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The 16th Annual Korea TESOL International Conference

Responding to a Changing World

Oct. 25-26, 2008
Sookmyung Women's University
Seoul, Korea 숙명여자대학교

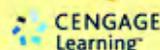
Invited Speakers

Scott Thornbury	David Graddol
Rose Senior	Richard Johnstone
Chris Kennedy	John Cashman
Curtis Kelly	Yuko Butler
Sherry Preiss	Merton Bland
Joo-Kyung Park	John Linton, M.D.

Banquet Speaker: Marti Anderson



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Korea Teachers of English to Speakers of Other Languages



KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

The 16th Annual Korea TESOL International Conference

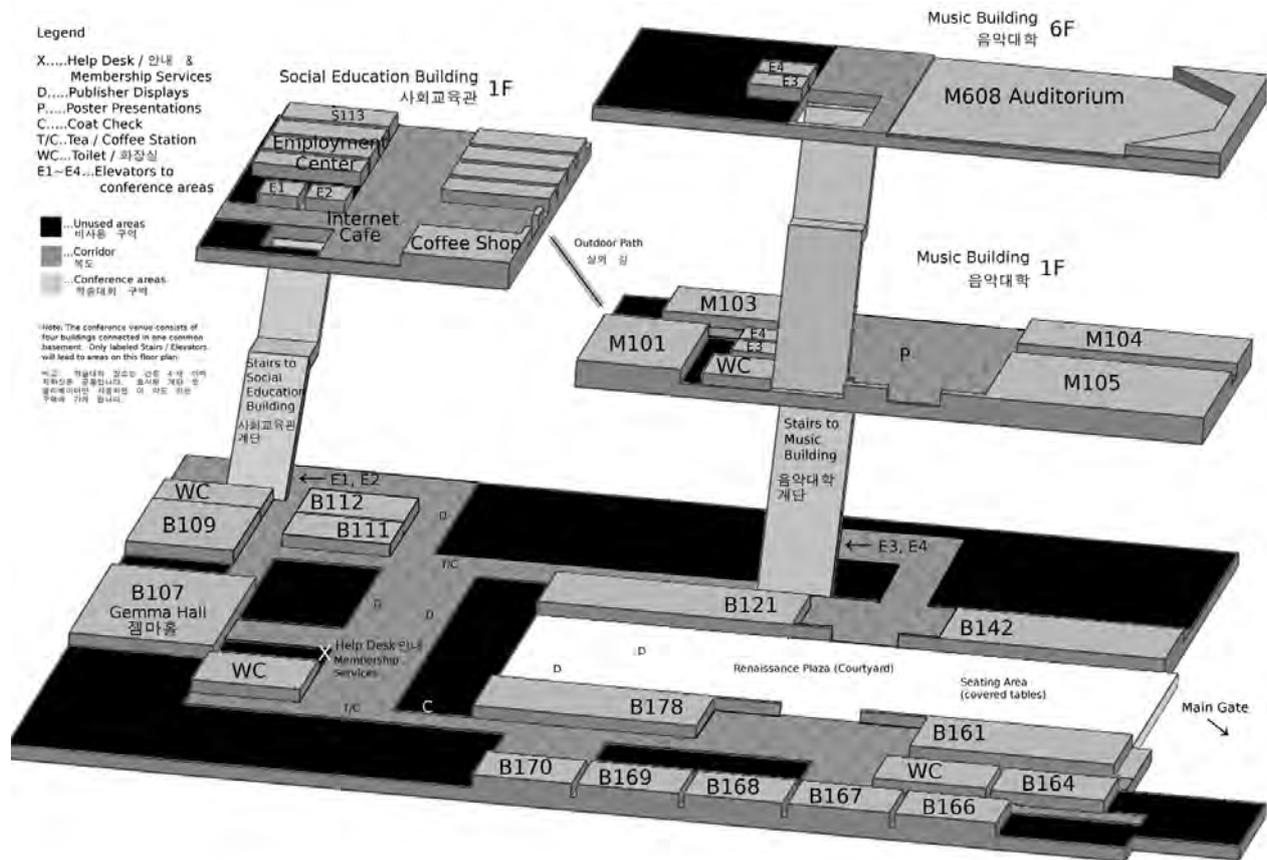
Responding to a Change World

Oct. 25-26, 2008

Sookmyung Women's University

숙명여자대학교 Seoul, Korea

2008 Floor Plan



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KOTESOL 2008 Conference Chair's Welcome



My Dear Colleagues,

It is indeed truly my honor and pleasure to welcome you all to this 16th Annual Korea TESOL International Conference. On our 15th birthday, we take the opportunity not to look back at accomplishments - and there are certainly some noteworthy successes - but to look forward. The conference theme "Responding to a Changing World" is not about the past, nor even about the now, but about how we prepare our learners for the world of their future.

Before going further, I should recognize some very important people, you, the participants of the conference. Of course there are VIPs that we recognize and honor, but the real VIPs of a professional gathering such as this are you who give it life. A conference is more than sessions, whether led by renowned scholars or local teachers. It's the interplay of those who share ideas through questions, through chats in the hallways, and who, by your mere presence, encourage others to feel less alone. Classrooms can indeed become lonely boxes, the "work cubicles" of the education field. Acknowledge yourselves, you are not mere "attendees" here, you are participants who go largely unnamed, but applauded for your critical role in making the event what it is. Your responses to our surveys have helped craft the innovations of this year, your active participation in the next two days will shape others' perception of the weekend. The English teaching community is stronger because of you.

Our invited speakers this year represent the spectrum of language education and beyond. David Graddol is arguably the leading figure in discussions of where English education is headed, best known for his *The Future of English?* study in 1997 and subsequent work. Scott Thornbury, our Sunday Plenary speaker, takes us beyond the methodology argument into the future of methods/approaches, with dialog and agency.

Eleven Featured Speakers sets a new high for KOTESOL, including a new Banquet Featured Speaker presentation. With two Featured slots each day, plus the banquet, we offer more opportunities to hear the leading thinkers of today, including Futurist John Cashman, Rose Senior speaking on "Class-centered teaching," Yoko Goto Butler on assessment, Curtis Kelly reviews "brain-compatible teaching," Sherry Preiss introduces the 21st Century classroom, Richard Johnstone surveys "good practice and underlying principles," Chris Kennedy encourages us to consider having learners examine their own "language landscapes," Joo-Kyung Park assesses the issues in "glocalizing Korean ELT," Merton Bland with tools for enabling students to use English as a vehicle of communication, Dr. John Linton talks on the issues of over 100 years of expatriate living in Korea, and Marti Anderson leads a dinner talk on "the pedagogies of peace." Quite a line-up!

There are more than 140 other sessions to choose from. We have more hours of presentations this year than ever before, starting earlier, and running later. That includes our Sunday morning "Meet the Presenter" sessions, starting from "ohmy7:30am." Plus more than 80 tables of books on display, half a dozen schools for continuing professional education (MATESOL, Certificates, Diplomas, etc), the Employment Center, Poster Displays, and even... you guessed it... "a free lunch." Which you can eat out in the picnic tables, as we open the venue to the great outdoors, or in the Saturday mid-day "brown-bag/dosirak" Featured Sessions.

All this, however, could not be, without an incredible and tireless team of folks, largely behind the scenes, who have given up hundreds of hours of their time, and most of this weekend, to make it all happen. The Conference Committee, our Associates, and the Student Volunteers, are all unpaid, but not unloved. We also must thank Sookmyung University, who provide a wonderful venue and a great amount of patience and forgiveness as we bend and tweak their finetuned system to meet our own needs.

In close, I share a teacher's sentiment: "my greatest wish is that my work shall cause others to surpass me." We hope that you learn, and share, more than any individual presenter can offer. Thank you.

Rob Dickey
Conference Committee Chair

KOTESOL President's Opening Address



Welcome everyone, to the 16th Annual Korea TESOL International Conference. The preparations for this weekend have been going on for at least a year, and I am sure everyone will be in turn, informed, inspired, challenged, and even entertained as the conference progresses.

This year's theme: *Responding to a Changing World* could not be more relevant.

Korea is a country known for its ability (maybe even penchant) to adapt and change rapidly. But the changes in English Education within the last year could make one's head swim! We have seen increased scrutiny of people coming to Korea to teach. We have seen new programs coming out of Seoul which have a direct impact on our students and our profession. Schools at all levels, all over Korea, are responding to increased interest in and emphasis on English skills. The world inside Korea is changing.

The world outside of Korea is also changing. We have seen great upheaval in the economy of the United States. This upheaval has sent shockwaves around the world, influencing markets in all developed countries, including Korea. I cannot begin to predict where these changes will leave us, but I know they may well affect everything from the price of books to the appeal of Korea as a place to work, to the ability of our students to travel, work or study overseas.

The last year has been a roller-coaster ride and the next year, or several years, promises to be just as full of change. Like it or not, we will all be *Responding to a Changing World*, so we owe it to ourselves and our students to think about what that means and the best responses we can make.

Phil Owen
KOTESOL President



How to Use This Book

Welcome

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

Schedules

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

The Indexes

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

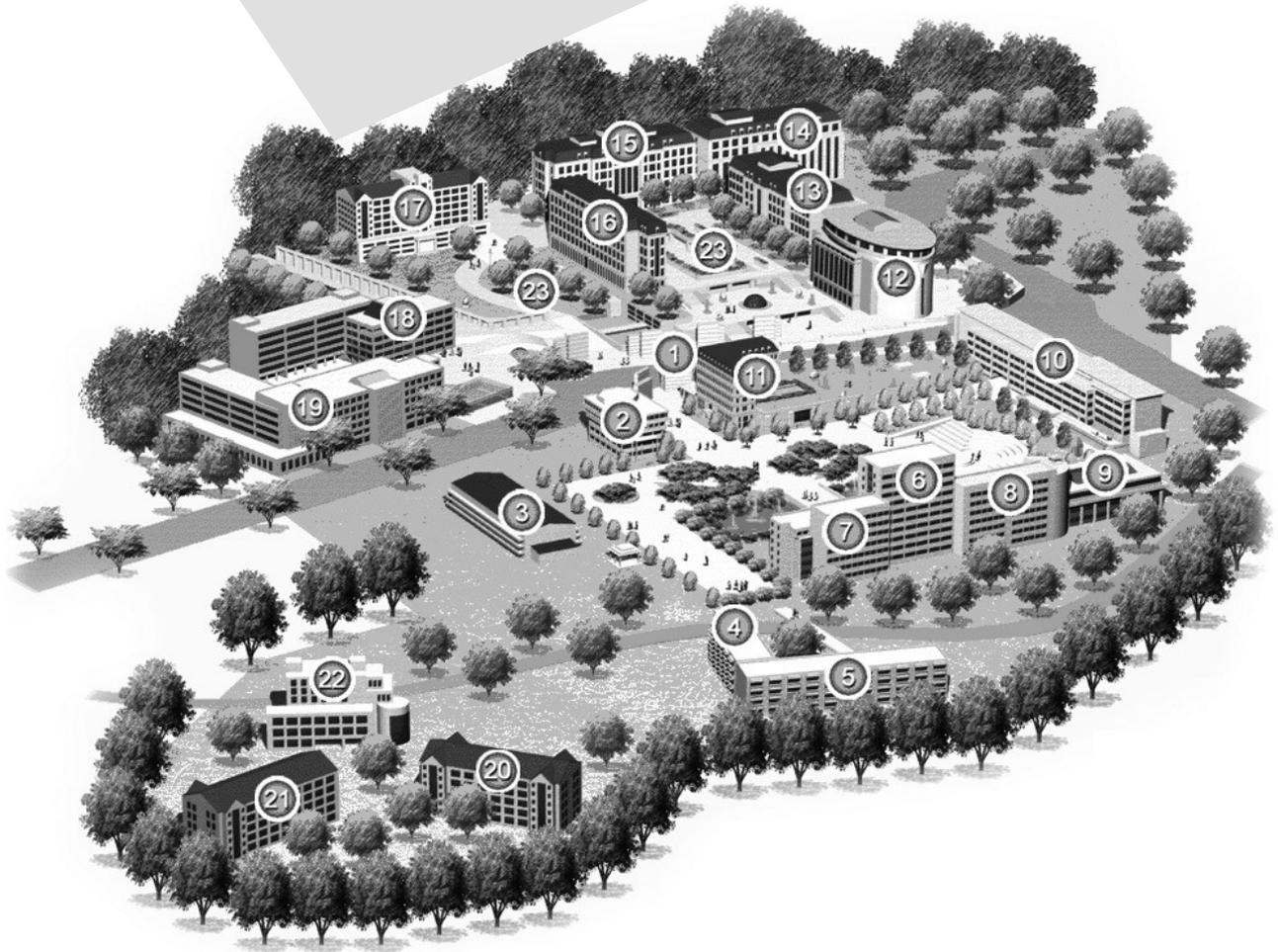
FYI

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

www.kotesol.org

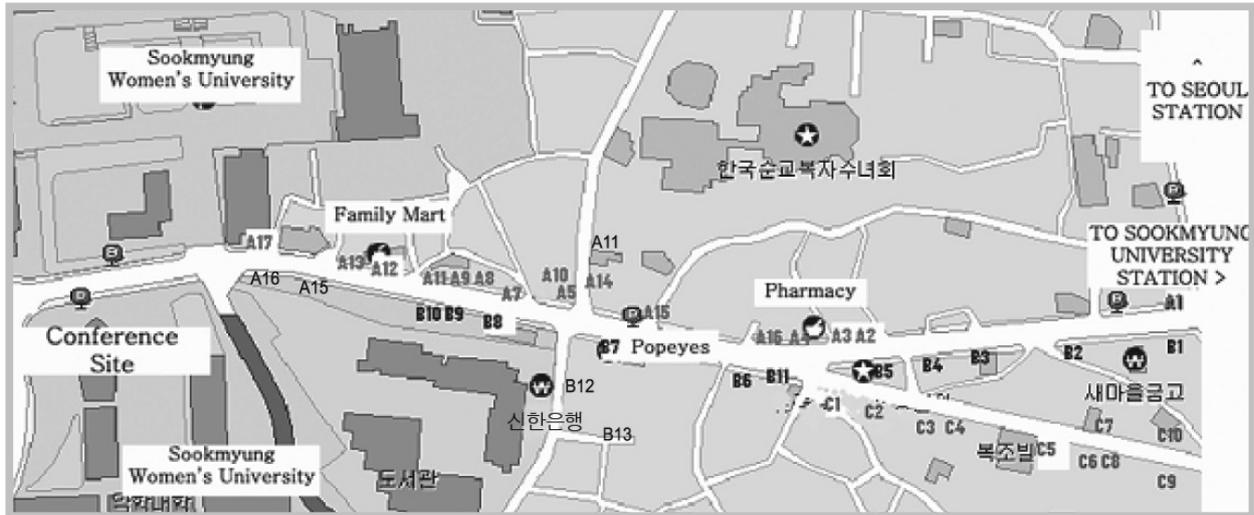
**To provide a guide to the type of learner the presentation focuses on we have used the following symbols through out this program:
YL (Young learner), S (Secondary), U (University), A (Adult)
Look for these symbols throughout the schedule.**

Map of Sookmyung Women's University Campus



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

Map of Local Restaurants in the Sookmyung Area



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



Young Learners Special Interest Group

The Korea TESOL (KOTESOL) Young Learners & Teens SIG is a Special Interest Group for teachers, educators, directors of studies, curriculum and materials developers, and administrators responsible for delivering English programs to young learners and teenagers in Korea. All KOTESOL members who have an interest in developing their understanding of YL issues and/or raising standards for YLE instruction in Korea are welcome to join.



This year, the IATEFL Young Learner's SIG travelling seminar series is presenting a number of sessions at KOTESOL. KOTESOL is an associate of IATEFL, which is based in England but reaches across the globe to serve more than 3,000 members - learn more about the International Association of Teachers of Foreign Languages at www.iatefl.org.

You can see presentations from YL-SIG presenters in **M105** and **B107** at the following times:

M105 - Saturday

9.00-9.45	Wendy Arnold	Synthetic, Analytical phonics & whole word approach
10.00-10.45	Adrian Tennant	Exploring Reading
2.00-2.45	Adrian Tennant	Audiobooks
3.00-3.45	Hans Mol	Why sing? Using songs with young learners.
4.00-4.45	Caroline Linse	Creative Correspondence Activities for the YL Classroom
5.00-5.45	Caroline Linse	Selecting Books for Young EFL Beginners YL

B107 - Sunday (Featured Session)

10.30-11.15	Richard Johnstone	Teaching young learners an additional language: moving forward in the light of experience.
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M105 - Sunday

1.30-2.15	Hans Mol	Grammar can be fun!
2.30-3.15	Wendy Arnold	Story as a vehicle

Research Committee Special Session.

You can see presentations from Research Committee presenters in **M101** between 2.00 and 5.45 on Saturday.

M101 - Saturday

2.00-2.45	Jake Kimball	Doing Research 1: Selecting a Research Topic
3.00-3.45	Kevin Parent	Doing Research 2: Designing a Research Project
4.00-4.45	David D.I. Kim	Doing Research 3: Collecting and Analyzing Research Data
5.00-5.45	David Shaffer	Doing Research 4: Reporting Research Results

KOTESOL: Who and What We Are

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this 15th Annual Conference in Seoul, Republic of Korea. Korea TESOL is proud to be an affiliate of TESOL, Inc. an international education association of almost 18,000 members with headquarters in Alexandria, Virginia, USA.

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

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

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

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

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

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

Membership in Special Interest Groups (SIGs) e.g., Young Learners.

Plenary Speakers



About the Presenter

David Graddol is Managing Director of The English Company (UK) Ltd which provides consultancy and publishing services in applied language studies. He is well known as a writer, broadcaster and lecturer on issues related to global English. David's publications include 'The Future of English?', a seminal research document commissioned by the British Council in 1997, and 'English Next' published by the British Council in 2006. David is also the Managing Editor for linguistics books and journals for Equinox Publishing, is joint editor of the journal 'English Today', and is a member of the editorial boards of 'Language Planning and Language Problems' and the 'Journal of Visual Communication'. David worked for 25 years in the Faculty of Education and Language Studies at the UK Open University. He has undertaken educational consultancies in India, China, the Middle East, and Latin America



About the Presenter

Scott Thornbury is based in Spain, and is currently Associate Professor of English Language Studies at the New School in New York, where he teaches on an on-line MATESOL program. His writing credits include several award-winning books for teachers on language and methodology. He is also series editor for the Cambridge Handbooks for Teachers. His website address is: www.thornburyscott.com



Featured Speakers



About the Presenter

Marti Anderson is a teacher and teacher trainer. She has worked internationally through the School for International Training and as an independent consultant extensively throughout the world. Marti loves working with, training and supporting teachers. She views teaching as one of the most important professions because of the life-long impacts that education and educational processes have on people. Marti's interest and experience explore the inner dynamics of teachers and how they use their intentions and beliefs about teaching to have the best possible outcomes for their

learners. Marti is currently on leave from SIT and is teacher training and education consultant living in Thailand.



About the Presenter

Merton Bland is truly a world citizen, as well as a language scholar/teacher. He studied in both France and the US, and taught school in California. As a U.S. Foreign Service officer he served in Ghana, Zaire, Madagascar, Guinea, Pakistan, Australia, and Washington (DC); he was a visiting professor at universities in the Congo, Pakistan, Pennsylvania, Vietnam, Malaysia, Morocco, Guinea, and Konyang University in Korea. He was the Founder and Executive Director of the Pakistan-American Cultural

Center (current EFL enrollment: 28,000); and school board member in Pakistan, Guinea, and Madagascar. Dr. Bland has spoken at a number of language conferences including FEELTA in Vladivostok, and the TESOL affiliates in Virginia and West Virginia.



Featured Speakers



About the Presenter

Yuko Goto Butler is an Associate Professor of Language and Literacy in Education at the Graduate School of Education at the University of Pennsylvania in Philadelphia, Pennsylvania. Her research interests include assessment and the role of awareness in learning and teaching, especially among young learners.



About the Presenter

John Cashman currently heads Social Technologies' office in Shanghai, China, where he reports on change in one of the fastest-changing countries on the planet. A professional futurist since 1996, John's primary interest is identifying and interpreting for clients the emerging forces that change how people live around the globe. John received his MA in Political Science from the University of Hawaii and a BA in Government from the University of Maryland.



Featured Speakers



About the Presenter

Professor Emeritus Richard Johnstone was for many years Director of Scottish CILT (Centre for Information on Language Teaching & Research), based at the University of Stirling, which is the national government-funded centre of language-learning expertise in Scotland. Although now retired from full-time employment, he is still actively engaged in conducting research projects, supervising PhD students, and writing articles.



About the Presenter

Popular speaker and writer, **Curtis Kelly (EdD)** is a Professor of English at Osaka Gakuin University in Japan. He has spent most of his life developing learner-centered approaches for English students, especially those with low ability, confidence, and motivation; he believes learners should be pulled into English study rather than pushed. He has published 17 books and made over 200 presentations at academic conferences on these and other topics, including adult education, English writing instruction, motivation, theories of learning, and storytelling. He has also hosted

weekly television and radio shows in Japan.



Featured Speakers



About the Presenter

Professor Chris Kennedy has worked as teacher, trainer, adviser, and academic in Africa, the Middle East, South-East Asia, and South America. His research and publications focus on Language Policy, Curriculum Innovation, and English as Global Language, with interests also in Primary ELT, Professional Communication and Applied Corpus Linguistics. He is a Past President of IATEFL. He is Director of the Centre for English Language Studies at the University of Birmingham UK, which runs Masters and

PhD programmes, including a distance Masters in TEFL/Applied Linguistics which is offered in Korea.



About the Presenter

Dr. John Linton is an American who was born, raised and educated in Korea. He also happens to be the only foreigner licensed to practice medicine in Korea. Dr. Linton is the medical director of the International Health Care Center of the Yonsei University Medical Center. John's great-grandfather, Eugene Bell, was a Presbyterian missionary who went to Korea in 1895. His grandfather, William Linton, also served in Korea, beginning his service in the year 1912. His father, Hugh Linton, served in Korea from 1954 until his untimely death in 1984. John's mother

has served in Korea for 40 years as the director of Soonchun Christian Tuberculosis Rehabilitation Center. John holds a Ph.D. and a master's degree from Korea University and an M.D. from Yonsei University's College of Medicine.



Featured Speakers



About the Presenter

Dr. Joo-Kyung Park, former President of Korea TESOL (1996-1997), is an Associate Professor at the Dept. of English Language and Literature, Honam University. She received her MA in Linguistics from Seoul National University, Korea and Ph.D. in Curriculum and Instruction, specializing in ESL/EFL/Bilingual Education from Texas A&M University, USA. Her teaching and research areas include teacher education, speech/pronunciation, intercultural communication, English immersion programs and critical pedagogy. She has been involved with teacher education

programs for elementary and secondary teachers of English in Korea for about 15 years as teacher trainer and program coordinator. She has been an invited speaker (and SINGER) at major conferences in Japan, China, Taiwan, Russia, and Korea. Currently, she is External Executive Director of Asia TEFL and Vice President of Global English Teachers Association (GETA) in Korea.



About the Presenter

Rose Senior is a Senior Honorary Research Fellow at the University of Western Australia. She has an award-winning PhD in classroom dynamics and is the author of *The Experience of Language Teaching* (Cambridge University Press), winner of the 2005 Ben Warren Prize. Rose writes regularly for *English Teaching Professional* and travels widely, giving conference presentations and running professional development workshops.



Featured Speakers



About the Presenter

Sherry Preiss is the Vice President of Adult and Multimedia Publishing for Pearson Longman ELT. Sherry worked for many years as an EFL/ESL teacher, administrator, and international educational consultant delivering presentations and workshops on topics such as motivation, technology in the language learning classroom, web-based learning, authentic assessment, content-based instruction, brain-based learning, and critical thinking. She has been the plenary speaker at major conferences in the U.S., Europe, Latin America and Asia. She received her Master's degree

in TESOL from the School for International Training in Brattleboro, Vermont.



2008 Language Learner Literature Award

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

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

This year, the ERF is excited to make the first public presentation of the 2008 Language Learner Literature Award at KOTESOL.



World Learning
SIT Graduate Institute
formerly School for International Training

- **MA in Teaching ESOL**
Worldwide reputation for excellence
One year program
- **Transforming teaching, bridging cultures**
 - **Learning and doing**
Teaching internships:
global, supervised, mid-program

Featured Banquet Speaker
Marti Anderson, PhD
Associate Professor
Language Teacher Education



www.sit.edu/graduate

**The Korea TESOL Daejeon-Chungcheong Chapter Presents
The 5th Annual Autumn Symposium & Thanksgiving Dinner**

And Hosts

**KOTESOL's Extensive Reading S.I.G.'s
*1st Annual Extensive Reading Symposium***

Keynote Speaker: Dr. Richard Day, Chairman and Professor
Department of Second Language Studies. University of Hawaii.

Plenary Speaker: Dr. Rob Waring, Notre Dame - Seishin University, Japan

Including!

Dr. Jounghyun Ham-*YL Meets ER*

Rocky Nelson-*ER at the Tertiary Level*

Steve Urick-*ER Problems and Solutions*

Robin Debacker-*ER Getting Started*

Ann Flanagan-*ER Activities in 4-skills*

Tim Dalby-*Facilitate ER Using Schema*

Dr. David Shaffer-*ER in Korean EFL*

Ken Smith-*Study: Weekly SSR and Effects*

Robyn L. Shifrin-*ER, EL, and Extensive Support*

Mike Misner-*Effects of In-text Gloss in ER*

Shaun F. Miller-*Shared Stories*

Jake Kimball-*ER w/ Intensive Reading Activities*

AND

Jean Ware & Misuki Yonezawa-*Study: ER and Extensive Listening*

Dr. Thomas N. Robb & Sandra Healey-*Using Moodle in ER Quizzes*

November 22nd, 2008 ~ 10am-6pm
Korea Nazarene University, Cheonan
(Just 5 minutes from the Cheonan-Asan KTX)

Pre-registration: (Deadline - November 16th, 2008)

KOTESOL Members - 10,000won

Non-members - 15,000won

On-site Registration: (day of event):

KOTESOL Members - 15,000won

Non-members - 20,000won

Thanksgiving Turkey Dinner:

15,000won Members & Non-members alike

For Details: <http://www.kotesol.org/?q=ersymposium>

<http://www.kotesol.org/?q=DC08AutumnSymposium>



Saturday AM



9.00-9.45am Concurrent Sessions

Room	Presenter(s)	Title of Session	Session Type
B142	Michael Cahill	Helping Language Learners reach Milestones to School Success	Presentation
B161	Hyunsu Ji	Bring a piece of fact into your child's imagination	Presentation
B166	Julia-Louise Missie & Jessica Matchett	Using Mind Mapping as a Tool for a Four-skills Class	Workshop
B167	Terry Fellner	Taking it Outdoors: Language Learning Beyond the Classroom	
B168	Jessica Vaudreuil-Kim	Teaching English through Storytelling: How to teach various levels	Workshop
M101	Jennifer Jordan	An Investigation of Short-term Length of Residence on the English Pronunciation of Native Speakers of Korean	
M103	John Halliwell	Grammar practice: From memorizing to grammaring	
M104	Jeremy Kritt	English through English: A critical engagement of new English language educational policy in South Korea	Presentation
M105	Wendy Arnold	Synthetic, Analytical phonics & whole word approach	Workshop

10.00-10.45am Concurrent Sessions

Room	Presenter(s)	Title of Session	Session Type
B107	Curtis Kelly	Active Skills for Communication	Presentation
B121	Jihyun Kim	Reading and writing: English Newspapers in education	Presentation
B142	Caroline Linse	Where should I get my Advanced Degree in TESOL?	Presentation
B161	Renald Rilcy	Achieving success in the TOEIC test for both teachers and students	Presentation
B178	John Morse	A First Look at Merriam-Webster's Advanced Learner's English Dictionary	Presentation
B111	Oliver Bayley	Become Communicatively Competent Speakers with American English File	Workshop
B164	Jennifer Vahanian	Creative and Motivating Writing Activities Using Sound and Video	Workshop
B166	John Wiltshier	Peer-shadowing -what, why and how it helps students to speak	Workshop
B167	David Kluge & Matthew Taylor	Students Helping Students: How to Do Peer Reading	Workshop
B168	Tony Maguire	Read Together graded readers by e-future	Presentation
M101	Ivan Sorrentino	Public speaking the easy way	Workshop
M103	Stuart D. Warrington & Michael T. Welles	The Lexical Modification of Teachers' Instructions: Perceptions vs. Reality	Presentation
M104	Peter Burden	Benefit or Bane?: Student Evaluation of Teaching in Japanese universities	Presentation
M105	Adrian Tennant	Exploring Reading	Workshop

11.00am Opening ceremonies in M608

11.25am Plenary Speaker David Graddol 'The Future of English and Teaching' in M608

12.10pm Lunch Pick-up

SATURDAY - 9:00~9:45

Helping Language Learners Reach Milestones to School Success

Michael Cahill, Cengage Learning Korea

Using Heinle's new Milestones series, educators will learn effective strategies on how to teach ESL students academic vocabulary, grammar, reading fluency and comprehension, and writing to ensure their academic success. Ongoing assessment and differentiated instruction strategies will also be presented.

YL/VYL/T

R/W

PLUS

Presentation

Room B142

Bring a piece of fact into your child's imagination

Hyunsu Ji, Language World Co. Ltd.

Fiction reading enhances students' imagination and their life experience while nonfiction provides opportunities to learn more about the real world. Then, what if they do fiction and nonfiction reading on the same topic and at the same time? This session emphasizes the necessity and the effectiveness of using a paired nonfiction and fiction series, Take-Twos, in reading classes and also presents practical ways of teaching reading in a creative and meaningful way.

YL

R

Plus

Presentation

Room B161

Macmillan Dedicated Room

Room B109

Oxford University Press Dedicated Room

Room B111

Using Mind Mapping as a Tool for a Four-skills Class

Room B166

Jessica Matchett & Julia-Louise Missie, Handong Global University, Pohang

This hands-on workshop will show teachers how to use mind mapping or graphic organizers as a tool for student learning in all the skill areas: listening, speaking, reading and writing. A demonstration of a listening and speaking activity will exemplify not only the usefulness of teaching students how to listen for specific information but also to understand key points and main ideas. This example will serve to introduce another demonstration on how to use mind maps for reading and writing.

U

S/L/R/W

How-To Plus (Building on the Basics)

Workshop

Room B166

Teaching English through Storytelling: How to teach various levels

Jessica Vaudreuil-Kim, Hoseo University, Cheonan

Teaching English through storytelling is a technique that is widely practiced in ESL and EFL settings for sound reasons: storytelling is lots of fun, there is lessened student anxiety *because* it is fun and storytelling activities can be easily adapted to suit students' fluctuating needs and levels. Storytelling can be used to teach English to adults and children, and to beginner through advanced levels alike. However, when we think of storytelling in the traditional sense, we often times think of the teacher reading a book to passive, yet eager listeners. Yet, storytelling can encompass different approaches: the top-down approach which is inductive and whole to part; and the bottom up approach, which is generally deductive and part to whole. The later is often times referred to as the whole language approach. Depending on which approach is

used, storytelling can even evolve into story creating. During the workshop, we will explore various tools and techniques of storytelling techniques, and discuss the benefits and pitfalls of some of these techniques.

The presentation will be divided into three parts. (1) A brief theoretical explanation of the benefits of teaching English through storytelling. (2) A description of various storytelling activities. (3) An extended practice session, where workshop attendees can try out and explore some of the various storytelling and story building activities amongst peers.

T/U/A

Basics

Workshop

Room B168

Taking it Outdoors: Language Learning Beyond the Classroom

Terry Fellner, Saga University, Japan

Language teaching is currently at a crossroads. Modern technology not only allows us to peer inside the brain and gain a better understanding of the cognitive processes involved in language learning but also provides us with a valuable tool to use in language teaching classrooms. However, we still have not really gone "beyond the traditional second language teaching assumptions" (Mohan, Leung, Davison, 2001) in trying to find superior avenues of learning. This presentation attempts to offer a new paradigm by explaining and justifying the use of a new methodology referred to as Outdoor Language Learning (OLL). The presenter will first provide a definition of Outdoor Language Learning and then describe the theoretical background which supports its implementation in formal education. The presentation then offers 10 reasons why OLL can enhance students' language learning experiences in nearly any educational context but with particular relevance for developing countries which often have few qualified instructors and resources. Following this the presenter will detail some practical considerations edu-

cators must take into account when preparing an OLL program for their students. The presentation will conclude with samples of activities and photos of an intensive English camp for university students held in Japan.

Room B167

An Investigation of Short-term Length Residence on the English Pronunciation of Native Speakers of Korean

Jennifer Jordan, Kwansai Gakuin University, Japan

The following abstract is based on a dissertation submitted for a Master of Applied Linguistics degree at Macquarie University. It addresses changes in subjects' accentedness during a one-month study abroad program in Canada or Australia. Subjects were recorded before and after the treatment period and the recordings rated for accentedness by native speakers of the appropriate variety of English. Surveys were given to the subjects before and after the treatment period to address the motivation to speak English with native-like accents. The second survey also addressed time spent with native speakers.

Subjects' accents improved with respect to two of three sentences recorded for learners studying in Australia but not for those studying in Canada. The results of the survey analysis showed that integrative motivation generally increased during the treatment period. No correlation was found between accent improvement and motivation improvement nor was any correlation found between language use and accent improvement.

Possible reasons for the discrepancy in improvement between treatment locations and the likely salient features of the varieties of English represented will be discussed.

Research & Theory

Room M101

Grammar Practice: From memorizing to grammaring

John Halliwell, Saint Michael's College,

Vermont, USA

Teachers and students have long known that grammar is an important part of language learning. While the understanding that grammar underlies communicative competence in a second language is uncontroversial, how teachers provide grammatical practice is. Over the last ten years, there has been a shift in grammar teaching back to the view that grammar is a skill that must be practiced. However, rather than viewing grammar as a set of static rules to be memorized, it is seen as a dynamic, flexible system.

A current concern in ELT is how to engage learners in meaningful communication and yet still provide opportunities for grammar discovery. That is, how do we provide opportunities for the negotiation of meaning that motivates learners to modify their interlanguages. How can we help the learners' cognitive system to focus on grammatical elements? How can we give students practice in those elements and help them to develop skills that will allow them to continue learning? This talk will provide a basic overview of types of grammar activities and some of the cognitive features that are important for practicing and acquiring grammar. We will also discuss examples for implementing those types in a classroom.

T/U/A

How-To Basics (Building the Basics)

Presentation

Room M103

English through English: A critical engagement of new English language educational policy in South Korea

Jeremy M. Kritt, Seoul National University

English language educational policy in South Korea is about to go through major transitions as a result of newly elected Lee Myung Bak's proposals. A major element of the upcoming policy is introducing a "Teaching English in English System." It seems that such a policy has deep positive and negative implications for

current Korean non-native English language teachers, invited native English language teachers from foreign countries, language education in the private sector, and young students. This presentation critically engages theoretical and practical issues surrounding the 'English in English' policy shift by reviewing the current academic discussion on the subject in relationship to the practical experience of language teaching in the Korean context. The presenter will discuss possible positive and negative implications of this approach and offer some suggestions for implementation. Attendees will be invited to discuss the presented ideas at the end of the presentation. This presentation is most relevant to Korean and non-Korean teachers working in the public school system or to anyone who is interested in English language education in public schools in South Korea.

Y/T/U/A

S/L/R/W/M

Research & Theory

Presentation

Room M104

Synthetic, Analytical Phonics & Whole Word Approach

Wendy Arnold, YL-SIG Session

The phonics debate rages on in mainstream native-English education systems in both the UK and the USA. Synthetic, analytical phonics or whole word approach? Are you confused? Is this relevant for second (or more) language learners of English? To be or not to be? Phonics or not? What is the best way to ensure that young language learners get a reasonable idea of the sounds in English so that their reading and writing (not to mention speaking) are not adversely impacted by their L1 sounds? As listening impacts on the speaking which impacts on reading, having a knock-on effect on writing it seems wise to introduce an implicit link between sound and text at some stage in teaching English. It also seems prudent for our learners to have this knowledge when their writing system is not

based on an alphabet. This session will go through: - the synthetic phonics sounds -introduce you to analytical phonics - give you a list of 100 common sight words in English - introduce you to a resource which analyses the disparities between your learners L1 and English including graphophonics, syntactic and semantics. Attendees will leave the session

with a self-made grid using a visuo-thematic approach to introducing synthetic phonics, as well as materials for understanding analytical phonics. Access to whole word approach and L1/L2 variations will also be explored.

YL/VYL

Workshop

Room M105

NEW PENGUIN READERS

PENGUIN READERS now has a fresh NEW LOOK and some great additional features that will 'wow' your students and make reading lessons go with a bang! As well as all your old favorites - completely refreshed and updated - we have ten fantastic new titles for you to choose from...

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- **Outstanding audio support** - virtually every Penguin Reader is also available as an audio CD pack

So with the same amazing range of titles, graded across seven levels, the only thing you and your students will find difficult is choosing just one book! Whether it's fiction or non-fiction, horror or romance, biographies or big film tie-ins, the new-look Penguin Readers series really does offer something for everyone!



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SATURDAY - 10:00~10:45

Active Skills for Communication

Curtis Kelly, Cengage Learning Korea

What's so important about making learners active? Everything. Brain studies show us that depth of learning is proportional to how deeply and actively tasks are processed. Another critical factor is personal relevance, which causes the release of neurotransmitters that facilitate learning. Dr. Kelly will discuss how brain science discoveries have influenced the methods and activities developed for a new series by Cengage, *Active Skills for Communication*. It uses a task-based approach. Learners engage in extended speaking activities to help them actively discover each other, actively discover the world, and actively discover themselves.

YL/VYL/T/U/A

S/L

Basics

Presentation

Room B107

Reading and Writing: English Newspapers in Education

Jihyun Kim, International Graduate School of English

This presentation is about how to use English newspapers in classroom context especially for teaching reading and writing. English newspapers are real-life, authentic, up-to-date material for learning a foreign language. Substantial evidences are provided that using newspapers contribute to student's reading skills, writing skills and schema building. So newspapers, otherwise ending their lives in garbage bin, can turn into excellent learning materials by breathing life into them to be task source. Literacy experts support the idea that reading and writing instruction should go together as the two shares the ground: the text. In particular, summary writing can be a good option

for reading and writing combined activity for upper-intermediate or advanced learners. Students pursuing higher education face increasing need for academic writing in which summary writing is considered basic skill to master. Therefore integrating newspapers in reading and writing classroom is a sure benefit to students in a step-by-step way.

U

R/W

Plus

Presentation

Room B121

Where should I get my Advanced Degree in TESOL?

Caroline Linse, Queen's University, Belfast NI

The purpose of this session is to discuss the different types of advanced degrees available in the US, and the UK in the fields of foreign language, TESOL and Linguistics. This session is designed for individuals considering different advanced degree programs. Emphasis will also be placed on the distinctions between EdDs and PhDs.

YL/VYL/U/A/B

M

Plus

Presentation

Room B142

Achieving Success in the TOEIC Test for Both Teachers and Students

Ronald Rilcy, Town Books

The TOEIC test measures proficiency in International Business English, at intermediate and advanced levels. Each year, more than 4.5 million individuals worldwide take the TOEIC test. The TOEIC expert Renald Rilcy will provide invaluable insight into the recent changes to the test and test-taking strategies that will give students the technique and confidence they need to improve both their TOEIC skills and overall English ability.

Plus
Presentation
Room B161

A First Look at Merriam-Webster's Advanced Learner's English Dictionary

John Morse, Language World Co. Ltd.

Mr. Morse will present a first look at the new Merriam-Webster's Advanced Learner's English Dictionary and will discuss the dictionary-making process. In constructing this dictionary, Merriam-Webster was mindful of the many fine learners' dictionaries that have already been published over the years, and we did ask ourselves what special goals we had for this dictionary, and what innovations could particularly appeal to the English-language learner? We identified five goals: 1. User-friendly symbols and abbreviations. 2.

Comprehensive coverage of American English. 3. Very generous use of sample sentences and other usage examples. 4. Extensive usage guidance, in the form of labels, notes, and paragraphs. 5. Extensive coverage of phrases. In the session, Learning how to use learners' dictionary allows English learners to be exposed to extensive use of collocations and sample languages in a controlled set of definitive words. Dictionary training doesn't have to be boring, and Dr. Kim will present interesting classroom activities using learners' English dictionary.

T/U/A
Plus
Presentation
Room B178

Macmillan Dedicated Room
Room B109



Courses
CLIL Classes
Exams
Civilisation
Picture Dictionaries
Readers
Activity Books
Games
Teacher's Resources
Videos
Magazines

Learning Languages the Pleasant Way

www.elionline.com | www.elimagazines.com

Become Communicatively Competent with American English File

Oliver Bayley, Oxford University Press

Through a focus on fun, motivating lessons, a balance of skills practice, and a unique 'English File' system, learners will have all the language they need to speak with confidence. This presentation demonstrates to teachers how they can enable their students to develop communicative competence, through the use of a variety of techniques and materials from the new 'American English File' series.

U/A

P/S/R/W/L

Basics

Workshop

Room B111

Creative and Motivating Writing Activities Using Sound and Video

Jennifer Vahanian, American University of Sharjah, UAE

Being able to write well is one of the most important skills to have in order to achieve academic success, but it can also be one of the least enjoyable for students, so it is essential to help instill a love for writing by creating activities and assignments that students enjoy doing. Most writing starts with a free-flow of ideas that eventually suggest a structure or is worked into one. The activities in this workshop—while giving students some direction—centers on the free-flow of ideas, so that students can discover how they feel about or relate to certain stimuli. It is important to stress that, while mechanics is important, too much stress on mechanics in the beginning stages of writing can hamper a student's exploration of a topic, which can result in creative insecurity and writer's block.

The workshop will center on the use of music and video as ways for students to explore various associations with the given prompt.

T/U/A

W

Basics

Workshop

Room B164

Peer-shadowing - what, why and how it helps students to speak

John Wiltshier, Miyagi University, Japan

How can we use peer-shadowing in our classes to increase fluency? What type of shadowing is best in which situation? What happens in our brains as we shadow? In this very practical session everyone will try 6 different types of peer-shadowing, come to understand the brain processing involved in each and learn how to immediately apply them in classes ranging from 2 to 50 students. John's clear and highly visual presentation style promises to make this a lively, informative and most useful workshop.

T/U/A

S

How-Plus (Building on the Basics)

Workshop

Room B166

Students Helping Students: How to Do Peer Reading

David Kluge & Matthew Taylor (co-author), Kinjo Gakuin University, Japan

The presenter has successfully used peer reading for about 20 years. In this workshop he will share his experience.

Peer reading provides chances for students to read papers other than their own, and to write for someone other than the teacher. It helps them to consider grammar and usage and find problems, empowers them by involving them in the assessment process, and is a step toward learner independence.

Some writing instructors doubt whether students can do peer reading adequately. Students can if they are trained and if they are given tasks within their capabilities. In this work-

shop the presenters will explain and show how they train students and how they tailor the activity to fit the students' abilities.

