

The 2014 KAFLE –KOTESOL International Conference

Extended Abstracts and Summaries of Academic Presentations

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A primary teacher's professional development on teaching through English dictionaries

Lee Saerom & Chang Kyungsuk

Balsan Elementary School & Korea Institute for Curriculum and Evaluation

Teacher's continuing professional development is considered to be essential to meet the needs from the fast changing society. Teacher-initiated action research has drawn attention as a means of bringing about change in the professional life. The literature of in-service teacher professional development supports that action research serves to bring the gap between theory and practice. Teachers conducting action research play an active role in pursuing their own professional development. It is suggested that reflective teaching is at the heart of teacher professional development, and the self-appraisal of practice through action research leads to improving teacher effectiveness and students' learning in the long term.

The present study aims to examine how a primary teacher initiated action research can benefit students' English learning and the teachers' professional development. The action research into the reading class using English dictionaries was conducted with the procedure of diagnosing, devising alternatives, applying, and analyzing results. In seeking for solutions to the identified problems the teacher worked in collaboration with an expert from outside. The expert played a role of a colleague involved in the process of learning to teach. The classroom research was carried out for two semesters.

At the first phase of the action research the teacher identified the areas to be improved. Focus was given to enhancing students' self-directed learning and taking responsibility to learning. Students' using dictionaries was selected as a solution in the given context. The teacher was engaged in reflective teaching throughout each phase of the research from planning the lessons, analyzing her students' needs, evaluating the materials and activities, revising the plans to meet the identified needs. The overall evaluation of the research was done at the end of the second semester. The data was gathered from students' work, teaching journal, questionnaire, interview and learners' diary.

The data triangulation revealed that the students' self-directed learning was enhanced with increased motivation to learn English. The analysis of the logs from the teacher journal showed that the teacher learned about effective grouping, organizing activities, and using dictionaries in reading English, which had something to do with the students' improved self-directed learning. Discussion was given on the relationship between teacher professional development and student learning. Action research was discussed as a useful tool for teachers' continuing professional development as well as one of the teacher-initiated classroom research methods. Some suggestions were on support for continuing professional development and the dissemination of the results through teacher community to expand its benefits to a larger community beyond the given context.

A study for the glocalized version of online in-service English teacher training program

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It is obvious that the quality of Education system cannot exceed the quality of its teachers. To promote the quality of public English education, we cannot overlook the role of teachers. We can raise the quality of public education through continuous efforts to provide various in-service teacher training programs designed to meet the needs of teachers and current public education. To put these in perspective, on-line teacher training programs can be the best way, in terms of meeting the needs of teachers and its flexibility in time and space. With the advent of the digital information era, the media has changed into two-way communication and so has globalization. Globalization is the process not only from outside to inside, but also inside to outside. Therefore, in the age of globalization, we need to make an effort to localize high-quality online teacher training programs in overseas countries and vice versa.

The study analyzed six Korean online in-service English teacher training programs (KOTTP) and one Canadian in-service language teacher training program(Online Teacher Training, OTT) in terms of framework, contents, teaching and learning strategies, interaction, technical aspects and evaluation. OTT is about a holistic language teaching method called as Accelerative Integrated Method (AIM). AIM has started and used in Canadian Core French classes and spread over to other languages. The study also analyzed post-training free descriptions of 97 trainees who participated in the programs to find out their needs and satisfaction about online in-service teacher training programs.

The results of the study showed that : 1) OTT emphasized on trainees' own reflection after attending OTT whereas KOTTPs focused on the program contents, themselves. 2) KOTTPs provide trainee-friendly technical functions but, in terms of interaction, OTT focused on interaction between trainees and trainers or among trainees whereas KOTTPs have tools for contents-trainees interactions. 3) According to post-training free descriptions, 77% of trainees showed their opinions about the contents of program. The participants point out the necessity for various and professional contents and practical materials which can be used in their real teaching and learning situation. They also suggest that training courses need to be relevant to actual classroom instruction for better online training program. 4) Trainees mentioned their changes in terms of their English proficiency, teaching skills, and also changes in their attitudes and behavior such as confidence and reflection of their teaching styles.

Based on the findings, an eclectic mixture of domestic and foreign online training programs is needed for developing glocalized version of online teacher training programs(GOTTP). Basically, followed by framework of KOTTP, it is needed to adopt OTT elements that activating trainees' active participations and also needed to help trainees internalize what they learn and facilitate interaction between trainees and trainer, or between trainees themselves. Professionalism and quality of the program contents also need to be improved, same as other forms of teacher training programs. This paper was to investigate the direction for developing glocalized version of online training program in the preparation stage, so it is suggested the need for developing specific globalization module of online English teacher training program. Limited data considered in this paper suggest the need for further studies, also.

A study of evaluating materials for teaching Korean as a second language

Chang Kyungsuk & Goo Youngsan
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Textbooks are best seen as a resource in achieving aims and objectives that have already been set in the curriculum in language learning and teaching. Roles they play in language teaching include a resource for presentation material, a source of activities for practice, and a syllabus. It has been recognized that textbooks can exert considerable influence over what language teachers teach and how they do it. Consequently it is of importance that careful selection should be made to reflect the aims, methods and values of the course.

It has been observed that the number of students with multicultural backgrounds has increased over the last decade. Published materials for Korean language teaching have become noticeably wealthy at the market. Faced with the rich variety of coursebooks available, it is often a challenging task for language KSL teachers to select the most suitable coursebook in terms of learner needs. It is crucial that the coursebook selected is the best and most appropriate available. It is required to carry out a detailed and comprehensive analysis of coursebooks and evaluate them with a set of criteria to guide the process.

The present study investigated how teachers with different background carried out the analysis and evaluation of the KSL textbook that they have used in teaching primary students from multicultural family. 32 teachers using the textbook in teaching KSL took part in the evaluation process. They used a pro-forma specified with 54 criteria. The textbook evaluation tool was divided into external and internal areas. Each area was classified with sub-areas with the range of criteria. The responses of the participant teachers were analyzed to see how teachers evaluated the KSL textbook with the criteria in the pro-forma, how different their responses were according to their background, and what difference the results of the evaluation showed among the criteria. The responses to the open-ended question were also analyzed to see what areas of the KSL textbook should be improved to meet their expectations and learner needs.

The results of the analysis show there are differences in the evaluation results of each criteria of the pro-forma. It is found that there is no significant difference among teachers with different background. It is suggested that the KSL textbook should be improved in both external and internal areas. Implications for teacher training and development are discussed with focus on how coursebook analysis and evaluation is useful in KSL teacher development and helps them to gain good and useful insights into the nature of the textbook, and how the process can serve to sensitize student teachers to features to look for in materials.

A Study of Observation and Analysis of English Class Based on ‘Universal Design for Learning(UDL)’

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This paper is to introduce the theory of Universal Design for Learning(UDL) and explore the effects and implication of Universal Design for Learning on Korean public school English class. The experiment is designed to analyze English classes in elementary and middle schools. The classes can include Universal Design for Learning based teaching methods. They were broadcasted on the Korean education channel - Education Broadcasting System. We will analyze the English classes in terms of Universal Design for Learning methodology.

The idea for Universal Design Theory stems from the building and architectural world. There was a need to make all buildings accessible to all people. This concern for change brought about the idea of UDL. The central role of technology in UDL is to provide varied ways of presenting content information to students in their primary learning style in instruction and in the learning process. UDL allows students more access to information, makes getting baseline assessment easier, and helps all types of learners with multiple ways to learn the same concept.

The results of this study can give some ideas how we, English teachers can let all the students access our class funny and efficiently.

A study on categorization and classification systems of formulaic expressions

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"The aim of this study to establish the sub-category system by identifying the characteristics of the formulaic expressions which is considered very important items for teaching and learning grammar in KFL.

For this, the formulaic expressions in the Korean textbooks are divided into sub-categories based on the theoretical framework that are grounded in the previous studies. The characteristics of each category of the formulaic expressions are identified through corpus analysis.

As a result, this study presented the key concepts and standards of categorization of the formulaic expressions in Korean. This study also suggested a framework to establish a sub-category system of the formulaic expressions in Korean according to the morphological, syntactic characteristics and communicative functions.

이 연구는 외국인을 위한 한국어 문법 교육에서 중요하게 다루어지는 표현 문형의 특성을 밝힘으로써 그 하위 범주 체계를 정립하는 데에 목적이 있다.

표현 문형이란 덩어리(chunk) 단위로 하나의 어휘처럼 사용되면서 문법적 의미와 기능을 갖기도 하고 화용 기능을 수행하기도 하는 복합 구성을 말한다(이미혜 2005). 형태적으로는 둘 이상의 어휘 요소와 문법 요소의 결합으로 이루어진 고정된 형태의 덩어리 단위로서 하나의 어휘와 같이 쓰이고, 의미적으로는 명제에 대한 화자의 태도와 같은 문법적 의미를 나타내기도 하며, 기능적으로는 담화 맥락에 따라 특정한 화행 기능을 실현하기도 한다. 이러한 특성에 의해 표현 문형은 한국어 학습자의 언어 습득과 사용에 효율적으로 기여하며, 실제 교수 현장에서 핵심적인 한국어 문법 교수 항목으로서 중요하게 다루어지고 있다. 그러나 그럼에도 교수 항목으로서의 표현 문형 선정 근거에 관한 구체적인 논의가 부족하였고, 표현 문형의 개념과 범위 설정, 하위 범주 체계 설정 등에 대한 기초적인 논의 또한 부족한 것이 사실이다.

이에 본 연구에서는 표현 문형에 관한 국외의 이론적 모델에 따라 한국어 교재에 제시된 표현 문형의 하위 범주를 분류해 보고, 코퍼스 분석을 통해 각 범주별 표현 문형의 특성을 밝히고자 하였다. 그 결과 한국어의 특성을 고려한 표현 문형의 개념과 범주 설정 기준을 제시하고, 그 형태·통사적 특성과 기능 분석을 통해 문형의 하위 범주 체계를 마련하기 위한 모형을 제시하였다.

연구 결과는 표현 문형의 특성에 따른 교육 내용과 방법을 체계적으로 정리하고, 한국어 교육 문법 체계를 정비하는 데에 활용될 수 있을 것이다."

*A study on tenses and aspects of academic texts for KAP :
Focusing on the comparison of NS and NNS*

Nam Shin-hae
Yonsei University

"본 연구는 모어 화자의 텍스트와 한국어 학습자의 텍스트를 비교 분석하여 시제·상 표현 형태들의 전형적인 쓰임에 있어 상호 차이가 존재하는지, 차이가 있다면 어떠한 것인지를 밝힌다. 또한 이를 통해 학습자의 어려움을 진단해 보는 데 연구의 목적이 있다.

이를 위해 분석 대상으로 삼은 보고서 텍스트를 말뭉치화하여 계량적 분석을 실시했다. 각 구성 단계별로 시제·상 표현 형태가 어떻게 나타나는지를 알아본 후 모어 화자 텍스트의 결과와 학습자 텍스트의 결과를 비교하였다.

그 결과는 다음과 같다. 첫째, 학습자는 모어 화자에 비해 더 많은 문장을 산출했지만 출현한 시제·상 표현 문법 형태의 다양성이 부족했다. 둘째, 학습자는 모어 화자에 비해 연구 결과 범주에 집중하는 정도가 높았다. 셋째, 학습자는 모어 화자에 비해 현재시제에 대한 의존도가 높았다. 넷째, '-었/았-'의 경우 모어 화자는 과거시제를 표현하는 데 주로 사용하였지만 학습자는 완료상을 위해 사용한 경우가 비교적 많았다. 다섯째, 각 내용 범주별로 학습자와 모어 화자의 시제·상 표현 요소 사용 패턴이 상이하게 나타났다.

이를 통해 한국어 모어 화자와 학습자가 학술적 텍스트에서 시제·상을 표현하는 양상이 상이함을 알 수 있다. 이러한 차이가 발생하는 부분이 바로 학습자가 어려움을 겪고 있는 부분이라고 할 수 있다. 이러한 결과를 제 2 언어 교실의 교사들에게 제공함으로써 그에 대해 교사들이 필요한 처방을 제공하도록 하는 교육적 효과를 거둘 수 있다."

