching in South Korea, examines the goals of the Korean elementary English as a Foreign Language program and evaluates a textbook plus surveys Korean English Teachers to compare the methods of their tasks to the goals of the national program regarding Communicative Language Teaching as set out by the Ministry of Education (MOE). Specific questions addressed are: Does the 2012 DehGyo Grade 6 textbook provide teachers with Communicative Language Teaching or Audio-Lingual tasks at the syllabus level and at the task level? How do the current Korean English Teachers use the textbook? How often do they adapt the activities, and how familiar are they with Communicative Language Teaching techniques? The Communicative Language Teaching textbook evaluation checklist was inspired by the works of Rod Ellis, Dawn Garinger, David Nunan, Leslie Sheldon, Alexandra Skierso, and David Williams.

Issue/Challenge that governs the presentation: Implementing CLT, Methods in textbooks, teacher training,

2. Expert and nonexpert teachers' approaches to problem-solving -- William A.J. Owens

Following the concept and methodology of "teacher self efficacy" (Tschannen-Moran & Hoy), I investigated a sample of 189 practising EPIK teachers. The the goal of the research was to gauge their perceptions of their own efficacy, and identify the antecedents of those perceptions. The results included many apparent correlations between background or contextual factors such as school level and teaching qualifications and higher or lower self-efficacy perceptions. However, in-depth interviews and analysis demonstrated that participants with lower levels of teaching or education-related qualifications (irrelevant of experience) were likely to over-rate their own efficacy due to either having lower criteria for defining success or through not engaging in effective, reflective problem-solving.

Issue/Challenge that governs the presentation: The link between qualifications, experience and expertise

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

KOTESOL Elections

Who are the next leaders of KOTESOL?

The Nominations & Elections Committee seeks new and seasoned KOTESOL members to run for any of the following offices:

- 1st Vice-President
- 2nd Vice-President
- Treasurer
- Secretary
- International Conference Committee Co-Chair
- Nominations & Elections Committee Chair.

In order to become familiar with the duties required for each office, please read the bylaws at <http://koreatesol.org/content/bylaws>.

Please visit <http://koreatesol.org/elections> for updated application forms, requirements, and more detailed instructions.

Should you have any questions, please contact the N&E Committee at elections@koreatesol.org



KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

KOTESOL: Who and What We Are

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) - also known by our Korean name, 대한영어교육학회 - is Korea's largest multicultural association of English Teaching Professionals.

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). *[Note: another organization has since adopted the KATE name.]* As stated in The Constitution and Bylaws of Korea TESOL, "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.

Korea TESOL is proud to be the exclusive affiliate of **TESOL International Association** for Korea. TESOL International is an international education association of approximately 14,000 members with headquarters in Alexandria, Virginia, USA. www.tesol.org

Korea TESOL is also a proud associate of the **International Association of Teachers of English as a Foreign Language (IATEFL)**, which is based in the United Kingdom with a global membership of over 3,000 teachers. www.iatefl.org

KOTESOL is a founding member of the **Pan-Asian Consortium**, which includes the Japan Association for Language Teaching (JALT), Thailand TESOL (ThaiTESOL), ETA-ROC (English Teachers Association of the Republic of China/Taiwan), Far East English Language Teachers Association (FEELTA, Russia), and most recently, the Philippines Association for Language Teaching, Inc (PALT). www.pac-teach.org

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

Approximately 30% of the members are Korean. KOTESOL chapters are located in the following areas: Busan-Gyeongnam, Daegu-Gyeongbuk, Daejeon-Chungcheong, Gangwon, Gwangju-Jeonnam, Incheon, Jeonju-North Jeolla, Jeju, Seoul, Suwon-Gyeonggi, and Yongin-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 and more.
4. ***The Korea TESOL Journal, KOTESOL (Conference) Proceedings***, and other scholarly and professional publications.
5. Advance announcements, preregistration 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.
9. Membership in Special Interest Groups (SIGs) e.g., Young Learners & Teens, Extensive Reading, Professional Development, Multimedia & CALL, Research, Reflective Practice, and Christian Teachers.

KOTESOL: We are People. Teachers. Professionals.

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Abstracts 4:00 - 4:50

Follow-on Presentation

301

In Focus: A Blended Solution for Developing Critical Thinking Skills and High-Frequency Vocabulary -- Dr. Charles Browne

This session will introduce a new 3-level reading and discussion series that focuses on the development of students critical thinking skills while systematically improving their knowledge of important high frequency words with both in-text and online learning tools. Levels 1 and 2 help students to master words in the New General Service List (an updated version of West's 1953 list, developed by Browne, Culligan and Phillips, 2013, and informed by the Cambridge English Corpus) while Level 3 focuses on a new Academic Word List). Participants will get a brief explanation of the pedagogy and science behind the course, followed by demonstrations of key activities and learning tools.

302

Technique Presentation from American ELT

Helping Students Understand and Use Action/Status Verb Pairs -- Glen Penrod

English verbs can be classified according to lexical aspect, and correct usage is often a function of semantics, where a verb might fit into one context but not another based on meaning. In the present perfect, for example, certain verbs can be used to indicate an event or action, while others are used to denote status over a period of time. Many of these verbs are commonly used in pairs, where one signifies an action, and its counterpart implies a state or condition.

Butler and Yu (2000) found that Chinese university students benefited from direct instruction in verbs grouped by lexical aspect, particularly "event/state" verb pairs such as meet/know, buy/have, get married/be married. This workshop will demonstrate strategies to help students recognize and use these unique verb pairs correctly in various contexts.

Issue/Challenge that governs the presentation: Grammar Teaching Techniques

303

Interactive Workshop

Why can't my students communicate? -- Brad Serl

Many teachers bemoan their students' inability to communicate, while at the same time not knowing how to design lessons or syllabi to help their students to reach that goal. In this presentation I will introduce a new method of lesson planning that works across all age groups, and a new way to conceptualize the language learning process that is far different from the traditional notion of the four skills. This presentation will be primarily lecture, but time will be made available for us to discuss some of the challenges and implications of implementing this approach to lesson planning.