The presenters will then take the participants through the peer reading process. The participants will be given sample papers and will do peer reading with a partner, focusing on content, logic, and organization. With revised papers, participants will do a second peer reading, this time focusing on spelling, grammar, and style issues. With further revised papers, participants will do a third peer reading focusing on format. This practical exercise will demonstrate the value as well as the logistics of doing peer reading

U

R/C

Plus

Workshop

Room B167

Read Together: Graded Readers by e-future

Tony Maguire, e-future Co. Ltd.

Tony will review the Read Together series and demonstrate the new-release interactive CD that has been developed for each book. This CD is a multimedia production that presents each story using audio and flash animation. He will provide a number of options for using this CD in the multimedia classroom.

Y/L

L/R

Basics

Presentation

Room B168

Public Speaking the Easy Way

Ivan Sorrentino, Cambridge University Press

'Giving a presentation' is on most people's top-ten 'fear' list. This is understandable - effective presentations involve a complex combination of linguistic, organizational and non-verbal skills. In this session, we'll consider how a step-by-step process approach can

work, even with low-level students, to reduce the "fear" factor, and make presenting fun.

T/U/A

S

Plus

Workshop

Room M101

The Lexical Modifications of Teachers' Instructions: Perceptions vs. Reality

Stuart D. Warrington & Michael T. Welles, Asia University, Tokyo, Japan

The degree to which English teachers lexically modify their speech over student proficiency levels still remains an under-researched area in language teaching today. At first glance, one might assume that the lower the level of students taught, the lower the variety of vocabulary a teacher will use. Only a small amount of research, however, has supported this notion (e.g. Kliefgen, 1985; Mizon, 1981). Consequently, this presentation will initially look at a recent and related study undertaken by the authors involving an investigation into the lexical modification of teacher talk as it relates to instructions over contrasting student proficiency levels. Then, a discussion will follow on the results of this inquiry through an examination of the type-token ratios found in the study, along with lexis that was notably modified. Finally, there will be an analysis of a survey on teacher perceptions of their instructions to reveal whether there is a correlation between teachers' beliefs and their actions regarding lexical modification in such speech acts, or whether this continues to remain a popular (mis)perception.

S

Research & Theory

Presentation

Room M103

Benefit or Bane? Student Evaluation of Teaching in Japanese Universities

Peter Burden, Okayama Shoka University, Japan

This presentation will show the results of a case-study of 22 expatriate and local English language teachers in Japanese universities which explored perceptions of the recently introduced student evaluation of teachers through surveys (SETs). Participants question face and consequential validity, the lack voice in decision making, and scope for teacher improvement with teachers calling for more nuanced, less potentially threatening evaluation mechanisms. Evaluation is seen to be reliant on haphazardly administered surveys lacking explanation of the purpose or the criteria for evaluation and lack teacher input into content. Being cross-curricular, based on isolated samples of performance while explicitly following assumptions of a teaching method, even if the evaluation is intended for formative development, many teachers do not gain any new knowledge as they question the face validity of the information. While evaluation is seen as necessary, relying on a one-shot single source of evidence leads to threatening consequential validity and so for improvement the study outlines teacher perceptions on how the process can be improved: teachers call for a distinction between prescriptive, acontextual, summative evaluation and more nuanced, collaborative approaches to reveal the richness and diversity of teaching.

U

M/C

Research & Theory

Presentation

Room M104

Exploring Reading

Adrian Tennant, YL-SIG Session

Exploring reading Reading is an essential part of learning. Both children and adults need to be motivated to read. Through reading learners are exposed to grammar and lexis in context. By focusing on the content and story and exploring what learners really understand, rather than simply whether or not they can answer a set of comprehension questions, we can make

reading an enjoyable and fulfilling activity. We will start by looking at exactly what we mean by 'Teaching Reading'. We will examine whether it is possible to teach reading and whether what we already do is sufficient. Then, using examples from the Macmillan English Readers and Macmillan Explorers we will look at ways in which reading can be made meaningful and motivating. We will examine some techniques where reading becomes central rather than simply the ability to answer a set of comprehension questions. Finally, we will examine whether a holistic approach to reading can help our students become better language users. By the end of the workshop participants will have a set of practical activities that they can use in their classrooms to motivate and teach reading.

YL/VYL

Workshop

Room M105

SATURDAY - 11:00~11:25

KOTESOL Opening Ceremonies

Room M608

SATURDAY - 11:25~12:10

Featured Speaker

The Future of English and Teaching

David Graddol, The British Council

In my report for The British Council called 'English Next' (2006) I explore some new and rapidly developing trends in the teaching and learning of English worldwide and explain the wider economic and demographic contexts which have prompted them. For example, many countries have lowered the age at which they introduce the learning of English in

schools. Where this programme is successful, national populations are becoming bilingual. In this presentation I will explain these current trends and envisage the new world order which they are now bringing about. Will there be a need to learn any other foreign language if almost everyone in the world knows English? What kind of English will people speak when the language is used mainly as a

lingua franca between non-native speakers? How can it be that the need for English teachers will decline, even as the amount of English in the world continues to grow?

David Graddol (2006) 'English Next'. London. British Council.

(Free download from <http://www.britishcouncil.org/learning-research-english-next.pdf>)

Room M608



CELTA Course

The Cambridge ESOL CELTA (Certificate in English Language Teaching to Adults) is an internationally-recognised qualification which will enable you to teach English to non-native speakers in many different contexts and countries.

CELTA at the British Council in Seoul

The British Council in Seoul is running a **full-time CELTA** course for **four weeks** in **February 2009** from **Monday** to **Friday**. The **120-hour-course** includes the following:

- *Input sessions* in the form of practical workshops
- *Teaching practice* with extensive feedback from Course Tutors
- *Written assignments* with guidance from Course Tutors
- *Observations* of experienced British Council teachers

Dates, fees and further information

Course Dates: Monday 2nd February to Friday 27th February 2009

Application deadline: Friday 7th November 2008

Course fees: W2,450,000

Visit: <http://www.britishcouncil.org/korea-teacher-development-courses-celta.htm>

E-mail: teacher.training@britishcouncil.or.kr

Call: Mike Bowles on (02) 3702-0646

**2009 KOREA TESOL
NATIONAL CONFERENCE**

CALL FOR PAPERS

**May 16, 2009
10:00am~7:00pm**

Korea National University of Education

Presenters are invited to provide submissions for 50-minute presentations and workshops, and/or poster sessions lasting 30 minutes on the theme of:

***PROFESSIONAL DEVELOPMENT: IMPROVING
LEARNING BY IMPROVING TEACHING***

Four 200,000 won research grants available
Email title, abstract & biography to Dr. Kara MacDonald at
national2009@gmail.com

**See Conference page for details:
<http://www.kotesol.org/?q=2009NC>**

Deadline for submissions: 31st December 2008

Saturday Afternoon



12.35pm Featured Speaker Sessions

Room	Presenter(s)	Title of Session
B107	John Cashman	Foreseeing a Changing World
B161	Chris Kennedy	Investigating the Language Landscape of Our Learners
B178	Merton Bland	Ten Commandments for Teaching English in a Changing World: Methodology for the 21 st Century.

1.30-1.50pm Paper Presentations

Room	Presenter(s)	Title of Paper
B166	Sasan Baleghizadeh	The Dilemma of Assessing Paragraph Structure Awareness
B167	Jeong-weon Song and Joe Walther	The Use of Voice Bulletin Board in a Classroom English Course
B168	Tomoko Yabukoshi and Osamu Takeuchi	Language learning strategies in an Asian EFL context
M101	Tsan-Jui Cheng	Fostering Learners' Self-Directedness - A Study on English Teachers' Role
M103	Stafford Lumsden	Teaching Listening: Instructional Interventions for Improved Listening
M104	Johanathan Woodworth	English as a Global Language: Global Englishes versus International Englishes

2.00-2.45pm Concurrent Sessions

Room	Presenter(s)	Title of Session	Session Type
B107	Jeremy Kritt	An Introduction to Task-Based Language Teaching	Presentation
B121	Justin Shewell	Free, Easy, Adaptable Online and Paper-based Vocabulary Activities	Presentation
B142	Jeffrey Walter	Teaching conversation strategy and structure	Presentation
B161	Michael Cahill	Globalization & its impact on teaching & materials	Presentation
B178	Eric Verspecht	Developing language and life skills for the workplaces	Presentation
B109	Patrick Hafenstein	Developing Fluency, Accuracy and Complexity in Oral Exams	Presentation
B111	Nalin Bahuguna	Interacting with Academic Texts and Learning Academic Vocabulary through Inside Reading	Workshop
B164	Kelly Drake	Monsters 101: A Project for the Creative Classroom	Workshop
B166	John Honisz-Greens	Using Tandem Learning to Explore National identity and Stereotypes	
B167	James H. Life	Instructing Listening Comprehension with Internet Video-clips	Workshop
B168	Rafael Sabio	Online Videos: Authentic Materials used in English language learning	Workshop
M101	Jake Kimball	Doing Research 1: Selecting a Research Topic	Presentation
M103	Chiyo Myojin	Teaching English Methodology	Presentation
M104	Marti Anderson	Humanism in Language Teaching: A Concept Worth Revisiting	Presentation
M105	Adrian Tennant	Audiobooks	Workshop

SATURDAY - 12:10~12:35

Lunch Pick-up 12.10 - 12.35

Brown bag lunches will be available outside the featured speaker presentation rooms:

B107, B161, B178

SATURDAY - 12:35~1:20

Featured Speakers:

Merton Bland, KOTESOL, John Cashman, KOTESOL

Chris Kennedy, The University of Birmingham, UK

Featured Speakers

Foreseeing a Changing World

John Cashman, KOTESOL

Driven by the convergence of trends such as globalization, the rapid development of information technologies, the emergence of China as a world power, and demographic forces such as population aging, the Korea TESOL community faces new threats and challenges as well as new opportunities. In a free-ranging talk encompassing these and other forces, Futurist John Cashman will present a set of provocative forecasts designed to explore potential futures. The forecasts will push the audience to consider what might happen outside of the "same as usual" mindset. This includes potential discontinuities or disruptive events that could shake the foundations of the organization. By exploring the future in this manner, KOTESOL as an organization as well as its individual members can better prepare themselves for the critical uncertainties that lie ahead.

Room B107

Featured Speakers

Investigating the Language Landscape of Our Learners

Chris Kennedy, The University of Birmingham, UK

One of the ways our world is changing is the ever increasing mix of English and indigenous languages in 'local' contexts. This has led to investigations into the nature of 'language landscapes' - how languages are used in everyday contexts, in advertisements, shop signs, street names and food labels for example. Korea presents many examples of such mixing of languages, though many other countries also provide examples of this globalisation process. I shall present some examples from studies undertaken in a variety of countries including Thailand, Japan, Brazil and Greece including positive and negative attitudes of users to this spread of English. I shall then suggest some ways in which we might be able to involve our learners in investigating their own local landscapes and their own culture and languages.

Room B161

Featured Speakers

Ten Commandments for Teaching English in a Changing World: Methodology for the 21st Century.

Merton Bland, KOTESOL

Perhaps we can agree that our task is to enable those we work with to use English as a vehicle of communication, using an English natural to the speaker (i.e., a Korean English) but an English comprehensible to the greatest number of persons who do not share the speaker's origins.

Room B178

SATURDAY - 1:30~1:50

The Dilemma of Assessing Paragraph Structure Awareness

Sasan Baleghizadeh, Shahid Beheshti University, Tehran, Iran

Testing the writing skill of students is an important issue in EFL classes. This skill can be assessed both through system-referenced and performance-referenced tests. While the former assesses writing indirectly through a set of multiple-choice grammar items, the latter does so directly by getting students to manifest their writing ability through producing large pieces of discourse such as paragraphs and essays. An equally important issue regarding writing assessment is examining students' paragraph structure awareness (PSA), i.e. their awareness of the elements that constitute a good paragraph such as unity, coherence, etc. Obviously, these features can be tested directly through collecting students' samples of writing; however, it should be noted that many of them naturally go unnoticed owing to students' avoidance in using them. This paper reports an experience whereby the researcher used the familiar multiple-choice technique to test students' PSA in an EFL setting in Iran. It is argued that if properly selected, a well-developed paragraph can lend itself to a good number of discriminating multiple-choice items which can both assess and promote students' PSA.

U

W

How to Plus (Building the Basics)

Paper

Room B166

The Use of Voice Bulletin Board in a Classroom English Course

Jeong-weon Song & Joe Walther, Hanyang Cyber University

This study looks at the use of an Internet voice bulletin board by 30 participants in a TESOL certificate program. The participants used www.ishout.com to practice their pronunciation in a classroom English course. The voice bulletin board allowed the users to record and listen to their recording prior to posting on the Internet. Most participants answered that a voice bulletin board was Saturday 1.30 - 1.50 useful in improving their English ability, as well as correcting and improving their pronunciation. The majority found that it was useful for practicing their classroom English while almost all of the participants preferred the use of the voice bulletin board to an ordinary cassette recorder. Because of the positive results of the use of the voice board and the ease of use by the students and teacher, the internet voice bulletin board has been adopted as part of the curriculum in a certain TESOL certificate program.

YL/VYL/T/U

P/S

How to Plus (Building the Basics)

Paper

Room B167

Language Learning Strategies in an Asian EFL Context

Tomoko Yabukoshi & Osamu Takeuchi, Graduate School, Kansai University, Japan

Although strategy instruction to learners at secondary school level has attracted the attention of English teachers/educators, a scarcity of descriptive studies with these learners has hindered its successful implementation. The authors have thus conducted the present research, comprising a quantitative survey and a qualitative study, to examine the types of strategies used by these learners and the relationships between strategy use and English proficiency. The quantitative survey was conducted by employing an original questionnaire. The survey identified major types of strategies used by these learners. It also found no positive relationships between the frequency of strategy

use and English proficiency. The qualitative study was then conducted by means of diaries and interviews to scrutinize the relationships between strategy use and proficiency. The analyses showed that the higher proficiency learners seemed to: 1) have a wider range of strategies; 2) orchestrate cognitive and meta-cognitive strategies; and 3) understand the purpose of each strategy use. Synthesizing these quantitative and qualitative studies, the authors will describe effective strategy use, i.e., how the higher proficient deployed the major strategies identified by the questionnaire. Finally, research as well as pedagogical implications will be elaborated on at the presentation

T

Research & Theory

Paper

Room B168

Fostering Learners' Self-Directedness - A Study on English Teachers' Role

Tsan-Jui Cheng,

With the advancement of technology, more and more educators recognize that teacher-centered education can no longer enable students to survive and excel in today's world. For this reason, self-directed learning (SDL), an innovative approach to develop learners' independent learning, becomes a widely discussed issue. This study, inspired by the challenging context, thus sets out to investigate the effect of English teachers' role in SDL. A researcher-designed questionnaire and an in-depth interview were used to collect data. Totally, 101 Taiwanese college students participated in the questionnaire, and eight of them joined the interview. The major findings are as follows. First, about 95% of the participants thought that English teachers are of great influence on the way students learn the language. However, currently, English teachers seldom teach college students how to take charge of their own learning. What is more, EFL teachers tend to become overly caring and protective, which might hinder students' development of in-

dependent learning and their practice of SDL. Implications are addressed as follows. First, teacher education on SDL is indispensable if EFL teachers would like to implement SDL. Second, EFL teachers may practice SDL with caution to avoid overly exercising some characteristics which may otherwise impede students' self-directedness

U

C

Research & Theory

Paper

Room M101

Teaching Listening: Instructional Interventions for Improved Listening

Stafford Lumsden, Seoul Yangjeon Elementary School, Seoul

This paper will discuss what it means to teach listening in an ESL context. It will discuss the teaching of listening in terms of the four strands outlined by Nation and Newton (2008: 1), and identify what conditions need to exist for listening to be taught. In addition it will identify types of listening and the underlying processes students undertake while listening. This discussion will be related to a group of intermediate level, Korean students learning English with the Author as their teacher, and will identify possible problems they may encounter in listening, and suggest some instructional interventions that may help overcome said problems.

T/U/A/B

L/M

Research & Theory

Paper

Room M103

English as a Global Language: Global Englishes versus International Englishes

Johanathan Woodworth, BR English

Current research into varieties of English represents a paradigm shift in how English is per-

ceived in the global community. The advent of the term, Global English has been closely argued by proponents and opponents. Opponents, claim that English is a tool of imperialism and examines the hegemonic nature of English and its close ties with the reduced linguistic diversity in the world. This is especially critical in Asia where more than 30% of World's living languages reside and it is one of the fastest consumers of English as a foreign and second language. However, the proponents look at English as both a tool of empowerment and an emblem of unification in the globalizing world. More important than the debate on the usefulness of Global English is the need for a paradigm shift in language planning where

English sustains rather than destroys the multi-lingual ethos of Asia and the rest of the world. The paradigm should not be one dominating Global English which homogenizes cultures, but an international language that encourages the speakers from various domains to incorporate their L1 norms and values, and to use English as International Language (EIL) for local as well as international interaction and communication.

YL/VYL/T/U/A/B

P/S/L/R/W/M/C

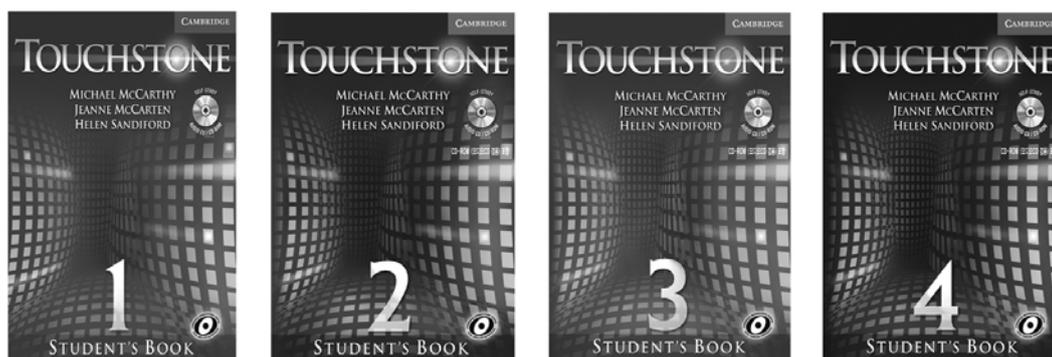
Research & Theory

Paper

Room M104

CAMBRIDGE

TOUCHSTONE



Touchstone is a ground-breaking new series that offers a fresh approach to teaching and learning North American English. The four levels of **Touchstone** take adult and young adult learners from the beginning through the intermediate levels of proficiency. It draws on the Cambridge International Corpus, a large database of conversations and written texts, to build a syllabus based on how people actually use English.

www.cupkorea.co.kr Tel 02)2108-2111 Fax 02)2108-2121

SATURDAY - 2:00~2:45

English through English: A critical engagement of new English language educational policy in South Korea

Jeremy M. Kritt, Seoul National University

The task-based approach to language teaching is often talked about in language teaching conferences; however, some people may not know what it really is or how to try it in their classrooms. This presentation will cover the basics of task-based language teaching. The desired outcomes are that attendees will have a better understanding of task-based language teaching, have increased confidence to try the approach in their classrooms, and gain better familiarity with sources for future study. It should be noted that this session is primarily directed to relatively new teachers or teachers not very familiar with task-based language teaching in general.

Y/T/U/A

S/L/R/W/M/C

Basics

Presentation

Room B107

Free, Easy, Adaptable Online and Paper-based Vocabulary Activities

Justin Shewell, United Arab Emirates University

Many teachers now rely on the Internet as their main source of teaching material and resources. However, the resources available have become increasingly commercialized, and many useful resources are out of reach for teachers and schools who cannot afford to pay for them. Also, many resources are designed for specific target groups, and although they may be free, it is difficult for teachers to adapt the materials to fit their specific teaching situations. Still, other resources, which may be adaptable, are often difficult to use or require teachers to have more than a basic knowledge of computers. This presentation will look at a

non-commercial website created by the presenter that features several different tools for creating vocabulary activities. These tools include a BINGO card maker, a crossword puzzle maker, a wordsearch puzzle maker, and several others. Participants will be introduced to the tools and given examples of activities that have been created using these tools. Specific instructions on how to use each tool in the presentation will also be given. Participants will be invited to ask questions throughout the presentation.

YL/VYL/T/U/A/B

P/L/R/W/M

Basics

Presentation

Room B121

Teaching conversation strategy and structure

Jeffrey Walter, Korea National University of Education

Conversations follow rules and patterns. However, many English learners are unfamiliar with these and thus have difficulty having or maintaining conversations. Even learners who have a good knowledge of vocabulary and grammar may still struggle to communicate effectively without having specific conversation skills. Conversation strategies, structure, and micro-skills need to be explicitly taught. Unfortunately, many conversation courses and textbooks do not directly cover much of this material. This presentation will show what skills and language can be taught with regards to conversation rules, structure, and strategy (ex. signaling to close a conversation, using fillers such as “The thing is...”) and how to integrate them into a conversation course.

U/A

S/M

Plus

Presentation

Room B142

Globalization & its impact on teaching & materials

Michael Cahill, Cengage Learning Korea

Globalization has changed our external and internal boundaries. By exploring the world we live in, we become global citizens. No longer confined to one-way street between English-speaking cultures and non-English speaking cultures, English language teaching now encompasses the interrelationships between communities and nations, languages and culture, as well as the connections between thought, communication, and points of view.

By expanding our responsibilities and taking advantage of a wider access to global content, we can actively seek to motivate students to think outside the box, to raise awareness of our local/global environment, to challenge ourselves to see the world afresh, and to enhance sensitivity to communities near and far.

In this workshop, the presenter will discuss the impact of globalization on the content and the process of teaching. Materials incorporating content from National Geographic will be presented and specific examples of how to teach reading, video and communication activities will be demonstrated.

YL/T/U/A/B

R

Plus

Presentation

Room B161

Developing language and life skills for the workplaces

Eric Verspecht, McGraw-Hill Korea Inc.

In today's global job market professional people who are comfortable using English effectively at the workplace have a big competitive advantage over their colleagues who have only limited English language proficiency. People who want to learn English for the workplace do not always find their needs addressed in language programs that focus more on social or academic English. Although these programs

address their certain needs, they also require a specific focus on language and life skills that are important to be successful at the job: interpersonal skills to deal with colleagues, customers and bosses, technological proficiency, stronger reading and writing skills, critical thinking skills to deal with the information, understanding the culture, stronger reading and writing skills. Participants will look into the language and life skills which students need to develop the foundation for long-term career and academic success. The presenter will use examples of Excellent English, a new McGraw-Hill series.

U/A/B

S/L

Plus

Presentation

Room B178

Developing Fluency, Accuracy and Complexity in Oral Exams

Patrick Hafenstein, Macmillan

The number of test takers in Asia of international English proficiency exams is still on the rise due to growing tertiary and industry demand. With a candidate's speaking now being tested by TOEFL, TOEIC, IELTS and Cambridge Business and Main Suite Exams, their ability to communicate effectively can no longer be ignored or overlooked. This presentation will examine some of the common features of each exam's marking criteria paying particular attention to how teachers can improve students' fluency as well as accuracy and complexity of vocabulary and grammar. Examples will be taken from New English Upgrade which has been written by Steve Gershon and Chris Mares. Published by Macmillan Education, this series has had over 10 years of proven success in developing students' communication skills not just for exams but also for the real world of English. This is a must see for any teacher serious about helping students become more confident and effective speakers.

U/A
S
Basics
Presentation
Room B109

Interacting with Academic Texts and Learning Academic Vocabulary through Inside Reading

Nalin Bahuguna, Oxford University Press

For learners studying reading from the pre-intermediate to advanced level, benefiting from learning how to interact with academic texts and fully acquiring vital academic vocabulary are two important goals. Find out how this is possible through Inside Reading, which uses a combination of high interest texts, reading skills for the academic classroom, and an instructor pack which includes test generating software.

T/U/A
R/W
Basics
Workshop
Room B111

Monsters 101: A Project for the Creative Classroom

Kelly Drake, Meisei University, Tokyo, Japan

Art projects for children learning a new language are a common aspect of a young learner's curriculum. Unfortunately, classes for older students rarely include the use of crafts in learning, despite the fact that few activities provide such a great opportunity for developing receptive and productive skills, such as following instructions and describing a process while at the same time offering the natural reward of artistic creation. Monsters 101 builds students' confidence in language ability by allowing them to receive, process and apply information during the construction of an original sculpture inspired by gargoyles and grotesques of medieval European cathedrals. The presenter will discuss the following: the ad-

vantages of art in the university classroom, materials and lesson preparation, the lesson plan, including activity worksheets, and suggestions for adaptation. Participants will then follow step-by-step instructions to create their own monster sculpture and will be shown how to break each part of the figure down to simple shapes. At the conclusion of the workshop, participants will have all the knowledge needed to complete this project with their students and apply the principles to additional arts and crafts activities.

T/U/A
S/L/R
Plus
Workshop
Room B164

Using Tandem Learning to Explore National Identity and Stereotypes

John Honisz-Greens, Kwansei Gakuin University, Japan

As English continues to spread as a lingua franca, educators in EFL situations are stepping outside their traditional roles of teaching the nuts and bolts of the language, and are introducing and teaching the more abstract cultural questions and issues. Such approaches better equip learners not only as language users, but also as intercultural communicators. This workshop considers the nature of National Identity and Stereotypes and how these may be introduced and explored with adolescent and young adult learners so as they can explore their own hetero- and auto-stereotypes. The workshop provides a brief theoretical platform to the topic and addresses what role instructors should take when introducing such sensitive topics to young learners, many who may be at odds with their identities at such a young age. Various practical Tandem Learning activities will also be discussed, highlighting various strengths and weaknesses drawing from both the presenter and audiences' experiences.

Y/T/U

M

How-To Basics (Back to Basics)
Workshop

Room B166

Online Videos: Authentic Materials used in English language learning

Rafael Sabio, KTT Session

Online videos provide students with an authentic English language learning experience by giving them access to sights, sounds, and English language dialogue they would otherwise not experience in common textbooks. Moreover, online videos give students a chance to see how English is used in the context of a real-world environment. This session starts with an introduction to online video usage in the classroom. It then segues into the process by which English language instructors can use online videos effectively. Finally, this session concludes with the audience becoming students and the presenter becoming the teacher in an interactive mock classroom situation. Participation is extremely encouraged.

YL/T/U/A

P/S/L/M

Basics

Workshop

Room B168

Instructing Listening Comprehension with Internet Video-clips

James H. Life, Dongguk University, Seoul

In the background you hear a sitcom playing on AFKN-TV; in the foreground you see a Korean student talking on the cell-phone while working on her computer. "What are you doing?" asks the friend. "Doing some homework and listening to AFKN." she replies. Here lies a common misconception; there is a difference between passive hearing and actual listening. The difference may seem mute to our Korean student but in the difference lays the key to effective listening comprehension instruction.

In this workshop, the focus will be on developing interactive listening skills through Internet video-clips. Internet video-clips are used as they are relatively short, vary in difficulty and subject material, and are presented in a medium that students are comfortable with. Finally they offer current and relevant topics of practical value motivating students by encouraging natural curiosity in current events. The workshop suggests a curriculum strategy along with a demonstration on how listening comprehension skill can be developed using Internet video-clips. The presenter has applied this strategy in the classroom setting and will invite an open discussion on developing listening skills using this approach.

U/A

L/M

Research & Theory

Presentation

Room B167

Teaching English Methodology

Chiyo Myojin, Tsuda College, JAPAN?

This study examines how much effect the variation of teacher talk produces on EFL learners' performance, especially listening comprehension skills, by chronologically observing a Japanese first language (L1) instructor's classrooms at a university. As a result, the findings of this study indicate that the less use of learners' L1 by the instructor takes place, the much more the learners' listening comprehension skills were improved within even a several months. In addition, the results of an English class survey show that most of the university students had few opportunities to be exposed to English teacher talk in classrooms in high school. Therefore, the students seem to have remarkably improved their listening comprehension skills in quite a short period, once they had an opportunity to be exposed to plenty of English teacher talk in classrooms at the university.

U/A

Research & Theory

Presentation
Room M103

Doing Research 1: Selecting a Research Topic

Jake Kimball, KOTESOL Research Committee
Session

This presentation is intended to help people who are interested in carrying out research in their teaching practice, but are feeling uncertain where to start. The focus here will be on seeing teacher research as a form of action research, carried out by individuals as part of their practice and not as traditional experimental research. One of the goals of the presentation will be to try to make the process of carrying out research more accessible to teachers who have not been trained in research methods by introducing them to some techniques for identifying possible topics for research in their work, ways to narrow overly broad topics into researchable questions, and resources that may help them in both processes. We will look at topics in terms of their potential for research in terms of time and other constraints on teachers. We will then explore how we might make teaching questions researchable. It is hoped that teachers will leave the presentation with the sense that doing research is possible for them and that they will be aware of some tools for starting to do research.

Research & Theory
Workshop
Room M101

Humanism in Language Teaching: A Concept Worth Revisiting

Marti Anderson, SIT Graduate Institute

In the 1970s and onwards, the English language teaching field was influenced in im-

portant ways by the philosophies of Carl Rodgers, Charles Curran, Earl Stevick, Caleb Gattengoo, Georgi Lozanov and others. Humanism or the search for humanistic approaches to teaching languages (and other subjects) took center stage and, for many teachers, were a welcome relief from the more dull and repetitious pedagogies previously in vogue. Meanwhile, in these past nearly 40 years, popular approaches to teaching language have largely moved this humanistic era, even if some of the core principles still have an influence. This participatory workshop will provide participants the opportunity to revisit humanism. What does it mean in the current English language teaching and learning environment? How is it present in currently-popular teaching pedagogies? And why is it still important? Or is it?

M
Research and Theory
Presentation
M104

Audiobooks

Adrian Tennant, YL-SIG Session

Audio books In the last ten years or so audio books have become more and more popular. This practical workshop looks at ways in which audio books can be used in the classroom to develop student's language skills. Using podcasts we'll listen to a few extracts from various readers and look at a range of activities that can be used to focus on the story and the language content. By the end of the workshop participants will leave with a number of ideas that can be used in their classes.

YL/VYL
Workshop
Room M105

Saturday PM



3.00-3.45pm Concurrent Sessions

Room	Presenter(s)	Title of Session	Session Type
B107	Tony Maguire	Reading Boat course-books, by e-future	Presentation
B121	Brian Keith Heldenbrand	Worship, The Bible, and Teaching English	Presentation
B142	Sherry Preiss	MyTopNotchLab: Pathways to Practice, Perform and Perfect	Presentation
B161	Linda Hanners Warfel	BookFlix: Building the Love of Early Reading & Learning with Videos & eBooks	Presentation
B109	Scott Miles	Turning Students in Avid Readers : Essential Reading	Presentation
B111	Rebecca Fletcher	Have you Got the Word Skills?	Workshop
B164	Nancy Jo Marcet	Helping Your Students Become Organized Essay Writers	Workshop
B166	David Leaper	Group discussion tests for in-class assessment	Workshop
B167	Hsing-chin Lee	The Use of Two Small Corpora: English Literary Works vs. Classroom Textbooks	
B168	Tory Thorkelson	Bringing Drama into your Classroom: How to ACTivate your students	Workshop
M101	Kevin Parent	Doing Research 2: Designing a Research Project	Presentation
M103	Maggie Lieb	Should We Care How Our Students Perceive us?	Presentation
M105	Caroline Linse	Creative Correspondence Activities for the YL Classroom	Workshop

4.00-4.45pm Concurrent Sessions

Room	Presenter(s)	Title of Session	Session Type
B107	Nicholas Yates	Professional Development: Empowering Teachers for the Future	Presentation
B121	Ubon Sanpatchayapong	Project-Based Teaching and Learning in a Thai University Context: A Paradigm Shift of Teacher's Role	
B142	Michael Cahill	Differentiated Instruction Strategies for Writing	Presentation
B161	Sam Lee	Enhancing Learning for All Students through Culturally and Linguistically Responsive Teaching	Presentation
B178	Eric Verspecht	Successful learning at intermediate level	Presentation
B109	Patrick Hafenstein	Using Pictures and Video for Large Classes	Presentation
B164	John Campbell-Larsen	Promoting fluency through discourse awareness	Workshop
B166	Ivan Sorrentino	Beyond the plateau - reaching advanced levels of English	Workshop
B167	Cheri Lee	English Grammar	Presentation
B168	Tim Dalby	Testing Times for Teachers	Workshop
M101	David D.I. Kim	Doing Research 3: Collecting and Analyzing Research Data	Presentation
M103	Terry Fellner	Writing fluency: What is it really?	Presentation
M104	Kristin Helland	World Englishes: Seeking a new framework for teaching culture	Presentation
M105	Hans Mol	Why sing? Using songs with young learners.	Workshop

SATURDAY - 3:00~3:45

Reading Boat course-books by e-future

Tony Maguire, e-future Co. Ltd.

Tony is a co-author of the Reading Boat series, a reading course-book for first and second grade elementary school students. He will discuss the development of the texts, with specific reference to their use in the classroom. He will then present some sample lesson plans for Reading Boat. Finally there will be an opportunity to ask questions, and to contribute to the development of the next book in the series.

YL

R

Basics

Presentation

Room B107

Worship, The Bible, and Teaching English

Brian Keith Heldenbrand, Jeonju University

Korea is a strong Christian nation that sends out numerous missionaries to countries around the world. Due to this fact, language development in English and other languages is necessary. These days, a large number of churches throughout Korea are offering English worship services and Bible studies in order to encourage language development. Although the strengthening of one's faith is a vital purpose for these gatherings, enhancing the listening and communication skills of its Korean attendees is also considered quite important. How can Christian educators be prepared to offer these seekers and learners the needed opportunity to grow in faith and in English ability? This presentation will examine the scope of English Bible learning in Korea and discuss its connection to content-based learning. Also, this presentation will also touch on some practical ways for educators to better organize, prepare and lead worship services and Bible studies. The presenter hopes to utilize his 15 years of teaching and

preaching in English to offer some insights in teaching Bible in Korea. He welcomes other Christian educators to attend and share their personal insights and experiences in teaching and learning the Bible in English.

U/A

S/L

Basics

Presentation

Room B121

MyTopNotchLab: Pathways to Practice, Perform and Perfect

Sherry Preiss, Pearson Longman

MyTopNotchLab is a new online learning and assessment system for teachers and students using Top Notch Levels 1-4. This convenient, easily navigable site offers a wide array of language-learning tools and resources, including powerful voice tools, a flexible gradebook, and the ability to offer written and audio feedback to students on open-ended assignments. Students have access to activities from every Top Notch component, including the Top Notch video program. MyTopNotchLab is a time-saver for teachers and an engaging learning environment for students.

U/A

Plus

Workshop

Room B142

BookFlix: Building the Love of Early Reading & Learning with Videos & e-Books

Linda Hanners Warfel, Scholastic

This presentation will introduce Scholastic's BookFlix, the new interactive literacy resource that builds a love of reading and learning - online! BookFlix pairs classic fictional video storybooks from Weston Woods with non-fiction eBooks from Scholastic to reinforce reading skills and develop essential real-world knowledge and understanding. BookFlix provides: * Fun and engaging content to add excitement to story time * Motivational in-

dependent reading resource that includes read-along and narrated text features * Lesson plans and web links for 85 videos and 85 non-fiction books Learn why School Library Journal states: "Scholastic's BookFlix deserves an A+ for not only introducing (eBooks) to preschool and elementary students, but also for providing reinforcement of reading skills through wonderful videos and outstanding book pairs."

Y/L

Plus

Presentation

Room B161

Turning Students in Avid Readers: Essential Reading

Scott Miles, Macmillan

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

U/A

R

Plus

Presentation

Room B109

Have You Got the Word Skills?

Rebecca Fletcher, Oxford University Press

For Korean learners, learning new vocabulary and English phrases are a core part of language development. Now your learners can see how words are used in spoken and written English, along with finding out which words and phrases they know, and which ones need more practice.

T/U/A

P/R/W

Basics

Workshop

Room B111

Helping Your Students Become Organized Essay Writers

Nancy Jo Marcet, Giving Tree Academy, Jeonju

Simply asking students to start writing will earn you the remark, "We don't know where to begin." Turn your class of individual students into supportive team building writers by organizing your lesson on 'organized' writing. Having goals set, knowing what materials students need, teaching the terminology used, and getting students to understand where they're going with this is all part of simple essay writing. Break down the organization into a swift, clear, and straight forward lesson for all students to follow. Treat your lesson as if the students have never heard of any of this before. It is imperative that you visually show the process that goes on in the brain. Do not assume students know how to write an organized essay, and if they are familiar with it, then all the better for them. If you are not a fluent writer, then taking these few essential steps along with the students will also develop

your writing skills. Many teachers can write a very interesting essay; however, teaching someone else to do it is a whole other ball game. The best part of learning to write organized essays is the fact that they will in turn become more confident speakers and presenters.

T

W

Basics

Workshop

Room B164

Group discussion tests for in-class assessment

David Leaper, Hankuk University of Foreign Studies, Seoul

This workshop is a hands-on approach to using the group discussion as a tool of classroom assessment. The best way to encourage an oral communication class to speak is to directly assess their speaking ability, and this can be done effectively and efficiently by means of a small group discussion. Although it is best suited for classes of around 20 students, it is also possible to do larger classes of 40 by making use of a combination of peer, self and teacher assessment. The workshop will include the justification and theory behind the use of this format as well as such practical aspects as examples of the forms, rating bands and organizational aspects of putting it into practice.

T/U

S/C

Plus

Workshop

Room B166

The Use of Two Small Corpora: English Literary Works vs. Classroom Textbooks

Hsing-chin Lee, Taiwan PAC

Much research has been done on the use of literature in language teaching and learning, but corpus-based studies in relation to this topic are not as common. An examination into

the level of vocabulary difficulty in a long children's novel (e.g. *Swallows and Amazons*) is needed to justify the use of long texts in senior high school EFL. This research attempts to apply a corpus-based approach to justify the use of a long children's novel in senior high school EFL classroom. Two small corpora have been compiled: one being the novel of *Swallows and Amazons*, the other being the collection of all the English textbooks used in the school involved. Word frequency lists of both the English textbooks corpus and the *Swallows and Amazons* corpus have been generated for lexical-grammatical analysis. The analysis suggests that the level of vocabulary difficulty of *Swallows and Amazons* matches that of the English textbooks, and thus justifies the choice of this text. Other than addressing the issue of reading difficulty in relation to the size of vocabulary of a literary text, this paper also intends to find out how the culture information embedded in the vocabulary of the literary text can be perceived accurately by EFL learners in Taiwan.

Room 167

Bringing Drama into your Classroom: How to ACTivate your students

Tory Thorkelson, KTT Session

The purpose of this workshop/presentation will be to demonstrate some practical dramatic games, techniques and ideas that can be incorporated into your English lessons and classroom. Both well known and original techniques designed for the Korean context will be used with participant involvement. Activities for breaking the ice, imagination, object exercises, and teamwork will be explained and done in the workshop among others (time permitting).

YL/T/U

M

How-to Plus (Building on the Basics)

Workshop

Room B168

Doing Research 2: Designing a Research Project

Kevin Parent, KOTESOL Research Committee Session

You know what you want to examine. You have a question that requires some investigating, but the more immediate question is “Where do I start?” This presentation aims to help the beginning researcher get started. It offers an overview of research design and the various methods and techniques available, giving some advice on how to match the proper method to the question you want to answer and to the resources you have. Would, for example, a controlled experiment, a statistical survey, or a case study best help you attain your answer? It also examines the various problems that appear time and again in research, the problems that make the results hard to trust. Some basic statistics will be presented as well (designed with people who don't like statistics in mind).

Research & Theory

Presentation

Room M101

Should We Care How Our Students Perceive Us?

Maggie Lieb, Meiji University, Tokyo, Japan

The teaching of English as an international language should facilitate communication among people from diverse cultural backgrounds, thereby solidifying cross-cultural friendship and global solidarity. This concords with the Linguapax objective for foreign language education which emphasizes “the promotion of peace, tolerance, and international understanding” (Marti, 1996). One way to achieve this is to “Promote integrative values by encouraging a positive and open-minded disposition towards the L2 and its speakers” (Dornyei, 2001). However, some teaching approaches can alienate students from the target language and culture, especially those which overly emphasize difference over similarity.

This serves as an impediment to international unity. This presentation will describe a study which investigated university EFL students' perceptions of native English speakers, and their feelings about communicating with them. Students were also asked whether they felt there was more similarity or difference between Eastern and Western cultures. Although perceptions were generally positive, most students felt more different than similar to their Western counterparts. In an ever changing world, the ELT profession must constantly seek ways to emphasize commonality over difference and facilitate global unity. This will help the world's population to work in harmony to address the imminent challenges we face as a species.

T/U

Research & Theory

Presentation

Room M103

Creative Correspondence Activities for the YL Classroom

Caroline Linse, YL-SIG Session

Children love getting mail, especially the kind that is not delivered through the in-box on a computer. They like to get pieces of correspondence that they can open, touch and take home. In the same vein children like making cards, notes and letters for classmates, friends and families. Children become so involved in the creative process of making fancy notepaper and cards that they don't realize that they are also developing essential English language writing skills. The purpose of this workshop is to share a variety of techniques for creating correspondence in the YL classroom. The session will begin with an overview of the theoretical principles supporting the use of correspondence activities in the YL classroom. Next participants will create a wide variety of pieces of correspondence from door knob notes to pop-up cards to “fill in the blank” letters. This session will be of interest to teachers working with learners who are 14

years of age (US age) or younger. The activities in this session can be used to give children experiences with many different correspondence styles, opportunities to write in a meaningful way, practice with different steps of the writing process and a wide variety of craft techniques for creating correspondence. This workshop is appropriate for teachers with learners US age 15 and under.

YL/VYL

Workshop

Room M105

SATURDAY - 4:00~4:45

Professional Development: Empowering Teachers for the Future

Nicholas Yates, Kanda University of International Studies, Japan

With continual advancements of modern technology, a more diverse range of technology may be available for use in the near future. Teachers, who aren't comfortable in such a setting facilitating lessons with technology, may need to react swiftly with some professional development (PD). At Kanda University of International Studies in Japan, a teacher-initiated PD program for technology training was designed to meet the needs of teachers who wanted to learn more about the connection between language learning and technology. The PD included technology training workshops, which focused on the design and use of technology, were used simultaneously with discussions, which aimed to provide support and opportunities to discuss theories and language learning pedagogy as well as the implementation and usage of these technologies. The speaker will outline the development of the complimentary workshops and discussions. Findings based on survey feedback, observations and reflections will also be offered. Findings concluded that, generally speaking, teachers felt more empowered, in terms of au-

tonomy, choice and control, to use technology. Recommendations on how future PD can support teachers with future educational technology developments will also be presented.

T/U/A

M

Basics

Presentation

Room B107

Project-Based Teaching and Learning in a Thai University Context: A Paradigm Shift of Teacher's Role

Ubon Sanpatchayapong, Mahidol University, Salaya, Thailand

This session focuses on the change of teacher's role found in the presenter's research project on project-based teaching and learning to develop students' oral language skills. This approach was implemented into a second year science students' English class at a university in Thailand. The presenter based her findings on triangulation of data, namely, the interviews with her student participants, students' learning logs and teacher's journal. The change from a top-down to a more bottom-up demonstrated three main roles of a teacher: a facilitator, mentor, and an assessor. The purpose of this presentation is to exhibit how the approach made the teacher change her role and how much the change provided students with speaking opportunities and benefited their learning processes as well as how much it helped develop students' oral language skills. The particular activity employed into this study was the interview. Through this activity, students worked in a group of three. It was also found out that their cooperative learning, student-centeredness, and learning autonomy were encouraged. The presenter will also recommend to the audience further research in this similar field.

