The Korea Association of Teachers of English
2014 International Conference

Making Connections in ELT : Form, Meaning, and Functions

July 4 (Friday) - July 5 (Saturday), 2014
Seoul National University, Seoul, Korea

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Seoul National University

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Department of English, Seoul National University

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The Korea Association of Teachers of English

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Opening Address

Yong-Yae Park
(Conference Chair, Seoul National University)

Good morning, distinguished scholars, honorable guests, presenters, and participants. It is my honor as the conference chair to welcome you all to the 2014 KATE International Conference at Seoul National University.

The theme of this year's conference, "Making Connections in ELT: Form, Meaning, and Function", highlights a very timely issue in our field and gives us the opportunity to fit together the puzzle pieces of accumulated knowledge in areas such as focus-on-form, form-function mapping, and CLT so that we can continue to develop best practices that are grounded in research. I anticipate the insightful discussions to be led by prominent invited speakers and more than 100 presenters over the course of the next two days. I am hopeful that this conference will offer unique contributions to the discourse of our discipline.

A few weeks ago, in my Advanced English Grammar class, I had the opportunity to connect the theme of our conference to classroom practice, which I'd like to share with you today. My students and I were exploring the use of counterfactual conditional sentences in the acknowledgement section of doctoral dissertations. I highlighted the sentence "*Had it not been for her help, I would never have come to love linguistics*," as an example of connecting form and function. Being very grateful to the students in the class who were recruited to be volunteers for this conference, I made a promise to them to say this sentence, as a token of my gratitude for their assistance: *This conference would not have been possible had it not been for our dedicated student volunteers' assistance.* Starting with this, I would like to express my sincere gratitude and appreciation to all those who have contributed towards the success of this conference. Firstly, I am indebted to the conference committee members who have been working diligently to make this conference possible. It has been a great privilege to work with each and every one of them. Next, I would like to thank the conference presenters, chairs, and attendees, without whose interest and participation, this conference would simply be insignificant. Lastly, I would like to acknowledge KATE's sponsors and Seoul National University for their assistance in organizing this conference.

Before I close, I would like to cordially invite everyone to tonight's reception to be held at the Faculty Club. After a long but rewarding day of discussions, everyone deserves to relax to the sounds of traditional Korean music while enjoying tasty food—although I must divulge that it entails a bit of an uphill walk, which will certainly arouse your appetite! I hope to see you all there.

I trust that you will find this conference inspiring and memorable. Thank you very much.

Welcoming Address

Junil Oh
(President of KATE, Pukyong National University)

Distinguished scholars, KATE members, and ELT professionals, I am pleased to welcome you to KATE 2014 International Conference. I am truly delighted to witness the start of this year's conference at the most prestigious university in Korea in the presence of so many honorable scholars and participants from home and abroad.

This year's conference theme is Making Connections in ELT: Form, Meaning, and Function. It is a perfectly appropriate theme as it squarely addresses repeated calls for APPROPRIATE methodology. Over the years, research has been actively done on why connecting form, meaning, and function makes sense and how the three have to be connected in instruction. It is time we thought about how this body of research has translated into practice, whether research has produced its intended outcomes, and where future research should be headed.

The conference committee has put together a great two-day program that you will definitely enjoy being part of. The program will be highlighted by world-renowned keynote and plenary speakers including Professor Rod Ellis (University of Auckland, New Zealand), Professor John Norris (Georgetown University, U.S.A.), Professor Shinichi Izumi (Sophia University, Japan), Professor Yuko Goto Butler (University of Pennsylvania, U.S.A.), and Professor Haemoon Lee (Sungkyunkwan University, Korea). The conference will also feature presentations by representatives of our international affiliates including the Japan Association of College English Teachers, Thailand TESOL, the Malaysian English Language Teaching Association, and Yanbian University (China). Today and tomorrow, many ELT professionals from near and far will touch upon the conference theme, which is hoped to make the conference a forum for sharing expertise, insights, and experience in how to make connections between form, meaning, and function.

My deepest gratitude goes to Dr. Yeon Cheon Oh, President of Seoul National University, for allowing us to use this hall and other facilities as the venue for this year's conference. Special thanks also go out to the officers of the conference committee including the conference chair, Professor Yong-Yae Park at Seoul National University, the site co-chairs, Professor Tae-Young Kim at Chung-Ang University and Professor Kyungja Ahn at Seoul National University of Education, the program co-chairs, Professor Sang-Ki Lee and Professor Judy Yin both at Korea National University of Education, and the proceedings chair, Professor Sunhee Choi at Jeonju University. Many organizations deserve special recognition as well. This conference would not be possible without generous support from Seoul National University, the Korea Research Foundation, Korea Institute for Curriculum and Evaluation, International Communication Foundation, Chungdahm Leaning, English MouMou, and other dedicated sponsors.

This conference will hopefully stimulate you to think of ways to make ELT more effective and efficient through focus on form and other APPROPRIATE interventions. You are strongly encouraged to make connections between form, meaning, and function in your classroom, cement connections with old friends and colleagues for the next two days, and initiate connections with new ones. I sincerely hope that you have a rewarding time at the conference. Thank you so much.

Congratulatory Speech

Chang-Ku Byun
(Vice President, Seoul National University)

President Junil Oh and former presidents of KATE, distinguished scholars, and honorable guests, welcome to Seoul National University. I am delighted to be here with you today at the opening ceremony of the 2014 KATE International Conference. SNU is honored to host one of the most influential associations for teachers of English in Korea. The next two days will prove to be an enriching experience for attendees as insightful exchanges and engaging debates centered on the latest practice, policy and research in English education materialize from an array of sessions.