Issue/Challenge that governs the presentation: Disconnect between pedagogy and Communicative competence

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

304 **Technique Presentations**

1. K-pop goes your classroom -- Dr. Eric Reynolds

More than a few "commentators" have suggested that the greatest failing of K-Pop is the horrible English lyrics. In this hands-on session we will take a measured deep dive to discover just how good K-Pop English is for teaching EFL

Issue/Challenge that governs the presentation: k-pop, music, motivation

2. Deadway - A Post-apocalyptic Classroom Role-playing Game -- Daniel Brown

A growing field of interest in L2TL is the use of game-based learning (Sykes & Reinhardt 2013). However, the majority of games for education have taken a behaviourist approach to the learning process. Another view of learning posits that it is an interplay between the social and the cognitive (Atkinson 2002), and it's this principle applied in a unique yet pragmatic way that we will explore in this session through a game-mediated activity. In this interactive workshop, we will be playing Deadway, a classroom role-playing game about survival and rebirth in a post-apocalyptic world. Attendees will work together in small groups to solve problems, defend values, reconnect with what they've lost, and rebuild a new world according to their beliefs. While not a digital game in the sense that the virtual world primarily exists and is renegotiated in the collective imaginary spaces between players and facilitator, participants should have at least one device per group with Google Drive and KakaoTalk installed.

Issue/Challenge that governs the presentation: Game-based socio-cultural learning activities

307 **Interactive Workshop**

Would they say that? Comprehension activities for dialogues -- Spencer Rains

Do your students lack passion in role-plays and similar spoken activities?

Their lack of motivation may be linked with the level of cognition demanded of them, in accord with Verhoeven's findings (2009).

In light of this potential connection, we will appeal to students' need for higher cognitive demands than are found in found in dry recitations of scripts, exploring a variety of activities that build student ownership and higher order thinking skills into tasks. Taking inspiration from the listening comprehension strategies of Nihei (2002), the situational dialogues of Klinghoffer (2008), and the principles of dialogues scaffolds of Bilbrough (2007), we will execute more than six examples of high-cognition dialogue exercises. Participants will personalize and adapt activities that focus on memorizing, visualizing, re-expressing, modifying, interpreting, and prioritizing spoken language in dialogues. Sample dialogues will be included for primary, secondary, and tertiary levels.

Issue/Challenge that governs the presentation: Critical Thinking with Dialogues

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

308 Practice and Technique

1. Teaching Online Reading Using The 4C/ID Model – Tam Suet Yet

The Internet which uses English as its domain language is beneficial for EFL/ESL learners around the world to practice the target language. The ability to search, read and respond online is a skill that learners would need to acquire in this fast paced world today. However, learners who are not yet well versed with the language may have difficulty acquiring this skill. Therefore, this presentation which uses a lesson plan to explain the Four Component Instructional Design Model (4C/ID, van Merriënboer & Kirschner, 2013) to teach online reading. A new literacy (Leu, 2006), online reading has yet to be implemented widely in classrooms. Most studies on ICT literacy reported teachers encouraging learners to use the Internet to enhance their learning, but not teaching them explicitly the skills to do so. 4C/ID consists of four components which are Learning Tasks, Part Task Practice, Supportive Information and Procedural Information. These four components portray a holistic measure in teaching a step-by-step process within a given lesson. The main feature of this model is the usage of real or stimulated learning tasks where learners are exposed to authentic materials which are different from classroom practices. 4C/ID emphasizes Vygotsky's theory of scaffolding and Krashen's i+1.

Issue/Challenge that governs the presentation: Online literacy interventions

2. B-SLIM Model – Jumjim Ngowananchai

The Use of B-Slim Model in Business English Course in Thailand

In the context of ASEAN community, Thailand is one of the countries which all learners especially who are studying in the university level have to realize about how to improve their English competence. As Thailand is still behind other ASEAN nations especially in English language, therefore, the teaching of English is now taking the most important part in Thai university curriculum. English is not just a language in the classroom context; it is also a language for communication in the business areas such as in tourism industry, hotel industry and other relevant businesses. Therefore, as a teacher in a university context, the researcher realized that to use the new method of teaching English in the business context would enhance the learners to understand the objectives of learning and provide the opportunity for learners to be able to face a real communication.

Therefore, in this study the researcher proposed the use of a B-Slim Model to reinforce the Thai university students' ability to communicate orally. In addition, the researcher tried to compare the scores of students' listening and speaking skills during the Mid-term examination and in the Final Examination of a course of Listening and Speaking according to the curriculum of the Business English Program. Finally, the results of the study revealed that the use of a B-Slim model which originated by Bilash (2008) was able to improve learners' English ability in the Thai teaching context within a class of Listening and Speaking in Business English.

Issue/Challenge that governs the presentation: B-SLIM MODEL for English teaching

309 Interactive Workshop

Successfully Flipping the Classroom in the ELT Setting -- Yu Jung Han

The flipped classroom has become a new trend for education in the last several years, but its effectiveness in the ELT setting still remains untapped.

This presentation will introduce the flipped classroom environment from the Advanced 5 (A-5) level in the summer of 2013 in the Community English Program (CEP) at Teachers College, Columbia University. The instructor successfully flipped the English class by offering a plethora of resources and information on the class website with unlimited access. All the materials on the class website were then paired with carefully designed

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

activities in class. The quantity of authentic input and the quality of output the students produced became a strong motivating factor for them and it resulted in the significant development of learner autonomy.

In this workshop, participants will explore the class structure of A-5 and see how the flipped classroom model can be implemented in the Korean/global ELT setting. Also, in-class activity(s) that was used for the flipped classroom will be presented and participants will have an opportunity to experience its effectiveness to discuss its further implications.

Issue/Challenge that governs the presentation: Classroom Management

Research Reports

310

1. English-Based Loanword Bias in Korea: Its Source and Effect

-- Dr. David Shaffer

Lexical borrowing from English has been apparent in Korean for over half a century, and it has been occurring at an increasing rate in recent years. Although loanwords add to a language's lexicon, English-based loanwords in Korean are often disparagingly referred to as "Konglish." In the English learning context, no association is made with English-based loanwords and their English cognates. This presentation will briefly introduce English-based loanwords in Korean, clarify the concept of loanword bias, and posit some origins for it. This will be followed by a study investigating English learner attitudes towards English-based loanwords and how they arise; more specifically, about their quantity, understandability, relationship to learning English, teacher's attitudes towards them, their biggest weakness, the origins of students' attitudes towards English-based loanwords, and what types of English-based loanwords they consider to be "Konglish."