Room B121

Differentiated Instruction Strategies for Writing
Michael Cahill, e-future Co. Ltd.

All classes are mixed-level classes. Students differ in language-ability, motivation, experience, strengths and weaknesses.. Often these differences are especially pronounced in our writing classes. How can we involve more of our students in our lessons? What strategies, tools, and techniques are available to writing teachers? In this workshop, the presenter will explore ideas behind differentiated instruction and the progress made in recent years in reaching out to a greater range of student. Four areas for differentiated instruction will be presented and strategies demonstrated will include the use of leveled up and leveled down activities, graphic organizers, pair work, collaborative projects, and technology. Specific attention will be given to the areas required for second-language writing instruction including a mixed product-process approach, inductive versus deductive grammar instruction, and guided versus independent reading. Examples will be taken from *Step-by-Step Writing: A Standards-based Approach* (Heinle 2009) by Linda Lonon Blanton, University of New Orleans.

W

Plus

Presentation

Room B142

Enhancing Learning for All Students through Culturally and Linguistically Responsive Teaching
Sam Lee, TownBooks

Culturally and linguistically responsive teaching is defined as the use of cultural knowledge, prior experiences, frames of reference, and performance styles of all students to make learning encounters more relevant to and effective for them (G.Gay 2004). It teaches to and through the strengths of students by the use of responsive instructional strategies. By using the brand new series 'Longman Cornerstone' the presenter will demonstrate

practical ways to use CLR in the classroom in order to empower students in an academic setting.

YL

Plus

Presentation

Room B161

Successful Learning at Intermediate Level

Eric Verspecht, McGraw-Hill Korea Inc.

Many students of English never get beyond pre-intermediate or low-intermediate level. Once they have established a minimum level of fluency and can communicate beyond the mere survival level, they often give up because they do not feel any progress. This workshop addresses some issues teachers need to consider when teaching intermediate level students. While an increased focus on fluency is important, focused attention to consolidating grammar and learning more complex forms is necessary to prevent fossilization. Lessons need to become more learner-centered with an emphasis on more complex techniques for interaction to stimulate creative use of language: role-plays, surveys, problems solving and discussions. High-interest content motivates the students and lends itself to challenging tasks that integrate skills and give the students opportunities to apply critical thinking skills. Examples will be taken from *Hemispheres*, McGraw-Hill's new course for above young adults.

U/A/B

S/L/R/W/M/C

Plus

Presentation

Room B178

Using Pictures and Video for Large Classes

Patrick Hafenstein, Macmillan

A growing number of EFL classrooms are equipped with projectors, DVD players and internet access as such equipment lends itself to

large classes especially those of the university/college sector. This presentation will look at two ways of taking advantage of this kind of technology that are both motivating for students and easy for teachers to get their head around. The first part of the session will introduce how to use pictures in the classroom with PowerPoint that develop students listening, speaking, writing and exam preparation skills. The second part of the seminar will demonstrate how to use video technology including that of mobile phones and youtube to improve students speaking in a supportive and entertaining manner. The pictures, conversations and videos used for this presentation are taken from Macmillan Education's new bestselling 4 skills book Breakthrough written by Miles Craven. This is a must see for any teachers who face young, demotivated, adult students.

T/U/A

S

Basics

Presentation

Room B109

Oxford University Press Dedicated Room

Room B111

Promoting fluency through discourse awareness

John Campbell-Larsen, Himeji Dokkyo University, Himeji, Japan

This presentation proposes that raising discourse awareness helps students transform from language learners to language users, in that awareness of spoken discourse norms enables students to contextualize and utilize existing lexical and grammatical competency to best effect in spoken communicative endeavors. The presenter seeks to define discourse in a way that is accessible to students; Identifiable patterns exist in stretches of language longer than the sentence. These patterns apply to utterances of an individual and to the con-

versation as a whole. The presenter suggests that non-awareness of these patterns or non-adherence to them often impairs spoken communication, irregardless of lexical-grammatical competence, and that knowledge of spoken discourse conventions can help students overcome certain lexical-grammatical shortcomings. The presenter will provide examples of classroom activities that demonstrate the practical application of the approach, in, for example, teaching question formation and giving extended answers, reported speech and using discourse markers. The presenter will conclude by suggesting that this approach should be seen as an ongoing process, and can serve as a background to a wide variety of communicative lessons.

T/U/A

S

Plus

Workshop

Room B164

Beyond the plateau - reaching advanced levels of English

Ivan Sorrentino, Cambridge University Press

The intermediate plateau is a state most learners achieve - getting to the level where they can "get by". While this clearly builds confidence in the learners that they can get things done in English, it also hampers their progress by giving them the feeling of enough ability. The presenter will show how can we help our intermediate level students keep up their motivation levels and progress beyond this easy resting place so they can genuinely become advanced users of the language.

T/U/A

S/L/R/W

Plus

Workshop

Room B166

English Grammar

Cheri Lee, GEM Korea

English Grammar is not a rule like Math. English Grammar is a tool to be improved 4 skills (speaking, reading, listening and writing). This session will be introduced "Teaching & Learning Grammar as a Tool, not a Rule" and how to teach English Grammar based on Immersion Education.

Y/T

Plus

Presentation

Room B167

Testing Times for Teachers

Tim Dalby, KTT Session

Testing is something that very few people know about in theory, yet many people do on an everyday basis. In this workshop we will explore some of the issues involved in testing such as 'what to test' - i.e. skills or language, 'how to test' - i.e. summative or formative, proficiency or achievement, and how tests affect teaching or 'washback'. We will examine different tests types, how tests are developed and the range of 'high stakes' tests that are available along with their advantages and disadvantages. By the end of the session, attendees will have a better understanding of tests and how to use them as more than just a tool for student assessment.

YL/T/U/A/B

P/S/L/R/W/M/C

Basics

Workshop

Room B168

Doing Research 3: Collecting and Analyzing Research Data

David D.I. Kim, KOTESOL Research Committee Session

This presentation will focus upon the collecting and analyzing of research data, by comparing the qualitative and quantitative research methods. A summary will be provided of a pilot research project conducted using both re-

search methods, to demonstrate how research data can be collected and analyzed. Research Study 1 utilizes a qualitative research design, while Research Study 2 a quantitative design is favored, to address the following research questions. Both studies were intended to investigate three specific areas: (a) Students' motivation for studying English; (b) Language learning activities students use to learn English; and (c) Learner/teacher qualities important in learning/teaching English.

Research & Theory

Presentation

Room M101

Writing fluency: What is it really?

Terry Fellner, Saga University, Japan

Writing fluency is generally considered to be the number of words produced in a specified time period. It is therefore assumed that students who produce more words are more fluent writers in the target language. However, is this assumption correct? This presentation looks at this question and contends that such a view of fluency is flawed as being too general. The presenter supports this claim by comparing the timed written texts of students' of different English levels. Comparisons indicate that higher level students - those considered to be more fluent - do not always produce greater word counts in timed writing tests when writing on the same topic. In fact, such students sometimes produced less than half the number of words than lower level students did. The presenter proposes that using word counts along with lexical frequency is a far better method of determining students' writing fluency. An examination of university students' writing done in a ten minute period indicates that lower level students consistently used significantly fewer, less frequently occurring lexical items than higher level students even when they produced equal or larger word counts.

U/A

W

Research & Theory

Presentation
Room M103

World Englishes: Seeking a new framework for teaching culture

Kristin Helland, Shantou University, China

With the paradigm shift of World Englishes affecting nearly every aspect of English teaching these days, questions about which culture(s) to teach and how to teach culture have become more complicated than ever. Many teachers find themselves in the awkward position of having to teach cultural content that they are unfamiliar with or that does not satisfy the cultural interests of their students. Some have even questioned whether culture should be taught at all.

Drawing on the field of intercultural communication and her experiences of teaching about culture in the U.S., Korea, and China, the presenter has responded to these questions by designing a research study to determine students' preferences and needs related to cultural knowledge. She carried out a needs analysis with post-graduate students at Shantou University in China using a survey, interviews, and journal assignments. The purpose was to examine the students' feelings about culture in relation to their English learning and to determine which culture-specific knowledge to incorporate into the curriculum. The presenter will discuss implications of this research for developing a systematic approach for teaching culture which also addresses student-centered concerns such as motivation and learner autonomy.

U
Research & Theory
Presentation
Room M104

Why sing? Using songs with young learners
Hans Mol, YL-SIG Session
Room M105

Singing and music should play a role in our English classes. It does in our 'real' lives, so why not use that to motivate young learners to learn? We should be singing everyday! For teachers songs usually play an important role in our lesson planning: they can be routine openers or closers, especially for very young children; excellent settlers when children get too excited and challenging ways to think of big ideas and issues for older young learners. They add variety to our lessons, provide a change of pace; they present new contexts for recycling language; and finally they allow us to let our hair down a bit. Music is a universal language and everybody can speak it! But how do they actually benefit our students? Music and song are hailed as contributing to a child's development in all areas - socio-emotional, physical, cognitive, cultural and linguistic. Young learners unconditionally love singing, but the language they can deal with can be limited; older young learners may not always love singing that much, but probably love music and can cope with much more language. How can we take this into consideration in our classes? During this workshop we will talk about good reasons for using music with students from 3 to 14 years old. We'll sing some songs together, think of activities we can do with these songs, and, like in any good cooking show, we'll present some ideas we prepared beforehand! Delegates will take home increased awareness of the value of songs in the English classroom and ideas to apply in their own situation.

YL/VYL
Workshop
Room M105



Saturday PM



5.00-5.45pm Concurrent Sessions

Room	Presenter(s)	Title of Session	Session Type
B107	Sergio Mazzaelli & Etsuko Fukahori	Effective Strategies to Integrate Video Production into EFL Classes	Presentation
B142	Linda Hanners Warfel	Ready-To-Go Libraries: Practical Solutions to Reading Achievement	Presentation
B161	Curtis Kelly	Writing from Within	Presentation
B178	Sherry Preiss	The NEW Northstar Third Edition: Insights and Inspiration	Presentation
B111	Bruce Wade	Get the Business: Business One:One, Business Venture, and Business Result!!	Workshop
B164	Danny Tan	Perfect Pronunciation? Say what?	Workshop
B166	Allison Bill	Creative Reading and Writing for Children	Workshop
B167	Christopher Stillwell	Bringing Change to the Classroom through Collaboration	Workshop
B168	Kevin Parent	Why Don't my Students Want to Learn?	Presentation
M101	David Shaffer	Doing Research 4: Reporting Research Results	Presentation
M103	Sarah Jones, John Wendel & Sherry Seymour	Encouraging Participation in Compulsory Freshmen University Conversation Classes	Presentation
M104	Barry Kavanagh	The mystique of the native speaker: A study of the Japanese Eikaiwa and ELT profession	Presentation
M105	Caroline Linse	Selecting Books for Young EFL Beginners YL	Workshop

6.00-6.45pm Featured Speaker Sessions

Room	Presenter	Title of Session
B107	Rose Senior	Towards Teaching in Class-Centered Ways
B161	Curtis Kelly	The Evolving Science of Learning

**7.00-8.30pm Banquet Speaker Marti Anderson
'Pedagogies of Peace' in the HanSangEun Lounge**

SATURDAY - 5:00~5:45

Effective Strategies to Integrate Video Production into EFL Classes

Sergio Mazzarelli & Etsuko Fukahori,
Kwassui Women's College, Japan

Many teachers are interested in integrating video production in their EFL classes, but they are put off by the amount of class time, equipment, and technical expertise they believe is required to produce good quality video. The presenters will provide a step-by-step account of how they let college students who had had no previous experience with video production create English-language videos in an extremely time-efficient manner and with minimal equipment. Their approach does not even require a video camera. Still cameras or the ubiquitous cell phone cameras are sufficient. One of the presenters will also explain how he was able to use the videos as the basis for successful international class exchanges. Sample videos and texts produced by students who took part in the exchanges will be shown, and websites of interest for teachers who wish to try similar projects will be introduced. No previous experience with video production is required of the audience.

T/U/A

S/L/W

Basics

Presentation

Room B107

Ready-To-Go Libraries: Practical Solutions to Reading Achievement

Linda Hanners Warfel, Scholastic

Research shows that having access to a diverse collection of books plays an important role in children's reading success. This workshop will provide research findings and practical solutions to selecting appropriate books for your classroom/school library. Linda Warfel will also share short "Book Talks" on

the types of books in each collection: Favorites, Independent Reading and Non-fiction titles. All participants will receive a Scholastic sampler for Ready-To-Go.

Y/T

R

Plus

Presentation

Room B142

Writing from Within

Curtis Kelly, Cambridge University Press

What should we focus on when teaching writing? How can we teach organization? How do we deal with 3L students - Low ability, Low confidence, and Low motivation? Let us discuss learner needs and work on a pedagogy for teaching them writing. The presenter will also introduce two composition textbooks from Cambridge: *Writing from Within* and *Writing from Within Intro* (Cambridge). Whereas most lower level textbooks use "clerical" approaches, (copying models, filling in lists, writing prescribed texts), these texts encourage writing that leads to creative thinking, introspection, and self-disclosure. They also focus on pre-writing rather than revision.

T/U/A

W

Plus

Presentation

Room B161

The NEW Northstar Third Edition: Insights and Inspiration

Sherry Preiss, Pearson Longman

Integrating language skills, grammar, and vocabulary into a comprehensive EFL program including engaging content, critical thinking, and an online component is a significant challenge. The presenter will describe the composition and research base of the new, third edition of the NorthStar series, and show examples of the ways this innovative program

promotes not only language acquisition but also inspires and engages students' hearts and minds.

U/A

X

Plus

Presentation

Room B178

Macmillan Dedicated Room

Room B109

Get the Business: Business One:One, Business Venture, and Business Result!

Bruce Wade, Oxford University Press

Help your learners learn the professional communication skills they need at work today by using one of many highly communicative new business English books. *Business Result* focuses on developing the skills learners need quickly and effectively, as well as offering real-world case studies. For teachers teaching one-to-one classes, *Business One to One* is the first business course written specifically for one-to-one teaching, and includes short, flexible lessons and a fully integrated Multi-ROM. Finally, for practice in basic English for the workplace, *Business Venture* offers the opportunity for your learners to practice English for a variety of business situations. This presentation will show teachers how they can enable their learners to develop proficiency in the language of Business English through the use of a variety of techniques and materials.

U/A/B

S/L/R/W

Basics

Workshop

Room B111

Perfect Pronunciation? Say what?

Danny Tan, University of Seoul

This presentation is to help instructors to de-

velop techniques and strategies to create pronunciation lessons or programs to help learners develop their perception and production skills. This workshop will include audience participation in order to demonstrate different interactive activities to stimulate skills management and scaffolding. Altogether, the workshop will focus on the needs of Korean learners perception and production of segmentals and supra-segmentals, and supporting resource materials. Segmentals (letter sounds) and supra-segmentals (combined sound units) are the basis of basic oral communication. Identification of common errors, like 'r', 'l', 'p', 'b', 'f' and 'p' are important first steps in order to become aware of both what is different and how they are different in learner and target languages. Concurrently, physical differences in language rhythms must be addressed. Moving from a syllable-based to a stressed-based language is indicative of many smaller adjustments. It is important to choose which of language features will improve intelligibility. Though, it can be argued that constant and immediate correction can facilitate the acquisition of skills, the development of awareness of sounds and rhythms in English, coupled with the strategies to identify and auto-correct errors will create more productive learners.

U/A

P/M

Basics

Workshop

Room B164

Bringing Change to the Classroom through Collaboration

Christopher Stillwell, Kanda University of International Studies, Japan

The presenter will demonstrate how a voluntary peer mentoring program underway at Kanda University of International Studies creates opportunities for teachers to collaborate and experience self-directed learning through a system of peer observation and discussion. The presenter will share important ground

rules for setting up observations, and techniques for guiding post-observation conferences in such a way as to maximize the benefit for all parties involved, particularly when it comes to the prickly issue of giving peers feedback on their work. Benefits of the work include the possibility of gathering feedback on new material being trialed, getting a second pair of eyes to find out more about classroom behavior, and having a partner from whom to learn a new style of teaching. Discussion will also focus on how a third party “observer-observer” can promote a deeper level of reflection in post-observation conferences. Finally, given the fact that many administrative supervisors are not formally trained in observation skills, peer mentors have the potential to make a contribution to the field if they should decide to make use of their experience down the road.

M/C

Plus

Workshop

Room B166

Creative Reading and Writing for Children

Allison Bill, Jeonju University

Do you have a set reading & writing curriculum which doesn't seem to be helping your students? Are you looking for some practical ideas? From working on the alphabet to using story books and readers, this presentation will provide you with some simple activities to add practice and motivation to your YL reading & writing classroom. You will leave with ideas you can use on Monday, as well as inspiration for future projects. University.

YL/VYL/T

R/W/M

Basics

Workshop

Room B167

Why Don't my Students Want to Learn?

Kevin Parent, KTT Session

We often hear that all Korean students want to learn English, but anyone who's ever taught an English class knows this to a misconception. This talk examines why there is a gulf between the the belief and the reality and discusses why some students just have no interest in learning certain topics. Influenced by the writings of Frank Smith, our discussion will examine not just the social aspects of learning, but the history of modern education itself and how the system creates its own failures. We don't have all the answers, but we will examine some very thought-provoking questions in this discussion.

T/U

C

Plus

Presentation

Room B168

Doing Research 4: Reporting Research Results

David Shaffer, KOTESOL Research Committee Session

This presentation is designed to help the practicing teacher who is interested in carrying out research, but feels unsure about how to go about it. Its focus is on writing up and presenting the research findings after the quantitative research has been carried out, i.e., after the selection of the research topic, the designing of the project, and the collection and analysis of the data. Covered in the presentation will be the organization of a research paper for publication: from introduction, literature review, and method, to results, discussion, and conclusion. Also to be discussed is how the write-up of a qualitative research project differs from that of the quantitative report, as well as suggestions for giving an oral presentation of one's research and the formats for listing the most common types of references.

Research & Theory

Presentation

Room M101

Encouraging Participation in Compulsory Freshmen University Conversation Classes

Sarah Jones, John Wendel & Sherry Seymour,
Dongguk University, Gyeongju Campus

This presentation is based on a semester of collaborative research on the various ways in which participation can be facilitated in compulsory freshmen English conversation classes. Methods for this research included extensive reading in the field, peer observation, the development of lists of the various types of participation that could be encouraged within their context, student and teacher surveys, as well as regular meetings and discussions. Each of the presenters will explain their methods used for evaluating participation in the classroom and the pros and cons of their choices, along with any modifications they have made and new approaches they have started to try for the second semester of teaching as a result of this collaborative research. Finally, the floor will be open for discussion of methods and techniques that attendees have found to work in their contexts.

U

Research and Theory

Presentation

Room M103

The mystique of the native speaker: A study of the Japanese Eikaiwa and ELT profession

Barry Kavanagh, Aomori University of Health and Welfare, Japan

Medgyes (1999:9) defines the native speaker as a “a hornet’s nest, fraught with ideological, sociopolitical and stinging existential implications” and Paikeday (1985) declares that the ‘native speaker is dead’. This presentation attempts to define the controversial concept of the ‘native speaker’ with a discussion of its varieties and the ‘global norm’ in an examination to investigate its validity within the ELT classroom and profession. In a poll conducted across the North East of Japan with teachers and students of Private English conversation

schools respondents were given questionnaires followed up with discussions and interviews regarding the importance and significance of the native speaker for the ELT profession within Japan. Responses highlighted diverse opinions between the students and teachers with the former supporting the notion of the native speaker as the ideal proprietor and proficient user of the language. This it will be argued has both ideological and political implications for the ELT industry as a whole and the non native speaking teacher of English.

A

P/S/L/R/W

Research & Theory

Presentation

Room M104

Selecting Books for Young EFL Beginners

Caroline Linse, YL-SIG Session

Children love picture books as do many adults. The challenge is to find authentic English language books that are engaging, provide rich linguistic input and help to instill a love for books amongst EFL children. The purpose of this session is to share a set of characteristics that can be used to assess books for young learners. Books which can be found in Korea will be featured.

YL/VYL

Workshop

Room M105

SATURDAY - 6:00~6:45

Featured Speakers:

Curtis Kelly, Rose Senior

Featured Speaker

Towards Teaching in Class-Centered Ways

Rose Senior, Australia Education International
(Study Australia)

It is widely recognised that established classroom language teaching practices need to change in order to better prepare students for the increasingly communicative demands of the modern world. A question that arises is: what form should innovative classroom teaching take, and what moves should language teacher educators make to encourage language teachers who are mistrustful of change to modify their accustomed practices? In this session Rose Senior proposes a class-centred framework for language teacher education that emerged from an analysis of the classroom practices of more than a hundred experienced language teachers. A cornerstone of the approach is that all teachers need to alternate between teacher-centred and student-centred behaviour (varying the amounts according to lo-

cal conditions) if they are to help their classes to progress collectively, harmoniously and enthusiastically towards the achievement of worthwhile learning goals. By helping teachers to understand the relationship between their teaching and class-management practices and the learning and social well-being of their classes, this framework has the potential to encourage teacher reflection and self-directed professional development. After outlining key features of class-centred teaching, Rose Senior will provide specific examples of how language teachers can teach in context-appropriate class-centred ways.

M/C
Presentation
Room B107



Double Take Reading

픽션과 논픽션 두 가지 형태로, 일상생활에서 부터 교과영역에 이르는 다양한 주제에 관하여 학습하는 3단계 영어 독해 시리즈!

A three-level reading comprehension series which focuses on the development of **specific reading skills and strategies** in a meaningful context.

Reading skills and strategies include:
Identify Main Idea, Recall/Identify Facts and Details, Summarize, Identify Cause and Effect, Compare and Contrast, Find Word Meaning in Context and much more!

Developed by DemiDec

Y|S|G Young & Son Global, Inc.

Featured Speaker

The Evolving Science of Learning

Curtis Kelly

Almost daily, brain studies, technological advances, and research in psychology are giving us a better picture of how learning occurs. In concordance with this burst of research, a growing movement called “brain-compatible teaching” offers insights into why we need to develop teaching practices and materials that focus less on language and more on how people learn languages. So, what language teaching methods and approaches are brain-compatible? How can the fundamentals of learning be

used to shape the fundamentals of teaching, and how can these be translated into best practices and effective materials? Once we recognize that the brain is not at all like a computer - it is a survival mechanism on legs; once we recognize that our brains are changing shape all the time - some consider the discovery of our extreme neuroplasticity the most important of all; and once we recognize that emotion plays a greater role than logic in cognition, then it becomes apparent that we should be fostering active learning, task-based approaches, and high degrees of personal relevance.

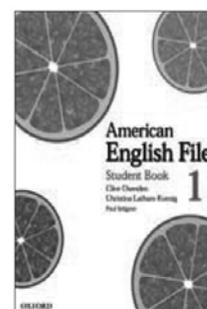
Room B121



American English File

Presentation: Become Communicatively Competent Speakers with American English File

**Saturday 10:00-10:45 AM
Room B111**



SATURDAY - 7:00~8:30

Featured Banquet Speaker

Pedagogies of Peace

Marti Anderson,

Mary Rose O'Reilley intrigued me with the title of one of her books, "The Peaceable Classroom" as did her notes regarding the title of the book. She asked herself something like this: "is it possible to teach so that people

stop killing each other?" This talk will allow us all to look at the pedagogies of peace and to unearth and examine some of the inherent violences of education, educational systems and teaching practices. My main goal is to share with you my thinking about how teaching and education has the responsibility to uplift and uphold core human values and growth. Learning should be an uplifting and empowering experience! Let's talk about this!

HanSangEun Lounge

NORTHSTAR

Reading and Writing

John Beaumont	Level 1
Natasha Haugnes and Beth Maher	Level 2
Laurie Barton and Carolyn Dupequier Sardinas	Level 3
Andrew K. English and Laurie Monahan English	Level 4
Robert F. Cohen and Judy L. Miller	Level 5



Listening and Speaking

Polly Merdinger and Laurie Barton	Level 1
Robin Mills and Laurie Frazier	Level 2
Heien Solbrzano and Jennifer P.L. Schmidt	Level 3
Tess Ferree and Kim Sanabria	Level 4
SherryPreiss	Level 5

What's **NEW** in the Third Edition

- New themes and updated content, a variety of text genres, including literature, lectures, and an extensive use of authentic reading and listening selections challenge students intellectually and prepare them for academic life.
- Enhanced focus on academic skills such as inferencing, synthesizing, note-taking, test taking, and more purposeful integration of critical thinking help students develop strategies for success in the classroom and on standardized tests.
- In Reading and Writing, a new, fully integrated writing-section leads students step by step through a meaningful academic writing assignment.
- In Listening and Speaking, a structured approach leads students to organize and produce an integrated oral presentation, debate, interview, etc.
- New design and color pages, more photos, illustrations, and graphic organizers make the content and activities come alive.



Sunday AM



7.30-8.15am Meet the Presenters

Room	Presenter
B164	Curtis Kelly
B166	John Cashman
B167	Rose Senior
B168	Sherry Preiss

8.30-9.15am Concurrent Sessions

Room	Presenter(s)	Title of Session	Session Type
B121	Sutida Ngonkum	Collaborative listening: Maximizing students' aural comprehension	Presentation
M103	Kenichi Goto and Hideki Maki	A Breakfast Effect on Japanese University Students' ESL Proficiency	Presentation

8.30-8.50am Paper Presentations

Room	Presenter(s)	Title of Paper
B164	Parisa Daftarifard	Perceptual Learning-Style Preference and achievement across Age and Proficiency Level
B166	Soonam Han	The influences of Teachers' support in young learners' Narrative Task
B167	Makiko Tanaka	Is "English Only" instruction more favorable in elementary schools? An analysis of teacher-students discourse and interaction
B168	Li-Yi Wang	From Standard English Advocates to World Englishes Educators
M101	Siamak Mazloomi	On the relationship between EFL learners' Genre-awareness and Their Proficiency Level

8.55-9.15am Paper Presentations

Room	Presenter(s)	Title of Paper
B164	Nathan Jones and Shun Wang	Personality Type and the Persistence of Error Correction Preferences
B166	Atsushi Asai	Updating basic vocabulary in EFL
B167	Chada Kongchan and Wareesiri Singhasiri	Teachers' Anxiety about Using L2 in EFL Classrooms
B168	David E. Shaffer	Korean Attitudes Towards Varieties of Spoken English
M101	Johanathan Woodworth	Legitimizing the Nonnative English Speaking Teacher (NNEST) in English Language Teaching (ELT)

9.00-10.20am Extensive Reading Colloquium

Room	Presenter(s)	Title of Sessions	Session Type
M105	Rob Waring and Hyonjung Kim	An introduction to extensive reading	Presentations and Workshops
	Rocky Nelson	Implementing a pure extensive reading course in a university	
	Sean Smith	A teacher's reflections on implementing extensive reading	
	Paul Suh	The effects on reading comprehension of combining extensive and intensive reading	
	David Williams	Extensive reading as a means to raise TOEFL scores in a Japanese university	
	Atsuko Takase	Implementing extensive reading at the high school level	
	Mike Misner	The usefulness of in-text glossing	
	Kazuko Ikeda	The effects of extensive reading on TOEFL scores and GPA results	

9.30-10.15am Concurrent Sessions

Room	Presenter(s)	Title of Session	Session Type
B107	Casey Kim	Is Grammar Right for Young Learners?	Presentation
B121	Michael Cahill	Essential Listening Strategies for Korean Learners: Interactivity in Listening	Presentation
B142	Jason Renshaw	Boosting Preparation for iBT Speaking with Young Teenage Learners	Presentation
B161	Alastair Graham-Marr	Teaching the Strategies of Speaking	Presentation
B178	Chris Kennedy	The University of Birmingham distance MAs in TEF/SL /Applied Linguistics	Presentation
B111	Bruce Wade	Business for Special Purposes: Presentations and Tourism	Workshop
B164	Allison Bill	The Next Step - Professional Development	Workshop
B166	Danielle Little	Maximizing Learning by Developing Students' Brain Potential through Brain Education	Workshop
B167	Eric Verspecht	Spark your students' enthusiasm for grammar	Workshop
B168	Grace H. Wang	Teaching Discourse Intonation: The Why and How	Workshop
M101	John Honisz-Greens	Incorporating DREAM management into the ELT workplace	Workshop
M103	Peter Carter	EFL Textbooks: What do low-proficiency learners want?	Presentation
M104	Pamararat Wiriyakarun	Strategy Training for Promoting Learner Autonomy: A Case Study	Presentation

10.30-11.15am Featured Speaker Sessions

Room	Presenter	Title of Session
B107	Richard Johnstone	Teaching Young Learners an Additional Language: Moving Forward in the Light of Experience.
B121	Joo-Kyung Park	Glocalization Should Be It!
B142	Sherry Preiss	Energizing Learning: Engaging All Learners in the Classroom of the 21 st Century

11.30-12.15pm Concurrent Sessions

Room	Presenter(s)	Title of Session	Session Type
B107	Jung-hwa Lee & Rose Marie Whitley	Teacher's Written Error Feedback on College Students' Writings	Presentation
B121	Tatsuhiko J. Paul Nagasaka	Changing World: Utilizing Hollywood movies for cultural awareness	Presentation
B142	Charles Anderson	Mobilizing affective and effective homework	Presentation
B161	Rose Senior	Communicative language teaching in Australia: The inside story	Presentation
B178	John Halliwell	Making informed choices: Teacher education at Saint Michael's	Presentation
B109	Clyde Fowle	Writing Natural English : how research can inform practice	Presentation
B111	Oliver Bayley	Get Your Students to Join In !!	Workshop
B164	David Deubelbeiss	TEXT to SPEECH -- Liberating the learner and the teacher!	Workshop
B166	Sarah Louisa Birchley	ESL Podcasts - Don't Forget the Content!	Workshop
B167	Gemma Kang	Storytown : Teaching Integrated Skills With Practical Activities	Workshop
B168	Tim Dalby & Kristin Dalby	Using targeted surveys to inform and improve our teaching	Presentation
M101	Aaron Jolly	Going Extensive: Creating Independent L2 Readers with Graded Readers	Presentation
M103	Justin Shewell	Empirical Evidence of Common Speech-Perception Problems for Koreans	Presentation
M104	Thomas Webster	Grounding technology: Considering the educational situation	Presentation
M105	Rob Waring & Hyonjung Kim	Building reading speed with Extensive Reading	Workshop

SUNDAY - 7:30~8:15

Meet the Presenters

Curtis Kelly

Room B164

John Cashman

B166

Rose Senior

B167

Sherry Preiss

B168

SUNDAY - 8:30~9:15

Collaborative listening: Maximizing students' aural comprehension

Sutida Ngonkum, Khonkaen University, Thailand

This paper reports on part of an investigation into teaching English listening in a Thai university, collaborative group work was linked with individual e-learning. The paper focuses on how three elements of group functioning helped enhance learner listening comprehension. These elements were: learner responsibility, group leadership, and trust among peers. A 10 week study was undertaken with two groups of students in a university in Thailand. 39 students were in the control group and 36 in the experimental group. Students from both groups took an identical listening test at the beginning and end of the course. Both the control and experimental group were taught using the content and activities based on existing materials accumulated in the past few years. However, the two groups practiced listening skills differently. While individual students in the control group were assigned to explore the internet and practice listening on the assigned topics, the experimental group practiced listening skills through the mixed mode lessons provided by the researcher, which included a focus on listening strategies. Data were generated through

pre-post listening tests, video recordings of students' group work during the semester, records of the online activities, and group interviews at the end of the course. Data from all sources indicate that group function in collaborative learning plays an important role in learners' listening comprehension in this mixed mode e-learning context. Group function will thus be the focus of the paper, highlighting the diversity in and importance of learner responsibility, group leadership, and trust among peers.

L

How-To Basics

Presentation

Room B121

Macmillan Dedicated Room

Room B109

Oxford University Press Dedicated Room

Room B111

A Breakfast Effect on Japanese University Students' ESL Proficiency

Kenichi Goto and Hideki Maki

Nutritionists recommend students to take breakfast everyday to perform well at school. The present research addresses the issue of whether taking breakfast regularly affects Japanese university students' English as a Second Language (ESL) proficiency. For this purpose, we administered the Minimal English Test (MET), developed by Maki et al (2003), to the university students in Japan who had taken the University Entrance Examination Center Test 2007: English Part (CT 2007) and asked them how many days a week they regularly took breakfast. The Maki group has shown that there are statistically significant relatively strong correlations between the scores on the MET and the scores on the Center Tests from 2002 to 2007. We collected from 870 university freshmen the scores on the CT

2007 and the MET, and the frequency level of taking breakfast per week, and discovered, based on a two sample t-Test, that those who take breakfast everyday performed statistically better than those who do not by 5.3 points (2.1%) out of 250 points on the CT 2007, and by 1.8 points (2.4%) out of 72 points on the MET. This clearly suggests that one's dietary habits such as taking breakfast every day would affect one's ESL proficiency.

U

Research & Theory

Presentation

Room M103

SUNDAY - 8:30~8:50

Perceptual Learning-Style Preference and achievement across Age and Proficiency Level

Parisa Daftarifard, Azad university, Iran

People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with the ears (auditory learners); some people prefer to learn by experience and/or by "hands-on" tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups (Reid, 1984; Crozier, 1997; Lightbown and Spada, 1999). This study attempts to find any probable relationship between students' dominant style (elementary and advanced) across age (children and adult) and their achievements in reading, writing, vocabulary, and grammar test. About 300 students studying English in Marefat Institute through different levels of proficiency participated in this study (100 children ranging from 10 to 19, and 200 adults ranging from 20 to 35). Two instruments were used in this study. The first one was a questionnaire designed by Reid (1988) to identify the way(s) students learn. The second instrument was different criterion reference tests which are usually used in measuring the stu-

dents' achievement in this institute. Different statistical analyses were used to answer the following questions 1. Does learners' performance on any types of achievement test benefit from a particular learning style across age and proficiency level? 2. Will age factor predict any particular learning style type?

A

Research & Theory

Paper

Room B164

The Influences of Teachers' Support in Young Learners' Narrative Task

Soonam Han, Jungsang Language School

This study shows the influence of the teacher's support in children's narrative task.

YL

Research & Theory

Paper

Room B166

Is "English Only" instruction more favorable in elementary schools? An analysis of teacher-students discourse and interaction

Makiko Tanaka, Kanda University of International Studies, Chiba, Japan

Is 'English Only' instruction favorable in elementary school EFL classes? Is TEE (Teaching English in English) the best method to teach beginning children? While teachers are generally so ingrained with the idea of using only English in classroom instructional contexts, this study highlights critical functions and mechanisms of L1 that regulate the students' mental activity in second language learning (SLL) based on the analysis of the teacher-student discourse in elementary school EFL classes.

Research indicates that L1 plays a vital role in SLL (e.g., Cook, 2001; Antón and DiCamilla 1998), but very few studies investigate the discourse of teachers (both NS and NNS) and students' interactions in elementary school

EFL classrooms to examine how the use of the L1 promotes English language learning. This qualitative study examines when and how learners' native language can be capitalized on in the process of L2 learning based on the data collected through classroom observations of students from 9 different elementary schools who are given instructions by native English speaking teachers and Japanese teachers. The study concludes that the deliberate use of the L1 promotes students' second language learning.

YL

Research & Theory

Paper

Room B167

From Standard English Advocates to World Englishes Educators

Li-Yi Wang, Deakin University, Australia

For the past few decades in East Asia, the dominance of English language as a foreign or second language has greatly contributed to the prevalence of Standard English and the presence of Native English Speaking Teachers (NESTs). Countries such as Japan, Korea, Hong Kong and Taiwan have been officially recruiting NESTs to introduce "authentic" Standard English and culture knowledge of native English speaking countries to their citizens. Accompanying the changed World-English landscape, however, the genres featuring Standard English and the English language teaching (ELT) services provided by NESTs have been seriously challenged for its failure to equip Asian English learners with World Englishes competence and multiculturalism.

What has been advocated as the substitution for Standard English and NESTs are World Englishes model and well-trained ELT teachers who can help Asian English learners achieve World Englishes competence. The present research investigates how Taiwanese English teachers perceive Standard English and NESTs, how they respond to World Englishes, and to what extent they are trained to teach World Englishes. The paper presents

the results of a survey questionnaire completed by 258 Taiwanese pre-service English teachers and 11 Taiwanese in-service English teachers, and interview data from 46 research participants.

YL/T/U

Research & Theory

Paper

Room B168

On the relationship between EFL learners' Genre-awareness and Their Proficiency Level

Siamak Mazloomi

The present research tends to reveal whether there is any relationship between the EFL learners' proficiency level and their awareness of the genre structures. It also means to elucidate the elusive, abstract nature of the genre by delineating which component of the proficiency as defined in the indirect testing contributes more closely to the genre-awareness. There are 65 subjects randomly selected in two groups at two levels of the graduate and the undergraduate. Three tests are administered among them: a TOEFL along with a Cambridge Functional Test (FCE), and a writing assignment which is the introductions of their research papers, which are scored by two independent raters. The correlation between the scores of the proficiency tests and those of the genre-structure rating is calculated to be -.09 and -.113 respectively. Such an insignificant correlation demonstrates that there is no actual relationship between the EFL learners' proficiency level and their degree of genre-awareness. Hence, genre-structures are not acquired through the process of language learning; rather, they have to be taught formally through some tasks. In addition, the correlation between the genre scores and the different sections of the proficiency tests is computed. The obtained insignificant correlation patently highlights the very fact that genre is some intangible, independent constituent of language which is autonomously thriving, affecting other more concrete layers of language. Therefore, an advanced academic writer needs

some genre-awareness raising training in order to be competent enough to write as a native speaker does.

U

Research & Theory

Paper

Room M101

SUNDAY - 8:55~9:15

Personality Type and the Persistence of Error Correction Preferences

Nathan Jones and Shun Wang, Johnson County & Metropolitan Community Colleges, Kansas City, USA

Should English teachers correct the grammatical errors of students and, if so, should grammar correction be applied for all students equally? If grammar correction were to take place, would its effects be long-lasting, or would the effects disappear within a short period of time? This paper provides some answers to these questions by reporting the results of a university study of 140 undergraduate English majors in Taiwan. During the study, the relationship between personality types, as identified with the Myers-Briggs Type Indicator (MBTI), were compared to the effectiveness of error correction of writing. Although most of the students preferred receiving extensive error correction, and benefited from it at a statistically significant level, four MBTI personality types did not prefer it and did not benefit from it. Follow-up data collected six months later from 70 students of the original 140 revealed similar, stable results. Based upon the results of this study, it appears that error correction affects students differently. The researchers recommend that teachers, when considering the correction of students' errors, should first consider carefully the self-reported error-correction preferences of students.

U

W/M

Research & Theory

Room B164

Updating basic vocabulary in EFL

Atsushi Asai, Daido Institute of Technology, Nagoya, Japan

English education in East Asia has been shifting its fundamental design from a knowledge-based curriculum to a behavior-based one. For example, the Japanese teaching guidelines at present require knowledge of a smaller vocabulary inventory than before. In line with this trend, teachers should rethink the quality of basic vocabulary for limited class hours. Dictionary use can be a better strategic choice in reading for struggling beginners so as to be successful learners than just guessing or skipping. This study surveyed more than 20 bilingual dictionaries published in Japan as well as popular monolingual dictionaries worldwide. With a new conflating method that included a factor of the cognitive load for irregular conjugations and other inflections as well as derivations for late developers in typical EFL situations, it has statistically shown that the core vocabulary of English still changes slowly. However, a closer look at the word frequencies, genres, and influences on the first language has demonstrated the necessity for introducing new words, such as "online," to the basic category of vocabulary in EFL.

R

Research & Theory

Paper

Room B166

Teachers' Anxiety about Using L2 in EFL Classrooms

Chada Kongchan and Wareesiri Singhasiri, School of Liberal Arts, King Mongkut's University of Technology Thonburi, Bangkok, Thailand

A lot of research on learners' anxiety has been done, but the study on teachers' anxiety seems to be overlooked. According to Spielberger (1983) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry. Teachers' anxiety may influence teaching performance in many ways, by causing teachers to worry, feel uncertain, and have tensions while teaching in the classroom. From the researchers' experience, we have observed that one reason that causes anxiety is when teachers use L2 and students show some signs that they do not understand or cannot follow their instructions. Some teachers may decide to switch from L2 into L1 as they are worried that using L2 alone can not facilitate learning. This study, thus, aims to examine whether teachers truly have anxiety when using L2 in EFL classrooms and what causes them to have that anxiety. The subjects are Thai teachers at King Mongkut's University of Technology Thonburi, Thailand who teach the first fundamental English course. Questionnaires and semi-structured interviews are employed. The results from this study may help us understand the state anxiety of the teachers.

U

C

Research & Theory

Paper

Room B167

Korean Attitudes Towards Varieties of Spoken English

David E. Shaffer, Chosun University

This study investigates the attitudes of Korean university students towards different varieties of English speech. In addition to conducting a survey of preferences among five varieties of Inner Circle English, a verbal-guise study and techniques incorporated from perceptual dialectology were employed to determine social factors and non-native attitudes of Korean tertiary students towards standard and non-standard varieties of spoken English. The varieties selected for the study include North American

varieties as well as heavily and lightly accented Korean-speaker English. Attitudes towards different varieties were measured in terms of how pleasant, confident, clear, modest, funny, intelligent, gentle, and fluent the recorded speaker was perceived as being. The effects of student gender, self-perceived proficiency in English, exposure to English, and evaluations of varieties of Korean were investigated for their influence on student attitudes. The findings are discussed in relation to pedagogical implications as well as language planning implications for English language teaching in Korea.

U

Research & Theory

Paper

Room B168

Legitimizing the Non-native English Speaking Teacher (NNEST) in English Language Teaching (ELT)

Johanathan Woodworth, University of Seoul, British Council

Compared to other teaching fields, disputes and ambiguities regarding the knowledge base and competence required for an English language teacher (ELT) is striking due not only to the broad terms defining the teachers' proficiency in teaching but also their status as a native speaker (NS) or as a nonnative speaker (NNS). According to Zheng's description (cited in Jie 1999: para 6), the following items may be taken into consideration for the evaluation of a teacher of second language: teaching effectiveness, linguistic competency, and presentation of foreign culture, and classroom management skills. Students of English prefer NNS because of their perceived superiority in fluent, idiomatic spoken English and pronunciation (Ellis, 2002). Given the fact that 80% of all ESL/EFL teachers worldwide are NNS of English (Liu, 1999), the diverse geographical and linguistic backgrounds of these teachers must be examined in terms of the criteria of a good teacher (Canagarajah 1999). Although

the terms NNS and NS are useful for classification, the differentiating among teachers based on their status as native or nonnative speakers perpetuates the dominance of the NS in the ELT profession, contributes to discrimination in hiring practices and relegates NNSs to the second class status.

YL/VYL/T/U/A/B

S/L/R/W/C

Research & Theory

Paper

Room M101

SUNDAY - 9:00~10:15

An introduction to extensive reading

Kim Hyonjung and Rob Waring will introduce Extensive Reading and discuss some of the issues related to setting up an managing an Extensive Reading program for the first time.

Implementing a pure extensive reading course in a university

Rocky Nelson will describe implementing a pure Extensive Reading course in a university.