Acquisition of Korean voice system by L2 learners

Jeong Haegwon

Hankuk University of Foreign Studies

In cognitive and functional-typological perspectives, voice was defined as a system of correspondences between event types and syntactic structures (Shibatani 2006), and various voice categories fall within this system. Several Korean voice categories can be identified by semantic map boundaries, different sentence constructions, and restrictions in voice alternation. These voice continuum - active, passive, causative, potential, spontaneous, body action middle, emotional middle, reflexive, reciprocal, and etc. - reflect the differences in image-schema of various event types. Therefore, if L2 learners do not understand the way how Koreans think about the construal of events, it may result in voice construction errors. To find the acquisition of Korean voice constructions, a selective blank task and an experimental task were conducted for native speakers and L2 learners. A total of fifty two learners of Korean took part in the experiment, and a group of thirty three native speakers of Korean also participated as a control. There was a statistically significant proficiency group effect on the accuracy determined by one-way ANOVA ($F(5,1482)=88.023$, $p<0.001$). In the post-hoc analysis there was no significant difference between the beginner group and the intermediate group. It might interpret that they could acquire Korean voice system after the intermediate level.

The results are as follows:

- 1) L2 learners showed a U-shaped development in the reflexive, the body action middle and the emotional middle. The body action middle was difficult because this middle voice of Korean had no specific marker and used same forms with the active. In the active and the body action middle, the advanced learners had shown high accuracy but the significant difference with the native speakers.
- 2) The learners acquired the passive more easily than the spontaneous and the potential. The beginner level learners especially showed low accuracy in the potential. The reason that learners felt difficult to learn the potential voice and the spontaneous voice might be the morphological forms of them were same with the passive voice. However the advanced learners acquired the spontaneous accurately and there was no statistical difference with the native speakers. The learners learned the passive firstly, and then learned the spontaneous. The potential was learned lastly in these voices that used same morphological forms.
- 3) The causative construction was most difficult for learners. The advanced learners also have shown the worst accuracy in the causative.

In Korean, the passive, the potential, the spontaneous, and the causative used same morphological forms. But there was few teaching separated these voices except the passive and the causative construction. So, for more effective teaching Korean, making the functions of each voice construction more explicitly noticeable is necessary for the learners such as the input enhancement methods and the data-driven learning (Littlemore 2009).

An African American's journey of learning a second language

Ella Kidd
Woosong University

"The growing numbers of racial minorities in Korean educational community is becoming a huge issue, in terms of educating them; including them and learning to be with others. According to a weekly statistical report from Korea Immigration Service, we have 1,155,654 foreigners staying in Korea as of June, 2009. In terms of nationalities, Chinese-Korean is the biggest population, followed by Chinese, Americans, Vietnamese, Pilipino, Japanese, Taiwanese, and Mongol (출입국, 외국인정책 통계일보, 2009, 8-10, 27 쪽). The academic achievement of African American students has been challenging. Haunted with a history of denial, the journey for a quality education has been arduous, therefore making the dream become nonexistent. The word "dream", along with its cohort "freedom" is something all African Americans are reminded of in the community. Those words somehow seem to give motivated African Americans initiative to achieve success. Today, African Americans find themselves in a downward spiral. African American students lag far behind other races on standard achievement tests. The problem of disproportionality (having or showing a difference that is not fair) has been especially problematic for African American males (e.g., Irving & Hudley, 2005, 2008; Sample, 2010; Wilson & Banks, 1994), those who speak an African American dialect (Baugh, 1995; Champion & Bloome, 1995a, 1995b; The disproportionality problem also occurred in international contexts (see Artiles & Bal, 2008, for a review).

Many foreigners who migrate outside of their home country suffer traumatizing experiences such as: psychological problems; academic problems; difficulties experienced in replacing social network of family, neighbors and friends at a time when they are regarded as strangers and even intruders; concerns about political instabilities in their home countries; cultural differences and food and climatic problems. In order to ease the transition, staff should be educated on cultural sensitivity. Research has been conducted on the learning style of the African American mind and culture which has been concluded by other researchers as unique, not difficult.

Meanwhile, the participant has experienced some cultural discomfort of living abroad, especially the restroom accommodations in school and food. My research intentions are to show how an African American attending Korean public school outside of the traditional western classroom environment is achieving second language acquisition success without difficulty and without being labeled as problematic. The data analysis for the present research is in progress and the finding is conceptual at this stage. Thus far, my research has shown that the success to which students gain from living abroad experiences may depend upon their attitude towards learning a second language and culture.

In conclusion, within my workshop I will provide instructors with lessons and activities, along with cultural information to bring awareness of the extreme cultural differences. Hopefully, my workshop will narrow the gap of cultural sensitivity to help create learning environments that are efficient and productive towards the education of African Americans.

An analysis of the English reading texts of Korean CSAT using Coh-Metrix

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Dongguk Girls' High School

The purpose of this study is to analyze the linguistic characteristics of the English reading texts of Korean CSAT(College Scholastic Aptitude Test) using a computational corpus system called Coh-Metrix. In particular, this study investigated the linguistic association between question types and Coh-Metrix indices to find correlation when collecting quality questions. The analyses were conducted on a large corpus of texts that were scaled on the Coh-Metrix measures. The sample of texts consisted of 130 texts from the CSAT reading part which were set in 2010 to 2014 and all the texts were classified into 15 question types based on the tendency of questions by KICE(Korea Institution for Curriculum and Evaluation). In order to analyze and compare the texts, of the 110 indices which Coh-Metrix serves, 18 measured values including descriptive features, referential cohesion, LSA(Latent Semantic Analysis), lexical diversity, connectives, syntactic complexity, word information and readability were used. Each of measured value was used to analyze text characteristics themselves and statistical correlation by question types. The implication of this study is as follows.

The analyses of text characteristics showed that the difference between the min-max value in each Coh-Metrix index was considerable. It appeared with a wide range from words and syntactic structures which represent surface features to LSA and readability value which explain deep structures of language. This difference seemed to be attributed to the test formation to control the difficulty of questions. Instead, considering the mean and standard deviation of each value, most of texts were distributed in an average level in each index value. Therefore, if examining overall the CSAT reading part, texts selection and set test questions were comprised within the similar level of the surface and deep structure.

On the result of the correlation analyses between the question types, the correlation between the types in the surface features was not clearly emerged. The correlation occurred sporadically or took on a same aspect that all the values were connected because descriptive features(the number of words and sentences) were controlled by the test format. In contrast, LSA, referential cohesion and TTR(type-token ratio), which account for the deep features of language, showed meaningful correlation between the types. The linguistic relation between the general effect types(the type of finding theme, gist and title) and inference question types(interactive reading questions) was verified through the analyses. Besides, the types of finding proper words and summarizing a paragraph proved to have correlation through the analyses of the cohesion values.

This study implies more systematic criteria to analyze and select reading questions for Korean CSAT. In other words, this study can serve as specific guideline for teachers and evaluators to choose and make questions for the test. Despite the fact that it is meaningful to analyze Korean CSAT texts using Coh-Metrix system, this study has a critical point; the number of sample texts used in the study is limited. Therefore, further related study should be conducted on the field of evaluation and the attempt of computational analyses should be encouraged.

An investigation of Korean learners' metacognitive knowledge in reading

Kim Hyangil

Hankuk University of Foreign Studies

The primary purpose of this study was to explore the changes of four Korean university students' metacognitive knowledge about cognition in terms of strategy use. First, this study aimed to investigate how metacognitive knowledge of the four Korean University students develops with the help of reading strategy instruction using think-aloud procedures. Second, it looked at their perceptions of the role of think-aloud procedures.

This study was conducted for 15 weeks. The four participants in the study were juniors in a university in Korea, majoring in Pre-Pharm-Medical Sciences. The four participants were selected through purposeful sampling (Dörnyei, 2007) based on their reading proficiency, motivation, and voluntarily willingness to participate in the training. The participants received strategy instruction using think-aloud procedures based on the instructional sequence frame of CALLA (Chamot & O'Malley, 1994). The training in this study provided opportunities for strategic awareness rising including articulation of specific names and information of the strategies and opportunities for practice and evaluation of their own strategy use.

The investigation on metacognitive knowledge was purely qualitative to trace the changes caused by strategy instruction in their awareness of cognitive resources and operational perceptions for comprehension. This study employed grounded theory to code the data and analyse the interviews.

The study found the two emerging themes regarding the changes in the participants' metacognitive knowledge about cognition—awareness of reading goal and self-regulation during a reading process. With reference to the first theme, the strategy instruction was shown to provide the participants with opportunities to rectify their hardened reading habits through recognizing their reading goal which was reading for meaning. Through this shift, one clear change in their awareness has been noticed. It was found that the awareness of different reading goals assisted the participants in choosing a purposefully planned and organized path (Afflerbach, Pearson, & Paris, 2008). Concerning the second theme, the participants did not reveal or articulate the awareness of self-regulation of their reading processes in the first interviews. However, considerable changes in their self-regulation in reading processes were identified after instruction. Lastly, through analysing the data, an emerging theme, 'inconvenience in a reading process, but clarity in comprehension' was identified. The participants pointed out time-consuming nature as a weakness in employing the procedure. They realized that reading with the procedures made them read slowly since they had to pay attention to verbalizing their thoughts consciously in the process of reading. As an advantage, they thought that think-aloud assisted them in controlling and regulating their thoughts.

As identified in the present study, the learners were able to develop metacognitive knowledge markedly with the help of the explicit strategy instruction. It was found that these kinds of knowledge influenced the cognitive and affective domains. In addition, the participants perceived the think-aloud procedure as a useful and effective tool for them to pay attention to their cognitive processes as well as to regulate their own reading processes. Incorporating think-aloud procedures as an instructional tool in an EFL context was shown to be beneficial and, therefore, is recommended when designing strategy instruction.

Application of English digital textbooks in flipped learning

Jeong Myeonggi

Seoul Song Jeong Elementary School

English classrooms rapidly change into digitalized interactive environments mediated by the smart technology. Smart technology can supply integrated materials with its hypertext and hypermedia functions, improving interaction that cannot be achieved through printed materials. Digital textbooks are such device to enhance the interactivity between students and their textbook contents along with English teacher. Digital textbooks allow for incorporating a greater variety of media and learning formats. Despite the obvious advantages of digital textbooks, the spread of digital textbooks is decreasing contrary to the expected. The criticisms over adopting digital textbooks are increasing in the area of students' addiction to the digital instrument and contents. Even though recently many countries have been endeavoring to transform textbooks to digital textbooks including web sources, multimedia, and simulations, there is limit to adopt digital textbooks in schools because the digital textbook is not completely spread yet, and not all students have smart devices in schools.

In this time, flipped learning can be an appropriate alternative in adopting digital textbook. Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage in flipped learning, teachers much incorporate the followings into their practice. Flipped learning allows for a variety of learning modes, and requires the intentional contents and professional educators. Also, flipped learning model deliberately shifts instruction to a learner-centered approach. With the development of technology, flipped learning can be available to classrooms because students can access multiple resources by using digital textbook in their home. Digital textbook can support flipped learning in which students can learn key expressions and words online with digital textbook, and they can use these them in class.

Thus, this paper explores digital textbooks comparing print textbooks, and what flipped learning is. Flipped learning is used the format of blended learning with the introduction of a new concept of prior learning that allows students to learn in advance through online lessons and video clips related with the classroom content to be covered. Also, this paper explores how digital textbook can support flipped learning in giving students opportunities to learn target languages online. During class time, individualized supplementary or in-depth study, especially song, chant, and interactive activities are conducted on the basis of the students' prior learning. The paper further suggests how English digital textbooks make connections the online instruction in the English classrooms and hopefully contribute to the reverse of the spread in the use of digital textbooks.

Blended learning model in English role play class

Nam Seoung Woo
Sugok Elementary School

The goal of teaching English in elementary school in Korea is teaching students to have basic communicative skills in English for daily conversation. For this it needs to apply both analytical and synthetic approaches in English classroom. Especially for elementary students learning English in EFL setting they should have opportunities to use language in meaningful contexts. Role play is the effective technique for learning language by using it. Because while students get involved with role play they feel less anxious about using foreign language and can experience negotiating meaning in a creative way. However role plays in school English textbook tends to be unattractive to students and deals with limited words and phrases. For this reason it needs to apply the blended learning model in role play class to take advantages of flexibility and convenience of blended learning model.

The theoretical background will introduce the blended learning model which is a mixed form of face to face learning and computer-assisted language learning(CALL). It will also introduce the role play technique which provides opportunities to use English in contexts and to maximize interactional exchanges among peers. Plus by reviewing previous studies on blended learning model this paper will show how F2F and CALL contribute to students' language development in elementary school.

This paper will show the method applied to two groups of 15 students: one teaching in blended learning model, the other compared group in F2F condition. The data collected in English test scores, affective surveys, students' surveys on blended learning model and students observation descriptions. t-test was performed to investigate whether or not statistical significance can be captured in their intergroup comparison of means.

