

2018 KATE International Conference

2018 KATE International Conference
**Locally Appropriate Language
Pedagogy in the Post-method Era**



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(Veritas Building and Myungshin Building)

주최 The Korea Association of Teachers of English
(www.kate.or.kr)

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Opening Address

Keun Huh

(Conference Chair, Hannam University)

It is a great pleasure to welcome all of you to the 2018 KATE International conference. The theme of this year, “Locally appropriate language pedagogy in the post-method era” is a very meaningful issue for many countries of the world where English is taught as a foreign or second language. As leaders of English education, we are responsible to recognize and develop the most effective ways to teach in our respective environments. Through this KATE conference, therefore, we aim to share a myriad of ideas to think about what locally appropriate language pedagogy would be.



In relation to this theme, we were fortunate to have the opportunity to invite four plenary speakers: Prof. Charlene Polio from the US, Prof. Peter Medgyes from Hungary, Prof. Anthony Kunnan from Macau, Prof. Kris van den Branden from Belgium, and eight featured speakers who are experts in the field of ELT: Profs. Hajime Terauchi, Lian Zhang, Yulia V. Agranat, Paramaswari Jaganathan, Surachai Yusuk, Ni Luh Nyoman Seri Malini, Minghao Jin, and Michael Free. Lastly, I would like to thank all the presenters in concurrent sessions for being part of this conference. I am sure all of you will make this conference fruitful, wonderful, and memorable.

As a conference chair, I hope this conference will provide a foundation for real questions about the best English teaching methods for you and your students. Now, the 2018 KATE International Conference has officially begun. I hope that all of you fully enjoy the feast of learning and collaborating for two days.

Thank you.

Welcoming Address

Young Shik Lee

(President of KATE, Hannam University)

Members of KATE, distinguished speakers, honorable language teaching professionals, and fellow language teachers. As President of The Korea Association of Teachers of English (KATE), I would like to express a heartfelt welcome to all of you here today. It is my privilege and pleasure to present to you the program of the KATE 2018 International Conference, which is certainly as full a package of presentations and activities as a conference can offer.



The theme of this year's conference is “Locally Appropriate Language Pedagogy in the Post-method Era.” The reason we have chosen this theme is well manifested in our experience of English language teaching. Today we are going to have plenary presentations, featured presentations, and hundreds of paper presentations, which will help you to explore many proper paths for English language teaching. We cannot be satisfied with the current, in-progress state of affairs but must seek out new ways to provide learners with the most effective and efficient language learning experiences possible, taking into account the local contexts of English learning and teaching. So my special thanks must go to all of the presenters for sharing their expertise and professional experience with us at this Conference. I believe there are a lot of issues to talk through during this Conference, and I hope we will be able to find ways to improve our teaching through the exchange of information and expertise.

Before I finish, I would like to thank the Executive Board members of KATE and the Conference Organizing Committee members for this conference who spent a tremendous amount of time and energy to make this special event possible. Very special thanks must go to the former presidents of KATE who have contributed themselves to this excellent association of KATE over the last couple of decades. I also would like to thank all of the representatives from our sister associations of English language education.

Once again, I would like to welcome you all to our conference and hope that all of you can enjoy the conference we have prepared for today. I wish good luck and great success to all of you.

Thank you very much.

Main Sessions_Day 1 (July 6, Friday)

Time	Place	Event			
09:00–09:30	Myungshin Building	Registration			
09:30–10:30	Myungshin Building	Concurrent Sessions			
10:30–10:50		Coffee Break			
10:50–11:20	Veritas Building (B101)	Opening Ceremony Opening Address: Keun Huh (Conference Chair) Welcoming Address: Young Shik Lee (President of KATE) Group Photo Taking			
11:20–12:10	Veritas Building (B101)	Plenary Speech I What do we really know about written language development during instruction? Charlene Polio (Michigan State University, USA) (Moderator: Josephine Lee, Ewha Womans Univ.)			
12:10–13:30	Queen Sunheon Building	Lunch			
13:30–13:40		Promotional Video of Seoul			
13:40–14:30	Veritas Building (B101)	Plenary Speech II The native/nonnative conundrum revisited Péter Medgyes (Eötvös Loránd University, Hungary) (Moderator: Hae Dong Kim, Hankuk University of Foreign Studies)			
14:30–14:40		Coffee Break			
14:40–16:40	Myungshin Building	Concurrent Sessions			
16:40–16:50		Coffee Break			
16:50–17:40	Myungshin Building	Featured Speech I (Myungshin 301) Ecological integration of language learning and disciplinary education: A sociocultural proposal Lian Zhang (CELEA, Beijing Foreign Studies University) (Moderator: Jeong Hee Hwang, Pyeongtaek Univ.)	Featured Speech II (Myungshin 302) Teaching English in Russia: Foreign, international or global language? Yulia Agranat & Tatiana Tagirova (FEELTA, Far Eastern State Transport University) (Moderator: Eun-Joo Lee, Ewha Womans Univ.)	Featured Speech III (Myungshin 303) Facilitating practicality as post-method pedagogy among secondary school students in the multi-racial Malaysian ELT classrooms Paramaswari Jaganathan (MELTA, Universiti Sains Malaysia, Penang) (Moderator: Yoonhee Choe, Chongshin Univ.)	Featured Speech IV (Myungshin 304) The innovative development of English Majors in China under “the National Standard” Minghao Jin (Yanbian University) (Moderator: Myeong Hee Shin, Hannam Univ.)

Main Sessions_Day 2 (July 7, Saturday)

Time	Place	Event			
09:00–09:30	Myungshin Building	Registration			
09:30–10:30	Myungshin Building	Concurrent Sessions			
10:30–10:40		Coffee Break			
10:40–11:30	Veritas Building (B101)	<p align="center">Plenary Speech III Learning about assessment knowledge through hypothetical scenarios Antony Kunnan (The University of Macau) (Moderator: Sang-Keun Shin, Ewha Womans Univ.)</p>			
11:30–12:20	Veritas Building (B101)	<p align="center">Plenary Speech IV Challenges for task-based language teaching in the 21st century Kris Van den Branden (University of Leuven, Belgium) (Moderator: Hanki Jung, Korea Army Academy at Yeong-Cheon)</p>			
12:20–13:30	Queen Sunheon Building	Lunch			
13:30–14:10	Myungshin Building	<p align="center">Featured Speech V (Myungshin 301) Collaboration between KATE and JACET: The beginning, the present and future prospects Hajime Terauchi (JACET, Takachiho University) (Moderator: Dongkwang Shin, Gwangju National Univ. of Education)</p>	<p align="center">Featured Speech VI (Myungshin 302) Effects of ZPD based scaffolding techniques on reading comprehension of Thai university Students Surachai Yusuk (Thai TESOL, Nakhon Pathom Raiabhat University) (Moderator: Eun Sung Park, Sogang Univ.)</p>	<p align="center">Featured Speech VII (Myungshin 303) RSQC2 techniques to articulate students' reactions to class activities, assignments and materials Ni Luh Nyoman Seri Malini (TEFLIN, Udayana University) (Moderator: Youngmi Kim, Kyung Hee Univ.)</p>	<p align="center">Featured Speech VIII (Myungshin 304) Pronunciation teacher (re-)training for English as a Lingua Franca Michael Free (KOTESOL, Kangwon National University) (Moderator: Yuah Chon, Hanyang Univ.)</p>
14:10–14:30		Coffee Break			
14:30–16:30	Myungshin Building	Concurrent Sessions			
16:30–16:40		Coffee Break			
16:40–17:10	Myungshin Building	General Meeting			

Concurrent Sessions _ Day 1 (July 6)

Session 1: Language Teaching Approaches and Methodologies (Room 301, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Kyeong–Ouk Jeong (Hannam University)	Korean students’ underperformance at oral presentation tasks: Proposed solutions Judit Nagy & Mátyás Bánhegyi (Károli Gáspár University of the Reformed Church / Budapest Business School University of Applied Sciences, Hungary)
	Practical framework for conducting written corrective feedback activity Jae–hyun Im & Chulwon Jung (Indiana University Bloomington, USA / Hankuk University of Foreign Studies)
14:40 – 16:40 Session Chair: Je Young Lee (Jeonju University)	Investigation of learners’ perceptions on action learning–based lessons for general English course Yu–hwa Lee (Keimyung University)
	Using project–based learning technique to enhance students’ writing skills Thuy Diem (Thainguyen University, Vietnam)
	A task–based approach to academic speaking in Korean EAP context Hanbyul Jung & Soo Jung Youn (Seoul National University / Northern Arizona University, USA)
	Statistical issues in applied linguistics papers Mi–Lim Ryoo (Korea Maritime & Ocean University)

Session 2: English Language Testing (Room 302, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Jungok Bae (Kyungpook National University)	The cognitive validity of video–based listening comprehension test: Evidence from test–takers’ eye–movement data Suh Keong Kwon (Korea Institute for Curriculum and Evaluation)
	Test development using the CEFR–J reading and listening descriptors Siwon Park & Megumi Sugita (Kanda University of International Studies)
14:40 – 16:40 Session Chair: Kyung Ja Kim (Chosun University)	Effectiveness of game–based approach in teaching English reading skills Payupol Suthathothon (Chiang Mai University, Thailand)
	Active learning has a potential to change English education in Japan: What is required for English teachers Takehiro Sato (JACET, Nagoya University of Foreign Studies, Japan)
	An analysis of EFL college students’ peer review and revision Eunsook Kwon & Shinhye Kim (Keimyung University)

Concurrent Sessions _ Day 1 (July 6)

Session 3: International and Intercultural Communication (Room 303, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Mun-Hong Choe (Chonnam National University)	Multimodal analysis of students' communication strategies in intercultural distance learning Sunyoung Choi (Korea University)
	English at work in a Korean company: Lessons for teachers Shaun Manning (Hankuk University of Foreign Studies)
14:40 – 16:40 Session Chair: Young-Joo Jeon (Mokwon University)	Service professionalism and actual complaints in airline service English books Youjin Park & Yunjoo Park (Korea National Open University)
	Focusing on language in multicultural education courses in teacher preparation Shim Lew & Nicole Siffrinn (The University of West Florida, USA / The University of Georgia, USA)
	Korean student adaptation to unfamiliar learning approaches and expectations Douglas Sewell (University of Calgary, Canada)
	Teaching made easy: Practical lessons from educational research for ELTs Dan Shepherd (Missouri Western State University, USA)

Session 4: ELT Curriculum and Materials Development / Teacher Education (Room 304, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Jin-Hwa Lee (Chung-Ang University)	Stop press! Teaching listening with news stories in academic English Naheen Madarbakus-Ring (Victoria University Wellington, New Zealand)
	Career preparation in university business English classes Andrea Rakushin Lee (Konkuk University)
14:40 – 16:40 Session Chair: Junkyu Lee (Hankuk University of Foreign Studies)	An analysis of argumentative discourse in ELT coursebooks Colin Walker (Myongji University)
	Enhancing the effectiveness of group discussion in a postgraduate writing class in Hong Kong Joanna Lee (University of Hong Kong, Hong Kong)
	Learner autonomy in a teacher training context: Successes and challenges Andrew Griffiths (Daejeon Education Training Institute)
	English teacher identity development through literacy practices on military duty Jae-hyun Im (Indiana University, USA)

Concurrent Sessions _ Day 1 (July 6)

Session 5: Second Language Acquisition (Room 310, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Kitaek Kim (Gyeongin National University of Education)	L2 peer review negotiations and criticism strategies Ji Hye Lee (Indiana University, USA)
	The effects of learning styles on L2 vocabulary learning Sang Eun Lee & Junkyu Lee (Hankuk University of Foreign Studies)
14:40 – 16:40 Session Chair: Young Woo Cho (Pai Chai University)	Korean jogiyuhaksaeng's adaptation strategies in the Australian school context Bong Jeong Lee (Hanyang University)
	Reaching potential in language teaching: Leadership, relationship, and your organization Dan Shepherd & Sanghee Yeon (Missouri Western State University, USA / Defense Language Institute)
	EAP teaching on culture and identity for critical intercultural awareness Heejin Song (University of Toronto, Canada)
	Investigating the effects of metacognitive instruction in listening Ayako Kobayashi (Konan University, Japan)

Session 6: Use of ICT in English language Teaching (Room 318, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Youngsoon So (Seoul National University)	Enriching learners' experience: Technology-enhanced feedback on content and forms Victoria Kim (Ulsan National Institute of Science and Technology)
	EFL learners' perception on feedback from the automated essay scoring system (Grammarly) Hyojung Lim (Kwangwoon University)
14:40 – 16:40 Session Chair: Shinchul Hong (Busan University of Foreign Studies)	A mobile-mediated problem-based learning program in the college EFL classroom: Participant perceptions and impact on listening and reading skills Eun-Young Kwon (Dongguk University)
	Vocabulary learning and teaching through multimodality: Toward a Pedagogy of Empowerment Heejin Song (University of Toronto, Canada)
	Online peer response and the use of web-based tools for ELLs' written communicative competence Youngmi Kim (Kyung Hee University)
	A computer-aided error analysis of Korean learners of English: Learner corpus research Wonkyung Choi (University of Birmingham, UK)

Concurrent Sessions _ Day 1 (July 6)

Session 7: Innovative Teaching Practices (Room 320, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Kyungja Ahn (Seoul National University of Education)	Exploring feedback to L2 writing for a post-method pedagogy YiBoon Chang (Seoul National University)
	The power of relational teaching: Helping them learn by showing you care Dan Shepherd (Missouri Western State University, USA)
14:40 – 16:40 Session Chair: Jihyun Jeon (Pusan National University)	The role of socially-mediated alignment in second language learning Yeon Joo Jung (Georgia State University, USA)
	Family language policy (FLP) and Korean-English bilingual code-switching (CS) Kye Gon Lee (University of Iowa, USA)
	Using historical fiction in the English as a second language classroom Jaran Shin (University of Massachusetts, USA)
	Distribution and usage of nominalization in Korean EFL learners' argumentative writing Choongil Yoon (Dongguk University)

Concurrent Sessions _ Day 2(July 7)

Session 1: International and Intercultural Communication / English Language Testing (Room 301, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Mi-Lim Ryoo (Korea Maritime & Ocean University)	An investigation into the rating tendency of Korean teachers as a non-native rater in a speaking assessment of English Dongkwang Shin (Gwangju National University of Education)
	EFL instructors' and domain experts' evaluation of pragmatics for workplace Hana Jo (Hankuk University of Foreign Studies)
14:30 – 16:30 Session Chair: Woo-Hyun Jung (Yeungnam University)	International students' critical incidents and reactions to cultural differences Jung Sook Kim (Keimyung University)
	The relationship between English speaking test scores and self-directed learning ability of Korean college students Jungtae Kim (Pai Chai University)
	Investigating voluntary peer review in an online fanfiction community Onuma Lakarnchua (Chulalongkorn University Language Institute, Thailand)
	Beyond English: University student success through acculturation and study skills Douglas Sewell (University of Calgary, Canada)

Session 2: Use of ICT in English Language Teaching (Room 302, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Hyun-Ju Kim (Dankook University)	How sequencing and fading of contents can reduce the negative impact of difficult contents on learning Christopher Lange & Jamie Costley & Mik Fanguy (Joongbu University / Kongju National University / KAIST)
	English learning for secondary students with special health care needs Jungeun Kim (Hankook University of Foreign Studies)
14:30 – 16:30 Session Chair: Dongkwang Shin (Gwangju National Univ. of Education)	The emergence of AI robots in the 4th Industrial Revolution era and their pedagogical implications for English teaching and learning in Korean grade schools Inseok Kim (International Institute of Languages Education Research)
	Incorporating self-compiled specialized corpora into a research writing course Jaymin Kim (Seoul National University)
	Effects of using a blog in high school class on students and teachers Juyeong Lee (Busan IL Science High School)
	Students' engagement levels on MALL for improving English speaking proficiency Jiun Baek & Chung Hyun Lee (Hankuk University of Foreign Studies)

Concurrent Sessions _ Day 2(July 7)

Session 3: ELT Approaches and Materials Development (Room 303, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Eunhee Han (Korea Nazarene University)	Developing phonics reading material based on story for young learners Jeong Eun Song (International Graduate School of English)
	A comparative study of vocabulary in high school English textbooks Wei-Tung Wang (Meiji University, Japan)
14:30 – 16:30 Session Chair: Seonmin Huh (Busan University of Foreign Studies)	Communicative language teaching as a framework for locally appropriate pedagogy William Littlewood (Hong Kong Baptist University)
	Conceptualizing coaching for English learning: Know what, how, and why Young Woo Cho (Pai Chai University)
	English narrative based intervention programme: A case of global corporation's narrative education Nahee Kim (Chung-Ang University)

Session 4: Second Language Acquisition (Room 304, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Josephine Lee (Ewha Womans University)	Korean EFL students' construction of identity, imagined community, and investment Jina Kim (Hankuk University of Foreign Studies)
	The unique contribution of morphological awareness to Korean students' reading comprehension Eun Joo Kim (Korea University)
14:30 – 16:30 Session Chair: Yujong Park (Sungkyunkwan University)	Written corrective feedback, task repetition, and learning of formulaic sequences Sanghee Kang (Gwangmyeongbuk High School)
	Second language learners' knowledge of L2 phonology: Does it impact pronunciation? Mi Sun Park (Teachers College Columbia University, USA)
	Interlocutor proficiency effects on testing anxiety in paired speaking tests Il-Sun Hyun & Sang-Keun Shin (Hansung University / Ewha Womans University)
	Lexical and syntactic features of underachieving university students' English composition Young Gyo Cho (Kyungnam University)

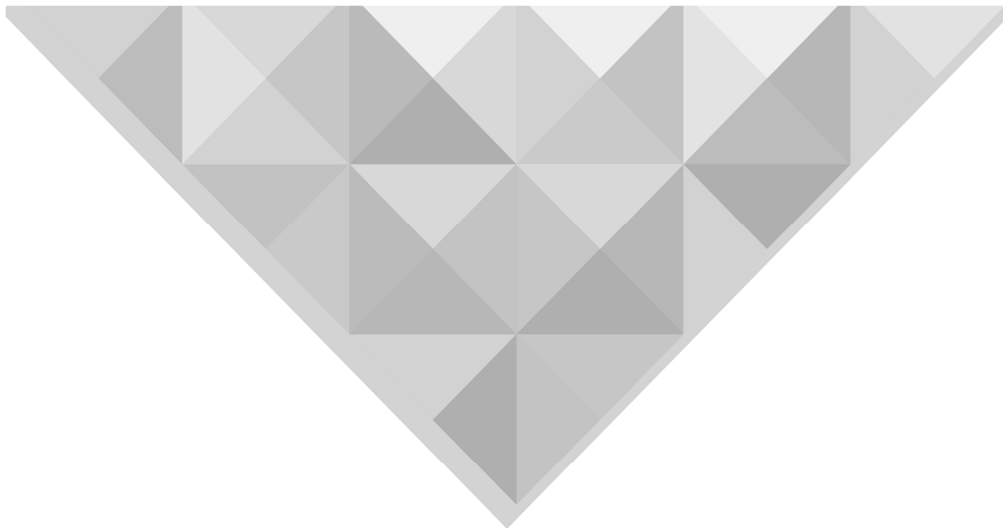
Concurrent Sessions _ Day 2(July 7)

Session 5: English Vocabulary / ELT Methods and Materials (Room 309, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Eunsook Shim (Sangji University)	The challenges of adopting CLT in Korean classrooms Yoo Jung Jin & Isaiah WonHo Yoo (Sogang University)
	The effects of the sentence-writing task on English vocabulary learning of Korean high school students Jee Young Park (Seoul National University)
14:30 - 16:30 Session Chair: Hyun Jin Kim (Cheongju National University of Education)	Integrating process drama into EFL classrooms Seul-ki Kim (International Graduate School of English)
	Translanguaging and English medium instruction: What are Korean undergraduates' perceptions? So-Yeon Ahn (City University of Hong Kong, Hong Kong)
	The corrective feedback process Victor Reeser (Hanyang University)
	Actions of Professional Learning Community for Alignment of Curriculum-Instruction-Assessments Hyoungshin Wee (Jeollanamdo Office of Education)

Session 6: Teacher Education (Room 310, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Hye-Ryung Han (Seowon University)	Elementary pre-service teachers' self-efficacy beliefs to teach English language learners Yong-Jik Lee & Robert Davis (University of Florida, USA / Hankuk University of Foreign Studies)
	Effects of reflective feedback on pre-service English teachers' professional development Hyun Jin Kim (Cheongju National University of Education)
14:30 – 16:30 Session Chair: Mun Woo Lee (Hanyang University)	Two U.S. English teachers' locally appropriate pedagogy in Korean schools Jayoung Choi (Kennesaw State University, USA)
	Teacher identity as a pedagogy of criticality in Korean TEFL Sunhoon Yang (Kyung Hee University)
	Categorization of English language teaching materials Haedong Kim (Hankuk University of Foreign Studies)
	A study on the current status and recognition of necessity of English education in the Korean police Yun Joo Park & Wan Chul Lim (Korea National Open University)



Plenary Speech

- DAY 1, JULY 6 (FRIDAY)

시간	장소	발표 제목 및 발표자
11:20-12:10	Veritas Building (B101)	<p><i>Plenary Speech I</i> What do we really know about written language development during instruction? Charlene Polio (Michigan State University, USA) (Moderator: Josephine Lee, Ewha Womans Univ.)</p>
13:40-14:30	Veritas Building (B101)	<p><i>Plenary Speech II</i> The native/nonnative conundrum revisited Péter Medgyes (Eötvös Loránd University, Hungary) (Moderator: Hae Dong Kim, Hankuk University of Foreign Studies)</p>

What do we really know about written language development during instruction?

Charlene Polio (Michigan State University, USA)

Despite claims that writing can promote language learning (e.g., Polio, 2012; Williams, 2012), we do not have an understanding of how or if students' language develops in writing classes. I begin this talk by summarizing the scope and results of research on written language development in two areas. The majority of research focuses how learners' written language changes over some instructional period. These longitudinal and cross-sectional studies use a wide variety of measures to describe linguistic development but do not link that development directly to instruction (e.g., Mazgutova & Kormos, 2015; Vyatkina, 2013; Yoon & Polio, 2017). Furthermore, because of the different populations, measures, and study lengths, only a few conclusions can be tentatively drawn. The second and smaller set of studies tries to link changes in written language to instruction. Some of these studies compare contexts for learning such as content and learning integrated instruction, or CLIL, versus formal instruction as in Roquet and Pérez-Vidal (2015), while others focus on specific classroom discourse and materials, such as Humphrey and Macnaught (2016). Again, because of the different contexts and foci, it is impossible to generalize across studies, but I argue that we need more of these studies. In fact, it may make sense to situate studies of writing development firmly in relation to what happens in the classroom.



One way to better understand language development in writing classes is to conduct mixed methods studies that use a variety of measures to assess language development but also use classroom observations and student and teacher interviews to examine the relationship between the context and language development. Very few such studies exist, so first, I will describe variations on mixed methods research and how it can contribute to our understanding of language development. Next, I will report on a recent attempt to conduct such a study (Lim, Tigchelaar, & Polio, 2018), who looked at students in two writing classes. Previous studies, Polio and Shea (2014) and Yoon and Polio (2017), conducted in similar contexts showed limited linguistic development over the course of a university semester. We attempted to understand this lack of development by examining data sources other than the developmental measures commonly used in second language writing research. Specifically,

we used surveys, classroom observations, teacher interviews, and writing process data including keystroke logging and stimulated recall. Among the findings were that although students had the goal of improving their language in the writing classes, teachers did not have time to focus on language, and they expected that students already had the explicit knowledge to become independent editors. Furthermore, revision behavior varied greatly among individuals with some students not taking the time to revise for language. I end by proposing a research agenda for further studying second language writing development (Polio, 2017).

BIODATA

Charlene Polio is a Professor and Associate Chair in the Department of Linguistics & Germanic, Slavic, Asian, & African Languages at Michigan State University, where she teaches in the MA Program in Teaching English to Speakers of Other Languages (TESOL) and the Second Language Studies Program. Her main area of research is second language (L2) writing. She is particularly interested in the various research methods and measures used in studying L2 writing as well as the interface between the fields of L2 writing and second language acquisition. She has also published and done research in the areas of second language acquisition, foreign language classroom discourse, and behavior differences in novice vs. experienced teachers.

The native/nonnative conundrum revisited

Péter Medgyes (Eötvös Loránd University, Hungary)

In my book *The non-native teacher* (1994), I argued that non-native English-speaking teachers (non-NESTs) are unable to emulate native English-speaking teachers (NESTs) in terms of their English-language competence. I also claimed, however, that nonnatives are in possession of certain attributes that could well offset their linguistic handicap. To prove my point, I put forward two sets of hypotheses, namely:



Set 1:

- NESTs and non-NESTs differ in terms of their language proficiency.
- NESTs and non-NESTs differ in terms of their teaching behaviour.
- The discrepancy in language proficiency accounts for most of the differences found in their teaching behaviour.
- NESTs and non-NESTs can be equally good teachers – but each on their own terms.

Set 2:

- Non-NESTs can provide a better learner model than NESTs.
- Non-NESTs can teach language learning strategies more effectively than NESTs.
- Non-NESTs can supply more information about the English language than NESTs.
- Non-NESTs can anticipate and prevent difficulties more effectively than NESTs.
- Non-NESTs show more empathy to the needs and problems of students than NESTs.
- Non-NESTs benefit from the students' native language.

Although partly based on empirical evidence, *The non-native teacher* received mixed responses at the time of its publication – and ever since.