Seoul National University, as one of Korea's leading research universities, recognizes the importance of fostering exchange and promoting ground-breaking research in all disciplines. Key to this mission is the development of competent leaders who can compete in an increasingly global environment. To best prepare our students for future success, SNU employs approximately 233 international faculty members. Additionally, 1661 international students are currently enrolled in degree programs, and about 406 foreign exchange students attend SNU each year. Cultivating a rich international community composed of diverse intellectuals is a key factor in advancing the scholastic capabilities of our student body. To this end, our efforts have received international recognition. This year in the annual rankings of top universities in the world, by Times Higher Education (THE), SNU ranks 26th, up from 44th in 2013. Within Asia, SNU achieved a ranking of 4th. More than ever, SNU remains committed to its mission.

In this age of a globalized academic environment, our students must have a sound grasp of English in order to communicate freely with international faculty members and peers. For this, some colleges offer as many as 37.5% of our courses with English-medium instruction. In addition, we strive to enhance our students' English proficiency by offering over 300 ESL and EAP courses and a variety of workshops each year in the College English Program.

As the vice president of this university, I am cognizant of the vital role English has in the lives of our students, and I often ponder how we can effectively develop their language skills. Through my observations over the years, I have found that despite improvements in our student's overall fluency, they appear to lack adequate reading and critical thinking skills essential to study at the tertiary level. I believe that this conference and its theme of "Making Connections in ELT: Form, Meaning, and Function" will serve as a springboard for solutions to these dilemmas. I hope the findings shared at this conference guide both researchers and educators alike, as we seek to affect positive change in the field of English language teaching.

Once again, I extend a warm welcome to all participants and it is my sincere hope that you leave the conference feeling inspired.

Conference Program

DAY 1 (Friday, July 4) Main Sessions

Time	Place	Event
09:00 - 09:30	Building 43-1	Registration
09:30 - 10:30	Building 43-1	**Concurrent Sessions**
10:30 - 10:50		Coffee Break
10:50 - 11:10	Building 43-1 (Room 201)	**Opening Ceremony** Moderator: Hee-Kyung Lee (Yonsei University) **Opening Address** Yong-Yae Park (Conference Chair) **Welcoming Address** Junil Oh (President of KATE) **Congratulatory Speech** Chang-Ku Byun (Vice-President of Seoul National University)
11:10 - 12:00	Building 43-1 (Room 201)	*Keynote Speech* (Moderator: Hikyoung Lee, Korea University) **The Importance of Focus-on-Form in Communicative Language Teaching** Rod Ellis (University of Auckland, New Zealand)
12:00 - 13:30	Building 75-1	Lunch
13:30 - 14:20	Building 43-1 (Room 201)	*Plenary Speech I* (Moderator: Isaiah WonHo Yoo, Sogang University) **The Role of Program Evaluation in Understanding and Improving Language Learning in Educational Contexts** John Norris (Georgetown University, U.S.A.)
14:20 - 15:10	Building 43-1 (Room 201)	*Plenary Speech II* (Moderator: Jeong-Won Lee, Chungnam National University) **Second Language Use and Acquisition: Is It for Implicit or Explicit Knowledge?** Haemoon Lee (Sungkyunkwan University)
15:10 - 15:30		Coffee Break
15:30 - 16:30	Building 43-1	**Concurrent Sessions**
16:30 - 16:50		Coffee Break
16:50 – 17:50	Building 43-1	**Concurrent Sessions**

DAY 2 (Saturday, July 5) Main Sessions

Time	Place	Event
09:00 - 09:30	Building 43-1	Registration
09:30 - 10:30	Building 43-1	**Concurrent Sessions**
10:30 - 10:40		Coffee Break
10:40 - 11:30	Building 43-1 (Room 201)	*Plenary Speech* Ⅲ (Moderator: Sang-Ki Lee, Korea National University of Education) **Problems of English Education in Japan and Directions for Change** Shinichi Izumi (Sophia University, Japan)
11:30 - 12:20	Building 43-1 (Room 201)	*Plenary Speech* Ⅳ (Moderator: Jungmin Ko, Sungshin Women's University) **Current Issues in English Language Teaching and Learning among Young Learners in East Asia** Yuko Butler (University of Pennsylvania, U.S.A.)
12:20 - 13:30	Building 75-1	**Lunch**
13:30 - 15:00	Building 43-1	**Concurrent Sessions**
15:00 - 15:20		Coffee Break
15:20 - 16:20	Building 43-1	**Concurrent Sessions**
16:30 - 17:00	Building 43-1 (Room 201)	**General Meeting**

DAY 1 (Friday, July 4) Concurrent Sessions

Session 1 - Approaches and Methodologies

Morning Session / Building 43-1 (Room 301)

Session Chair: Jungmin Ko (Sungshin Women's University)

Time	Presentation Title and Presenter
09:30 - 10:00	**Communicative language teaching in the Korean context** Yong Jik Lee (Indiana State University, U.S.A.)
10:00 - 10:30	**A critical re-engagement with herald media** Martin Craig (Seokyeong University)

Afternoon Session / Building 43-1 (Room 301)

Session Chair: Jeong-Ah Shin (Kwangwoon University)