A teacher's reflections on implementing extensive reading

Sean Smith will look at the trials, successes and failures of an individual teacher implementing extensive reading in general four skills freshmen English courses at the university level in Korea.

The effects on reading comprehension of combining extensive and intensive reading

Paul Suh will discuss his PhD research on the effects of combining both intensive and extensive reading approaches on reading comprehension.

Extensive reading as a means to raise TOEFL scores in a Japanese university

David Williams will discuss the results of a years data at a Japanese public university where ER is used in conjunction with class learning as a means to raise TOEFL scores.

Implementing extensive reading at the high school level

Atsuko Takase will talk about effective ways to implement Extensive Reading with high school students.

The usefulness of in-text glossing

Mike Misner will discuss using in-text glossing to make authentic books accessible to L2 students and improve reading comprehension and vocabulary acquisition.

The effects of extensive reading on TOEFL scores and GPA results

Kazuko Ikeda will present on results her research documenting the effects of extensive reading on university students' TOEFL scores and GPA in their first semester in an intensive sheltered credit-bearing undergraduate program.

Presentations

Room M105

SUNDAY - 9:30~10:15

Is Grammar Right for Young Learners?

Casey Kim, e-future Co. Ltd

Should we teach Grammar to young children? Parents and teachers think that studying grammar is important, but kids don't like studying English grammar. Who could blame them? Learning grammar is boring. Grammar is tricky and difficult to learn. By the time the lesson is over, the kids have already begun to forget what they were taught. So why should we even bother? Grammar is central to learning the language in an EFL program. Unlike in their native language, EFL students are not regularly exposed to the language constructs of English. Grammar is not something they will pick up naturally with time. We must address grammar in order to enable students to use the language in actual communication. But what can be done to

insure the success of young grammar students? We can make lessons fun. Learn how My First Grammar uses games, fun activities, and comics to allow for a fun educational experience that students will actively seek to participate in. We can make lessons easy. See how My First Grammar's grammar targets are age and level appropriate. Students do not need to master every aspect of each grammar point, only those relevant to their level and immediate communication task. Building grammar knowledge step by step relieves the anxiety students have toward grammar. We can make lessons memorable. Find out how My First Grammar's unique organization and review methods enable students to internalize and retain the information they are taught. We can make students successful. Know how your students can be given the tools to succeed with My First Grammar; a new series offered by e-future. Casey Kim has been actively involved in English education since 1990. She has been a teacher, a teacher trainer, a curriculum developer, and a writer. She earned her Ph.D. degree from UCLA and a Postgraduate Diploma in TEFL/TESL from the University of Birmingham. Among her many notable achievements, she is the developer of Phonics Land, an internet based program for learning phonics. She is also the author of My First Grammar and My

YL

Basics

Presentation

Room B107

Essential Listening Strategies for Korean Learners: Interactivity in Listening

Michael Cahill, Cengage Learning Korea

Classroom instruction increasingly emphasizes improvement of listening skills. However, endless practice with mock listening exams is inadequate to prepare learners for future challenges. To provide superior instruction and keep learners motivated, students need a new paradigm through which to view the acquisition

of essential listening skills. In this workshop, the presenter will describe the essence of this paradigm and explain why its implementation is crucial for educating Korean learners. Workshop participants will be introduced to the essential strategies necessary for learners to internalize in order to obtain the listening skills they need to be interactive listeners. In addition, classroom activities that combine traditional listening task types with non-traditional models that represent a fresh approach to listening instruction will be shared. Examples will be taken from Listening Advantage (Heinle 2008)

YL/VYL/T/U

L

Basics

Presentation

Room B121

Boosting Preparation for iBT Speaking with Young Teenage Learners

Jason Renshaw, Pearson Longman

Ever since the introduction of the new 'Next generation' Internet-Based TOEFL in 2006, Korean students in particular have struggled with the speaking section of this test. It represents a new and challenging set of tasks for which most students have not had adequate preparation. So, is it appropriate to build iBT-style speaking preparation into the curriculum for young teenage learners in Korea? Is it possible to do so in a way that is manageable for them? Can iBT speaking tasks be integrated smoothly into regular speaking skill building? And (heaven forbid!), is it actually possible for it to be fun, motivating and relevant to learners in the 10-15 age brackets in Korea? The answer to all of those questions is an emphatic Yes! Come along and see the author of the Boost! Longman Integrated Skills Series demonstrate how iBT speaking preparation has been integrated into the Boost! Speaking strand of the series. Along the way, find out how it can become a great element in your classroom

teaching approach for teenage learners.

T

S

Plus

Presentation

Room B142

Teaching the Strategies of Speaking

Alastair Graham-Marr, TownBooks

This presentation will outline the relations between L2 input and L2 output and gains in learner fluency and accuracy. The presenter will look at the history of research on the relation between these. The presenter will then examine whether practice in output can lead to improvement in the accuracy of learner output. We have an intuitive feeling that this should be so but can it be quantitatively shown? The speaker will outline some recent research that seems to show a strong correlation between the practice of output and gains in both fluency and accuracy.

YL/A

Plus

Presentation

Room B161

The University of Birmingham distance MAs in TEF/SL /Applied Linguistics

Christopher Kennedy, The University of Birmingham, UK

Why is the Birmingham MA TES/FL distance degree Korea's favorite MA for practicing teachers? One of the advantages of distance programmes for language teachers is that they allow and encourage teachers to carry out research in the classroom, whereas campus-based programmes often exclude this possibility. There are some current students and recent graduates from the University of Birmingham's distance MA programmes in TEF/SL & Applied Linguistics at this very KOTESOL conference. In this session we will look at the contents of the Birmingham MA

programmes and note how they are relevant to practicing teachers. We encourage your questions.

U/A

Plus

Presentation

Room B161

Macmillan Dedicated Room

B109

Business for Special Purposes: Presentations and Tourism

Bruce Wade, Oxford University Press

Give your learners the English they need in order to achieve their particular learning goals. More and more in Korea, learners are requiring specialized English courses for professions such as human resources, marketing and advertising, as well as general work skills like presentations, and also industry specific areas including the automobile industry. The new Express Series offers your learners the chance to develop in each area with an emphasis on learning new vocabulary and improving speaking. Furthermore, Oxford English for Careers provides a vehicle for pre-work vocation specific learning. This presentation will demonstrate to teachers how they can enable their learners to develop English for Specific Purposes such as Presentations, and Tourism, through the use of a variety of techniques and materials.

U/A/B

S/L/R/W

Basics

Workshop

Room B111

The Next Step - Professional Development

Allison Bill, Jeonju University

Many teachers come to Korea with little knowledge of teaching. While here, some

discover a love of teaching. If you've arrived at the KOTESOL Conference, it likely means you are interested in improving yourself as a teacher. I hope you learn a lot about new theories and methodologies from the various presentations at the conference, but what can/will YOU do after you leave on Sunday afternoon?

This presentation is an opportunity to talk about different professional development opportunities available to you in Korea - ones you can do on your own, or with your colleagues. These opportunities are cheap or free. They include peer observation, journals, mentoring, etc. Your stories and ideas of pursuing your own professional development are also welcome.

How-To Plus (Building on the Basics)

Workshop

Room B164

Maximizing Learning by Developing Students' Brain Potential through Brain Education

Danielle Little, BR English

What is the best way to help maximize your students' learning? Help them maximize the use of their brains. What conditions do you need to create in your classroom to maximize your learning environment? How can students learn information most effectively? Through Brain Education® training, students learn to maximize their individual potential. Brain Education® training is a researched-based program developed with The Korean Institute of Brain Science (KIBS). Central to the philosophy of Brain Education is the belief that students must build their self-confidence and self-awareness through building trust in their brains. There are many 'brain-based' educational techniques you can apply to help your students visualize, personalize and make meaningful connections with the information they are studying. Participants will receive an overview of the principles of Brain Education® and hands-on experience and training using different techniques that can be

applied to a wide variety of learning situations. Help your students become 'whole-brained' learners and global leaders for the 21st century while providing exceptional opportunities for English language learning

YL/VYL/T/U/A

S/L/R/W/M

Plus

Workshop

Room B166

Spark your students' enthusiasm for grammar

Eric Verspecht, Kyobobook Centre Co Ltd

Primary students can benefit from focused grammar instruction but they often find it meaningless and boring. This workshop will show how to integrate grammar in the primary classroom in a meaningful and stimulating way. Participants can experience how to spark the students' enthusiasm for grammar with a variety of activities that are geared to the different learning styles. They will look into planning lessons that connect to the student's interests and follow a sequence that leads to results and turns grammar learning into enriching and motivating experience. The presenter will also use activities from Mega Flash Plus, the exciting new McGraw Hill grammar series.

Y/VYL

W/M/C

Basics

Workshop

Room B167

Teaching Discourse Intonation: The Why and How

Grace H. Wang, Yonsei University

Intonation has always been a notoriously difficult area for teachers and learners alike to address in the classroom and outside the classroom. However, the little known fact of the matter is that it doesn't necessarily have to be so. In this workshop, the participants will

be taken through a fun series of intonation exercises that they may use with their own students. The exercises will show that systematic teaching of intonation is not only possible, but is also of significant importance, both to the verbal meaning-making process of communication and to learner confidence building for speaking in a foreign language.

T/U/A/B

P/S

Plus

Workshop

Room B168

Incorporating DREAM management into the ELT workplace

John Honisz-Greens, Kwansei Gakuin University, Japan

Although not intended, as coordinators and managers, we often forget the well being of our most valuable resource, our teachers and staff. Whilst we often go to great lengths to ensure that our student body receives the best in training and education, seldom do we go to any great lengths to consider the policies or practices that may affect or limit our staff. The DREAM management concept provides an alternative model with we can best serve our teachers and staff and ensure growth and fairness all round. This is in-turn, also has a positive wash-back affect for our students too.

R/M

Plus

Workshop

Room M101

EFL Textbooks: What do low-proficiency learners want?

Peter Carter, Kyushu Sangyo University, Japan

Student preferences for learning materials are not always fully known to teachers. As a result, the choices educators make may not be ideal. This study attempts to uncover the preferences of low-proficiency EFL learners

by asking what it is they want from their classroom textbooks. To address the question of low-proficiency learners' preferences, 635 students at 10 universities in Japan were surveyed on their views regarding EFL textbooks. The survey covered textbook design, task design, learning opportunities, and additional components such as CDs, accompanying websites, and DVDs. The results will be presented in three stages: first, the results of the Likert-type items will be given, followed by a discussion of the open-ended items. Finally, the results of a factor analysis conducted on the survey data will be presented. Responses from the participants suggest that gaps exist between mainstream EFL texts and what students actually want. Specific examples of how student preferences could be more closely addressed through textbook selection include an increased focus on support for learning opportunities, a better awareness of students' vocabulary needs, and, arguably, less attention to technology.

T/U

M

Research & Theory

Presentation

Room M103

Strategy Training for Promoting Learner Autonomy: A Case Study

Pamararat Wiriyakarun, King Mongkut's University of Technology, Thailand

The growing global dominance of the English language has led to a shift in focus in the field of ELT away from a more traditional, content-based teaching to the promotion of a learner-centered, process-oriented one. Training learners in learning strategies does have an effect on their learning success and autonomy. However, research studies on the effects of strategy training are still relatively rare and the results are quite unclear (Nunan, 1997). Within the field of autonomy in language learning, a variety of approaches

have been developed as a means of conducting foreign language strategy training (Chamot and O'Malley, 1994; Pearson and Dole; 1987, Oxford et al, 1990; Cohen, 1998; Grenfell & Harris, 1999). All of them, however, provide classroom-based instructional models which apply language strategy training as a part of a foreign language curriculum. This presentation will show an explicit strategies-based training model that is a self-access mode of learning designed for individual students to practice self-direction in their learning. The model's rationale, design and implementation will be presented as well.

Abstract

U

Research & Theory

M104

SUNDAY - 10:30~11:15

Featured Speakers:

Sherry Preiss, Joo-Kyung Park, Richard Johnstone

Featured Speaker

Teaching young learners an additional language: moving forward in the light of experience.

Richard Johnstone, YL-SIG Session

ELL (Early Languages Learning) is now a global phenomenon and in many countries has become a major component of international and national policies for education at school. There are excellent reasons for introducing children to the learning of an additional language in pre-school or school education from an early age, but experience in many countries shows that although there have been real successes, progress is by no means always smooth. There can be problems of various sorts, particularly if the development in a particular country or region is large-scale.

Drawing on international research and on personal experience in several different countries, the talk will identify the sorts of problem which can and do occur in terms of ELL planning, implementation and evaluation. However, the emphasis throughout will be positive and forward-looking, as befits the title of the conference, and a range of strategies for overcoming these potential problems will be identified and illustrated which have been put in place with some success. While the talk will not presume to suggest in any detail what a 'way forward' for Korea should be, it will seek to illustrate and exemplify a range of 'ELL good practice and underlying principles' which international research and professional experience suggest should desirably be taken into account if the undoubted benefits of an early start are to be realised. In so doing it will seek to address the interests of different groups of ELL stakeholders, such as national policy-makers, school management, classroom teachers, parents, pupils and local communities, all of whom have an important role in any country in moving ELL forward beyond the position which it presently occupies.

YL/VYL

Room B107

Featured Speaker

Glocalization Should Be It!

Joo-Kyung Park, KOTESOL

"Ppali ppali" (Hurry up!) and "Fighting!" (Go go!) are probably the two most frequently and widely used words in 'Dynamic Korea,' where you can experience a diverse changes and surprises. ELT in Korea has also gone through a lot of changes, challenges, and paradigm shift during the past two decades, driven by globalization and the emergence of English as a global language. Educational goals and approaches have been reshaped for enhancing communicative competence and a lot of innovations have been made and implemented in ELT contexts: Elementary English education

has started; New curricula, instructional methods, textbooks, and teaching and learning materials have been developed; English camps and villages have been established; Along with Teaching English in English (TEE) and Content-based instruction (CBI), English immersion education is on the debate. English language teachers are demanded to keep abreast of these recent developments on the one hand and to fight against all the ELT-related myths and fallacies deep-rooted in their own teaching contexts and cultures on the other hand. Now what is and should ELT in Korea for? In order to meet the current and future challenges actively and successfully, critical thinking and creative minds seem to be the two most important things to develop through ELT and glocalizing Korean ELT seems to be the way to do so: Teaching Korean learners of English, catering to

Korean-specific needs, expectations and responsibilities for them to live in a global era.

Room B121

Featured Speaker

Energizing Learning: Engaging All Learners in the Classroom of the 21st Century

Sherry Preiss, Pearson Longman ELT

Room B142

What is the classroom of the 21st century? Who are our learners and what do they require today that is radically different from their peers of the last decade or even the last five years? What responsibility do teachers have today to prepare students not only to gain communicative competence, but also to develop skills to think critically and

Excellent ENGLISH

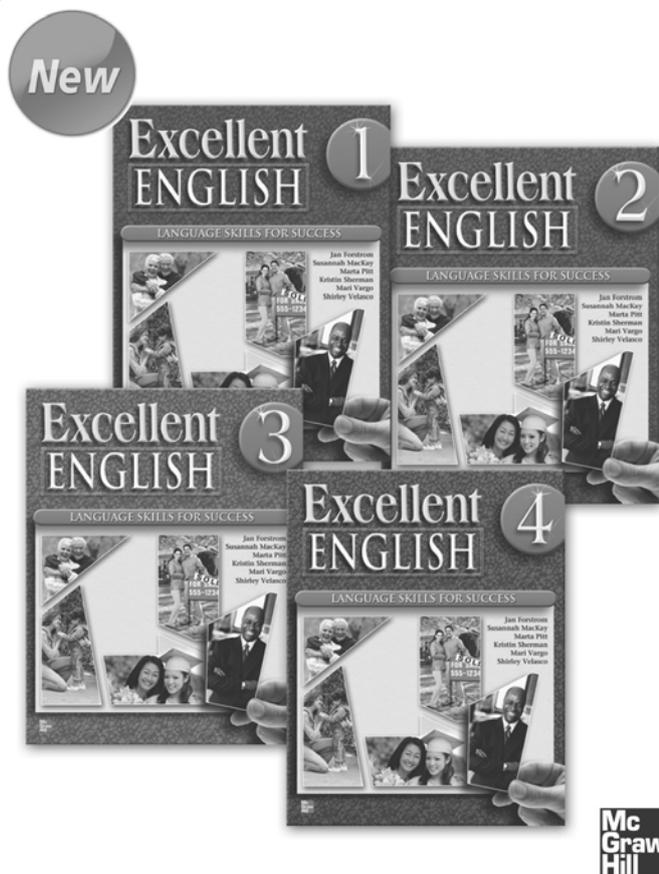
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competently about “local and global” issues and concerns? How do new technologies support both teachers and learners to improve both language and thinking proficiency? A content-rich classroom which challenges students to engage with dynamic ideas and experiences through a variety of media can energize today’s classroom. Activities which provide solid practice not only in thorough skill development but also in critical thinking can effectively foster language acquisition. These creative tasks motivate learners to express themselves as they explore ideas and collaborate with each other. The presentation will provide the rationale behind teaching thinking alongside language, as well as specific strategies for engaging learners in the process.

Room B142

SUNDAY - 11:30~12:15

Teacher's Written Error Feedback on College Students' Writings

Jung-hwa Lee & Rose Marie Whitley, Hankuk University of Foreign Studies, Seoul

This study is designed to see: (1) whether teacher's written feedback can help students decrease their errors, (2) which type of feedback between direct and indirect (underlined) feedback is more helpful to Korean college students, and (3) which type of feedback students prefer. To determine the answers, the teacher who gave students weekly feedback collected eight weeks of students' writing and conducted students' survey. The teacher rotated direct and indirect feedback each week. Findings were that students made fewer errors as time progressed. Total errors per 100 words decreased from 8.81 words to 6.68 words after eight writing classes. Direct feedback caused students to reduce more errors because it was an easier way for students to learn errors and not to make similar errors in the future. Students' survey showed that more students preferred direct

feedback, saying that it was the easier way to know the errors that they had made. Furthermore, most students strongly wanted to have teacher feedback and they thought that it was very valuable to improve their writing skills.

U/A

W

Basics

Presentation

Room B107

Changing World: Utilizing Hollywood movies for cultural awareness

Tatsuhiko J. Paul, Nagasaka, Tsuda College, Japan

It is no doubt that teaching English language is closely connected to the global educational issues. English, or any one particular language represents the speakers’ culture, history, and future dreams. Therefore language is inevitably culturally biased. English is no exception. To learn English is inevitably to face the Anglo-American culture. One of the most popular learning aids, movie is the essence of cultural products which represents their value. The Hollywood movies, especially, is representation of their cultural and historical values. On the other side of the Pacific-rim, it is inevitable to consume the Hollywood product either as a form of entertainment or the one of the best material for language teaching. Then, can we use these culturally biased materials as a good teaching material for culture education? In this short presentation Kingdom of Heaven, a popular film depicting Crusaders, is used as materials for teaching cultural/global issues.

T/U/A

L

Basics

Presentation

Room B121

Mobilizing affective and effective homework

Charles Anderson, Kyushu Sangyo University, Japan

In order to maximize the limited class time in tertiary education, language teachers often require independent study. However, conventional book based homework is unable to provide the holistic approach to language learning most researchers now agree is essential. Recently technology in the form of CD's, DVD's or computers has been used to supply enriched homework, but most instructors overlook another potentially more powerful learning aid: the mobile phone in almost every student's pocket. To evaluate the potential of mobile learning (m-learning) 3 classes of underachieving freshman and sophomore students were instructed to utilize their mobile phones for independent English study. Preliminary results indicate that test scores and the study strategies employed among students engaged in m-learning improved more than the control group. This paper opens with a brief review of the literature supporting m-learning and it's associated learning outcomes. Positive preliminary results emerging from a 2007 pilot study involving mobile facilitated homework will then be introduced and discussed. Practical suggestions for the integrating mobiles into a conventional tertiary program will then be presented.

T/U

S/L

Plus

Presentation

Room B142

Communicative language teaching in Australia: The inside story'

Rose Senior, Australia Education International (Study Australia)

In this session Rose Senior will talk about her book THE EXPERIENCE OF LANGUAGE TEACHING, which describes in a lively and readable way the kinds of activities and behaviours that typically occur in language classrooms in Australia. This session will be of interest to all Korean teachers, teacher

trainers and educators, syllabus designers and educational leaders who wish to learn more about communicative language teaching in Australia and the beliefs and assumptions that underpin it: why teachers develop informal classroom atmospheres, why they incorporate so many interactive activities into their lessons, why they discipline students in the ways that they do and so on.

Presentation

Room B161

Making informed choices: Teacher education at Saint Michael's

John Halliwell, Saint Michael's College

This presentation will provide a brief overview of teacher education at Saint Michael's College. As teachers of English we all walk into the classroom with assumptions about how language learning occurs and how to best facilitate this learning. Some of these assumptions may be conscious and some not. Teacher education helps us to make conscious, informed choices for our learners. Hopefully these choices are guided by an understanding of language acquisition, learning processes, learner characteristics and classroom approaches, techniques and materials.

YL/T/U/A/B

P/S/R/W/L/S/M/C

Plus

Presentation

Room B178

Writing Natural English: how research can inform practice

Clyde Fowle, Macmillan

How can high level learners of English go that little bit further towards making their writing read more naturally? Obviously studying models and examples of good writing will help but how much analysis of this sort can we expect from the average learner? One short cut is to use information gleaned from

research that analyses in detail and compares the writing of learners and native speakers and provides useful information on common learner errors. Such information can alert learners to typical errors thus helping them avoid them in their writing and can also be used to help develop exercises and practice materials that will help raise students of natural usage. This approach has been adopted in the development of the new edition of the Macmillan English Dictionary in which corpus-based research on learner's writing, carried out at the Centre for Corpus Linguistics at the Université Catholique de Louvain in Belgium, has been used to provide very practical information to help learners make their writing more natural. This session will look at how such research findings can practically help learners improve their writing, particularly in academic contexts.

U/A/B

W

Plus

Pres

Room B109

Get Your Students to Join In!

Oliver Bayley, Oxford University Press

Jack C. Richards' newest conversation series, Join In, draws on the noticing hypothesis which states that in order for language development to take place, the learner requires consciousness of features of the input, or noticing. In other words, learners need to take part in activities which require them to try out and experiment in using newly-noticed language forms, in order for new learning items to become incorporated into their linguistic repertoire. Furthermore, with the focus on conversation strategies, your students will become more sophisticated conversationalists. This presentation will demonstrate to teachers how they can enable their students to develop their speaking proficiency, through the use of a variety of techniques. Materials will be used from the new Join In series.

Take your learners to the next level in their speaking ability with Join In!

T/U/A

S/L/R/W

Basics

Workshop

Room B111

TEXT to SPEECH - Liberating the learner and the teacher!

David Deubelbeiss, Seoul Metropolitan Office of Education, Seoul Education Training Institute

Text to Speech has generally been thought of as an interesting but technologically frustrating and difficult teaching application. Yet, in its simplest form, it is the most powerful of tools available to any teacher. This workshop will show many strategies for using TTS in the English language classroom and demonstrate how teachers can motivate their students and encourage dynamic, multimodal, 21st century, digital learning.

YL/VYL/T/U

P/S/L/R/W

Plus

Workshop

Room B164

ESL Podcasts - Don't Forget the Content!

Sarah Louisa Birchley, Toyo Gakuen University, Japan

In this rapidly changing world teachers and students are often swept away by new technology. As we get excited about all the wonderful, new tools that we can use inside and outside class, it is easy to forget about content, our actual teaching aims, and our students' needs. This session is based on a nine-month research project into the content of ESL Podcasts. During this session, you will be encouraged to think critically about the content of ESL Podcasts. Using an evaluation checklist, we will think about what makes a 'good'

Podcast. We will also look at ways to 'grade' the material to judge whether it is appropriate for our learners. By the end of the session, you will be able to recognize the common features of an ESL Podcast and have suitable knowledge to find Podcasts that are most beneficial for your students. You might also decide to make one for yourself!

T/U/A

L/M

Plus

Workshop

Room B166

Storytown: Teaching Integrated Skills with Practical Activities

Gemma Kang, Kyobobook Centre

The purpose of this 'Story Town : Teaching Integrated Skills with Practical Activities' Workshop is to demonstrate how fiction and non-fiction reading can be combined with practical activities to extend to an integrated approach. For this seminar teacher will have a chance to experience fun and feasible activities and additional reinforcement considering teachers' limited preparation time. They are focused on fluency practice, vocabulary and decoding skills. Listening and reading activities can enhance not only listening skills and comprehension but finding key-words and note-taking skills. Writing activities will be connected from thinking skills and reasoning after reading. Grammar focused dictation is a kind of most useful for reviewing prior lessons. This seminar also will provide ideas to motivate students' learning by showing a new direction of fundamental stages and goals of reading and writing.

YL

S/L/R/W/C

Plus

Workshop

Room B167

Using targeted surveys to inform and improve

our teaching

Tim Dalby & Kristin Dalby, KTT Session

How good is our teaching and how can we improve it? To answer these questions we usually have formal evaluations from our institutions, observations from senior teachers, or some other similar method. However, at Jeonju University five teachers got together and decided to ask the students. The results were not only surprising; they were also informative and motivating and led to great changes in the methods we used in the conversation classroom. This presentation will help you see the benefits of targeted surveys, how to design them and how to use them for maximum benefit. Really, it's not as scary as you might think!

T/U

C

Plus

Presentation

Room B168

Going Extensive: Creating Independent L2 Readers with Graded Readers

Aaron Jolly, Pearson Longman

Research has shown the connection between extensive reading and L2 acquisition (Nation, 2001). Indeed, in Korea, a growing group of people are creating libraries of English books. Whether these are small private book collections or actual libraries, the results are usually the same: increased student motivation and better language acquisition. One of the key issues to consider when starting an extensive reading program is the choice between so called "authentic literature", and "graded readers". While both have their merits, graded readers seem to have greater potential to become a "rice and potatoes" staple of the Korean EFL diet. Graded readers are easily used for intensive, teacher-led, whole-class work, and they are even easier to apply for independent out of class work. This workshop will briefly introduce some of the research

findings on extensive reading, and will then look at practical applications using the popular Penguin Readers, and Penguin Young Readers series.

T/U/A

R

Plus

Presentation

Room M101

Empirical Evidence of Common Speech-Perception Problems for Koreans

Justin Shewell, United Arab Emirates University

Several studies have shown the ability to identify and discriminate among target language sounds plays an important role in the acquisition of pronunciation. Unfortunately, accurately diagnosing speech perception problems is not always an easy task, especially for teachers not trained in phonetics or for non-native English speaking teachers, whose own speech perception problems might interfere with accurate diagnosis. While tools are available that allow teachers to diagnose individual problems for each student, some teachers who only require a general idea of what problems may exist in a certain group of students.

Currently, lists of language-specific problem areas are inaccurate and are not based on empirical research. Using data gathered from the Perception of Spoken English (POSE) Test, a freely available (non-commercial) tool developed by the presenter, this presentation will highlight problematic English phonemic contrasts and suprasegmental patterns for native Korean speakers of English. The presentation will also discuss the rationale and methodology of the research study and present practical applications of the data.

T/U/A/B

P/S/L

Research & Theory

Presentation

Room M103

Grounding technology: Considering the educational situation

Thomas Webster, Ewha Womans University, Seoul

The integration of computer technology has raised a number of issues in education just as it has in society in general. Educational researchers, for instance, have sought to understand the implications of the new medium and in particular its affect upon learning outcomes. Consequently, many educators still question the use of computers given their high cost and lack of verifiable benefits to learning. But what may be being overlooked is the connection that learning and classrooms have to society and how this connection affects not only the goals of education but student/teacher relationships as well. In other words, the determination of the benefits of incorporating computer technology in education may require educators to consider more than simple cause and effect relationships.

U

M/C

Research & Theory

Presentation

Room M104

Building reading speed with Extensive Reading

Rob Waring & Hyonjung Kim, Notre Dame Seishin University, Seoul Women's University.

Room M105

This presentation will first present the reasons why building reading speed is an important part of learning to read in a foreign language. Research shows that learning to read can assist learners to move from the 'word-by-word' level of reading to the 'idea' level of reading which facilitates better processing and better comprehension. It also allows learners to read more text in a given time to allow for more input. Following this, some data will be presented to show how reading speed develops in an Extensive Reading program in Korea's

educational institutions and in other institutions in Asia. The session will close with a workshop on ways to select the right reading materials to help build reading speed and how to help students build reading speed

and track their progress.

T/U/A

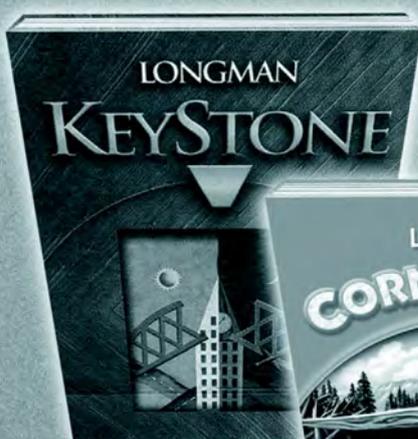
R

Plus

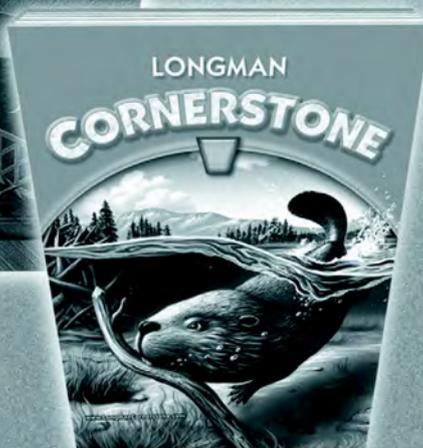
Workshop

M105

FOCUS ON ACHIEVEMENT



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Sunday Afternoon



12.30pm Plenary Speaker Scott Thornbury 'Responding to a Changing World: Dialogue and Agency' in M608

1.30-2.15pm Concurrent Sessions

Room	Presenter(s)	Title of Session	Session Type
B107	Christopher Bozek	Weekend Review	Presentation
B121	Kyungnan Park	Using DVDs to Improve Communicative Competence for Korean Young Learners	Presentation
B142	Ian Brown	CALL for Change with Lower-Level University Students	Presentation
B161	Heejeong Park	Linking Early Literacy to Technology	Presentation
B178	Grace H. Wang	The ABCs of Task-Based Teaching	Presentation
B109	Patrick Hafenstein	Effective Speeches and Presentations for College Students	Presentation
B111	Rebecca Fletcher	Learn English the Happy Way	Workshop
B164	Andrea Henderson	"Let the students write" - (Practical ideas to assist students with their writing)	Workshop
B166	Jon Mitchell	Finding Our Voice: Learner Narratives in the TESOL classroom	Workshop
B167	Chanmi Hong	Getting the most out of reading: Leveled readers!	Workshop
B168	Tory Thorkelson	Building a Successful Content Based (CBI) University Course	Presentation
M101	Ivan Sorrentino	What is real English?	Workshop
M103	Kyosung Koo	The effects of reference tools on accuracy of foreign language writing	Presentation
M104	Don Makarchuk	Effects of Reciprocity Conditions in Interviews and Paired Testing	Presentation
M105	Hans Mol	Grammar can be fun!	Workshop

2.30-3.15pm Concurrent Sessions

Room	Presenter(s)	Title of Session	Session Type
B107	Scott Thornbury	The New School MATESOL: Learning at the Speed of Life	Presentation
B121	Cleo Ahn	Developing 4 skills with Interchange	Presentation
B142	Korey Rice	Meeting Students' Changing Needs Through Program Reform	Presentation
B161	Toyoko Shimamura and Osamu Takeuchi	What is an Appropriate Style for Academic Presentations?	
B109	Clyde Fowle	Writing : back to basics	Presentation
B111	Nalin Bahuguna	Oxford Learner's Thesaurus - A Dictionary of Synonyms	Workshop
B167	Chungyeol Park & Heather Sellens	Who's doing all the talking?	Workshop
B168	Raymond Smith	Beyond Listening: How to Enhance the Listening Experience	Workshop
M101	Sarah Kim	Three Ways to Language Immersion	Workshop
M103	Wareesiri Singhasiri & ChadaKongchan	Teachers' Personality Styles, Objectives and Material Design	Presentation
M104	Michael Bowles	The role of online tutors in supporting teacher education through asynchronous computer-mediated communication	Presentation
M105	Wendy Arnold	Story as a vehicle	Workshop

3.30-4.15pm Featured Speaker Sessions

Room	Presenter	Title
B107	Yuko Goto Butler	Assessment and Instruction: Can They Have a Happy Marriage?
B121	Dr. John Linton	Life in Korea, a Century of Family Perspectives

4.30-7.00 KOTESOL's Annual Business Meeting in B107

SUNDAY - 12:30~1:15

Responding to a Changing World: Dialogue and Agency

Scott Thornbury, The New School

How can we teachers respond to change - both local and global - in ways that empower our learners? Do we resist change, clinging determinedly to old habits? Or do we become methodological fashion-victims, trying out any and every new idea that comes along? Starting with a bit of family history, I will argue that there is a third path, neither resistance, nor innovation for innovation's sake. This third path (or "another way of being a teacher", as Claire Kramsch puts it) is founded on two basic principles: dialogue and agency. We respond to change best when we are responsive to our learners, and when we grant them the means to take control of their own learning in a changing world.

Room M608

SUNDAY - 1:30~2:15

Weekend Review

Christopher Bozek, Kitami Institute of Technology, Japan

This is an activity that gives students practice in listening and speaking. The teacher writes down 8 sentences about what he/she did over one day during the past weekend on a piece of paper. The teacher writes down only the past tense verbs from those sentences on the blackboard. He/she says each sentence while pointing to the verb. The instructor goes through all the sentences three or four times and has students memorize them. The students use the Rock, Paper, Scissors Game to figure out who goes first. The loser of the game must repeat the sentences to their partner. After all the first round students have finished, the

teacher says all the sentences again and has the other half of the class say them to their partner. The partner can help if they forget a word. Japanese students often give short answers to questions. This activity encourages students to speak in full sentences.

U/A

P/S/L

Basics

Presentation

Room B107

Using DVDs to Improve Communicative Competence for Korean Young Learners

Kyungnan Park, TOSS English

This presentation will introduce the innovative language learning method used in TOSS English, an English Learning Franchise Company for elementary and middle school students. The goal of this method is to enable young Korean students to communicate in English with the fluency of native speakers without ever studying in English-speaking countries. The method allows students to "acquire" rather than to "study" English through the extensive use of DVD movies and books. Mirroring the way that L1's are acquired naturally, effective exposure to movies and books structured around the well-designed activities boost students' ability to acquire L2, English. In this way, performance emerges with a great deal of automaticity as competence is built up. Native-like production (speaking, writing) and comprehension (listening, reading) fluency can be accomplished through this method.

In this presentation, video clips from actual classes in TOSS campuses will be shown so that the participants can observe the pronunciation, fluency, automaticity, and confidence of the students.

YL/T

P/S/L/R/W

Basics

Presentation

Room B121

CALL for Change with Lower-Level University Students

Ian Brown, Kyushu University, Japan

There is no lack of activities using CALL and the Internet with motivated higher-level students, however when it comes to unmotivated lower-level students in typical first-year compulsory English classes, finding relevant level-appropriate CALL activities can be a real challenge. This paper will discuss various ways CALL can be used to provide positive change to such classes enhancing learning and class atmosphere, and extending learning outside of limited class hours. In particular recent developments in the Internet with Web 2.0 type technology offer many new creative and innovative possibilities to using the Internet in supplementing class time. The presenter will review research in this area of CALL with lower-level students and report on his own research. Ideas will cover different language skills to suit general or specific skill English classes and include ideas for using CALL even without access to CALL computer rooms. CALL can be used to advantage with lower level students but differences to teaching higher levels need to be recognised. This presentation aims to filter out activities suitable for these particular students providing teachers with a number of practical, level-appropriate ideas, and activities, allowing them to better use CALL and the Internet with their students.

U

M

Plus

Presentation

Room B142

Linking Early Literacy to Technology

Heejeong Park, Language World Co. Ltd

Jamboree is designed for young and early English language learners to help them improve their early literacy skill through technology "Hybrid - CD." Presenter in this

session will describe practices which use technology to extend learning beyond classroom walls. She will demonstrate how motivate students to read by using new technology and support teachers, students, and parents. Let's explore multiple literatures with "Jamboree" included image, song, chant, and video.

YL

R

Plus

Presentation

Room B161

The ABCs of Task-Based Teaching

Grace H. Wang, Yonsei University, Seoul

The terms "task" and "task-based" teaching or learning seem to have become the new 'buzz words' of the language teaching profession over the past 5-10 years. What exactly is task-based teaching? What's all the fuss about--Why are people talking about it? Does it really work, even in EFL contexts like Korea? How do I go about it? Is it practical and feasible for the average teacher? These are the sort of questions and issues that this presentation will address. The workshop will provide a straightforward and demystifying look at task-based teaching and learning.

T/U/A/B

S/L/R/W/M

Plus

Presentation

Room B178

Effective Speeches and Presentations for College Students

Patrick Hafenstein, Macmillan

With today's rise of knowledge economies, it is not enough to simply teach your students a 'language'. In order to ensure your students are internationally competitive when they enter the workforce, the content or the 'know how and know what' is of equal importance. One important job skill for students to develop,

along with the English language, is how to give effective speeches and presentations. This session will demonstrate how the sophisticated and complex art of giving speeches can be broken down into to more manageable pieces to make it accessible to and entertaining for college and university students. The presenter will use examples and video from David Harrington and Charles LeBeau's *Speaking of Speech* which has been Macmillan Education's bestselling 'Speech/Presentation' book in Asia for over a decade. This is a must see for teachers who want to integrate the teaching of a language and a skill, namely presentations.

T/U/A

S

Basics

Presentation

Room B109

Learn English the Happy Way

Rebecca Fletcher, Oxford University Press

Are you searching for new ways to help your young and upper elementary learners progress in their English? Designed to satisfy the needs of these learners, the new American Happy series will help build upon their expanding world knowledge and ability to work with extended topics and content. Providing a clear focus on authentic language, movement and songs, the American Happy series is suited to all learning styles and is ideal for mixed-ability classes. This presentation will demonstrate how you can enable your learners to develop all 4 skills, through the use of a variety of techniques and materials from the new 'American Happy' series. Content and Language Integrated Learning (CLIL) will also be discussed. Give your learners the chance to learn English the Happy way!

YL

P/S/L/R/W

Basics

Workshop

Room B111

Finding Our Voice: Learner Narratives in the TESOL classroom

Jon Mitchell, Tokyo Institute of Technology

The ability to tell a short story is widely-recognised as an important human skill. However, it is often overlooked (or taken for granted) in the TESOL classroom. This session explores how the personal narratives of English learners can be harnessed. It offers a teaching cycle which incorporates "noticing", production and peer assessment in order that students (in the words of Donaldo Macedo) can be empowered to come to voice in the classroom.

U/A

S/R/W/M

Plus

Workshop

Room B166

'Let the students write' - Practical ideas to assist students with their writing

Andrea Henderson, CIFLE (Chungnam Institute for Foreign Language Education)

I am interested in encouraging creative and practical writing for Middle and Secondary school students and for young people who enter university in Korea. This is a skill which is lacking in these institutions. Because the SAT only requires listening and reading, teachers concentrate on these two skills and omit the writing in large part, while hardly doing any speaking. However, in future it is quite possible that many students will be required to do some kind of English writing. The workshop will cover journal writing, essay writing and present other ideas for getting the students to talk and write. Aside from presenting ideas for writing, I would like to also talk about my experience training teachers at CIFLE and how they start with simple writing tasks which eventually build up to the five paragraph essay before they produce a newsletter. We concentrate on giving the teachers authentic writing activities,

for example, teachers write a letter to the editor or to 'Annie' at the Korea Herald and are encouraged to email their letter off for publication. Delegates will have a chance to engage in some easy writing tasks and will share their writing in groups. They will be given the opportunity to do a peer assessment where they comment on the writing style and on the content of the piece of writing they evaluate.

T/U

W

How-To Plus (Building on the Basics)

Workshop

Room B164

Getting the most out of reading: Leveled readers!

Chanmi Hong, Bridge Learning Ltd.

What do good readers do? Research shows that skilled readers use a set of learning strategies that help them construct meaning from text. Reading comprehension has always been the goal of reading instruction but if readers can read the words but do not understand what they are reading, they are not really reading. As students read, good skilled readers should be both purposeful and active. What do you do to engage your students before, during, and after reading? The most practical way of thinking about teaching reading comprehension is to organize instruction according to how you want students to think about strategies. In this session, we will look at effective reading strategies to encourage students to be strategic readers using Houghton Mifflin Leveled Readers. Developed with consulting author Irene Fountas, Houghton Mifflin Leveled Reader collection has diverse fiction and nonfiction texts providing just-right support as readers build fluency and independence.

YL

R

Plus

Workshop

Room B167

Building a Successful Content Based (CBI) University Course

Tory Thorkelson, KTT Session

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

U

M

Plus

Presentation

Room B168

What is Real English?

Ivan Sorrentino, Cambridge University Press

Over the course of our teaching careers, we are often asked by our students if the language we teach them is "real". Our own experiences of learning a language and then heading to the target country have only helped compound the belief that there is "textbook English" and "real English". If we can easily bring authentic material to the classroom that covers the four key areas of social, travel, work and study English, then we can genuinely prepare our students to deal with the situations they will encounter when then make their first trip to a foreign country.

T/U/A

S/L/R/W

Plus

Workshop

Room M101

The effects of reference tools on accuracy of foreign language

Kyosung Koo, Davidson College, North Carolina, USA

Concordancers are tools that show a list of sentences in which the search word occurs. By using these tools, students may reap more benefits by looking at authentic examples, context, and word collocations. For example, students can be exposed to authentic examples instead of artificial examples not necessarily used in daily life. Another advantage is the context it provides. By looking at examples, learners can understand the context in which words should be used.

Learners may be able to discover the meaning of a word by inferencing. The aim of this study is to better understand aspects of using reference tools including dictionaries, thesauri, and concordancers for writing and to identify technologies that can assist foreign language writers. The results show how beneficial consulting these references is in ESL writing, and how these tools compliment one another. By utilizing them, students can become more independent and be able to solve writing and linguistic problems as they become more aware through the use of authentic texts.

U/A/B

W/M

Research & Theory

Presentation

Room M103

Effects of Reciprocity Conditions in Interviews and Paired Testing

Don Makarchuk, Dept. of English Language & Literature, Kyonggi University

This presentation reports on a study which compared interview testing and paired testing in the conversation classroom with regard to the effect that their different reciprocity conditions had on test performances. Data were collected and analyzed regarding the test takers' perceptions of the tests, the quality of

the performances elicited by the tests and the discourse produced. The study findings reveal a complex picture of the effect of test interaction pattern and test interlocutor on test performance. Especially important is the finding that in this study the differing test reciprocity conditions contributed to the interviews having turns that were longer and more complex than those of the paired tests, and to the paired tests eliciting more conversation-like discourse than the interviews. The study results also suggest that students of different proficiency levels may be influenced in quite different ways by their communication partners on the tests, and that gender may affect a test taker's attitude toward a partner and, in turn, influence test performance. Overall, the study found that the use of paired and interview testing resulted in highly similar scores for the majority of test takers, but that sub-groups of test takers responded quite differently to the test formats.