The findings are 1) Blended learning group performed significantly better than F2F group. though the descriptive statistics shows that the experimental group performed slightly better than the compared group. 2) No statistical significance divides up between the blended learning group (experimental group) and F2F group (compared group). This indicates the probability in that the result can be different if the experiment continues a longer period of time. Another limitation of this study is the data collection instrument was listening test which do not include speaking and writing. If productive skills were included in the test, the result might have been different.

Characteristics of a professional EYL teacher

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Univesitas Pendidikan Indonesia

This study focuses on teachers' understanding on characteristics of professional EYL teachers. It aims to figure out teachers' understanding of the characteristics of professional EYL teachers and the influence of their understanding of their teaching practices. The participants of the study represented teachers from different background and experience. The data for the study were collected through questionnaires, interviews and class observation. Questionnaires and interviews were conducted to figure out teachers' understanding on the characteristics of professional EYL teachers, the personal qualities, skill qualities and knowledge qualities. The findings of this study show that three teachers have a good understanding of professional EYL teacher & their understanding is relevant to the theories adopted for this study (Scott & Ytreberg, 1999; Pinter, 2006; and Shulman, 1992) however, they sometimes find difficulties id applying the relevant theories above into their teaching practices in the classroom. Regarding teachers' belief in the qualities of professional EYL teachers should have, the participants believe in three main qualities of a professional EYL teacher consistent with the previous research. These include: personal qualities (sense of humor, patience, motivation, creativity, and innovation etc), skills qualities (language skills, teaching skills, management learning skills, art skills such as singing a song and drawing) and knowledge qualities (content knowledge, curriculum knowledge, knowledge of EYL, knowledge about education in general).

Counter-literacies: A critical re-engagement with herald media

Martin Daniel Craig
Seokyeong University

South Korean English language teaching (ELT) has typically been represented as an arena dominated by excessive competition, test preparation, and the mastery of linguistic forms (Choi & Park, 2013; Park, 2009). These notions have been compounded by stereotypical depictions of Korean students as passive learners incapable of critical thinking (Shin & Crookes, 2005). While research suggests that top-down reform policies have failed to impact the culture of Korean English education (McGuire, 2007; Shin, 2012), the possibility of a relevant arts-based language and literacy curriculum in Korean ELT has not been explored. This paper reports on a classroom inquiry project designed to engage counter-literacies (Pennycook, 2010) and transgressive expression (Duncum, 2009) in an economically disadvantaged neighborhood on the outskirts of Seoul.

This project came about in response to a school mandate to use the Korea Herald newspaper as the centerpiece of a literacy curriculum for Korean high school students with low to intermediate English proficiency. Inspiration was drawn from the Front Pages project in which visual artist Nancy Chunn wrote and painted across The New York Times' front pages every day for one year. She described this as a "speaking back" to the voices of power heard in authoritative media outlets. Hoping to encourage literacy practices that move beyond decoding and comprehension, I asked students to "tag up" our newspapers by writing or drawing across their front pages.

The drawings, graffiti-like slogans, and other multimodal representations produced suggest nuanced understandings of how participants felt positioned as consumers of media texts despite being largely absent from the texts themselves. The opportunity to "tag up" these newspapers in a classroom environment evoked complex responses to editorial, economic, and political power in ways typically excluded from a more formal language and literacy curriculum.

The presenter will argue that this dialogic, irreverent, and colourful exercise provided a medium through which learners positioned at the periphery of Korean education could respond to authority through a variety of artistic forms. This short unit offers a starting point for the implementation of an arts-based approach to multimodal and multilingual literacy, to offer avenues for marginalised students to develop unique political voices in classroom spaces and beyond.

Cross-cultural communication in business: Constructing polite email requests

Jennifer Kreis

Induk University, Seoul, South Korea.

The content of this presentation focuses on the way cross-cultural pragmatics affects the way requests are received and interpreted in English as opposed to honorific languages (such as Korean and Japanese), in the business environment. As online communication has become a preferred means of communication in doing business both domestically and abroad, it has brought about the need for business executives to have the knowledge and flexibility in English linguistics to form certain types of requests, and to tailor these requests to varying degrees of imposition with which certain requests imply.

In the business environment, company workers may be expected by their bosses to write appropriate email requests characterized by features that reflect formality (i.e. exhibit more indirect language rather than direct, as well as lexical and syntactic features which may be included to mitigate the force of certain requests).

A key objective of this presentation, then, will be to introduce some practical tips on how to recognize linguistic differences between English requests and Korean and Japanese requests (honorific languages), due to cross-cultural pragmatic issues. This presentation will also provide business leaders and educators some practical tips and lessons for educating their staff or students on how to form polite requests in English, and how to tailor certain types of requests linguistically to fit the levels of imposition with which certain requests imply.

Developing an oral-skills placement system: an in-house approach

Eunsook Ahn, Paul Bournhonesque, Dongmin Seo

Seoul National University of Science and Technology

Speaking from a Korean university context, presenters will describe the process of creating a placement system in a developing language program. The presentation will include a brief review of language levels and the importance of effective student placement, an outline of the placement problems relative to the presenters' specific language program (oral skills, multiple levels, variety of programs, etc.), a description of which resources were used to create two different placement methods, and preliminary data from the first round of student placement. The presenters' underlying question is, "Can language program development stakeholders, who lack substantial funding and full departmental support, develop an effective placement system by using their own local resource environment?" We hypothesize that in our particular situation, by employing a combination of direct testing and advanced placement related data analysis, a hybrid of two methods will result in an effective and efficient placement system as related to accuracy and reliability. The placement methods are fully developed to date and preliminary placement results will be available by September 22nd.

The presentation is designed for language instructors, administrators, and researchers interested in placement issues, program and curriculum development, assessment, and software tools for data analysis. The presenters are a Korean EFL program administrator/program manager and an ESL/EFL curriculum coordinator and instructor, and a Data Science graduate student with a computer programming background. Through collaboration, they have completed the first phase of development and anticipate successful placement and further progress towards a reliable, low-cost, placement option.

Development of CAT smart app for elementary English reading diagnostic test

Choi Hong-gyu
Gangneung Imgok elementary school

English is the most widely used international language in the world. People from all over the world can communicate in and understand each other through English. In order to improve their English reading ability, students need to know their reading level to choose books suited to their ability. In this context the CAT smart diagnostic app for Elementary English reading, gives students their reading ability index and recommends English reading books before reading is developed.

The theoretical background will introduce the Computerized Adaptive Test(CAT) which automatically evaluates reading ability based on answers (correct or wrong) given to test questions. It will also introduce English readability index software based on web vs. the CAT smart app which has four different topics: mother goose nursery rhymes, folklore, adventure and humor. In short, the CAT smart app is easy, convenient to use, and places no restrictions on time and space. Thus students can use it freely on smart devices for estimating their reading ability.

The paper will present a method that has three study instruments: The first is the readability index and the readability criterion of a 100 English story books as an analysis instrument. I divided 100 story books and 700 reading evaluation questions into four topics according to their readability index and readability criterion. The second is the development of the CAT smart app for diagnosing Elementary English reading as a developmental instrument. The third is the CAT smart app that I applied to 18 elementary school students and 7 elementary school teachers as an evaluation instrument. The data were collected via students' reading ability index, teacher and student surveys, and students' English reading ability performance assessments. The Spss 12.0 and 5 stages Likert scales were used to investigate whether or not statistical significance can be captured.

The findings were: 1) The CAT smart app was developed consisting of four parts: login, four topics, evaluation questions, and readability index and story book. 2) The result of analyzing the surveys showed that the evaluation questions and CAT smart app were well organized. 3) A correlation analysis between the students' evaluated reading ability index and their English reading ability performance assessment showed that there was a high correlation.

Development of Korean lexile for the book library in ER-Central

Shin Eun-Sol

Korea National University of Education

The primary purpose of this study was to explore the changes of four Korean university students' metacognitive knowledge about cognition in terms of strategy use. First, this study aimed to investigate how metacognitive knowledge of the four Korean University students develops with the help of reading strategy instruction using think-aloud procedures. Second, it looked at their perceptions of the role of think-aloud procedures.

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Development of reading passage selecting criteria based on a parallel corpus

Seo Min Won
Baekyang Highschool

본 연구에서는 최근 5 년간의 대학 수능능력 시험 및 모의고사 영어지문과 이에 대한 한글 해석을 병렬 코퍼스로 구성하여, 이에 기반하여 영어 지문을 추출하는 준거를 개발하고자 하였다. 수집된 지문은 내용준거, 형식준거, 유형준거에 따라 언어적 특성에 어떤 차이가 있는지 통계적으로 분석하였다. 언어적 특성의 분석 내용으로는 지문의 어휘 수준, 키워드, 참조 응집성, 의미적 응집성, 어휘 다양성, 접속사 정보, 통사적 복잡성, 어휘 정보, 이독성의 아홉 가지 영역과 각 영역별 하위 항목들이 있다. 분석 결과를 통하여 지문의 내용, 형식, 유형에 따른 언어적 특성을 파악하였으며, 병렬코퍼스를 기반으로 하여 문항 출제를 위한 지문을 추출하는 단계 및 준거를 개발하였다.

Digital foreign language education

Cho Hang-Deok
Sookmyung Women's University

1. 들어가는 말

지난 1990 년부터 우리 사회에 디지털이 보편화되기 시작하면서 교육 현장에서도 많은 변화가 일어났다 주용완·신용태 공저, 인터넷 미디어 사회, 상아, 2010, 148 쪽.

. 대학의 일부 강의가 디지털로 전환되었으며 곧 이어서 사이버 대학들이 생겨났다. 2014 년 현재 한국에는 19 개의 사이버 대학이 있는데 이들 사이버 대학에서 수강하고 있는 학생들은 10 만 명에 육박하고 있다. 일반 대학에서도 디지털 강의를 활성화하여 이제는 많은 강의들이 사이버로 이루어지고 있다 송민정, 모바일 컨버전스는 어떻게 세상을 바꾸는가, 한스미디어, 2011, 20 쪽.

. 특히 최근에 와서 스마트폰의 보급은 사이버 강의의 범위를 더욱 확대시켜 주고 있다 이진원 옮김, (Eric Schmidt·Jared Cohen 원저), 새로운 디지털 시대, (주)시공사, 2013, 28 쪽.

. 그러나 사이버 강의가 널리 퍼지면서 이에 대한 장점과 단점들이 드러나고 있다.

이에 본고에서는 사이버 강의의 장점과 단점을 짚어보고 또한 우리 교육의 현실이 어떠한지 살펴보고자 한다.

2. 사이버 강의

본인이 근무하고 있는 숙명여자대학교는 디지털 분야에서 선두적인 역할을 하고 있는 대학에 속한다. 한국 최초로 대학 캠퍼스 전체에 모바일 시스템을 설치하여 교정 어디에서든지 무선 인터넷 연결이 가능하도록 하였고, 2000 년대 초반부터 디지털 강의 개설을 적극 추진하여 현재 많은 교수들이 사이버 강의를 실시하고 있다. 숙명여대에서 이루어지고 있는 사이버 강의를 간단히 살펴보자. 우선 사이버 강의는 크게 두 가지로 나누어진다.

1) 사이버 강의 : 한 학기 내내 모든 수업이 사이버로만 이루어지는 강의 형태이다. 대단위 강의를 중심으로 여러 개의 사이버 강의를 이루어지고 있는데, 어떤 강의는 수강 학생이 450 명 정도에 이르는 경우도 있다. 이를 오프라인으로 강의할 경우에는 적어도 6~7 개 정도로 분반을 해야 한다. 수강 학생수가 많은 경우에는 강의실 배정에도 문제가 있고 강의를 담당할 교수를 섭외하는 문제, 강사로 급등, 등 여러 가지 문제가 발생하게 된다. 이런 강의를 사이버로 실시할 때에는 교수에게 강의수당의 인상 및 수강 학생수에 비례한 조교 배정을 통해 강의를 수월하게 수행하도록 학교에서 지원한다.

사이버 강의는 학기가 시작되기 전에 교수가 강의 내용을 동영상으로 촬영하여 일정 사이트에 탑재해 놓으면 학기 중에 학생들이 인터넷을 통해 그 내용을 학습하게 된다. 주별로 수업 내용이 순서대로 탑재되며, 학생들은 수업을 듣기 위해 강의실에 출석할 필요가 없고 재택 학습을 하게 된다. 학교에 오는 것은 중간고사와 기말고사를 치르는 날짜뿐이다. 시험은 공정성을 기하기 위해 모든 수강생들을 일정 날짜에 모아 한 장소에서 치르기 때문이다.