The results of the study indicate that while university students do not have a strong bias toward English-based loanwords, their attitudes toward them are partially a product of one-sided and inadequate information on loanwords transmitted to them from their secondary school teachers; that is, speaking disparagingly of them or ignoring their presence altogether. From this study, it is recommended that, rather than ignore English-based loanwords, they can be embraced by teacher and learner alike to quickly enlarge the learner's vocabulary, which will effectively and efficiently enhance their communicative competence.

Issue/Challenge that governs the presentation: English-Based Loanwords, Bias, Classroom Application

2. Making Interaction Key to Self-Directed Learning Project -- Dr. David Shaffer

Learner journals and learner portfolios have been promoted as conducive to learning, and to some extent in second language learning. However, little research has been done in the areas of how to make such projects reflective, efficient, and lead to more effective self-direction in language learning.

In this study, a 10-week, language learning journal project was incorporated with a portfolio component with a group of university students. The group was also given weekly class time to discuss their language learning methods and progress as pairwork. Additionally, each class member presented to the group a study method of theirs that they found quite effective in improving their English skills.

Study results have been obtained from post-project participant surveys, evaluation of the journal-portfolio final projects, student discussion and presentation observation, and student interviews. Results indicate that options in project design that were more flexible produced more student satisfaction by creating student agency and thereby producing reasonably high levels of student reflection and journal writing. Student-to-student discussion of their study methods and in-class presentations of study methods both produced high satisfaction and supported reflection and self-direction. Pedagogical implications are that incorporating flexibility into a journal-portfolio

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

project, and even more so, in-class interaction can serve to significantly enhance the effectiveness of such a project as a language learning tool.

Issue/Challenge that governs the presentation: Classroom Interaction Supports Learner Journaling

311 Research Reports

1. Concerns faced by beginning foreign TESOLers in Korea -- Akli Hadid

Waites (1999) did a comprehensive study on TESOLers in Geneva and Sydney. Back then, job opportunities were limited for TESOLers in Geneva, and the TESOL industry had been severely hit by the Asian financial crisis in Sydney. Waites found that in Geneva most beginning teachers had pedagogical concerns, followed by few affective and personal concerns, while in Sydney most teachers had affective and personal concerns and did not have many pedagogical concerns. Waites explained this by the fact that most TESOLers in Sydney were trained to teach ESL while most of those who were in Geneva were not trained to teach EFL.

In a study reciprocating Waites' study, the researcher surveyed 73 TESOLers in Korea. For those whose careers began in Korea, a vast majority of teachers mentioned pedagogical concerns as their main concern as beginning teachers. Many complained about the textbooks, lack of instructions, lack of discipline among the students, language barrier with the students and the low level of students. However, a sizable number of teachers also mentioned affective concerns such as culture shock and boredom, along with personal concerns such as problems with money, with broken contracts, with their hierarchy and with their co-workers. Unlike Geneva and Sydney where a small percentage (8% and 6% respectively) mentioned they had no problems at all adjusting to the TESOL industry, of 73 respondents only 2 mentioned that they had a great time in their first year. Also, the number of years spent teaching EFL also seems to correlate with the mentioned beginner teachers concerns. Those who started their TESOL careers recently seemed to have more affective and personal concerns while those who started more than 5 years ago seemed to mention pedagogical concerns as their main concerns as beginning teachers.

Issue/Challenge that governs the presentation: EFL/ESL native teacher classroom L1

2. University Conversation Curriculum: Student Perceptions -- Laurie Schulte

Following contemporary educational theory of student-centered curriculum, communicative language learning, this study aims to find "What English skills and conversation topics do university students think are useful?" Similar studies (Nunan 1988, Mandell 2002) site that it is important to keep in mind that teacher and student perceptions often differ. Student survey results will be presented. There will be an emphasis placed on interpretive data analysis, possible applications in the classroom, and routes for continuing research in and out of the classroom.

Issue/Challenge that governs the presentation: student-centered

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Webservices Team

Got Web-talent?

KOTESOL is driven by communications.

Our website – <http://koreatesol.org> – could have lots more content. But we need more people to

- write
- build pages
- collect imagery
- collect information from non-webbies
- and/or help with some behind-the-scenes system management

KOTESOL uses the Drupal 7 content-management system. But don't worry, we can train you for the things you need to do.

Similarly, we are expanding our reach on Facebook, Twitter, and other social media.

If you'd like to play, we'd love to have you.

Contact Webmaster@koreatesol.org



<http://koreatesol.org>

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Abstracts 5:00 - 5:50

301 Pecha Kucha Session

Information on the presenters' topics for the Pecha Kucha Session will be available at the venue.

Pecha Kucha is a simple presentation format where presenters show 20 images, each for exactly 20 seconds. The images advance automatically. Each presentation is therefore limited to 6 minutes, 40 seconds (6:40). Topics and talking styles range from the deeply serious to the humorous. Both audience and presenters alike benefit from the discipline of delivering content precisely yet succinctly.

Today's Presenters

- Joshua Davies
- Lindsay Herron
- Julien McNulty
- Dr. David Shaffer

302 Interactive Workshop Using Tests To Get Students Making More Natural Dialogues -- Kaj Kangas

Korean General English students appear reluctant to communicate in spontaneous, natural dialogues involving follow-up questions and extensive answers in class – even when explained simple, broken attempts are acceptable. Students may be from a culture with low tolerance for uncertainty; they fear making errors that embarrass them, especially in class with peers. Other reasons also play in. Due to limited time, teachers must cover textbooks for tests based on them. Little time is afforded for gradually building up elements of conversation skills/strategies – as developed, for example, in David and Peggy Kehe's book, Discussion Strategies. How to get students engaging in more natural conversations very quickly? General English students take required courses. They must pass tests. Some percentage of the score is up to teachers' discretion. If the need to ask follow-up questions and make extensive answers is made part of what students are tested on in oral quizzes, students will do so. Newfound confidence in conversing after having broken the ice in tests can translate into greater willingness and ease in making natural dialogues subsequently. After a brief theoretical contextualization, a series of testing formats and schedules, constituting an original contribution to testing, are outlined and tried out by participants.