U/A

S

Research & Theory

Presentation

Room M104

Grammar can be fun!

Hans Mol, YL-SIG Session

Grammar is one of the most controversial areas of language teaching, certainly in the area of young learners. In fact, your approach to grammar will in many ways determine your position on communicative language teaching, task-based learning, lexical grammar and any other of the many methodologies and approaches in the world of language teaching.

Maybe you've never stopped to think about grammar much and follow your course book's lead. For many teachers, grammar is the backbone of all language learning. "Structure" as it is often called, is perceived as the core thread of the language syllabus and indeed, the majority of school curricula and the majority of

course books are designed along grammatical criteria. At the other end of the grammar spectrum a huge population of communicative language teachers oppose the explicit teaching of grammar. In this workshop we take a middle approach which will appeal to both sides of the grammar debate. The premise is that meaning should always be our main focus in language learning, as communication is in essence the act of transferring messages from one person to another. Grammar should not be isolated outside the meaning framework. It is an intrinsic part of it. Grammar is a system that helps make meaning more precise. This workshop gives insight in some of the theoretical background to grammar activities and presents activities for young learners that seek to achieve three goals: a) to teach learners to express themselves as clearly as possible with confidence b) to strengthen grammatical accuracy in a fun and purposeful way. c) to increase grammar awareness among young learners. Delegates will take home increased awareness of the value of grammar in the young learner English classroom and ideas to apply in their own situation.

YL/VYL

Workshop

Room M105

SUNDAY - 2:30~3:15

The New School MATESOL: Learning at the Speed of Life

Scott Thornbury, The New School

T/U/A/B

P/S/L/R/ W/M/C

Basics

Presentation

Room B107

Developing 4 skills with Interchange

Cleo Ahn, Cambridge University Press

This session will be based on principles and approaches included Interchange Third edition that has been thoroughly revised to reflect the most recent approaches to language teaching and learning. This presentation will look at how to teach English with this book includes high-interest themes to integrate speaking, grammar, accuracy and fluency.

T/U/A

S/L/R/W

Basics

Presentation

Room B121

Meeting Students' Changing Needs through Program Reform

Korey Rice, Kwansei Gakuin University, Japan

As universities in Japan and Korea face changing student populations, English language programs must adapt to meet new student needs. This presentation will outline the steps one coordinated English program has taken to better meet the shifting demands of its students. First, the faculty conducted a needs analysis by assessing changes in the English proficiency of incoming students, evaluating performance of students currently in the program, considering English use beyond the program, and conducting student surveys and interviews. The analysis revealed a growing disparity in students' language abilities, which was causing a strain on the curriculum, staff, and students. Therefore, the program's longstanding system of requiring all students to participate in the same two-year curriculum was abandoned in favor of a "two stream" approach with goals and objectives specific to each stream. This new program structure is designed to guide students through one of two curriculum levels, or overlapping streams, based on proficiency. Lastly, needs analysis data informed course planning efforts and materials creation. The presenters will explain the steps of this process of program re-evaluation and adaptation in a way that can

be applicable to other contexts and practical to those facing the need for program and curriculum reform.

U
M
Plus
Presentation
Room B142

Writing: Back to Basics

Clyde Fowle, Macmillan
Room B109

Many students, even at an intermediate level, have problems writing grammatically accurate sentences. This may be because writing is not the focus of many communicative English courses, or because writing instruction often focuses on broader discourse features rather than on helping learners develop accuracy at the sentence level. This session will look at how increased accuracy can be encouraged by systematically introducing students to the basic sentence patterns in English. Ideas to help students express their own ideas, rather than just manipulating grammatical structures, will also be discussed and demonstrated. Participants will leave the session with practical ideas on how they can help learners develop their basic writing skills, building their confidence to write simple yet creative and grammatically accurate texts. The ideas presented will be relevant to those introducing writing to low level learners as well as those reviewing basic writing skills with higher level students. Examples will be taken from Sentence writing: the basics of writing published by Macmillan.

T/U/A/B
W
Basics
Presentation
Room B109

Oxford Learner's Thesaurus - A Dictionary of Synonyms

Nalin Bahuguna, Oxford University Press

Learn how you can enable your students to extend their vocabulary, through the use of a variety of techniques and materials from the new 'Learner's Thesaurus'.

T/U/A
P/R/W
Basics
Workshop
Room B111

What is an Appropriate Style for Academic Presentations?

Toyoko Shimamura & Osamu Takeuchi,
Kansai University

Scientists need to master how to conduct academic presentations. For them, the ability to effectively present their findings is vital. However, it becomes an even greater challenge for non-native English speaker scientists to do so in English. To help them make an effective presentation in English, the use of appropriate genre-specific language and sentence structures needs to be established. The purpose of this study is to explore an appropriate style for English academic presentations in terms of intelligibility. In the experiment for this study, the participants were Japanese scientists in a prestigious scientific institute in Japan, and they were asked to listen to two presentations and evaluate their "intelligibility" by using the Likert scale. The two presentations had the same topic, but were different in style: one had more features of spoken English and the other used diction more like the research articles written in English. 76 sets of data were collected and they were analyzed by using the Matched-pair t-test. The results clearly indicated that the presentation composed with more features used in spoken English was more intelligible for the audience of scientists. In conclusion, the pedagogical implications on teaching how to make an effective academic presentation were discussed.

Room B161

Who's doing all the talking?

Chungyeol Park & Heather Sellens, California State University, Sacramento, USA

Research indicates that teachers do most of the talking in the 'language' classroom. In order for Korean students to practice their emerging language, the classroom must flourish in creative, diverse, and interactive oral language opportunities. This workshop will provide educators with various techniques to construct the engaging, cooperative ESOL classroom. The presenters have hosted Korean students in California and have seen first-hand the need for more expressive language development, although Korean students have an excellent grasp on English reading and writing skills. To provide opportunities in a positive, supportive environment while incorporating numerous creative opportunities for English learners to speak, is the workshop's objective. Educators with a common understanding and mastery of these objectives can cultivate a stimulating, language-rich classroom. This hands-on workshop will provide a multidisciplinary constellation of skills to meet that goal, including class chants/songs, standup structures. Methods for encouraging student participation and group problem solving will be presented. The vast importance of multicultural literature, music and drama in language development will be explored. Strong emphasis will be placed on how to foster 'speaking'. A variety of handouts and an extensive bibliography will be provided.

YL/VYL/T/U/A

S/L/M/C

Plus

Workshop

Room B167

Beyond Listening: How to Enhance the Listening Experience

Raymond Smith, Ewha Womans University, Seoul

Room B168

Teachers often bring listening activities to a close once the audio clip has been played twice and all the questions have been answered. However, there are two shortcomings to such an approach. The first is that it treats listening as an isolated skill, and the second is that it simply tests the students' listening abilities without necessarily teaching them how to be better listeners. The question is whether we as teachers can do more to enrich the student listening experience in the classroom. In reality, listening is inextricably linked to the skill of speaking and to the systems of grammar, lexis, discourse and phonology. In order to point these links out to students, and to actually teach them listening skills, teachers can take advantage of a resource that is readily available but which often goes untapped: the audio script. This workshop will explore, in more detail, why teachers might want to analyze audio scripts with their students, what features of an audio script might be selected for analysis, and how these selections can be best highlighted and exploited for the students' benefit.

T/U/A

P/S/L

Plus

Workshop

Room B168

Three Ways to Language Immersion

Sarah Kim, Language World Co. Ltd

A strong partnership between the school and home is an essential component of a quality language immersion program. This presentation will show you different ways to promote parent participation and to encourage students to take responsibility for their learning. During the presentation participants will have a chance to explore 'Welcome to America' and to discuss how its multimedia materials help students improve language skills by hands-on activities.

YL

S/L/R/W

Plus
Workshop
Room M101

Teachers' Personality Styles, Objectives and Material Design

Wareesiri Singhasiri & Chada Kongchan,
School of Liberal Arts, King Mongkut's
University of Technology Thonburi, Bangkok
Thailand

There are several aspects that teachers have to consider when they design materials for their students, such as objectives, student needs, activity or task types, language skills and learning processes. However, few studies have considered how teachers' personality styles affect the way that they design materials. This paper aims to investigate the interaction between teachers' personality styles and the materials they produce, focusing on Thai teachers who were assigned to design materials for a Remedial English Course for low proficiency students majoring in science and engineering. Three issues were examined: the teachers' personality styles manifested in the finished materials identified following the procedure of Cohen (2003), the teachers' personality styles identified using a learning styles questionnaire (Cohen et al, 2002), and the objectives of the materials. These were compared to see the relative influence of teachers' personality styles and materials' objectives on personality styles of materials. The findings from this research provide interesting implications for material design.

U
M
Research & Theory
Presentation
Room M103

Story as a Vehicle

Wendy Arnold, YL-SIG Session

The use of stories is nothing new in English

Language Teaching (ELT) .This workshop will help delegates see that not only can the language in the story be used to teach English, but cross curricular concepts can also be explored. The trainer believes that English can be used not only to teach about English, but support the learning of other subjects. In some contexts this has been termed 'CLIL' (content learning in language). Attendees will listen to a story, discuss the language and language points which could be highlighted in the story and then explore another school subject using English. There will be time to discuss the cross curricular possibilities in different contexts. Attendees will leave the workshop with a list of story titles which lend themselves to cross curricular use, as well as some activities which can use used based on the text which highlight both the grammar/ vocabulary used and the concepts introduced.

YL/VYL
W/shop
Room M105

The role of online tutors in supporting teacher education through asynchronous computer-mediated communication

Michael Bowles, British Council

As technology becomes more advanced and widespread, the use of online and distance learning is becoming more common in teacher education programmes. In order to meet this increased demand, there is a need for skilled and qualified online tutors or E-moderators, who are aware of both the roles required to support teacher development and those required to facilitate learning in an online environment. In this presentation I will examine the role of asynchronous computer-mediated communication (CMC) in in-service teacher education and the roles of online tutors in supporting teacher learning. I will then go onto describe a study that attempted to identify the online roles performed by Course Tutors through the messages they posted on the asynchronous, computer-mediated forums

which are used as part of the Distance DELTA (Diploma in English Language Teaching to Adults) course and how these had the potential to contribute to the professional development of the course participants. I will describe and analyse the results before making some recommendations for being an effective online tutor.

A
Research & Theory
Presentation
Room M104

SUNDAY - 3:30~4:15

Assessment and Instruction: Can They Have a Happy Marriage?

Yuko Goto Butler, KOTESOL

We as language teachers always use assessments in our English classes. In fact, in many East Asian countries including South Korea, assessments, and standardized tests in particular, have exerted a very strong influence on the teaching and learning of English. However, standardized tests are not the only kind of assessment available to us. Recent policies also increasingly have emphasized various other types of assessments including classroom observation, portfolio assessment, self-assessment, and so forth. In this talk, I would like to explore how

we can make assessment more useful for teaching. Drawing from examples from my own research on assessment in East Asia, we will discuss a number of factors that teachers must consider in order to make assessment more useful for their instruction as well as for measuring their students' performance.

Room B107

Life in Korea, a Century of Family Perspectives

Dr. John Linton MD, Kwansai Gakuin University School of Science & Technology

For many, the issues of being "a foreigner in Korea" are entirely one-sided, and based largely on personal experiences. This is true for both the expatriate, and the Koreans they meet. Those who have the benefit of longer-term experiences, however, start to understand the issues in different ways, however. As the great-grandson of one of the earliest missionaries in Korea, growing up in a household with four generations of long-term residence in Korea and Korean-educated himself, Dr. Linton is custodian of remarkable insights into life in Korea. He is not only the family doctor for thousands of foreign residents here, but an important cultural guide for foreigners and Koreans alike. Dr. Linton's presentation will address life-skills and learning experiences that will be of interest to both Korean and expatriate teachers.

Room B121



Thank You!

For coming to the conference

And thanks to the conference committee members, the invited speakers, presenters, teachers, student volunteers and organizational partners for their contributions to the 16th International KOTESOL Conference.

Glossary of Terms

YL	Young Learners	S	Speaking
VYL	Very Young Learners	L	Listening
T	Teen	R	Reading
U	University	W	Writing
A	Adult	P	Pronunciation
B	Business English	M	Materials/Curriculum Design
		C	Classroom Management

Compass Media Events at KOTESOL 2008

| Are you a Quiz Whiz? |

Even if you are not, you could be a *Lucky Quiz Whiz* at this KOTESOL! Visit our booth and complete a simple quiz to register! All the answers can be found at our booth! Compass Media has many fabulous prizes to give away to anyone who wishes to participate throughout the weekend. It's as simple as 1-2-3!

• Prizes for Lucky Quiz Whizzes:

Draw Time	Sat(10/25)
Event 1	12:30
Event 2	3:30
Draw Time	Sun(10/26)
Event 1	12:00
Event 2	2:30



While you are there, don't forget to check out all the brand new titles from Compass Media this fall!



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KOTESOL 2008 INTERNATIONAL CONFERENCE

EMPLOYMENT CENTER

AT YOUR SERVICE ALL DAY SATURDAY & SUNDAY
Room S01

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ARE YOU LOOKING FOR A NEW TEACHING POSITION?

Check out the jobs posted on the announcement

* * * * *

WANT TO HAVE A PRELIMINARY INTERVIEW WITH A POTENTIAL EMPLOYER?

Find out which employers are interviewing and make an appointment on-site at the Employment Center during the conference

* * * * *

ARE YOU A POTENTIAL EMPLOYER WHO DIDN'T HEAR ABOUT THE 2008 CONFERENCE EMPLOYMENT CENTER?

Stop by the Employment Center to post a description of an open position, or set up an interview schedule to meet qualified applicants from the pool of teachers at this conference



Saturday

How to Basics (Building the Basics)

Presentations B107

10.00-10.45	Curtis Kelly	Active Skills for Communication
3.00-3.45	Tony Maguire	Reading Boat course-books, by e-future
4.00-4.45	Nicholas Yates	Professional Development: Empowering Teachers for the Future
5.00-5.45	Sergio Mazzarelli & Etsuko Fukahori	Effective Strategies to Integrate Video Production into EFL Classes

Presentations B121

10.00-10.45	Jihyun Kim	Reading and writing: English Newspapers in education
2.00-2.45	Justin Shewell	Free, Easy, Adaptable Online and Paper-based Vocabulary Activities
3.00-3.45	Brian Keith Heldenbrand	Worship, The Bible, and Teaching English

Presentations in other rooms

10.00-10.45 in B168	Tony Maguire	Read Together graded readers by e-future
2.00-2.45 in B109	Patrick Hafenstein	Developing Fluency, Accuracy and Complexity in Oral Exams
4.00-4.45 in B109	Patrick Hafenstein	Using Pictures and Video for Large Classes

Workshops

9.00-9.45 in B166	Jessica Vaudreuil-Kim	Teaching English through Storytelling: How to teach various levels
10.00-10.45 in B111	Oliver Bayley	Become Communicatively Competent Speakers with American English File
10.00-10.45 in B164	Jennifer Vahanian & Rex Stewart	Creative and Motivating Writing Activities Using Sound and Video
2.00-2.45 in B111	Nalin Bahuguna	Interacting with Academic Texts and Learning Academic Vocabulary through Inside Reading
2.00-2.45 in B168	Rafael Sabio	Online Videos: Authentic Materials used in English language learning
3.00-3.45 in B111	Rebecca Fletcher	Have you Got the Word Skills?
3.00-3.45 in B164	Nancy Jo Marcet	Helping Your Students Become Organized Essay Writers
4.00-4.45 in B168	Tim Dalby	Testing Times for Teachers
5.00-5.45 in B111	Bruce Wade	Get the Business: Business One:One, Business Venture, and Business Result!!
5.00-5.45 in B164	Danny Tan	Perfect Pronunciation? Say what?
5.00-5.45 in B167	Allison Bill	Creative Reading and Writing for Children

Papers 1.30-1.50

B164	Johnathan Aleles	Using Differentiated Instruction in a multilevel English Conversation Course
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Saturday

How to Plus (Building on the Basics)

Presentations B142

9.00-9.45	Michael Cahill	Helping Language Learners reach Milestones to School Success
10.00-10.45	Caroline Linse	TESOL as a Global Profession: Advancing One's Career
2.00-2.45	Jeffrey Walter	Teaching conversation strategy and structure
3.00-3.45	Sherry Preiss	MyTopNotchLab: Pathways to Practice, Perform and Perfect
4.00-4.45	Michael Cahill	Differentiated Instruction Strategies for Writing
5.00-5.45	Linda Hanners Warfel	Read-To-Go Libraries: Practical Solutions to Reading Achievement

Presentations B161

9.00-9.45	Hyunsu Ji	Bring a piece of fact into your child's imagination
10.00-10.45	Renald Rilcy	Achieving success in the TOEIC test for both teachers and students
2.00-2.45	Michael Cahill	Globalization & its impact on teaching & materials
3.00-3.45	Linda Hanners Warfel	BookFlix: Building the Love of Early Reading & Learning with Videos & eBooks
4.00-4.45	Sam Lee	Enhancing Learning for All Students through Culturally and Linguistically Responsive Teaching
5.00-5.45	Curtis Kelly	Writing from Within

Presentations B178

9.00-9.45	Tracy Cramer	Using video to develop language and global issues awareness
10.00-10.45	John Morse	A First Look at Merriam-Webster's Advanced Learner's English Dictionary
2.00-2.45	Eric Verspecht	Developing language and life skills for the workplaces
4.00-4.45	Eric Verspecht	Successful learning at intermediate level
5.00-5.45	Sherry Preiss	The NEW Northstar Third Edition: Insights and Inspiration

Presentations in other rooms

3.00-3.45 in B109	Scott Miles	Turning Students in Avid Readers : Essential Reading
5.00-5.45 in B168	Kevin Parent	Why Don't my Students Want to Learn?

Workshops

10.00-10.45 in B166	David Kluge & Matthew Taylor	Students Helping Students: How to Do Peer Reading
10.00-10.45 in M101	Ivan Sorrentino	Public speaking the easy way
2.00-2.45 in B164	Kelly Drake	Monsters 101: A Project for the Creative Classroom
3.00-3.45 in B166	David Leaper	Group discussion tests for in-class assessment
3.00-3.45 in B168	Tory Thorkelson	Bringing Drama into your Classroom: How to ACTivate your students
4.00-4.45 in B164	John Campbell-Larsen	Promoting fluency through discourse awareness
4.00-4.45 in B166	Ivan Sorrentino	Beyond the plateau - reaching advanced levels of English
4.00-4.45 in B167	Cheri Lee	English Grammar
5.00-5.45 in B166	Christopher Stillwell	Bringing Change to the Classroom through Collaboration

Papers 1.30-1.50

B166	Sasan Baleghizadeh	The Dilemma of Assessing Paragraph Structure Awareness
B167	Jeong-weon Song and Joe Walther	The Use of Voice Bulletin Board in a Classroom English Course

Sunday

How to Basics (Building the Basics)

Presentations B107

9.30-10.15	Casey Kim	Is Grammar Right for Young Learners?
11.30-12.15	Jung-hwa Lee & Rose Marie Whitley	Teacher's Written Error Feedback on College Students' Writings
1.30-2.15	Christopher Bozek	Weekend Review
2.30-3.15	Scott Thornbury	The New School MATESOL: Learning at the Speed of Life

Presentations B121

8.30-9.15	Sutida Ngonkum	Collaborative listening: Maximizing students' aural comprehension
9.30-10.15	Michael Cahill	Essential Listening Strategies for Korean Learners: Interactivity in Listening
11.30-12.15	Tatsuhiko J. Paul Nagasaka	Changing World: Utilizing Hollywood movies for cultural awareness
1.30-2.15	Kyungnan Park	Using DVDs to Improve Communicative Competence for Korean Young Learners
2.30-3.15	Cleo Ahn	Developing 4 skills with Interchange

Presentations in other rooms

1.30-2.15 in B109	Patrick Hafenstein	Effective Speeches and Presentations for College Students
2.30-3.15 in B109	Clyde Fowle	Writing : back to basics

Workshops

9.30-10.15 in B111	Bruce Wade	Business for Special Purposes: Presentations and Tourism
9.30-10.15 in B167	Eric Verspecht	Spark your students' enthusiasm for grammar
11.30-12.15 in B111	Oliver Bayley	Get Your Students to Join In !!
1.30-2.15 in B111	Rebecca Fletcher	Learn English the Happy Way
2.30-3.15 in B111	Nalin Bahuguna	Oxford Learner's Thesaurus - A Dictionary of Synonyms



Sunday

How to Plus (Building on the Basics)

Presentations B142

9.30-10.15	Jason Renshaw	Boosting Preparation for iBT Speaking with Young Teenage Learners
11.30-12.15	Charles Anderson	Mobilizing affective and effective homework
1.30-2.15	Ian Brown	CALL for Change with Lower-Level University Students
2.30-3.15	Korey Rice	Meeting Students' Changing Needs Through Program Reform

Presentations B161

9.30-10.15	Alastair Graham-Marr	Teaching the Strategies of Speaking
1.30-2.15	Heejeong Park	Linking Early Literacy to Technology

Presentations B178

9.30-10.15	Christopher Kennedy	The University of Birmingham distance MAs in TEF/SL /Applied Linguistics
11.30-12.15	John Halliwell	Making informed choices: Teacher education at Saint Michael's
1.30-2.15	Grace H. Wang	The ABCs of Task-Based Teaching

Presentations in other rooms

11.30-12.15 in B109	Clyde Fowle	Writing Natural English : how research can inform practice
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Workshops

9.30-10.15 in B164	Grace H. Wang	Teaching Discourse Intonation: The Why and How
9.30-10.15 in B166	Danielle Little	Maximizing Learning by Developing Students' Brain Potential through Brain Education
9.30-10.15 in B168	Allison Bill	The Next Step - Professional Development
9.30-10.15 in M101	John Honisz-Greens	Incorporating DREAM management into the ELT workplace
11.30-12.15 in B164	David Deubelbeiss	TEXT to SPEECH -- Liberating the learner and the teacher!
11.30-12.15 in B166	Sarah Louisa Birchley	ESL Podcasts - Don't Forget the Content!
11.30-12.15 in B167	Gemma Kang	Storytown : Teaching Integrated Skills With Practical Activities
11.30-12.15 in B168	Tim Dalby & Kristin Dalby	Using targeted surveys to inform and improve our teaching
11.30-12.15 in M101	Aaron Jolly	Going Extensive: Creating Independent L2 Readers with Graded Readers
1.30-2.15 in B164	Andrea Henderson	"Let the students write" - (Practical ideas to assist students with their writing)
1.30-2.15 in B166	Jon Mitchell	Finding Our Voice: Learner Narratives in the TESOL classroom
1.30-2.15 in B167	Chanmi Hong	Getting the most out of reading: Leveled readers!
1.30-2.15 in B168	Tory Thorkelson	Building a Successful Content Based (CBI) University Course
1.30-2.15 in M101	Ivan Sorrentino	What is real English?
2.30-3.15 in B164	Raymond Smith	Beyond Listening: How to Enhance the Listening Experience
2.30-3.15 in B166	Sarah Kim	Three Ways to Language Immersion
2.30-3.15 in B167	Chungyeol Park & Heather Sellens	Who's doing all the talking?

Presenter's Biographical Statements

Atsushi Asai is teaching language processing as an associate professor in the Department of Robotics at Daido Institute of Technology, Nagoya, Japan. His research interests include phonological perception and cognition on syllable structure. He can be reached at a9asai@hotmail.com.

Cleo Ahn is serving as the ELT consultant of Cambridge University Press. She has taught students of all ages in Korea and has been a private institute teacher and director for elementary to teen age children, as well as a lecturer for adults of companies.

Charles J. Anderson is currently finishing a graduate degree in MSc in TESOL at Temple University Japan. He has been teaching in Japan since 1990 and is presently employed at Kyusho Sangyo University as a full time lecturer. His current research focus is mobile assisted learning, the role of motivation in education, and vocabulary acquisition.

Wendy Arnold has worked as a teacher, teacher trainer, researcher and materials writer. She is an active member of the IATEFL Young Learner's special interest group (Sig) and is the author and co-author of coursebooks and resources for young learners in Asia and Saudi Arabia. She has contributed to ELTJ (English Language Teaching Journal), CATS (Children and Teenagers) publication, English Language Learning Materials, and the British Council/BBC <http://www.teachingenglish.org.uk>. Her special interests are in the professional development of primary teachers of English and reading for young learner literacy. Wendy has an MA in Teaching English to Young Learners (York) and a PCEd (Hong Kong).

Nalin Bahuguna has been an educator since

1998, with experience teaching in Japan, New Zealand and Korea. He is currently residing in Seoul, where his role is as the Oxford University Press ELT Consultant for Korea. He has a Master of Professional Studies in Language Teaching (Hons), and a special interest in NLP and its application to language learning.

Dr. Sasan Baleghizadeh is Assistant Professor of TEFL at Shahid Beheshti University in Tehran, Iran. He has over ten published papers in various scholarly-reviewed Iranian journals. His areas of interest are language testing and materials development. He has compiled the well-known ILI workbook series and translated and adapted a number of readers for EFL students. Dr. Baleghizadeh is associate editor of the ILI Language Teaching Journal, an internationally-renowned journal published by the Iran Language Institute.

Oliver Bayley has worked for Oxford University Press for more than 10 years. Currently based in Japan, he has worked with a wide variety of ages and abilities of English learners. In his current role as Asia Product Manager, Oliver travels widely throughout Asia, presenting and giving teacher training workshops, most recently in countries as diverse as the Philippines, Cambodia and Vietnam.

Allison Bill started her own second language learning at the age of 5, and is passionate about teaching and learning. She completed her B.Ed. in Elementary French Education at the University of Ottawa, and her M.A. TESL/TEFL at St. Michael's College in Vermont. She has taught EFL in France, FSL in Canada, and EFL in South Korea. Allison is a native of Ottawa, Canada. She has lived in Korea since 2000, and teaches at Jeonju

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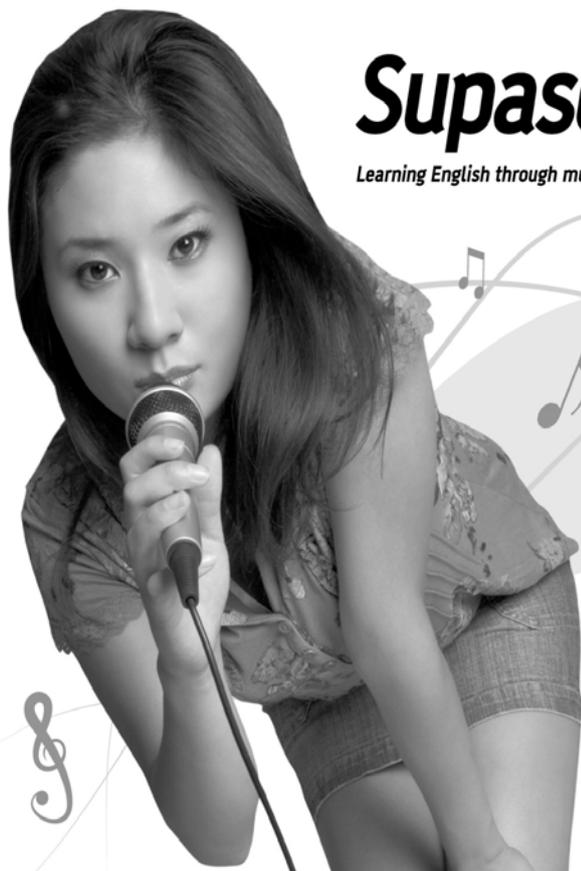
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Constitution & Bylaws of Korea TESOL

Constitution

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

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

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

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

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

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

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

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

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

Bylaws

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

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

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

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

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

III. Duties of Officers. 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee, and shall be responsible for planning, developing,

and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council. 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination.

3. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require the approval of 75% of elected officers and chapter representatives, regardless of present attendance.

4. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

5. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

6. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees. 1. There shall be a National Program Committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publications Committee responsible for dissemination of information via all official publications.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chairs is responsible for appointing a Nomination and Elections Committee and for conducting the election.

VI. Chapters. 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. All Chapter Officers must be current KOTESOL members.

4. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

VII. Parliamentary Authority. The rules contained in *Robert's Rules of Order*, Newly Revised shall govern KOTESOL in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VIII. Audits. An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

IX. Amendments. The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

Check out http://esl.about.com/cs/teachertraining/a/a_abbr.htm for

ESL / EFL Abbreviations Explained From Kenneth Beare,,

Here are a few to help you navigate the conference.

CALL - Computer-Assisted Language Learning

CBT - Computer-Based Teaching

EAP - English for Academic Purposes

EFL - English as a Foreign Language

EGP - English for general purposes

EIP - English as an International Language

ELT - English Language Teaching

ESL - English as a Second Language.

ESOL - English for Speakers of Other Languages

ESP - English for special purposes (business English, English for tourism, etc.)

ETS - Educational Testing Service

IATEFL - International Association of Teachers of English as a Foreign Language

L1 - Language 1 - native language

L2 - Language 2 - the language you are learning

LL - Language Learning

MT - Mother Tongue

NNEST - Non-Native English Speaking Teacher

NNL - Non-Native Language

RP - Received Pronunciation - 'standard' British pronunciation

TEFL - Teaching English as a Foreign Language

TEFLA - Teaching English as a Foreign Language to Adults

TEIL - Teaching English as an International Language

TESL - Teaching English as a Second Language

TESOL - Teaching English to Speakers of Other Languages

TOEFL - Test of English as a Foreign Language - the most common English proficiency exam for North American universities and colleges, also accepted by some British universities and employers as proof of English proficiency.

TOEIC - The TOEIC (pronounced "toe-ick") is a Test of English for International Communication.

YLE - Young Learners English Tests - Cambridge Examinations for young learners

**The 16th Korea TESOL
International Conference**

**Extended Summaries of
Academic Presentations**



**Editor
Tim Whitman**

Updating Basic Vocabulary in EFL

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Abstract

In line with the trend in East Asia of shifting the fundamental design from a knowledge-based English teaching curriculum to a behavior-based one, teachers should rethink the quality of basic vocabulary for limited classroom hours. This study introduces a meta-analysis for the basic vocabularies of popular dictionaries and vocabulary lists by means of a new conflation approach that includes a factor involving the cognitive load for irregular conjugations and other inflections as well as derivations for beginners who have struggled with learning English. The core vocabulary of English still changes slowly. However, a closer look at the word frequencies, genres, and influences on the first language texts has demonstrated the necessity for introducing new words. With knowledge of such basic vocabulary profiles, teachers can help such 'repeating beginners' to recognize what words should be learned first.

I. Background

The teaching of English is an area that has been emphasized the most in the modern school curricula in East Asia, and the development of EFL methodologies and tools has been quite active. In fact, a lot of dictionaries are available in the EFL market. The use of either paper-based or electronic-based bilingual dictionaries is still a popular realistic learning strategy for reading inside and outside the classroom. In addition, less stressful learning will expectedly develop the autonomy of students (Finch, 2006).

II. Basic vocabulary size

What size of vocabulary is necessary in your classroom? For instance, according to the current teaching guidelines of Japan, the educational ministry has decreased the required amount of knowledge and the level of skills. The required size of vocabulary in High School English II, which emphasizes reading activities, is presently 1,800 words. It was 2,000 words in the previous guideline, and was 2,250 words before that. In accordance with the decreasing vocabulary size, teachers need to consider what words they should underline for efficient teaching with the limited classroom hours available to them. Basic vocabulary should be set up according to each classroom situation, taking into consideration its frequency, coverage or scope, availability, learnability, familiarity, and other factors (Asai, 2005; Murata, 1997). Many of English-Japanese dictionaries set the most basic vocabulary sizes to around 1,000 words. This vocabulary size is suitable to the classes of all of the junior high schools, most of the senior high schools, and many of the colleges, workplaces or continued learning organizations in East Asia.

III. Word selection and evaluation

This section introduces a systematic selection of useful words for dictionaries and vocabulary lists. Indeed, we know many ways to count words, and much research has discussed the effectiveness of word conflation or normalization (Galvez, de Moya-Anegón, & Solana, 2005; Harman, 1991; White, Power, & White, 1989; among others). A representative way of counting words is the headword system that counts all inflectional and derivational variants as individual words. The other ways of counting words create conflation processes for surface representations. Each approach certainly has both merits and demerits. For example, a common stemming method substantially reduces the size of the vocabulary, but leads to the difficulty for beginners in finding the base form owing to the many kinds of affixations. Likewise, with a lemmatization, beginners invariably have difficulty associating a derived word that frequently appears and shapes its own semantic domain with an original word that also frequently appears but possesses another distinct domain. From the viewpoint of the learners' psychology, words in the same form should be integrated into a single entry. There are different and important rules for deriving

adjectives and adverbs from nouns, and thus the memorization of those words is invariably a heavy load for beginners (Bauer & Nation, 1993; Schmitt, 2000; among others). This study therefore handled those strongly derived forms as different entries.

We shall now look at the familiarity and usefulness of basic vocabulary. One general idea in foreign language learning is that learners should set a higher priority to learning higher-frequency words than lower-frequency ones. For the purpose of frequency level setting, we have used the frequency data of the Frown Corpus (Hundt, Sand, & Skandera, 1999) after our conflation process, and reached a finding of a critical point of the token curve as shown in Figure 1. This study has thus deleted the words appearing at a word frequency of 18 and below. The cut-off process for eliminating rare words and proper nouns decreased the total words from 996,264 to 794,114. The top 100 words in the recompiled frequency rank showed almost no change from the original. Next, the coverage to the Frown Corpus is a ratio of the sum of appearances of words placed in a basic vocabulary to that in the corpus up to the rank of the least frequent word in the basic vocabulary. For instance, the number of words in the General Service List, or GSL, by West (1953) is 1,000. The words included in GSL appeared 616,711 times in total in the Frown Corpus. The appearances of words from the first rank to the 1,000th rank were 670,875 in the corpus. The ratio of 616,711 to 670,875 was 0.919. This frequency-rank scaling ratio becomes an indicator for the power of covering by the basic vocabulary.

The present study selected three monolingual dictionaries for ESL, ten English-Japanese dictionaries for Japanese learners of English, and eight vocabulary lists, and the following describes a similarity analysis of the vocabularies surveyed. Figure 2 shows the configuration for plots for data of the vocabularies of those dictionaries and lists according to Quantification Theory (Hayashi, 1952). The configuration expresses quantitative relations among the data sets in two dimensions, and the scales on both axes represent relative units. If the consistency in two data sets is high, the two plots are placed at a close position. We interpreted the horizontal axis as showing efficiency in matching for the basic vocabularies. The vertical axis seemed partly to show a degree of regionality in the condition of the same vocabulary size. The British-corpus-based dictionaries were placed above the horizontal axis, and the Japanese educators' traditional selections were below the line. In short, this configuration suggests that basic vocabularies vary to a considerable degree.

The core vocabulary of English changes slowly. In detail, however, old dictionaries and lists performed relatively low coverage. New words appear in ESL and EFL materials every year (Asai, 2005). Some of the new words, such as "computer," "access," "click," "file," and "online," are coming into the high frequent group in the latest contents. These words are definitely familiar to Japanese college students, including late or slow developers, or 'repeating beginners,' as loanwords in their L1 texts. In this sense, teachers should watch the trend of words in our everyday lives. One practical idea of updating basic vocabulary is to refer to a newly released corpus or incremental data of a large-scale reliable corpus. Another idea is to check reports on sociolinguistic surveys at conferences or workshops and in magazines or journals. In any event, teachers should be sensitive to the lexical trend in both L1 and L2 texts.

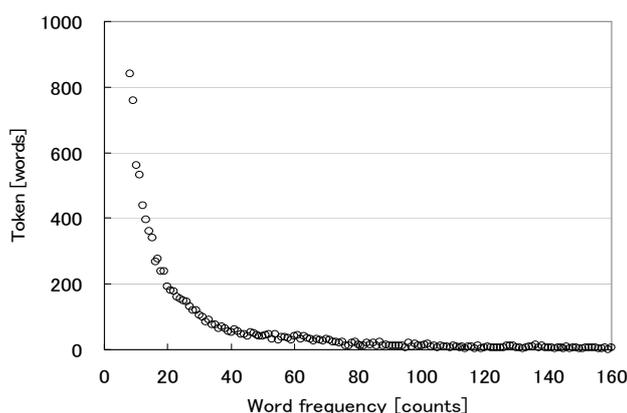


Figure 1. Tokens at word frequencies

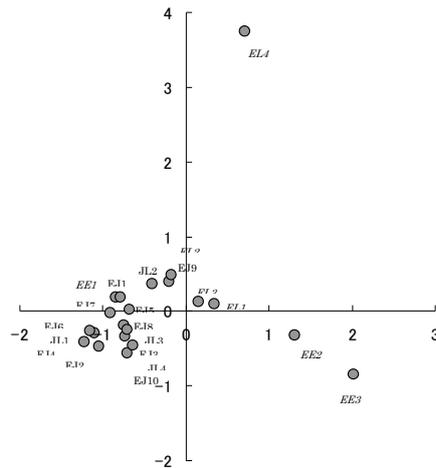


Figure 2. Configuration of plots for data of the basic vocabularies

IV. Concluding summary

Our needs in the real world are changing. Teachers should rethink basic vocabulary, depending on their classroom situations. Word selection is based on careful consideration of the local curricula or academic or business usefulness, word frequency data recently released, or other sources. This study has introduced a new conflation approach for repeating beginners, and has demonstrated the word profiles of basic vocabularies by the indicators of word coverage and vocabulary similarity. Dictionary use can be a better strategic choice in reading for repeating beginners so as to become successful learners than just guessing or skipping (Asai, 2007). Once those beginners notice the availability of a dictionary itself or its use, they will have a chance to go into autonomous learning.

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Fostering Learners' Self-Directedness - A Study on English Teachers' Role

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Abstract

With the advancement of technology, more and more educators recognize that teacher-centered education can no longer enable students to survive and excel in today's world. For this reason, self-directed learning (SDL), an innovative approach to develop learners' independent learning, becomes a widely discussed issue. This study, inspired by the challenging context, thus sets out to investigate the effect of English teachers' role on SDL.

A researcher-designed questionnaire and an in-depth interview were used to collect data. Totally, 101 Taiwanese college students participated in the questionnaire, and eight of them joined the interview. The major findings are as follows. First, about 95% of the participants thought that English teachers are of great influence on the way students learn the language. However, currently, English teachers in Taiwan seldom teach college students how to take charge of their own learning. More importantly, Taiwanese teachers tend to become overly caring and protective, which might hinder students' development of independent learning and their practice of SDL.

Implications are addressed as follows. First, teacher education on SDL is indispensable before EFL teachers' implementation of SDL. Second, EFL teachers may practice SDL with caution to avoid overly exercising some characteristics, which may otherwise impede students' self-directedness.

I. Introduction

In this rapidly changing world, educators begin to recognize that learners would have to take more and more independent initiatives in their learning. As Gibbons (2002) puts it, in today's world no learner of any kind "will be looked after from the cradle to the grave" (p. 2). Instead, for those who expect to excel in this new era, cultivating the ability to learn on one's own is becoming a prominent and ineluctable challenge to survive and excel (Ho & Crookall, 1995; Knowles, 1975; Wenden, 1986).

However, though more and more educators and educational institutions around the world have been casting light on SDL in recent years, very few Taiwanese researchers embark on investigating SDL within the foreign language classroom setting. Mulling over the reasons for such a scarcity of such research, the researcher of the current study conjectures that two major factors—one concerning the traditional role of the teacher and the other the learning habits of Taiwanese students—might have greatly contributed to the lack of classroom-based SDL research in Taiwan.

Therefore, when SDL is about to be introduced into the classroom by language teachers, it is necessary and crucial to find out in advance the expectations that Taiwanese students would cast upon the roles teachers play in class. To be more specific, what roles do students expect English teachers to play in the classroom? Do they believe their teachers should act like authority figures? Or, should the students themselves be more actively involved in the learning process while teachers would just serve as their learning facilitators? Issues like these will be tackled in the current study to carefully evaluate the potential impact of teacher roles on the practice of self-directed learning in the EFL classroom.

II. Literature Review

Two major concepts are examined in the literature review section. First of all, the definitions of SDL will be presented. Numerous perspectives that scholars have taken to explain the notion of self-directed learning are included in the following discussion. Secondly, three types of teacher roles generally connected with the image of teachers in the Chinese culture are scrutinized. The possible effect that these roles may impose on EFL teachers' exercise of SDL is also investigated.

A. Definitions of SDL

In the past few decades, continuous exploration has yielded fruitful yet divergent perspectives on the definition of SDL. Because of its widespread application and the ever-increasing interests among scholars in the notion, until now, the consensus of what SDL represents is still unavailable (Dickinson, 1987). However, reviewing the literature, two major perspectives have been repeatedly taken by scholars to define the concept of SDL. On the one hand, SDL is taken as a learning process in which students gradually learn to exercise their independent learning abilities (Knowles, 1975; Piskurich, 1993; Gibbons, 2002). On the other hand, some other scholars treat SDL as one of the many personal attributes such as a student's learning style, educational level, and personality which could all interact with each other to affect his or her learning outcomes (Dickinson, 1987).

B. Teacher Roles

As a commonly accepted notion, teacher role is among the most pivotal factors in any sort of learning; the roles students expect their teachers to play in the classroom may accordingly influence the way they learn (Tang, 2001). Three major roles of teachers of the Chinese heritage: First, teachers as authority; second, teachers as life guidance; and third, teachers as the source of knowledge were characterized in this section, aiming to facilitate the later examination of SDL practice in the Taiwanese academic setting.

III. Methodology

In the present study, to obtain an overall picture about Taiwanese college students' expectations of the roles that their English teachers should play for the classroom-based SDL instruction, surveys will be employed to collect relevant opinions from the target participants. Therefore, a researcher-designed questionnaire was chosen as the major instrument to be used in the present study. In addition, to make up for some weaknesses of the questionnaire, the researcher of the present study also employed an interview as a complementary instrument to collect data. With the combination of these two data collection methods, it is hoped that the present study will not only elicit in-depth responses from the participants, but will also render a general outlook of what college students think about their English teachers' roles for implementing SDL and proffer inspiring implications for the future practice of and research on SDL.

IV. Conclusion

The results of the study revealed that college students in Taiwan hold both facilitative and detrimental expectations toward the roles that Taiwanese EFL teachers play for their practice of SDL in the classroom. The detrimental expectations, such as seeing Taiwanese EFL teachers as knowledgeable, dominant, and demanding figures may cause difficulties for teachers to act as learning facilitators or process managers in an SDL classroom. On the other hand, with regard to the facilitative roles, although college students in Taiwan think EFL teacher are supportive, friendly, and resourceful, they also reveal their apprehensions for their teachers' excessive exercise of these characteristics. Therefore, judging from the findings, Taiwanese EFL teachers may need to play the beneficial characteristics of supportiveness, friendliness, and resourcefulness with caution and avoid the pitfalls of being overly protective and directive in transmitting sources of knowledge to their students, especially when they would like to incorporate SDL with their future pedagogies.

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Using Targeted Feedback Surveys to Inform and Improve our Teaching

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Abstract

How good is our teaching and how can we improve it? To answer these questions we usually have formal evaluations from our institutions, observations from senior teachers, or some other similar method. However, at Jeonju University five teachers got together and decided to ask the students. The results were not only surprising; they were also informative and motivating and led to important changes in the methods we use in the conversation classroom. This presentation will help you see the benefits of targeted surveys, how to design them and how to use them for maximum benefit. Really, it's not as scary as you might think!