2) 혼합 강의 : 오프라인 강의와 온 라인 강의를 혼합한 형태의 강의이다. 요즘 많이 활용되고

있는 강의 형태이며 학생들과의 상호 작용이 전통적인 강의보다 더 활발하게 이루어질 수 있다는 측면에서 앞으로 더욱 활성화될 여지가 있다. 혼합 강의는 두 가지 유형이 있는데 하나는 강의의 처음부터 혼합 형태로 진행될 것이라고 학생들에게 사전 공지하여 시행하는 것과 또 하나는 강의실에서 전통적인 방식으로 수업하던 교수가 외부의 행사 참여 또는 국제 및 국내 학술회의에서 참가하기 위해 수업을 진행할 수 없는 경우 이를 보충하기 위한 방편으로 일부 수업을 사이버로 진행하는 것이다. 전통적인 보강으로 예전에는 토요일이나 심지어 일요일에 학생들을 강의실로 불러내어 수업을 진행한 경우도 있다. 그런데 오늘날에는 이러한 혼합강의를 이용하여 결강을 보완할 수 있게 되어 일부 교수들이 이를 활용하고 있다. 또한 동영상을 촬영하는 것도 전에는 학교의 스튜디오에서 이루어졌으나 지금은 장소의 구애를 받지 않고 집이나 또는 교수 연구실에서도 제작할 수 있는 소프트웨어가 개발되어 있다.

3. 사이버 강의를 위한 플랫폼

숙명여대에서는 이와 같은 디지털 강의를 위해 SNOWBOARD 라는 관리시스템을 운영하고 있다. 스노우보드에는 매학기 개설되는 강의들이 담당 교수별로 정리되어 있는데 수강학생들의 사진을 포함한 명단과 강의 계획서를 탑재되어 있으며 담당교수는 수강 학생들에게 필요한 모든 사항들을 입력해 놓는다.

이 플랫폼은 사이버 강의뿐만 아니라 일반 강의에서도 활용할 수 있는데 수강학생들은 이곳을 통해 강의 내용과 진도, 참고 도서 및 수업 진행에 관련된 정보를 전달받을 수 있다. 또는 수업 내용도 이곳에 탑재하여 강의실에서 이를 활용하여 수업을 진행하기도 한다.

4. 유비쿼터스 학습

현재 숙명여대에서 지향하고 있는 디지털화는 유비쿼터스 학습 환경이다. 유비쿼터스 학습은 시간과 장소의 장애를 받지 않고 학습자가 원하는 시간, 원하는 장소에서 얼마든지 학습을 할 수 있도록 환경을 구축하는 것이다. 이러한 학습 환경을 구축하는 관리시스템도 역시 스노우보드이다. 교수가 스노우보드 플랫폼에 강의 내용을 입력해 놓으면 학생은 이것을 자신의 휴대폰(스마트폰)을 이용하여 해당 사이트에 접속해서 학습 내용을 공부하든가 아니면 자신의 휴대폰에 학습 내용을 다운로드받아 공부할 수 있고 또한 교수의 지시 사항을 전달받아 과제물을 제출하기도 한다.

본인은 이미 2012 년도부터 이러한 방식으로 프랑스어 통번역입문을 강의하였는데 간단히 이를 소개하면 다음과 같다.

수업은 문제 해결형 학습으로 이루어지는데 한 학기 동안에 해결할 문제를 4~5 개의 과제로 압축한다. 해결할 문제는 프랑스 텔레비전 TV5 와 국제 프랑스 라디오(RFI)에서 방송한 내용을 화면 또는 음성 자료 형태로 사이트에 올린 다음에 해당 내용의 스크립트를 번역하게 한 것이었다. 단순히 번역 수준에 그치지 않고 학생들에게 방송 내용을 수없이 반복하여 청취하고 소리내어 발음하도록 요구하였다. 번역 수업이지만 궁극적으로 학생들이 프랑스어 음성 표현에 익숙해지도록 발음 연습을 시킨 것이다. 이런 수업이 가능한 것은 바로 모든 학생들이 스마트폰을 소지하고 있고 강의 내용을 디지털화할 수 있었기 때문이다.

그리고 수강학생들을 몇 개의 소집단으로 구성하여 각 집단별로 문제를 해결하도록 한다. 한 집단이 4~5 명의 구성원으로 이루어지는데 구성원들은 집단 내에서 리더, 자료 조사, 자료 정리, 발표, 등과 같이 각자 역할을 분담하여 담당하도록 한다. 그리고 과제 해결은 학생들이 가상공간에서 회의를 진행하여 하도록 하며, 역할 분담을 하여 자신에게 맡겨진 부분을 수행하면서 강의가 진행되는 데 진척되는 사항들은 스노우보드에 입력해 놓도록 한다. 이러한 과정은 온 라인 상에서 이루어지며 오프라인 강의실에서는 각 집단이 수행한 과제를 발표하게 되는데 이 때 다른 집단 구성원들이 문제를 어떻게 해결하고 있는지 파악할 수 있고 각 집단의 발표는 질의 응답으로 이어진다.

교수는 집단별로 과제를 해결하는 중간에 수시로 스노우보드 사이트를 점검하여 학생들이 과제 수행을 잘 해나가고 있는지 또는 문제 해결의 실마리를 잘 풀어나가고 있는지 확인하게 되며, 경우에 따라서는 학생들이 제기하는 질문에 대한 답변을 해주어야 한다. 이러한 학습 과정에서 일어나는 모든 활동은 사이트에 그대로 드러나게 되어 있으며 강의를 완료된 후에도 그 자료는 여전히 해당 사이트에 남겨져 있어 필요한 때에는 언제든지 다시 불러오기를 할 수 있다.

5. 디지털 학습의 장단점

디지털 강의를 성공적으로 이루어지기 위해서는 몇 가지 조건들이 있다. 우선적으로 학생들이 사이트에 접속하는 것이 매우 중요하다. 교수가 아무리 훌륭한 학습 내용을 탑재해 놓더라도 학습자들이 이를 접속하여 내용을 학습하지 않으면 학습 효과가 없는 것이다. 또한 학습자가 해당 사이트에 접속하더라도 구체적으로 공부하지 않으면 마찬가지로 학습 효과를 기대할 수 없다. 오프라인 강의는 교수가 학생들과 면대면 수업을 진행하기 때문에 학생들의 수업 반응을 확인하면서 강의를 진행시킬 수 있지만 사이버 강의는 그런 장치가 없기 때문에 학습 효과를 높이기 위한 별도의 장치가 필요한 것이다.

본인의 경우 학생들의 학습 효과 증진을 위해 다음과 같은 장치를 두었다. 우선적으로 강의 초반에 학생들의 흥미를 유발할 수 있는 주제를 선정한다. 또한 팀별 수업을 진행하여 팀별 경쟁을 유도하였으며, 아울러 개별적인 경쟁이 이루어지도록 독려하였다. 그렇게 하기 위해 학기 초에 인센티브가 부여됨을 설명하고 수업이 진행됨에 따라 우수한 팀과 우수한 학습자를 선정하여 보상을 하는 것이다. 그리고 학습자들이 사이트에 정기적으로 접속하는지를 정기적으로 확인하여 접속 건수를 성적 산출에 반영한다. 물론 접속 건수가 학습 효과를 측정할 수 있는 기준이 되지는 못하지만 어쨌든 사이트에 접속하는 것은 학생들이 학습 내용을 공부해야 한다는 인식을 심어주는데 역할을 하기 때문이다.

둘째로 디지털 강의를 효과를 거두기 위해서는 교수와 학생간의 상호 의견 교환이 활발하게 이루어져야 한다. 그런데 다행인 것은 학생들이 강의실에서보다 사이버 공간에서 교수에게 더 자주 질문한다는 것이다. 직접 대면하지 않은 상태에서 질문을 하는 것이 훨씬 부담이 적다고 느끼는 것 같다. 아울러 팀별 수업을 진행할 경우 학생들 사이에서도 상호 의견 교환이 활발하게 이루어져야 한다 이창호·태한 김은국·최영재 지음. 소셜미디어가 세상을 바꾼다. 한누리 미디어. 2012. 88 쪽.

. 이것은 강의 교수에게는 부담으로 작용할 수 있다. 특히 수강학생수가 많을 경우에는 질문도 비례해서 많아지기 때문에 질문에 대답하기 위한 시간을 확보하여야 한다.

이러한 수업이 제대로 이루어지면 다음과 같은 장점을 들 수 있다.

첫째, 학생들의 창의성을 계발할 수 있다. 강의실에서 진행되는 전통적인 수업에서보다 학생들이 각자 역할을 분담하여 팀별 과제를 수행하기 때문에 각자의 개성을 드러내고 남보다 더 잘하려는 경쟁심을 유발할 수 있는 것이다. 실제로 본인의 수업 진행 결과 학생들이 진행한 수업 내용은 학생들의 창의적인 부분을 볼 수 있는 것들이 상당히 많았다 이수영 옮김(David Gauntlett), 커넥팅, 삼천리, 2011, 87 쪽

. 수업 내용에 그치지 않고 보충적인 자료를 추가하여 학습 내용을 풍부하게 만든 것이다.

둘째, 학생들의 리더십을 계발하는데 도움을 줄 수 있다. 팀별 수업 및 가상공간에서의 회의, 등을 통해 팀원들 사이의 상호 협력 및 격려가 이루어지고 팀별 및 개인별 경쟁을 통해 학생들의 잠재 학습 능력을 일깨울 수 있는 것이다.

셋째, 팀별 학습을 통해 학습 부진 학생들은 공부를 잘하는 학생의 도움을 받게 할 수 있다. 학생들 중에서 학업 성취도가 높은 학생이 낮은 학생의 멘토 역할을 하여 전체적으로 학습 효과를 올리는데 기여하는 것이다.

넷째, 외국어 교육에 적극 활용할 수 있다는 장점이 있다. 프랑스어와 같이 우리에게 먼 외국어를 배우는 학생들은 이런 외국어를 쉽게 접해볼 수 있는 기회가 적다. 그런데 디지털화를 통해 실시간으로 전해지는 뉴스를 보고 들을 수 있는 것이다. 외국어를 배우는 목적이 의사소통 능력의 신장이라는 측면에서 볼 때, 많이 보고 듣는 것은 분명 도움이 된다. 강의실에 국한되어 외국어를 듣는 것이 아니라 어느 곳에서든지 또 언제든지 원하는 시간에 외국어를 접하게 할 수 있는 것이다.

그러나 이러한 수업의 단점도 꽤 있다.

우선, 학생들이 과연 자신들이 직접 공부하여 학습 효과를 올리는지 확인할 수 없다는 단점이 있다. 학생이 사이트에 접속한 사실과 접속 빈도를 확인할 수는 있지만 이것이 곧바로 해당 학생이 공부를 하였다는 것을 증명해주지는 않기 때문이다. 디지털 수업은 주로 사이버 공간에서 이루어지기 때문에 학생을 만나는 것도 시간적 간격이 있다. 교수가 학생에게 질문을 하든가 학생이 교수에게 질문을 했을 경우에 즉각적으로 대답하기보다는 흔히 일정 시간이 흐른 다음에 이루어진다. 결국 사이트에 접속하여 질문이 있는지 확인한 이후에나 해당 질문에 대한 응답을 하기 때문이다.

그리고 교수와 학생과의 면대면 접촉이 없기 때문에 인간적인 교제가 부족하며 따라서 친밀감이 떨어진다. 실제로 오늘날에 와서 학생들이 교수에 대한 존경심을 나타내는 것은 예전에 비해 훨씬 낮아졌음을 확인할 수 있다. 교육은 교수자에 대한 어느 정도의 존경심과 경외감을 갖는 것이 필요하며 교수는 또한 일정한 권위로 지식을 전달하는 분위기가 필요하나 오늘날의 상황은 그렇지 않다. 심지어 학생이 취업이나 기타 필요에 의해 추천서를 써달라고 요청할 때에도 이메일로 주고받는 것으로 끝난다. 단순히 기계적인 접촉을 통해 의사 전달이 이루어지고 있는 것이다.

6. 나오는 말

디지털 시대의 도래와 함께 많은 대학들이 사이버 강의를 개설하고 있다. 사이버 강의는 나름대로 장점이 있기는 하다. 대단위 수강 인원을 수용할만한 강의실의 부재 문제, 해당 과목을 강의하기에 적합한 강사를 구하지 못하는 문제, 또한 학교로서는 강사료 급등, 등의 문제를 해결할 수 있는 것이다.