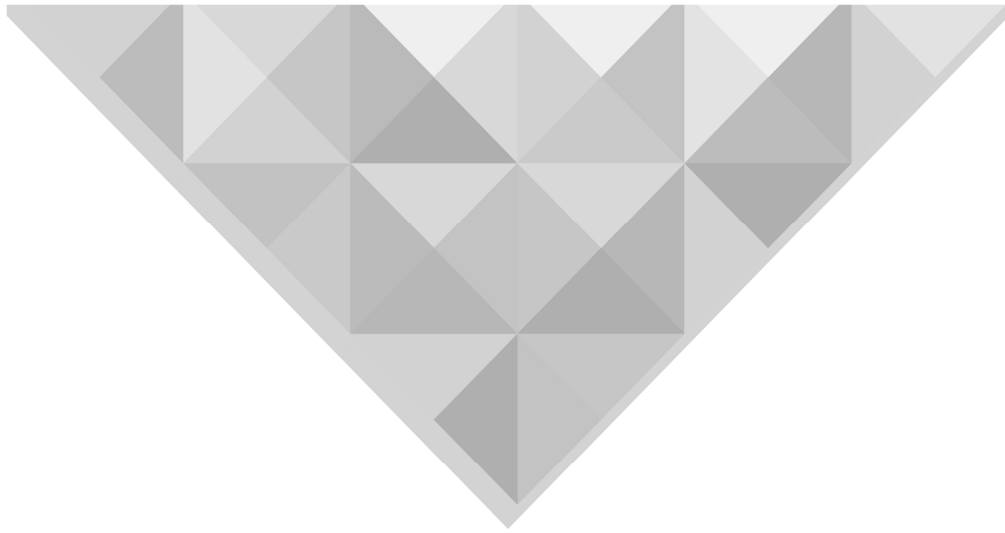
In addition to briefly presenting the gist of the book, this lecture gives a brief overview of developments that have since taken place both concerning the native/nonnative dilemma and English language teaching in general. With a new paradigm looming large, I propose that a fundamental rethink of steps to be taken in language policy and practice is required. These steps are specified in a nine-point action plan, the components of which are as follows:

- An adequate teacher supply to satisfy the exponential growth of demand for English should be ensured.
- Work on establishing norms of English as a lingua franca use should be intensified.

- More heed should be paid to the special needs of young learners.
- The scope for content and language integrated learning in schools should be broadened.
- Information and communication technology should be factored into the curriculum of teacher education.
- The integration of classroom and out-of-school learning opportunities should be reinforced.
- Language improvement courses for non-NESTs should constitute a fundamental component of teacher education curricula.
- NEST job applicants prepared to stay for an extended period of time in the foreign country should be prioritised.
- Enhanced opportunities for NEST/non-NEST cooperation should be fostered.

BIODATA

Péter Medgyes, CBE, is Professor Emeritus of Applied Linguistics and Language Pedagogy. During his career he was a schoolteacher, teacher trainer, vice rector, vice president of IATEFL, deputy state secretary and ambassador of Hungary. He was a plenary speaker in over fifty countries and author of numerous books and papers published both in his home country and abroad. His most recent book is the third edition of *The Non-native Teacher* (Swan Communication, 2017). His main professional interests lie in teacher education, language policy and humour research. He can be reached at pmedgy@gmail.com.



Plenary Speech

- DAY 2, JULY 7 (SATURDAY)

시간	장소	발표 제목 및 발표자
10:40-11:30	Veritas Building (B101)	<p><i>Plenary Speech III</i></p> <p>Learning about assessment knowledge through hypothetical scenarios</p> <p>Antony Kunnan (The University of Macau)</p> <p>(Moderator: Sang-Keun Shin, Ewha Womans Univ.)</p>
11:30-12:20	Veritas Building (B101)	<p><i>Plenary Speech IV</i></p> <p>Challenges for task-based language teaching in the 21st century</p> <p>Kris Van den Branden (University of Leuven, Belgium)</p> <p>(Moderator: Hanki Jung, Korea Army Academy at Yeong-Cheon)</p>

Learning about assessment knowledge through hypothetical scenarios

Antony Kunnan (The University of Macau)

Assessment literacy papers and workshops have focused on how to make participants understand concepts written as standards. One popular set of standards are the ones written by psychological and educational experts and best practices in the field (APA, AERA, NCME, Standards for educational and psychological testing, 1999, and 2014). The standards include validity, reliability, generalizability, fairness, norm and criterion-referenced assessment, etc. These standards have provided assessment institutions guidance for their own internal evaluations and research agendas. But, students and young professionals are expected to understand these concepts without guiding principles. More recently, the argument-based approach based on Toulmin's model (example, Bachman and Palmer, 2010) has offered a systematic approach to evaluation with an examination of an assessment institution's claims and warrants, and the backing for warrants. But, neither does this approach offer guiding principles. Thus, these two top-down approaches are unlikely to be able to help participants understand key assessment knowledge.



In order to remedy this situation, I propose a series of reflections on hypothetical scenarios to understand the key concepts of assessment knowledge. In this approach, first, a series of scenarios called "The Trolley Problem" (Foot, 1967) from moral philosophy will introduce how to evaluate these scenarios – whether to moral justify actions based on the principle of outcomes or consequentialism or to use the principle of duty or obligation. Second, six scenarios from language assessment on defective tasks, biased tasks, scoring problems, selecting an assessment, differential pricing, and decision-making will be analyzed by applying outcomes-based or duty-based thinking. As these scenarios mirror the common assessment development to assessment decision-making process, applying principles to these scenarios will be quite transparent. Third, participants will formalize their understanding by checking a list of concepts/standards that include different aspects of validity, reliability, and fairness. Therefore, this approach will help participants understand key assessment knowledge through a bottom-up approach (for more details see, Kunnan's *Evaluating language assessments*, Routledge, 2018).

BIODATA

Antony John Kunnan is Professor of English at the University of Macau who specializes in teaching and researching language assessment matters. He has published widely in language assessment areas such as development, statistics, fairness and justice, ethics, immigration and citizenship, multilingualism and public policy. His latest edited books are *Language Testing and Assessment* (Routledge, 2014) and *The Companion to Language Assessment* (Wiley, 2014) and authored book *Evaluating Language Assessments* (Routledge, 2017).

Challenges for task-based language teaching in the 21st century

Kris Van den Branden (University of Leuven, Belgium)

Over the past few decades, task-based language teaching (TBLT) has gained momentum as one of the approaches to second language teaching that are being advocated by SLA researchers and policy makers alike. TBLT starts from the basic premise that students learn a language by performing communicative tasks that are relevant to their language learning needs. Focus on form and accuracy are tightly embedded within the performance of meaningful tasks. In a similar vein, task-based language assessment is based on the performance of communicative tasks, and evaluates whether students are able to perform these tasks up to criterion.

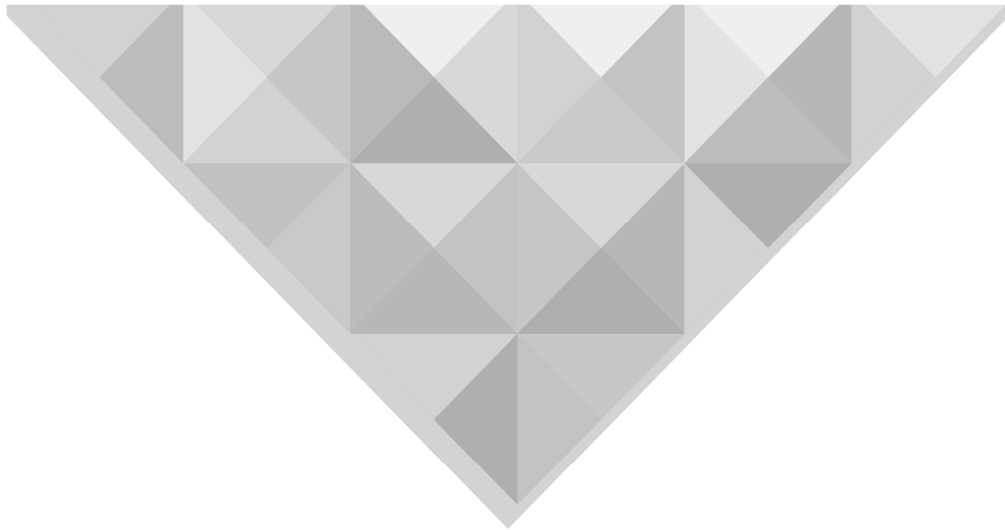


In my presentation I will discuss a number of challenges that individual teachers and school teams face when trying to adopt and implement this particular approach to language teaching. Even though the principles of TBLT have been described in clear and coherent terms in numerous articles and have been advocated by governments across the world, research has shown that many teachers find it hard to implement TBLT in their classrooms. I will discuss some of the major obstacles teachers face when trying to implement TBLT and refer to recent research into the role of the teacher in TBLT.

Other challenges derive from the fact that TBLT was conceptualized and launched more than thirty years ago. Ever since, the world has undergone serious changes, driven by globalization and the digital revolution. So, the question can be raised to what extent the basic principles of TBLT are still in line with the demands that educational systems, and language education in particular, have to meet in the light of recent societal changes.

BIODATA

Kris Van den Branden is a professor of linguistics and a teacher educator at the University of Leuven, Belgium (Europe). He was the first President of the International Association for Task-based Language Education. His research interests are in second language acquisition, task-based language acquisition, and the role of interaction in language education.



Featured Speeches

DAY 1, JULY 6 (FRIDAY)

		<i>Featured Speech I</i>	<i>Featured Speech II</i>	<i>Featured Speech III</i>	<i>Featured Speech IV</i>
16:50 – 17:40	Myungshin Building	(Myungshin 301) Ecological integration of language learning and disciplinary education: A sociocultural proposal Lian Zhang (CELEA, Beijing Foreign Studies University) (Moderator: Jeong Hee Hwang, Pyeongtaek Univ.)	(Myungshin 302) Teaching English in Russia: Foreign, international or global language? Yulia Agranat & Tatiana Tagirova (FEELTA, Far Eastern State Transport University) (Moderator: Eun-Joo Lee, Ewha Womans Univ.)	(Myungshin 303) Facilitating practicality as post-method pedagogy among secondary school students in the multi-racial Malaysian ELT classrooms Paramaswari Jaganathan (MELTA, Universiti Sains Malaysia, Penang) (Moderator: Yoonhee Choe, Chongshin Univ.)	(Myungshin 304) The innovative development of English Majors in China under “the National Standard” Minghao Jin (Yanbian University) (Moderator: Myeong Hee Shin, Hannam Univ.)

Ecological integration of language learning and disciplinary education: A sociocultural proposal

Lian Zhang (CELEA, Beijing Foreign Studies University)

This presentation discusses the theory and practice of integrating language learning and disciplinary education in an ecological sense. The discussion is based on a case study of EFL writing curriculum transformational efforts already made in School of English & International Studies, Beijing Foreign Studies University. Following the insights of Sociocultural Theory and its central concepts like mediation, activity theory and languaging, the presentation will first explicate the rationale behind the transformational initiation and then report on the focal aspects of the transformational classroom practice. Research findings from small-scale research projects are introduced to demonstrate currently perceived effect of the transformation, with a view to generating implications for EFL teaching and learning in a broader sense and particularly yielding information for EFL curriculum designers and developers. At the end of the presentation problems and challenges that are emerging in practice are also discussed.



BIODATA

ZHANG Lian is professor in applied linguistics at School of English and International Studies, Beijing Foreign Studies University, where she teaches at both undergraduate and graduate levels and undertakes doctoral supervision. Over the past ten years she has been active and publishing in applied linguistics, on areas such as EFL teacher learning and development, classroom discourse analysis and EFL writing curriculum and material development. Her main interests at the moment include EFL teacher development and EFL writing curriculum development. She is currently working on a book entitled, 'EFL Classroom Discourse Research and Teacher Development' and a research project on integrating language skill development and development of critical thinking and intercultural competence in Chinese EFL contexts.

Teaching English in Russia: Foreign, international or global language?

Yulia Agranat & Tatiana Tagirova
(FEELTA, Far Eastern State Transport University)

Common history of the APR countries shows numerous examples of mutually beneficial interactions in the fields of economy, politics and culture and, the most recent trend, education.

When the classroom becomes a site where teachers and students of various cultural and linguistic backgrounds have to accomplish a joint project, the most important clue for success is a universal communication medium. In our age of Globalization such medium is the language that belongs to all – English be it considered as Lingua Franca, Global Language or International Language. The authors provide an overview of the experience of development of short-term international educational programs.



The paper presents the results of the empirical research conducted among the home and international students (China, Japan, Korea, and Russia) participating in various educational programs offered by FESTU. Discourse analysis of the pieces of writing by international students reveal the differences in the varieties of English used by representatives of different linguistic communities. Analysis of the strategies employed by the students and teachers to overcome the difficulties they face in the multicultural and multilingual classroom allows educators to develop teaching materials that comprehend potential capabilities of the shift from the traditional paradigm of ELT towards teaching English as international or global language.

Permanent search for new educational methods, techniques and tools in the sphere of Global English Language Teaching (GELT) is aimed at meeting the demands of the time dictated by the present day economic processes, technological innovations, industrial standards and increasing competition in the labor market.

BIODATA

Dr. Yulia Agranat is Dean of the Institute of Social Sciences and Humanities at Far Eastern State Transport University and is Department Chair for Foreign Languages and Intercultural Communication.

Tatiana Tagirova is Senior Lecturer at the Department of Foreign Languages & Intercultural Communication at Far Eastern State Transport University.

Facilitating practicality as post–method pedagogy among secondary school students in the multi–racial Malaysian ELT classrooms.

Paramaswari Jaganathan (MELTA, Universiti Sains Malaysia, Penang)

Practicality (Kumaravadivelu, 2006), as one of the three–dimensional post–method pedagogic parameters is pertinent in fostering English Language learning. In utilising the post–method parameters, the teachers need to facilitate thinking beyond content knowledge and play a more pertinent role as “reflective practitioners”. Only then, the teaching activity will integrate language skills more effectively, facilitate more negotiated classroom interaction and promote learner autonomy. This is crucial in an English classroom with students with diverse background and proficiency level; as in the context of



the study. This paper discusses some of the post–method pedagogy used by ELT teachers in Malaysia based on classroom observations and interviews from eight teachers in the northern states of Malaysia. The observations showed that four teaching strategies were employed; mainly, direct instructions, scaffolding, questioning and instructional communication. The teachers generate and design the learning activities to suit the students’ proficiency level and the learning objective needs. The paper also discusses some of the different activities employed by the teachers; by using the round table, gallery walk, think–share and i–think maps for different topics in the classroom teaching. This study is significant as it consolidates the practicality pedagogy in the English language classroom. It also provides pedagogical implications in implementing the post–method pedagogy for teaching English for the current 21stcenturylearningclassroom.

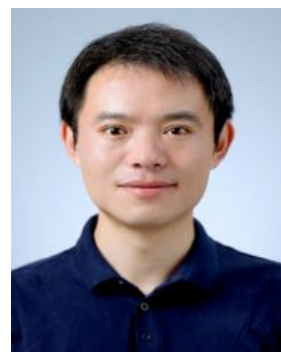
BIODATA

Paramaswari Jaganathan (Ph.D) is a senior lecturer in the School of Languages, Literacies and Translation, Universiti Sains Malaysia, Penang. She served as a teacher for 21 years before joining USM in 2012. Her area of specialisation includes teaching English as a Second Language (TESL), English for Specific Purpose (ESP) and Translation of Media and Communication Text. She has a Certificate of Education (TESL), B.A.(Hons.) Translation and Interpretation, M.A.(Comm.) and Ph.D from USM. Dr.Paramaswari has also involved actively in HIV–AIDS NGOs and carried out numerous education and awareness activities and women’s programmes in Penang, Malaysia.

The innovative development of English majors in China under “the National Standard”

Minghao Jin (Yanbian University)

The implementation of the newly published *National Standard for Assessing the Quality of Teaching in Undergraduate Programs Offered by Regular Higher Education Institutions* (“the National Standard”) on January 30, 2018 by the Ministry of Education of China is the first national standard of its kind aimed at improving the quality of teaching and training in China’s colleges and universities. It marks a significant milestone in the MOE’s efforts to establish a world-class quality control system for teaching in higher education institutions.

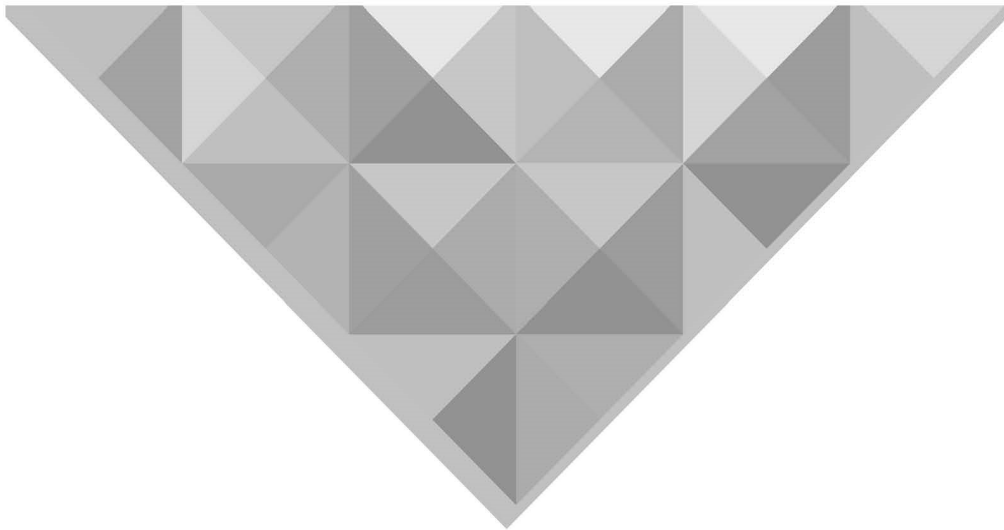


The National Standard was developed by the Steering Committee for Teaching in Higher Education Institutions under the MOE with hundreds of seminars and consultations held over more than four years which drew on input from over 5,000 professors and experts, which includes detailed qualitative and quantitative indicators for assessing the caliber of teaching in all 587 programs constituting the 92 undergraduate majors across over 56,000 degree-granting colleges and institutes nationwide.

National Standard for Assessing the Quality of Teaching in Undergraduate English Majors will be issued in the near future according to the next step work plan of the MOE. *The National Standard* for undergraduate English Majors is student-centric and emphasizes the essential nature of motivation in learning English, and requires higher education institutions to stimulate students’ interest and harness their potential through creative teaching methods. It encourages English majors to align their teaching with socio-economic needs by offering learners an outcome-based education, and underscores the need for continuous improvement grounded in teaching quality assurance systems. It also clarifies the purpose and scope of existing under-graduate programs, provides recommendations on curriculum design for effective dissemination of specialized knowledge, and contains specific requirements for teaching resources and conditions, and faculty qualifications and composition, among others. This paper introduces the necessity, feasibility and application of *National Standard for assessing the Quality of Teaching in Undergraduate English Majors* to be issued by the Steering Committee for English Teaching in Higher Education Institutions. It further probes into the innovative development of English majors in China under the direction of *The Standard* especially in terms of curriculum design for undergraduate English majors.

BIODATA

Minghao Jin is an associate professor and the Dean of the Department of English at Yanbian University. He received his M.A. in Foreign Language and Applied Linguistics at Yanbian University and PhD. in English Education from Chonbuk National University. His research interests include second language acquisition, English education and language testing.



Featured Speeches

DAY 2, JULY 7 (SATURDAY)

		<i>Featured Speech V</i>	<i>Featured Speech VI</i>	<i>Featured Speech VII</i>	<i>Featured Speech VIII</i>
13:30 – 14:10	Myungshin Building	(Myungshin 301) Collaboration between KATE and JACET: The beginning, the present and future prospects Hajime Terauchi (JACET, Takachiho University) (Moderator: Dongkwang Shin, Gwangju National Univ. of Education)	(Myungshin 302) Effects of ZPD based scaffolding techniques on reading comprehension of Thai university students Surachai Yusuk (Thai TESOL, Nakhon Pathom Raiabhat University) (Moderator: Eun Sung Park, Sogang Univ.)	(Myungshin 303) RSQC2 techniques to articulate students' reactions to class activities, assignments and materials Ni Luh Nyoman Seri Malini (TEFLIN, Udayana University) (Moderator: Youngmi Kim, Kyung Hee Univ.)	(Myungshin 304) Pronunciation teacher (re-)training for English as a Lingua Franca Michael Free (KOTESOL, Kangwon National University) (Moderator: Yuah Chon, Hanyang Univ.)

Collaboration between KATE and JACET:

The beginning, the present and future prospects

Hajime Terauchi (JACET, Takachiho University)

To improve the state of English language education in Korea and Japan, the Korea Association of Teachers of English (KATE) was established in 1965 and the Japan Association of College English teachers (JACET) in 1962. In 1994, KATE and JACET agreed to co-operate with each other as follows: 1) Exchange of printed materials, information and research bulletins etc.; 2) Regular exchange of members in every annual convention of JACET and KATE; 3) Having seminars to discuss common problems in foreign language education; and 4) The others will be mutually discussed and decided when necessary. Since then, both associations have exchanged representatives at their annual conferences. This presentation will first overview the history of KATE and JACET, including conference exchanges, and then will look to the future and the possibilities of more KATE and JACET collaborative research projects between individuals, SIGs and special committees. This presentation will conclude with a consideration of the issues related to English language teaching in both countries and also examine the prospects for further developments in English language teaching.



BIODATA

Hajime Terauchi, PhD is President of the Japan Association of College English Teachers (JACET) and Professor of English Language Teaching and Dean of Faculty of Commerce at Takachiho University in Tokyo. He has a BA in Civil Law (Keio University, Tokyo), MA and PhD in English Language Teaching (University of Warwick, UK). His major is ESP including English for Business Purposes and English for Academic Purposes.

Effects of ZPD based scaffolding techniques on reading comprehension of Thai university students

Surachai Yusuk (Thai TESOL, Nakhon Pathom Rajabhat University)

This present study aimed to investigate the effects of ZPD based scaffolding techniques on reading comprehension and attitudes of Thai University Students (local non-admission university), and identify the major obstacles in the reading session of English compulsory course 1 at Nakhon Pathom Rajabhat University. The participants were forty eight first year students from various faculties. Questionnaires were distributed to all subjects. The data obtained through questionnaires were then computed and quantitatively analyzed by utilizing the SPSS program. In general, the results from T-Test and Delayed Post-Test revealed the positive effect of the ZPD based scaffolding techniques in enhancing reading comprehension for students. Moreover, the results also indicated the prospects of positively supporting the incorporation of ZPD based scaffolding techniques in teaching. Additionally, the overall results showed that each of the fifteen survey items had effects on students' attitudes. In addition, the findings unveiled that there were some other concerning points when applying the techniques to classroom. The pedagogical implementation will also be discussed.



BIODATA

Surachai Yusuk is a teacher at Language Institute, Nakhon Pathom Rajabhat University, Thailand. He received a B.A. in English Major from Krirk University, and M.A. in Teaching English as a Foreign Language from Thammasat University, Thailand. His research interests include the areas of English language teaching, cooperative learning, and active learning. Currently, he is a Central Affiliate Chair of Thailand TESOL.

RSQC2 techniques to articulate students' reactions to class activities, assignments and materials

Ni Luh Nyoman Seri Malini (TEFLIN, Udayana University)

This paper attempts to elaborate *RSQC2* techniques in assessing class activities which applied *Differentiated Instruction (DI)* strategies. Tolimson and Imbeau (2010) stated that the core of classroom practice of differentiation is the modification of curriculum related elements – **content, process, product and affect**. It means that teachers implement differentiated instruction (DI) strategies to meet the individual needs of students. Teachers can make adjustments to content, process, products, or learning environment to support student comprehension of the lesson. I applied these strategies in Prose Analysis and Applied Linguistics class at the English Department Faculty of Arts Udayana University. Each class consists of 29–31 students. To evaluate the effectiveness of the strategies, I applied *Recall, Summarize, Question, Connect and Comment (RSQC2)* techniques to my classes. This technique is to assess learner's reactions to class activities, assignments and materials. I shared *RSQC2* forms to students at the end of class and they were asked to write brief statements to recall, summarize, question, connect and comment on meaningful points from previous class. The results of this study will help me improve my course materials and assignments.



BIODATA

Ni Luh Nyoman Seri Malini is a lecturer at the English Department Faculty of Arts Udayana University. Her major is Sociolinguistics and Applied Linguistics. She learnt Teaching Methodology and Assessment when she joined the E- Teacher Program conducted by Oregon University (2012, 2017). As the member of the TEFLIN Board, she is now the Regional Coordinator for Bali and East Indonesia. She can be reached at seri.malini@unud.ac.id

Pronunciation teacher (re-)training for English as a Lingua Franca

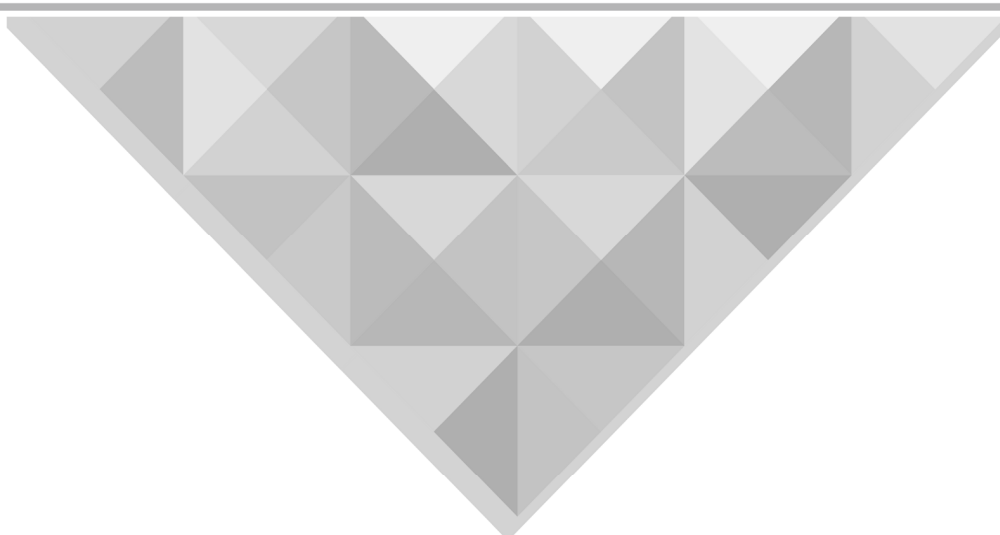
Michael Free (KOTESOL, Kangwon National University)

English as a lingua franca (ELF) has become an increasingly important consideration in materials design and adaptation. However, many teachers lack sufficient awareness of how to incorporate it into their lessons. This presentation asks what we language teachers need to consider with respect to (re-)training ourselves to be able to provide our students with materials that can help them develop into proficient communicators of contemporary English, especially as related to pronunciation. After briefly reviewing ELF's importance, the presenter will discuss issues attendant to that importance, with specific attention paid to the Korean context. These include creating ELF pronunciation materials, adapting existing materials, and, more generally, deciding when ELF is perhaps not the driving consideration in the creation of teaching materials. In essence, the presenter will argue that teachers need to be aware of what ELF-centered materials can and should look like, in order that they can either select or design materials that match students' needs. The argument will be supported with references from the ELF literature, generally accepted best practices, and his own research. Attendees will come away with ideas for how to source, adapt, and create ELF materials for their pronunciation lessons.