Time	Presentation Title and Presenter
15:30 - 16:00	**Action research on implementing TBLT in Korean EFL classroom setting** GwiSun Min & Namhee Shin (Sungkyunkwan University)
16:00 - 16:30	**Literature (Reading) Circles** Dr. Suzie Oh (California State University, U.S.A.)
16:30 - 16:50	Break
16:50 - 17:20	**How to do meta-analyses** Sang-Ki Lee (Korea National University of Education)
17:20 - 17:50	**Replication in second language acquisition** (SLA SIG: To be presented in Korean) Youngkyu Kim (Ewha Womans University)

Session 2 - Approaches and Methodologies

Morning Session / Building 43-1 (Room 302)

Session Chair: Chae-hee Park (Sun Moon University)

Time	Presentation Title and Presenter
9:30 - 10:00	**Promoting task-based pragmatics instruction in EFL classroom contexts: The role of task complexity** YouJin Kim & Naoko Taguchi (Georgia State University & Carnegie Mellon University, U.S.A.)
10:00 - 10:30	**The impact of listening strategy instruction with portfolio assignment at university level** Miyoung Shin (Hankuk University of Foreign Studies)

Afternoon Session / Building 43-1 (Room 302)

Session Chair: Soo-Jeong Shin (Korea Baptist Theological University)

Time	Presentation Title and Presenter
15:30 - 16:00	**Connecting EFL and EMI classes** Yoko Kusumoto & Monica Hamciuc (University of Nagasaki & Miyazaki International College, Japan)
16:00 - 16:30	**Making connections between teaching literature and communicative English** Keizo Asano (Nanzan Junior College, Nanzan University, Japan)
16:30 - 16:50	Break
16:50 - 17:20	**A study on the needs analysis to develop an English for specific purposes program for department store sales persons** (SLA SIG: To be presented in Korean) Jin Kyung Kang (Ewha Womans University)

Session 3 - Second Language Acquisition

Morning Session / Building 43-1 (Room 303)

Session Chair: Hee Youn Cho (Seoul National University)

Time	Presentation Title and Presenter
09:30 - 10:00	**An error analysis of English basic spatial prepositions in Korean college students' writing** Ok Yeon Kim & Isaiah WonHo Yoo (Sogang University)
10:00 - 10:30	**L2 pragmatics: A study of apology productions of Korean ESL learners in the U.S.** Dahyun Park (University of Hawaii at Manoa, U.S.A.)

Afternoon Session / Building 43-1 (Room 303)

Session Chair: Young-hwa Lee (Sun Moon University)

Time	Presentation Title and Presenter
15:30 - 16:00	**L2 scaffolding and gesture involving writing tools and texts** Suyeon Kim (Anyang University)
16:00 - 16:30	**The Role of Lecical and syntactic Knowledge in Second Language Reading comprehension** Jeesoo Kim & Yunkyoung Cho (Pukyong National University)
16:30 - 16:50	Break
16:50 - 17:20	**The role of implicit learning for second language learners with low working memory capacity** Eunsue Kang (Seoul National University)
17:20 - 17:50	**The effects of textual enhancement on the acquisition of the third person verb agreement –s and the plural marker –s: An empirical study based on VanPatten's Input Processing** Eun Joo Kim (Korea University)

Session 4 - Materials and Curriculum

Morning Session / Building 43-1 (Room 401)

Session Chair: Hae-Dong Kim (Hankuk University of Foreign Studies)

Time	Presentation Title and Presenter
09:30 - 10:00	**An analysis of cultural contents in the first-grade high school English textbooks** Jeongwan Lim (Daegu University)
10:00 - 10:30	**English curriculum for students of engineering, science, and arts: An overview** Nia Kurniasih (Institute of Technology Bandung, Indonesia)

Afternoon Session / Building 43-1 (Room 401) (Materials and Curriculum Development SIG: To be presented in Korean)

Session Chair: Hye-Kyung Ryoo (Daegu University)

Time	Presentation Title and Presenter
15:30 - 16:00	**Policy changes in English language testing in Korea** Sung Hye Kim (Korea Institute for Curriculum & Evaluation)
16:00 - 16:30	**Reforming the national English curriculum: An exploratory Delphi study** Young-A Lee (Korea Institute for Curriculum & Evaluation)
16:30 - 16:50	Break
16:50 - 17:20	**A study for the future national curriculum of English language** Chanbinn Imm (Korea Institute for Curriculum & Evaluation)
17:20 - 17:50	**Applying elements of creativity in the English classroom** Moonbok Lee, Tae Youn Ahn & Suh Kyeong Kwon (Korea Institute for Curriculum & Evaluation)

Session 5 – Teaching Young Learners (morning) / ELT in Asia (afternoon)

Morning Session / Building 43-1 (Room 403)

Session Chair: Heyoung Kim (Chung-Ang University)

Time	Presentation Title and Presenter
9:30-10:00	**The effects of storybooks and videos on young EFL learners' vocabulary development** Soo Young Byeon (Hankuk University of Foreign Studies)
10:00 - 10:30	**The effect of semantic clustering on EFL young learners' vocabulary learning** Hee-Jin Jang (International Graduate School of English)

Afternoon Session / Building 43-1 (Room 403)

Session Chair: Miae Park (Chuncheon National University of Education)

Time	Presentation Title and Presenter
15:30 - 16:00	**'Flip-flopping' language policies in the Malaysian education system** Stefanie Pillai (MELTA/University of Malaya, Malaysia)
16:00 - 16:30	**Demythicizing 'native speakers': A challenge in ELT at a Japanese university** Masaki Oda (JACET/Tamagawa University, Japan)
16:30 - 16:50	Break
16:50 - 17:20	**Language policy and models of trilingual education of Korean ethnic minority regions in China** Xue-bo Cui (Yanbian University, China)
17:20 - 17:50	**Challenges in pronunciation teaching within ESP context** Paneeta Nitayaphorn (Thai TESOL/Thai Airways International, Thailand)

Session 6 - Critical Pedagogy

Morning Session / Building 43-1 (Room 405)

Session Chair: Given Lee (Seoul National University)

Time	Presentation Title and Presenter
09:30 - 10:00	**Critical pedagogy with dramatic play: Could this work in Korean ESL context?** Eunseok Ro (University of Hawaii at Manoa, U.S.A.)
10:00 - 10:30	**Ideologies of English and English education in Mainland China, Japan, and South Korea: A review of the English-speaking scholarly literature** Jaran Shin (University of California, Berkeley, U.S.A.)