특히 유비쿼터스 강의 형태는 학습자들이 시간과 장소에 구애받지 않고 원하는 시간에 어디에서든지 강의를 들을 수 있게 되었다. 스마트폰이 필수 휴대폰이 된 젊은이들에게 흥미를 유발시킬 수 있는 강의 형태가 될 수도 있는 이러한 디지털 강의를 성공을 거두기 위해서는 아직도 해결해야 할 문제들이 많다.

교수자와 학생의 만남이 사이버 공간에서 이루어지는 이러한 교육 형태는 인간성을 빼앗긴 수업 형태로 나아가고 있다 김상현 옮김, (Jaron Lanier 원저), 디지털 휴머니즘, 2011, 37 쪽.

. 교수와 학생 사이의 면대면 만남이 없어지고 단지 기계 앞에서 문자를 통해 의사 전달이 이루어지기 때문에 진정한 의미에서의 대화나 상대방에 대한 배려심, 이해심, 등이 결여되고 있으며 교육 현장이 점차 삭막해지고 있음을 느낀다. 교육 현장의 인간성 회복을 위해 언젠가는 반디지털화를 지향할 때가 올지도 모르겠다.

그런데 숙명여대에서는 디지털 분야에서의 지금까지 이룬 성과를 기초로 하여 최근에 한국에서는 처음으로 MOOC(Massive Open Online Course)를 기획하였으며 그 운영을 위한 기초작업을 벌이고 있다. 결국 인간성 회복과는 거리가 먼 디지털화의 추세가 당분간은 멈추지 않을 것이라는 사실을 보여주는 사례이다.

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핵심어 : 디지털 수업, 사이버 강의, 유비쿼터스, 문제해결형

Educational effects of debate in language exchange study

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The purpose of the present study was to investigate the development of speaking skills among second language learners of English and Korean language, university students, who participated in Language Exchange Debate.

The Language Exchange Debate method is a teaching-learning strategy that motivates language learners to speak and listen. The general problem that arises during debates and that poses difficulty for second language learners is the speed of the interaction every debate imposes on its participants. The problem language learners face is the simultaneous comprehension of arguments put forward in a foreign language by an opponent and the advancement of a new argument that will oppose a line of argument just given.

The study shows that students who participated in the Language Exchange Debate significantly developed their communications skills. Every debate was recorded and analyzed by the researchers. After every analysis, students' progress was evaluated. The recordings made during the sessions clearly show that the number of words spoken by each of the students per minute has increased. Language Exchange Debate method demonstrates that debates between native speakers and language learners significantly contribute to the improvement of the learners' speaking skills.

English learners' perceptions of learning English pop songs

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INTRODUCTION

The relative effectiveness and usefulness of using pop songs (PSs hereafter) in language learning and acquisition are nothing new (Xiangming & Manny, 2009). However, little empirical qualitative research has been carried out to look into elementary school student perception of learning English via PSs and possible ways to maximize the effects of PS lessons. This investigation also intends to reach a consensus among both orthodox and non-orthodox linguists working in the ELT domain that PSs can be used in meaningful and enjoyable ways. Lieb (2005) contended that without educators inspired and motivated by popular music, students cannot get inspired and motivated either.

METHOD

This research was carried out for about 8 months in 2013. For data collection, a triangulation method of a case study was used. A total of ten 6th grade elementary school students participated in this study with a consideration of the achievement test scores. The participants were asked to answer a closed questionnaire, attend three rounds of semi-structured face-to-face interviews, and participate in a causal group discussion. In addition, they were asked to write a reflective weekly journal concerning their feelings and thoughts of the songs they learned each week. All of the data collected from the discussion and interviews were thoroughly recorded using a digital recorder, transcribed in every detail and analyzed in accordance with the research questions.

FINDINGS AND ARGUMENTS

1. There are no songs to suit everybody's tastes. This implies that the routine procedure of proper PSs being selected just by English teachers needs to be reconsidered.
2. One of the most fundamental reason for which all of the participants prefer PSs as a learning material is the auditory factor.
3. The greatest effect PSs have on the learners' affect is to form a sense of oneness and give them an identity in the group they belong to.
4. When learner autonomy is respected by encouraging them to recommend songs to learn in PS lessons, their levels of confidence and pleasure also rise, leading to self-directed learning.
5. The subjects in this study tend to show unfavorable attitude toward studying English with textbooks.
6. With the English lessons, combined with exciting and meaningful PSs, English teachers can reduce the number of English dropouts in the primary school systems.

CONCLUSIONS

The findings of this study suggest that English teachers to teach PSs should listen to learners' requests for particular songs and that they cooperate with other English teachers to select appropriate PSs and further develop the songs for other diverse related activities to the songs they learn. Furthermore, introducing PSs into the next national educational curriculum needs to be considered. Next, more efforts should be made to elicit responsive reaction of the challenged students into the auditory input of rhythm and into the visual input of lyrics. Finally, it could be concluded that what is important with regard to successful implementation of PS lessons is teachers' concern and willingness to make a change based on the awareness of the PS lessons and their effects.

English reading specialist training program for parents improving family literacy

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English is regarded as an essential skill for the globalized economy. In Korea considerable resources have been devoted to English teaching in formal education. Acquiring proficiency in English is widely considered to be a key to social mobility. This has drawn Korean parents' education fervor for their children to English learning. Household spending on private English tutoring has soared and caused several social problems such as a gap in academic performance between children from high- and low-income families. More and more parents bearing the private tutoring burden began to turn to their own tutoring at home, seeking for effective ways of helping their children learn English. There has been an increasing demand for programs to meet such needs from parents.

The present study aims to investigate how parents changed perception on and attitudes toward English reading by attending an English reading specialist training program. The training program is designed with the underlying assumption that effective training takes place through experiential learning. Parents' needs are identified through the questionnaire survey before the training, and its results are reflected in the training program.

The course is divided into basic and advanced levels. Each level consists of four modules: orientation, theory, practice and evaluation. The training program for each level lasts six weeks. Each week has a two-hour session. The training is given at five local district libraries by professional trainers of English reading specialists. At the end of the last module the program evaluation is done through a questionnaire survey with focus on satisfaction and need for follow-up.

88 parents took part in the survey for need analysis. 64 parents out of them completed the course and the questionnaire for the course evaluation. The data gathered from the questionnaire survey before the course included background information, children's English reading and expectations about the course. The survey after the course provided the data on the participants' satisfaction with the course and need for follow-up activities.

The information from the survey before the course was reflected in the training course design. Decisions surrounding course components were made on the basis of the information on the current situation of children's reading English books, and what the participants expected to gain from the course. The analysis of the responses from the survey after the course showed that the participant parents were satisfied with the course content, methodology, trainers, structure and facilities. The analysis of the responses on follow-up and the open-ended question revealed that the participants were interested in continuing their learning and doing voluntary work.

It is suggested that the experiential learning model help the trainee parents benefit from the course. The findings further suggest that opportunities for life-long learning and support should be provided to parents making efforts to improve family literacy. The long-term support can be one of the solutions for social problems caused by English education fervor.

Flipped teaching of English using AIM to Korean elementary school students

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Elementary English education in Korea has attained different evaluation looking back the past 20 years in practice. The successes of elementary English education centered around its flexibility and openness to the new methodology which energizes students' interest in English and improves thereby fluency. The adversaries of elementary English education attack the education from the perspectives of secondary schools and college entrance exam in that the elementary English education does not help to that end. This argument is nothing new to the scholars who are familiar with components centered vs. skills centered, explicit vs. implicit, structured vs. activity-based arguments in the history of English education. The arguments are all pointing to the situation where you learn it to use vs. you use it to learn. In this context, flipped model provides a unique opportunity to provide both structured and activity(use)-based English education.

The theoretical background will introduce the crux of flipped vs. regular accelerative integrated method (AIM) in teaching a foreign language which has started from Canadian core French classes and spreaded over to other languages such as Spanish, Mandarin, German etc. It will also introduce learning analytics as to how AIM provides a panorama of activities to satisfy every different learning style of student. In short, the aim activities are easy, interesting and inviting, and thus they provide the compelling basis of students' language learning.

The paper will show the method applied to three homogeneous groups of 26 students: one traditional communicative class, one compared group in regular AIM and one experimental group in flipped AIM. The data are collected in students' English test scores, affective surveys and teacher/students observation descriptions. One way anova test was applied to investigate whether or not statistical significance can be captured in their intergroup comparison of means.

The findings are 1) AIM group (both compared and experimental) performed significantly better than the traditional communicative group. 2) No statistical significance divides up between the flipped AIM group (experimental group) and the regular AIM group (compared group), though the descriptive statistics clearly shows that the experimental group performed better than the compared group. This indicates the probability in that the result can be different if the experiment continues a longer period of time. Another limitation of this study is the data collection instrument was school test which do not include speaking and writing. If productive skills were included in the test, the result might have been different.

Graphic organizers: Improving VL and RC for YELL

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It has been highlighted that learning is greatly associated with the visual sense. Namely, learning is concerned with the way our senses operate, and the visual sense takes a high proportion of all sensory learning. In the field of visualizing language learning, Visual Literacy (VL) refers to abilities to communicate ideas visually and spatially. VL is concerned with the extent to which students comprehend texts via visual tools such as pictures. For instance, if a student succeeds in understanding a text that the student finds challenging with the help of pictures, then the student's visual literacy is considered great.

As the visual sense accounts for a great deal of sensory learning, teachers need to take into consideration the visual learning of students in a manner that takes measures to improve students' VL. As a result, it has been highlighted that VL can be enhanced with the use of visual means such as drama, picture cards and memory games. For instance, students can utilize picture cards to visualize information in a text whereby teachers put main plots from a story on picture cards, and students arrange the cards in the correct order. In doing so, students are likely to identify the sequence of events by which the story is organized, thereby facilitating a greater understanding of the story. In this way, visual means can help students not only improve VL but enhance Reading Comprehension (RC) skills. Hence, visual means have been incorporated into EFL class.

A body of literature on cognitive psychology and instruction has discussed that students with a wealth of learning strategies are apt to learn effectively. In a similar vein, it has been pointed out that Young English Language Learners (YELL) lack reading strategies, and this has caused them to have difficulty in comprehending texts. With regard to this issue, it has been highlighted that EFL teachers need to help young students enhance VL and RC by implementing some reading strategies in class. Graphic organizers, a visual and reading strategy, have been incorporated into EFL reading class in a manner that assists students in diagramming text structures. Graphic organizers have been proved to facilitate VL and RC of YELL. For instance, some texts are organized in ways that contain structural elements to arrange ideas in the texts. The structural elements of the texts are represented in the form of text structures. Graphic organizers then can be used to visualize such text structures as 'problem and solution,' 'cause and effect,' 'compare and contrast,' 'simple listing,' and 'time order,' etc.

In the presentation, the presenter firstly will introduce some graphic organizers to the audience to give some ideas on graphic organizers. He will then discuss how graphic organizers can be used to identify text structures. Lastly, he will present his EFL class where he taught Korean elementary school students a 'compare and contrast' text and a 'problem and solution' text with graphic organizers so that the audience can see how graphic organizers can be implemented in EFL class for YELL.

Heritage speakers' processing of case markers in Korean: Data from ERP studies

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This study investigated the processing of case markers in Korean by heritage speakers(HSs) compared with native speakers(NSs) using event related potentials (ERPs) with a picture-sentence verification task. In the previous research, HS often showed native-like behavior in the behavioral language task with simple linguistic features such as case markers. However, their brain-responses might be different from NSs due to their incomplete acquisition of the language (Montrul, 2007). For example, in the brain research on second language (L2) learners often showed semantically related brain responses (i.e., N400 rather than P600) to syntactic anomaly indicating their use of different strategies in the processing of the same structure from NSs (e.g., Guo et al. 2009). This study investigated HSs' processing of semantic and syntactic violations involving case markers using ERPs.

EEG data were collected from 11 HSs and 16 NSs regarding three conditions: (A) Semantic incongruence, [AGENT-NOM/*ACC + Verb], (B) Semantic incongruence, [Patient-ACC/*NOM + Verb], and (C) Syntactic violation, [AGENT-NOM/*GEN + Verbs]. The ERPs were compared at the onsets of case markers and verbs. The results can be summarized as follows: (i) in the cases of semantic incongruence, ELAN was elicited at the time of case marker in condition (A) but not in condition (B) in both groups. On the other hand, N400 was elicited at the time of verb in HSs whereas LPN was elicited in NSs. (ii) In the case of syntactic violation, N400 was elicited at the time of verb in HSs whereas LPN was elicited in NSs. No violation effect was found at the time of case marker.