BIODATA

Michael Free holds masters degrees in TEFL (University of Birmingham) and arts (McMaster University). His professional interests include leadership, content-based language teaching, and English as a lingua franca. He is very active in professional development, presently serving as both the first vice-president of KOTESOL and president of the Gangwon chapter. He recently joined the faculty at Kangwon National University in Chuncheon, where he is a visiting professor. Email: michaelfree63@gmail.com



CONCURRENT SESSIONS_Day 1 (July 6)

Session 1: Language Teaching Approaches and Methodologies
(Room 301, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Kyeong-Ouk Jeong (Hannam University)	Korean students' underperformance at oral presentation tasks: Proposed solutions Judit Nagy & Mátyás Bánhegyi (Károli Gáspár University of the Reformed Church / Budapest Business School University of Applied Sciences, Hungary)
	Practical framework for conducting written corrective feedback activity Jae-hyun Im & Chulwon Jung (Indiana University Bloomington, USA / Hankuk University of Foreign Studies)
14:40 – 16:40 Session Chair: Je Young Lee (Jeonju University)	Investigation of learners' perceptions on action learning-based lessons for general English course Yu-hwa Lee (Keimyung University)
	Using project-based learning technique to enhance students' writing skills Thuy Diem (Thainguyen University, Vietnam)
	A task-based approach to academic speaking in Korean EAP context Hanbyul Jung & Soo Jung Youn (Seoul National University / Northern Arizona University, USA)
	Statistical issues in applied linguistics papers Mi-Lim Ryoo (Korea Maritime & Ocean University)

Korean students' underperformance at oral presentation tasks:

Proposed solutions

Judit Nagy & Mátyás Bánhegyi

(Károli Gáspár University of the Reformed Church
Budapest Business School University of Applied Sciences, Hungary)

In any academic context, delivering oral presentations is a typical and frequent requirement. When Korean students give oral presentations in non-Korean educational settings, they are faced with a twofold challenge: the use of a foreign language (English) and the need to adapt to a foreign educational setting. Our presentation at last year's KATE reviewed the literature in search of factors impacting the quality of Korean students' oral presentations, and narrowed down the discussion to general language proficiency (Lee 2009, Jeon 2005, Kim 2013); socio-cultural values and norms, educational practices and teaching methods different from those of the host culture (Liu 2001, Lee 2004, Shin 2005, Shin 2008, Lee 2009, Kim 2013); and specifics of the in-class learning environment (Tsui 1996, Singelis, Bond, Sharkey and Lai 1999, Kang 2005, Shin 2008, Lee 2009). As a sequel to our last year's talk, and relying on the results of a qualitative case study, this presentation identifies 9 causes that principally contribute to Korean students' underperformance in the Hungarian tertiary educational context when it comes to delivering oral presentations. Based on suggestions available in the literature and using some of the teaching ideas developed by Bell (2013), Bolster and Levrai (2013 and 2014), Durfee (2008), Edwards (2013), Hindley and Roberts (2013), Grussendorf (2007), Star (2005), Powell (2011) and the presenters, this talk offers locally tried solutions and practical tips that are envisaged to generate positive effects with a view to preparing Korean students to give high-quality oral presentations in Hungarian tertiary-level courses.

BIODATA

Judit Nagy (PhD) is Vice Dean for International Affairs and full time associate professor of English at Károli Gáspár University of the Reformed Church in Hungary. Her teaching portfolio and current fields of research include English language practice, curriculum and teaching material development in applied linguistics and Canadian Studies.

Mátyás Bánhegyi (PhD) is deputy head of department and associate professor at Budapest Business School University of Applied Sciences. He offers applied linguistics and ESP classes in English, and has extensive practice in teacher training. His research areas include ESP, methodology, curriculum development and translation studies.

Practical framework for conducting written corrective feedback activity

Jae-hyun Im & Chulwon Jung
(Indiana University Bloomington, USA & Hankuk University of Foreign Studies)

Since the vigorous debates on the effectiveness of written corrective feedback (WCF) (e.g., Ferris, 1999, 2004; Truscott, 1996, 1994, 2007), more recent discussion has focused not only on its usefulness but also on affective, dynamic aspects of second language writers. However, few studies have described how to design WCF activities in the class. This study, therefore, suggests a practical guideline for conducting WCF; the model is an endeavor to maximize each student's funds of knowledge (González, Moll, & Amanti, 2006) to create a collective Third Space for sociocultural learning (Gutiérrez, 2008) where learners feel secure in the safe house while interacting with peers and teachers in contact zone (Pratt, 1991). Learners and teachers begin by choosing a topic of their composition, and teacher(s) put students into pairs according to their strengths and weaknesses, background knowledge, interests, and intimacy, which is a matter of not only linguistic but affective aspects of language learning. Computer and mobile tools are also implemented to maximize literacy practice, including online dictionaries, translators, and corpus concordances, which requires collective knowledge among learners. Seasoned teacher's knowledge and experiences are used at the end of the stage to evaluate students' performance and based on the analysis, to give feasible suggestions for a higher score on official exams that English learners often need. This guideline is expected not only to provide practice steps for the implementation of WCF in class but also to function as a framework to explore what kind of interactions happen in planning and during WCF.

BIODATA

Jae-hyun Im is a PhD candidate in the department of Literacy, Culture, and Language Education at Indiana University in the US. His research specializations are in teacher identity, New Literacies Studies, literacy as a translingual practice, Hip-Hop based education, and discursive psychology.

Chulwon Jung is a PhD student in the English Linguistics department at Hankuk University of Foreign Studies in Korea. His academic interests include second language writing, contrastive rhetoric, and critical discourse analysis.

Investigation of learners' perceptions on action learning-based lessons for general English course

Yu-hwa Lee (Keimyung University)

As emphasis has increased on learner-centered teaching methods at Korean universities, this present study aims to investigate how students perceive action learning-based lessons for general English course at a university in Korea. For this purpose, six activities based on an action learning method were implemented in advanced-level reading class for freshmen and a pre-and a post-survey were conducted to examine the students' perception and effects of action learning on their reading. The results showed overall higher satisfaction of the class by collaborating with group members as well as better motivation and understanding of the English contents by learner-centered education atmosphere. This practice from the Action Learning theory implies that collaborative task in English class facilitates their group interaction and satisfying learning environment.

BIODATA

Yu-hwa Lee majored in English Literature in her undergraduate course and English Education in M.A and Ph. D at Keimyung University. Now she has been lecturing as a lecturer at Keimyung University. She has had interest in teaching young learners, teaching methods, and teacher identity fields.

Using project-based learning technique to enhance students' writing skills

Thuy Diem (Thainguyen University, Vietnam)

Writing is an essential form of communication to connect people regardless time and place; however, it is also the most difficult skill to master in learning a language, and learners have low motivation in this skill. Many researchers have indicated that Project Based Learning (PBL) is one of the most effective ways to engage students and develop language skills. Therefore, applying PBL in teaching writing is necessary in order to create students' motivation and enhance their writing ability. This study examines the efficiency of using PBL technique in students' writing performance at School of Foreign Languages – Thai Nguyen University, thereby proposing some pedagogical suggestions for teaching writing skill. To achieve the desired aims of the study, the researchers have conducted an action research in four steps: preparation, implementation, presentation and evaluation. The research results show that PBL technique makes great contribution to motivate students' self and active learning. On the contrary, there are some drawbacks of this method, for instance, time-consumption and students' unreliable assessment in learning process. However, these disadvantages can be prevented with flexible teaching program and techniques. The conclusion can be drawn is that PBL technique has a variety of benefits in teaching language skills, especially writing.

BIODATA

Diem Thi Thu Thuy graduated from School of Foreign Languages, Thai Nguyen University in 2014. Since then, she has been teaching English in the School of Foreign Languages – Thai Nguyen University. She earned her MA degree in Hanoi University. She has been in charge of teaching English reading and writing skills in all English Written Proficiency courses and the courses about culture including English Translation and Excursion Project. She shows her great interest in the practical application of the new methodology in teaching English written proficiency skills. She has participated in some national conference in Vietnam and her scientific articles were published such as “The effects of peer correction on writing at Thainguyn University”, “Using music in English language teaching”, “The student's perception of PBL at Thainguyn University”.

A task-based approach to academic speaking in Korean EAP context

Hanbyul Jung & Soo Jung Youn
(Seoul National University / Northern Arizona University, USA)

In recent years, university-level English education in Korea increasingly emphasizes English for academic purposes focusing on learners' abilities to accomplish a range of tasks in an academic setting. Such landscape of English education in Korea requires a reconceptualization of an existing teaching method. Compared to the increasing interest toward the TBLT approach, relatively little research is available on the effectiveness of TBLT approach in an EFL setting. To this end, in this study, we investigate the effectiveness of a task-based language teaching (TBLT) approach to academic speaking in a university-level EAP context in Korea. In our study, we focus on an academic presentation task, which is central to academic speaking skills in an EAP context. We operationalize academic presentation skills as the following: (a) the ability to deliver academic contents fluently and effectively; (b) the understanding of academic presentation as discourse; (c) the ability to use a range of linguistic and paralinguistic resources; (d) the ability to listen classmates' presentation critically (to be added more). Based on data collected from a semester-long intact class on academic presentation for highly motivated university-level Korean EFL students, employing a concurrent mixed methods research approach, we plan to illustrate the change in learners' academic speaking skills, a level of task-based motivation, and their perception toward English language learning. Finally, we will discuss various implications of this study's findings in strengthening an EAP curriculum in an EFL context.

BIODATA

Hanbyul Jung is an Assistant Teaching Professor in the Faculty of Liberal Education at Seoul National University. Her research interests include conversation analysis, focus group interaction, program evaluation and English for Academic Purposes. She has publications in *Applied Linguistics Review*, *English Teaching* and others.

Soo Jung Young is an Assistant Professor of Applied Linguistics at Northern Arizona University. Her research interests are L2 assessment, L2 pragmatics, Task-based Language Teaching (TBLT) and quantitative research methods. She has published in *Language Testing*, *System*, *Applied Linguistics Review* and others.

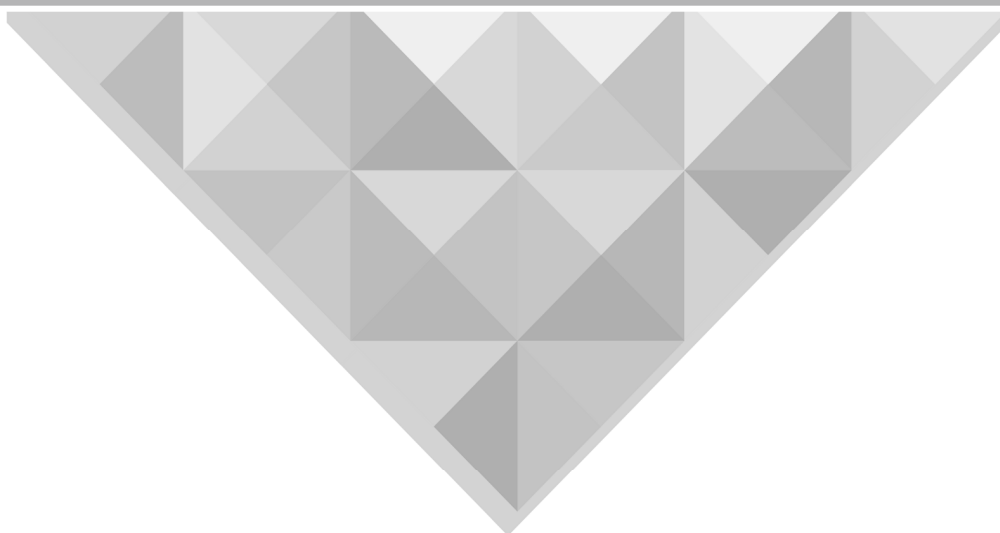
Statistical issues in applied linguistics papers

Mi-Lim Ryoo (Korea Maritime & Ocean University)

Experimental research articles in general include statistical analysis. Statistical analysis is critical in obtaining research validity as well as reliability. It, however, is often claimed by statisticians that much statistical analysis is done incorrectly. Statistics can go wrong in many ways. To get an idea of the extent of the problem in Applied Linguistics, we choose experimental design utilized in Applied Linguistics papers as a test case. Experimental design (or Design of experiments) is a specialized subfield of statistics focused on principles for maximizing the information value of experimental data. In other words, it is a way of planning experiments carefully in advance so that the results obtained can be objective and valid. After a short tutorial, we present a rubric for evaluating experimental design in research reports. Then, we survey 30 recent experimental research papers published in Korean Applied Linguistics journals and use the rubric to evaluate their experimental designs. This paper will make two contributions to the field. First, it will provide a count of the frequency of experimental design errors in papers. Second, it will present a simple guide with which any Applied Linguistics researcher can produce and evaluate experimental designs and yield both objective and valid results.

BIODATA

Mi-Lim Ryoo is a professor of English Language and Literature at Korea Maritime & Ocean University in South Korea. Her research interests include second language acquisition, second language writing, L2 learner corpus studies, and ESP studies.



CONCURRENT SESSIONS_Day 1 (July 6)

Session 2: English Language Testing
(Room 302, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Jungok Bae (Kyungpook National University)	The cognitive validity of video-based listening comprehension test: Evidence from test-takers' eye-movement data Suh Keong Kwon (Korea Institute for Curriculum and Evaluation)
	Test development using the CEFR-J reading and listening descriptors Siwon Park & Megumi Sugita (Kanda University of International Studies)
14:40 – 16:40 Session Chair: Kyung Ja Kim (Chosun University)	Effectiveness of game-based approach in teaching English reading skills Payupol Suthathothon (Chiang Mai University, Thailand)
	Active learning has a potential to change English education in Japan: What is required for English teachers Takehiro Sato (JACET, Nagoya University of Foreign Studies, Japan)
	An analysis of EFL college students' peer review and revision Eunsook Kwon & Shinhye Kim (Keimyung University)

The cognitive validity of video-based listening comprehension test: Evidence from test-takers' eye-movement data

Suh Keong Kwon (Korea Institute for Curriculum and Evaluation)

This study investigates the extent to which inclusion of visual cues in a listening comprehension test has an impact on second language learners' test-taking process and performance. Previous studies have explored the effect of visuals in a listening test, mainly by comparing test scores between audio and video-based tests. However, no studies have yet presented the differences in test-taker's viewing behaviours during the listening comprehension test between the audio-only and the video conditions. This study employs an eye-tracking technology as a main data collection method, and investigates the viewing behaviours in processing both pictorial and textual inputs provided in the video-based listening comprehension test. In total 117 EFL learners in South Korea participated in this study and their listening test scores and eye-movement data are collected and analysed to examine the extent to which the test-takers' eye-movements vary by the test condition and how such individual variances in viewing behaviours have an impact on the listening test performance. Findings indicate that test-takers in the video group performed significantly better than the test-takers in the audio-only group. Findings from the eye-movement analysis showed that the test-takers in the audio-only group looked at the question and answer options longer and more frequently than the test-takers in the video group. Overall, this study has corroborated new empirical evidences to provide arguments about how providing visuals in second language listening tests can be a construct-relevant decision, particularly in an EFL context.

BIODATA

Suh Keong Kwon is a PhD candidate at University of Bristol and also a researcher at Korea Institute for Curriculum and Evaluation (KICE) since 2012. His main research interests are language testing and assessment, technology assisted teaching and learning, and educational assessment policy.

Test development using the CEFR - J reading and listening descriptors

Siwon Park & Megumi Sugita (Kanda University of International Studies)

The CEFR-J, which is an adaptation and extension of the CEFR, was developed for Japanese learners of English at the primary, secondary, and tertiary education. It went through a series of validation processes to ensure the quality and the order of the can-do descriptors. However, there is still a pressing need to examine if the descriptors of the scales can serve as a framework for test development. In our study, we developed an English listening test as well as a reading test with a number of texts and accompanying items based on the specifications of the CEFR-J Listening and Reading descriptors. These texts and items went through rigorous judgment for the pertinence to the descriptors and the quality of the texts. The final version of the test was administered to more than 100 English learners at a university in Japan, and the scores were subjected to Rasch analysis and Bayesian hypothesis testing to examine: 1) if the test items are correctly rank-ordered according to their intended levels, and 2) if each level with the pre-classified items is correctly rank-ordered. The results indicate that with a general progression of item difficulty, the levels were statistically different, suggesting that the specifications of the CEFR-J Listening and Reading scales be considered sufficient enough to help construct a level-specific test. In our presentation, we will report the findings of the study by addressing each research question.

BIODATA

Megumi Sugita is an assistant professor at Kanda University of International Studies, Japan. Her research interest includes English education, second language assessment and language use.

Effectiveness of game-based approach in teaching English reading skills

Payupol Suthathothon (Chiang Mai University, Thailand)

The objectives of this experimental research are: (1) to compare the English reading skills of students before and after integrating game-based approach into the syllabus, focusing on English reading skills and (2) to survey the attitudes of students toward integrating the game-based approach into the pedagogy of English reading skills. The subjects were 65 first-year students who took a fundamental English course named Reading and Writing in English at Chiang Mai University, Thailand. The subjects were taught reading skills integrated with game-based activities through an online game called Eternal Story. The instruments employed were students' journals, teachers' observation forms, pre-test and post-test emphasizing reading skills, two sets of questionnaires asking students' attitudes before and after experiencing game-based activities, and in-depth interviews. The empirical results revealed that the average score of the subjects' post-test was higher than that of the pre-test with the significant level of .05. In addition, the subjects had a moderate attitude level toward integrating the game-based activities in teaching English reading skills. Based on the findings, it is therefore recommended that the game-based approach should be continually integrated into the syllabus to enhance students' reading skills.

BIODATA

Assistant Professor **Payupol Suthathothon** holds a Master of Arts in TEFL. He is currently teaching English in Business Communication and Foundation English courses at Faculty of Humanities, Chiang Mai University, Thailand. His research interests include English for specific purposes, task-based language teaching and e-learning.

Active learning has a potential to change English education in Japan: What is required for English teachers

Takehiro Sato (Nagoya University of Foreign Studies, Japan)

Active learning, which Japanese educational society has been eagerly introducing to various courses in junior/senior high schools and universities, has a potential power to change structures of Japanese English education because it will bring a different structure between learners and teachers in everyday classrooms. According to Bonwell & Eison (1991), active learning means students are expected to not only do something but also think about what they are doing. In Japan, some teachers and instructors have utilized active learning in various subjects for a decade, but expected effects have not been satisfactorily achieved (Matsushita, 2015). For implementing active learning in the classrooms, motivation is necessary, and the dialogic relationship between students and a teacher is a key to motivate students actively in the classrooms. I will talk about this dialogic relationship that has a potential for active learning and how to apply it to English education courses with respect to Vygotsky and Activity Theory.

BIODATA

Takehiro Sato (Ph.D) is Professor of EFL writing and Second Language Acquisition at Nagoya University of Foreign Studies in Aichi. His primary interests lie in applying sociocultural approaches to EFL learning, Vygotskian methods, and Intercultural Communication.

An analysis of EFL college students' peer review and revision

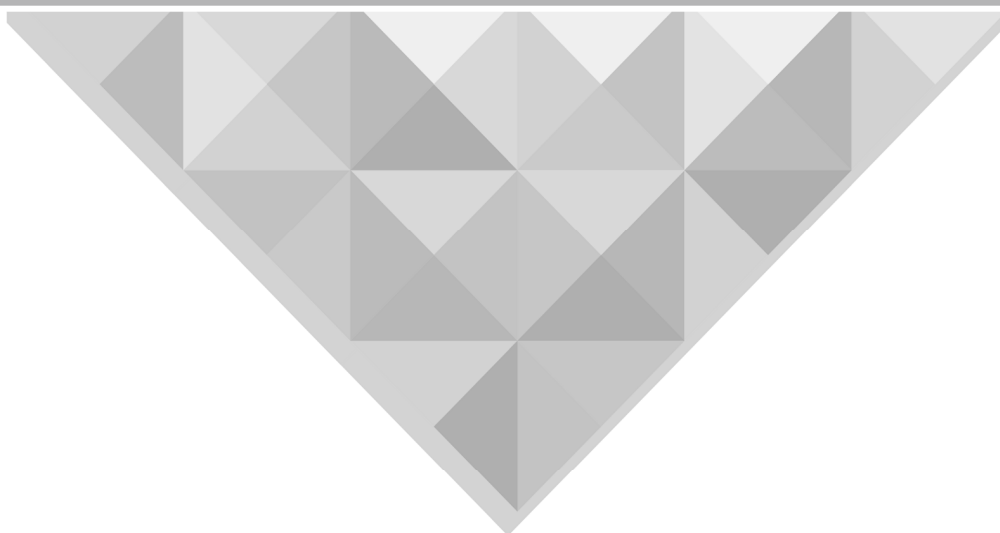
Eunsook Kwon & Shinhye Kim (Keimyung University)

Not much research discusses the incorporation of peer review in the revised drafts or how student attitudes changed toward peer review during the process. The study aims to investigate the Korean EFL college students' peer review and revision on their essay writing. For the study, twelve college students participated in peer reviews and revision for five months. They were asked to exchange peer reviews on two different essays. Data were collected from students' drafts, peer reviews, and revisions made after peer reviews. The findings showed that the participants focused on surface-level changes such as grammar and vocabulary rather than meaning-level changes such as content and organization on the types of peer review comments and revisions. Some review comments were not incorporated in the revisions due to the participants' lack of knowledge in essay writing, insufficient comments, and losing trust in the peers. Through the peer review process, the participants had more responsibility for their own writing, increased their sense of writing, and raised awareness of their needs to revise. The findings suggest that the extent of reflection of peer comments in revisions depended on learners' writing skills and their perception of usefulness of peer review comments.

BIODATA

Eunsook Kwon obtained her Ph.D. in English Education from Keimyung University in Korea. Her current research interests teaching writing and writing strategies. She has been involved in Daegu Metropolitan office of Education's Teacher Exchange Program with Victoria, Australia through telecommunications related research project.

Shinhye Kim earned her Ph.D. in TESOL from the University of Texas, Austin. She is currently a professor in the Department of English Education at Keimyung University, Korea. Her research interests include second language motivation, learner and teacher identity, second language writing, and qualitative research methods.



CONCURRENT SESSIONS_Day 1 (July 6)

Session 3: International and Intercultural Communication
(Room 303, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Mun-Hong Choe (Chonnam National University)	Multimodal analysis of students' communication strategies in intercultural distance learning Sunyoung Choi (Korea University)
	English at work in a Korean company: Lessons for teachers Shaun Manning (Hankuk University of Foreign Studies)
14:40 – 16:40 Session Chair: Young-Joo Jeon (Mokwon University)	Service professionalism and actual complaints in airline service English books Youjin Park & Yunjoo Park (Korea National Open University)
	Focusing on language in multicultural education courses in teacher preparation Shim Lew & Nicole Siffrinn (The University of West Florida, USA / The University of Georgia, USA)
	Korean student adaptation to unfamiliar learning approaches and expectations Douglas Sewell (University of Calgary, Canada)
	Teaching made easy: Practical lessons from educational research for ELTs Dan Shepherd (Missouri Western State University, USA)

Multimodal analysis of students' communication strategies in intercultural distance learning

Sunyoung Choi (Korea University)

As the educational environments in Korea have become rapidly globalized, the significance of students' intercultural communication competence (ICC) along with the linguistic ability has been increasing. In accordance with the need of cultivating culturally competent communication skill in the intercultural learning environment, this study observes the distance learning class Global Communication which is the part of the cross-cultural distance learning programs between Waseda University (Japan) and Korea University (Korea) where students whose cultural backgrounds are diverse share their thoughts on the social issues in English as lingua franca. Under the framework of multimodal discourse analysis (Jewitt, 2009; Kress & Van Leeuwen, 2001), the present study explores the dynamic involvement of all sensory modes along with the linguistic resources that students utilize while interacting together in order to figure out how students demonstrate their intercultural communication strategies in various ways. Through the multimodal approach, this study finds out three key components of ICC, 'attitudes', 'skills', and 'knowledge' (Hamilton, Richardson, & Shuford, 1998) are realized not only with language use but also with head nods, hand gestures, and gaze, and the combination of linguistic and non-linguistic resources enables students to mitigate the tension, manage culturally diverse opinions, and to negotiate the ways to draw the mutually constructed interaction. Findings of the study suggest that students' ICC is not limited to how proficient students are at English but is closely related to the ability to use non-linguistic components appropriately while interacting with peers.

BIODATA

Sunyoung Choi received her MA and Ph.D from the Department of English Language and Literature at Korea University. She is currently teaching at Korea University. Her research interests lie in the area of discourse analysis, multimodality, identity, and international/intercultural communication.