I. Introduction

Charles Darwin said back in 1871, 'ignorance more frequently begets confidence than does knowledge' (pg3). A recent study found that many people with below-average skills, when asked to evaluate themselves in their area of work, will grossly overestimate their abilities. The reason is that they lack the skills to judge themselves accurately (Kruger and Dunning 1999:1121). As teachers, these findings are worrying. If I teach my students something, test them and find students have done well, I might believe that I am a great teacher. But, what if the test was too easy? What if the students already knew the material? What if they learnt the material despite my teaching style? How do we accurately judge our teaching? A study at the University of Nebraska found that 94% of the teachers felt they were better than the average teacher at their own institution (Price 2006:1).

II. Observations, assessments, feedback

Institutions have developed many different ways to evaluate teachers. Peer- and senior-teacher observations, test performance and performance appraisals are some of the many methods currently in use. The problem with all institution-based evaluations systems, is that they are just that: institution-based. Observations usually don't give an accurate impression of our teaching ability. Before the observation we might agree on a time, write a lesson plan, and plan to do something a little different in class. During an observation, our students are nervous and don't act like they usually do. In short, we perform. Using test performance to judge teachers encourages teaching to a test and involves many other factors outside our personal control. Performance appraisals may involve many elements far removed from our actual teaching such as ability to fill-in forms correctly and on time. Often there is an underlying motive behind these schemes such as pay or promotion which makes such assessments threatening. How can we judge our teaching in a way that is helpful and accurate?

III. Here's a thought...

One answer to this might be by asking the students directly. The author brought together five English language teachers at Jeonju University to do just that. As a group, we were both inspired by Alun Davies (2006) on the benefits of student-centred surveys and alarmed by the findings of Spratt (1999) that our intuition about what works on the classroom is only correct about fifty percent of the time. We used the relevant questions from Davies and added some of our own. We compared results in an informal manner, and found we have gradually and effectively improved our teaching ability and made significant changes in our outlook towards teaching freshmen and sophomores in university conversation classes. Now we want to inspire you.

IV. Timing is everything

During the year, we surveyed twice; once at the end of each semester. The questionnaire, in its most basic form, can be found in Appendix A, with a set of standard procedures for conducting the survey in Appendix B. It is well known that the results of a survey can very much depend on how the respondents are feeling at the time, how much they value the survey and how much they expect any changes to occur. One of our group decided to do a test review before conducting the survey and found the results from that one class were significantly lower than the results from all the other classes. At the same time, it is important not to skew results in a positive direction as that may cover up areas where one's teaching requires work. By agreeing a set of standards for conducting the surveys we ensured that comparison between teachers was reasonably fair (notwithstanding the fact we are dealing with real people in real classrooms in real time, rather than in a lab).

Changes happened almost as soon as we had decided to undertake this project. Maybe it was because we knew we would be sharing our survey results, maybe it was because we knew the questions or maybe it was simply that we had a sense of ownership over our own development. Regardless of the reasons, we started to share teaching ideas, try new things and become more involved with our students. We felt better. After the first survey results came in we were able to see precisely which areas of our teaching needed work. Maybe we were too strict in class, maybe the coursebook was boring, maybe we were testing too much. All of this feedback could be processed and then used to adapt our approach to the classroom. In no time at all, we were very different teachers - all because of a few simple questions.

V. Student-centered or teacher-centered?

Communicative language teaching (CLT) can mean different things to different people (Harmer 2003:288), but for an activity to be 'communicative', Harmer argued, it must comprise the following (1982:167):

- A communicative purpose
- A desire to communicate
- An emphasis on content rather than form
- A variety of language
- No teacher intervention
- No materials control

Many Koreans are unused to CLT as the Korean education system promotes rote learning, memorization and 'correct' answers (Robertson 2002:1). Breen (2006:4) calls for a more context-relevant teaching style and Li (1998:698) suggests that transference of teaching methods developed in the West is not without difficulty and that EFL countries would 'be better off developing methods in their own contexts'. Holiday (1994:4) made a similar argument when he suggested that the difficulty was more to do with 'technology transfer' between educational systems developed in Britain, Australasia and North America (BANA) and those in place in Tertiary, Secondary and Primary English language education in the rest of the world (TESEP). On the other hand, the personality and motivation of the student, the experience of the teacher, the materials available and the educational environment also have an impact. In a detailed study, Chen observed a Korean student called Seungwon at a university in the USA. He accorded his initial reticence in class to his family background and the idea that a 'good' student says very little. Over time, and after reconciling much personal struggle, he came to trust the teaching method and even advocate its adoption in Korea (2003:267-8). In addition, CLT classroom management techniques were not designed for large classes of unmotivated teenagers (Littlewood 2006:244) or when there is the threat of noise complaints (Li 1998:691).

Using targeted surveys helps us understand how to adapt CLT to our class-specific needs. Savignon and Wang report several success stories in EFL environments (2003:224) as do Kramsch and Sullivan, who reported on a study in Vietnam where CLT materials are used in the classroom in a wholly different way than intended by the materials developers (1996:202). Although, Dogancay-Aktuna suggests many schools suffer from an ill-fitting methodology, with some adaptation CLT will fit (2005:99). However, it cannot and should not be adopted wholesale. Nor should the teacher focus purely on methodology: reacting to students' needs, spontaneous dialogue and understanding the local context are all important for making an excellent teacher (Bax 2003:295). This is where the training, experience and attitude of the teachers becomes of utmost importance. So, although the surveys are student-centered, they are also teacher-centered as they use questions that specific teachers are concerned about and so inform and adapt teaching methods based on a teacher's particular style.

VI. Are you big enough?

Asking the students what they really think is a scary business. Receiving a low score on the question 'How was the teacher?' or 'Did you enjoy the course?' can be a real downer - especially if it is unexpected. However, the benefit of feedback on long-term personal development far outweighs the short-term depression that comes from the one-low-score-out-of-thirty good scores. As a result of conducting these surveys, we have become more focused teachers, more willing to experiment, more prepared, more creative in matching and adapting materials to specific classes and happier. In addition we are possibly less confident and in turn, hopefully, less ignorant. Thanks Charles.

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Appendix A - A Basic Survey

Dear student,

Thank you for taking part in my class this semester. I am always trying to make my classes better for students and I need your help. Please answer these questions as truthfully as possible so that I can improve this course. Your answers are completely anonymous and will not affect your grade in any way.

이번 학기에 저와 수업을 같이 해주셔서 고맙습니다. 저는 언제나 저의 수업을 더 좋게 만들려고 노력하고 있습니다. 그래서 여러분의 도움이 필요합니다. 아래 질문에 가능한 한 솔직하게 답해주시면 수업 개선에 참고하겠습니다. 무기명으로 답해 주세요. 이것은 어떤 식으로도 여러분의 성적에 영향을 주지 않습니다.

A - The course

Please circle one of the numbers to answer each question:

다음 질문의 해당 번호에 빠짐없이 동그라미로 답해 주세요

Very negative → Very positive
아주 나빴다 → 아주 좋았다

A1 Did you enjoy the course?

A1 이번 강의가 재미있었습니까?

1 2 3 4 5

A2 Classroom atmosphere

A2 강의실 분위기는 어땠습니까?

1 2 3 4 5

A3 How was the teacher?

A3 교수님은 어땠습니까?

1 2 3 4 5

A4 What did you like best about this English course? (Korean or English OK)

A4 이번 강의 중 어떤 점이 좋았습니까? (여러분들의 견해를 영어 또는 한국어로 간단히 쓰십시오)

A5 What did you not like about this English course? (Korean or English OK)

A5 이번 강의 중 어떤 점이 좋지 않았습니까? (여러분들의 견해를 영어 또는 한국어로 간단히 쓰십시오)

A6 How can the teacher make this English class better for future students? (Korean or English OK)

A6 어떻게 하면 다음에 이 수업을 받는 학생들을 위하여 수업을 더 좋게 만들 수 있겠습니까? (여러분들의 견해를 영어 또는 한국어로 간단히 쓰십시오)

B Content & Materials

B1 The course book

B1 교재는 어떻습니까?

Very negative → Very positive
아주 나빴다 → 아주 좋았다

1 2 3 4 5

B4 The level of classroom tasks (circle one):

B4 수업의 수준은 어떻습니까?

Too easy OK Good Too difficult
너무 쉽다 괜찮다 좋다 너무 어렵다

B5 Show how you want to use the course book or teacher-made materials in future classes:

B5 이 수업의 교과서 또는 교수의 학습 자료들을 다음 수업에서 어떻게 사용하고 싶은지 답해주세요.
teacher-made materials 교수의 학습자료 _____%

course book 교과서 _____%

B6 Would you like to spend more time practicing (circle one or more answers):

B6 어떤 부분에 더 많은 연습시간을 할애하고 싶습니다? (동그라미를 하거나 간단히 당신의 견해를 쓰세요)

Reading? 읽기?	YES	NO
Writing? 쓰기?	YES	NO
Listening? 듣기?	YES	NO
Vocabulary? 어휘?	YES	NO
Grammar? 문법?	YES	NO

C Self-evaluation

C1 How do you rate your attitude to study in this course?

C1 이 강의를 듣는 당신의 자세는 어떻습니까?

C2 Do you study English outside of class time?

C2 수업 시간 이외에도 영어를 공부하십니까?

C3 Do you participate actively in classes?

C3 수업에 적극적으로 참여하고 계십니까?

Very negative 아주 나빴다	—————→					Very positive 아주 좋았다
	1	2	3	4	5	
	1	2	3	4	5	
	1	2	3	4	5	

Thank you for taking the time to help me!
시간을 내주셔서 감사합니다!

Appendix B - Survey procedure

Why we need one:

- Students will be naturally wary of being 'honest' when giving a response
- To ensure the best possible responses from our students
- To have a consistent standard across all surveys
- To come up with a best practice for administering a survey

What we should do:

- Make more than enough copies for your class
- Put them in an envelope and mark the envelope with the class code
- Explain to students that you are doing some research and that you want their help to improve English courses for students at JJU.
- Stress that grades will not be affected
- Stress anonymity
- Pass out surveys so there is one for each student
- Give every student a pen - make sure they are all the same type of pen
- Tell students not to put their names or student numbers on the paper
- Go through the questions as a class before they start to write
- Encourage students to do the survey individually and not to talk to other students
- Set a time limit - suggest 10-15 minutes
- Don't leave the classroom
- Don't wander round the classroom while students are doing the survey
- At the end of the time, get a student to collect the surveys in an envelope or simply pass the envelope around the class (don't use an open box)
- Don't let individual students go when they are finished - everyone leaves when everyone is finished.
- The start of class is the best time - then students aren't rushing to get out.

Using Tandem Learning to Explore National Identity and Stereotypes

John Honisz Greens

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Abstract

This paper addresses the nature of National Identity (NID), self-awareness and reflection and examines the theoretical issues of how to introduce and develop these skills with adolescent and young adult learners. The paper provides a basic theoretical introduction for readers new to the topic and highlights teacher considerations and the role they should take when introducing identity and awareness raising tasks. Finally, a selection of socio-contextual tandem learning activities are recommended as a way of providing intercultural experience and development opportunities.

I. Introduction

“The real voyage of discovery is not in the seeking new landscapes, but in having new eyes.”

Proust (1913-1925)

In order to better equip learners not only as language users, but also as intercultural communicators, EFL educators are stepping outside their traditional roles of teaching the mechanics of language to now teaching the more abstract issues of culture, communication and understanding. Therefore, not only are lessons more interesting and enjoyable for learners, but more useful and meaningful, as communicating across cultures successfully not only requires language ability, but also increasingly the need for cultural awareness and sensitivity. If we examine many of the current popular textbooks we can see the trend, where it has become common to use foreign countries, customs, culture or people as the main focus of activities or tasks. Unfortunately, rarely pay is anything more than lip-service paid to the idea of introducing cultural awareness, because at best students are introduced to a few novel facts about a foreign country or culture, but rarely have the chance to investigate the root of their own ideas and stereotypes about the subject. Simply put, there is a transmission of knowledge, but no personal transformation opportunities for learners to develop themselves. As a result, instructors are left to devise their own materials or tasks so that learners can experience National Identity (NID) of themselves and others at deeper, more meaningful levels.

Instructors have often struggled with ideas of how to make ‘English and Englishness’ meaningful for language learners and how to make the learners feel connected to the language beyond the purely linguistic level. However, such one-sided Anglo-centric approaches are inappropriate in our increasingly intercultural contexts where English is now just as likely to be used between non-native speakers as a contact language. Using intercultural approaches in the classroom can introduce the multi-faceted uses and users of the English language community, and can help learners better understand their own source culture (C1) in contrast with any stimulus culture (C2). Whereas, the traditional foreign culture approach focuses solely on the ‘target’ culture (C2) but without any investigation or reflection on the source of any stereotypes that learners may have about, or between, the C1 and C2.

Therefore, any encounter a student has with a second culture should involve a Janus-faced perspective of their own culture and the stimulus culture (Pulverness, 1995). (NID), involving the feelings and images we hold true about ourselves as a nation, culture or group, also involves a symbiotic relationship between the C1 and C2 and consequently all the positive, negative or biased feelings we hold true about ourselves and others. Therefore, in our age of increasing globalisation, all students, not only EFL/ESL learners, would benefit from approaching NID inter-culturally to aid moving toward an understanding of foreign cultures’ differences and moving towards one global community.

II. The Concept of Identity and Stereotypes

Identity is a complex social construct and means infinite, equally valid, different things to many different people; therefore, the idea of making (NID) meaningful is somewhat of a contradiction. Each person’s identity is

influenced by demographic and geographical differences and perceptions, which are constantly shifting. On a macro level, stereotypes we hold true about ourselves (and importantly other countries and cultures) provide psychological security, ensure cohesion in difficult times and enable people to function and perform within their complex and varied contextual roles. Danger arises when these stereotypes are extrapolated to individuals on a micro level, leaving students ignorant of their own or other foreigners' true and complex identities. As Byram (2001) notes, "it is not the purpose of teaching to try and change learners' values, but to make them more explicit and conscious" (p.7). Therefore, the teacher's role should be to help raise awareness and facilitate the deconstruction of stereotypes rather than to destroy them. Identity, whether it be (NID) or personal identity, should be shown to be in a constant shifting state being reconstructed by mutually shifting perceptions affected by either social experience, practice or need (Barker, 2000).

In sum, it seems appropriate to encourage our learners to analyse what it is that makes them who they are, be it European, British, Londoner or London East-ender; or be it Asian, Korean, Seoul-urban dweller or rural-dweller. It is important to help learners to consider and understand other people or groups, but also how they may be represented or seen in the eyes of those other people or groups. The challenge for teachers is to provide a task, as a viewing platform, for learners to view themselves and others.

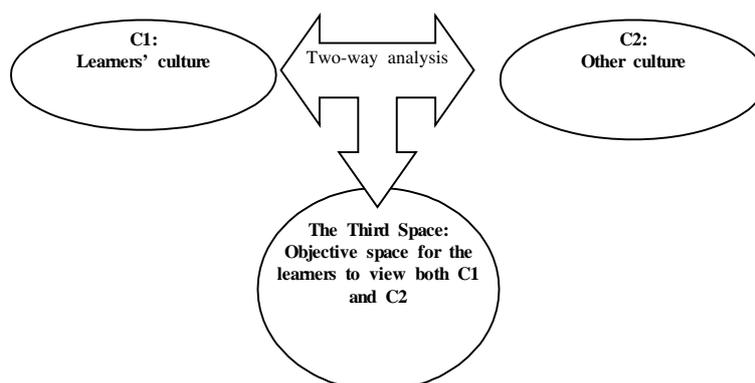
III. Culture 1 & 2 and the Third Space

The metaphor of a disco mirror-ball is useful to aid us in describing NID, since just like the mirror-ball, NID has many facets and responds to how light is cast upon it. Just as this metaphorical disco mirror-ball appears brighter and more homogeneous in harsh light, so does NID when directly confronted with 'otherness'. Kramsch (1993, p 205) suggests that teachers using intercultural tasks in class are faced with a kaleidoscope of at least four different reflections of facts and events. These are made up from the (C1) source cultures auto-stereotypes and hetero-stereotypes of itself, (in other words the positive or negative stereotypes it has about itself) and the auto- and hetero-stereotypes of the (C2) being studied.

If we wish to help learners investigate, understand and deconstructing NID, and aide them towards better intercultural understanding and communication, then it is necessary to guide them towards Bhabha's (1994) objective 'Third Space', from which the learner can then view their NID as both an insider and outsider. By doing this, learners then gain deeper insight into their own culture and its interrelations with other cultural groups and examine what and why auto-stereotypes or hetero-stereotypes may exist between them. From there, they can then investigate and the possible source of them. (see Fig. 1).

The crucial age in terms of both developing and understanding personal identity and also developing intercultural skills are the adolescent years. Many adolescents may initially find it difficult to occupy a so-called 'Third Space'. Primarily, due to the fact that many adolescents are still experimenting with their own identity in their late teen years or early twenties. Tribal identity is not innate and young people learn theirs in order to function within the variety of communities they belong to. They are emotionally committed to primal identities such as their family or community and their L1 language, but also typically start to explore their own and different possible identities at this age, for example, nationalistic, community based or gender role identities. They are sufficiently mature cognitively and intellectually to deal with an abstract issue such as NID and are therefore at a pivotal age for developing intercultural skills. With suitable guidance and sufficient C2 exposure and analysis, they will be better equipped to acculturate to a global, rather than a regional/national community and to become skilled intercultural mediators.

Fig. 1.



A word of caution is necessary for educators though, as some learners may react to C2 with xenophobia, the strong negative feelings and reactions to something other than their own C1. In contrast to that is a specific form of xenophilia called exoticism, which amounts to the love and adoration of all foreign things. Both of these reactions are extreme and reinforce ethnocentricity, thereby blocking the learner from achieving the objective 'Third Space'. Alred *et al*, (2003) describes why being an intercultural mediator is preferable to being a xenophile:

Being intercultural... is not synonymous with abandoning one's own groups and rejecting one's social identities... it leads to a heightened awareness of these, and the interaction of 'own' and 'other', an interaction which, whilst maintaining distinctions, creates a sense of communality, of community. (p. 4)

To sum up, the benefits of an intercultural approach in the language classroom, which not only addresses language issues, but serves a deeper purpose, helps learners to realise that even apparently bizarre or exotic behaviour, whether their own or others, makes sense when seen in context. Therefore, to mix metaphors, it seems that to successfully deconstruct NID or become an intercultural being, we have to exchange our rose-tinted spectacles for 3-D ones. In terms of dealing with auto-stereotypes, this gives us, as the Scottish poet Robert Burns (1786) put it "*the giftie... to see ourselves as others see us [in original]*".

IV. The Benefits of Tandem Learning

As Sen Gupta (2003) suggests, out-groups often appear more homogeneous due to lack of detailed information about them. By definition, becoming an intercultural mediator necessitates direct contact and two-way interaction with people from other cultures. Therefore, Tandem Learning (TL) is an ideal and natural way for exploring NID (the term NID being used for both macro projects examining other foreign cultures or people, also micro project dealing with nationalistic or regional differences). The central principles of TL are "reciprocity" (equal mutual help and support) and "learner autonomy", fostering the development of transferable skills such as analysis and interpretation (Dodd, 2001, p.166).

Cultural education has been largely product based, focussing on knowledge (*savoirs*). Knowledge is important but not primarily knowledge about a specific culture, but rather of how social groups and identities function, both one's own and others. In contrast, TL is process-based, with particular stress placed on developing intercultural skills such as '*savoir apprendre/faire*', or the skills of interpreting and relating, and '*savoir etre*', thus developing readiness to suspend disbelief about other cultures and belief about one's own. Byram *et al*, (2001) considers this ability to 'de-centre' to be the foundation of intercultural competence and which potentially leads learners to the 'Third Space' (p.5). The more sophisticated skill of '*savoir s'engager*' underlies all the other '*savoirs*', focusing on critical comparison and evaluation of perspectives and practices in one's own and other cultures. Youths may not necessarily develop '*savoir s'engager*' until later, but by nurturing the other '*savoir*' skills, the instructor will have equipped the students to interrogate NID for themselves.

From the teachers' point of view, TL approach enables teachers to develop their roles as intermediary, facilitator, catalyst and 'impresario', rather than obliging them to dispense their possible subjective or biased knowledge (p.91). Teachers can ideally learn from and collaborate with foreign counterparts, for example, on materials design in both ELT and cross-curricula studies.

V. Ideas for Implementing Tandem Learning

As Stiehl and Hofer (2001) reported, to date there are few suitable TL materials available. Therefore, the activities described below are offered as suggestions as to how one might introduce the concept of NID to learners and make it meaningful to them with opportunities to investigate their auto- and hetero-stereotypes. It is important that teachers keep documentation of all plans, ideas and communication with counter-parts. Post-lesson or project analysis is crucial for reflection and to chart the effectiveness of any tasks and the development of the learners' intercultural awareness. Learners should also be encouraged to document their work, preferably in a diary form, as it is of paramount importance that any activity designed to question stereotypes should be personally tailored to ensure that the students' own stereotypes are those tested. Dairies encourage learners to reflect on any ideas they had and self monitor their own work and progress, checking to see if previous stereotypes have changed or have been reinforced, or newer false ones created.

Adolescents are unlikely to have experienced 'de-centring' before, that is, never been asked to investigate the source of their own stereotypes, nor question their own fundamental identities. Below (Table 1) is brief

summary of possible activities that can be used for introducing (NID) and aiding learners towards the Third Space. (See Honisz-Greens, 2008a, for a more detailed explanation of these activities).

Table 1. List of possible activities for implementing TL

Activity	Method / Benefits
Inter-class regional differences	Comparisons of regional-cultural differences can serve as ciphers for inter-cultural ones. By reflecting on regional identity, possibly by twinning students with each other, or classes with students from another C1 school, conflicts and contradictions within the C1 can be revealed. Topics to focus on can be as simple as regional differences in food, sports, festivals, famous people in the history of that area, and perhaps local fashion. As learners are often unfamiliar with other parts of their own country, this will give them a broader concept of C1 to reflect upon when they encounter any C2 later
Representing your home town	An easy and fun way to exploring NID is to ask students to represent their town to a partner school from overseas. On a simple level, activities like Kramersch's (1993) 'From City X with love' could be used, with each student sending a postcard or drawing, with a short text explaining why they chose it, to their counterpart (p.229). Other related tasks could be for learners to produce a guidebook, poster or webpage for visitors, not only describing tourist sites, but also highlighting what the visitor may find strange or unusual by writing it in the 'survival guide' genre. The main aim would be to develop students' abilities to relate to both cultures with non-ethnocentric attitudes. This will help students occupy a 'Third Space' and to see the theme and context from both perspectives. Such activities encourage learners to reflect objectively on their own culture and experiences and consider activities that may be easy and understandable to them, but may not be so transparent to an outsider.
Using published materials to analyse stereotypes	Kramersch's (1993) 'Behind the looking glass' activity (p. 230) is useful as students are challenged to write a review of tourist materials or foreign textbooks (in the style of a letter of complaint to the publisher), contrasting published representations of their country or town, with reality. These materials could be exchanged between schools, and the findings fed back to sensitise the students to how clichés are used, and how the tourism and heritage industries manipulate and exploit stereotypes.
Making use of technology	In the past, crudely conceived materials allowing C2 exposure often confirmed rather than dispelled stereotypes, and these first impressions, favourable or otherwise, influenced future attitudes towards entire groups or nations. Previous pen-friend partnerships between schools, groups or students were often crudely conceived and mismatched, and without any real purpose, and therefore were doomed to fail. Modern technology such as chat-rooms, video-conferencing, Facebook or Skype, offer opportunities for live, multi-voiced and visual discussions between groups of students. Where this is not possible due to technological or financial constraints, students can send videocassette recordings, as they can allow even more reflection with the playback option. Having an actual audience has prompted students to comment that in many cases, this was their first time to use their L2 with another L2 speaker and consequently they became more aware of their linguistic and phonological output when using videos or face-to-face programs such as Skype, as they wanted to be seen as being competent users of English in the eyes of their counterparts.
Visuals and realia	These offer a rich source of information and are independent of linguistic ability, as a picture (or item) speaks a thousand words.
Questionnaires	Using questionnaires to investigate NID enables students to gain essential ethnographic skill and provides a rich source of data about their own and the partners' school culture for an inter-school dialogue. Conducting micro-ethnographic type surveys online with tandem schools requires combining 'savoir apprendre' with 'savoir etre' (skills of interpreting and relating with a willingness to change beliefs) when examining whether any data supports or neutralises stereotypes.

VI. Conclusion

By taking an intercultural approach using TL tasks such as those outlined above, instructors can help learners not only gain valuable language skills, but help them move towards becoming better intercultural communicators and realise that imagined NIDs are often at odds with real or individual ones, which are ultimately more important. The process of exploring NID is therefore even more important than the end result, as it is as much about learning about oneself as it is about understanding constructs.

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The Mystique of the Native Speaker: A Study of the Japanese Eikaiwa and ELT Profession.

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Abstract

Medgyes (1999:9) defines the native speaker as a “...a hornet’s nest, fraught with ideological, sociopolitical and stinging existential implications” and Paikeday (1985) declares that the ‘native speaker is dead’. This presentation attempts to define the controversial concept of the ‘native speaker’ with a discussion of its varieties and the ‘global norm’ in an examination to investigate its validity within the ELT classroom and profession.

In a poll conducted across the North East of Japan with teachers and students of Private English conversation schools respondents were given questionnaires followed up with discussions and interviews regarding the importance and significance of the native speaker for the ELT profession within Japan.

Responses highlighted diverse opinions between the students and teachers with the former supporting the notion of the native speaker as the ideal proprietor and proficient user of the language.

This it will be argued has both ideological and political implications for the ELT industry as a whole and the non-native speaking teacher of English

I. Introduction

It has arguably become more difficult to define what is meant by the term ‘native speaker’. Medgyes (1999:9) calls it “..a hornet’s nest, fraught with ideological, sociopolitical and stinging existential implications”. Davies (2004) is equally confounded when he labels the ‘native speaker’ concept ambiguous, since it is both a myth and a reality. This presentation will attempt to throw some light on the issue of defining the native speaker and will provide a discussion of the literature. The latter half of the discussion will analyse whether the native speaker is relevant to the ELT profession and its classroom with reference to the Japanese Eikaiwa with findings of the research conducted with the teachers and students of these schools.

II. Finding the ‘Native Speaker’

The mother tongue terminology and the native speaker of English has traditionally played a key role not only in language teaching, but also within teaching methodology and research circles, testimony Rampton (1990) claims, to their influence and staying power regardless of the attempts to modify these terms. But why change them? With the incredible spread of the language and the fact that its varieties are numerous defining who the ‘native speaker is, is problematic. New terms have been put forth by researchers in the field, Rampton (1990) suggests the term ‘language expert’, Paikeday (1985) ‘Proficient user of the language’ whilst declaring that the ‘native speaker is dead’, Kachru (1992) speaks of an ‘English-using speech fellowship’ and Ferguson (1992:viii) claims

..the whole mystique of native speaker and mother tongue should probably be quietly dropped from the linguists’ set of professional myths about language.

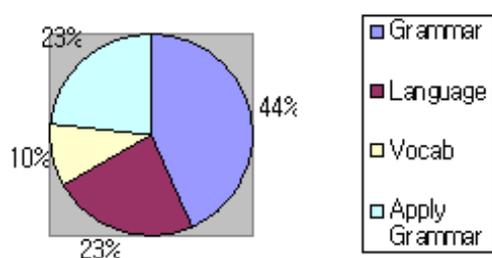
What is the controversy here? Is the native speaker a myth or reality or both? In light of the controversy surrounding the concept is it possible to find the native speaker? Is the term fair? Native speakers are the models, suggests Davies (2003) that learners of the language aspire to be, they are the upholders of the truth of the language. This is perhaps the common sense view and even a stereotype, but just how special is the native speaker and should they be put on such a high pedestal.

III. The Native and Non-Native Speaker and their Classroom Relevance

Phillipson (1992:14) asks the question “Why should the native speaker be intrinsically better qualified than the non-native?” The implications being that the native speaker is fluent, has idiomatic proficiency, knows the nuances of the language and its cultural connotations and has intuition for correct or incorrect forms. This may be true but Phillipson (1992) believes these attributes can be achieved through training. He states (ibid: 14) “Teachers, whatever popular adages say, are made rather than born, many of them doubtless self made, whether they are natives or non-natives”

In my own survey (Full findings will be presented) I polled 120 students (of various levels) and teachers (from six months to 7 years experience in various schools across North East Japan,) and looked at some issues relevant to the arguments presented here.

A sample of results below show what teachers thought would be problematic for them within the classroom after their initial 3 day teacher training (most teachers are new to teaching with no experience but must be a native speakers to qualify). The results show that grammar was the category that most teachers put down as worrisome.

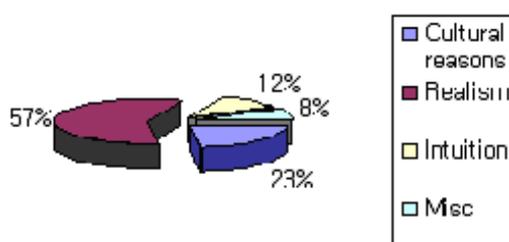


This can perhaps relate to the Phillipson point (1992:14) “The untrained or unqualified native speaker is in fact potentially a menace because of ignorance of the structure of the mother tongue”. This is given more weight by the fact that only sixteen out of sixty teachers asked in the survey stated they did not know or have the ability to explain English grammar and also nearly all teacher respondents said that they have been at a loss to explain grammar. Over half of teachers polled also suggested that the student had a better grasp on grammar than themselves. (Japanese study rigorously English grammar for six years) The validity of native speakers as being the proficient model and the ideal English teacher is questioned here. Medgyes (1992:348) argues “The concept of ‘the ideal teacher’ is not one reserved for either category”. The categories being the non-native v the native teacher.

For Medgyes (1992) the ideal teacher can fall into two categories.

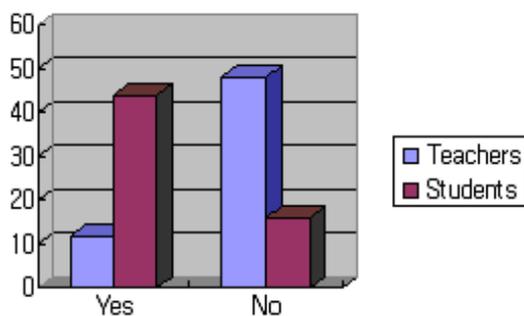
1. The ideal native English speaker teacher is a person who has achieved a high level of ability in their student’s mother tongue, a view echoed by Phillipson (1992).
2. The ideal non-native English teacher is a person who has near native like proficiency in the language.

The above first category reflects my own student response to the question ‘Who is better, a native speaker or a non-native speaker for you? Whilst all replied the native speaker, some were reluctant to do so with many saying that the perfect native speaker would be better if they could understand their mother tongue. Is the ‘native speaker’ relevant to the ELT classroom and profession?



The biggest reason for the native speaker relevance within ELT was issues of realism, which have been labeled to cover the areas of pronunciation, grammar, intonation and idioms which were cited by teachers asked. Many teachers commented that with lower level ability students being a native speaker was not a priority, but

with more advanced learners the native speaker teacher became more relevant especially with regards to idioms and specific language such as business and politics. The chart below illustrates findings to the question - if a person is a native speaker they can teach English Do you agree?



There is quite a disparity in the difference between the opinions of teachers and students with students clearly agreeing in the majority. This notion was given more weight with the following question. *Should all English teachers be native speakers?*

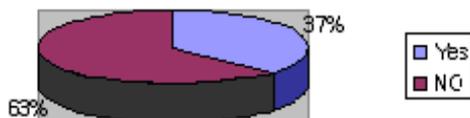


Figure 1 Teacher responses.



Figure 2 Student responses.

IV. Conclusion

So is the native speaker relevant to ELT classroom? From the results polled it would seem that the answer is dependent on who you ask. The concept of the native speaker teaching English is seen as prestigious here in Japan, with many students indicating that their Japanese English teacher was not good enough and that the classes were boring and heavily based on grammar with little or no oral interaction. This may go a long way to explaining their answers and reasons for their belief that it is the native speaker who should be held up as the upholder of the language.

This research has tried to define what the native speaker is, and it remains a controversial issue. The benefits of the native and non-native speaker in the EFL classroom are widely represented in the literature reaching a conclusion and demonstrating that both are useful proponents of the language, and that both bring advantages into the classroom. The majority of English teachers around the world are non-native speakers and surely they would agree. But it remains questionable if the industry and scholars are prepared to concur, and whether the myth and mystique of the native speaker can be broken.

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Teachers' Anxiety about Using L2 in EFL Classrooms

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Abstract

A lot of research on learners' anxiety has been done, but the study on teachers' anxiety seems to be overlooked. According to Spielberger (1983) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry. Teachers' anxiety may influence teaching performance in many ways, by causing teachers to worry, feel uncertain, and have tensions while teaching in the classroom. From the researchers' experience, we have observed that one reason that causes anxiety is when teachers use L2 and students show some signs that they do not understand or cannot follow their instructions. Some teachers may decide to switch from L2 into L1 as they are worried that using L2 alone can not facilitate learning. This study, thus, aims to examine whether teachers truly have anxiety when using L2 in EFL classrooms and what causes them to have that anxiety. The subjects are Thai teachers at King Mongkut's University of Technology Thonburi, Thailand who teach the first fundamental English course. Questionnaires and semi-structured interviews are employed. The results from this study may help us understand the state anxiety of the teachers.

I. Introduction

A. Background of the Study

The main focus of all English courses at the Department of Language Studies, King Mongkut's University of Technology Thonburi (KMUTT) is to prepare students to be able to fully participate and learn in an English-medium environment. Therefore, teachers at the university are required to use English as a means of teaching English in class. Unfortunately, there are some groups of undergraduate students whose English proficiency is very low. Therefore, some teachers may face anxiety problems about using English in class because the students may not comprehend what the teachers try to convey. However, there is no evidence confirming this anxiety. This inspired the researchers to find out whether or not the teachers really have anxiety using English with low English proficiency students.

B. Literature Review

In general, anxiety was seen as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Spielberger, 1983). Dörnyei (2005) indicates two types of anxiety: trait anxiety (a stable predisposition to become anxious in a cross-section of situations) and state anxiety (the transient, moment-to-moment experience of anxiety as an emotional reaction to the current situation). For this study, we aim to investigate the state anxiety that occurs occasionally in specific situation i.e. English class. Since the mid 1960s scholars have considered the possibility that anxiety interferes with second language learning and performance. The findings from early research on the correlation between anxiety and foreign language learning were still in a mist until 1978. According to Scovel (1978), several studies show negative, positive, and even no relationships between anxiety and second language achievement resulted from the use of different anxiety measures. He then suggested language researchers be specific about the types of anxiety they are measuring (Horwitz, 2001). Since then, researchers have been careful to specify the types of anxiety they are measuring and a definition of language anxiety has been more clearly explained.

Horwitz et al. (1986) state that a specific type of foreign language anxiety refers to a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process. MacIntyre and Gardner (1994) see second/foreign language anxiety as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning. It is widely accepted that many learners experience anxiety in second/foreign language classrooms, especially when speaking the target language (Horwitz et al., 1986; Hilleson, 1996; and MacIntyre and Gardner, 1994).

Although numerous studies on second/foreign language anxiety have been conducted throughout forty decades (Horwitz et al., 1986; Young 1991; Hilleson, 1996; Oxford 1999; Kitano 2001; and Lin, 2005), most of those studies reveal only learners' anxiety towards learning the target language. There are a few studies related

to teachers' anxiety in using English in class. For example, Hock (2003) studied about the anxieties of preservice teachers' in using English to teach mathematics. The results reveal that although the preservice teachers' main anxieties concerned the use of English as the medium of instruction, the teachers were also anxious about how mathematical meaning was constructed. Hock's study aims to measure teachers' anxiety in particular subject. It strikes the researchers to examine teachers' anxiety of using English in EFL classroom.

II. Purposes of Study

The aims of this study are to find out whether Thai teachers truly have anxiety when using English in class and what cause them to have that anxiety.

III. Methodology

A. Subjects

The subjects of this study were 32 Thai lecturers of English who taught LNG 101: Fundamental English I, which was the first course for the weakest groups of students whose English subject scores in the National Admission Examination were lower than 50 out of 100.

B. Research Instruments

The questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Horwitz et al. (1986) was used in this study. Apart from being the first measure that taps into learners' anxiety towards language learning, it has been used widely and translated into different languages (Chu, 2008 and Oxford, 1999). The questionnaire consisted of four main sections: a multiple choice section asking for the subjects' personal information, a 5-point rating scale concerning the subjects' opinions towards situations that caused anxiety, a 5-point rating scale concerning techniques the subjects used to reduce anxiety, and an open-ended question asking about other techniques they used. Prior to distribution, the questionnaire was piloted.

To confirm the teachers' anxiety, a semi-structured interview with 4 open-ended questions was also employed. The first two questions were used to check if the teachers really face a problem of anxiety and how they handle it. The other two questions aimed to check if the teachers viewed their anxiety as negative or positive factors in language teaching and to find out the major teaching aspects that caused students' difficulties when the teachers used English. Six teachers were selected to be interviewed according to the results of the questionnaire; three of them had anxiety and the others had no anxiety.

C. Data Analysis

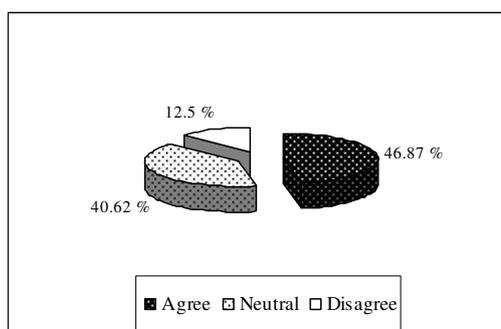
The subjects' responses were analyzed descriptively by calculating average scores to determine what trends the data suggested about the teachers' perception towards their anxiety and the techniques they used to reduce their anxiety. In the open-ended sections of the questionnaire and the semi-structure interview, similar items were grouped.

IV. Data Presentation

A. Data from the Questionnaire

Figure 1. Teachers' Anxiety

- 4.21-5.0 = Strongly Agree
- 3.41-4.20 = Agree
- 2.61-3.40 = Neutral
- 1.81-2.60 = Disagree
- 1.00-1.80 = Strongly Disagree



As can be seen from Figure 1, 46.87% of the teachers worried about using English to teach low proficiency students in language class as the mean was 3.44-4.17, while 40.62% of them felt neutral (2.61-3.39). However, a few of them (12.5%) did not worry (2.22-2.56). The levels of teachers' anxiety towards various situations of using English in class with low English proficiency students are shown in Table 1.

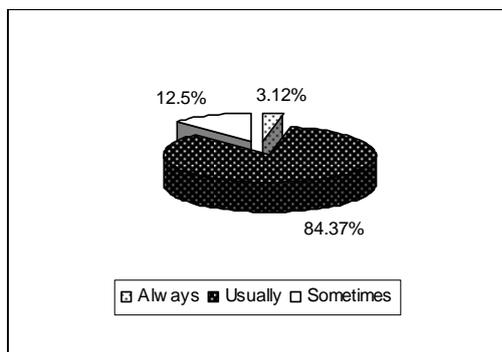
Table 1: Teachers' Anxiety towards Various Situations

No	Statements	Mean	SD	Level
1	Students don't understand when the teachers use English in language class.	4.06	0.8	Agree
2	Students show some signs that they feel bored e.g. yawning, sleeping, sitting quietly etc.	3.90	1.01	
3	Using English to teach low proficiency students in language class.	3.84	0.92	
4	Students do not pay attention to me e.g. chatting with their friends, doing other work.	3.84	1.11	
5	Students cannot follow my instructions in English. They cannot do the task according to the steps given.	3.81	0.69	
6	Students show some signs that they don't understand the teachers e.g. frowning, scratching their heads.	3.66	0.87	
7	Students won't understand the lesson that the teachers have already taught when a few of them ask me to explain it in L1 (Thai).	3.53	0.95	
8	Students won't understand the lesson, for example, a few of them start asking questions about the content that I have already explained in English.	3.44	0.91	
9	Teach grammar rules in English.	3.41	1.21	

Table 1 shows that the teachers generally felt worried when they knew that they had to use English to teach low proficiency students as the mean was 3.84. They also worried when they knew that their students did not understand them when they used English in class as the mean was 4.06. The other situations in which the teachers felt anxious (3.41-3.90) were shown through students' behaviors and interactions such as showing some signs that they felt bored, did not understand, and could not follow instructions in English e.g. yawning, frowning, chatting, doing other work, asking the teachers to explain the content in L1, etc. Moreover, the teachers revealed that they were worried when they had to teach grammar rules in English (mean of 3.22).

Figure 2. Frequency of Using Techniques to Reduce Anxiety

- 4.21-5.0 = Always
- 3.41-4.20 = Usually
- 2.61-3.40 = Sometimes
- 1.81-2.60 = Rarely
- 1.00-1.80 = Never



According to the data in Figure 2, all the teachers used some techniques to reduce their anxiety caused by using English with the low proficiency students. The majority of the teachers (84.37%) usually used some techniques to reduce their anxiety, while some of them (12.5%) always did. However, a few of them (3.12%) sometimes did.

Table 2. Frequency of Techniques Used

Rank	Techniques	Mean	SD	Frequency
1	Give examples when explaining difficult concepts.	4.59	0.56	Always
2	Use simple words.	4.41	0.56	
3	Ask questions to check students understanding.	4.34	0.65	
4	Repeat by paraphrasing.	4.32	1	
5	Use short phrases and short sentences.	4.22	0.61	
6	Repeat what had been said again.	4.22	0.75	

As can be seen in Table 2, the techniques that were always used are giving examples, using simple words, asking questions to check students' understanding, repeating by paraphrasing, using short phrases and short sentences, and repeating what had been said again.

B. Data from the Semi-Structured Interview

The data from the semi-structured interview of the six teachers can be presented according to the following aspects.

1. Effects of Anxiety towards Teaching

All the six teachers revealed that they considered anxiety as a concern, and this concern created awareness. Because of this concern, they were aware of making sure that students really understood of what being taught. Four teachers also viewed anxiety as both negative and positive factors in language teaching. They explained that the major problem caused by teachers' anxiety was that the planned teaching steps were not followed, while the positive effect was that it encouraged them to be more aware when planning a lesson. It inspired the teachers to prepare to solve the problem in advance.

2. Situations causing anxiety

All teachers reported that giving explanations in English, especially for difficult concepts, could cause anxiety. Although they used some techniques to facilitate their students' language learning, one teacher gave a crucial point of view that too much support might make students lazy to try to understand the teachers' explanation. According to her experience, she believed that learning English does not mean that students need to understand every single word. On the contrary, they need to be trained to get the gist of what is being taught. In her view, students had to try to achieve their learning goals.