Issue/Challenge that governs the presentation: Motivating production with General English students

Join KOTESOL today!

Through June 1, 2014, new members will get three extra months added to their membership: 15 months for the price of 12! Just write coupon code “NatCon +3” in the Order Comments box when you place your membership order online before June 1, or ask about this bonus offer when you join in person at the National Conference.

Regular 1-year membership: 40,000 won
Undergraduate student membership: 20,000 won
Lifetime membership: 400,000 won

Why should you become a member?

There are many reasons to become a KOTESOL member. First, your membership dues help support your local chapter and ensure that KOTESOL continues to offer high-quality professional development opportunities nationwide.

Members also receive a variety of benefits:

- discounts to KOTESOL conferences and other events
- copies of *The English Connection*, a quarterly publication
- opportunities to present at the KOTESOL International Conference
- opportunities to apply for research grants
- unlimited online access to KOTESOL publications
- free access to our classroom observation program
- free shipping on KOTESOL merchandise
- participation in SIGs (special interest groups)
- invitations to social and networking events
- a professional affiliation to add with pride to a resume

In addition, members can actively participate in the government of KOTESOL, from voting for officers to running for office.

For more information, please visit our website: <http://koreatesol.org>.

Order KOTESOL merchandise online

Display your KOTESOL affiliation with pride! KOTESOL merchandise is now available for purchase online: <http://koreatesol.org/content/kotesol-affinitypromotional-items-sales>. Domestic shipping is free for members and just 5,000 won (flat rate) for non-members.



KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Presenters' Biographical Sketches

Thomas S. Avery

Tom has been living and working as an English teacher in Ilsan for the last 5 years, and since arriving has both married and had his first son, Aaron. He is currently completing his final semester of MA TESOL at Sookmyung Women's University, and is writing his thesis about how participation in the online game League of Legends and its associated media can afford language learning opportunities to learners of Korean. He can be contacted through his blog www.tomselt.wordpress.com or on twitter @toms_elt

Lee Babin

Lee Babin has a B.A. and M.A. in English literature. He has been teaching English since 1999, focusing on composition and literature in the U.S. and teaching writing, speaking, conversation, TOEFL, TOEIC, Business English, and literature in Korea for the past seven years. He has been a founder and member of several creative writing groups and spends much of his free time writing fiction, including blogs, creative writing sessions, and his unfinished novel. He can be reached at leembabin@gmail.com

Dr. Wayne Bottiger

Dr. Bottiger has been a professional educator for the past 34+ years. His current area of expertise is Applied Linguistics, and he is currently in the final stage of completing his PhD in the same field. He has taught at all levels of education from elementary through University with a specialization in world languages, and currently teaches at Kangwon National University in Chuncheon, South Korea. He is a dual citizen of the United States and South Korea. He has published several articles regarding second language acquisition as well as other topics related to Applied Linguistics. His contact address is: wbott@kangwon.ac.kr

Daniel Brown

Daniel is an instructor at the Foreign Language Education Center at Sogang University who has had his materials nominated in 2013 for a British Council ELTons award in innovative writing. He focuses on bringing socio-cultural theory into practice through the use of innovative classroom role-playing games. His work can be found at <http://creativespeaking.wordpress.com/> and he can be contacted on Twitter via @dBr_wn

Dr. Hyesun Cho

Hyesun Cho, Ph.D. is an assistant professor of TESOL in the Department of Curriculum and Teaching at the University of Kansas (KU). She received her MA and Ph.D. degrees from the University of Hawaii at Manoa.

Prior to her graduate studies in Hawaii, she taught EFL in secondary schools in Seoul for about five years. She also taught high school students in Honolulu and worked with public school teachers in the Hawaii Department of Education. She is currently teaching graduate TESOL courses at KU while working with pre-service teachers and in-service teachers to prepare them for teaching diverse English language learners in their classroom.

Her research interests include social identity of language learners and teachers, critical literacy, technology-integrated language instruction, heritage language education, and the role of teacher agency in educational reform. She can be reached at hcho@ku.edu

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Karen Choi

Karen Choi is currently an adjunct professor at Moorpark College and serves as Director of the International Student Program at Bishop Alemany High School, the largest private Catholic school in Los Angeles. She has attended UCLA, USC, and Yonsei University and most currently is studying College Counseling for International Students at UCLA. She has successfully sent her South Korean students to Emory and Cornell as well as the UC's. Her goal is to assist international students with an interest in attending school in the U.S. by helping them prepare for their academic commitments as early as possible, and with accurate information regarding college admissions. You can contact Karen Choi at kchoi@vcccd.edu

Mike Conery

Mike Conery has been living in Korea since 2007 and currently works at Kyungil University in Gyeongsan city. He is currently studying an MA in TESL/TEFL at the University of Birmingham and is working on his fourth module paper on written discourse.

Simon Cosgriff

Simon Cosgriff is acting ELT Coordinator at Curtin University in Perth, Western Australia. He has seventeen years of English language teaching experience in Korea, Japan and Australia. This has mostly been involved with teaching, teacher training, materials and curriculum design, coordinating language programs and examining.

Simon has completed a Master of Applied Linguistics (TESOL) from Macquarie University, Sydney and is currently studying towards Cambridge English's Diploma in English Language Teaching to Adults. In 2013, Simon was one of six researchers who participated in English Australia's Action Research in ELICOS Program. His research project, 'Harnessing Feedback for Oral Skills Improvement' explored the role of formative feedback in enhancing learner performance with spoken assessments.

James Robert Garner

James Robert Garner has been a visiting professor at Kyungpook National University since August 2012. His extensive experience teaching English as a second language includes classes on speaking and listening, general composition and academic writing at various levels in Germany, the USA and South Korea. Being recognized for his excellent scholastic achievements by several academic honors societies, he wrote his MA thesis on the effects of Data-Driven Learning on different aspects of the academic writing of ESL students at the University of Alabama in 2011 under the supervision of Dr. Dilin Liu. His research interests lie in the areas of second language writing, computer-assisted language learning, and corpus linguistics, which he hopes to combine for a PhD project in the future.