English at work in a Korean company: Lessons for teachers

Shaun Manning (Hankuk University of Foreign Studies)

It has been reported that despite many years of English education in schools and university, many graduates enter the workforce ill-equipped for the demands of English that may arise. Other reports claim that English is hardly ever used in South Korean workplaces so corporate demands for English are misplaced. This on-site, observational study investigated English use in the workplace of a Korean SME (small and medium enterprise) involved in importation, manufacturing, and exportation. Weekly, for four years, with the consent of the CEO, the researcher observed the day-to-day activities of the SME's marketing team. The study investigated the demands made on employees' English skills, how well the employees coped with demands for English, and what strategies they used to address any shortcomings. It also investigated the company's strategy for dealing with English. Data included company emails; interviews and informal conversations with staff and the CEO; observation of business meetings—both sales and purchasing; and sales contracts. It was found that using English caused a great deal of stress, staff spent considerably more time preparing reports and emails in English, contracts needed outsourcing, and presentations also needed outside consultation. Employees coped with demands for English by copying previous emails, searching the internet for sample letters, or using online translators. For this SME, which is not a chaebol (conglomerate), attracting staff with sufficient English writing skills is an ongoing problem and points to a lack of production activities in English education.

BIODATA

Shaun Justin Manning holds a PhD in Applied Linguistics from Victoria University of Wellington, NZ. His research interests are: instructed SLA, task-based learning, task design and implementation, and task-based assessment. He teaches undergraduate English proficiency and post-graduate TESOL classes at Hankuk University of Foreign Studies. Email him at: shaunmanning@yahoo.com

Service professionalism and actual complaints in airline service English books

Youjin Park & Yunjoo Park (Korea National Open University)

The purpose of this study is to examine and evaluate the English dialogues in airline service English books in order to suggest the English dialogues which reflect professional and realistic service on board. For this purpose, 67 dialogues about cabin service complaints were extracted from eight airline service English books. They were examined and evaluated in light of the Five Steps on Service Complaints Handling and Recovery and actual complaints from passengers. The results were summarized into three points. By using more expressions on appreciation than on apology, the tense atmospheres of the dialogues improved into the positive ones. Also, by complying with the steps, 'Promise-Report-Check', the service complaints handling procedure for trust recovery was firmly established in the dialogues. Lastly, to reflect the actual complaints on board, the ways of making complaints were modified into demanding and straightforward ones. If these corrections are reflected into the airline service English books, cabin crew in the making could have learning opportunities not only to improve their English abilities and but also to familiarize themselves with professional service handling.

BIODATA

Youjin Park is working on a master's degree in the Department of Practical English at Korea National Open University. She has flown in airline since 2014.

Yunjoo Park is a professor in the Department of English Language and Literature at Korea National Open University. She is currently a dean of Daegu/ Gyeongbuk Campus of KNOU. She received her Ph.D. in Language Education from Indiana University, Bloomington. Her teaching and research interests mainly include: Blended Learning, English Methodology, Materials Development and English for Specific Purposes.

Focusing on language in multicultural education courses in teacher preparation

Shim Lew & Nicole Siffrinn

(The University of West Florida, USA / The University of Georgia, USA)

English learners (ELs) are among the lowest-achieving groups in American schools. In order to narrow the achievement gap between ELs and non-ELs, many educators and scholars have called for increased English to Speakers of Other Languages (ESOL) education for all teachers to work with ELs in more culturally and linguistically responsive ways. In response to this call, multicultural education and culturally responsive pedagogy have been extensively implemented in elementary and secondary teacher preparation programs in the U.S. However, language issues have tended to be ignored within a culturally responsive teaching framework (Lucas, Villegas, & Freedson-Gonzalez, 2008). Therefore, there is an urgent need to reexamine teacher training programs at the nexus of balanced emphasis on language and culture. By addressing this need, this ongoing ethnographic study examines pre-service teachers' conceptual and practical understanding of linguistically responsive instruction. Data includes pre-service teachers' written and visual artifacts as well as field notes from four ESOL education courses in two universities. Data was analyzed following the tenets of grounded theory (see Charmaz, 2014). Data analysis yielded preliminary findings showing that intensive reflection on their languaging experience and understanding of sociocultural perspective on language helped pre-service teachers realize ELs' rich language resources and see ELs beyond a deficit-oriented view. Additionally, pre-service teachers found the values of linguistically responsive teaching to scaffold ELs' content learning. This study contributes to the field of teacher education for ELs and eventually the improvement of ELs' academic achievement by apprenticing pre-service teachers into the specialized ways of understanding language.

BIODATA

Shim Lew is an assistant professor of Teacher Education and Educational Leadership at the University of West Florida. She has done research on immigrant youth education, teacher education for English learners, bilingual education, and disciplinary language and literacy education.

Nicole Siffrinn is a doctoral candidate in Language and Literacy Education at the University of Georgia. Her research interests include integrating language-driven pedagogies into teacher education as well as using arts-based methods to support the development of youth literacies.

Korean student adaptation to unfamiliar learning approaches and expectations

Douglas Sewell (University of Calgary, Canada)

Self-regulation of Language Learning is a framework for understanding the evolving relationships between learners' approaches to their language studies and the outcomes of those approaches. The SRL cycle can be modeled in three phases with up to a dozen processes per phase. Forethought phase processes include goal setting and strategic planning. Performance and Volitional Control phase processes include attention focusing, time management and self-monitoring. Self-Reflection phase processes include self-evaluations, attributions and strategic adaptation. The first third of this presentation will give a brief overview of the SRL cycle. The next third will then use data from student reflective journals and tasks to identify factors Korean students felt were most responsible for their language learning successes or failures. This part will also discuss how these students intended to strategically adapt their learning based on these attributions. An analysis of these attributions and intended adaptations will then suggest that many of these students are not evolving towards more effective approaches to language learning in their educational context. Instead the suggestion will be made that many Korean students maintain familiar attributions to success or failure in new learning environments as they held in their previous environments. As new approaches may be critical to success in new educational contexts, this presentation will close with suggestions on how instructors can help Korean learners better understand what is expected of them in new educational contexts and how they can best meet those expectations.

BIODATA

Douglas Sewell has been both an English language teacher and teacher trainer for almost 20 years. Currently Associate Dean in the Faculty of Education at the University of Calgary, Douglas began his teaching career in small language schools in South Korea then taught in China, the UAE, UK, and Canada.

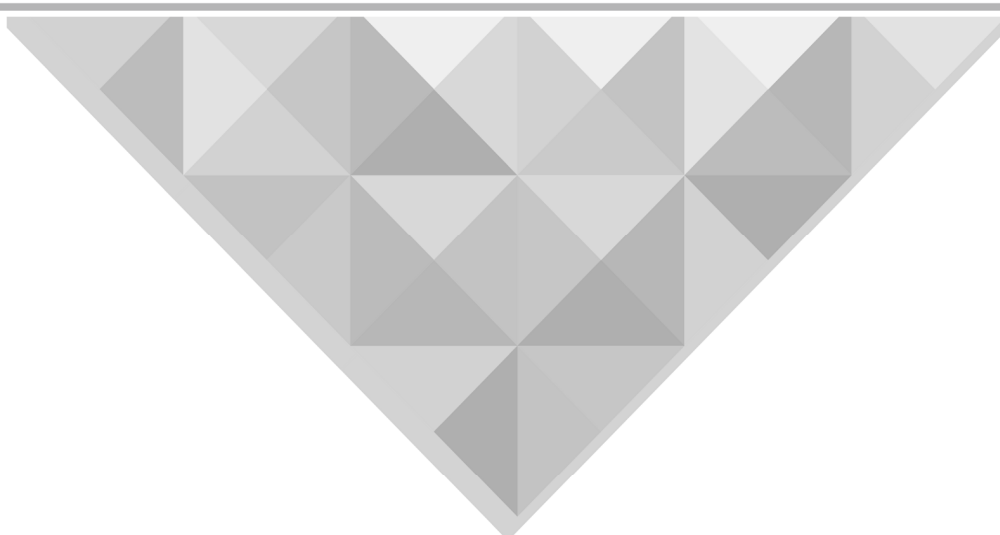
Teaching made easy: Practical lessons from educational research for ELTs

Dan Shepherd (Missouri Western State University, USA)

Current educational research establishes very clearly that the variable that has perhaps the greatest impact on student learning is the overall teaching skill of the instructor. Further, this research has been able to identify a limited number of pedagogical approaches that have the most benefit on learners; some of these approaches include an emphasis on visuals, the use of compare/contrast, the establishment of appropriate objectives, the assigning of beneficial homework, posing the right kinds of questions, and several others (Marzano, 2002). In addition to these easily taught and highly successful teaching methodologies, recent research has also strongly emphasized the significant impact of positive student–teacher relationships in fostering greater student achievement (Cornelius–White, 2007). After presenting the research summarized above via a powerfully visual and striking multimedia presentation, the session presenter will transition from theory to practice by leading attendees through an individually applicable discussion of practical steps to increase improved instruction. This group processing will be facilitated through the consideration of actual, immediately applicable teaching materials. The session will conclude as the presenter synthesizes the most important content from the workshop. Intended attendees would include teachers and those who supervise them.

BIODATA

Dan Shepherd is the chair of the Department of Education at Missouri Western State University. His research focuses on educational leadership and teacher development. Dr. Shepherd previously served as a public high school English teacher and as a public school administrator, both at the school and district levels.



CONCURRENT SESSIONS_Day 1 (July 6)

Session 4: ELT Curriculum and Materials Development / Teacher Education
(Room 304, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Jin-Hwa Lee (Chung-Ang University)	Stop press! Teaching listening with news stories in academic English Naheen Madarbakus-Ring (Victoria University Wellington, New Zealand)
	Career preparation in university business English classes Andrea Rakushin Lee (Konkuk University)
14:40 – 16:40 Session Chair: Junkyu Lee (Hankuk University of Foreign Studies)	An analysis of argumentative discourse in ELT coursebooks Colin Walker (Myongji University)
	Enhancing the effectiveness of group discussion in a postgraduate writing class in Hong Kong Joanna Lee (University of Hong Kong, Hong Kong)
	Learner autonomy in a teacher training context: Successes and challenges Andrew Griffiths (Daejeon Education Training Institute)
	English teacher identity development through literacy practices on military duty Jae-hyun Im (Indiana University, USA)

Stop press! Teaching listening with news stories in academic English

Naheen Madarbakus–Ring (Victoria University Wellington, New Zealand)

This workshop offers a logical pedagogic outline for fellow educators to implement Academic Listening using www.breakingnewsenglish.com (BNE) into EAP courses. A preliminary study at a Korean university developed a series of 10 BNE lessons and five skill sheets to implement a strategy-based three-stage plan into Academic Listening. Implementing existing cognitive, meta-cognitive and socio-affective strategies, the workshop will ‘teach’ the listening lesson, using pre-/while-/post-listening stages to demonstrate the simplicity of employing listening strategies to language educators. The session first introduces talk ideas using a pre-discussion of pictures and vocabulary box. The next stage prepares participants for a comprehension question/answer task practicing note-taking skills in the while-listening section. The final post-listening section includes writing a summary and reflection tasks. The workshop emphasizes salient findings from the study, illustrating how cognitive and meta-cognitive strategies help improve students’ academic listening while offering educators a practical listening framework to utilize in their own institutions.

BIODATA

Formerly an Assistant Professor at Korea University, Seoul, **Naheen Madarbakus–Ring** has taught EFL in Japan, South Korea and **Christopher Lange** is an associate professor in the Liberal Arts department at Joongbu University in South Korea. He has published papers on informal group work, e-learning instructional design, and the effects of learning strategies within online environments. His current research is focused on the effects of cognitive load and learner control within e-learning environments. Additionally, he is interested in investigating ways of improving online instruction, design, and delivery to better address the needs of e-learning students. He recently earned a PhD in Education from Kongju National University in South Korea, the UK. Naheen was shortlisted for an ELTons 2016 award and achieved a British Council special commendation for developing a listening program. Her research areas include employing listening strategies in EFL.

Career preparation in university business English classes

Andrea Rakushin Lee (Konkuk University)

University students in Korea are balancing various demands as they prepare to enter a highly competitive job market after graduation. Many are ill prepared for the challenges that lay ahead and can easily feel discouraged and burdened by the realities that they will face. Although instructors do not have a direct responsibility to help students gain employment, they can provide guidance and practical assignments and activities that may later benefit students when they begin applying for jobs. Even though some students may never need English related job documentation or to participate in English interviews, students should be prepared regardless. Additionally, some students may seek employment abroad even though they did not initially intend to, and many of the activities completed in English can still be useful in the students' native language. This presentation discusses six ways that business English instructors can help prepare students for the job market through 1) LinkedIn profile creation and analysis of profiles, 2) creating traditional and video cover letters, 3) understanding differences in international resumes and CVs, 4) focusing on networking, 5) preparing for Skype and traditional interviews, and 6) examining internship and volunteer opportunities abroad. Through these activities, students can gain a better understanding of the job market and be more prepared to apply for jobs, while improving their English proficiency.

BIODATA

Andrea Rakushin Lee is an assistant professor in the English Language and Culture Department at Konkuk University Glocal Campus in South Korea. Her research interests include student interaction in online classes, refugee education, and blended learning.

An analysis of argumentative discourse in ELT coursebooks

Colin Walker (Myongji University)

Just two years removed from the 2016 American presidential election, many remain bewildered at how frivolous name-calling, conjecture, and meaningless clichés replaced civil discourse. In place of talks on policy and legislation, Hilary Clinton and Donald Trump traded verbal jousts that were internationally televised and proliferated through social media: see Estepa (2017) and Keegan (2017). Sides have been taken. Battle lines have been drawn. The result, most would agree, has been a divided nation – one that focuses on competition, finger pointing, and allegiance to ideology. In the wake of this shift in political discourse, what is the alternative? What materials or resources are available to help students develop skills in persuasive writing and argumentation? To answer this question, this study examined argumentative writing samples taken from some of ELT industry’s flagship publishers. First, a snapshot of the data is presented by introducing the types of topics being discussed. Next, the data was critically analyzed by looking at key elements in argumentative writing (e.g. introduction, antithesis, transition, thesis, and preview). Findings of this study revealed two important insights: 1. There were significant gaps in comparing the types of topics in today’s media versus topics included in ELT course books, and 2. Many of the authors included in the data sample seemed to lack an awareness of basic skills in argumentative writing. How these issues can be addressed and other pedagogic implications will be discussed in the latter half of the presentation.

BIODATA

As an Assistant Professor at Myongji University, **Colin Walker** teaches composition, listening comprehension, and debate. He has an MA in TEFL/TESL from the University of Birmingham and will begin his PhD in Educational Leadership the University of Calgary in September, 2018. Email: cwalker@mju.ac.kr web: walkercolin.com

Enhancing the effectiveness of group discussion in a postgraduate writing class in Hong Kong

Joanna Lee (University of Hong Kong, Hong Kong)

Group discussion, being ‘a unique way for open, critical, and free discussion and deliberation’ as defined by Ikuenobe (2002, p. 381), has been a widely used learning activity across classrooms of different academic disciplines, grades and cultural contexts. The cooperative learning nature of group discussion fits nicely with the constructivist paradigm which posits the view that ‘to understand is to discover, or reconstruct by discovery’ (Piaget, 1972, p. 20). It is believed that active learning takes place when participants in a group setting interact with each other and engage themselves in knowledge building. In a recent study conducted by Wang and Seepho (2017), the value of group discussion in improving Chinese EFL learners’ critical thinking ability was also asserted. While it seems logical to assume that this activity is beneficial to learners from across the board for any learning purposes, its effectiveness in addressing Chinese EFL postgraduate student writing needs and enhancing their academic literacy remains a topic worthy of investigation. The Introduction to Thesis Writing course, which is the focus of this study, has been offered by the Centre for Applied English Studies of the University of Hong Kong for more than a decade to equip research postgraduate students with the skills to fulfil the academic writing needs of their respective academic disciplines. One noticeable trend observed in recent years is the significant increase in the number of students from Mainland China where group discussion may not be the pedagogical norm in classrooms. This study aims to investigate the research postgraduate students’ perceptions of the use of group discussion in facilitating their learning of academic writing, and also to explore activities that can be designed to complement group discussion to maximize its potential benefits.

BIODATA

Joanna Lee is senior lecturer at the Centre for Applied English Studies of the University of Hong Kong. She is involved in the teaching of writing courses for both undergraduate and postgraduate students there. Her research interests include EAP/ESP, language and gender, and language policy and planning.

Learner autonomy in a teacher training context: Successes and challenges

Andrew Griffiths (Daejeon Education Training Institute)

The presentation will report on the presenter's introduction of a 'personal development time' for his trainee teachers during a six month in-service teacher training course run by the Korean government for public school teachers. Each trainee was given approximately 30% of their class time to freely develop any aspect of their English speaking they chose, with a small amount of facilitation and guidance from the trainer. The aim of the project and the subsequent research was to allow the trainee teachers to enjoy full ownership over their learning and to explore how well they could adapt to and benefit from being autonomous learners. This was especially interesting in light of the extensive debates over the value of autonomous learning and the controversial question of whether autonomous learning is possible in the traditionally teacher-centered East Asian educational context. The research on the success of this project indicated that the trainee teachers benefited greatly from their 'personal development time'; tangible gains in confidence and proficiency were noted by both trainer and trainee alike, as was the trainee teachers' enjoyment of the freedom to learn as they wished. As such, the presenter will argue that such autonomous learning can be seen as appropriate, feasible and beneficial in the local context of Korean adult education. The presentation will also provide advice for teachers wishing to allow their students more autonomy in the classroom, and will discuss the challenges faced in implementing the project as well as the subsequent improvements used to counterbalance those issues.

BIODATA

Andrew Griffiths is a teacher trainer for the Daejeon Education Training Institute, which is affiliated with the Daejeon Office of Education. He has been teaching for ten years and holds an MA in TESOL from the University of Nottingham (England).

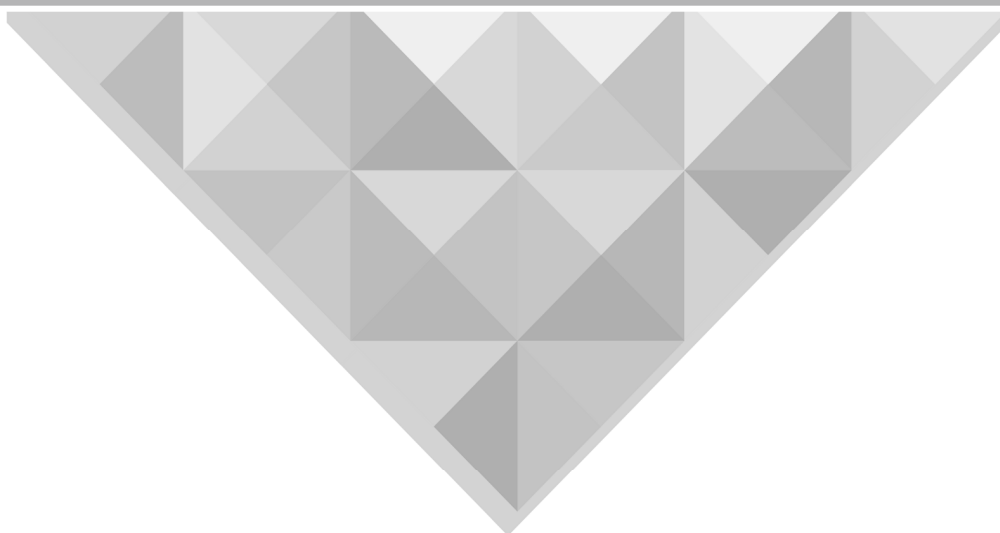
English teacher identity development through literacy practices on military duty

Jae-hyun Im (Indiana University, USA)

This longitudinal case study reports a male Korean English-teacher's development and negotiation of identity before, during, and after his approximate two yearlong military service. The study aims to make visible how the teacher experienced identity changes through literacy practices in the military; despite dysconnectivity between English teaching job and military duty, his English teacher identity was still privileged. Locating this case within imagined communities and investment framework (Pavlenko & Norton, 2007), multiple data sources including emails, instance messaging, and casual conversations were investigated through thematic analysis. Recursive themes that describe his English teacher identity are categorized into three types: teacher, researcher, and hyeong identity. Findings show that teacher identity was to play the role of an English speaker. It was developed when he performed occasionally as a translator between the US and Korean army and was asked to teach English. His researcher identity reflected his eagerness to pursue higher education. It was maintained through interactions with peers and professors in the academic discourse. I would call the last category his hyeong (older brother in Korean) identity, the job of counselor. It emerged and was combined with his teacher identity when he was asked to give military colleagues advice on English learning and the importance of English in the Korean society. Through occasions when he played an English user role, the teacher was able to maintain his teacher identity as an English expert and create imagined-self as a better English teacher/learner by investing himself in learning English during his military duty.

BIODATA

Jae-hyun Im is a PhD candidate in the department of Literacy, Culture, and Language Education at Indiana University in the US. His research specializations are in teacher identity, New Literacies Studies, literacy as a translingual practice, Hip-Hop based education, and discursive psychology.



CONCURRENT SESSIONS_Day 1 (July 6)

Session 5: Second Language Acquisition
(Room 310, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Kitaek Kim (Gyeongin National University of Education)	L2 peer review negotiations and criticism strategies Ji Hye Lee (Indiana University, USA)
	The effects of learning styles on L2 vocabulary learning Sang Eun Lee & Junkyu Lee (Hankuk University of Foreign Studies)
14:40 – 16:40 Session Chair: Young Woo Cho (Pai Chai University)	Korean jogiyuhaksaeng's adaptation strategies in the Australian school context Bong Jeong Lee (Hanyang University)
	Reaching potential in language teaching: Leadership, relationship, and your organization Dan Shepherd & Sanghee Yeon (Missouri Western State University, USA / Defense Language Institute)
	EAP teaching on culture and identity for critical intercultural awareness Heejin Song (University of Toronto, Canada)
	Investigating the effects of metacognitive instruction in listening Ayako Kobayashi (Konan University, Japan)

L2 peer review negotiations and criticism strategies

Ji Hye Lee (Indiana University, USA)

Under the framework of speech act theory, this study investigates types of negotiations and the use of criticizing strategies that are manifested during peer reviews of L2 learners and native speakers (NS) of English. A great deal of research has focused the beneficial effects of feedback on students' writing achievement; however, relatively a few studies explored what exactly learners do during the peer reviews and only focused on peer reviews of advanced learners of English. For the current study, low-level ESL learners and NSs participated in peer reviews. The learners had less experience compared to the NSs who were familiar with peer reviews. The participants were asked to exchange the first draft of their essays and give suggestions following peer review guidelines. The peer review interactions were audiotaped and analyzed for the structure, types of negotiations and criticizing strategies. The findings identified four main topics during peer reviews including 1) relating to peer review instructions, 2) language related talk, 3) topic or summary of the drafts, and 4) giving positive and negative criticisms/suggestions. Discourse analysis revealed that different from the NSs who focused on constructive criticisms, the L2 learners mainly discussed the procedures of the peer review task, difficulties of comprehending the drafts, and unknown English expressions. In negotiating sequences, the L2 learners often produced requests for explanation and used a narrow range of modification and criticism strategies: presupposing and expression of uncertainty. This study concludes with a discussion of suggested pedagogical implications for enhancing L2 peer reviews.

BIODATA

Ji Hye Lee received her PhD at Indiana University, majoring in Second Language Studies and minoring in Language Education. Her scholarly interests encompass interlanguage pragmatics, second language acquisition, discourse analysis, gesture and foreign language teaching. (Email: jihyelee1025@gmail.com).

The effects of learning styles on L2 vocabulary learning

Sang Eun Lee & Junkyu Lee (Hankuk University of Foreign Studies)

Recent L2 studies support the idea that language learners' individual characteristics are essential aspects for successful L2 acquisition. To date, nevertheless, the relationship between L2 acquisition and individual differences has been understudied. This pre-and-post test design study focuses on how learning style (system-learners versus item-learners) is related to L2 vocabulary learning (single and multi words). 48 grade 3 students in an elementary school in Korea participated in this study. The participants' learning style was estimated via (1) a revised version of Cohen (2006)'s Learning Style Survey and (2) learning style interview. For the outcome measures, multiple-choice items of form recognition (receptive knowledge) and meaning recognition (productive knowledge) were used. On the first day, participants did pre-test of 14 single words for 10 minutes, self-study with single words vocabulary list for 15 minutes, post-test 14 single words for 10 minutes, and survey for 5 minutes about single words during class time. One week later, participants did pre-test of 14 multi- words for 10 minutes, self-study with multi-words vocabulary list for 15 minutes, post-test 14 multi-words for 10 minutes, and survey for 5 minutes about multi-words during class time. Results demonstrated that all learners had more learning gain in single word task than multi word. System learners had highest learning gain with single word followed by mixed style preference learners and item learners. For multi word task, there was the most learning gain with mixed style preference learners, followed by system and item learners.

BIODATA

Sang Eun Lee is a doctoral student of Department of TESOL at HUFSS. Her research interest is on the relationship between learning styles and language acquisition especially vocabulary learning.

Junkyu Lee is Associate Professor of Graduate School of Education at HUFSS. His research interests lie in second language acquisition and L2 research methods.

Korean jogiyuhaksaeng's adaptation strategies in the Australian school context

Bong Jeong Lee (Hanyang University)

Korean students in pre-adulthood who are leaving for English speaking countries, whether accompanying their parents for immigration purpose or for educational purpose, will be expecting to add English proficiency to their already acquired native language Korean. This bilingualism, the linguistic assumption that they will become 'perfect' bilingual speakers, however, is underpinned by monolingualism that is long-standing language ideology in Korean society: 'younger age is better for English acquisition' and 'monolingual approach is the best way to acquire good English.' Such monolingualism is also prevalent in the field of SLA, although many bilingualism researchers support bilingual education as better for bilingual development. My research examines 14 young Korean migrant students' lived experiences in bilingual and academic development in the Australian school context and this paper will explore the participants' linguistic and academic strategies in their adaptation in their new schools. In doing so, the paper will discuss their entrenched monolingual language ideology. The findings have implication in thinking approaches to English teaching and learning.