As discussed in Lee, Jeong and Nam's (2014), the case violation effect at the time of case marker in condition A (i.e., ELAN) can be explained by the incongruence between thematic role and the case marker of the NP (i.e., agent vs. ACC). Also, on the other hand, the absence of case violation effect for [Patient-NOM] in condition B indicates that the parser opens the possibility of hearing verbs with passive morphology later (e.g., oppa-ka cap-hi-eyo, Brother-NOM catch-PASS-DEC). Similarly, the absence of case violation effect for [Agent-GEN] in condition C indicates that the parser opens the possibility of hearing a noun after the genitive (e.g., oppa-uy son-i cap-ayo, Brother-GEN hand-NOM catches). Such absence of case violation effects at the time of case marker in Condition B and C indicates that the parsers can build up different linguistic representations for the visual information on-line. It is unclear at this point, however, whether no responses in HSs have resulted from the same reason as in the case of NSs.

In sum, HSs showed similar brain responses to NSs at the time of case marker, but different responses at the time of verb where they had to make decisions about the congruence between the picture and the meaning of the sentence (N400 vs. LPN). The N400 effect for syntactic incongruence in HSs conforms to the previous findings based on L2 learners (Guo et al. 2009), indicating different processing strategies from NSs.

How to make and manage podcasts for teaching English

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Podcasting is the online publication of audio or video files that users can download and subscribe to using a freely-available podcatching program such as iTunes (Hegelheimer & O'Bryan, 2009). It can be used for various purposes such as language education, broadcasting, entertainment, business, and so on. Nowadays, teachers and researchers have begun to investigate the ways in which podcasts can encourage, support, and transform learning (Tinker, Horwitz, Bannasch, Staudt & Vincent, 2007).

Creating your own podcast on the iTunes Store requires several steps (Apple, 2014):

Step 1. Plan the purpose and content of your podcast.

Step 2. Record your contents, which can be an audio or video recording.

Step 3. Edit your podcast file with audio or video editing programs such as GoldWave, GarageBand, iMovie, etc.

Step 4. If your edited file is not proper format, convert it to appropriate file formats. Podcasts can be in the MP3, M4A, M4V, and M4V file formats.

Step 5. Create and RSS feed (an XML file) that:

- Conforms to the RSS 2.0 specification
- Includes the recommended iTunes RSS tags
- Contains pointers to your episode with the <enclosure> tag

Step 6. Create your cover art, which must be a JPEG or PNG file in the RGB color space with a minimum size of 600x600 pixels. For best results, and to be considered for promotion in the iTunes Store or the Podcasts app, cover art must be at least 1400x1400 pixels.

Step 7. Post the RSS feed, cover art, and your episodes on a server that supports byte-range requests and a publicly accessible URL. Support for byte-range allows users to stream your episodes.

Step 8. In iTunes, submit your RSS podcast feed URL to the iTunes Store.

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Implementing strategies-based instruction to college students

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The main purpose of this study is to report the results of an exploratory study on explicit reading strategy instruction for Korean college students in the framework of Cohen and Weaver (2005). Fifty nine students were taught to use eight strategies (that is, guessing meaning of unfamiliar words, previewing, making inferences, summarizing, skimming, scanning, understanding paragraphs, patterns of organization) and were asked about their attitudes and perceptions of their own strategy use and reading habits. The ultimate goal of this study is to provide a more in-depth picture of the process of being aware of L2 reading strategy use of Korean students in an ongoing English reading class. More specifically, the research questions of this study are: 1) How did strategy based reading instruction help the students' reading? 2) How did the students change their attitudes toward reading texts in English? and 3) How were the students aware of themselves as strategy users?

The students were taught strategies based on the following five steps: 1) strategy preparation, 2) strategy awareness raising, 3) strategy instruction, 4) strategy practice, and 5) personalization of strategies. They were asked to write short reflection journals in English about how they felt about the reading strategy they had learned as an assignment. The teacher interviewed ten students who volunteered to participate about: 1) the most helpful strategy and the most challenging strategy to learn as well as the reasons of their thoughts, 2) what they learned about themselves as readers, 3) how the strategies that they learned help their reading, and 4) what they would do to become a better reader.

Analysis of the data showed that most of the students perceived the explicit strategy instruction to be useful and helpful to them even though it was challenging, unfamiliar, and difficult to learn and use in a short period of time. They appreciated participatory practice of strategies in groups, teacher's modeling and guidance and authentic materials. By participating in the instruction, the majority of them became aware that they had been using their own strategies and became more sensitive to what they were doing in reading as well as becoming better users of the strategies to be taught. This process of personalization was also revealed in their responses for future plans to become better readers. They wished to 'practice, utilize, develop further, apply, or adapt' the strategies not only in formal academic reading settings but also in reading for pleasure. Also, writing reflection notes assigned as homework at the final stage of personalization turned out to be a useful tool to help them look back on their own reading habits. Pedagogical implications are also suggested.

Is it valid to use the reading test score of a computer based English test?

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The objectives of the computer-based Foreign Language Examination (FLEX) are: To assess English proficiency for learners who are at level beyond secondary education, to promote English communicative competence among college students, and to develop an effective and objective tool to secure reliability and assessment validity in order to meet the above-mentioned purposes. The project of developing the FLEX was carried out by an institute at a university in South Korea. The aim of this presentation is to illustrate construct validity the computer-based FLEX.

A total of 1,611 freshmen at H university in Korea took a computer based English test in 2013. The data collected were analyzed using the SPSS statistical package. Descriptive statistics and regression analyses were used to evaluate the construct validity of the test. The test specification of the reading part is as follow: Understanding Basic Grammar and Vocabulary part has 10 (20%) question items, Understanding Intermediate Grammar and Vocabulary has 10 (20%) question items, and Understanding Reading Passage part has 30 (60%) question items.

The average score for the listening part was 265.04 (SD = 89.62), with 500 as the maximum score. Overall, it was considered to be an accepted level. The average score for the reading part 1 was 56.64 (SD = 24.09) out of 100. Compared to other part 2 and 3, the test-takers could perform better for this part 1. The average score for the reading part 2 was 46.54 (SD = 19.16) out of 100. This part 2 was considered to be most difficult part for the test-takers. The average score for the reading part 3 was 161.87 (SD = 64.45) out of 300. Compared to part 2, the test-takers could perform better for this part 3.

For inferential statistics, a regression analysis was carried out. It was believed that responses from the test-takers might indicate the construct validity of the newly developed test for university students in Korea. The results of Beta figures indicated that part 2 was most influential part over the test-takers score, following part 3 and part 1. It could be interpreted that to get a better score for this computer-based reading test, the test takers should be trained for the part 2, higher level of grammar and vocabulary. Then, the test-takers should pay attention to reading comprehension in part 3. These results might provide valuable information contributing to improve the overall quality of the test, especially related to the construct of different type of test-items.

For the development of a new proficiency test, the following can be checked: Analysis of current tests, analysis of surveys from prospective test-takers for identifying needs and opinions, and research on test formats, test-items, rating systems, and test equations. In particular, to secure the validity of a new test, the construct validity analysis should be conducted. Based on the findings from the analysis, suggestions can be made for the future direction of the reading part in the computer-based FLEX.

Learner perceptions of comics as authentic learning materials

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Although comics and their impressive graphics and imagery are often considered to be a rather modern, creative genre, the use of images is closely connected to early civilizations. The pop art imagery of comics has made some issues collector's items and others full length movies or TV series with Japanese anime more recently drawing attention around the globe. Duncan and Smith (2009) observe that scholars for 40 years have taught the medium in addressing social implications and cultural significance. In looking at the blend between words and images in comics, Saraceni (2003) identifies icons, represented as pictures; symbols, expressed conventionally by words; and an index, which indicates the presence of something else (e.g., smoke to represent fire), as the base element signs making up semiotics. It would therefore be reasonable to investigate what learners of language glean from the words and pictures in a comic.

The ubiquitous presence of this genre in the lives of students fostered questions on how learners perceive comics as authentic materials in foreign language classes and what the learner perspectives are toward a specific comic, such as the iconic, American social and cultural classic, the Archies.

A convenience sample of 1st-year university students (N = 45) from two intensive, intermediate level (TOEFL ITP 430-500) English as a Foreign Language (EFL) classes took part in this study. Following an introduction to animated comics in this integrated skills course, students were provided two 15-minute periods of free reading of Archie Digest comics as an orientation. To determine the semiotic elements that these participants discovered in their reading, three data points were recorded following reading periods of 40, 20, and 45 minutes. Over the first two time frames, students completed a simple character analysis by recording in their own words terms they would use to identify the traits of the five main characters and to support their point of view with a brief example from the stories they had read. In addition, students recorded three or four new vocabulary words or phrases they encountered. In the third reading period, students used a Venn Diagram to record points of culture and lifestyle that they found differed from their own context and ones that were similar. The following week, students completed a survey on their background profile of comic reading in both Japanese and English; their interest in using comics inside and outside of class; as well as their attitudes toward comics, and the Archies specifically, for language and cultural study in university level courses.

Results indicated that the Archies lack the appeal of modern animations, teachers need to pre-teach the learning potential for greater acceptance of the genre, and that some learners are more willing to accept comics as a learning resource for authentic conversational vocabulary and cultural awareness.

Future considerations would include running a parallel version of the study with first language English students at the high school level in Canada for the sake of comparison with those findings disclosed here from the foreign language context in Japan.

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Learning English grammar through social interaction

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EFL learners have quite limited exposure to English, and this EFL environment usually hampers the students' learning process. In order to lessen the gap between the desirable language learning environment and the EFL learning environment, there has been a great deal of effort using different types of technology tools, and the use of mobile devices has increased rapidly over the past few years. This is more so in Korea where learning English is considered mandatory to do well at school and to get a better job (Cho, 2009). Specifically, using smart phones is tremendously popular among young students between the ages of 18-24 in Korea according to Cho (2014). Young people are also using smart phone applications very actively nowadays to take advantage of mobile phones' convenience and effectiveness for their learning. Accordingly, there have been many attempts to use applications as English learning tools. However, there needs to be more studies dealing with the effectiveness of applications on EFL students' learning outcomes, so that it gives clearer directions on how to use smart phone applications more effectively and efficiently. Because the number of studies discussing the effects various functions integrated in smart phones outweigh the number of studies investigating the effects of applications, it is necessary to conduct more studies on the actual effects of applications on English learning. Many smart phone applications are available these days for English learners, and this study attempts to discover how apps affect EFL learners' listening skills and their perceptions on the use of apps for English learning. Forty college students participated in this study for eight weeks. These students were EFL learners taking an elective English course called "Screen English" in a university located in the northern part of Kyunggi province in Korea. Most of the participants were between the ages of 19-22, and their English proficiency was intermediate based on a pre-mockup-TOEIC test administered in the beginning of the semester. During the eight weeks of the experiment, these students had to take a pretest at the outset, then they were to find any TOEIC listening apps that they wanted to learn with. After the exposure to the English apps, their scores on the post-mockup-TOEIC test were compared with the scores on the pre-test by statistically analyzing using SPSS. The results and implications of the research will be further discussed.

Living as non-native English teachers in Korean elementary school contexts: Focusing on teacher identity formation

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This paper explores non-native English teachers' lived experiences, focusing on their English teacher identity formation. It was conducted for understanding the lives of Korean non-native English teachers co-teaching in elementary schools with native assistant teachers. The peculiar English teaching situation that Korean NNESTs are located, teaching English with a NEST assistant, made me focusing on their English teacher identity formation while living in the Korean school context.

Drawing upon Clandinin and Connelly's (1994) notion of 'life as a story we live,' the three participants' shared stories were unpacked, analyzed, and interpreted by 'three dimensional narrative inquiry space and four narrative inquiry directions' (Clandinin & Connelly, 1994) and identity concepts from Clandinin and Connelly, 'Stories to live by', and Norton (1997).

The English teacher identities that the participant teachers constructed were very different depending on situations they were located. The situations here contain many components such as students' level of English, co-teacher of NEST, other colleague teachers, school atmosphere and social concept of English across time and space.