Nigel Gearing

Nigel Gearing has been a Full-time Professor at the Department of English Language and Literature since 2008 and prior to that worked as a professor at Soon Chun Hyang University for one year. Before entering the Korean university system, he worked in private language academies in Seoul and in New Zealand for six years. He embarked on his Ph.D in Applied Linguistics through MacQuarie University in 2009 after observing that many ESL professors living permanently in South Korea were not fluent in the L1 of their host nation. His qualitative study explores issues of motivation and psychology as they affect 14 ESL professors living here and of these one became a one-year longitudinal case study. He aims to complete this dissertation this year (2014).

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Michael Griffin

Michael Griffin has been involved with English teaching for nearly 15 years. He has worked as a teacher, teacher trainer, trainer-trainer, curriculum developer, substitute teacher, assistant director, and mentor. In his current "day job" he teaches in the Graduate School of International Studies at Chung-Ang University. He also teaches Curriculum Development on the New School MATESOL program. Mike is very active online and can be found on twitter (@michaelegriffin) and on his blog (<http://eltrantsreviewsreflections.wordpress.com/>). He is also heavily involved with #iTDi and #KELTchat. Email: michaelegriffin@gmail.com

Sarah Gu

Sarah Gu is a Chinese native who has taught English to learners of different ages in China, the US and Korea for more than a decade. She is currently working at Seoul Women's University and also a Ph.D candidate with ChungAng University in Korea. Her research interests are in second and foreign language acquisition, ecological perspective of language learning, SNS and language development, technology and language learning, productive skills, social linguistics, students autonomy and self-directed learning. Besides being a passionate teacher, she devotes herself to running and public speaking.

Yu Jung Han

Yu Jung Han is an English instructor with 10 years of international teaching experience. She has taught English in her native country of Korea, Japan and now after graduating from Teachers College, Columbia University with a Master's in TESOL, the United States. Taking full advantage of her position as a non-native speaker of English, she has been trying to design effective instructional models for English learners. Aside her developing new ways of teaching English through technology to facilitate students' learning opportunities, she also has been conducting a number of projects and research in the field of the flipped classroom for EFL/ESL students. She is currently teaching credit-bearing academic English courses at Juniata College, Pennsylvania.

Akli Hadid

Akli Hadid is a Ph.D. Candidate at the Academy of Korean Studies, majoring in sociology and Korean Studies. He is doing research on the career cycles, job satisfaction and professional development of TESOLers in Korea. He has been in Korea 9 years and taught EFL at Kaya University for 1 year.

Anthony Hanf

Anthony Hanf has been living and teaching in Seoul for five years. He graduated with four undergraduate degrees, two of which are in education. He holds teaching licenses in Social Studies 5-12 and TESOL K-12. He went on to complete his Masters in TESOL with Anaheim University and has been teaching English at the tertiary level for four years. His areas of interest include education technology, curriculum development, SLA, and all forms of qualitative research. His upcoming research publication will appear in a book later this year entitled "Language Learning Beyond the Classroom" edited by Nunan and Richards. He currently lectures academic English credit courses at Korea University.

Melissa Harris

Currently an EFL teacher in South Korea with an interest in language learning theories. Professional goal includes striving towards praxis. A huge believer in knowing why you do what you do with specific groups of students. Personal motto includes making mistakes and learning from them. Current interests include project-based learning.

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Nina Iscovitz

Nina Iscovitz is an Assistant Professor in the Integrated General Education Department at Hanyang University. She has taught ESL and EFL students of all ages in the United States, Poland, Brazil, and South Korea. Nina holds a Master of Arts in Teaching and has completed the Cambridge CELTA. Her professional interests include reflective practice, intercultural communication, English for Academic and Professional Purposes, and English as an International Language. Nina can be reached at niscovitz@gmail.com

Min Gi Hong

Hong, Min Gi is a senior researcher at Sookmyung TESOL IIETTP (Intensive In-service English Teacher Training Program). She holds MA in TESOL and BA in English language and literature. Working for the teacher training program for 5 years, she has analyzed various types of teacher training program of Korean government. Also, she has various types of teaching experiences. She is interested in socio-psychological approach to language education. She recently researched "Effects of Korean Elementary School Learners' English Names on Their Attitudes and Perceptions toward English Language Learning". mingihong119@gmail.com

Melanie Johnson

Melanie Johnson is an experienced English language teacher whose work has been published in "Language Issues," the journal of the National Association for Teaching English and other Community Languages to Adults, and who has presented at a number of events, including the International Association for Teachers of English as a Foreign Language (IATEFL) conference and the International Linguistics Association conference (ILA). A Chicago native, she taught English in the United Kingdom for over a decade and is currently working in the United Arab Emirates.

Akasha C. Kanter

Akasha C. Kanter has a license in K-12 ESL education from Hamline University as well as a license in elementary education from the University of St. Thomas. She completed a MA ESL from Hamline University in Minneapolis, MN and completed her research on Korean elementary textbooks while teaching 5th and 6th grade EFL in Jeollanamdo, South Korea. She is currently teaching 3rd grade in a Turkish- English Bilingual School in Ankara, Turkey and pursuing a MA in International Curriculum and Instruction. Her research interests include inquiry based learning, communicative language teaching, and immersion education. She can be reached at akashakanter@gmail.com

Kaj Kangas

Kaj Kangas is Assistant Professor at the Catholic University of Daegu, South Korea. He has presented at conferences in Japan, Korea, Laos and the Philippines. Thus far in 2014, he has presented at LaoTESOL for the second time, and at the 2014 Asia ELT Journal Conference. In 2013, he presented at five conferences: the Korean Association of General English Fall Conference, the English Language and Literature Association of Korea International Conference, the AsiaTEFL International Conference, The NEAR conference in Niigata, as well as LaoTESOL 2013. He has been practicing ELT at universities in South Korea for 17 years. His interests range from ELT to Comparative Literature to Comparative Cultural Studies, and the intersections of the above with Lacanian Psychoanalysis.

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Yong jik Lee (이용직)

The author's three main areas of interests are Second Language Teacher Development, Second Language Acquisition and Teaching English as a Second Language.