Afternoon Session / Building 43-1 (Room 405)

Session Chair: Sook Kyung Jung (Daejeon University)

Time	Presentation Title and Presenter
15:30 - 16:00	**Teaching critical thinking and academic writing skills to Japanese learners of English** Neil Heffernan (Ehime University, Japan)
16:00 - 16:30	**Doing dialectical thinking in academic English writing** Jay Tanaka (University of Hawaii at Manoa, U.S.A.)
16:30 - 16:50	Break
16:50 - 17:20	**Utilizing graphic novels in Korean EFL children's literacy practices** (Critical Pedagogy SIG) Seonmin Huh & Young-Mee Suh (Woosong University & CHA University)
17:20 - 17:50	**Critical pedagogy in EMI classes** (Critical Pedagogy SIG) Kyung-Ae Oh (Duksung Women's University)

Session 7 – Second Language Acquisition (morning) / English Language Testing (afternoon)

Morning Session / Building 43-1 (Room 304)

Session Chair: Jin-Seok Kim (Seoul National University of Education)

Time	Presentation Title and Presenter
09:30 - 10:00	**The same form with different functions: A comparison of 'I' between NES and NNES argumentative essays** Ji-Yeon Chang (Seoul National University)
10:00 - 10:30	**Chinese EFL learners' e-mail refusals to English teachers** Meizi Piao (Seoul National University)

Afternoon Session / Building 43-1 (Room 304)

Session Chair: Min-young Song (The Cyber University of Korea)

Time	Presentation Title and Presenter
15:30 - 16:00	**Is the novice speakers' English language test valid as a placement test for low-level college students?** Eun-Kyeong Park & Jungtae Kim (Uiduk University & Pai Chai University)
16:00 - 16:30	**Content validity of language knowledge sections of four national matriculation English test papers in China** Ming-Hao Jin (Yanbian University, China)
16:30 - 16:50	Break
16:50 - 17:20	**Test-takers' opinions on a computer-based English proficiency test** Hae-Dong Kim (Hankuk University of Foreign Studies)
17:20 - 17:50	**Guided writing as a test item: What can it tell?** Gahyun Son (Yonsei University)

Session 8 - Approaches and Methodologies

Afternoon Session / Building 43-1 (Room 101)

Session Chair: Jin-Hwa Lee (Chung-Ang University)

Time	Presentation Title and Presenter
15:30 - 16:00	**Teaching practical grammar and collocation to L2 learners for realizing form, meaning, and function** Won-Chul Park (English Mou Mou)
16:00 - 16:30	**Teaching English in English: Different goals, different outcomes** Yunhee Lee (Sindorim Middle School)
16:30 - 16:50	Break
16:50 - 17:20	**Practical applications of Korean CSAT corpus in high school English class** Seung-Yon Kang (International Graduate School of English)

Session 9 - Second Language Acquisition

Afternoon Session / Building 43-1 (Room 402)	
Session Chair: Cheong-min Yook (Hallym University)	
Time	**Presentation Title and Presenter**
15:30 - 16:00	**L2 Learners' perception of writing development: Comparing two student writers** Young-Gyo Cho (KyungNam University)
16:00 - 16:30	**Attitude in persuasive essays by ESL and Australian undergraduate students** Sook Hee Lee (Charles Sturt University, Australia)
16:30 - 16:50	Break
16:50 - 17:20	**A comparative study of classroom assessment practices by English teachers at the secondary and tertiary levels in China** Haiyan Jin (Nanjing University of Aeronautics and Astronautics, China)
17:20 - 17:50	**A study on teacher's corrective feedback: Comparison between meaning negotiation and form negotiation class** Yi Wang (Nanjing University of Aeronautics and Astronautics, China)

Session 10 - The Use of ICT in Language Teaching

Afternoon Session / Building 43-1 (Room 102)	
Session Chair: Sungmook Choi (Kyungpook National University)	
Time	**Presentation Title and Presenter**
15:30 - 16:00	**The efficacy of synchronous communication in an EFL class** Katie Mae Klemsen (Ajou University)
16:00 - 16:30	**Making connections with English digital textbooks: Form, meaning and function** Jeongryeol Kim & Myeonggi Jeong (Korea National University of Education & Seoul Song Jeong Elementary School)
16:30 - 16:50	Break
16:50 - 17:20	**Intercultural project between EFL and KFL students on Facebook** Min Jung Jee & Ji Hyun Byun (The University of Texas at Austin, U.S.A. & Hannam University)
17:20 - 17:50	**A study of English language teaching using QR codes** Young-Joo Jeon (Mokwon University)

DAY 2 (Saturday, July 5) Concurrent Sessions

Session 1 - Approaches and Methodologies

Morning Session / Building 43-1 (Room 301)

Session Chair: Sunhee Choi (Jeonju University)