Following is the explored non-native English teacher identities that the participant teachers constructed through narrative way of research. Four key considerations emerged. Firstly, socially constructed English concept in Korea, 'English is an ability and a power', effects on the formation of teachers' identities and their English concept as well. With this concept, they posited themselves on invisible superior status in out-of-classroom landscape and lived teacher stories with a strong English learner identity, not a teacher identity. Secondly, 'the expected and assumed English proficiency' for non-native teachers gives them continuous tension and English learner identity. English was a burden. This meaning of English is very critical factor intimidating a non-native English teacher identity. There existed the expected and assumed English proficiency from others and from themselves, too. It emerged as a big burden especially when they have high level students of English and when they live with a native assistant teacher. They always had to suffer from 'Should be Proficient' mentality. They were afraid of being exposed with their English to others. In this situation, they were vulnerable in forming English teacher identity. Thirdly, non-native teacher identities formed depending on their school landscape, particularly on students' level of English, are very different. When they were located in a situation of teaching high-level of English students, they lived teacher stories as an intimidated and useless English teacher. However, they composed confident and helpful English teacher stories with low-level of English students. Lastly, when they realize true nature of Native English Speaking Assistant Teacher Project: "NESTs were hired to help Korean NNESTs for their efficient English teaching", they get free from the tension and struggles coming from the expected and assumed English proficiency, and the original English teacher identity and the identity of native English teacher trainer are constructed.

In conclusion, English concepts for non-native English teachers are changing over time and place. Accordingly, teacher identity they form is multiple, fluid, and shifting as it is constructed and reconstructed.

Maximizing business communication through technology-enhanced learning

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Students majoring in business English have poor performance in communicating with foreigners, which challenges them to join in international business environments. With the aim of maximizing the opportunities of learning and practicing business English, particularly business English for communication in working environment, Technology-enhanced approach was employed in which students were required to participate in video-based tasks to compose 5 to 10 minute video clips. Students set up virtual companies and role-played business partners who often make extensive contacts with firms abroad. In this presentation, handouts will be delivered and conference participants will have 5 minutes to discuss how much technology is applied in their language teaching and for what purposes it is used. The presenter will share some tools and techniques for integrating speaking instructions and language practice such as business scenarios, video making software used by her students, which inspires students and involves them in authentic language use. The approach can be applied in other language skills classes as well.

Multifunctional uses of discourse marker so by Korean EFL adult learners

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International Graduate School of English

"This study investigates the use of discourse marker so by Korean adult learners of English who are working on their MA at International Graduate School of English (IGSE). The IGSE learner language corpus is compiled from audio recordings of six volunteers who attended Speaking Fundamentals course in 2013 fall semester. The collection of recorded data includes monologic speech (e.g. show-and-tell presentation and narrative story retelling) and dialogic speech events in performing classroom tasks. The extent to which so is used as a discourse marker is examined across these different types of speech.

In order to analyze how IGSE learners use so as a discourse marker, the researcher adopted the analysis scheme suggested by Buysse (2012) who provides ten functions of the discourse marker so in his corpus-based investigation of Dutch-speaking Belgian undergraduates in comparison with native speakers of English. The ten functions of so fall into ideational, interpersonal, or textual domain. Ideational domain includes indicating a result; interpersonal domain encompasses drawing a conclusion, prompting turn-shifting, holding the floor; textual domain comprises introducing a summary, introducing a section of the discourse, indicating a shift back to a higher unit of the discourse, introducing a new sequence, introducing elaboration, marking self-correction.

Nonnative English Teacher as Experts of Teaching English

Bang Jyun

Busan University of Foreign Studies

It is no doubt that English has been one of the major languages people want to acquire. Thus, English has been introduced and advertised as an international language since it promotes active communication and cultural, political and material interchanges among many countries in the world. However, since it carries the implicit power of the 'West', English, as an international language, negatively affects other countries in many ways (Skutnabb-Kangas, 2000). The global spread of English is attributed to linguistic imperialism or linguistic colonialism in some countries where English has been taken as vital. The invisible power of English may threaten other languages.

To this point, the spread of the English language has raised many controversial issues, such as the dichotomy between native speakers and nonnative speakers. Moreover, it created a native speaker fallacy between native English speaking teachers (NETs) and non-native English teachers (NNETs) in English education. As for the former issue, it is not easy or impossible to define the native speaker since most researchers use limited concepts, such as birth, mother tongue, and competence.

NNETs possess clear advantages over native speakers such as a greater conscious knowledge of grammar, their own language learning experience to share with their students, and from their language learning experience, a greater ability to empathize with their students (Amin, 2004; Liu, 1999). However, a focus on the distinction between the native speaker and non-native speaker channels us toward the issue of native speaker fallacy in English education. When measured against the language competence of native English speaking teachers, including cultural and socio-cultural aspects NNETs seem to almost always fall short, which is one of the primary reasons why native speakers have traditionally been favored as English teachers.

The paper argues that NNETs and NETs can have power imbalance in the English class although they have their unique strengths for English teaching. More importantly, NNETs should consider developing themselves as experts of teaching English (Canagarajah, 1999) instead of their status as non-native speakers of English. In this regard, this paper deals with related topics: the dichotomy between native and non-native speakers and the issues of native versus non-native English teachers. Finally, it suggests ways for NNETs to become experts of English teaching.

Oracy through literacy: International culture – text, roleplay performance - production

Kim Su-hyun
Gireum Primary School

This paper identifies the oracy of storytelling method and emphasizes a roleplay as a strategy that preteens (10 - 12 Korean ages) can best experience the international cultures through literature in a psychologically developmental way. Jack and the Beanstalk is hold from three subjects: the collective unconscious of the folktales as co-authors, the archetypes of main characters and features of the oral culture. The theoretical framework is generally Carl Jung's notion.

Jack cycle has shown the very Anglo-Saxon origin not only from Jack and His Bargains or Jack the Giant Killer but also from Jack be nimble, mother goose song. According to the natural history such as Viking pirates, the folk literature has roots in Northern European mythology like Edda and Saga. Far before Catholic age, the religion had been polytheism whose case is the mighty ash tree, Yggdrasill. Also, still well known, Jack-o-lantern is stemmed from the totemic belief. British folktales encompass the core of Englishness since, for long lasting periods, not one writer but the public have made up the narratives.

In the story, Jack uses magic objects through courageous actions with self-assertion to get seeds reach high up and to enjoy fully the advantages as a hero symbol. However, his name is common, so listeners are empathized more conveniently to gain fantasy satisfaction that simulates them to overcome real agonies. Especially, happy ending is the consolation that functions as recovery of clear mind in the collective unconscious. On the other hand, Giant, as a shadow of Jack, is externalized onto a man-eating ogre who is magisterial and terrifying. In the individuation adventure, children face hidden trauma, unpleasant feelings or imaginative tragedy until sudden joyous turn as good Catastrophe. Finally Giant falls down by the castle in the air during the stalk cut. The proceed projects that Jack improves psychological independence and moral maturity.

Oxford Classic Tales are taken to analyze corpus: one is the storytelling, the other is the playscript. The comparisons stick to how leading figures, narrator expressions, onomatopoeic association and repetitive cycles are applied to design the reduced script. In King Lear "Fie, foh, and fum" is cited as Giant claims. In that spellings are not customized, the chant focuses on the sound itself rather than meanings. This kind of sound play is the feature of oral culture. Also, the alliteration is a chief prosody of ancient poetic tradition. Still, auditory-generated fancy derives aesthetic concentration that integrates cognitive and emotional reception. Listening to the chant recited rhythmically provokes kinesthetic learning the authentic spoken text.

Accepting the environment of the multi-leveled whole in an English class in Korean Primary School, a single lesson plan is problematized because of two reasons: class-culture type and time use. To be in line with any class-culture and self-paced schedule, the altered plans are indispensable. Either oracy or literacy activity implemented kinesthetically can be displaced among extensive listening, voice variation, shared reading or practicebook writing. Thus, on a stage every pupil can do perform a speech part. The ultimate goal is that not only receptive but productive language should be encouraged for children to describe themselves intellectually as well as emotionally.

Research about children's literature: Why and how?

Lee Ha Young
Indiana University

The purpose of this paper is to identify why children's literature is important for immigrant and how children's literature should be used. Immigrant or ELL children who are bombarded with conflicting and confusing messages in their new school and new surrounding need to be provided not only with effective approaches that focus on academic performance but also on emotional relief. Literacy practice with literature can provide good exercises for students to understand others and other cultures. Many researchers argue that literature can provide rich and comprehensible input to English language learners beyond the classroom. Also, well-designed children's literature enhances the mental representation of objects, the ability to make clear distinction among objects, and the defining and refining of categories, since young children usually build their own system from their environment to connect concept and language. Teaching children's literature prepares children toward multi-cultural social practices and transformative models of reading practices and schooling. In this light, literature is not passive anymore.

Recently, teachers and educational researchers turned their attention to using literature to support immigrant students both emotionally and linguistically. Many studies introduce high quality books and investigate the dynamic aspects of children's literature so that teacher and immigrant students can have concrete information about its positive influence. Hadaway & Young (2009)'s research focuses on immigrant students' language learning and acquisition depicted in children's picture books. Lowery (2004) pointed out the lack of variety topics (negative aspects of topics) in children's literature. Clayton (2003) identified the nature of American schooling using four cultural categories and their sub-values influenced by culture; values, learning preferences, verbal communication and nonverbal communication. Morgan (2009), Amour (2003), and McCall (2010) claimed that children's literature and storytelling enhances language skills and appreciation of cultural differences for both ethnic students and mainstream students. Amour indicates that connecting children's own story telling to literature texts is an effective method for students to nurture critical thinking as well as to encourage multiple interpretations, with serving creative thinking processes and productive language ability.

As the time of globalization, interest in various topics and indigenous stories produce desirable changes in the way researchers and scholars examine the way we culturally learn. Immigrant students' naming, ethnic identity and social interactions with their surroundings are raised as important issues. As the influx of immigrant population into the classroom grows, the information about education and life skills are also growing. Children's literacy and acculturation problems are not completely under the jurisdiction of the school teachers and curriculum any more. To build positive ethnic identity and self-esteem, parents and communities must pay more attention to immigrant children's bi-literacy practices. Adapting to the new culture and learning a new language are the weightiest problem confronting immigrant students. However, losing their ethnic culture and language cannot guarantee a positive self-conception for their bright future, either.

Storytelling lessons for young learners: Creative or imitative?

Hyunhee Cho

Daegu National University of Education

Storytelling not only motivates children to learn English but also encourages them to engage in playful and creative language learning. However, storytelling lessons in elementary schools don't show much difference from the teacher-directed and scripted traditional English lessons. Being aware of the problem, the purposes of the study are: (1) to analyze and reveal the recursive patterns in storytelling lessons in current elementary English classrooms; (2) to suggest alternative and practical ways of using storytelling in English teaching.

For the data of the study, 21 storytelling lessons from the video-recorded English classes were transcribed and analyzed: The story texts were analyzed in terms of their literary qualities such as narrative structure, metaphor, rhythm, and/or rhyme. The storytelling activities were analyzed in terms of teacher-student interaction. The findings revealed that most of the story texts were either created or reconstructed for the lesson by the teacher with a focus on the structures and functions of the English language, and that they lacked literary and playful qualities of language. Accordingly, the teacher-student interactions tended to be repetitive practices of the words from the text and there were only a few teacher-student exchanges that led to student-generated utterances. This paper suggests to English teachers that they need to understand the role of play and creativity as an essential process in children's language development and that they need to engage children in making meaning out of the storytelling activities without being afraid of making errors. Practical suggestions for teacher-student interactions are provided.

Teaching Afro-Asian literature: Comparing CTC and NLC approaches

Wilkinson Daniel Wong Gonzales

De La Salle University

In the past few decades, nonconventional learner-centered (NLC) trends in pedagogy have emerged amidst the current and probably dominant conventional teacher-centered (CTC) approaches used by majority of private and public schools in the Philippines. With the implementation of the K-12 curriculum, Afro-Asian literature remained the focus of the eighth grade. The argument of which approach is more effective in teaching Afro-Asian literature in the Philippine context seems to have surfaced in the recent years. In several literatures, both the CTC approach and the NLC approach have been found effective in teaching in different disciplines. However, in the teaching of literature, specifically Afro-Asian literature, it seems that limited to no studies have been conducted in the Philippine private school context. This comparative study focuses on the Grade 8 literature classes of Hope Christian High School, Manila, Philippines and aims to determine which between the CTC and NLC approaches are more effective in teaching Afro-Asian literature. The teacher preferred the CTC approach while students preferred the NLC approach based on qualitative data. From the quantitative data, the results showed that there were no significant differences in the Afro-Asian literature test scores immediately after the CTC or NLC instructional sessions. The researcher concluded that there is no particular teaching approach that is more effective and suggested that an eclectic or mixed approach would be more beneficial in teaching Afro-Asian literature in Hope Christian High School.