He graduated Indiana State University in the US. The major was MA TESL in Department of Languages, Literatures, and Linguistics. The author also graduated Chung Ang University in Korea. He majored in English and Minor was Business Administration.

The author had two interesting teaching experiences. He taught Korean to Americans and Chinese students in Terre Haute Korean School in a Korean church. His role was a voluntary teacher and was responsible for adult classes such as Survival Korean.

Before studying abroad, he taught high school students in Yong In Back Hyun High School. He managed several tutoring sessions for students who could not afford private education. Recently, he is teaching pre-service teachers in Mokwon University as an instructor.

Christopher Miller

Christopher Miller has been involved in ELT for over six years. He worked in the Republic of Moldova serving in Peace Corps teaching EFL to students ranging from fifth grade to twelfth. Since 2010 Christopher has worked in South Korea both at the high school and middle school level. His research interests include integrating materials development and cognitive load theory as well as TETE (teaching English through English). Christopher currently works at Daeil Foreign Language High School and serves as the President of Busan-Gyeongnam KOTESOL. Christopher can be contacted at cmiller112@su.edu

Tiev Miller

Tiev Miller is a full time professor at Daegu Health College. He holds a Master's degree in Applied Physiology from the University of Louisville where he served as a research assistant and undergraduate laboratory course instructor in the department of Exercise Physiology and Applied Health Sciences. He has authored publications for journals in the fields of Physiology, Ergonomics and Orthopedic Rehabilitation, and has also presented his research at several conferences in the United States. He has taught ESL and health sciences in Mexico, Thailand, Japan and most recently Korea, where he is currently pursuing a Master's degree in Education.

Dr. Emmy J. Min

Dr. Emmy J. Min is a faculty member and currently serving the role of Faculty TESOL Coordinator at University of Southern California (USC). Dr. Min earned a Bachelor's degree from the University of California, Irvine with major in Social Science and holds a Masters degree in Communication Management from the USC Annenberg School for Communication. Dr. Min received her Ph.D in Education from the University of California, Riverside.

Dr. Min's research interests include the issues of social and cultural capital, gender, language and online learning as they relate to the education of English language learning and ethnic minority students. She is also interested in educational issues of Asian-American students and educational issues in different regions of the world.

Kyla Mitsunaga

Kyla is an award-winning educator. She has won teaching awards at both Harvard and Yonsei University. Born and raised in Hong Kong, her first language was British English. She has been teaching ESL for about 10 years in the U.S., Japan, and in South Korea. She is currently an Assistant Professor at Yonsei University in the College English Department. When she is not teaching and learning with her students, you can find her running, swimming, eating, and creative writing. For more on her teaching philosophy, check her out on TED@Seoul: <http://talentsearch.ted.com/video/Kyla-Mitsunaga-Why-teachers-mus>

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Dr. Kenneth H. Moore

Dr. Kenneth H. Moore earned a Master's in TESOL from Cal Poly Pomona and a Doctorate from Claremont Graduate University. Since coming to Korea in 2008, he has taught Academic Writing and Language Acquisition Theories in Sookmyung TESOL's Intensive In-service English Teacher Training Program. His interests include Reader's Theater and genre-based writing instruction (the systemic-functional approach). Email: kennethmoore137@gmail.com

Lee Mordell

Lee has taught ESL in Korea for the past 4 years to young learners, secondary school students, and adults. He has a CELTA and has completed 3/4 of a Master's degree in Applied Linguistics. He is currently employed as a teacher at the British Council in Seoul where he has participated in and ran numerous professional development sessions for teaching staff. His professional interests include Corpus Linguistics and incorporating technology in the classroom.

Jumjim Ngowananchai

Ms. Jumjim Ngowananchai is now working as a Business English lecturer at Chandrakasem Rajabhat University in Bangkok.

She finished her MA in Applied Linguistics TESOL from Macquarie University Sydney, Australia in 2002 and came back to Thailand and worked in the South of Thailand, YalaRajabhat University for six years before moving to work in Bangkok in 2008.

Ms. Jumjim Ngowananchai teaches Business English courses, English for Tourism Industry, English for Career Application and Business English I and II.

Leonie Overbeek

Leonie Overbeek feels that no stone should be left unturned on life's path. She has obtained formal qualifications in analytical chemistry, chemical engineering, policy studies and languages. She has studied singing, loves acting, and is passionate about keeping her knowledge of the world and all it has to offer as up to date as she can by reading as widely as she can.

She has been teaching in South Korea since 2007, after training TEFL teachers in Cape Town for two years. Her interest lies in how to best motivate and assist learners to achieve the best they can.

Her teaching philosophy is: Give people the opportunity to learn – what they do with it is up to them – but give them the opportunity!

William A. J. Owens

William A. J. Owens is a linguistics and foreign languages graduate with an MA in English Language Teaching from the University of Southampton in the UK. His research is focused on teachers in the Korean public school English-teaching system, a group to which he currently belongs. Far from simply justifying his own employment however, he hopes to work toward a creative evolution of the system through the research he will present at the conference and further research to be undertaken in his upcoming doctoral studies. Email: wajowens@gmail.com

Glen Penrod

Glen Penrod is an instructor at Georgetown University in Washington, DC, USA. He holds a master's degree in Applied Linguistics and has taught English at universities and other institutions in Taiwan, South Korea and the U.S. He has published books and other EFL materials and is the creator of several English resource websites.

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Olga M Peters

Olga Peters grew up surrounded by various cultures and languages. She was born in Kazakhstan, spent her middle school in Belarus, and went to high school in Germany. Ms. Peters began her undergraduate studies at Minsk State Linguistic University majoring in ESL teaching. However, she received her BA in English Literary Criticism from University of Wisconsin - Milwaukee. Having received her Teaching Certification, Ms. Peters taught English and ESL at public schools in Wisconsin, USA. Olga Peters holds an MS in Curriculum and Instruction from Concordia University, WI and is currently an Assistant Professor at Luther University in Yongin, South Korea.

Parker Rader

Parker Rader is a NEST (native English speaking teacher) who uses a bilingual teaching approach/methodology to teach native Korean speakers in South Korea. He has lectured and taught at Tongwon University in Gwangju, and more recently at Sungkyunkwan University in Seoul. His research interests include using critical sociolinguistics and psycholinguistics theory to explore ways for EFL learners to learn English more effectively, for NESTs to establish equitable social identities in these teaching contexts, and for all members of society to cooperate in order to pursue equal access to socioeconomic power.