Time	Presentation Title and Presenter
9:30 – 10:00	**ESP for medical interpretation in Korea's global healthcare** Hyunju Ryu (Busan University of Foreign Studies)
10:00 - 10:30	**Effects of planning types on CAF in speaking tasks** Minyoung Kim (Korea National University of Education)

Afternoon Session 1 / Building 43-1 (Room 301)

Session Chair: Chong-won Park (Pukyong National University)

Time	Presentation Title and Presenter
13:30 - 14:00	**Incorporating reflective and interactive components into ELL journal-portfolio projects to foster self-direction** David E. Shaffer (Chosun University)
14:00 - 14:30	**Storytelling and extensive listening test: International literature and culture, text items with visual aids, and assessment** Su-Hyun Kim (Gireum Primary School)
14:30 – 15:00	**Study of NNSs' interaction through conversation analysis** Sukwon Noh (Chungnam National University)

Afternoon Session 2 / Building 43-1 (Room 301)

Session Chair: Tae-Young Kim (Chung-Ang University)

Time	Presentation Title and Presenter
15:20 - 15:50	**Another source of feedback: Writing center and student revision** Jungwan Yoon & JungAh Son (University of Pennsylvania, U.S.A. & Sogang University)
15:50 - 16:20	**Research into the applicability of thematic progression to cohesion improvement on the translated writings of EFL students** MyungHwan Hwang (Yonsei Unviersity)

Session 2 - Second Language Acquisition

Morning Session / Building 43-1 (Room 302)

Session Chair: Jee Hyun Ma (Chonnam National University)

Time	Presentation Title and Presenter
09:30 - 10:00	**Orthographic input and the acquisition of second language phonology** Mi-Sun Park (Columbia University, U.S.A.)
10:00 - 10:30	**The role of context in making connections between form and meaning: The case of English articles** Juyeon Lee (Hankuk University of Foreign Studies)

Afternoon Session / Building 43-1 (Room 302)

Session Chair: Jeongsoon Joh (Konkuk University)

Time	Presentation Title and Presenter
13:30 - 14:00	**Effects of syntactic priming and input distribution on Korean primary school students' learning of a grammatical item** Seonhwa Shin & Sang-Ki Lee (Korea National University of Education)
14:00 - 14:30	**Korean college EFL students' use of English discourse markers** Shin-woo Nam (Seoul National University)
14:30 - 15:00	**Korean writers' article errors: A cognitive linguistic approach** Kent Lee (Korea University)

Afternoon Session / Building 43-1 (Room 302)

Session Chair: Hanbyul Jung (University of Hawaii at Manoa, U.S.A.)

Time	Presentation Title and Presenter
15:20 - 15:50	**Exploring the freewriting exercise for promoting adult English learners' private speech and internalization of English** Seohyun Penn & Hyun-Woo Lim (Hankuk University of Foreign Studies)
15:50 - 16:20	**Cross-cultural analysis of Korean compliment strategies: A mode-switching framework** Sooho Song (University of Wisconsin-Milwaukee, U.S.A.)

Session 3 - Language Policy and Teacher Education

Morning Session Building 43-1 (Room 303)

Session Chair: Eun-Ju Kim (Hanyang Women's University)

Time	Presentation Title and Presenter
09:30 - 10:00	**The self-efficacy perceptions of native-speaking English teachers in Korean public schools** William Owens (University of Southampton, UK)
10:00 - 10:30	**World Englishes in language teacher education** Hye-Kyung Kim (University of Seoul)

Afternoon Session / Building 43-1 (Room 303) (Teacher Development SIG)

Session Chair: Jae-Suk Suh (Inha University)

Time	Presentation Title and Presenter
13:30 - 14:00	**An analysis of the cultural contents of the English textbooks in elementary school** Mi-Ok Seo, Dong-Yeon Kim, Kyoung-Jin Yoon & Jae-Keun Lee (Korea National University of Education)
14:00 - 14:30	**The English writing instruction through game activities in Korean elementary school** So-Young Kim & Jae-Keun Lee (Korea National University of Education)
14:30 – 15:00	**The major issues in restructuring the national English curriculum** Inseok Kim (Dongduk Women's University)

Afternoon Session / Building 43-1 (Room 303)

Session Chair: Hyunsook Yoon (Hankuk University of Foreign Studies)

Time	Presentation Title and Presenter
15:20 - 15:50	**What makes case study really qualitative?: Show me your evidence, please!** Chongwon Park (Pukyong National University)
15:50 - 16:20	**Reflection on action: The impact of action research on ESL teachers' perceptual and instructional changes** Jisook Paik (American University, U.S.A.)

Session 4 - The Use of ICT in Language Teaching

Time	Presentation Title and Presenter
Morning Session / Building 43-1 (Room 401)	
Session Chair: Sumi Han (Northern Arizona University, U.S.A.)	
09:30 - 10:00	**'A trip to Kyoto': Creating an interactive digital story for language teaching** Andrew Prosser (Hankuk University of Foreign Studies)
10:00 - 10:30	**A cognitive investigation on automatic language processing in L2 writing: The value of corpus consultation on formulaic expressions** Hyeyoung Cho (Hankuk University of Foreign Studies)

Time	Presentation Title and Presenter
Afternoon Session / Building 43-1 (Room 401)	
Session Chair: Jungtae Kim (Pai Chai University)	
13:30 - 14:00	**EFL preservice teachers' strategies in eliciting children's English online responses via email** Sun Young Chun (Kyungpook National University)
14:00 - 14:30	**Technology-enhanced reading: Beyond Form-meaning Connections** Youngmin Park (University of California, Irvine, U.S.A.)
14:30 - 15:00	**A multiliteracies approach to teaching writing in English in a Korean high school: Possibilities and challenges** Jayoung Choi (Georgia State University, U.S.A.)