BIODATA

Bong Jeong Lee completed her PhD in sociolinguistics and MA in TESOL from University of Technology Sydney. Her PhD research explored Korean jogiyuhaksaeng's bilingual development in Australia. Her academic interests include second language acquisition, language ideology and non-Korean speakers' bilingual development in Korean society. Currently she teaches at Hanyang and Jungang University.

Reaching potential in language teaching: Leadership, relationship, and your organization

Dan Shepherd & Sanghee Yeon
(Missouri Western State University, USA / Defense Language Institute)

Current leadership research is unanimous in its emphasis on the vital importance of character and compassion for moving an organization forward. While programming for ELT is absolutely vital, no program will succeed, however well-designed, if those implementing the program do not first and foundationally possess a commitment to its ideals and a passion for the success of language learners. Numerous researchers have emphasized the need for trust between leaders and their followers (Korsgaard, Brower, & Lester, 2015; Schoorman, Mayer, & Davis, 2007, etc). Similarly, Leader-Member Exchange Theory states categorically that followers perform better for caring and sincere leaders (Dulebohn, Bommer, Liden, & Ferris, 2012). In addition to the power of integrity in leadership, experts also point to the impact of positive student-teacher relationships to increase student performance (Cornelius-White, 2007). Unfortunately, ELT experts often may be the only individuals with a strong commitment to meeting the needs of language learners, a truth that can only result in continuing challenges for those students. After presenting the research summarized above via a powerfully visual and striking multimedia presentation, session presenters will transition from theory to practice by leading attendees through an individually applicable discussion of practical steps to increase ownership of all educators and to foster greater relationships among all parties. This group processing will be facilitated through the creation of take-home packets of detailed action steps. The session will conclude as the presenters synthesize the most important content from the workshop. Intended attendees would include school leaders, ELT advocates, and concerned teachers.

BIODATA

Dan Shepherd is the chair of the Department of Education at Missouri Western State University. His research focuses on educational leadership and teacher development. Dr. Shepherd previously served as a public high school English teacher and as a public school administrator, both at the school and district levels.

Dr. Sanghee Yeon is an instructor with the Defense Language Institute where she teaches the Korean language. Her research focuses on Korean language development.

EAP teaching on culture and identity for critical intercultural awareness

Heejin Song (University of Toronto, Canada)

This lesson is designed for international students in a university English for Academic Purpose (EAP) course based the findings of a focus group interview with former students that highlighted the importance of intercultural awareness for successful academic life. This lesson aims to facilitate students' development of critical intercultural awareness through active discussions on previously assigned readings on culture and identity and follow-up discussions on a TedTalk video, "The danger of a single story". The lesson scaffolds students to understand the convoluted notions of culture and identity by providing various theoretical perspectives from different disciplines (e.g., sociology, anthropology, philosophy) through the readings and by discussing the existing cultural biases in society. The lesson also promotes important transferrable academic skills through various class activities. First, students of this lesson can improve their analytic reading and synthesizing skills through the assigned readings and class discussions on the readings. Second, students can develop critical intercultural communication skills by sharing experiences related to cultural differences, cultural misunderstanding and stereotypes. Through this lesson, students are expected to be able to recognize the complexity and multitude of cultural identities and reflect on their own cultural identities.

BIODATA

Heejin Song is currently a course instructor in the International Foundation Program (IFP) at New College, University of Toronto. Her areas of interest include: Applied linguistics, critical pedagogy, multiliteracies pedagogy, language teacher education, critical multicultural education, critical discourse analysis, action research, and curriculum and policy analysis.

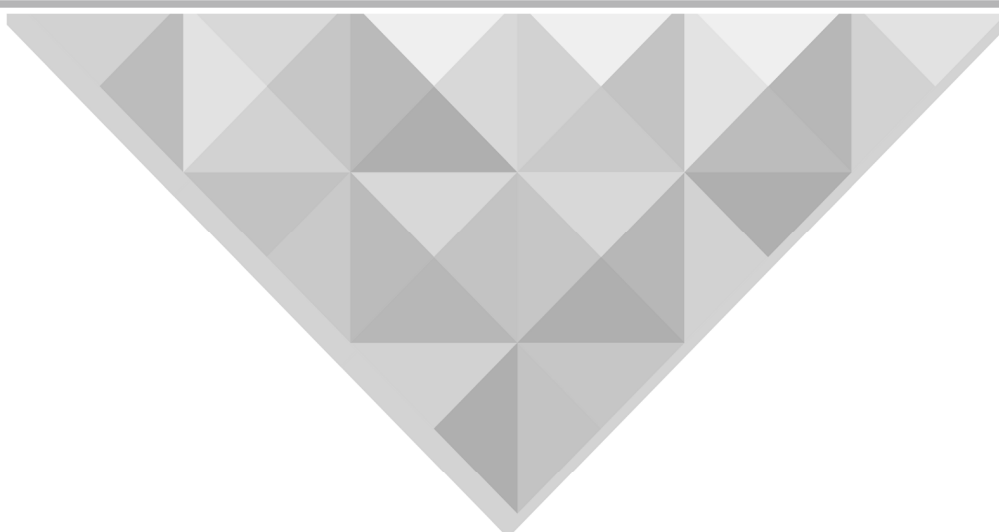
Investigating the effects of metacognitive instruction in listening

Ayako Kobayashi (Konan University, Japan)

This study investigated the effects of a metacognitive instruction in listening for EFL learners over a semester. Participants (N = 48) were sampled from TOEIC classes in a private university in the western part of Japan where the researcher had been working as an English instructor. They were sophomores whose majors were not English. The experimental group (n = 26) received a metacognitive instruction in listening (i.e., they were taught how to listen to texts and how to improve listening skills through metacognitive processes as well as activities such as planning, monitoring, and reflecting). The contrast group (n = 22), taught by the same teacher, did not receive a metacognitive instruction although they listened to the same listening materials and received more listening input. Results of the questionnaire (SRLLQ, the Self-Regulated Learning in Listening Questionnaire, Kobayashi, 2017a) showed that students in both groups became more self-regulated learners, but it was also found that the experimental group made greater gains in listening proficiency and regulation of cognition. Moreover, it was verified that learners with low listening proficiency in the experimental group benefited the most from such a metacognitive instruction.

BIODATA

Ayako Kobayashi is currently teaching English as a full-time lecturer at Konan University. She holds an MA in ELT from Nottingham University. Her academic interest is learner autonomy. Her current research focuses on metacognitive instruction in EFL classrooms.



CONCURRENT SESSIONS_Day 1 (July 6)

Session 6: Use of ICT in English language Teaching
(Room 318, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Youngsoo So (Seoul National University)	Enriching learners' experience: Technology-enhanced feedback on content and forms Victoria Kim (Ulsan National Institute of Science and Technology)
	EFL learners' perception on feedback from the automated essay scoring system (Grammarly) Hyojung Lim (Kwangwoon University)
14:40 – 16:40 Session Chair: Shinchul Hong (Busan University of Foreign Studies)	A mobile-mediated problem-based learning program in the college EFL classroom: Participant perceptions and impact on listening and reading skills Eun-Young Kwon (Dongguk University)
	Vocabulary learning and teaching through multimodality: Toward a Pedagogy of Empowerment Heejin Song (University of Toronto, Canada)
	Online peer response and the use of web-based tools for ELLs' written communicative competence Youngmi Kim (Kyung Hee University)
	A computer-aided error analysis of Korean learners of English: Learner corpus research Wonkyung Choi (University of Birmingham, UK)

Enriching learners' experience: Technology-enhanced feedback on content and forms

Victoria Kim (Ulsan National Institute of Science and Technology)

Feedback has always played a critical role in learning and performance in the EFL context. The main purpose of feedback in higher education is to help students take ownership of their learning and actively engage them in the process. In addition to the traditional methods of providing corrective feedback, thanks to continuing advancement and rapid integration of new technology, new forms of feedback have emerged. One of the innovative approaches to delivering feedback is the individualized audio-visual feedback (AVF) using screencast technology. Previous research suggests that this type of feedback may resolve some of the current problems with traditional written feedback. The participants of this study were business-major students from a national, research-oriented university, which employs the English-Mediated Instruction (EMI) policy. Students' were provided with the AVF on the content of their written assignments in combination with an online grammar-checker tool, which underlines grammar mistakes, provides a clear explanation for every error found, and suggests ways to correct those mistakes. Learners' preference for feedback was explored, too. Data sources included the pre-and post-writing tasks, questionnaires on students' perceptions of AVF and the grammar-checker, pre-and post-questionnaires on academic motivation, and focus group interviews. The major findings of the study are as follows: (1) AVF is received more positively by the EFL learners, as simultaneous visual cues and detailed explanations promote better understanding, active listening, engagement, and academic motivation; (2) students prefer global feedback to local one; (3) students prefer to receive a mix of positive and negative feedback.

BIODATA

Victoria Kim is a Visiting Assistant Professor of Business Communication at the School of Business, Ulsan National Institute of Science and Technology (UNIST), where she teaches at both undergraduate and graduate levels. Her main academic interests are related to ESP, EMI, assurance of learning, teaching methodology, and technology-assisted language & content learning.

EFL learners' perception on feedback from the automated essay scoring system (Grammarly)

Hyojung Lim (Kwangwoon University)

The study was set out to explore learners' perception on the use of automated scoring system in the first-year English composition class. In spring 2017, 54 university students wrote five paragraphs and one argumentative essay, received feedback from Grammarly (www.grammarly.com) as well as the instructor, and turned in revisions as final products. On finishing the course, students completed an online survey questionnaire, where the perceived usefulness of the automated scoring system was assessed by students. Preliminary results showed that 60% of the students preferred the instructor's feedback to Grammarly's, 40% liked both for different reasons. Some students reported that Grammarly can provide feedback on grammar and vocabulary much faster than human beings, while failing to understand a writer's intention and suggest correct, alternative expressions. As a result of group comparisons (based on self-assessment), low level students found the feedback from Grammarly more helpful to enhance their grammar and vocabulary knowledge, as well as to improve their writing skills; meanwhile, they had a harder time comprehending the feedback from Grammarly. Further discussed are the pedagogical implications of using an automated-scoring system as a feedback tool in the tertiary level EFL context.

BIODATA

Hyojung Lim (PhD. Second Language Studies) is an assistant professor in the Department of English Language and Literature at Kwangwoon University. Her research interest lies in (but is not limited to) L2 vocabulary acquisition, L2 automatization, and technology-assisted language learning.

A mobile-mediated problem-based learning program in the college EFL classroom: Participant perceptions and impact on listening and reading skills

Eun-Young Kwon (Dongguk University)

The present study investigated whether a mobile-mediated problem-based learning (PBL) program 1) had an impact on students' English listening and reading skills; 2) participants' perceptions of the program, in general and in terms of impact on linguistic skills; and 3) the impact of proficiency level on these perceptions and/or students' preferred PBL problem characteristics. Pre-test/post-test, Likert-scale questionnaire, and interview data were used. Results showed a statistically significant improvement in reading skills and a statistically non-significant improvement in listening skills for the treatment group (only). Questionnaire and qualitative data revealed positive perceptions of the instructor-designed module, with impact of proficiency level on these perceptions found to be negligible. However, differences were identified between 1) treatment group participants' measured skills improvement (in reading) and their perceived area of greatest impact (vocabulary) and 2) advanced and intermediate students' preferences for PBL problem characteristics. In the former case, the suggested interpretation is that learners perceive improvements more readily to the degree that they are actively engaged in the activities (skills) in question. Thus, improvements in productive skills (speaking and writing) were more salient than in receptive skills (listening and reading). Regarding PBL problem characteristics, students at both assessed proficiency levels appreciated "fun" and "easy" problems, whereas advanced students rated "creative" problems very highly, intermediate students very low. The suggested pedagogical implication is that language teachers should choose PBL problems with less attention to the cognitive criteria touted in research from other educational fields and more to what engages students and meshes with their abilities.

BIODATA

After receiving her doctoral degree from Teachers College, Columbia University, **Eun-Young Kwon** has been teaching college students at Dongguk University. Her research interests include Mobile-Assisted Language Learning, teaching English for specific purposes, language teaching material development, cross-linguistic influence, second language writing, and child second language acquisition.

Vocabulary learning and teaching through multimodality: Toward a pedagogy of empowerment

Heejin Song (University of Toronto, Canada)

Academic vocabulary acquisition is a crucial component for international students for their academic success in a university where English is the main medium of instruction since it is more cognitively challenging than learning informal vocabulary (Cummins, 1979). Thus, this action research study investigates the effectiveness of academic vocabulary teaching through a learner-centered and multimodal approach (New London Group, 1996) in an EAP course. Classroom-based action research plays a critical methodological role to navigate the process of teaching improvement with systematic reflections and modified actions (Burns, 2010). As the traditional method of vocabulary learning which was previously used (e.g. vocabulary dictionary and journal) shows various academic integrity issues (e.g. plagiarism), performance-based multimodal vocabulary teaching projects were then introduced as a group assignment where students teach frequently-used academic vocabulary to the class. As a result, students presented their academic vocabulary using various methods including visual, physical, and digital forms and showed increased engagement in vocabulary learning activities. The study articulates that student-oriented innovative vocabulary teaching serves as pedagogy of empowerment where students' engagement in learning is maximized and students become co-constructors of knowledge building.

BIODATA

Heejin Song is currently a course instructor in the International Foundation Program (IFP) at New College, University of Toronto. Her areas of interest include: Applied linguistics, critical pedagogy, multiliteracies pedagogy, language teacher education, critical multicultural education, critical discourse analysis, action research, and curriculum and policy analysis.

Online peer response and the use of web - based tools for ELLs’ written communicative competence

Youngmi Kim (Kyung Hee University)

The most difficult parts English language learners (ELLs) often face in learning English as their second language are related to developing productive language skills: that is, speaking and writing. Yet it cannot be denied that communicative competence includes the ability to speak and write with some degree of clarity. In addition to improving ELLs’ oral proficiency levels, many efforts have been made by teachers and researchers to enhance their writing ability through various methods of teaching writing. This study aims to investigate the possibility of diagnosing and improving ELLs’ writing ability by using various web-based technologies and by providing individualized and self-directed learning contents to meet the needs of ELLs considering their different language levels, learning pace, and learning styles. This study also aims to discuss the effective ways of feedback from peer response, as well as from instructors, using web-based tools.

BIODATA

Youngmi Kim teaches at Kyung Hee University, Seoul, Korea. Her research interests include Multimedia-assisted language learning, language testing, blended learning, English speaking and process writing, General English language program and materials development for language teaching. She is particularly interested in using technology in language classrooms, and developing MALL contents for ELLs.

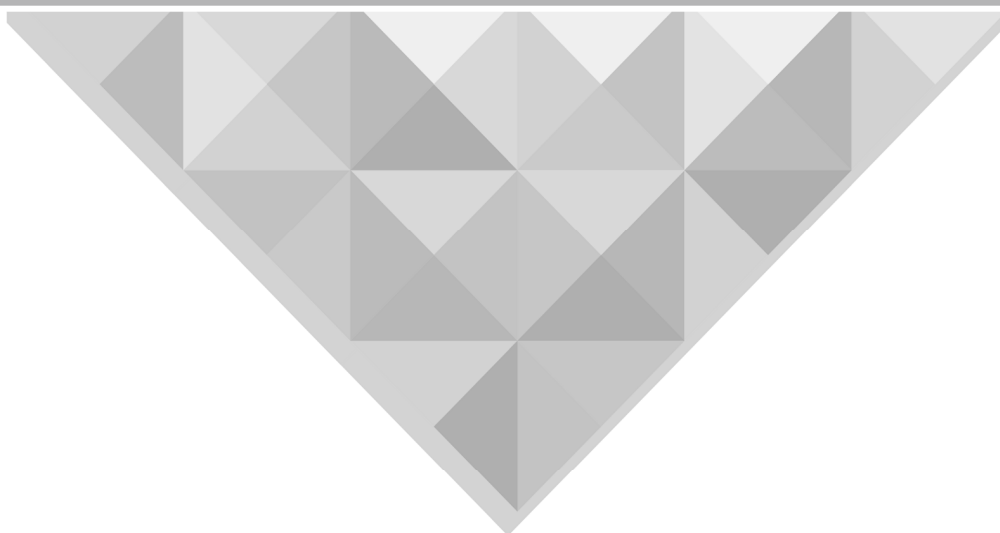
A computer - aided error analysis of Korean learners of english: Learner corpus research

Wonkyung Choi (University of Birmingham, UK)

In the field of English language teaching (ELT), learners' errors have been traditionally considered as very important resources that can be analyzed to help learners improve upon their proficiency. Since the 1960s, error analysis (EA) has been widely conducted in order to gain insight as to which aspects of the language pose a learning burden for learners, and the 1970s is the heyday of EA. Since then, researchers have also found the limitations of EA, and EA studies had not been conducted than before. However, in more recent years, EA was reinvented in the form of computer-aided error analysis (CEA) by means of learner corpora. The advent of large-scale learner corpora made it possible for so-called learner corpus research (LCR). As a piece of LCR and CEA, the current study is to find a specific type of learner errors in a Korean learner corpus, YELC (Yonsei English Learner Corpus). The errors that the current study tackles are certain types of deviant expressions that frequently occur. The deviant expression is a kind of non-native expression from native speakers' point of view, even though it might be considered grammatically correct. The Bank of English (BoE) and the British National Corpus (BNC) are used as reference corpora. The current study is to expect to show a specific aspect of learner errors and to provide useful implications in ELT. This will also showcase how reference corpora are applied to detect deviant expressions as a methodology in the field of Corpus Linguistics.

BIODATA

Wonkyung Choi is a PhD Candidate at University of Birmingham. He got his MA at Korea University. His expertise and interest are in error analysis of EFL learners using corpus tools.



CONCURRENT SESSIONS_Day 1 (July 6)

Session 7: Innovative Teaching Practices
(Room 320, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Kyungja Ahn (Seoul National University of Education)	Exploring feedback to L2 writing for a post-method pedagogy YiBoon Chang (Seoul National University)
	The power of relational teaching: Helping them learn by showing you care Dan Shepherd (Missouri Western State University, USA)
14:40 – 16:40 Session Chair: Jihyun Jeon (Pusan National University)	The role of socially-mediated alignment in second language learning Yeon Joo Jung (Georgia State University, USA)
	Family language policy (FLP) and Korean-English bilingual code-switching (CS) Kye Gon Lee (University of Iowa, USA)
	Using historical fiction in the English as a second language classroom Jaran Shin (University of Massachusetts, USA)
	Distribution and usage of nominalization in Korean EFL learners' argumentative writing Choongil Yoon (Dongguk University)

Exploring feedback to L2 writing for a post-method pedagogy

YiBoon Chang (Seoul National University)

This presentation explores how feedback to L2 writing is practiced in an intact L2 writing classroom from Kumaravadivelu's macrostrategic framework for a post-method pedagogy for language teaching. A coordinator teacher with a ten years' experience and six L2 college students were recruited from an advanced-level college ESL composition classroom in a large American university. Teacher's beliefs and the given institutional context were explored to identify key macrostrategies of the classroom. To address how the macrostrategies were operated by microstrategies of feedback to L2 writing, the study examined how the teacher and students participated in the current written-oral sequential feedback practice. Among the ten macrostrategies from Kumaravadivelu's framework, four strategies were identified from teacher's interview results: maximize learning opportunities, facilitate negotiated interactions, foster language awareness, and promote learner autonomy. These key macrostrategies, however, were not fully realized by the feedback practice as teacher's participation changed from the written to oral mode and the students heavily relied on the teacher for revision seeking to earn good grades. Individual and institutional constraints were found to interact with the participants' enacting the intended macrostrategies. This case study tackles the challenges of L2 writing teachers in the post-method condition and invites a discussion about possible solutions.

BIODATA

Dr. YiBoon Chang is an instructor in Language Education Institute at Seoul National University, teaching a wide range of adult learners including engineering students at SNU. Her academic interests are English for Academic/Occupational Purposes, classroom feedback practice, L2 writing, and curriculum development.

The power of relational teaching: Helping them learn by showing you care

Dan Shepherd (Missouri Western State University, USA)

Research demonstrates conclusively that trust is a vital component in the development of strong leadership. Recently, 488 students were surveyed about their perceptions of their instructors' character and concern for them as individuals. Based on the survey's results, the qualities and characteristics that students most seem to prefer in their teachers when assessing that individual's character and integrity include interacting with them as individuals, remembering their individual needs, and acting consistently in a compassionate manner. Conversely, the qualities and characteristics that most damage a teacher's esteem in the eyes of his or her students include acting in a manner that communicates a lack of concern for individual needs; being disrespectful, rude, critical, uncaring, harsh toward the class; presenting biased attitudes; and declining to help followers in obvious need. After presenting the research summarized above via a powerfully visual and striking multimedia presentation, the session presenter will transition from theory to practice by leading attendees through an individually applicable discussion of practical steps to increase their ability to form strong relationships with their students. This group processing will be facilitated through the consideration of immediately actionable steps. The session will conclude as the presenter synthesizes the most important content from the workshop. Intended attendees would include teachers and those who supervise them.

BIODATA

Dan Shepherd is the chair of the Department of Education at Missouri Western State University. His research focuses on educational leadership and teacher development. Dr. Shepherd previously served as a public high school English teacher and as a public school administrator, both at the school and district levels.

The role of socially - mediated alignment in second language learning

Yeon Joo Jung (Georgia State University, USA)

Speakers mutually adapt to each other's linguistic behaviors at different levels of language during dialogue. Such linguistic alignment occurs in both written communication (text-chat) and face-to-face (FTF) spoken interactions via priming mechanisms. Recent research has suggested that alignment occurring while second language (L2) learners carry out collaborative tasks may lead to L2 development. However, despite the notion that speakers linguistically align in interactions happening in socially-situated contexts, little is known about the role of social factors in the magnitude and learning outcomes of alignment occurring in L2 interactions. This study examined the pedagogical benefits of alignment tasks for learning L2 vocabulary and grammar during peer interaction across two different interactional contexts: FTF and synchronous mobile-mediated communication (SMMC; mobile text-chat). This study further investigated the effect of social factors on L2 learners' alignment behaviors and the learning outcomes. Of various social factors, the focus was on speakers' perceptions of their interlocutor's language ability. Eighty-eight Korean students were assigned to either the FTF or SMMC group. They completed two alignment tasks in pairs, three measurement tests (pre-, post-, and delayed post-test), and perception questionnaires over four weeks. Results showed that linguistic alignment occurred in both FTF and SMMC settings. However, the SMMC participants demonstrated a higher degree of alignment by producing more target features during the task sessions and obtained higher scores on the two post-tests than their FTF counterparts. Moreover, learners in both groups showed a stronger tendency to align with the peers who they perceived as more proficient than themselves.

BIODATA

YeonJoo Jung is a doctoral candidate in the Department of Applied Linguistics and ESL at Georgia State University. Her research interests include second language acquisition (SLA) and task-based language teaching. Within SLA, her primary focus is on the application of experimental techniques from psychology to second language processing and acquisition.

Family language policy (FLP) and Korean - English bilingual code - switching (CS)

Kye Gon Lee (University of Iowa, USA)

This study aims to investigate when and how parents' language ideology affects the conversation of a Korean-English bilingual family (status planning), how code-switching (CS) occurs in their discourse, and how CS affects the pattern of family language practice (corpus planning). This study also explores the various sources of their language maintenance and how children learn from those sources (acquisition planning). Using qualitative data analysis, families' conversations were audio recorded and transcribed, the transcript of the conversation was then open (axial) coded. The study found that family language policy (FLP) and the practices are not always coherent or unidirectional, but rather are more fluid and negotiable depending on the participant's language proficiency and dominant language situation. Parents' interactional strategies are altered in response to the level of exposure that their children have to the English language. Moreover, children's identity is founded upon the relationship between the dominant language and their native language that they use at home. In this process, the prevalence of the dominant language greatly impacts the dynamic between parents and children, which, in turn, affects FLP in association with children's agency. In other words, children's agency is constructed not only by interaction among family members (internal), but also by the social context of school (external), which impacts parental language ideology at home. In conclusion, children and parents both use CS as an interactional strategy to fill the gap between the Korean and English languages. CS helps to elevate comprehension of both languages, providing an invaluable resource and positively influencing FLP.

BIODATA

Kye Gon Lee is a PhD student at the University of Iowa, where he work as a graduate research assistant. His major is Foreign Language and ESL Education within the College of Education. He has two master degrees-one from Chung Ang University in English Education for Children (2006), and the other from the University of Iowa in Educational Measurement & Statistics (2013).

Using historical fiction in the English as a second language classroom

Jaran Shin (University of Massachusetts, USA)

This study examines the effectiveness of using historical fiction in the ESL classroom—as a way to help learners be more familiar with English and informed about the historical and political realities that they are part of. Using a case study methodology, I observed a high school classroom of immigrant learners in California in 2011–2012. The learners were asked to read *Sadako and the Thousand Paper Cranes* (about a Japanese girl suffering from leukemia in Hiroshima) and *When My Name Was Keoko* (about the brutal Japanese colonization of Korea). The data sources were fieldnotes, interview transcripts, and learners’ reading logs. Thematic analysis and discourse analysis were used to identify repeating themes in the data and to understand learners’ engagement with these texts. The results reveal the potentially powerful benefits of using historical fiction in the classroom. Reading and writing in English, some learners detailed the conflict between the presentation of the Japanese in the novels and their memories about them. One learner from China wrote that she was “so confused” because they were “bad people who killed many Chinese” although “many innocent Japanese in Hiroshima died.” This suggests that reading historical fiction allows learners to consider the complexity of historical representations (Kubota, 2012) and ultimately to reconstruct their values (Tegmark, 2012). Yet, other learners failed to link what they read to their own knowledge/experience and to benefit from the curriculum. At the end, this paper discusses where the deep-seated mismatch between the teacher’s instructional goals and the learners’ engagement originates.