Spencer Rains

Spencer Rains (CELTA) has taught English to adults from Nepal, Colombia, Iran, and Mexico, since 2007. He began teaching in Korea at Seongil High School in 2012, and now teaches at Jecheon Middle School. He was selected to present at a Seoul-KOTESOL chapter meeting, and is eager to apply pedagogical theory in the classroom, including formative feedback and CLIL. Contact: korea.rains@gmail.com

Eric Reynolds, Ph.D.

Eric Reynolds has been a world traveler for EFL. He has lived and traveled all over the U.S. Unfortunately, his wanderlust was unsatisfied in America, so he became an EFL teacher, and lived and taught in “a bunch” of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign and teaches at Woosong University in Daejeon.

Phillip Schrank

Phillip hails from Milwaukee, Wisconsin, USA. He has been teaching in Korea since 2009. Currently he is teaching at Korea Military Academy in Seoul. He has a BA in History and Political Science and an MA in Curriculum and Instruction. He is focusing his research on parental involvement in Korean schools and teaching vocabulary in a military setting.

Brad Serl

Brad Serl came to South Korea in 2002. Since that time he has worked with students as young as six and as old as seventy-nine. His M.A. is in Applied Linguistics from the University of Birmingham, and was completed in September 2010. He is a past president of the Busan-Gyeongnam chapter of KOTESOL, and is the Coordinator for KOTESOL Teacher Trainers. He works in the teacher training department and Graduate School of TESOL at Pusan University of Foreign Studies, as well as working as a tutor for the Birmingham CELS MA program.

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Dr. David E. Shaffer

David E. Shaffer (PhD Linguistics) is a long-time educator in Korea and long-time KOTESOL member. He is a professor at Chosun University, teaching English majors in the graduate and undergraduate programs. Dr. Shaffer is the author of several books on learning English as well as on Korean language, customs, and poetry. His present academic interests include professional development, and young learner and extensive reading research, as well as loanwords and effective teaching techniques. Within KOTESOL, Dr. Shaffer is presently Gwangju-Jeonnam Chapter President, National Publications Committee Chair, and a member of several committees, including the International and National Conference Committees. He is the recipient of numerous KOTESOL awards and father of two KOTESOL members.

Jaran Shin

Jaran Shin is a Ph. D candidate in the Language, Literacy, and Culture program at UC Berkeley Graduate School of Education. Her major research interests center around second/foreign language and literacy education, identity, and culture. She is currently working on her dissertation on “multicultural” families in South Korea. It investigates (a) the process of how languages and cultures are characterized and managed by the Korean institutions; (b) the experiences of “multicultural” students’ learning and embodying multiple languages and cultures; and (c) the perceptions and identities of “multicultural” students vis-à-vis languages, cultures, and the world.

Laurie Schulte

Laurie Schulte has been teaching English in the United States and Korea for over 6 years. She is currently interested in investigating what skills and topics university students find most useful. Using the results of her research, she hopes to collaboratively develop curriculum through backwards design.

Email: schulte@seoultech.ac.kr

Dr. Su Hwi Tan

The presenter is a lecturer at the Centre for English Language Communication, the National University of Singapore, with a research interest in language policy and pedagogy. Having experience both in teacher education and classroom teaching, she is engaged in the scholarship of teaching and learning, always hoping to integrate reflective teaching with praxis. Email: elctsh@nus.edu.sg

Tory S. Thorkelson, M.Ed.

Tory S. Thorkelson (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 has been the President for Seoul Chapter (2004-6), KTT Coordinator and National KOTESOL President (2008-2009). He was 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. He was promoted to Associate Professor on September 1st, 2009. He is also featured in "Who's Who around the World" - 2009 and 2010 editions. He is currently a Doctoral Candidate in Middlesex University’s Doctorate of Professional Studies program and this topic is related to his Thesis work (ABD) comparing ATEK and KOTESOL as ELT organisations in the Korean context.

Peter Thwaites

Peter Thwaites is an Assistant Professor at Yeungnam University, Gyeongsan, and a PhD candidate at Cardiff University in the UK. His main academic interests are writing pedagogy and vocabulary knowledge research.

KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Kimberly Vinall

Kimberly Vinall is a Ph.D. candidate in the Language, Literacy, and Culture program at UC Berkeley Graduate School of Education where she is completing her dissertation titled “Constructing Globalization in Two Intermediate University-Level Spanish Language and Culture Classrooms on the U.S./Mexico Border.” Her research interests include second language acquisition theory; the intersections of language, power, and identity; and cultural studies, which she applies to explore the relationships between multilingualism/multiculturalism and globalization. At the same time, she examines the ways in which this theory can inform methodological approaches to the teaching of language and culture in foreign language and EFL contexts.

Tam Suet Yet

Tam Suet Yet is a teacher in a secondary vocational school, teaching English and History in Malaysia. Besides teaching, Suet Yet is a facilitator and a panel member of judges for all English activities organized by the State Educational Department, which include debates, public speaking and choral speaking. She has also been involved in report writings on vocational education for the UNESCO EFA. She is currently pursuing her Doctorate of Philosophy (TESL) in University Putra Malaysia. Her research area for PhD is on teacher cognition, teacher education and instructional methodologies in classroom. She can be contacted via email: suetyet@yahoo.com for any help and enquiries.