Time	Presentation Title and Presenter
Afternoon Session / Building 43-1 (Room 401)	
Session Chair: Dongho Kang (Seoul National University of Science & Technology)	
15:20 - 15:50	**Synchronous CMC for English learners in Korean high school classrooms** Soojin Ahn (The University of Georgia, U.S.A.)
15:50 - 16:20	**Investigating Korean English teachers' perceptions and professional and professional development in online webseminar** Dennis Murphy Odo, Aram Cho, JiHye Shin & JinKyeong Jung (Georgia State University, U.S.A.)

Session 5 - The Use of ICT in Language Teaching (morning) / Second Language Acquisition (afternoon)

Morning Session / Building 43-1 (Room 403)

Session Chair: Jihyun Jeon (Pusan National University)

Time	Presentation Title and Presenter
10:00 - 10:30	**Corpus-based pedagogical implications from the writings of college-admitted learner English** Daehyeon Nam & Hye-Jin Pak (Ulsan National Institute of Science and Technology)

Afternoon Session / Building 43-1 (Room 403)

Session Chair: Sang Keun Shin (Ewha Womans University)

Time	Presentation Title and Presenter
13:30 - 14:00	**The effectiveness of teaching formulaic sequences on L2 learning: A meta-analysis** Sumi Han (Northern Arizona University, U.S.A.)
14:00 - 14:30	**Interlanguage requests in workplace e-mails written by Korean corporate employees** Sun Hee Kim (Korea University)
14:30 - 15:00	**The rhetorical structure and metadiscourse of student-produced research article abstracts (RAAs)** Junghee Byun (Seoul National University)

Afternoon Session / Building 43-1 (Room 403)

Session Chair: Daehyeon Nam (UNIST)

Time	Presentation Title and Presenter
15:20 - 15:50	**Locating L2 writing feedback in Activity Theory: Constitutive role of feedback to mediate L2 process writing activity** YiBoon Chang (Seoul National University)
15:50 - 16:20	**Effects of visual input enhancement and lexical elaboration on Korean EFL high school students' vocabulary learning** Mi-ra Chae & Sang-Ki Lee (Korea National University of Education)

Session 6 - Materials and Curriculum (morning) / Language Policy and Teacher Education (afternoon)

Morning Session / Building 43-1 (Room 304)

Session Chair: Myongsu Park (Sangmyung University)

Time	Presentation Title and Presenter
09:30 - 10:00	**Form, meaning, and function in Japanese high school English textbooks: Can we integrate them all?** Lisa Mizushima, Nanaho Oki & Hiroya Tanaka (Sapporo Gakuin University & Hokkai-Gakuen University, Japan)
10:00 - 10:30	**Course designing: A MATESOL grammar course for both native and nonnative speakers** Sujung Park (Hanyang Cyber University)

Afternoon Session / Building 43-1 (Room 304)

Session Chair: Kyeong-Hee Rha (Chungbuk National University)

Time	Presentation Title and Presenter
13:30 - 14:00	**Enhancing inservice teachers' understanding about English learners in the U.S. through multimodal teaching and ethnography projects** Jayoung Choi, Myoung Eun Pang, Aram Cho, Jihye Shin (Georgia State University, U.S.A.)
14:00 - 14:30	**Effects of co-teaching in South Korean primary non-native English teacher talk** Joo Hwan Yang (Jungang Elementary School)
14:30 - 15:00	**The effectiveness of consulting programs for in-service English teachers: Consultants' perspectives** Hyun-Ok Oh & Sunhee Choi (Jeonju Jigok Elementary School & Jeonju University)

Afternoon Session / Building 43-1 (Room 304)

Session Chair: Jongbum Ha (Kumoh National Institute of Technology)

Time	Presentation Title and Presenter
15:20 - 15:50	**Exploring teachers' perceptions and attitudes toward extensive reading in an after-school extensive reading program for Korean high school students** Isel Venema & Gaeul Kim (Ewha Womans University)
15:50 - 16:20	**Making connections between a non-native tutor and a non-native tutee in a second language writing tutorial** Jin Kyeong Jung (Georgia State University, U.S.A.)

Session 7 - English Language Testing (morning) /Teaching Young Learners (afternoon)

Morning Session / Building 43-1 (Room 405)

Session Chair: David Shaffer (Chosun University)

Time	Presentation Title and Presenter
09:30 - 10:00	**Analysis of the high school English test results by applying cognitive diagnostic model** Yunha Choi (Yonsei University)
10:00 - 10:30	**Linguistic features in MELAB writing task performances** YeonJoo Jung, Scott A. Crossley & Danielle S. McNamara (Georgia State University & Arizona State University, U.S.A.)