BIODATA

Jaran Shin is an Assistant Professor of Applied Linguistics at the University of Massachusetts, Boston. Her research focuses on how language/culture learning experiences enable individuals to (re)construct their identities and how they engage with others, using languages to negotiate linguistic, cultural, and ideological differences.

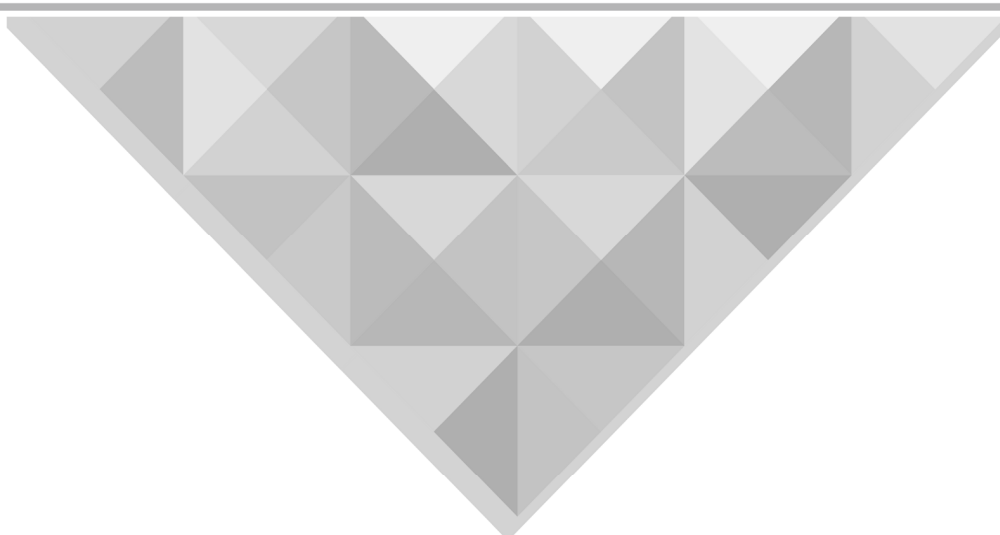
Distribution and usage of nominalization in Korean EFL learners' argumentative writing

Choongil Yoon (Dongguk University)

Nominalization has been identified as a key feature of academic writing for its high frequency and the cohesive and rhetorical functions it serves in text. To investigate how this linguistic feature is distributed and used in EFL learners' academic writing, the study examined the instances of nominalization and related linguistic features in a corpus of Korean EFL college students' English argumentative essays and compared the data with those from a corresponding corpus of native speakers (NS). Results showed that the Korean EFL writers' nominalization use was almost as frequent as that of their NS counterparts. Despite the similar frequency, however, the Korean EFL writers' nominalizations were overall simpler in their syntactic patterns, less elaborated and consequently less effective in terms of cohesive and rhetorical functions than those used by the NS university students. In addition, a considerable number of unnecessarily or erroneously used nominalizations were found in the Korean writers' corpus. The paper concludes by discussing the pedagogical implications of the findings.

BIODATA

Choongil Yoon received his Ph.D. in Language and Literacies Education at the Ontario Institute for Studies in Education of the University of Toronto. He is currently teaching at Dongguk University Gyeongju Campus. His research interests include second language writing, EAP and corpus linguistics.



CONCURRENT SESSIONS_Day 2 (July 7)

Session 1: International and Intercultural Communication / English Language Testing
(Room 301, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Mi-Lim Ryo (Korea Maritime & Ocean University)	An investigation into the rating tendency of Korean teachers as a non-native rater in a speaking assessment of English Dongkwang Shin (Gwangju National University of Education)
	EFL instructors' and domain experts' evaluation of pragmatics for workplace Hana Jo (Hankuk University of Foreign Studies)
14:30 – 16:30 Session Chair: Woo-Hyun Jung (Yeungnam University)	International students' critical incidents and reactions to cultural differences Jung Sook Kim (Keimyung University)
	The relationship between English speaking test scores and self-directed learning ability of Korean college students Jungtae Kim (Pai Chai University)
	Investigating voluntary peer review in an online fanfiction community Onuma Lakarnchua (Chulalongkorn University Language Institute, Thailand)
	Beyond English: University student success through acculturation and study skills Douglas Sewell (University of Calgary, Canada)

An investigation into the rating tendency of Korean teachers as a non-native rater in a speaking assessment of English

Dongkwang Shin (Gwangju National University of Education)

The present study investigated biases that Korean teachers as non-native English speaking raters may have on test takers' voice information, such as for native-like pronunciation. To examine the biases, two different scoring methods were adopted. One was a normal scoring method where five qualified Korean teacher raters assessed 100 test takers' responses while listening to their voice files. For the other method, the original voice files were transcribed into text files. With one year time interval, the same raters reassessed the text files without the test takers' voice information. The results of the three common rating domains of 'task completion,' 'discourse organization,' and 'language use' used in the two ratings were significantly different. Also, 'pronunciation' and 'fluency' were more highly correlated with the other three domains in the first rating than in the second rating. That is, even when the raters were asked to assess the spoken products by analytic scoring, rating of 'pronunciation' and 'fluency' with information of the test takers' voice information still seemed to be strongly associated with the other scoring domains. The results corresponded with the results of the interview with the raters. In addition, as expected, it was shown that four of the five raters scored more severely in the text-based rating. Pedagogical implications are suggested to overcome biases non-native speaking teacher raters may have on judgments of oral English performance.

BIODATA

Dongkwang Shin is an assistant professor at Gwangju National University of Education. He had his PhD at Victoria University of Wellington in 2007. His expertise and interest are in vocabulary, applied corpus linguistics and language testing.

EFL instructors' and domain experts' evaluation of pragmatics for workplace

Hana Jo (Hankuk University of Foreign Studies)

In this study, two groups of raters, EFL instructors and domain experts who are current employees using English for daily communication at work, participated in a semi-structured pre-interview to compare their perceptions of the role of pragmatics at work and what they value as the key to successful workplace communication. The two groups of raters then evaluated recorded oral responses of 10 university students to assess their pragmatics knowledge required at work using an analytic scoring rubric. Students' pragmatic knowledge were evaluated under the four criteria, which are sociolinguistic, sociocultural, psychological appropriateness and overall task fulfillment. Scores given by each rater were analyzed to compare their perceptions of the role of pragmatics and to investigate to what extent their evaluations are similar and different. Lastly, a stimulated-recall post-interview was conducted to get better understandings in their rationale for the ratings. The results of the study have shown that there were differences in perceptions in successful workplace communication and the role of pragmatics at work, while their evaluation of three aspects of pragmatics did not show significant differences. The findings suggest that there is a need to conduct a teacher training for those who teach English for Specific Purposes to ensure that teachers have equal sensitivity to pragmatics and better understandings in the workplace context. Also, an extensive needs analysis is necessary based on different working fields to ensure that English taught at classes could reflect more authentic representation of real working environment for students who are working in different fields.

BIODATA

Hana Jo received the Master of Science in Education from HUFs and the Temple University. She is currently working at Statistics Korea in the department of the Secretariat for the 6th OECD World Forum as an English editor, responsible for translation and interpretation. Prior to this position, She taught TOEIC at YBM.

International students' critical incidents and reactions to cultural differences

Jung Sook Kim (Keimyung University)

This study investigates the impact of adaptive demands on intercultural communication and critical incidents sojourners encounter in intercultural contexts. Informed by Shaules' intercultural adaptation model which categorizes the reaction to cultural difference into resistance, acceptance, and adaptation, this study looked into how international postgraduate students in the UK reacted to cultural difference. The data were collected through a survey questionnaire developed on the basis of the theoretical framework on which this study was grounded. The study also employed the concept of critical incidents in collecting narratives of intercultural experience from the participants. The results revealed that the participants went through a process of cultural transition accompanying psychological reactions and that regardless of whether a cultural difference was explicit or implicit, the participants seemed to feel more challenged when a cultural incident engendered a certain negative emotion. The participants also appeared to be lacking coping strategies in the face of critical incidents. On the basis of those findings, this study concluded with the necessity of active and deliberate engagement that would facilitate sojourners' effective and appropriate function in a new cultural environment.

BIODATA

Jung Sook Kim is an assistant professor at Keimyung University. She received her Ph.D. in Language, Education & Society from the Ohio State University. Her research interests concern critical discourse studies on intercultural communication, language ideologies, identity and linguistic diversity.

The relationship between English speaking test scores and self-directed learning ability of Korean college students

Jungtae Kim (Pai Chai University)

There is little literature regarding the relationship between Korean college students' Self-Directed Learning (SDL) ability and their English speaking scores. This study investigated the relationship between Korean college students' SDL capability and English speaking proficiency in a long-term, more than one year. In particular, the study examined the mean difference among the learners' English speaking test scores according to their SDL ability. The study also examined the effects of gender and study abroad experience on the speaking scores across the SDL levels, and the characteristics of the relationship between the two factors. 50 Korean English language learners participated in the study by taking a computerized English speaking test and responding to an SDL survey followed by focal group interviews. The research findings showed that the learners' SDL ability might not be a powerful indicator of their English speaking proficiency. The effect of study abroad experience was significant across the SDL groups while the gender effect was not. Some suggestions are discussed in terms of improving the ELLs' SDL and English speaking ability.

BIODATA

Jungtae Kim is an Associate Professor at Pai Chai University. He obtained his Ph.D. degree from the University of Illinois at Urbana-Champaign. His current research interests are in Language Testing and Computer Assisted Language Learning. In particular, he has been developing English contents for a smartphone English learning App and English speaking test for low level students. He has been also investigating the relationship between Korean college students' self-directed learning ability and their English speaking test scores.

Investigating voluntary peer review in an online fanfiction community

Onuma Lakarnchua (Chulalongkorn University Language Institute, Thailand)

Numerous benefits of having a peer read and comment on student writers' texts, which is termed peer review, have been cited, including greater audience awareness and understanding of the writing process. Despite these useful aspects, the literature has noted that student writers, especially those who are learners of English as a second or foreign language (ESL/EFL), may show reluctance to engage in the practice. Yet, in many online fanfiction communities, ESL/EFL student writers gather to not only share self-authored English texts based on various source materials (e.g. movies or television series) but to volunteer themselves to review others' work. Since there has been little research to date that explores this phenomenon, the aim of this study was to explore voluntary peer review in an online fanfiction community, with the hope of shedding light on what differentiates the experience of peer review in the writing classroom and that in an online fanfiction community, so that the former may be made more desirable to student writers. Data were collected via an online questionnaire. The average age of the 40 respondents was 18.6 years, and fully 25% of them could be characterized as ESL or EFL learners. It was found that the majority of respondents were fanfiction writers themselves (97.5%), and they chose to act as peer reviewers out of a desire to help other writers (85%), as well as improve their own writing (24%) and practice offering feedback (24%).

BIODATA

Onuma Lakarnchua is a graduate of the English as an International Language program at Chulalongkorn University, as well as a full-time instructor for the Chulalongkorn University Language Institute. Her research interests include the integration of technology in EFL education, incidental learning, affect in language learning, and game-based learning.

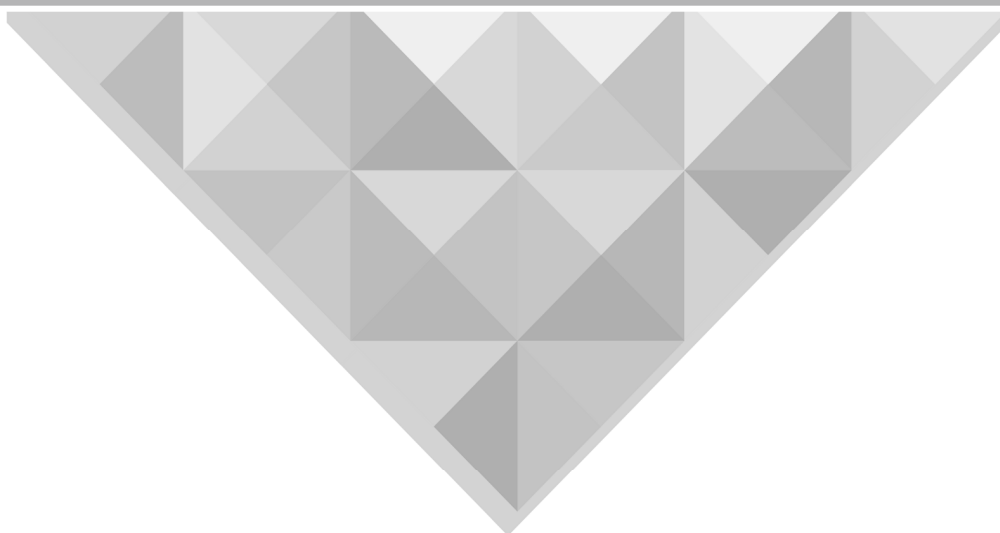
Beyond English: University student success through acculturation and study skills

Douglas Sewell (University of Calgary, Canada)

Undergraduate degree program admission criteria for international students to Western universities typically only require equivalent high school courses, as well as an ELP score. The implicit assumption is that students coming from vastly different international contexts, yet meeting the institutions' ELP requirements, come prepared with not only the knowledge but also the tools needed to be successful in their new learning context. In practice, the further assumption across many faculties is that otherwise qualified applicants, lacking English proficiency, only need to improve their English ability to be able to succeed in their degree studies. The first five minutes of this presentation will survey international student admissions requirements at Western universities before arguing that these requirements wrongly imply either meeting or improving students' English ability is enough to ensure such students have the tools needed for a reasonable chance at degree program success. The next ten minutes will highlight our path towards identifying academic acculturation and study skills as key areas hindering international students' later degree success. From this, our process of curriculum review will be outlined and the development of a set of Program Learning Outcomes consisting of 60% English language skills development, 20% academic acculturation, and 20% study skills will be detailed. The following eight minutes will provide preliminary research results from the past year suggesting students have better degree progression when their English foundations program included a significant focus on these two additional areas. The presentation will end with approximately 5-7 minutes for questions.

BIODATA

Douglas Sewell has been both an English language teacher and teacher trainer for almost 20 years. Currently Associate Dean in the Faculty of Education at the University of Calgary, Douglas began his teaching career in small language schools in South Korea then taught in China, the UAE, UK, and Canada.



CONCURRENT SESSIONS_Day 2 (July 7)

Session 2: Use of ICT in English Language Teaching
(Room 302, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Hyun-Ju Kim (Dankook University)	How sequencing and fading of contents can reduce the negative impact of difficult contents on learning Christopher Lange & Jamie Costley & Mik Fanguy (Joongbu University / Kongju National University / KAIST)
	English learning for secondary students with special health care needs Jungeun Kim (Hankook University of Foreign Studies)
14:30 – 16:30 Session Chair: Dongkwang Shin (Gwangju National Univ. of Education)	The emergence of AI robots in the 4th Industrial Revolution era and their pedagogical implications for English teaching and learning in Korean grade schools Inseok Kim (International Institute of Languages Education Research)
	Incorporating self-compiled specialized corpora into a research writing course Jaymin Kim (Seoul National University)
	Effects of using a blog in high school class on students and teachers Juyeong Lee (Busan IL Science High School)
	Students' engagement levels on MALL for improving English speaking proficiency Jiun Baek & Chung Hyun Lee (Hankuk University of Foreign Studies)

How sequencing and fading of contents can reduce the negative impact of difficult contents on learning

Christopher Lange, Jamie Costley & Mik Fanguy
(Joongbu University / Kongju National University / KAIST)

In many second language classrooms online lessons are being used to supplement or replace instruction. Furthermore, many of those lessons contain complex and highly interactive learning materials and tasks. In this situation, when challenged with higher levels of intrinsic load, which represents how difficult learners find a particular piece of contents students, may struggle to learn the materials well. Learning which in this study is represented by germane load, is the moving of instructional materials from the short term into the long term memory. Sequencing and fading of the content (scaffolding techniques) may mitigate the impact of intrinsic load of germane load. This research looked at responses from cyber university students (n=2,365) who took online classes in South Korea to investigate the relationship between intrinsic load and germane load, and the moderating effect of sequencing and fading had on the relationship between intrinsic load and germane load. Investigation of the relationships showed that intrinsic load had a negative relationship with germane load, while sequencing and fading had a positive relationship with germane load. Regression analysis using moderation revealed that as sequencing and fading increased, the negative relationship between intrinsic load and germane load decreased. The implication of these results is that fading and sequencing will improve online learning.

BIODATA

Christopher Lange is an associate professor in the Liberal Arts department at Joongbu University in South Korea. He has published papers on informal group work, e-learning instructional design, and the effects of learning strategies within online environments. His current research is focused on the effects of cognitive load and learner control within e-learning environments. Additionally, he is interested in investigating ways of improving online instruction, design, and delivery to better address the needs of e-learning students. He recently earned a PhD in Education from Kongju National University in South Korea.

Jamie Costley is a visiting professor in the College of Education at Kongju National University in South Korea, where he also earned his PhD in Instructional Design. Dr. Costley has been involved in teaching students in blended learning situations and researching effective online instructional strategies since 2010. His main area of research is the impact of task or learning environment design on student-to-student interaction. Dr. Costley is currently involved in research into improving instruction in online classes in South Korea, and welcomes contact on this topic

Mik Fanguy is a visiting professor in the English as a Foreign Language Program at the Korea Advanced Institute of Science and Technology (KAIST) in South Korea. His research interests include student lecture behaviors, online video lectures, and online learning.

English learning for secondary students with special health care needs

Jungeun Kim (Hankook University of Foreign Studies)

In 2017, a support system for secondary students with special health care needs was started by the Ministry of Education and Korean Educational Development Institute. The support system is based on asynchronized contents, that is, as a type of pre-recorded videos. The students with special health care needs take provided video classes and their attendance at school via online lessons. Along with pre-recorded contents, the support system operated synchronized video conferencing classes of five main subjects (Korean, English, Mathematics, Social Studies, and Science). As an English teacher for these students with special health care needs, various teaching and learning environments for video conferencing classes were taken into consideration. First, since there was a small group of students with special health care needs, classes were provided depending on school unit. That is, there were two separate classes for all of the students: middle school and high school. Second, technical support for video conferencing classes was an important issue. The teacher could share documents, presentation slides, web pages including youtube videos with these students on the software program. Last, teaching styles and methods were the most critical consideration for video conferencing classes. In particular, the students with special health care needs did not have enough time to learn and use English in their daily lives. During the one semester, a very few students used video conferencing classes whereas most students took pre-recorded videos due to their health conditions. However, the students who participated in video conferencing classes had positive opinions about this support program

BIODATA

Jungeun Kim graduated Temple University and HUFs GS TESOL. She was an English teacher for students in an elementary school for several years and worked for a Support Program for Students with Special Healthcare Needs operated by KEDI.

The emergence of AI robots in the 4th Industrial Revolution era and their pedagogical implications for English teaching and learning in Korean grade schools

Inseok Kim (International Institute of Languages Education Research)

English Language learning and teaching through intelligent robots that are equipped with advanced technologies such as ASR and NLP has surfaced to the forefront of English education. An English talking robot is the smartest English learning device that can hear, think, and talk like human, and ultimately interact with English learners sitting in front of it. It uses voice recognition, artificial intelligence, 3D, and virtual-reality technologies. The purposes of this paper are listed in following: First, it will review the architectures and functions of language talking robots in the field of artificial intelligence. The research of humanoid robot is diverging into the various categories such as the artificial intelligence, robot hardware development, realization of biped locomotion and human-robot interaction. As these researches make progress many researchers have started to make their focus on the human friendly robots, which is partially inspired by the rapid growth of technology. Second, it will delve into Sophia, the latest and most advanced robot to date, which has shown her prowess and great potentials for service robotics applications in languages education. Third, it will discuss how we can custom-build the architecture of Sophia as well as instructional designs for English talking functions to English learners. At this stage Sophia has met face-to-face with key decision makers in banking, insurance, auto manufacturing, property development, media, and entertainment, but with EFL students. Finally, the paper will conclude by making several pedagogical implications for English learning and teaching in Korean elementary and secondary schools.

BIODATA

Dr. In-Seok Kim earned a doctoral degree in Applied Linguistics at Teachers College at Columbia University in 1988. He is an emeritus professor of ESL and Applied Linguistics at Dongduk Women's University. He is currently a Chairman of International Institute of Languages Education Research which is approved by MOE.

Incorporating self-compiled specialized corpora into a research writing course

Jaymin Kim (Seoul National University)

With easy access of online data in the digital era, corpus-based activities have been viable for language educators and learners more than ever in and out of class. One of the benefits that L2 learners can gain from corpus-based activities is raising contextual and linguistic awareness based on exposure to multiple genuine examples of the target language, which is possible through concordancing, an activity of sorting the occurrences of a search word in its immediate context via web-based concordancers. With regard to increasing the authenticity of academic language, many researchers have advocated the utility of corpora specialized in learners' target genres, namely specialized corpora. By consulting specialized corpora, learners are expected to better investigate particular lexico-grammatical, discoursal or rhetorical features in their target genres. In this presentation, I will introduce a research writing course where a specialized corpus was incorporated to raise Korean graduate students' awareness of lexico-grammatical features in the given genre, journal articles in engineering. The presentation will outline the process of students' compilation of the specialized corpus, and their consultation of the corpus over the course of writing a research paper. Reported from student survey and interviews, learners' hands-on experiences and different views of utilizing the self-compiled specialized corpus will be shared with the focus on learners' frequency of use and search purposes for different writing stages. This presentation will conclude with caveats and practical suggestions for incorporating specialized corpora into L2 writing for academic purposes.

BIODATA

Jaymin Kim is an instructor at Seoul National University and currently undertaking her doctorate studies in English Education. She obtained her M.A. in Applied Linguistics at Columbia University. Her research interests include the use of specialized corpora in writing, data-driven learning (DDL), and English for academic purposes (EAP).

Effects of using a blog in high school class on students and teachers

Juyeong Lee (Busan IL Science High School)

Facing the 4th industrial revolution, we are required and forced to innovate education in which students are able to construct knowledge on their own rather than memorize mere discrete facts. To cope with such changing environment, language teachers are trying to adopt tools such as blogs, Youtube, TED, Internet, google translator, etc. In fact, there are a lot of on-line courses which tailor individuals' need and level. However, in such circumstances, there is little room for teachers to intervene and it was discovered that students fail to complete courses because of lack of responsibility and isolation. The purpose of this study, therefore, was to identify the effects of using IT, especially focusing on using a blog in class which contains a lot of teacher-selected authentic materials as well as tasks which require students to complete in class. In order to accomplish this purpose, the following research questions are constructed 1) Is there any change in students' English achievement and participation after using a blog? 2) How are students satisfied with it? 3) How do the teacher feel about using it? 40 students' paper writings and uploaded writings on a blog will be analyzed to see their progression of their English Proficiency and to identify how much they are engage in class. Students' response questionnaires and teacher's day-by-day journal will be analyzed as well.

BIODATA

Ms Juyeong Lee has been teaching at middle and high schools for 14 years including working at BUSAN IL science high school. She majored in English Education as an undergraduate in Korea National University of Education and had a master degree in TESOL in University of Pennsylvania.

Students' engagement levels on MALL for improving English speaking proficiency

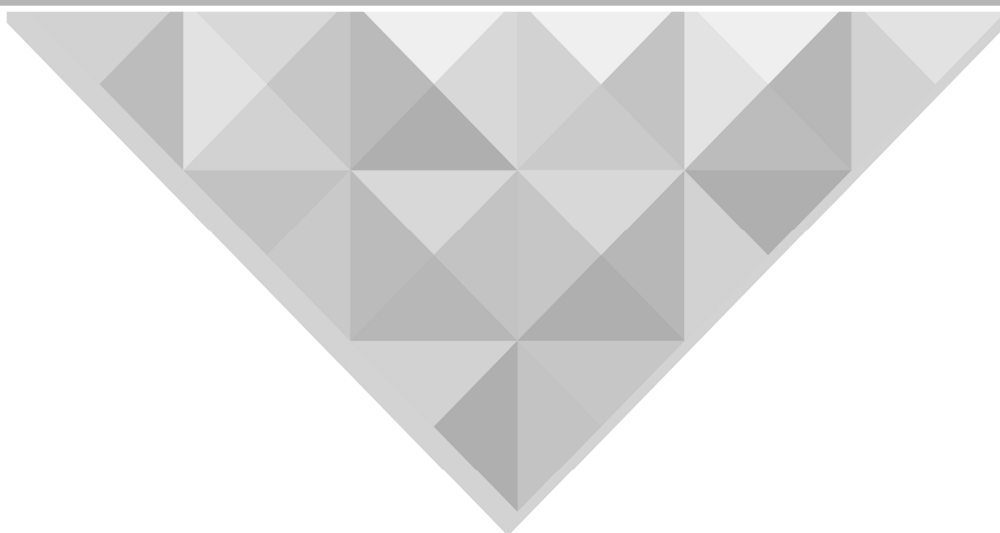
Jiun Baek & Chung Hyun Lee (Hankuk University of Foreign Studies)

Spoken English has been a challenging area for language learners especially in Asian EFL contexts due to insufficient exposure and opportunities to practice. Many researchers have investigated various tools, ways and methods to improve this. One of the ways that is gaining popularity is the incorporation of mobile devices, or Mobile-Assisted Language Learning (MALL), and although its potential is widely recognized, it is seldom realized in language classes. A popular teaching approach with the developing technology appears to be blended learning, which maximizes practice and promotes autonomous learning. This study employed a blended learning environment with using mobile devices and apps to investigate students' engagement in English speaking classes. The participants in this study were 38 intermediate to advanced level students at a university in Korea. They used the Kakaotalk app to discuss and summarize the lesson contents, as well as giving feedback to each other before receiving feedback from the instructor. Classroom observations, interviews, and a questionnaire were used to gauge their engagement levels and perspectives on being exposed to the mobile blended learning environment. The results of the study generally showed positive reactions and engagement toward the overall framework of the mobile blended learning environment, although some students were concerned that the use of Kakaotalk was distracting and were cautious of their voice recordings being public to their fellow students. An assessment of the students' speaking proficiency to identify improvements along with a better way to monitor students' participation and progress are suggested for future research.