KOTESOL 2014 National Conference

Global Plaza (Kyungpook National University) Daegu May 31st, 2014

Index of Presenters' Sessions

| Presenter Name | Session Title | (Time, Room #) |
|-----------------------------|---|-----------------------|
| KOTESOL | <i>Research Grant Announcements</i> | (3, 302) |
| Thomas S. Avery | <i>Wiring EFL Students into Online English Communities</i> | (11:20, 307) |
| Lee Babin | <i>Campfire English: Storytelling in Conversation Classes</i> | (3, 308) |
| Dr. Ken Beatty | <i>Webinar - Running with Scissors: Authenticity in the Classroom</i> | (11:20, 301) |
| Dr. Wayne Bottiger | <i>Phonological Rules in Korean L2 Pronunciation</i> | (11:20, 310) |
| Daniel Brown | <i>Deadway - A Post-Apocalyptic Classroom Role-Playing Game</i> | (4, 304) |
| Dr. Charles Browne | <i>Plenary Session - Change in the Classroom: Principled Pragmatism in Reading and Vocabulary</i> | (1, Plenary Hall) |
| Dr. Charles Browne | <i>A New General Service List: Words for EFL Success</i> | (3, Room 301) |
| Dr. Charles Browne | <i>In Focus: A blended solution for developing critical thinking skills and high frequency vocabulary</i> | (4, 301) |
| Hyesun Cho | <i>TESOL Teachers' Perceptions of Critical Literacy</i> | (11:20, Plenary Hall) |
| Karen Choi | <i>College Counseling for International Students</i> | (2, 308) |
| Mike Conery | <i>Motivation in the Foreign Language Classroom</i> | (2, 311) |
| Joshua Davies | <i>Pecha Kucha Session</i> | (5, 301) |
| James Robert Garner | <i>Using Genre-Based Writing Tasks in the Korean Classroom</i> | (11:20, 309) |
| Nigel Gearing | <i>Seeing It from the Other Side: One ESL Professor's Experience</i> | (2, 311) |
| Michael Griffin | <i>You Are Doing It Wrong. Maybe.</i> | (2, 311) |
| Michael Griffin | <i>Is South Korea Really in the Post-Method Era?</i> | (2, 310) |
| Sarah Gu | <i>Imagining Extensive Speaking for EFL</i> | (3, 309) |
| Akli Hadid | <i>Concerns faced by beginning foreign TESOLers in Korea</i> | (4, 311) |
| Yu Jung Han | <i>Successfully Flipping the Classroom in the ELT Setting</i> | (4, 309) |
| Anthony Hanf | <i>Resourcing Authentic Language in Television Series</i> | (3, 309) |
| Melissa Harris | <i>Improving Group Dynamics via Cooperative Learning Principles</i> | |
| Marc Helgesen | <i>Plenary Session - Language Learning and the Senses</i> | (10:20, Plenary Hall) |
| Marc Helgesen | <i>Making Your Coursebook More Brain-Friendly</i> | (2~3:20, 303) |
| Lindsay Herron | <i>Pecha Kucha Session</i> | (5, 301) |
| Min Gi Hong | <i>How to Approach to Korean Adult Learners' Language Anxiety</i> | (11:20, 302) |
| Nina Iscovitz | <i>The Challenge of Description: Strategies for seeing through the cloud of emotion</i> | (2, 309) |
| Melanie Johnson | <i>Advanced Motivation (for your students, and, hopefully, you.)</i> | (3:25, 303) |
| Kaj Kangas | <i>Using Tests to Get Students Making More Natural Dialogues</i> | (4, 302) |
| Akasha C. Kanter | <i>The Use of the CLT Method in a Korean Elementary Textbook</i> | (3, 311) |
| Yong Jik Lee | <i>Collaborative Teaching Between NESTs and NNESTs</i> | (11:20, 310) |
| Julien McNulty | <i>Pecha Kucha Session</i> | (5, 301) |
| Christopher Miller | <i>Journaling for Professional Growth: Justification and Potential Avenues</i> | (11:20, 304) |
| Tiev Miller | <i>ESP: Framework and Course Design</i> | (11:20, 302) |
| Emmy J. Min | <i>A Case of an Online TESOL Master's Program</i> | (11:20, Plenary Hall) |
| Kyla Mitsunaga | <i>Inspire + Be Inspired: How to NOT Bore Your Students (!)</i> | (3, 304) |
| Dr. Kenneth H. Moore | <i>Responding to Student Writing: Techniques and Priorities</i> | (11:20, 308) |
| Lee Mordell | <i>Learning Lexis as Phrasal Units and the Scrap Paper Approach</i> | (11:20, 309) |
| Jumjim Ngowananchai | <i>B-SLIM Model as an English Teaching Model in Thailand</i> | (4, 308) |
| Leonie Overbeek | <i>The Fallacy of Fun</i> | (2, 310) |
| William A.J. Owens | <i>Expert and Nonexpert Teachers' Approaches to Problem-Solving</i> | (3, 311) |
| | <i>Pecha Kucha Session</i> | (5, 301) |
| Glen Penrod | <i>Helping Students Understand and Use Action/Status Verb Pairs</i> | (4, 302) |
| Olga M Peters | <i>Classroom Application of Natural Approach to ESL Studies</i> | |
| Parker Rader | <i>Bilingual Approaches for NESTs in Monolingual EFL Contexts</i> | |
| Spencer Rains | <i>Would They Say That? Comprehension Activities for Dialogues</i> | |
| Eric Reynolds, Ph.D. | <i>K-POP Goes Your Classroom</i> | (4, 304) |
| Phillip Schrank | <i>Getting Parents Involved in their Children's Education</i> | (11:20, 307) |
| Laurie Schulte | <i>University Conversation Curriculum: Student Perceptions</i> | (4, 311) |
| Brad Serl | <i>Why Can't My Students Communicate?</i> | (4, 303) |
| Dr. David E. Shaffer | <i>Making Interaction Key to Self-Directed Learning Projects</i> | (4, 310) |
| Dr. David E. Shaffer | <i>English-based Loanword Bias in Korea: Its Source and Effect</i> | (4, 310) |
| Dr. David Shaffer | <i>Pecha Kucha Session</i> | (5, 301) |
| Jaran Shin | (see Vinall, below) | |
| Suet Yet Tam | <i>Teaching Online Reading Using the 4C/ID Model</i> | (4, 308) |
| Su Hwi Tan | <i>Individualised Learning in an International Context</i> | (2, 301) |
| Tory S. Thorkelson, M.Ed. | <i>Leadership IQ: How to Develop and Improve Your Leadership</i> | (11:20, 303) |
| Peter Thwaites | <i>Collaborative Writing - What, Why, and How</i> | (2, 307) |
| Kimberly Vinall; Jaran Shin | <i>Developing Critical Cultural Awareness in ELT Contexts</i> | (2, 301) |