Afternoon Session / Building 43-1 (Room 405)

Session Chair: Kyungja Ahn (Seoul National University of Education)

Time	Presentation Title and Presenter
13:30 - 14:00	**An exploratory study on the students' academic achievement through different teacher's talk of native and non-native English teachers in Korean Elementary School** Gayeon Yi & Yunjoo Park (Korea National Open University)
14:00 - 14:30	**Phonological awareness and prosodic production by Korean young EFL learners** Juhyun Jang & Junkyu Lee (Hankuk University of Foreign Studies)
14:30 - 15:00	**Program development in early childhood English education based on cultural aspect** Kee Won Yoon (Yonsei University)

Afternoon Session / Building 43-1 (Room 405)

Session Chair: Hye-Sook Park (Kunsan National University)

Time	Presentation Title and Presenter
15:20 - 15:50	**A Korean child learner's acquisition of English grammar: A four-year long case study** In Lee (Jeonju National University of Education)
15:50 - 16:20	**An analysis of Korean 6th grade elementary English textbooks in terms of communicative function and language form** Dayoung Kwon & Joong-Sun Sohn (Daegu Daseo Elementary School & Daegu National University of Education)

Session 8 – Language Policy and Teacher Education

Afternoon Session / Building 43-1 (Room 101)

Session Chair: Sung Hye Kim (Korea Institute for Curriculum & Evaluation)

Time	Presentation Title and Presenter
13:30 - 14:00	**Applying gamification to your classroom** Peadar Callaghan (Daegu University)
14:00 - 14:30	**"To count as native speakers": Participants' perspective of a teacher development program for Korean EFL teachers** Hanbyul Jung (University of Hawaii at Manoa, U.S.A.)
14:30 - 15:00	**The interplay of possible selves of EFL teachers, contextual factors, and the regulative behaviours in the self-development and changing action of teachers** Youngmi Kim (University of Nottingham, U.K.)

Session 9 - Approaches and Methodologies

Time	Presentation Title and Presenter
Afternoon Session / Building 43-1 (Room 402)	
Session Chair: Mun Woo Lee (Hanyang University)	
13:30 - 14:00	**Epistemic modality in learner corpus: A corpus-based study of writings in SNU working papers** Jungyeon Koo (Seoul National University)
14:00 - 14:30	**The impact of teacher background on written teacher feedback techniques in students' essays** Seongmee Ahn (Michigan State University, U.S.A.)
14:30 - 15:00	**The issue of character education in the English classroom** Kyong-Hahn Kim (Korea National University of Education)

Session 10 - Culture and Intercultural Communication

Time	Presentation Title and Presenter
Afternoon Session / Building 43-1 (Room 102)	
Session Chair: Kyounghee Ko (Jeju National University)	
13:30 - 14:00	**Damunwha students' funds of knowledge in English: A qualitative case study in the South Korean context** Miso Kim (Chung-Ang University)
14:00 - 14:30	**International rhetoric and pedagogy: Multicultural perspective** Haksun Han (Kyungnam University)

KEYNOTE SPEECH

The Importance of Focus-on-Form in Communicative Language Teaching

Rod Ellis (University of Auckland)

Long (1991) claimed that L2 acquisition is best promoted when learners are led to attend to form in a context where they are trying to express their meaning intentions. He coined the term "Focus on Form" (FonF) to refer to the occasional shifts in learners' attention from meaning to a linguistic form that can occur while the overriding focus remains on communicating (Long, 1991). It is clear from this definition that Long viewed "Focus on Form" as a process feature of the interaction that occurs during the performance of a communicative task. Subsequently, however, (e.g. Doughty & Williams, 1998), the definition of "Focus on Form" has been broadened to include various types of form-focused instruction that involve form-function mapping (e.g. Input Processing Instruction and Consciousness-Raising Tasks). I will argue that the term is best kept to refer to the process features of classroom interaction. I will discuss and illustrate a variety of proactive and reactive techniques that teachers can use to direct students' attention to form in whole-class meaning-centred interaction. I will also present a rationale for addressing form in this way rather than through traditional explicit instruction. Finally, I will present the results of some research that testifies to the effectiveness of "Focus on Form" in helping learners achieve greater linguistic accuracy.

BIODATA

Rod Ellis is Distinguished Professor of Applied Language Studies in the University of Auckland, and also Cheung Kong Scholar Chair Professor at Shanghai International Studies University. His published works include numerous articles and books on second language acquisition, language teaching and teacher education, including the Study of Second Language Acquisition (OUP). His latest book published in 2013 (with Natsuko Shintani) is Exploring Language Pedagogy through Second Language Acquisition Research (Routledge).

PLENARY SPEECHES

The Role of Program Evaluation in Understanding and Improving Language Learning in Educational Contexts

John Norris (Georgetown University)

One goal of SLA research is to enhance our understandings of how and why learners develop varying degrees of multilingual competence through more-or-less planned instructional interventions. While robust research findings have accumulated over the years in several domains of instructed SLA inquiry—including in particular research on task-based approaches to connecting form, meaning, and function—a common critique suggests that SLA research does not generalize to instructional practice. Indeed, the majority of research on instructed SLA has focused on discrete and short-term language performance (and perhaps learning) occurring at the level of one or a few lessons. Language learning, however, is a long-term, complex endeavor, and language instruction consists of much more than a series of lessons. For most learners, educational programs provide the contexts within which language acquisition occurs (or does not occur, all too often), presenting a constellation of interwoven causal factors, such as: learners and teachers, their identities and motivations, social settings, classroom and school affordances, educational designs, political circumstances, and so on. In this talk, I suggest that understanding instructed language learning—and in particular the effectiveness of instructional interventions that build upon ideas like Focus-on-Form and task-based teaching—requires a much richer understanding of the educational contexts within which it occurs. Though often narrowly construed as an external accountability mechanism only, program evaluation provides a fitting epistemology for capturing the complexities of educational contexts with the goal of understanding and improving instructional practice. On the one hand, evaluation helps us to focus on the logic of educational program designs and to illuminate how—and how well—resources are deployed, instructional theories are implemented as teaching practices, valuable learning experiences occur, and expected outcomes are achieved. On the other hand, evaluation provides pragmatic methodologies for 'cutting to the chase', that is, for answering high-priority questions about what works, how, and why in fostering language learning through educational actions. I present several examples of evaluation at work in language programs, highlighting its contribution to local educational decisions as well as more global understandings about educational effectiveness. I close by suggesting ways in which program evaluation offers a framework for future inquiry into instructed SLA, with the goal of achieving more generalizable claims about approaches and practices that connect language learning to the realities of educational contexts.