The impact of immersion on children's cultural aspects

Noh Kyung-jin
Ewha Womans University

In Korea, many parents and educators focus primarily on the outcomes of language learning by providing preschool children with English immersion program in so-called English Kindergartens under EFL context. However, other aspects such as identity formation of these children and their multiculturalism have not been contemplated enough. In a multicultural society, learners need to understand and endorse multiculturalism; they need to know there are differences among diverse cultures. At the same time, they need to be aware of their own cultural identity as well, which is one person's realization of other people within the same community, the culture, history, and value. It was questionable to what extent pre-school children in English immersion program endorse multiculturalism and what kind of cultural identity they have. Also with regard to the native teachers' aspects, it would be meaningful to find out their beliefs in English immersion program about multiculturalism and multicultural teaching.

There were two phases in this study. For Phase One, six immersion preschool students from two kindergartens were compared with four regular preschool students from one kindergarten. The data was obtained by their responses to the Attraction toward Korea and the West Questionnaire. For Phase Two, qualitative data regarding the characteristics of teachers' belief about cultural identity and multiculturalism were obtained by individual interviews.

One main finding is children in the English immersion program did not display stronger sense of multiculturalism than the children in the regular preschool. Although immersion children showed more positive attitude towards English, being exposed to English a lot more than regular children, they did not show stronger attraction toward western culture and people. Another finding from this study relates to the children's different level of cultural identity as Koreans between immersion group and regular group. In cultural identity category, regular preschool children showed fairly stronger sense in Identity with Korea section than immersion preschool children. Therefore, English kindergartens need to be more conscious of planning and implementing curriculums to foster their sense of Korean cultural identity.

Another interesting point was that children did not exhibit any particular fondness toward certain races other than their own race, Asian, regardless of their enrollment in English immersion program. English immersion program did not make children prefer white people than other races, and it has no negative influence on children's shaping balanced multicultural attitudes.

With regard to the native teachers' aspects, both of the interviewees endorsed multiculturalism fairly much and showed little ethnocentrism, racism, or color-blind philosophy. Their multicultural attitudes have a lot to do with children's multiculturalism, making them understand that different cultures have different socialization goals and values.

For multicultural education, not only do teachers need to be aware of multicultural education but also they need to be strongly motivated to actually put it into practice. Several practical educational activities were suggested such as using cultural presentation and hands-on activities and materials. Consequently, children can acquire linguistic competence of English and establish balanced cultural identity of their own country as well as open-minded multiculturalism in multicultural society.

The effects of early English education on the first language speaking in Korea

Kim Yoo Jung
Cyber Hankuk University of Foreign Studies

This study investigated the effects of early English education on children's narrative of L1 Korean. The effects of L2 acquisition on L1 in bilingualism have been found multi-dimensional with negative, positive or no effect (Cook, 2003). Even though early English education is prevalent in Korea, research on its effects on the children's L1 Korean is sparse. This study examined the influence of early English education on children's speaking of L1 Korean.

The participants in this study were forty elementary school 1st grades. Twenty participants(boy 10, girl 10) were graduates of full-time early English education(English-only kindergarten). The other twenty participants(boy 10, girl 10) were part-time children early English education (regular Korean kindergarten) graduates. All participants were 7-year-old students of the same age.

The end of second semester, an oral story-telling task was conducted in Korean using a textless picture book "Frog Story" with twenty graduates of full-time early English education and the other twenty part-time children early English education. The participants were asked to tell the story orally one by one with a researcher. The participants received no feedback on their first language(Korea) speaking. Their speaking was recorded and transcribed.

The narrative data from the task was compared between the two groups in the aspects of complexity(average number of independent clauses with whatever dependent clauses per t-unit, a t-unit being a minimal terminal unit), accuracy(the proportion of error-free t-units to t-units), fluency(average number of syllables per t-unit) and vocabulary (Sino-Korean nouns and nouns of English origin per nouns,)

The results of this study were as follows:

First, there were no significant differences in fluency and complexity between the two groups.

Second, there was a significant difference in accuracy between the two groups. The English-only kindergarten graduates spoke with more errors than the other regular Korean kindergarten graduates of the same age.

Third, there was no significant difference in Sino-Korean words between the two groups, whereas there was a significant difference in foreign words between the two groups. The English-only kindergarten graduates used more foreign words than the regular Korean kindergarten graduates of the same age.

These results showed that the English-only kindergarten graduates produced Korean sentences with more grammatical errors with more words of English origin than the regular Korean kindergarten graduates.

These results indicate not only positive effects but also negative effects of early L2 English education on L1 Korean speaking, providing useful information based on empirical study for elementary school language teachers as well as parents of children.

The effects of enhancing and transforming blended learning on the improvement of writing ability in higher education

Lee So & Lee Chung Hyun
Hankuk University of Foreign Studies

Blended learning has been adopted in second language (L2) writing classrooms as it provides the improved teaching and learning environment and effective instruction to students. This study aims to investigate students' perspectives and the effects of two types of blended learning, enhancing and transforming blended learning on the improvement of writing ability in higher education. The enhancing blended learning brings incremental changes to the pedagogy, and the transforming blended learning leads to a radical transformation of the pedagogy (Graham, 2006). The research questions are: 1) What are the students' perspectives on enhancing and transforming blended learning in L2 writing classes?; 2) What are the effects of enhancing and transforming blended learning on the improvement of writing ability?; and 3) Which is the most improved one among four writing components, content, organization, structure, and mechanics in enhancing and transforming blended learning? The participants of the study consisted of 65 students from A and B University in Seoul. 25 students in A University were taught in the enhancing blended learning, where the students met in the traditional classroom without computers once a week and performed computer work outside the classroom. 40 students in B University were taught in the transforming blended learning, where the students were given individual computers in the classroom and conducted computer work regardless of place. The students in the enhancing blended learning were not able to produce drafts and perform a variety of computer tasks. On the other hand, the students in the transforming blended learning were given multiple tasks that computers were required and time for producing and revising drafts. The enhancing blended learning class implemented a prototype of the instructional model for L2 writing in blended learning (So & Lee, 2013), and the transforming blended learning did the instructional model for L2 writing in blended learning. Data sources included questionnaire, pre-test, post-test, and interviews. Data collected from the questionnaire were analyzed using SPSS for the students' perspectives on the two types of blended learning. The students' writing drafts were scored using the scoring rubric for academic writing. The students in the enhancing and transforming blended learning were found to have positive perspectives to the blended learning system in L2 writing. They considered it useful and helpful for the improvement of their writing skills, and they were satisfied with the systems. However, the students in both types appeared to have difficulty producing multiple drafts and conducting a variety of activities of the four writing components. The two types of blended learning were effective for improving students' writing skills, showing the increase of the mean score from the pre-test to the post-test. Among the four components, organization is the most improved component, followed by content, structure, and mechanics. Based on the results, the two types of blended learning are recommended to implement in L2 writing classes, considering teaching and learning environment such as provision of individual computers to students and students' academic needs and proficiency level.

The efficacy of synchronous communication in an EFL class

Katie Klemsen
Ajou University

This study examines student communication and interaction via digital learning environments and synchronous communication when used in tandem with traditional learning environments. Recent research indicated that Korean university students were more likely to communicate with the instructor and cohort if an online or digital environment was easily accessible (Klemsen & Seong, 2012). The goal of this study was to apply those findings to an EFL class at a Korean university and specifically investigate the efficacy of synchronous online communication. The paper reflects the delivery of a class using synchronous communication. The participants were 150 students enrolled in English 1, a required English speaking and writing course, which aims to teach students paragraph writing skills, and enhance oral communication skills. Data was collected from student questionnaires and synchronous communication records to address the following research questions: 1) Are students more likely to use synchronous communication than other forms of communication?; 2) What are the benefits of synchronous communication?; 3) What are the drawbacks to synchronous communication?; 4) To what extent do students use chat for class-related purposes?; 5) To what extent do students use chat for purposes not directly related to the class?; And 6) Do students prefer using Korean or English language for synchronous communication? The analysis of the data indicated that students prefer synchronous communication to other forms of communication for interaction with both the instructor and cohort, and used a variety of criteria to decide if English or Korean language was more appropriate. Students indicated a strong interest in using synchronous communications for future university courses.

University-school collaboration in developing English teachers' professionalism

Didi Suherdi
Indonesia University of Education (UPI)

In many cases, innovative endeavors cannot get strong bases at the school levels. This is, as far as Indonesia is concerned, mostly due to the less conducive atmosphere of professional development available for teachers. This paper will discuss an initiative taken to develop collaboration between English Education Department and some schools to develop a sustainable and productive professional development program for English teachers.

The presenter will explain how a collaboration developed between the English Education Department and some schools in Bandung Indonesia has resulted in significant improvement in teaching skills, sustainable motivation and commitment to professional development and students' achievement in both English and English-based bilingual Science learning.

Participants will be provided with elaborate explanation on the program development, best practices and experience, products as well as lessons learned. In relation to the program development, participants will also learn how to suit the program to the socio-cultural aspects of the individuals involved as well as the changing demands of the 21st century Indonesia, especially in making the use of religiosity as the most fundamental basis of Indonesian society in motivating the teachers in developing continuous improvement in their teaching. There are four interrelated religious concepts, taken from Islamic teachings, serving as the basis of this community in accomplishing the collaboration, i.e. Amanah (literally means trustworthiness and responsibility), Rahmah (compassion), Taadubah (discipline), and Sillah (networking), which is then well-known as ARTS.

In the meantime, the best practices and experience presented will help clarify how the program has been conducted and sustained in the last three years and how it contributes to the teachers' professional development. Concerns on teacher's quality and professional development motivated my first attempt to convince the school headmasters and teachers as well as the school boards that collaborative efforts need to be developed to create excellence in English teaching and learning in the schools. Some preliminary works, including demonstrating good teaching by university professor were then initiated. This has increasingly attracted and convinced the English teachers in the schools to take parts in the collaboration. Some models of teaching suited to the context of the schools has then been developed, including MABKBIA (literally stands for Competence-oriented and Affectionate-Interaction-based Model of Teaching), and 3W+3S (Three Obligatory Stages for Successful teaching plus Three Optional Stages for Excellent Learning).

The introduction of international standard school projects in some Indonesian schools required schools develop bilingual classes and this helped extend this collaboration to include math and science teachers and professors. A sustainable model for excellent bilingual teaching is now on demand. MPDELS (literally stands for Synergetic Four-Layered Model of Bilingual Teaching) was then developed. The layers include CESE (Creating English Speaking Environment), CESC (Creating English Speaking Community), E+ (Curriculum English plus Customized Stuffs), and BMSC (Bilingual Math and Science Courses).

The lessons learned has continually construed the nature of teaching English and implementing English-based bilingual education in Indonesia, especially in the context of the study underpinning the program.

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국가영어능력평가시험 말하기, 쓰기 영어 평가 요소

Hwang Eun-Kyung

National Institute for International Education

국가영어능력평가시험(National English Ability Test)은 일반 성인 영어 학습자의 직무 수행에 필요한 영어능력을 평가하기 위한 도구로, 듣기, 읽기, 말하기, 쓰기 등 언어의 4 영역을 종합적이고 균형 있게 평가하여 영어의사소통능력을 효과적으로 측정하도록 설계되었다.

IBT 방식의 NEAT는 언어가 실제로 사용되는 상황을 반영한 영역 통합형 문항과 과제 완수형 문항으로 구성되어 있으며, 직무영어능력 시험의 성격에 맞도록 각 영역별로 직접직무(Business), 간접직무(Contextual), 일반(General)적인 소재로 구분하여 출제된다. 특히 말하기 영역의 경우, 목표언어 사용영역(Target Language Use Domain)을 설정하여(예, meeting and discussion, telephone communication, presentation, socializing, other job-related communication) 실제 상황에서 쓸 수 있는 언어 및 소재를 다루며, 쓰기 영역의 경우에는 다양한 텍스트의 유형(예, correspondence, report, information, essay)에 기초하여 보편적으로 일어날 수 있는 직무 상황을 다룬다. 말하기, 쓰기 영역 공히 과제중심평가(Task-based Test)와 수행능력 평가(Performance Test)로 실제 생활에서의 언어 수행 능력 평가를 목표로 삼고, 수험생들이 주어진 과제를 수행하는 데 필요한 의미(notion)들을 얼마나 잘 표현하고, 다양한 기능들(function)을 얼마나 잘 수행하는지를 평가한다.

실제 영어의사소통능력의 중요성이 나날이 증대하고 있음에도 불구하고 듣기와 읽기 중심 교육에서 벗어나지 못하고 있는 한국의 현실을 고려해볼 때, NEAT 도입이 영어교육현장에 말하기와 쓰기 교육의 적극적인 도입을 유도하는 유의미한 변화를 촉진하는 기폭제가 되길 기대한다.

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