V. Discussion and Conclusion

It can be concluded that although almost half of the teachers felt worried about using English to teach low English proficiency students in class, none felt strongly anxious or strongly unconcerned. The situation that led to their anxiety was knowing that they had to use English to teach low proficiency students in language class and the anxiety increased when they realized that their students did not understand their English. However, having such anxiety was not a big problem because all of them had their own teaching techniques to reduce their anxiety and facilitate their students' language learning. In the researchers' opinion, these techniques are great beneficial, especially to students, because the techniques not only facilitate their language learning, but also promote more opportunity to expose themselves to the target language. On the contrary, if teachers always use L1 whenever their students show some signs of difficulties in understanding their English, where else they can learn the target language. The results of the interview show that teachers' anxiety was also regarded as a concern. Because of this concern, teachers prepared their teaching more carefully. Accordingly, the researchers agree that anxiety can be seen as a positive factor since it encourages teachers to improve their teaching preparation. Therefore, teachers who have anxiety in using English with low proficiency students in class should reconsider their negative perception and make the most of helpful anxiety (Oxford, 2005). However, teachers should be aware of not giving too much support because it may spoil their students. Proper support and training students to be able to understand and acquire English can be a stepping stone that encourages them to achieve their learning goals.

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Motivation and EFL Students in North East Asia

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Abstract

How can instructors motivate Asian university students in their classrooms? One way is to ask the students directly about their preferences and other motivational factors through survey questionnaires and follow up assessments by the students. Is there a difference in motivation between the cultures of North-East Asia? Does the motivation vary when other group factors are considered? To answer these questions, a survey questionnaire was given to university EFL students in Korea, China, and Japan (669 questionnaires in total). The survey questions considered various aspects of motivation such as: self-efficacy - student's confidence in their general English abilities; goals and needs - personal goals in learning English; the self - student preferences; and dis-incentives - problems in EFL education. Comparisons between students from the different cultures were made using underclassmen responses from each country with sub-groups exploring the influence of other factors such as; gender, English and non-English major, years of university experience, and general English ability. The results were then reviewed and analyzed in part, by the students surveyed. The purpose of the research is to add insight into what motivates the students so that instructors may anticipate student needs and expectations in their over-all approach to EFL training.

I. Introduction

In 2007 and 2008 the presenter conducted three separate motivation surveys with colleagues in Korea, China, and Japan. Like all things, the administration of these surveys was not perfect but the wealth of information available from these surveys prompted the presenter to incorporate the raw data to form a broader and more comprehensive analyses of North-East Asian generally as the area is often considered a common subject and marketing group for EFL education. The initial survey included college students and focused solely on Korean students. The same questionnaire was then used for a separate analyzes of Chinese students. In 2008 the questionnaire was used a third time in both Korean and Japan for comparing motivation between the two cultures. Other variable were considered in the surveys and student appraisals of the results of the third survey were recorded. Although there were complications as a natural part of a developing methodology, the size of the data bases and the discloser of possible weaknesses in the methodology still allow a reasonable level of credibility in the trends suggested in this overall analyzes of the surveys.

II. Survey Questions

The following were the questions presented to the students in the questionnaire:

General English Confidence:

Out of 5 points, how good was your English education until the end of high school? (1=very bad, 5=very good)

Out of 5 points, how difficult is it for you to learn English? (1=very easy, 5=very difficult)

Comfort with using English in Class:

Out of 5 points, do you like answering questions in class? (1=strongly dislike, 5=strongly like)

Out of 5 points, do you like having to speak English in class? (1=strongly dislike, 5=strongly like)

Comfort with English Abilities:

Out of 5 points, how comfortable would you be using English in a foreign country? (1=I couldn't, 5=I would feel very comfortable)

Out of 5 points, do you like to use English outside of your English class? (1=strongly dislike, 5=strongly like)

Out of 5 points, do you like learning English? (1=strongly dislike, 5=strongly like)

Importance of Learning English in Class:

Out of 5 points, do you think it is more important to make friends in class than to get a good grade?
(1=strongly disagree, 5=strongly agree)

Out of 5 points, do you think it is more important to have fun in class than to learn a lot of English?
(1=strongly disagree, 5=strongly agree)

Importance of Learning English in Your Life:

Out of five points, do you just want to pass the course or is it important to pass with a good grade? (1=just pass is enough, 5=I must pass with a good grade)

Out of 5 points, is it important to get a good grade in English to make your parents happy? (1=no, 5=I must get a good grade for my parents)

Out of 5 points, do you think English is important for your future life? (1=not important, 5=very important)

Preferred use of English (personal application): (1=strongly dislike, 5=strongly like)

Reading English books or magazines

Listening to English music

Watching English movies or TV shows

Writing English stories or emails

Speaking in English with friends

Preferred Learning Method: (1=strongly dislike doing this, 5=strongly like doing this)

Lecture style

Audio-visual style

Grammar exercises

Individual projects

Individual Presentations

Group projects

Group presentations

Class projects

Class presentations

Preference in Instructor's Abilities: (1=not important, 5=very important)

Out of 5 points, how important is it to have a friendly teacher?

Out of 5 points, how important is it to have a knowledgeable teacher?

Out of 5 points, how important is it to have a teacher that has a comfortable teaching style?

The Most Significant Problems in EFL Education: (choose the three most significant problems)

[Note: for the sake of simplicity, only the five most significant responses are given here]

Classes focus on passing the university entrance exam.

Instruction is too grammar centered.

The system encourages memorization not integration.

The English that is learnt is not practical.

No conversation practice.

III. Summary of the Results from the Survey

The following are the general findings of the survey for the average Asian EFL university student:

- Students generally appreciate their EFL education but may become less appreciative with time as illustrated in the 2008 survey.
- Japanese student and to a lesser extent Korean students, still lack confidence in their ability to learn English and apply their English in an English speaking environment.
- Students generally would like to use their English skills both inside and outside of the classroom environment.
- Students think the social and academic aspects of their EFL education are about equally important.
- The desire to please their parents is still a major motivator for many students although this may be changing and it is not as common a motivator as it traditionally was.

- All students strongly believe English is important in their future.
- Students prefer to listen and watch English compared to reading, writing, and speaking although students clearly would like to apply their English skills in everyday life.
- Students tend to enjoy classes supported by audio-visual aids and dislike grammar exercises.
- Students generally enjoy group work more than individual work.
- Students consider friendly and knowledgeable as equally important qualities in their instructors.
- Students consider the focus on academic study and exams rather than practical application of their English skills as the greatest problem in EFL education.

IV. Integrating Current Student Perceptions into EFL Practice

This is a little difficult as effective instructional methodologies are very specific to the needs and character of each individual group and only broad general recommendations can be made here. It is recommended that the instructor abandon preconceived ideas on traditional Asian annotative beliefs in relation to the opinions and motivation of EFL students today. Traditional views on student motivation should not be used as an excuse for not giving a more interactive and practical English training which is clearly what the student wants. The lack of confidence should not be equated to a lack of desire.

Instruct from the premise that students general want to learn English and want to use their English inside the classroom and in their lives. This means using relevant topics and examples with an emphases on practical individual and group projects that develop skills they can use outside of the classroom in their day-to-day and future life. If you want to know what your students want and feel, you need to talk with them and listen to what they have to say. Students want to practically apply their English skill and understand how they can do so.

V. Conclusion

It is the hope of the presenter that the results of the student surveys and the general trends they indicate in student preference and confidence will help instructors design EFL programs and individual class teaching methodologies more appropriate to learning English in today's Asian post-secondary education environment. It is also hoped that publishers of support material and developers of educational policies will also consider the trends in student motivation implied in this research. What is most important to remember is that the students want to be heard.

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Instructing Listening Comprehension with Internet Video Clips

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Abstract

The workshop suggests a curriculum strategy along with a demonstration on how listening comprehension skill can be developed using Internet video-clips. The presenter has applied this strategy in the classroom setting and will invite an open discussion on developing listening skills using this approach. The focus will be on developing interactive listening skills through Internet video-clips. The video-clips are used as they are relatively short, vary in difficult and subject material, and are presented in a medium that students are comfortable with. Finally they offer current and relevant topics of practical value, which tends to motivate students by encouraging natural curiosity in current events.

I. Introduction

The suggested course curriculum takes the student from a state of passive listening where much of the understanding is interpreted from visual clues and an understanding of the situation to comprehensive listening where the student actively listens for key information and basic understanding of the theme of the discourse with the visual clues and situational theme acting in a more supportive role. The process takes place step-by-step to create a smooth transition without overwhelming the student. This is done using interesting discourse as the subject material, challenging them to use their listening skills in a practical way using their curiosity in current events to motivate them to listen for both details and crucial understanding.

Students start with listening theory and a few exercises to introduce interactive listening skills. They then work in groups developing their listening skills using Internet video-clips. At first little is asked of the student and slowly structure and listening strategies are introduced into the exercises. Internet video-clips offer a variety of difficulty involving contemporary, relevant issues. As their skills improve the small groups become pairs and finally the individual student. The length of the video-clip then increases in difficulty and length. Finally the students are given a complete movie to critique.

II. Methodology

The first issue to address is will you evaluate the students performance relative to listening comprehension separate from other English skills or will you evaluate them in terms of how successfully they can convey what they have actively heard, in English? If you are a fluent Korean speaker then you may choose the first option allowing the student to express themselves in their native tongue. In this way they are evaluated for listening comprehension and not in their ability to use this information in conjunction with their other English skills. If you are not fluent in Korean then you will have to use the second option. You may wish to do this even when you are proficient in Korean as many support the idea of integrated skills and evaluating skills on how they are applied in communication interaction. The general methodology is similar for both options with the second being somewhat more involved as you will then have to decide how much emphases to place on expression skills when evaluating the student and whether to evaluate them through oral or written expression of what the student has heard. Written expression tends to be an easier and clearer way for the student to express themselves in English as it gives them time to organize and corrected their ideas and also allows the instructor more time to try to evaluate the meaning intended in the expression. In the workshop we will consider how well students communicate what they have heard using primarily written expression.

III. Course Description

The goal of the course is to take the student from passively listening to comprehensive listening with clear and structured expression of what was heard. After a general course introduction I have them do a listen exercise to determine their general listen comprehension skill. Because this is an introductory course I start with relatively easy individual and group exercises as this allows for low stress and anxiety at the start as it will soon become very competitive as the course progresses. This is accompanied by some theory on listening comprehension. Once they have a basic understanding of comprehensive listen we then start listening to Internet video-clips. There is a fairly good selection of current video clips available on the Internet. Take the time to ensure that the video clip you have chosen can be projected in your classroom and be prepared for technical problems. If you are using a live feed realize there may be delays in the transmission. You may find it helpful to start the video and then pause for a while so that the transmission can complete before showing the projected video. This usual get easier to handle with practice but there usually is a frustrating learning curve involved.

Start with fairly short video clips and show them more than once. I start with three showings initially to help extract more information and then switch to showing twice. I start them working in groups of three, then two and then by themselves. I offer preparation initially before watching the video and assistance afterwards on what kind of information to use in there written reports about the video. With time this assistance becomes less to minimal assistance if any at all. The usual format is to watch the video clip twice and then have 20 minutes to organize a report about the video. The next class I will read a few of the better reports as examples of what is expected and what others are expressing as an assistance through example and motivator to improve. Depending on the class you may also want to encourage class discussion about the topic on the video-clip. Later I will show a series of video-clips following the progress of a contemporary news story or topic. The mid-term exam follows the structure of the exercises up to this point and is done individually.

In the second half of the course I introduce a movie review. The movie is one they probably have not seen. For example one movie I used was the 2007 movie 'Reign Over Me'. The movie is viewed twice and all written work is done in class. They are mark on both the rough notes that they take while watching the movie and how they arrange this information into their final report. The students did individual video reports prior to the movie review and mid-term and continue with individual reports on video-clips after the movie review. The emphases in the final part of the course is to take the information from comprehensive listening and use this to evaluate the story and situation given personal opinions and a general critic on the video. In other words the latter part of the course is focused on using their listening comprehensive skills with their own views. I also introduce more interactive discourse to integrate their listening comprehension skills with their other communication skills.

A. Course Outline

The following in a brief description of a course outline over a 16-week period:

- Week 1: introduction to the course and listening skills
- Week 2: developing listening skill strategies and individual listening practice
- Week 3: developing listening skill strategies and group listening practice
- Week 4: structure planning for listening and group listening practice
- Week 5: pair and individual listening practice
- Week 6: individual listening practice
- Week 7: group, pair, and individual listening practice
- Week 8: mid-term examination
- Week 9: individual listening practice
- Week 10: listening to a movie
- Week 11: listening and note-taking for the movie
- Week 12: movie review and group discussion
- Week 13: listening and discussion practice
- Week 14: class presentations and questions
- Week 15: listening and briefing papers
- Week 16: final examination.

III. Conclusion

Many Korean universities have recently introduced courses on English listening comprehension. This has confused many professors who are unclear about what such a course entails. Unlike the movie-watching classes of the past the desire is to actually develop competent listening comprehensive skills which is best done through a progressive course on active comprehension rather than passive hearing. It is the hope of the presenter of this workshop that the participants will walk away with a better understanding of what listening comprehension is and how this skill can be fostered in their students through a program similar to the one presented.

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Maximizing Learning by Developing Students' Brain Potential through Brain Education

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Abstract

What is the best way to maximize your students' English learning? What conditions do you need to create in your classroom to maximize your learning environment? How can students learn information most effectively? Help students maximize the use of their brains. Through Brain Education® training, students learn to maximize their individual potential. Brain Education® training was developed through research conducted by the Korea Institute of Brain Science (KIBS) and the International Brain Education Association (IBREA) aimed at discovering the connection between our brain, habits, learning and potential. Central to the philosophy of Brain Education is the belief that students must build their self-confidence and self-awareness through building trust in their brains. There are many 'brain-based' educational techniques you can apply to help your students visualize, personalize and make meaningful connections with the information they are studying. Participants will receive an overview of the principles of Brain Education® and hands-on experience and training using different techniques that can be applied to a wide variety of learning situations. Help your students become 'whole-brained' learners and global leaders for the 21st century while providing exceptional opportunities for English language learning.

I. Introduction

“Educators are in the only profession whose job is to change the human brain every day.” (Sousa, 2006, p. 10). Every word, every rule, each question or expression, every experience offered to students in your classroom, changes their brains. Teachers work hard to make a positive impact on their students learning and growth. They hope their students remember and value what they have been taught. In the end, however, it is each student's brain that selects the knowledge and information that it wants to keep—and it also decides what isn't important and what it chooses to forget. Brain Education (BE) is an educational methodology that considers and incorporates research and principles from many areas including neuroscience, brain-based education, constructivism and multiple-intelligence theory. What makes BE unique is the emphasis placed on the awareness of the innate potential of the human brain and actively working to optimize brain function, and ultimately one's quality of life, based on how the brain learns and develops. The brain is the center of all learning. In order to provide an optimal environment and learning experiences, teachers must be aware of how to create an environment and situations that will allow valuable learning to take place. At the same time, students need to build their self-awareness and brain awareness by developing self-confidence and trust in their brains to realize and unlock the potential and unique gifts they possess. A Brain Education teacher often acts as a guide and coach in this regard.

II. Learning and the Brain from a BE Perspective

A. Stress: A Barrier to Learning

Even in students the effect of stress on health and learning can be seen. It is difficult to deny that learning when stressed, tired or sick is hard. Focusing is difficult and motivation to attempt to maintain focus is minimal when we are not well. English teachers in Korea often discuss this problem. Korean students, as an example, spend a lot of time in the classroom. Many students spend little time engaged in physical activities that promote general physical health. Instead, many are constantly under enormous amounts of pressure as they compete academically for the top rankings in their classes and schools on a barrage of exams. The evidence can plainly be seen in many classrooms where students enter complaining that they are tired, have headaches or stomachaches or simply keep their heads down without really looking at anyone. It is also very easy for teachers to identify those students who, no matter how well they do, seem to lack self-confidence and have a sentiment of 'I'll never be good enough' that seems to cloud their comments, actions and overall attitude. Generally speaking, these are characteristics that are emphasized more in the characters of older students. However, as the pressure to focus more intensely on

academics on younger and younger ages mounts, this phenomenon is becoming more noticeable in younger students as well. Walking into a classroom where students are stressed, tired and lack self-confidence, many educators may feel the cards are already stacked against learning taking place.

B. Healthy Body, Happy Heart, Power Brain! The Mind-Body Connection

The brain and body are connected. When one's physical condition is weak, it is hard to focus the mind. The reverse is also true; when our minds are stressed and fatigued, it can affect our physical condition. Many of today's chronic health problems can be connected quickly to stress. A healthy body, inner peace and happiness, self-confidence and a sense of purpose are all necessary for a healthy brain. Although teachers cannot affect too much change for students outside the classroom, inside the classroom, teachers can take steps to reduce stress and promote healthy mind/body concepts and habits. Simply organizing the class to promote students' self-confidence and independence through interesting, fun and engaging activities allows them to feel challenged and successful, and can positively impacts students' physical and mental well-being. In BE this is called the principle of HSP: Health, Smile (Happiness) and Peace: it is a necessary for students to experience this phenomenon if they are to realize the full potential of their brains.

C. Emotions and Learning

Research suggests that the areas of the brain chiefly 'responsible' for learning (hippocampus) and emotion (amygdala) are closely linked (Sousa, 2006, p. 19). Before learning can take place the brain has to be ready to accept new information. One of the biggest blocks to this is a wall of negative emotions associated with bad memories and negative experiences. We remember things that have a deep emotional experience for us very easily. We also avoid situations that remind us of negative emotional experiences. We do not want to remember things that are hard or painful. For some students, learning itself can be a stressful, difficult process—and learning a second language, even more so. This is recognizable in students who enter the classroom with a sense of fear, resistance or lack of trust. If students have had negative learning experiences, then naturally, they would have an aversion to being in situations that recall those memories. Whatever the causes, this wall of past negative experiences and the added stress of a student's day to day life, can effectively block learning before students and teachers even walk into the classroom.

On the other hand, the brain easily accepts information attached to positive experiences. If language learning can be made exciting and fun, students will enjoy it and want to learn. Although this is easily seen in young, curious students who seem to jump at every new experience they encounter, it is true of all humans. Humans possess a natural curiosity and strive to make connections and discover meaning in the world. For young children, this curiosity is easily sparked and learning is like a game. For older students, teachers can add a new level that pushes students to explore their emotions and values and overcome challenges that will boost their self-confidence and connecting new learning to their personal interests, beliefs and experiences. Presented with positive, exciting learning opportunities, students' attitude and emotions associated with learning change, and learning becomes easier and more enjoyable.

D. What the Brain Likes

The brain wants to make meaning from the world around it. One way to express this is by examining the Learning Cycle. Generally speaking, the cycle consists of 6 parts: noticing, wondering, trying, finding out, practicing, and linking. While more 'traditional' methods of education have often focused on practicing and reinforcement of targets, more and more emphasis is being placed on the whole cycle—and in particular the noticing and wondering aspects. Trying to 'grab the attention' of students with something new and interesting (noticing/wondering), presenting them with problems to solve (trying/finding out) are just as important as practicing, linking and proving what was learned or connecting it to previously learned information (practicing/linking understanding). By giving all areas of the learning cycle adequate attention, learning becomes a series of experiences that spark curiosity, foster initiation and self-discovery of targets (active versus passive learning), connect new learning to background knowledge and past experience, and allow students to expand on new targets and create their own connections.

E. Having a Dream: Meaning, Motivation and Enthusiasm

In order for learning to take place, ultimately the brain must feel it is important to learn the new information being introduced. Students must feel and believe that there is a reason to learn something; a connection and meaning in the information that relates directly to what they need and want. This is build through a desire to want to learn something, a genuine interest, personal experience, etc. In a sense, we must answer the questions that our students' brains are asking: Why do I need to know this? What good will it do me? Why is this important? There

should be some attachment or attraction—students want to learn and remember what we teach them because it matters to them—not simply because they ‘have to.’ To make learning most effective, students should actively choose that they want to learn something. This means they answer the question “Why do I have to learn this?” for themselves. The best way to achieve this is to have students identify for themselves what they want. “What is my dream? What is my goal?” In the case of an English classroom where students may not immediately see a connection to English and their real life goals, students should ask, “Why do I really want to learn English? How will learning English help me achieve my dreams?” Whenever students begin to lose focus, teachers can remind students of their goals, and students will again recall their true purpose in the class—and their brains will again pay attention and try to learn. This active process of bringing into focus is paramount in BE. The brain must have a goal. The more the brain focuses on this goal, the more it will work towards actualizing it. Students need to be encouraged to imagine and discuss their goals and dreams often. The more they focus on it, the more real it will become—and this will help build motivation and enthusiasm as students see their own growth and their dreams become a bit more real day by day.

III. Brain Education in the Classroom

A. Before Class: Are Your Students Really Ready to Learn?

No matter what level of students you teach, being aware and willing to affect change in your class even before you start teaching can have a huge impact on the learning that takes place in your classroom. When you walk in, take note of the situation—‘feel’ it out. Look at your students’ facial expressions, posture and attitude. Are they really hyper, or are they half asleep already? Are they sending text messages to their friends? Are they wide-eyed and looking quickly through their notes hoping to remember that word they just forgot and know is going to be on the quiz? Stress, fatigue and lack of focus are three of the biggest roadblocks to learning. However, you can limit their impact in your classroom in many ways. Taking even a few minutes at the beginning of your class for simple exercise, meditation or breathing can help reduce stress and improve focus in an effort to prepare for the learning that’s about to take place. Creating a state of ‘relaxed concentration’ where brain wave frequency is in the Alpha range can greatly increase learning by elevating productivity and creativity while at the same time creating a state of happiness and peace (Lee, 2002, p. 107).

B. Using the Power of Imagination and Visualization

The brain can learn from real, imagined or simulated experiences. Essentially, in the brain, they are all one and the same, as the brain does not really distinguish between real and imagined experiences. Our bodies, for example, will often react physically to memories of the past and dreams. Placebos have often had similar effects to real drugs if patients believe they are taking the real thing. What the brain imagines, it can create. Experiential learning has greater emotional attachment (positive or negative) than more passive activities such as listening to a lecture, reading a book or practicing targets via rote memorization. This type of learning does in fact have a place, and students certainly need these skills (particularly for test based tasks), but in the long run it is our past life experiences we recall years later more than the grammar rules or history dates that were so important in middle school. As English teachers, the goal is that students will gain lifelong skills that will help them become global communicators and leaders. So, it makes sense to make every effort to help students retain this learning. By creating simulated and imagined experiences in your classroom as often as possible, students actively use different parts of their brains and information is stored deeper into the areas that hold memory and language. The deeper the experience, the stronger the emotions and memories will be; and as a result, the information will ‘stick’ longer. Doing this in your classroom is not as difficult as it may seem. It doesn’t mean that you need to create elaborate scenarios or use many props. The strongest, most powerful resource you have is your students’ brains and the power of their imaginations. Students can learn not only from what they know or have experienced, but also from what they think they know and what they imagine. The teacher becomes a guide; leading students through this ‘virtual reality’ based on the targets and learning objectives. Students can imagine and focus their attention to add great amounts of sensory details to images in their brains. They can then be guided to draw, speak, or write about what they’ve imagined. Visualizing (and filling in the blanks with imagined details) while reading or listening will also deepen their learning experiences. The possibilities for how visualization can be used in the classroom are as limitless as the imagination itself.

C. Creating and Linking: Going Deeper

The brain loves to create, and adding creative elements to your classroom can deeply impact students’ motivation, learning and self-confidence. This can be done by allowing students to reorganize information or expand on it by designing and presenting individual or group projects. It could also be as simple as allowing

students to create their own sentences based on a specific language targets. Provide opportunities for students to be creative and encourage them to ‘think outside the box’ whenever possible. Provide students with opportunities to express this learning and information in a variety of formats (music, dance, visual arts, PowerPoint presentations, stories, etc.) according to their own learning styles. When students begin share, discuss and debate issues in English, they begin to practice critical thinking and problem solving in English. Their language learning and personal involvement go to a deeper level. Students’ brains also become more flexible; allowing them to manipulate the language they have learned and use it for their own purposes. Allowing opportunities for students to do this as much as possible is a critical element. The more they ‘think’ in English and the deeper this thinking and creating goes, the deeper the English language skills they are using will be integrated into their brains.

D. Retaining Information: Save the Lesson

Organizing and activity choosing to ‘store’ or ‘save’ information can be an effective strategy to help students retain what they have learned. Before ending your lesson and letting students leave your classroom, give them an opportunity to recall and share ‘highlights’ from the class. This active processing helps students refocus, one more time, on the most essential information from the session.

IV. Conclusion

It is the awareness of the value, potential and uniqueness of the brain in every aspect of teaching and learning that BE seeks to emphasize. As an educator it is important to have a basic understanding of how students learn, what can get in the way of that, and how you can try to maximize their learning. Modern learning theorists generally agree that there are many different ways to learn—and as each brain is unique, so is each learner. As teachers, and particularly as teachers of English as a foreign language, the goal is to help student latch on to, connect with, and build meaning from what they are taught. For this to happen, students’ brains must first be ready to receive new information. This means they must be in a state of ‘relaxed concentration’ where stress and fatigue are minimized and focus and concentration are maximized. Students’ learning experiences should be (overall), enjoyable and exciting and engage them in the learning process. The learning environment must allow students to feel they are safe to take learning risks and can trust others in their class. Students must also develop trust in their own abilities. This means that students need to be praised often and be appropriately challenged to recognize their potential by overcoming limitations and finding success. The learning that takes place in the classroom must then provide opportunities for students to make their own connections through real, simulated or imagined experiences. Students should have opportunities to initiate and create language as part of the learning process. In the end, it is the work of both students and teachers to recognize the power of the brain and provide every opportunity for it to reach its full potential and achieve its dreams. Even if it begins in an English classroom, the learning and self-confidence will transcend the language barrier and enrich students’ lives in many ways. With these basic principles in mind, any teacher can guide his or her students develop the skills they need to quickly respond to—and create—change in this world.

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Finding Our Voices - Learner Narratives in the TESOL Classroom

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Abstract

Story-telling is an essential human skill. It enables us to define our pasts, our presents and the wider communities of which we are members. However, it is an ability that is often undervalued in the TESOL classroom. This presentation proposes a flexible four-step teaching cycle which aims to redress this neglect. It recognizes the importance of learner narratives, while also taking into account the problems that teachers encounter when employing them in classes.

I. Introduction - Theoretical underpinnings

This presentation is grounded in a belief that narratives are important across three key plains. The first of these is specific to educational environments, while the second and third relate to the wider world.

A. Lexico-grammar and genre

In my experience, teachers often shy away from lessons in story-telling due to uncertainties about what exactly constitutes a narrative. Narratives encompass an incredibly diverse range of texts. They run the gamut from Beowulf, through Harry Potter, to you-never-guess-what-happened-last-night anecdotes in the staff room. For the purposes of this presentation, I will define a narrative in the same way as I do in my lessons: *A narrative is a chronologically-ordered text (spoken or written) which revolves around a crisis and its resolution.*

At a genre level, narratives are characterized by the following structure:

Setting the scene	When and where did the story take place? Who was involved?
The problem	What went wrong?
The solution	How did the participants overcome the above problem?
The narrator's evaluation	How do they feel about the events? How do they want <i>you</i> to feel?

(adapted from Butt *et al.*, 2000)

At a lexico-grammatical level, narratives usually employ past tenses, conjunctions and emotive language. Even on this purely pedagogical plain, it can be seen that narratives offer an entire syllabus of lesson possibilities. For example, beginners could work on irregular past participles, intermediate students could investigate reported speech, more advanced learners could examine how competent story-tellers subvert the above genre to create dramatic effect.

B. Narratives and self-identity

The social constructivist view of self, to which this paper complies, perceives identity not as a fixed phenomenon, but as something which is fluid and ever-changing. Our sense of self is not set in concrete, but rather it shifts and emerges depending on context. Narratives play an important role in shaping these identities (Bruner, 1996; Laszlo, 2008). We arrange our biographies into ordered stories so that we can make sense of who we are, and how we have come to arrive at where we are in the world. Without well-developed personal stories, we run the risk of finding ourselves disoriented and unsettled.

This risk is particularly high in the case of language learners. Entry into foreign language classrooms can be a stressful, dizzying experience for students. They are cut off from their regular communicative resources and familiar reference points. Therefore, it is important for learners to positively reconstruct their identities when faced with the challenges of the TESOL classroom. Narratives can assist learners in this process, enabling them to impose a sense of order on their new environments and feel more comfortable within them.

C. Narratives and the community

Becoming an active participant of a group involves learning its particular ways of talking (Lave and Wenger, 1991). The ability to tell a story is one way of achieving this. Whether face-to-face, over the phone or online, sharing our stories strengthens our solidarity with one another. This is particularly beneficial in contexts where the participants hail from divergent social and cultural backgrounds. Stories serve an instructional role in this regard. Through explaining to others how we have overcome difficulties in our lives (here, learning a foreign language), others might be able to apply the same techniques to help themselves.

Stories at the communal level function to create a sense of group memory. Either through oral histories or permanent classroom resources, the stories of previous students can be used to foster in our learners a sense of belonging to a wider world of English speakers in which they are not alone with their problems.

II. Putting theory into practice - a four-stage teaching plan

The following cycle employs a roughly neo-Vygotskian approach wherein initial teacher-guided activities gradually give way to more student-led stages, culminating in independent production. Each stage is designed to be covered during an 80-minute class, and although it was originally devised for a continuing-education setting, it can be readily adapted for secondary school or university environments.

A. Stage one: context exploration

During this stage, students consider what effective narratives entail. They are divided into small groups and handed a short (100-150 word) exemplar of a *poorly-written* narrative. This narrative should be prepared by the instructor and tailored to suit the needs of the learners. For example, if previous lessons have shown students require work with conjunctions, the text should contain over-usage of the joiner “and”.

Students are asked to place themselves in the role of the teacher. They should discuss the weaknesses of the story, and what they would do to improve it. Having given them time to reflect on the tale, its shortcomings should be elicited. From their responses, criteria concerning what makes a story *effective* should be created. This will take the form of a *Good story...* list (for example, *A good story uses emotional words to build up excitement*). The benefits of this consciousness-raising exercise are two-fold. Firstly, since the students themselves create the criteria of a good story, they are endowed with a sense of ownership. Secondly, the criteria supplies them with a reference point by which they can judge their own, and later, their peers’ narratives.

B. Stage two: group production

In this second stage, students are required to put into practice their list for an effective narrative. Once again, they are divided into small groups and handed a simple story-board. This board might be drawn by the teacher, or (for the less artistically-inclined), snip a 4-frame cartoon from a newspaper and black out the speech bubbles. Learners create a short narrative revolving around this story-board, conforming to their *Good story* criteria. Having completed their tales, the students should swap them with another group who will judge their story against the criteria. Often, I have found students to be reluctant to critique their peers, but I have experienced more success with this technique. Since the criteria originate from the learners themselves (a *community standard*, as it were), they appear more inclined to evaluate their peers than if the criteria had been imposed upon them, ready-made, by the teacher.

C. Stage three: independent production

Having wet their toes within the relative comfort of group work, the teacher-student umbilical is stretched further with the creation of independent narratives. Students should be afforded leeway as to what type of tales they want to tell. However they should, as far as possible, relate to the goals of their particular community of practice. For example, a class of business people might create tales about how they overcame fears of negotiating in English, home-stay students might tell a tale of getting used to life abroad. The goal here is to positively reinforce the students’ identities as English learners. It aims to remind them that they have already surmounted many obstacles in their road to learning English, and they will be able to do so again in the future.

D. Stage four: peer assessment and performance

In the final stage of this cycle, the learners share their narratives with one another. They should convene into small groups and tell one another their tales. The listeners should offer feedback on the stories, including both strengths and weaknesses.

Having heard their peers' comments, the creators of the narratives decide whether they would like to amend their stories in order to incorporate the comments of their classmates (in my experience, overwhelmingly, they do). With the tellers' permission, these completed stories can be gathered into a permanent collection - whether off or online. These narratives function as an important well of knowledge for future learners. They can draw upon the experiences of their predecessors, and in turn, help those who follow them.

III. Conclusion

The above cycle is intended to help teachers exploit the full potential of narratives to enhance learners' sense of self and community. Regrettably, story-telling in the TESOL classroom is often limited to mining narratives as a lexico-grammatical resource. To do so is to squander an enormous opportunity. The ability to tell a tale, to employ language to re-organize ourselves as we face new challenges, is one of humanity's most significant tools. As we face the increasingly fractured landscape of the 21st century, the need to have confidence in our own voices, while retaining a sense of community, is one of the biggest issues confronting us all as educators, students and global citizens alike.

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Look Who's Doing All the Talking!

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Abstract

Research indicates that teachers do most of the talking in the 'language' classroom. In order for Korean students to practice their emerging language, the classroom must flourish in creative, diverse, and interactive oral language opportunities. This workshop will provide educators with various techniques to construct the engaging, cooperative ESOL classroom. The presenters have hosted Korean students in California and have seen first-hand the need for more expressive language development, although Korean students have an excellent grasp on English reading and writing skills. To provide opportunities in a positive, supportive environment while incorporating numerous creative opportunities for English learners to speak, is the workshop's objective. Educators with a common understanding and mastery of these objectives can cultivate a stimulating, language-rich classroom. This hands-on workshop will provide a multidisciplinary constellation of skills to meet that goal, including class chants/songs, standup structures. Methods for encouraging student participation and group problem solving will be presented. The vast importance of multicultural literature, music and drama in language development will be explored. Strong emphasis will be placed on how to foster 'speaking'.

One of the primary issues in second-language literacy is conversational fluency. Research has produced some interesting findings on this topic, indicating that teachers do from 65% to 90% of the talking in traditional classroom settings (Flanders, 1970; Lowery 1980; Chaudron, 1988). In short, the teacher is out-talking the pupils. This is a serious problem when the main focus of the language classroom is communication. For example, in our experience with Korean students who visited the United States for a few weeks revealed that most of them had difficulties understanding and speaking English. The students frequently presented limited oral language development as well as very little aural comprehension, although most were very proficient in sentence level (linguistic competence) in English, reading and writing in English with fluency. They often resorted to writing words in order to communicate with English speakers.

How, then, do teachers of second-language literacy and/or content address this issue? Clearly there is a need for students to speak out loud. Many educators agree that the solution is clearly for students to talk to each other, to utilize the maximum available time to practice using their newly-acquired language. Once students have received comprehensible input in a low-anxiety setting, they need at least as many opportunities for output, according to Krashen's theory of second language acquisition (1997).

An element of making this model successful is to teach second language students how and when to use language in different social situations (Halliday, 1977):

Instrumental: Language used to get things done and/or satisfy needs

Example: A business letter requesting information from a museum

Regulatory: Language used to control others' behavior

Example: Stating rules for a classroom or a society

Interactional: Language used to form and maintain social relationships

Example: Writing pen-pal letters

Personal: Language used to express thoughts and opinions

Example: Expressing reactions to reading a novel

Imaginative: Language used to express creative or fantastic thoughts

Example: Entries in a journal of real or imaginary people

Heuristic: Language used to seek knowledge, question, and learn about language itself

Example: Interviews with community leaders

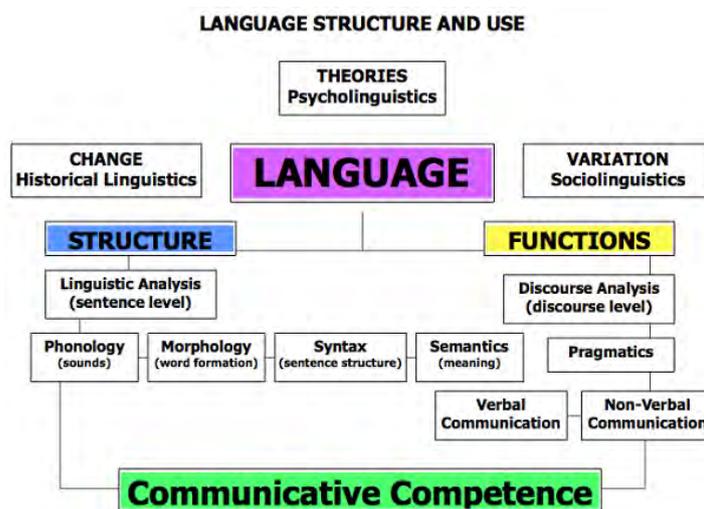
Informative: Language used to convey information
 Example: Creating and sharing a timeline

Drama can be a useful and practical way to learn language but also it is an exciting way. Through drama students learn the mannerisms, norms, cultural expectations, and etc. Drama is a direct opportunity for students to learn the meanings of works. Acting as a drama is one means of facilitating learning tasks, for through acting, the students are required to feel, think, and so as his given role dictates. Thus, drama, the art of acting, is an effective and efficient means to helping students learn language successfully.

Also drama is a useful method to understand culture. Culture is important to learning language because it is related to language. They are closely connected and naturally tied. Students learn language to be able to communicate. Bennet says that language serves as not only a tool for communication but also as a system of representation for perception and thinking. Therefore, one must not be a “fluent fool”-someone who speaks a foreign language well but does not understand the social or philosophical content of that language. Students need to understand more completely the cultural dimension of language. So, it is important in the teaching of language for learners to be asked to reflect on their own culture in relation to other language.

It is important in oral practice that students feel they are speaking not simply because the teacher expects them to, but because there is a compelling reason to do so; for example, to get information, tell a joke, ask directions, express an opinion or feeling, etc. Traditional approaches, such as general discussion, do not offer the kind of support that many non-fluent language learners need to produce long turns of informative speech on a range of cognitively demanding topics. Strategies organized around realistic tasks that lead to specific outcomes have many advantages in eliciting extended talk. Examples of this would be students teaching one another a simple task with a series of instructions (How to make a sandwich); paired students interviewing each other and introducing each other to the class and similar activities.

A surprisingly important element of second-language oral fluency is the arrangement of the classroom for maximum communication. When students are seated in rows facing the instructor at the front of the class, they are more or less limited to communicating with the teacher. Arranging the classroom seating in circles or facing rows for maximum eye contact and proximity among the group is a major step in effective facilitation of peer communication. An allied strategy is the development of activities that get students out of their seats and on their feet, mixing in groups and speaking to each other in an unscripted, natural conversational fashion.



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What is an Appropriate Style for Academic Presentation ?

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Abstract

Scientists need to master how to conduct academic presentations. For them, the ability to effectively present their findings is vital. However, it becomes an even greater challenge for non-native English speaker scientists to do so in English. To help them make an effective presentation in English, the use of appropriate genre-specific language and sentence structures needs to be established. The purpose of this study is to explore an appropriate style for English academic presentations in terms of intelligibility. In the experiment for this study, the participants were Japanese scientists in a prestigious scientific institute in Japan, and they were asked to listen to two presentations and evaluate their “intelligibility” by using the Likert scale. The two presentations had the same topic, but were different in style: one had more features of spoken English, and the other used diction more like the research articles written in English. The former style is termed as “open style” and the latter one is called as “closed style” by Swales (2004, p. 204), and these terms are used in the same definitions in this research. 76 sets of data were collected and they were analyzed by using the Matched-pair t-test. The results clearly indicated that the open style presentation was more intelligible for the audience of scientists. In conclusion, the pedagogical implications on teaching how to make an effective academic presentation were discussed.

I. Introduction

As conducting academic presentation in conferences is highly specialized and demanding (Shalom, 2002), it becomes an even greater challenge for English non-native speaker scientists (NNS scientists) to do so in English (Rowley-Jolivet & Carter-Thomas, 2005a). This is perhaps why, notably at scientific conferences and seminars, we often see presenters simply read from a prepared script, or recite one, and they tend to give closed style presentations. Rowley-Jolivet and Carter-Thomas (2005a) argues that NNS scientists’ presentation style, the closed style, can reinforce the distance between the speaker and the audience due to the lack of communicative styles. They also suspect that the closed style is probably not intelligible for the audience. However, interestingly, Swales (2004) mentions that “I see nothing wrong in listening to presentations that have more features of a closed rather than an open style” (p.206). Thus, there has been insufficient research to empirically identify that the open style is more intelligible than the closed style presentations for the audience. We, therefore, would like to investigate whether there is a significant difference between the open style and the closed style presentation in terms of “intelligibility” when scientists actually observe as a member of the audience. If results indicate that the closed style is more difficult to understand for the audience and the open style is more intelligible, it can be used as validation to persuade scientists who believe that writing papers and giving presentations should be done in the same manner, to utilize the open style when giving an academic presentation.

II. Method

The scripts for the open style and closed style presentations for this experiment were created based on the authentic presentation script presented in the seminar held in a prestigious scientific institute in Japan (henceforth ABK). Referring to the Rowley-Jolivet & Carter-Thomas’ results shown in Table 1, the author revised the original script, and created two types of scripts, the open style and the closed style. The percentages of the specialized structures, the usages of subjects, the average of clause length, and the total number of clauses for the created two scripts are shown in Table 2.

Table 1. Occurrences of Specialized Structures, Personal Noun of the Subject and Average of Clause Length in NS and NNS Scientists' Presentations (Percentages are in relation to the total number of clauses)

	Passive	Extra-Position	Inversion	Pseudo-cleft	you	we	I	clause length
Native (NS scientists)	8.3%	0.4%	3.0%	1.4%	10.8%	15.9%	9.4%	9.5W
Non-native (NNS scientists)	17.1%	1.5%	1.6%	0.0%	2.7%	24.0%	5.5%	12.4W

Adapted based on Rowley-Jolivet & Carter-Thomas (2005a)

Table 2. Occurrences of Specialized Structures and the Subjects in the Open and Closed Style Presentations for this Experiment

	Passive	Extra-Position	Inversion	Pseudo-cleft	you	we	I	Clause Length	Total Number of Clauses
Open style	5.9%	0.0%	2.0%	2.0%	11.8%	15.7%	7.8%	8.4W	51
Closed style	17.1%	0.0%	2.0%	2.4%	2.4%	2.4%	4.9%	9.9W	41

Two scripts read by a native English-speaking male Canadian, were recorded as audio files. He was asked to read each script at the same rate of speed and in the same tone with the requested recording time that was defined in proportion to the number of the words of each script. Details of the audio file are shown in Table 3.

Table 3. Total Number of Word, Number of Pauses, Words in Pauses, Duration of Presentation and Speech Rate in Two Audio Files

		Total number of Words	Number of pauses	Average number of words in pauses	Duration of presentation (min)	Speech rate (word/second)
Audio File 1	Open style	430	62	5	4.19	0.60
Audio File 2	Closed style	405	49	5	4.08	0.61

An evaluation sheet was created to measure the intelligibility of the open style and the closed style presentations. A four-point Likert scale ranging from "1: strongly unintelligible" to "4: strongly intelligible" was used.

As shown in Table 4, the group of participants who took part in the study was made up of 76 researchers from various laboratories in ABK. The 114 participants in total are divided into three groups due to limitations on classroom capacity, Session 1, Session 2, and Session 3. Data from the three sessions were then divided into two groups to conduct the Matched-pair *t*-test. Although there were 40 participants in Session 1, two failed to submit an evaluation, so consequently only 38 evaluations from the session were analyzed and categorized as Group 1. Group 2 consists of 38 randomly selected evaluations from Session 2 (15) and Session 3 (23). In order to avoid effects on the order of listening to two presentations, a closed style presentation was played as audio file 2, and subsequently an open style presentation was played from audio file 1. In Sessions 2 and 3, the two tapes were played in the reverse order as in Session 1.