BIODATA

Jiun Simon Baek is a Ph.D student in the department of TESOL at Hankuk University of Foreign Studies.

Chung Hyun Lee is a professor in the department of English Education at Hankuk University of Foreign Studies.



CONCURRENT SESSIONS_Day 2 (July 7)

Session 3: ELT Approaches and Materials Development
(Room 303, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Eunhee Han (Korea Nazarene University)	Developing phonics reading material based on story for young learners Jeong Eun Song (International Graduate School of English)
	A comparative study of vocabulary in high school English textbooks Wei-Tung Wang (Meiji University, Japan)
14:30 – 16:30 Session Chair: Seonmin Huh (Busan University of Foreign Studies)	Communicative language teaching as a framework for locally appropriate pedagogy William Littlewood (Hong Kong Baptist University)
	Conceptualizing coaching for English learning: Know what, how, and why Young Woo Cho (Pai Chai University)
	English narrative based intervention programme: A case of global corporation's narrative education Nahee Kim (Chung-Ang University)

Developing phonics reading material based on story for young learners

Jeong Eun Song (International Graduate School of English)

There have been a lot of phonics books and reading books which are related to especially ELT materials. Elementary school students usually take a phonics class before they move on reading class. However, there are few bridge books about early reading between phonics and reading class. Some of students often have difficult time to read because they couldn't read exactly words and don't understand overall meaning well in the context, even though they already learned phonics. The students aren't ready and insufficient to move on reading class, because they might not have enough time to be exposed sound of letter in daily life which is EFL environment. Also, after teachers finish phonics course book, they used to use another storybook or readers to fill in the gap between phonics and reading class. To select appropriate book, they have to undergo time consuming. Therefore, students need to review about phonics and have to be able to apply it during reading. Teachers also need more convenient material to consume less time. The purpose of this study is to develop an early reading book based on story for elementary school students in order to help them improve phonics, reading fluency and make them understand overall context of the story using 5 factors which include phonemic awareness, comprehension, phonics, vocabulary and fluency. Also, story reading is considered as a contextualized, meaningful, and motivating activity for young children that promotes literacy.

BIODATA

Jeong-eun Song is a student at International Graduate School of English (IGSE) in Seoul, Korea. Her research interests include phonics, literacy, motivation, material development and curriculum design for young learners. She can be contacted at jeongeunsong7@gmail.com.

A comparative study of vocabulary in high school English textbooks

Wei-Tung Wang (Meiji University, Japan)

Vocabulary plays an essential role in foreign language teaching and learning. Furthermore, teaching and learning materials are also crucial to foreign language acquisition because teachers use them to prepare classes and learners acquire vocabulary appeared in textbooks. Therefore, vocabulary in English textbooks has considerable influence on English education. Authorized textbooks are made based on the curriculum guidelines. Due to the recent change of curriculum guidelines and university entrance examination policies, it is necessary to reexamine the vocabulary in authorized senior high school English textbooks. This paper aims at investigating the relation between vocabulary in authorized senior high school English textbooks and the curriculum guidelines in Japan and Taiwan. 18 authorized senior high school English textbooks in Taiwan and 9 authorized senior high school English textbooks in Japan were analyzed from a corpus linguistic perspective. The results indicated that there is a gap between the vocabulary in the authorized senior high school English textbooks and the objectives of curriculum guidelines in Japan and Taiwan. Moreover, the relation between vocabulary in authorized senior high school English textbooks and university entrance examination in Japan and Taiwan were also discussed.

BIODATA

Wei-Tung Wang is a PhD student in Graduate School of Global Japanese Studies at Meiji University and a part-time lecturer at public senior high school. Her research interests include curriculum, language policy, and teaching/learning materials in Japan and Taiwan.

Communicative language teaching as a framework for locally appropriate pedagogy

William Littlewood (Hong Kong Baptist University)

When communicative language teaching (CLT) was first developed in the 1970s, it was widely promoted as the definitive response to the shortcomings of previous approaches and exported enthusiastically over the world as a ready-to-use package of teaching procedures. From the outset, however, it had identity problems, stemming in part from the co-existence of 'strong' and 'weak' versions of CLT based on fundamentally different assumptions about the conditions for learning. The issue has been further complicated with the advent of task-based language teaching (TBLT), which constitutes a development within CLT but has also developed a status of its own. As attempts have been made to implement CLT in an ever wider variety of contexts, these problems have intensified and its cross-contextual validity has been increasingly questioned. CLT cannot now be defined in terms of precise characteristics but serves rather as an umbrella term for any approach that aims to develop communicative competence through personally meaningful learning experiences. This paper will outline one conceptual framework for expanding a teacher's repertoire from predominantly transmission-based, form-oriented teaching in the direction of more learner-centred, communication-oriented practice. It will then look at some ways in which teachers in different parts of Asia have sought to devise contextually appropriate ways of working within the general framework of CLT.

BIODATA

William Littlewood moved from the UK to Hong Kong in 1991 and is currently Honorary Professor teaching MA courses at Hong Kong Baptist University. He has published widely in applied linguistics and language teaching. His books have been widely used in teacher education and translated into several languages, including Korean.

Conceptualizing coaching for English learning: Know what, how, and why

Young Woo Cho (Pai Chai University)

Coaching generally refers to a type of conversational process to facilitate personal or professional growth. Coaching rely largely on empathetic listening, questioning, feedback -giving, and other interactional techniques in a one-on-one or group-based setting to promote personal reflection and widening of perspective. All these processes are believed to be crucial in helping language learners set a realistic learning goal and develop enough intrinsic motivation to achieve that goal. As such, coaching may serve as a useful methodology for language teachers to continue playing key roles in supporting learners in a situation where artificial intelligence (AI) is used for learning. Against this backdrop, this talk presents a conceptual framework that posits three layers of knowledge (i.e., know-what, -how, and -why), and discusses how each relates to language learning. Then, three approaches to learning a new language (i.e., teaching, training, and coaching) are compared to stress the roles of coaching in enhancing learning motivation, personal reflection, and self-regulation, all of which are critical aspects of language learning. This discussion is followed by an illustration of some one-one-one coaching interaction examples and a further discussion of how each episode demonstrates the purported benefits of coaching in building the know-why layer of language knowledge. Finally, it is proposed that this new framework be used for empirical research on coaching for language learning to meet the growing needs for personalized language learning.

BIODATA

Young Woo Cho is an associate professor in the Department of TESOL/Business English at Pai Chai University in South Korea. Professor Cho specializes in instructed second SLA, English coaching, and multimedia-assisted language learning. His current research revolves around developing a framework for theorizing and implementing coaching for language learning.

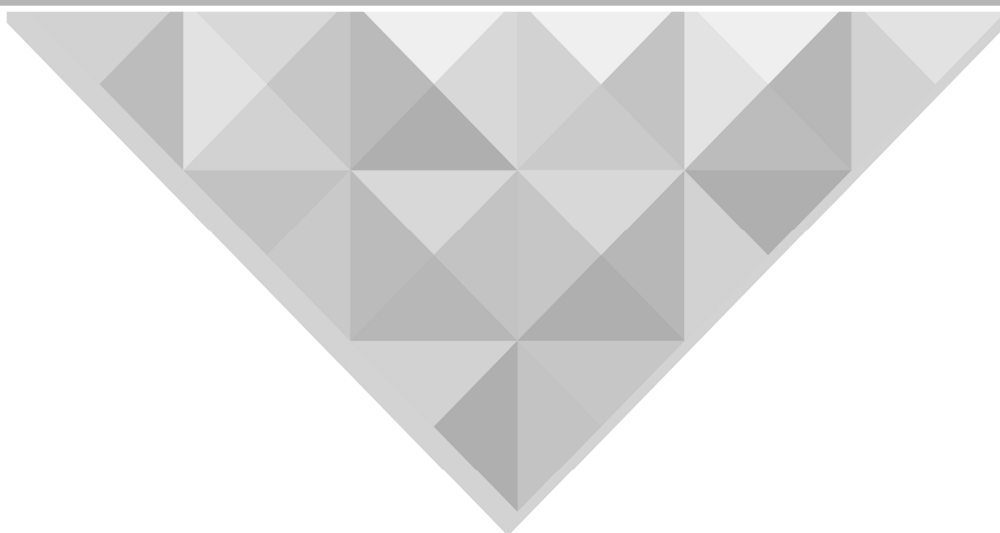
English narrative based intervention programme: A case of global corporation's narrative education

Nahee Kim (Chung–Ang University)

This study first aims to introduce a global corporation's English narrative based intervention programme for improving English proficiency. Also, the study evaluates the effects of the narrative-based language course on learners. In order to do that, the two classes launched inside English Language Education of Samsung Electronics DS (Device Solution) during this 2018 spring semester. 24 participants employed at the global corporation were taught by the researcher. Following Shin et al. (2018)'s model, the curriculum consisted of two modules: action focused and structure focused. Narrative elements of each module were explicitly planned and taught by the researcher. It was found that there is a need for improving storytelling proficiency in the global corporation.

BIODATA

Nahee Kim received her Ph.D. in the School of Education from University of Leicester in UK. Currently she is a researcher at Institute of Storytelling Research, Chung–Ang University. She has conducted a global corporation's narrative-based English programme project, which is supported by the Ministry of Education of the Republic of Korea and the National Research Foundation of Korea.



CONCURRENT SESSIONS_Day 2 (July 7)

Session 4: Second Language Acquisition
(Room 304, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Josephine Lee (Ewha Womans University)	Korean EFL students' construction of identity, imagined community, and investment Jina Kim (Hankuk University of Foreign Studies)
	The unique contribution of morphological awareness to Korean students' reading comprehension Eun Joo Kim (Korea University)
14:30 – 16:30 Session Chair: Yujong Park (Sungkyunkwan University)	Written corrective feedback, task repetition, and learning of formulaic sequences Sanghee Kang (Gwangmyeongbuk High School)
	Second language learners' knowledge of L2 phonology: Does it impact pronunciation? Mi Sun Park (Teachers College Columbia University, USA)
	Interlocutor proficiency effects on testing anxiety in paired speaking tests Il-Sun Hyun & Sang-Keun Shin (Hansung University / Ewha Womans University)
	Lexical and syntactic features of underachieving university students' English composition Young Gyo Cho (Kyungnam University)

Korean EFL students' construction of identity, imagined community, and investment

Jina Kim (Hankuk University of Foreign Studies)

Drawing on the concepts of identity, imagined community and investment (Norton, 2001; Pavlenko & Norton, 2007), this study investigates the impact of social contexts on (a) identity construction of Korean English as a Foreign Language (EFL) learners (i.e., identity as a deficient English learner or a legitimate English user) and (b) their future aspirations (i.e., imagined community) in their Second Language (L2) learning. This study finally examines (c) how they invest in current and subsequent L2 learning (i.e., investment). In this qualitative study, the data were collected from four college students over four weeks, administering a questionnaire, semi-structured interviews and collecting documents of L2 learning materials. The participants were grouped into two groups representing either identity. This study argues that the identity of each group is differently affected and shaped by diverse social contexts (i.e., parents, media and public discourses, schools, peers). The gap between the two groups largely derives from a school type (i.e., highly competitive elite schools emphasizing a nativelikeness in the L2 or general ones less emphasizing it). This study confirms that along with the identity construction, individuals' imagined communities are differently constructed by the social contexts, and they end up distinctively investing in their L2 learning (e.g., focusing on an L2 speaking skill or evenly on all L2 skills). Consequently, this study suggests that L2 users and social agents should be careful in choosing such elite high schools in Korea and see individual's L2 performance as a unique and legitimate in assessing him or her.

BIODATA

Jina Kim is a candidate of M.A. Ed. at GS of TESOL at Hankuk University of Foreign Studies in Korea. Also, she earned a M.S. Ed. awarded from Temple University in the U.S. She has taught teenagers English in Korea. She is currently working at Korea Educational Broadcasting System (EBS).

The unique contribution of morphological awareness to Korean students' reading comprehension

Eun Joo Kim (Korea University)

Morphological awareness is known as one of several important factors necessary for reading success. Morphological awareness comprises three elements of formation: inflection, compounding, and derivation. Previous studies have reported that English-speaking children have a certain level of morphological awareness before entering elementary school. Moreover, the consensus has been that derivational awareness develops later than the other two elements. However, Korean students' morphological awareness has rarely been studied at the level of passage comprehension. Thus, the current study aims to explore the relationships among the three types of morphological awareness and reading comprehension at different grade levels. A total of 280 students (98 in grade 6, 70 in grade 8, and 112 in grade 10) from elementary, middle, and high school participated in this study. They were assigned three morphological awareness tasks: inflectional, derivational, and compounding. Along with these, phonological awareness, vocabulary, and passage-reading comprehension were measured. A hierarchical regression analysis revealed that (1) the role of inflectional awareness diminished by the end of elementary school; (2) the role of compounding awareness continued from elementary through middle to high school; and (3) the role of derivational awareness exerted an impact from middle school to high school. Moreover, at the high school level, compounding awareness explained 2.6% and derivational awareness explained 3% of significant variances in students' reading comprehension, after controlling for vocabulary and phonological awareness. Several pedagogical implications for morphological awareness are also addressed

BIODATA

Eun Joo Kim is a doctoral candidate in the Department of English Education at Korea University. Her research interests lie in second language reading comprehension and children's early literacy development (Email: eunjoo421@gmail.com).

Written corrective feedback, task repetition, and learning of formulaic sequences

Sanghee Kang (Gwangmyeongbuk High School)

For the last decades, a great deal of research has been conducted on the effectiveness of written corrective feedback (WCF) in second language acquisition and second language writing (Ferris, 2010). Although the beneficial effects of WCF have been reported (e.g., Ashwell, 2000; Bitchener, 2008; Sheen, 2007), the intersection of WCF and learning of formulaic sequences (FSs) has not been explored. To fill the gap, this study attempts to explore how the provision of WCF to adolescent learners' written production impacts their learning of FSs. To find out the effects of WCF on English language learners' acquisition of FSs in written production, this study took a pretest–posttest design. A total of 68 Korean high school students from two intact classes participated in the study and each class was randomly assigned to one of two groups: one control group (No–WCF group) and one experimental group (WCF group). All participants took a pretest and a posttest and received twenty–minute explicit instruction on 27 predetermined FSs after the pretest. No–WCF group performed two writing tasks with different topics; WCF group completed the same writing tasks and were provided WCF to their writings by a teacher. Production of the predetermined FSs in participants' writings from the pretest and the posttest were analyzed in terms of complexity, accuracy, and fluency. The findings will be discussed in terms of the pedagogical effects and the roles of WCF in learning of formulaic languages within the second language classroom.

BIODATA

Sanghee Kang is an English teacher at Gwangmyeongbuk High School in Gyeonggi province. She received her MA from the Department of Applied Linguistics and ESL at Georgia State University. Her research interests include Instructed Second Language Acquisition, L2 writing, Task–based Language Teaching, and Technology in language teaching.

Second language learners' knowledge of L2 phonology: Does it impact pronunciation?

Mi Sun Park (Teachers College Columbia University, USA)

A growing body of second language (L2) research has focused on the nature of linguistic knowledge and learning processes, engaging in discussions on a variety of topics including the types of knowledge, its measurement, and its role in L2 acquisition. While much L2 research has been devoted to examining the development of morphosyntactic and lexical knowledge, relatively little attempt has been made to investigate the construct of implicit/explicit knowledge of L2 phonology, a linguistic domain that is arguably the most difficult to master as a late learner. The present study aimed to explore the relationship between L2 pronunciation and L2 phonological knowledge—particularly, knowledge of L2 segmentals—by examining speech performance of 40 Koreans who speak English as a second or foreign language. The Korean speakers' L2 pronunciation accuracy was analytically assessed by native speakers of English teaching ESL or EFL (n=25). The Korean speakers' L2 segmental knowledge was assessed through tasks that were designed to measure their abilities to (i) perceive and notice the target segments, and (ii) verbally explain the phonological and acoustic-phonetic characteristics of the target segments. Results indicate that L2 speakers exhibited varying degrees of knowledge across L2 segments and that the relationship between L2 knowledge and pronunciation accuracy was not clear in some learners. The presentation discusses implications for L2 pronunciation instruction as well as methodological issues in examining L2 phonological knowledge.

BIODATA

Mi Sun Park is an Ed.D. candidate in the Applied Linguistics and TESOL program at Teachers College, Columbia University, and she teaches Academic Speaking in the same program. Her research interests include acquisition of second language phonology, phonetics, and the impacts of second language phonological awareness and knowledge on foreign accentedness.

Interlocutor proficiency effects on testing anxiety in paired speaking tests

Il-Sun Hyun & Sang-Keun Shin
(Hansung University / Ewha Womans University)

The purpose of this study was to examine the effects of the interlocutor's level of speaking proficiency on test-takers' anxiety levels in paired speaking tests. In order to investigate the effect of the interlocutor's speaking proficiency level on test-takers' anxiety levels in a paired speaking test, test-takers were paired with three different partners of varying proficiency levels. Changes in their heart rates were measured during the test, and comparisons were made between data recorded at four intervals (30, 60, 90, and 120 seconds). In general, in the early part of the test, individual test-takers' anxiety levels differed in accordance with the speaking proficiency level of their partners, but these differences disappeared as the test progressed further. Specifically, when individuals' levels of anxiety were compared at the 30-second point across the three different test conditions (higher, matching, or lower proficiency partners), a higher level of anxiety was demonstrated when taking the test with a higher-proficiency partner than with a matching- or lower-proficiency partner. However, at the 60-second point, differences in individuals' anxiety levels were found only between tests taken with higher-versus lower-proficiency partners. Meanwhile, at the 90- and 120-second points, there were no significant differences in anxiety levels, regardless of the partner's level of speaking proficiency. These results indicate that the effect of interlocutor proficiency on test-takers' anxiety levels may not be a serious issue if they are given sufficient time to complete their speaking tasks.

BIODATA

Il-sun Hyun is an assistant professor at Hansung University. She earned her Ph.d. from Ewha Womans University. Her research interests include language assessment, language pedagogy, and flipped learning

Sang-Keun Shin is a professor of applied linguistics at Ewha Womans University. He earned his Ph.d. from UCLA. His research interests include language assessment, ELT methods, and second language teacher education.

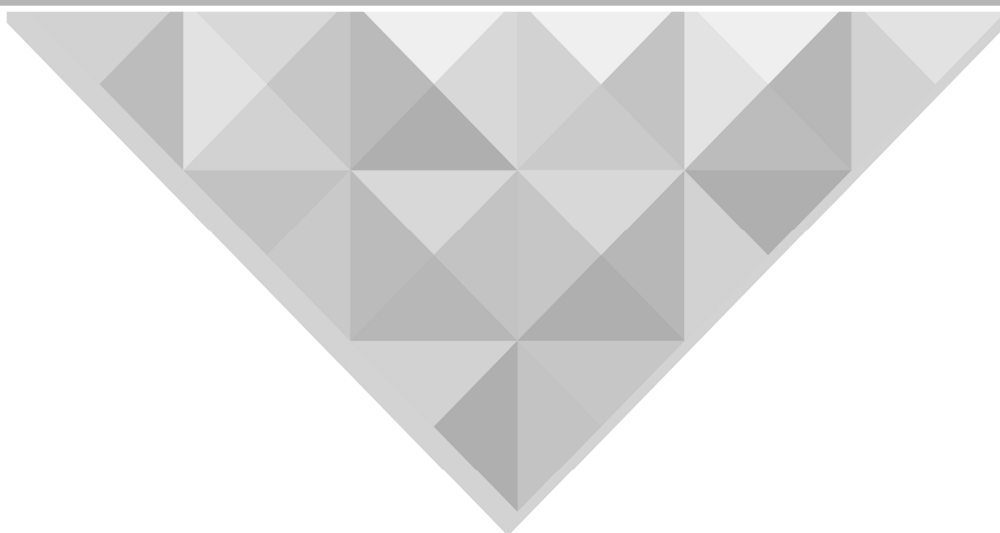
Lexical and syntactic features of underachieving university students' English composition

Young Kyo Cho (Kyungnam University)

This study examined lexical and syntactic characteristics of EFL composition by university students at lower levels of English proficiency. Thirty five students in an English program in a local university of Korea wrote an English essay in their assessment of writing proficiency. These students were also assessed on their levels of English grammar awareness and grammar competence using a questionnaire and two versions of grammar tests following Ferris and Roberts (2001). The study shows that a general match is found between students' levels of grammar awareness and their grammar competence, yet their texts generally lack both accuracy and fluency. The number of words per text (M=71) has the strongest correlation with the mean of words per sentence (M=9.5), but this length of a text is not the predictor of their writing proficiency. Rather, it is the number of error-free sentences which virtually determines the quality of students' writing. Errors are more salient in untreatable (wrong word and sentence structure) than in treatable categories (e.g., verb form and noun plural); the analysis of the two versions of grammar tests also confirms that word choice and sentence structure are the hardest components in English composition for this population. The relationships between levels of L2 proficiency and students' writing abilities are discussed.

BIODATA

Dr. Cho Young Gyo is an assistant professor at English education department, Kyungnam University. Her research interests include second language motivation and World Englishes.



CONCURRENT SESSIONS_Day 2 (July 7)

Session 5: English Vocabulary / ELT Methods and Materials
(Room 309, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Eunsook Shim (Sangji University)	The challenges of adopting CLT in Korean classrooms Yoo Jung Jin & Isaiah WonHo Yoo (Sogang University)
	The effects of the sentence-writing task on English vocabulary learning of Korean high school students Jee Young Park (Seoul National University)
14:30 – 16:30 Session Chair: Hyun Jin Kim (Cheongju National University of Education)	Integrating process drama into EFL classrooms Seul-ki Kim (International Graduate School of English)
	Translanguaging and English medium instruction: What are Korean undergraduates' perceptions? So-Yeon Ahn (City University of Hong Kong, Hong Kong)
	The corrective feedback process Victor Reeser (Hanyang University)
	Actions of Professional Learning Community for Alignment of Curriculum-Instruction-Assessments Hyoungshin Wee (Jeollanamdo Office of Education)

The challenges of adopting CLT in Korean classrooms

Yoo Jung Jin & Isaiah WonHo Yoo (Sogang University)

In this presentation, we identify the difficulties of adopting communicative language teaching (CLT) in Korean classrooms. To ascertain the existing challenges of employing CLT in English classrooms in Korea, 52 English teachers in middle or high schools in Seoul were asked to complete a survey, two of whom were interviewed to elicit more specific comments. In Korea, the curriculum and class activities are closely related to the evaluation system and university entrance exams. Therefore, it was necessary to investigate the area of assessment to make the discussion more realistic.

We have discovered several factors that prevent teachers from adopting CLT in Korea. The findings are as follows: (1) due to the limited speaking proficiency both of teachers and students, their utterances are confined to short, simple phrases, which lead CLT in a deadlock; (2) CLT is not welcomed in Korean classrooms because the approach is pursuing different goals of learning from the ones pursued by most of the students in middle or high schools; and (3) the seeming irrelevance of CLT-based classroom activities from the paper-based evaluation system discourage the students to take part in CLT-based activities in class.

To sum up, this research demonstrates the difficulty of adopting CLT in EFL contexts and elaborates on different issues that create the problem, while focusing on how assessment constitutes the major impediment to the adoption of CLT in Korea.

BIODATA

Jin, Yoon Jung received an MA in English education from Sogang University. Her research (or teaching) interests include the applicability of communicative language teaching (CLT) in EFL contexts, the effects of CLT on language acquisition, etc. She has been teaching English grammar of TEPS at Hackers online for the past six years.

Isaiah WonHo Yoo is Professor in the Department of English Literature & Linguistics at Sogang University. His primary research focuses on how corpus linguistics informs language pedagogy. His recent publications have appeared in *Applied Linguistics*, the *Journal of Pragmatics*, the *Journal of Second Language Writing*, and *Linguistic Inquiry*.

The effects of the sentence - writing task on English vocabulary learning of Korean high school students

Jee Young Park (Seoul National University)

This study was conducted to investigate the effects of the sentence-writing task on English vocabulary learning of Korean high school students. According to the Involvement Load Hypothesis (Laufer & Hulstijn, 2001), the sentence-writing task is effective in vocabulary learning since it induces high involvement load. However, there has been no consistency in the results of the previous studies on this hypothesis. The current study thus reexamined the effects of the sentence-writing task with more meticulously designed procedures as follows. First, specific content guidelines were provided for the participants to ensure that they can produce sufficiently long sentences. Second, considering that autobiographical elaboration (relating something to one's own experiences) might affect vocabulary learning, the effects of autobiographical and the imaginary sentence-writing tasks were compared. Third, a qualitative analysis was performed on the sentences written by the participants. The results of the current study showed that the sentence-writing task is more effective than the gap-filling task, confirming the Involvement Load Hypothesis. The autobiographical and the imaginary sentence-writing tasks, however, were not significantly different in their effects on vocabulary learning. In terms of the qualitative properties of the sentences, the high post-test score group was found to write longer sentences with more diverse vocabulary, compared to the low post-test score group. In addition, the former group learners showed a tendency to use more adverbs, causal connectives, and negation markers than the latter group learners.

BIODATA

Jee Young Park is a PhD student at Seoul National University. She had her Master's degree at Seoul National University in 2016. Her expertise and interest are in vocabulary and computer-assisted language learning.

Integrating process drama into EFL classrooms

Seul-ki Kim (International Graduate School of English)

Children start to learn English from early age and learn grammar before going to a middle school to be ready to study. According to Griffie(1992), students can learn various vocabulary, expressions, and accents through songs. Also, a lot of research shows that grammar with various contents like songs can have positive effects on learners in many ways. Despite these results, students do not have opportunities to learn English enjoying the content. The aim of this project is to develop grammar materials using the content from authentic content 'pop-song' to enable learners to be taught grammar with more interest. For this material development, two middle school teachers were interviewed and the results showed that they are willing to teach students grammar with pop-song materials if there are sufficient materials to use for their classes. Based on this research result, the author analyzed several materials using songs or drama, which found out that there are few materials using pop-songs for the target learners, especially for teaching grammar. One sample chapter was developed using the grammar item 'Imperative'. Considering the target learners, suitable content from pop-songs were selected. Materials include reading and writing parts learners can use their grammar knowledge. The sample chapter will be revised after piloting.

BIODATA

Seul-ki Kim graduated from Sejong University. She likes to teach students English, which led her to studying English education. She taught English for 10years and has been developed various materials like vocabulary using Korean history and grammar with pop-song. Now, she is interested in process drama.

Translanguaging and English medium instruction: What are Korean undergraduates' perceptions?

So–Yeon Ahn (City University of Hong Kong, Hong Kong)

The presentation investigates Korean EFL students' attitudes towards the use of English as a medium of instruction in higher education and their perceptions and preferences of English education. Alongside the growing emphasis on English education, many Korean universities began to employ and encourage English medium instruction (EMI) for its effectiveness in improving students' English proficiency (Byun et al., 2011). However, in recent years, some Korean universities have decided to provide students EMI courses as optional, while others maintain their decision to mandate EMI courses. In this climate, the study seeks to inquire what benefits and limitations EFL learners perceive in terms of EMI in higher education and translanguaging in English classrooms as they also reveal underlying beliefs about language teachers, language teaching practices and approaches. The primary data in this study is a set of semi-structured interviews of approximately an hour in length conducted with ten Korean undergraduate students who have attempted to use translanguaging in their English course. This study illustrates how Korean undergraduate students demonstrate specific conditions and requirements for successful EMI in an EFL context as well as translanguaging as a means to alleviate foreign language anxiety. Grounded on student experiences appropriating translanguaging in an English course, the study argues the use of translanguaging as a potential medium of instruction and provides detailed pedagogical implications and practical guidelines to better promote EMI and translanguaging in higher education in the EFL context.

BIODATA

So–Yeon Ahn is an Assistant Professor at City University of Hong Kong, where she conducts research on language teacher and learner identity, intercultural communicative competence, and social and cultural approaches to language learning. Her recent work has appeared in *Language Awareness* and *Journal of Language and Intercultural Communication*.

The corrective feedback process

Victor Reeser (Hanyang University)

Corrective feedback is defined as a response to a learner's incorrect use of language. While there are many ways to offer corrective feedback, they can be divided into six distinct methods: recast, repetition, clarification request, explicit correction, elicitation, and metalinguistic feedback. Research has shown that output-prompting methods (clarification requests, elicitation, metalinguistic) are generally more effective than input-providing methods (recasts, explicit correction). However, each method has a place in the language classroom. The key point is getting learners to respond to corrective feedback in a way that demonstrates an understanding of their error. This is called "repair" and it should be the goal of all instructor feedback. This research presentation will clearly depict the corrective feedback process step by step. Additionally, it will explain the classifications of each method of corrective feedback and offer suggestions for instructors on improving corrective feedback practices in the classroom.

BIODATA

Victor Reeser currently works as an assistant professor in Hanyang University's Creative Convergence Education Center. Additionally, he conducts training workshops for university instructors and public school teachers in Seoul. His research interests include integrating educational technology into language classrooms, effective vocabulary study methods, and corrective feedback practices.

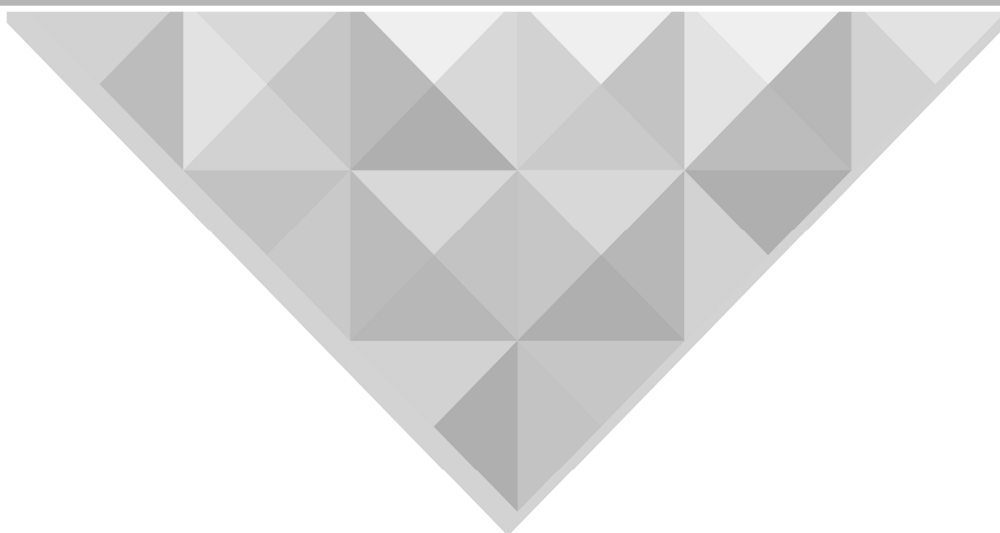
Actions of Professional Learning Community for Alignment of Curriculum–Instruction–Assessments

Hyounghshin Wee (Jeollanamdo Office of Education)

Necessity of teachers' understanding in assessment for learning has become increasingly important for 2015 revised Korean National Curriculum. Ministry of Education in South Korea believes that process assessment emphasizes in teaching and learning. In particular, the 2015 revised National Curriculum is characterized by the fact that the teacher should design the curriculum which operate on the basis of the curriculum achievement criteria according to the backward design. In order to realize the alignment of the curriculum–instruction–assessment, teachers should improve their assessment practices in the lesson so it is important to provide them with effective professional development. In this regard, the Ministry of Education and Provincial Office of Education should actively support the teachers' learning communities in order to improve the operation of the school curriculum, students–centered instruction, and assessment methods. Research on teacher professional development in assessment for learning has pointed out that teachers' learning communities are the best mechanism for building teachers' knowledge and skills on assessment for learning. Teachers' learning communities as a professional development at schools of the Jeollanam–do Office of Education in South Korean schools will give a meaningful implications that professional development for building teachers' competencies on assessment of, for and as learning. This proposal will seek to contribute to the knowledge base of teacher professional development and assessment for learning practices as a presenting of professional development about how to implement alignment of curriculum–instruction–assessment in their classroom.

BIODATA

Hyounghshin Wee is working at Curriculum Support Division in Jeollanam–do Office of Education. My educational career is almost 30 years in the field of Primary Education. My concern is how to teach effectively for all students' success in their learning and enhance teachers' professional learning competencies for quality teaching.



CONCURRENT SESSIONS_{Day 2 (July 7)}

Session 6: Teacher Education
(Room 310, Myungshin Building)

Time	Presentation Title and Presenter
09:30 – 10:30 Session Chair: Hye-Ryung Han (Seowon University)	Elementary pre-service teachers' self-efficacy beliefs to teach English language learners Yong-Jik Lee & Robert Davis (University of Florida, USA / Hankuk University of Foreign Studies)
	Effects of reflective feedback on pre-service English teachers' professional development Hyun Jin Kim (Cheongju National University of Education)
14:30 – 16:30 Session Chair: Mun Woo Lee (Hanyang University)	Two U.S. English teachers' locally appropriate pedagogy in Korean schools Jayoung Choi (Kennesaw State University, USA)
	Teacher identity as a pedagogy of criticality in Korean TEFL Sunhoon Yang (Kyung Hee University)
	Categorization of English language teaching materials Haedong Kim (Hankuk University of Foreign Studies)
	A study on the current status and recognition of necessity of English education in the Korean police Yun Joo Park & Wan Chul Lim (Korea National Open University)

Elementary pre-service teachers' self-efficacy beliefs to teach English language learners

Yong-Jik Lee & Robert Davis
(University of Florida, USA / Hankuk University of Foreign Studies)

Students who speak languages other than English comprise a growing population in U.S. schools. As a result, many general education teachers find ELLs in their mainstream classrooms. However, previous studies show that most teachers in the U.S. are not effectively prepared to teach ELLs in mainstream classrooms despite urgent calls for such preparation (Lucas & Villegas, 2013). Microteaching activities provide preservice teachers with a clear connection between theory and practice and help them improve their pedagogical skills regarding lesson planning, implementation, and evaluation (Saban, & Çoklar, 2013). However, there is a lack of research in understanding how ESL microteaching influences teacher efficacy in teaching ELLs. As such, this study examined the role that microteaching experiences can play in better shaping elementary preservice teachers' teacher self-efficacy. Participant elementary preservice teachers (n=50) were predominantly white, and 20% of them spoke a language other than English. The collected data sources consisted of PSTs' reflections (n=50), 14 recorded videos of ESL microteaching, and individual interviews with course instructors (n=2). Data were analyzed according to the six phases of thematic analysis (Braun & Clarke, 2006). Participants' written narratives were read through the lens of a teacher efficacy framework. Study findings showed that ESL microteaching activities provided not only opportunities for teacher-candidates to practice ELL reading-writing strategies and pedagogy, but also created an avenue for instructors to provide valuable feedback. The analysis also suggested that pre-service teachers emerged with a better understanding of how to apply theory from the ESL coursework into practice through ESL microteaching (Ogeyik, 2009).

BIODATA

Yong-Jik Lee is a PhD candidate focusing in ESOL/Bilingual Education. His research interests include pre-service teachers' ESOL teacher education, pre-service teachers' ESOL field experience and implementing flipped learning in pre-service teachers' ESOL teacher education.

Robert Davis is an Assistant Professor in the Department of English Linguistics and Language Technology. His research interests involve teacher education, virtual human gesturing in computer-based environments, social perception and learning outcomes with virtual humans, and virtual reality

Effects of reflective feedback on pre-service English teachers' professional development

Hyun Jin Kim (Cheongju National University of Education)

The present study aims to investigate the effects of reflective teacher education on pre-service primary English teachers' professional development. For the purpose, 92 pre-service teachers participated in the reflective feedback sessions and wrote reflection papers after microteaching. The data from the reflective feedback session and reflection papers were collected and analyzed. The findings of the study are as follows: various types of teacher knowledge including pedagogical content knowledge, curriculum knowledge, content knowledge, and knowledge on learners were found in pre-service primary English teachers' reflection; Three levels of reflection such as descriptive, comparative, and critical reflection were identified. It was concluded from the findings that reflective feedback stimulated and framed pre-service primary English teachers' reflection and will eventually influence their professional development.

BIODATA

Hyun Jin Kim teaches at Cheongju national University of Education. Her main research areas are teaching young learners and teacher education.

Two U.S. English teachers' locally appropriate pedagogy in Korean schools

Jayoung Choi (Kennesaw State University, USA)

Teachers from English speaking countries (commonly known as English native speakers) teach English and various subject areas in schools in many countries, such as Korea. Although they play a crucial role in teaching English in an EFL context along with local teachers (commonly known as non-native speakers of English), not much is known about their teaching practices beyond their roles as teachers who promote speaking skills through communicative language teaching. The presentation will report on two U.S. English teachers' implementation of a multiliteracies pedagogy (New London Group, 1996) as well as a culturally sustaining pedagogy (Paris, 2012) in their high and elementary schools in Korea. The two teachers' written and multimodal course work and interview transcripts were collected when they were enrolled in distance TESOL teacher education courses in an U.S. university. By utilizing qualitative research methods, data were analyzed to identify their experiences as culturally relevant educators in the EFL setting. The research presentation will specifically address the ways in which EFL educators from English speaking countries can deepen their culturally relevant teaching practices. In addition, data were analyzed to examine the extent to which they enacted multiliteracies pedagogy. Based on the teachers' belief that writing in English encompasses both linguistically and non-linguistically based compositions, in their respective school sites, they had their students create blog entries and comic strips in English and draw pictures of some part of their linguistic composition. The presentation will offer the audience practical strategies for teaching writing within a multiliteracies pedagogy.

BIODATA

Jayoung Choi is an associate professor of TESOL education at Kennesaw State University. Her research explores the inherent link between language, literacy practices and identities of multilingual students in and out of school contexts. Her recent work aims to promote a linguistically just environment for multilingual students in schools.

Teacher identity as a pedagogy of criticality in Korean TEFL

Sunhoon Yang (Kyung Hee University)

This study explores “some possible ways language practitioners can bring criticality into their pedagogical contexts of teaching English (Sung, 2012, p. 23)” in Korean TEFL. In doing so, the study focuses on teacher identity that can definitely be practiced as a pedagogy in the classroom. That’s because teacher identity sure is a crucial component in ELT in that it underlies and determines teachers’ everyday classroom practices and activities (Danielewicz, 2001). In such a context, this research tries to investigate proper conditions EFL teachers can provide for students to develop their criticality and also the students’ perceptions on a critical pedagogy practiced in class. For this study, 27 students at a University provide research data in the course of a semester. The data from students’ weekly reflective journals, comments on peers’ reflection, classroom discussions, online debates, e-mails and evaluative reflection on the class are analyzed using ‘content analysis’ (Bogdan & Biklen, 1992). According to the ample research data, students’ active interaction with a myriad of stimulants including peers, teacher, and texts within critical pedagogy becomes an essential condition for students’ criticality development. In addition to this, students’ regular reflection on what they think, speak, listen, do, and learn through the class plays another important part in building their critical ability. Data analysis also shows that students have a generally positive perception of their critical learning and, in particular, teacher role that performs critical pedagogy in the classroom.

BIODATA

Sunhoon Yang completed her doctorate at School of British–American Language and Culture, Kyung Hee University. Her doctoral thesis explored ‘A Critical Inquiry of Korean Secondary English Teachers’ Identity Formation’. Her primary research interests include teacher education, teacher development and teacher identity along with critical English language teaching.

Categorization of English language teaching materials

Haedong Kim (Hankuk University of Foreign Studies)

This presentation has two aims. The first is to describe four different types of ELT materials. The second aim is to report survey findings on opinions of 50 pre-service teachers with regard to the ways to categorize ELT materials. The literature asserts that locally published materials have many strengths, as they can meet the level, needs and interests of target learners, include cross-cultural issues, deal with contrastive linguistic difficulties, reflect target learners' past learning experiences, and provide rubrics and explanations in learners' first language. Compared to locally published materials, ESL materials show strength in presenting plenty of cultural information of English speaking countries. International EFL materials also have strengths, as they contain a variety of exercises, authentic texts, good supporting, and supplementary materials including multi media. They are well-designed, well-tested, based on sound theoretical background and written by expert textbook writers. Materials written for native English speaker-learners contain many quality texts. The survey asked the pre-service teachers to write three different ways for categorizing ELT materials. The most frequently mentioned way was categorizing them on the basis of 'level' (24 mentions). That was followed by 'language skills' (18 mentions), 'age' (15 mentions), 'purposes' (15 mentions), 'textbook or supplementary' (11 mentions), 'paper textbook or non-book media' (11 mentions), 'genre, contents, or topics' (8 mentions), 'methodology' (4 mentions), 'authenticity' (3 mentions), 'commercial or non-commercial' (2 mentions) and 'publishers' (2 mentions). To conclude, numerous ways of categorizing ELT materials should be considered in choosing appropriate types of classroom materials and developing ELT catalogues for the users of the materials.

BIODATA

Haedong Kim is a professor of English language teaching in the Graduate School of Education at Hankuk University of Foreign Studies in Seoul, Korea. His current research interest includes ELT materials, testing, and curriculum.

A study on the current status and recognition of necessity of English education in the Korean police

Yun Joo Park & Wan Chul Lim (Korea National Open University)

The purpose of this study is to investigate the present situation of the Korean police's educational support system for English, a global language. It also aims to examine Korean police officers' perception of English necessity as a scale of security capacity to respond to the era of the 21st century. These researchers initially performed comparative analysis to understand English education system for its members provided by the Korean police. Then the portion of English subjects in the police recruitment examinations and the number of English classes for the police trainees in the police institutes are closely studied. Lastly, semi-structured qualitative interviews for the police officers are conducted. Police officers' ability to command in English can be evaluated as an element of police competence to the foreign tourists who use English. Although the Korean police had been interested in the education of foreign languages including English and Japanese for its members from the 1980s, as of 2017, no other police education institutes except for the Korean National Police University provide any English language classes. Since the latter half of the 1990s the interest in English by the Korean police began to weaken sharply. This research reveals that in order to respond to the changing security environment in the era of globalization, an alternative policy for the Korean Police to strengthen its English skills is necessary based on the theory of English for Specific Purposes (ESP). Developing more practical English textbooks reflecting language used in the police activities was suggested as a viable alternative.

BIODATA

Yun Joo Park is a professor in the Department of English Language and Literature at Korea National Open University. She is currently a dean of Daegu/Gyeongbuk Campus of KNOU. She received her Ph.D. in Language Education from Indiana University, Bloomington. Her teaching and research interests mainly include: Blended Learning, English Methodology, Materials Development and English for Specific Purposes.

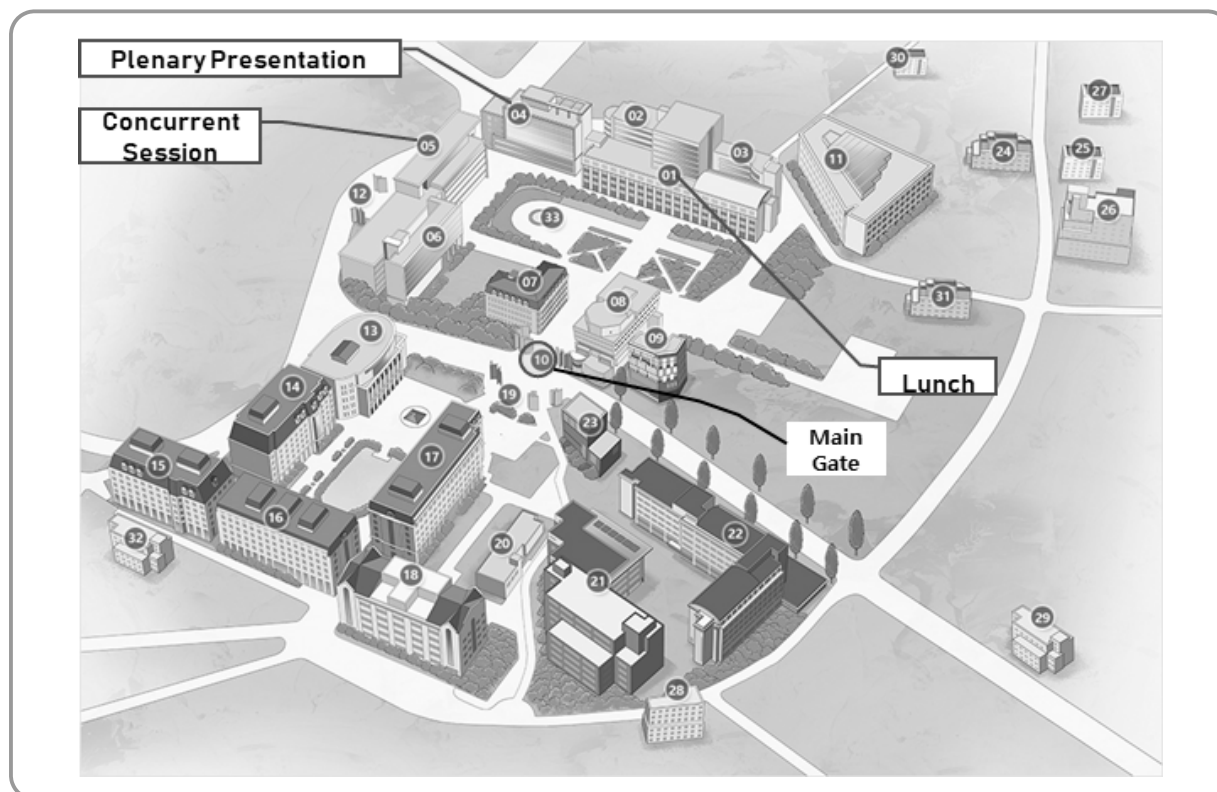
Wan Chul Lim is working on a master's degree in the Department of Practical English at Korea National Open University. He has served as a police officer for more than 30 years. His special interest is the English education support system for the Korean police officers dealing with the foreigners such as foreign and tourism police officers.

Conference Venue Information

Sookmyung Women's University

Cheongpa-ro 47-gil 100 (Cheongpa-dong 2(i)-ga), Yongsan-gu, Seoul, 04310, Korea

Tel : 02)710-9321 / Website: <http://www.sookmyung.ac.kr>



① Lunch (Queen Sunheon Bldg.) ④ Plenary Presentation (Veritas Bldg.) ⑤ Concurrent Session (Myungshin Bldg.)

Access to the venue

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Subway

From Subway Line 4: Get off at the Sookmyung Women's Univ(galwol) Station and approximately 15 minutes walking distance from Exit No. 10.

From Subway Line 1: Get off at the NamYeong Station and 15~20 minutes walking distance in the direction of Hyochang Park.

From Subway Line 6: Get off at the Hyochang Park Station and approximately 15~20 minutes walking distance from Exit No. 2 in the direction of Hyochang Park.

Bus

Bus for Sookmyung Women's Univ Station: 100, 150, 151, 152, 162, 421, 500, 501, 502, 504, 506, 507, 605, 750A, 750B, 751, 752, 1711, 7016, 6001

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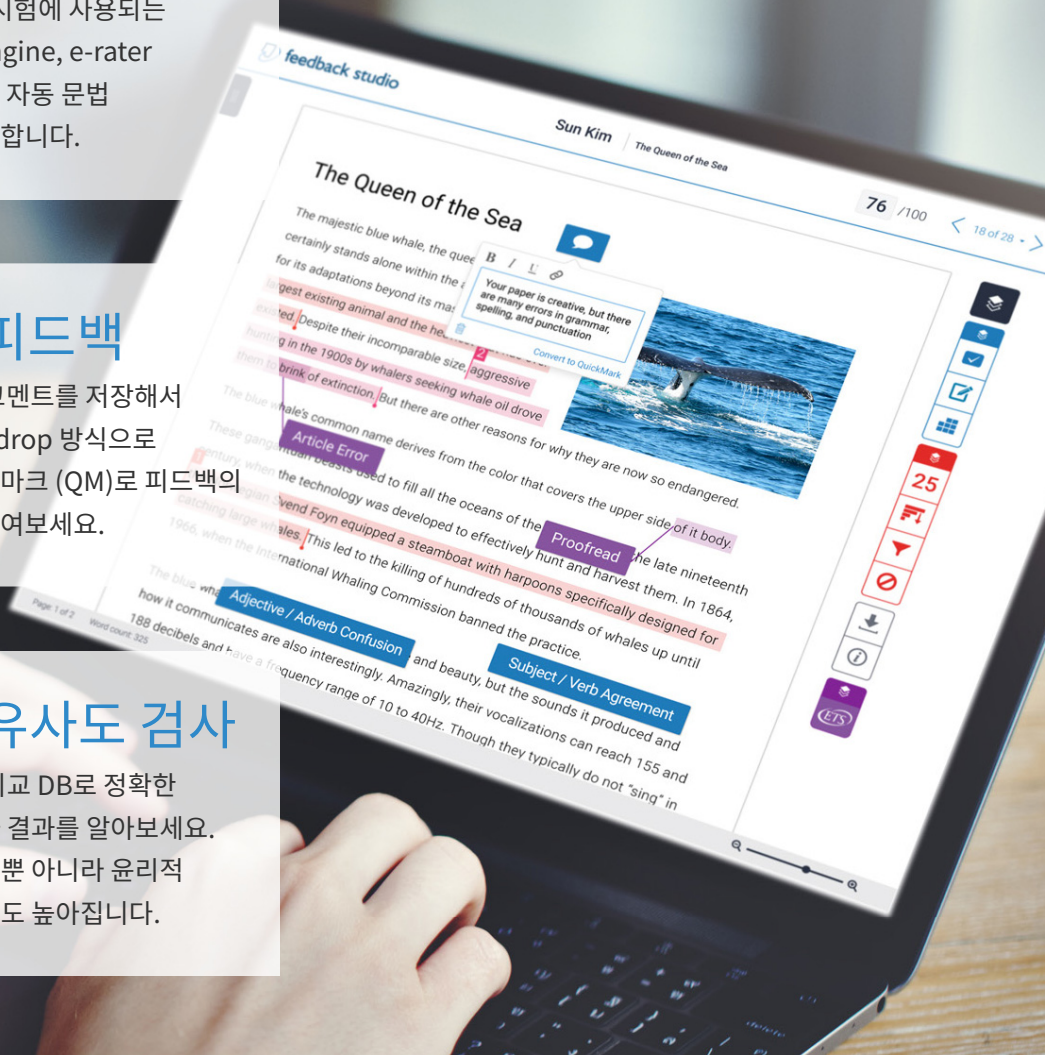
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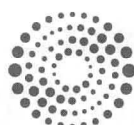
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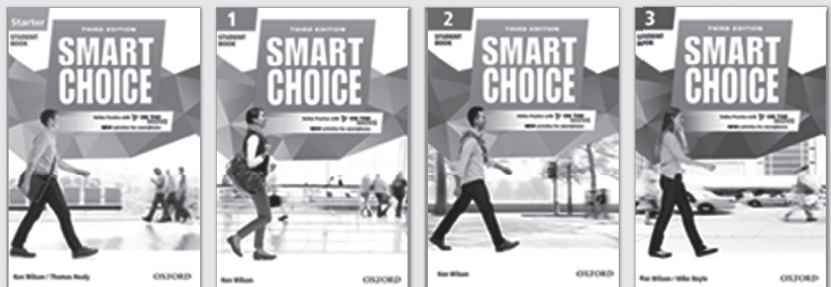


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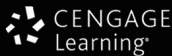
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