Table 4. Order of Listening, Number of Participants in Three Sessions

	Order of listening		the number of participants	the amount of selected data	total amount of selected data	
	first listening	second listening				
Session 1	Closed style	Open style	40	38	38	Group 1
Session 2	Open style	Closed style	32	15		
Session 3	Open style	Closed style	42	23	38	Group 2

In order to analyze the data, the Matched-pair *t*-test was conducted with Excel using the data of Group 1 and Group 2 to find out if there is a significant difference between open style and closed style presentations and which style presentation is more intelligible for an audience of scientists.

III. Results and Conclusion

Table 5. Results of Matched-pair t-tests for Intelligibility of Two Presentations

	N (Group 1+Group 2)	M	S.D.	<i>df</i>	<i>t</i> - value	<i>p</i> -value
Intelligibility of Closed Style	76	2.92	0.74	75	-2.90	0.005
Intelligibility of Open style	76	3.22	0.67			

*adjusted $p < .001$

The result of the Matched-pair *t*-test shown in Table 5 clearly indicates a significant difference in intelligibility between open style and closed style presentations. It is also identified that the open style presentation is more intelligible than the closed style presentation for an audience of scientists in ABK. It has now been verified by the results that the open style is more appropriate in terms of intelligibility when giving a presentation. Needless to say, various elements are required to make a good academic presentation, but in order to make a presentation easy for an audience to understand, conducting it in an open style can be one of the important elements. However, it needs to be noted that the open style does not mean having a casual conversation with the audience, but in fact shares some characteristics of written language (Chafe, 1986). For scientists, “papers” have been a major reference for giving a presentation (Dubois, 1980), but it is important in ESP education to teach students to recognize that 1) the language use in academic presentations differs from academic writings and that 2) academic presentations are a spoken genre. When giving a presentation, most of the speakers write speech scripts; probably this action of conveying their thoughts into written scripts is making the speech resemble a style of writing papers. Thus, the important elements in teaching students are to write a script in spoken language as if they were speaking it and keep it in mind that the output of the script will be not a paper but a presentation speech.

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Teachers' Personality Styles, Objectives and Material Design

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Abstract

There are several aspects that teachers have to consider when they design materials for their students, such as objectives, student needs, activity or task types, language skills and learning processes. However, few studies have considered how teachers' personality styles affect the way that they design materials. This paper aims to investigate the interaction between teachers' personality styles and the materials they produce, focusing on Thai teachers who were assigned to design materials for a Remedial English Course for low proficiency students majoring in science and engineering. Three issues were examined: the teachers' personality styles manifested in the finished materials identified following the procedure of Cohen (2003), the teachers' personality styles identified using a learning styles questionnaire (Cohen et al., 2002), and the objectives of the materials. These were compared to see the relative influence of teachers' personality styles and materials' objectives on personality styles of materials. The findings from this research provide interesting implications for material design.

I. Introduction

This section concerns the background of the study and the literature review.

A. Background of the Study

At the Department of Language Studies, School of Liberal Arts, KMUTT, the teachers normally produce their own materials to be used in several English courses. In 2008, the department implements a policy to arrange a Remedial English Course for low proficiency students whose English subject scores in the National Admission Examination were lower than 30 out of 100. The objective of the course was to prepare them so they could take Fundamental English in Semester 1. The materials were composed of four main parts: listening, reading, grammar and vocabulary. The aims of this course were to expand the students' vocabulary, train them in basic reading and listening strategies and revise the grammar that they have studied in secondary school.

To produce materials, there are many aspects that teachers need to take into consideration. Grave (1996) proposes that to design a curriculum, one might have to consider the students' needs, goals and objectives in terms of the course, content, activities and evaluation. Nunan (1989) states that the components of task design are goal, input, activities, teacher role, learner role, and setting. Apart from the aspects mentioned earlier, Cohen (2003) suggests factors that play some roles in learning task design i.e. authenticity of the text, relevance, motivation, level of difficulty, familiarity, usefulness, etc. However, few studies have considered how teachers' personality styles or teachers' learning styles affect the way that they design materials. It strikes the researchers as being worthwhile to investigate the interaction between teachers' personality styles and the materials they produce.

B. Literature Review

Leaver et al. (2005) states that "learning styles are convenient shortcuts for talking about patterns of what an individual is likely to prefer as a learner." Similarly, Chang (2005) says that learning styles are general approaches that one tends to use for learning. Leaver et al. (2005) have divided learning styles into three main types. Firstly, sensory preferences refer to the channels through which we perceive information which consists of visual, auditory, and motor modalities. The second type is cognitive styles which refer to individualized ways of processing information. The third type is personality types which involve affective factors. These three terminologies have been used interchangeably. For this study, even though in the title we use the term 'teachers' personality styles', it is noted here that the researchers aim to investigate 'teachers' learning style preferences'.

Many studies show how learning styles are important to language learning. It is believed that if learning styles are matched with the instructional styles, students' motivation, performance and attainment will be enhanced (Brown, 1994, cited in Chang, 2005). Cohen (2002) supports that teachers can modify the learning tasks they use

in their class in a way that may bring the best out of particular learners with particular learning style preferences. It can be seen that students' learning styles is viewed as an important aspect that teachers have to consider when they do material design. However, at the same time it is interesting to ask the question whether or not teachers' learning styles influence the materials that they have designed for students.

To assess learning styles, there are several learning styles instruments which have been used. The ones which are widely used are Kolb's Learning Style Inventory (LSI) and Riding's Cognitive Styles Analysis (CSA) (Dörnyei, 2005). Later, there is the development of learning style research in the L2 field such as Reid (1995, 1998), and Ehrman and Leaver (2003). For this study, the researchers used the learning style questionnaire created by Cohen et al. (2002) which covers both sensory preferences and cognitive styles. The questions in this questionnaire are quite appropriate for language learners.

II. Purpose of Study

This study aims to investigate the interaction between teachers' learning styles and the materials they produce. The results obtained may provide interesting implications for material design.

III. Methodology

A. Subjects

The subjects were five Thai teachers who have worked at the Department of Language Studies, School of Liberal Arts, King Mongkut's University of Technology Thonburi. They were assigned to design the materials for the Remedial English Course. Each teacher was responsible for one section except for the reading sections which were designed by two teachers who worked together collaboratively.

B. Research Instruments

In order to access the learning styles of the teachers, a learning styles questionnaire by Cohen et al. (2002) was modified. Part 1 tests 3 learning style dimensions. Each of the other 10 parts tests 2 learning style dimensions.

1. Using physical senses: visual versus auditory versus tactile
2. Opening himself to learning situations: extroverted versus introverted
3. Handling possibilities: random-intuitive versus concrete-sequential
4. Dealing with ambiguities and deadlines: closed-oriented versus open-oriented
5. Receiving information: global versus particular
6. Processing information: synthesis versus analytical
7. Committing materials to memory: sharpener versus leveler
8. Dealing with language rules: deductive and inductive
9. Dealing with response time: impulsive versus reflective
10. Dealing with multiple inputs: field-independent versus field-dependent
11. Taking literally reality: metaphoric versus literal

Semi-structured interviews were also used to confirm teachers' learning styles and find out their perceptions towards material design

C. Data Analysis

For learning style questionnaires, subjects' responses were analysed descriptively by adding the scores of each learning style in order to determine which learning style dominates in each part. However, since the number of questions in each part was not equal, the scores were converted into percentage. For material analysis, the researchers designed the form to examine the learning styles which were manifested in the lessons. The frequency of learning style occurrence in the units was changed into percentage as the number of units in each material was not equal. The teacher's learning style where the percentage is 70% or higher would be regarded as the dominant and the learning style shown in the materials where the percentage is 50% or higher would be counted as obviously manifested in the materials. Correlation was also used to test if there was a significance relationship between the two variables. Semi-structured interviews were transcribed and the relevant parts were selected and used as supporting data.

IV. Data Presentation

A. Data from Learning Styles Questionnaires and Material Analysis

There was no significance relationship between teachers' learning style and learning styles manifested in the materials when the results were tested by using correlation. However, when the descriptive data as shown in Table 1 is examined; it suggests that there is some relationship between the two variables. For listening materials, the teachers' learning styles which were dominant and also obviously manifested in the materials were visual (84%/100%), auditory (80%/100%), tactile (80%/90%), introverted (100%/80%), and random-intuitive (95%/50%). In reading materials, visual (76%,88%/100%), auditory (72%/71.42), introverted (90%,75%/100%), random-intuitive (85%/57.14%), global (75%,80%/71.42%), particular (75%,100%), and sharpener (80%/71.42%) were dominant and shown obviously in the materials. For grammar materials, there was only one learning style which was dominant and obviously manifested in the materials, namely introverted (80%/100%). Similarly, introverted (72%/100%) was the only learning style in vocabulary materials which was dominant and manifestly shown.

It can be seen that there were some learning styles obviously manifested in the materials but they were not dominant teachers' learning styles. Or there were dominant learning styles but they were not manifested in the materials. All these can be explained by semi-structured interviews.

Table 1. Teachers' Learning Styles and Learning Styles Manifested in the Materials

Part	Learning Styles	Listening		Reading			Grammar		Vocabulary	
		T1	M	T2	T3	M	T4	M	T5	M
1. Using my physical sense	Visual	84	100	76	88	100	60	100	72	100
	Auditory	80	100	72	56	71.42	40	-	60	40
	Tactile	80	90	32	40	85.71	36	-	36	80
2. Opening himself to learning situation	Extraverted	65	70	25	60	71.42	70	-	55	50
	Introverted	100	80	90	75	100	80	100	60	70
3. Handling possibilities	Random-intuitive	95	50	60	85	57.14	85	-	70	-
	Concrete-sequential	55	-	75	90	42.85	65	-	65	10
4. Dealing with ambiguity and deadlines	Closure-oriented	60	-	70	70	-	65	-	70	-
	Open-oriented	75	-	60	60	-	55	-	60	-
5. Receiving information	Global	85	-	75	80	71.42	90	6.25	60	-
	Particular	55	40	70	55	100	45	37.50	60	20
6. Processing information	Synthesizing	100	20	65	85	42.85	75	6.25	60	-
	Analytical	40	10	25	60	42.85	55	93.75	60	10
7. Committing materials to memory	Sharpener	67	70	60	80	71.42	67	93.75	60	70
	Leveler	60	10	60	67	-	73	12.50	73	10
8. Dealing with language rules	Deductive	87	-	40	60	-	60	12.50	60	-
	Inductive	80	-	80	73	-	53	18.75	67	-
9. Dealing with response time	Impulsive	47	10	60	67	57.14	80	-	73	30
	Reflective	100	-	80	80	-	67	-	60	-
10. Dealing with multiple inputs	Field-independent	100	10	73	87	28.57	80	-	53	-
	Field-dependent	93	-	67	74	-	47	-	60	-
11. Taking literally reality	Metaphoric	70	-	90	80	-	80	-	70	-
	Literal	50	-	50	40	-	40	-	60	-

Notes: T = teachers, M = Materials

B. Data from Semi-structured Interview

The data from the semi-structured interviews can be presented according to these following aspects.

1. Factors to be concerned when designing materials

Five teachers reported that there were several factors that they had to consider when designing materials such as objectives of lessons, students' needs and interests, students' problems, varieties of the activities, group or pair work, level of difficulty, authenticity, learning strategies, accuracy and fluency, types of input, and illustrations.

2. Teachers' learning styles

The data from the interviews was more or less similar to the data obtained from the questionnaires. Every teacher seemed to know his/her own learning style preferences. For example, T2 and T3 preferred to learn English by reading books. Sometimes they analysed language patterns from reading passages. This suggests that they were visual learners.

3. The effects of learning styles towards material design

Every teacher reported that his/her learning style preferences might affect the ways he/she designed materials to some extent. Some of them mentioned that if their experiences in some preferred approaches were good, then it was normal for them to suggest those approaches to their students through materials that they had written.

V. Discussion and Conclusion

It can be concluded that teachers' learning styles affected how the teachers designed the materials to some extent. For example, if teachers were visual learners, pictures, movies and reading passages were used as the input in the materials. Manifesting learning styles in the materials would occur intentionally if the teachers viewed those learning styles as helpful approaches that they used themselves when learning English. However, some other important factors such as the objectives of lessons, students' needs, and learning strategies also controlled the ways that they designed the materials. Even, for example, if their learning style preferences were introverted when designing the materials they might provide activities where students could work in groups so that they could learn and work together collaboratively. Setting the objectives of each unit might be another aspect that influenced material design. For example, teachers might plan to teach particular strategies to students such as scanning for specific information. For this reason, 'particular' was found manifestly in reading materials, though the teachers who designed the materials were global learners. Another important factor is the language skill. It was observed that inductive and deductive styles were found only in grammar materials but not in other skills because these two learning styles deal with learning grammar rules only. To conclude, although the results are not shown to be statistically significant in this study, in the descriptive data there was some relationship between teachers' learning styles and learning styles manifested in the materials. Not only students' learning styles but also teachers' should now be viewed as another important aspect that we should take into consideration when designing tasks or materials.

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The Use of a Voice Bulletin Board in a Classroom English Course

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Abstract

This study looks at the use of an Internet voice bulletin board by 30 participants in a TESOL certificate program. The participants used www.ishout.com to practice their pronunciation and classroom language in a classroom English course. The voice bulletin board allowed the users to record and listen to their recording prior to posting on the Internet. Most participants answered that a voice bulletin board was useful in improving their English ability, as well as correcting and improving their pronunciation. The majority found that it was useful for practicing their classroom English while almost all of the participants preferred the use of the voice bulletin board to an ordinary cassette recorder. Because of the positive results of the use of the voice board and the ease of use by the students and teacher, the Internet voice bulletin board has been adopted as part of the curriculum in a certain TESOL certificate program.

I. Introduction

With the increasingly globalized world, English speaking ability has been emphasized more and more in the EFL context, especially for those that teach English in the public school system in Korea. In order to improve the English competency of their learners, many Korean teachers of English are attempting to improve their own English speaking skills as they are increasingly required to conduct their lessons entirely in English and many of these teachers are enrolling in TESOL programs. As a response to this increased demand for English communication skills on the part of teachers, the teacher-trainees need a place where they can practice speaking outside of their own classes. An Internet-based voice bulletin board was used in a classroom English course in order to provide them with an opportunity for more practice.

II. Methods

A. Subjects

The subjects of the study were two classes of female graduate students enrolled in a Classroom English course at S University's TESOL certificate course. There were a total of 31 students in the study. Their academic levels and ages were varied. (Most of them were English teachers who teach at public or private schools.) The level of most participants was intermediate. The textbook used was Oxford University Press' *English for Primary Teachers* by Mary Slattery and Jane Willis. The students were asked to read aloud sample phrases, expressions, and directions from the book and their own teaching experience; they were to then record these using an online voice bulletin board. At the start of the semester, students were using ordinary voice recorders, but the class switched to an online version for the benefit of listening to the students' work. Here is a sample of what the students were asked to record:

Re-order these phrases in order of **volume** - from softest to loudest. Read them aloud in this new order and then say them so that they illustrate what they mean (i.e. If they say *whisper*, then whisper it, if it says *very slowly*, then say it very slowly). Have fun trying this out. Make up one more of your own. Then record them all.

1. Now say it very slowly and quietly.
2. Ok - everybody whisper it! Just whisper!
3. Stand well apart from each other - now each person/group can take turns to shout their part. But not too loud.
4. Normal voices - nice and clear. Not too loud. Not too soft.

5. Now can you say it fairly quietly, but very fast?
Slattery, M & Willis, J. (2001), 46

After the students recorded themselves saying these instructions, they were to listen to their own recordings and re-record, if necessary. They also were expected to listen to other students' recordings and comment. The instructor listened to them for patterns of strengths and weaknesses and adjusted the lessons accordingly. For the speaking homework, the students were assessed only on task completion; they were given points for doing the assignment, and no points for not doing it.

B. A Voice Bulletin Board

In order to practice pronunciation and expressions for classroom English, a voice bulletin board was used, specifically www.ishout.com. Bygate (1987) and Levelt (1989) supported the idea that the actual movement of the vocal organs is one of the elements that improve speaking ability. In this aspect, the use of a voice bulletin board allowed the users to have a chance to record their own voices and listen to their recordings. Lee (2002) also mentioned that although the speaking practice using a voice bulletin board is different in comparison to the real face-to-face conversation, if the participants continue to practice, this could be useful for improving English speaking and pronunciation. As Kim (2005) pointed out, the speaking practice samples on the voice bulletin board could be a portfolio of students during the semester, and could be used for evaluation. Song (2008) also mentioned that on a board, as the participants could be each other's practice samples, this motivates the student-centered English practice even without the presence of a teacher. Figure 1 shows the screen sample of a voice bulletin board.

Figure 1. A Sample of A Voice Bulletin Board

[공지]	...	Online Homework #4	Professors	2006.04.17	20
[공지]	...	Online Homework #5	Professors	2006.04.17	32
[공지]	...	Online Homework #6	Professors	2006.04.17	62
630	▶▶	0672017 YL4 #5a	Sunny	2006.06.04	0
629	▶▶	0672017 YL4 #4d	Sunny	2006.06.04	0
628	▶▶	0672017 YL4 #3d	Sunny	2006.06.04	0
627	▶▶	0672017 YL4 #3c	Sunny	2006.06.04	0
626	▶▶	0672017 YL4 #2a	Sunny	2006.06.04	2
625	▶▶	YL4 #0672014 HW 8D	chae	2006.06.02	5
624	▶▶	YL4 #0672014 HW 8B	chae	2006.06.02	2
623	▶▶	0672004 YL4#8B	Elena	2006.06.01	3
622	▶▶	0672004 YL4#8A	Elena	2006.06.01	2
621	▶▶	067200 YL4#7B	Elena	2006.06.01	3
620	▶▶	0671020#6F	Young Shin	2006.06.01	3
619	▶▶	0671020#7B	Young Shin	2006.06.01	2
618	▶▶	0671020#7E	Young Shin	2006.06.01	3
617	▶▶	0671020#8B	Young Shin	2006.06.01	4
615	▶▶	0671020#8E	Young Shin	2006.06.01	2

C. Instrument

In order to examine the attitudes towards the use of a voice bulletin board to practice classroom English, the participants answered to the questionnaire. The multiple-choice questions were counted and converted into percentages, and the open-ended questions were categorized and summarized.

III. Results

The following presents the results of the questionnaire (see Tables 1-3). Regarding Question one, 19 (61.3%) answered the use of a voice bulletin board was useful for improving English ability, whereas 11 (35.4%) mentioned that it was little or very little useful. Question two examined whether the use of a voice bulletin board was interesting in practicing English. 20 (64.5%) answered it was interesting, whereas 10 (32.2%) responded that it was interesting only little. Question three was whether the use of a voice bulletin board was useful for correcting/improving English pronunciation. 19 (61.3%) answered it was either very much or much useful to

improve pronunciation. On the other hand, 10 (32.2%) responded it was either little or very little useful for improving pronunciation. In terms of Question four, 24 (80.6%) answered that the use of a voice bulletin board was useful for practicing the classroom English, although six (19.4%) pointed out that it was useful only little.

Table 1. The Usefulness of a Voice Bulletin Board

Questions	Degree				
	Very much	Much	Little	Very little	No answer
1. The usefulness of the board	0 (0%)	19 (61.3%)	10 (32.2%)	1 (3.2%)	1 (3.2%)
2. The interest of practice on the board	0 (0%)	20 (64.5%)	10 (32.2%)	0 (0%)	1 (3.2%)
3. The usefulness of improving pronunciation	1 (3.2%)	18 (58.1%)	9 (29.0%)	1 (3.2%)	1 (3.2%)
4. The usefulness of practicing the classroom English	2 (6.4%)	22 (74.2%)	6 (19.4%)	0 (0%)	

Regarding Question five, 15 (87.1%) preferred to use a voice bulletin board to practice English speaking, but four (12.9%) wanted to use an ordinary recorder. Concerning Question six, 23 (74.2%) answered that they listened to other students' recording, but eight (25.8%) responded that they did not. In terms of Question seven, 16 (51.6%) answered that they practiced their scripts three or four times before final recording. 11 (35.5%) responded that they practiced once or twice, and four (12.9%) answered that they practiced more than four times. In comparison to the positive responses of Question one to seven, regarding Questions eight to nine, the responses were less positive.

Table 2. The Preference and Number of Practice

Questions	Categories			
5. Preference to use	An ordinary recorder 4 (12.9%)		A voice bulletin board 27 (87.1%)	
6. Experience of listening to other samples	Yes 23 (74.2%)		No 8 (25.8%)	
7. Number of practice before recording	No practice 0 (0%)	1-2 times 11 (35.5%)	3-4 times 16 (51.6%)	More than 4 times 4 (12.9%)

Table 3. The Experience of Listening and Motivation

Questions	Degree				
	Very much	Much	Little	Very little	No answer
8. The usefulness of listening to other recordings	0 (0%)	12 (38.7%)	17 (54.8%)	1 (3.2%)	1 (3.2%)
9. Increasing motivation	2 (6.4%)	13 (42.0%)	13 (42.0%)	2 (6.4%)	1 (3.2%)

Regarding Question eight, 18 (58%) answered that listening to other students' recording was useful only little or very little. 12 (38.7%) responded that it was useful. Regarding Question nine, 15 (48.4%) answered listening to other students' recording influenced their motivation very much or much, but also the same number of students (15=48.4%) also answered that it was only little or very little.

Table 4. The Advantages, Disadvantages, and Suggestions of the Use of a Voice Bulletin Board

<p>10. The advantages</p>	<p>1. Easy to record 12 (42.9%) 2. Having a chance to listen to other students' practice samples 7 (25%) 3. Correcting pronunciation 4 (14.3%) 4. Convenient to use (in general) 4 (14.3%) 5. Checking the tone of the voice suitable for children 1 (3.6%)</p>
<p>11. The disadvantages</p>	<p>1. Computer problems 5 (33.3%) 2. Not having a computer 5 (33.3%) 3. Needing a headset with microphone 3 (20.0%) 4. Embarrassing to listen to my own voice 1 (6.7%) 5. Recorded voice not being loud enough 1 (6.7%)</p>
<p>12. The suggestions</p>	<p>1. Wanted to have a comment from a teacher 4 (50%) 2. Need to have an example of native speaker to practice 2 (25%) 3. Useful to practice more practical English expressions 1 (12.5%) 4. Possible to delete the practice samples which are mistaken 1 (12.5%)</p>

Questions 10 to 12 concerns open-ended questions (see Table 4). The majority of answers to Question 10 are as follows. 12 participants (42.9%) mentioned that the use of a voice bulletin board was very easy to record, and seven students (25%) responded that a voice bulletin board provides the chances to listen to other students' practice samples. four participants (14.3%) also appreciated to correct their own pronunciation by using a voice bulletin board, and another four students (14.3%) also mentioned that it was convenient to use a voice bulletin board in general. About the major responses to Question 11, the participants also mentioned disadvantages of the use of a voice bulletin board. When there were computer problems, this was difficult to use a voice bulletin board (five students = 33.3%). For another five students (33.3%) who did not have their own computers, it was inconvenient. three participants (20%) mentioned another disadvantage; that they needed to have a headset with microphone in order to use a voice bulletin board. In regard to Question 12, the suggestion of the study, four participants (50%) wanted to have comments from the teacher, and two students (25%) also wanted to have a model for their own practice.

III. Conclusion

The present study has attempted the use of a voice bulletin board to practice a classroom English, and the participants showed more favorable responses towards the use of a voice bulletin board based on the questionnaire. As the number of the participants was quite small, the results could not be generalized to all English language learners, but the findings of the study could possibly suggest using a voice bulletin board in practicing English, especially for English pronunciation, and speaking. It would be more desirable if a teacher provides samples and gives a comment to the students' practice samples. Further investigation need to be carried out how a voice bulletin board could be applied in practicing English, especially in an EFL context.

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Endnote

The company which runs the 'ishout' voice bulletin board is not available as of July 2008. The most comparable to 'ishout' seems to be www.callnara.com. Other voice bulletin boards are also available on the Internet but the services that each company offers is different. The users need to select depending on their needs. For example, www.homesori.net requires the user to have their own homepage to run a voice bulletin board, and the recorded voices are transformed into 13 different mechanical voices, not the person's own voice. Other sites include www.voicemsg.co.kr and www.edujoin.co.kr. These four websites all require a fee for use.

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From Standard English Advocates to World Englishes Educators

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Abstract

For the past few decades in East Asia, the dominance of English language as a foreign or second language has greatly contributed to the prevalence of Standard English and the presence of Native English Speaking Teachers (NESTs). Countries such as Japan, Korea, Hong Kong and Taiwan have been officially recruiting NESTs to introduce “authentic” Standard English and culture knowledge of native English speaking countries to their citizens. Accompanying the changed World-English landscape, however, the genres featuring Standard English and the English language teaching (ELT) services provided by NESTs have been seriously challenged for its failure to equip Asian English learners with World Englishes competence and multiculturalism. What has been advocated as the substitution for Standard English and NESTs are World Englishes model and well-trained ELT teachers who can help Asian English learners achieve World Englishes competence. The present research investigates how Taiwanese English teachers perceive Standard English and NESTs, how they respond to World Englishes, and to what extent they are trained to teach World Englishes.

I. Introduction

The spread of English has meant the spread of certain varieties of English (Bamgbose, 2001). For the past few decades in East Asia, the dominance of English language as a foreign or second language has greatly contributed to the prevalence of Standard English and native English speaking teachers (NESTs). To non-native English teachers in Taiwan, Japan and China, for example, their teaching practices are based almost exclusively on American or British English and the English teaching goal is learners should become speakers of American or British English (see, e.g., Duo 2003; Hu 2005; Matsuda, 2003; Wang 2000). The prevalence of Standard English and NESTs also underlines national policies to bring NESTs to parts of East Asia, for example, the NET Scheme (Hong Kong), the JET Program (Japan), the EPIK (Korea), and the FETRP (Taiwan).

One of the main consequences of the global predominance of English language, however, is that non-native speakers of English today far outnumber its native speakers (Graddol, 2006; Crystal, 2003). English has become an international language used most frequently as a lingua franca among its non-native speakers from different first language backgrounds (Jenkins (2006, p.32). Accompanying the changed world-English landscape, Kirkpatrick (2006) argues in comparison with a native-speaker model, a nativized model or a lingua franca model would be a more sensible and suitable model in those common and varied contexts where the learners’ major reason for English is to communicate with other non-native speakers. Similar proposals have also been made by other scholars (see, e.g., Kramersch, 1998; Modiano, 2001; Rampton, 1990; Widdowson, 1994). They argue that since English by now is an international language used by most frequently as a lingua franca among its non-native speakers from different first language backgrounds, it would be unrealistic and inappropriate to apply the uniform native English norms to Outer and Expanding Circle settings.

For non-native English teachers, will they still regard the native-speaker model to be the appropriate model for East Asian English learners needing English for international communication? The study attempts to further the understanding of Taiwanese English teachers’ belief about the appropriate model in their English teaching practices and to emphasize the importance of raising their awareness of English as an international language (EIL) or English as a lingua franca (ELF).

II. The Study

The majority of the subjects were recruited from the English language departments at five national universities of education located in northern, central and eastern Taiwan in the spring and summer of 2007. As well, the study also reached nine primary schools (8 public, 1 private) to recruit a minority of in-service Taiwanese

English teacher subjects. A total of 258 students enrolled in the English language departments at the universities of education were recruited as subjects of the survey, including 219 (84.9%) female and 39 (15.1%) male. Out of the 258 participants of the survey, 35 (26 female, 9 male) were recruited to participate in an in-depth interview. In addition, a total of 11 primary English teachers took part in the survey as well as the follow-up interview.

Data collection was divided into two phases. In the first phase, relevant Likert-scale items and closed-ended questions from a larger survey were used to investigate the participants' perceptions of Standard English and NESTs in the ELT classrooms in Taiwan, and their background and experience in learning English. In the second phase, individual in-depth interviews collected data from both kinds of teachers. In addition, a close examination of the required courses in the curriculum of English language departments of the recruited universities was conducted by the author. Due to the rather small sample of the in-service teachers, the statistical analysis was not applied to the data from the concerned subjects. With regard to the qualitative data, the author translated and categorized the data, identified the themes, and generated assertions for each theme using Nvivo 7.

III. Results

A. Native English norms and NESTs

Even though the majority of the participants tended to perceive English by now is used an international language in the world, they believed only native English speakers could use it "correctly" and "perfectly". In the ELT classrooms, only NESTs could teach "authentic" and "beautiful" English. The surveys show that as high as 90.4% of the participants believed that NESTs could teach Pronunciation well. Also 88% of them agreed that NESTs were good at teaching Speaking. Comparatively, the majority of the participants believed non-native English teachers (NNESTs) were not good at teaching Pronunciation and Speaking (Table 1 & 2).

Table 1: Areas NESTs are good at teaching (N=258) (*N=257)

	SD	D	N	A	SA	Mean (SD)
Vocabulary	2.3%	17.1%	31.0%	34.5%	15.1%	3.43 (1.02)
Pronunciation	1.6%	2.7%	5.4%	29.5%	60.9%	4.45 (0.84)
Listening	0.8%	8.9%	24.8%	40.3%	25.2%	3.80 (0.94)
Speaking*	0.8%	3.5%	7.8%	37.0%	51.0%	4.36 (0.88)

*N=257

Table 2: Areas NNESTs are not good at teaching (N=258)

	SD	D	N	A	SA	Mean# (SD)
Vocabulary	8.5%	50.0%	28.7%	11.3%	1.6%	2.47 (0.86)
Pronunciation	2.3%	15.9%	29.5%	43.4%	8.9%	3.41 (0.94)
Listening	1.9%	28.7%	38.8%	25.6%	5.0%	3.03 (0.91)
Speaking	1.6%	19.0%	24.0%	48.1%	7.4%	3.41 (0.93)

Similar pattern was also found in the interview data. The following comments made by Janet and Theresa were very precise and representative of the attitudes of the majority of the participants toward native English norms and NESTs.

Janet: Their [NESTs] pronunciation is better, much better. The input students take is very standard.

Theresa: The first thing come to my mind about NESTs is their authentic pronunciation.

Most of the participants, like Janet and Theresa, believed NESTs' pronunciation is "standard", "authentic" and thus better than Taiwanese English teachers. Maggie also indicated that NESTs could pronounce "precisely", and that was the thing non-native could not do. Another English teacher trainee Luke concurred her perspective by saying that NESTs could help learners learn "better" accent and receive "natural" output.

Maggie: They [NESTs] let us know how to pronounce precisely, and this is something quite different from Taiwanese teachers. We can learn how to pronounce correctly from them.

Luck: Their [NESTs] speaking and pronunciation help students learn better accent. They can offer students with fluent and natural output. Students' listening skills can also be improved a lot by NESTs.

The results of the surveys and the quotes suggest that even though most of the participants thought English today is used as an international language, they did not think English could be used "correctly", "naturally", and "beautifully" by its speakers from different first language backgrounds. They believed only native English speakers and NESTs could use and teach English correctly and authentically. A native-speaker model was regarded as the appropriate and best model for Taiwanese English learners to imitate by the participants.

B. Varieties of English outside the Inner Circle

The worship of native English norms and the adoption of a native-speaker model found in the participants' perceptions of Standard English and NESTs could also be seen in their attitude towards varieties of English developed and used in Outer and Expanding Circle countries. Chloe mentioned that even though English was widely spoken by non-native speakers, their Englishes is "unauthentic" and "inferior".

Chloe: I have met foreigners who came to Taiwan teaching English. They are not native speakers of English because English is their second language. Their English is not that authentic even though they are foreigners.

The admiration about Standard English and the rejection of varieties of English were also found in Bruce's comment on the development of diverse Englishes in non-native English speaking countries. He took a clear position of opposing the appearance of the varieties of English in the Outer and Expanding Circle:

Bruce: Nowadays there are many countries such as Hong Kong and Singapore in which English is also widely spoken. In these countries English has merged with local languages. Some people think this is not bad but personally I don't think it's great.

These representative quotes show that to a number of participants, English used or spoken by native English speakers is the most authentic, beautiful, pure English form. English used or spoken by non-native English speakers, on the other hand, is not correct, authentic and beautiful English. The English norms developed by native English speakers are the most correct usages and thus should be strictly followed. The development of varieties of English in Outer and Expanding Circle countries did not get support from them due to their submission to the native-speaker model.

C. Preparation in teacher education

Another pre-service English teacher participant Harry mentioned that the English teacher education he has been taking aims at preparing students with native-like English competence. A close examination of the required courses in the curriculum of the departments of English (language) in the recruited universities also releases similar message. In addition to the courses about English Language Proficiency (e.g., Pronunciation Drill; Basic Writing), Linguistics Knowledge (e.g., English Phonetics and English; Grammar and Rhetoric), and Pedagogy Skills (e.g., Foreign Language Acquisition; Methods and Resources for EFL/ESL Teaching), there are a number of courses in the field of Literacy. These literacy-related courses, however, are mostly Western-based (e.g., Introduction to Western Literature; History of the English Language; and English Literature: Up to the Nineteenth Century).

D. Summary

Although the participants perceived English as an international language, they regarded only Standard American or British English used by native English speakers as the authentic, correct, and beautiful English. On the other hand, English used by non-native English speakers was not valued by them. Such a worship of Standard English and NESTs, probably along with the insufficient courses discussing literacy based on non-Western settings, made them perceive varieties of English emerged in Outer and Expanding Circle countries as unauthentic, incorrect, impure, less beautiful and inferior English forms. The native-speaker model was the model that the majority of the participants looked toward for authoritative norms of usage in teaching English.

IV. Discussion

The Taiwanese English teachers in the study showed their preference for the native-speaker model as their authoritative usages in the teaching of English. As McKay (2006) argues, however, the goal of achieving native-like

competence in English must be put aside not only because the whole notion of defining a native speaker and native-speaker competence is fraught with difficulty, but because native-speaker competence in effect do little to contribute to a better understanding of the various ways English is used in the Outer and Expanding Circle countries for international communication and purposes. Taiwanese English teachers must reconsider the choice regarding the appropriate model in their teaching of English. Instead of continually embracing a native-speaker model, as proposed by Kirkpatrick (2006), they should think about the adoption of a nativized model or a lingua franca model in their teaching practices.

To help Taiwanese English teachers shift their attitudes toward a nativized model or a lingua franca model, the first step would be raising their awareness of EIL or ELF through a wide exposure to varieties of English developed in the Outer and Expanding Circle. This exposure, as suggested by Melchers and Shaw (2003), might help non-native English teachers recognize diverse sociolinguistic features of English, including the variation in phonology, grammar, syntax, lexis, and pragmatics. The more varieties of English they are exposed to, the greater the awareness of the varieties of English they have.

The exposure can be easily increased through the application of more global-based teaching materials (e.g., radio programs, magazines, Internet Webs) and textbooks to the training programs in English teacher education and professional development. Faced with the availability of different models to be chosen in the teaching of English in the era of EIL or ELF, Taiwanese English teachers need to re-examine the needs of English learners in the very specific sociocultural setting in Taiwan before they make the call.

V. Conclusion

In the past few decades in East Asia, the spread of English has contributed to the prevalence of Standard English and the presence of NESTs in the ELT profession. Accompanying the changed world-English landscape, however, the genres featuring Standard English and the ELT services provided by NESTs have been seriously challenged for its failure to equip East Asian English learners with World Englishes competence and multiculturalism. With a culturally-appropriate lingua franca model and a context-based nativized model available, Taiwanese English teachers should seriously reconsider whether the prevailing native-speaker model is truly the appropriate target in their English teaching practices and for Taiwanese English learners.

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Strategy Training for Promoting Learner Autonomy: A Case Study

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Abstract

The growing global dominance of the English language has led to a shift in focus in the field of ELT away from a more traditional, content-based teaching to the promotion of a learner-centred, process-oriented one. Training learners in learning strategies does have an effect on their learning success and autonomy. However, research studies on the effects of strategy training are still relatively rare and the results are quite unclear (Nunan, 1997). Within the field of autonomy in language learning, a variety of approaches have been developed as a means of conducting foreign language strategy training (Chamot and O'Malley, 1994; Pearson and Dole; 1987, Oxford et al, 1990; Cohen, 1998; Grenfell & Harris, 1999). All of them, however, provide classroom-based instructional models which apply language strategy training as a part of a foreign language curriculum. This presentation will show an explicit strategies-based training model that is a self-access mode of learning designed for individual students to practice self-direction in their learning. The model's rationale, design and implementation will be presented as well.

I. Introduction

An autonomous language learner is one of the educational goals of the research on learner strategies. Wenden & Rubin (1987) identify a set of assumptions about language learner strategies that can describe the effects of teaching such strategies to novice learners. The most controversial but undeniable one is "some language learners are more successful than others in leaning a second or foreign language"(p. 15). It is assumed that cognitive and metacognitive behaviors in which learners engage will bring about their success. Success in language learning depends on a number of factors, such as individual learning styles; however, it is also assumed that less successful learners can become more effective if they are provided with some training in the second language (L2) learning strategies of good language learners. As a result, the focus of training in learning strategies, cognitive and metacognitive strategies in particular, is very important for promoting learner autonomy.

II. Second Language Learning Strategies

Learning strategies are defined differently based on the different taxonomies proposed by some experts in the field. O' Malley and Chamot (1990, as cited in Rasekh & Ranjbary, 2003) describe them as special thoughts or behaviors that individuals use to comprehend, learn, or retain new information. They classify learning strategies into three main groups: cognitive, metacognitive, and socio-affective, each of which are further divided into a lot of sub-strategies. Oxford (1994, *ibid*) defines learning strategies as actions, behaviors, steps, or techniques students use, often unconsciously, to improve their progress in apprehending, internalizing, and using the L2. She categorizes learning strategies into direct and indirect strategies. The former includes memory, cognitive and compensation; while the latter covers metacognitive, affective and social. O' Malley and Chamot (1990, *ibid*) also point out that the two learning strategies that are mostly used together are the cognitive and the metacognitive strategies. Developing metacognitive awareness may strengthen cognitive skills (Anderson, 2002).

III. Language Learning Strategy Training

According to the results of language learning strategy training research, training in strategies brings about positive effects on language learning performance. Also, strategy training may be beneficial to learners in 3 ways: (1) to become better learners; (2) to become independent and confident learners; and (3) to understand the

relationship between the use of strategies and success in learning languages, consequently, their motivation may increase (Chamot & Kupper, 1989; Chamot & O'Malley, 1994, as cited in Rasekh & Ranjbar, 2003). In addition, Oxford (1994) suggests that strategy training should be explicit, overt, and relevant and provide opportunities to students to practice various types of authentic tasks. Also, it should enable the students to transfer the strategies they have learnt to future language tasks beyond the language classroom. As individual students are different in terms of their preference and needs, strategy training should be individualized.

Strategy training can be classified into three types: awareness training, one-time strategy training, and long-term strategy training (Oxford, 1990). Awareness training (also called "consciousness-raising" or familiarization training") trains participants to be aware of and familiar with the general idea of language learning strategies and how to use them to complete language tasks. Participants need not do real practice with awareness training. One-time strategy training trains participants to learn and practice one or more strategies with actual language tasks; however, participants learn very specific and targeted strategies in a short period of time, such as one to a few sessions. Long-term strategy training is very much like one-time strategy training, but it takes a longer time and deals with a greater number of strategies.

IV. Learner Autonomy

Autonomy is often used interchangeably with self-direction. Autonomy refers to the ability to take charge of one's own learning whereas self-direction is described as a way of organizing learning (Lee, 1998). To develop learner autonomy, a self-directed programme should be designed. However, "self-directed learning does not guarantee success but may pave the way for a student's development of autonomy" (Ibid, 287). Today, a number of classroom teachers spend a great deal of effort on encouraging their students to conduct independent learning outside the classroom. Some integrate self-directed learning into an existing course and call it a classroom-based self-directed learning programme. This type of programme still has some limitations that affect students' involvement and interest in it. The students who are self-sufficient and show some degree of autonomy in learning seem to be more successful than those who are not.

In the applied linguistics literature, autonomy is viewed as the capacity for active, independent learning, critical reflection and decision making (Dickinson, 1995). Littlewood (1996) explains that the independent capacity of a person to make and carry out his or her own choices depends on two main components: ability and willingness. Ability depends on possessing both knowledge of alternatives from which choices have to be made and the necessary skills for carrying out whatever choices seem most appropriate. Willingness is concerned with having both motivation and the confidence to take responsibility for the choices required. To become autonomous, these four components need to be present together. In practice, these components are closely linked. "The more knowledge and skills the students possess, the more confident they are likely to feel when asked to perform independently; the more confident they feel, the more they are likely to mobilise their knowledge and skills in order to perform effectively" (ibid).

V. The Case Study

With regard to the positive relationship between L2 strategy training and learner autonomy, this study was conducted using a case study to investigate to what extent training in L2 strategies has influenced an individual learner's beliefs and the use of those strategies, and whether the proposed strategy training model can develop the individual learner's autonomy in L2 learning. The training was done with a student named "Alisa" (a fictitious name assigned to maintain anonymity) with the use of the Explicit Strategy Training (EST) model proposed by the researcher of this study. In collecting data, the research instruments used include a learning diary, semi-structured interviews and student portfolios. Content analysis was used to analyze the collected data.

A. The Subject

Alisa was a young female pre-university student who attended the "2B KMUTT" project during March-April 2008. The project is conducted annually to provide opportunities to high school students from different schools all over the country who are interested in research and innovations in different fields of study, e.g. Science, Engineering, Architecture, and Computer Science, and to participate in the activities of KMUTT research groups. When the project ends, all of the participating students must give an oral presentation to a committee that evaluates their performance. The students can also apply to study in the faculty if they wish. Each year, a number of students are admitted to KMUTT through this project.

B. The Model

The Explicit Strategy Training (EST) model proposed by the researcher of this study is a mixture of both awareness training and one-time strategy training in the same model, which includes 8 steps as shown in Table 1:

Table 1: A procedure for L2 strategy training

1.	Determining the needs of the individual learners.
2.	Selecting strategies the learners want to learn.
3.	Explicit L2 strategy training, including awareness training and one-time strategy training.
4.	Action planning of tasks, learning goals and the strategies to address them.
5.	General practice of the new strategies.
6.	Evaluating their learning.
7.	Setting new goals and the strategies to be learnt.
8.	Restarting the cycle.

[Adapted from Oxford (1990), Cohen (1998) Grenfell& Harris (1999), and Harris& Grenfell (2004)]

VI. Results

Alisa, the case study student, seemed to use different types of L2 learning strategies, which included cognitive, metacognitive and compensation strategies. After the training, she commented in her portfolios that she had used the two learning strategies i.e. cognitive and metacognitive strategies, more than the compensation ones, when performing reading tasks. Interestingly, according to her portfolios which required her to self-evaluate her reading performance, after finishing each reading task, she seemed to rate herself very low on her first reading task, but gradually higher on following tasks. The student diary provided a short reflection on her belief and use of L2 learning strategies. It showed that Alisa had sufficient ability to self-direct her study. She knew how to make a study plan, set goals for learning, choose language tasks as well as monitor and evaluate her own work. It also seemed that she had reasonable confidence when explaining the concepts of how to be a good language learner in her oral presentation to the committee.

VII. Conclusion

The results of this study indicate that the explicit instruction of metacognitive and cognitive strategies positively influenced the subject's reading comprehension and belief in self-directed learning. However, due to the short duration of the study and the limited number of subjects, the results of this study may not be generalized to other Thai EFL students in more or less similar contexts. More research should be done to verify the use of the Explicit Strategy Training model to develop autonomy in language learning.

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