BIODATA

John Norris is an associate professor in the Linguistics Department at Georgetown University. His research and teaching interests include educational assessment, program evaluation, language pedagogy, and research methods. He has taught language and applied linguistics courses, and consulted on assessment, evaluation, and teacher development projects, in Belgium, Brazil, Germany, Japan, Spain, and around the U.S. Prior to joining Georgetown, he served for eight years as a professor in the Department of Second Language Studies at the University of Hawai'i, and for two years as outcomes assessment specialist at Northern Arizona University. John's publications have appeared in journals such as Applied Linguistics, Foreign Language Annals, Language Learning, Language Learning & Technology, Language Teaching Research, Language Testing, Modern Language Journal, TESOL Quarterly, and Die Unterrichtspraxis. His most recent books explore the topics of language teaching (Task-based language teaching: A reader), evaluation (Toward useful program evaluation in college foreign language education), assessment (Validity evaluation in language assessment), and research synthesis (Synthesizing research on language learning and teaching). Currently, he serves as chair of the TOEFL Committee of Examiners and the International Consortium on Task-Based Language Teaching. John speaks German, Spanish, and Portuguese, and he is an avid runner/hiker/surfer.

PLENARY SPEECH II

Second Language Use and Acquisition: Is It for Implicit or Explicit Knowledge?

Haemoon Lee (Sungkyunkwan University)

For the past few decades, a second language has been viewed to be acquired mainly through using the target language in meaningful communication since communicative approach to language learning and teaching was proposed in 1980s. However, how the meaningful language use contributes to second language acquisition has not been clear. Theories proposed different reasons and mechanisms behind this agreed-upon proposal regarding the importance of language use for its acquisition. To some researchers (e.g. N.Ellis, Williams), language use leads to implicit learning process and results in implicit knowledge whereas others (e.g. DeKeyser) believe that language use is one type of practice of explicit declarative knowledge, and still others (e.g. Long, Schmidt, Robinson) believe that language use provides the condition for Focus on form or noticing, that is, inadvertent and incidental attention to the language form during meaning-oriented language use. Therefore, the level of learners' consciousness of the language form during language use is a feature cutting through the current SLA theories. My presentation will first review how the three components of language use – input, output and interaction – are dealt with in these three theoretical positions, followed by a brief introduction of recent neurolinguistic research which opens up a new way in solving the troublesome issue of measuring consciousness and regarding implicit and explicit learning of second language.

BIODATA

Haemoon Lee is a professor at the department of English, Sungkyunkwan University. She received her Ph.D. at Georgetown University. Her dissertation was about interactional modification of input for adult SLA. Ever since, she has been interested in Focus on form, recasts, TBLT, and neurolingusitic approach to SLA most recently. Her professional activities in university settings include teaching general English, curriculum development for university general English program, directing post-graduate TESOL certificate program and master's program of translation and TESOL, and editor-in-chief of Korean Journal of Applied Linguistics. Currently she is teaching SLA, English education, and applied linguistics both on undergraduate and graduate levels.

Problems of English Education in Japan and Directions for Change

Shinichi Izumi (Sophia University)

In this presentation, I wish to highlight some problems in grammar-based, teacher-centered, and context-poor instruction that is still prevalent in English education in Japan and show directions for change that is currently initiated by the Ministry of Education of Japan. To illustrate some of these problems, I will introduce the results of a study I conducted with my colleagues regarding EFL learners' beliefs about language learning, their uses of learning strategies, and their self-efficacy and confidence, as related to their previous learning backgrounds. A questionnaire consisting of 78 Likert-scale questions was given to 182 Japanese university students with living-abroad experience and without it. The main findings of the study were: (1) Learners without living-abroad experience (–LAE) showed stronger belief in analytic learning than learners with living-abroad experience (+LAE), who showed greater adherence to beliefs in experiential learning; (2) –LAE learners used analytic learning strategies more frequently than +LAE learners, who resorted to more experiential learning strategies; (3) –LAE learners were more nervous and afraid of using English and less confident with their English abilities but were more confident with their ability to explain English grammar; (4) The kinds of beliefs learners have and their uses of learning strategies had overall weak positive correlations; (5) The use of analytic strategies was negatively related, and the use of experiential strategies was positively related, to more self-efficacy and more confidence in English abilities (this largely held true regardless of experience of living abroad). Implications of these results for EFL teaching will be discussed.

BIODATA

Shinichi Izumi is a professor at Sophia University, Tokyo, Japan, where he teaches in the BA program in English Language Studies and the MA and the PhD programs in Applied Linguistics and TESOL. He received his MA in Applied Linguistics from Southern Illinois University at Carbondale and his PhD in Applied Linguistics from Georgetown University. He has been involved in EFL teacher education throughout Japan and has published widely both nationally and internationally in areas related to instructed second/foreign language acquisition, in particular on topics of CBI (Content-based Instruction), TBI (Task-based Instruction), Focus on form, and CLIL (Content-and-Language-Integrated-Learning).

PLENARY SPEECH IV

Current Issues in English Language Teaching and Learning among Young Learners in East Asia

Yuko Goto Butler (University of Pennsylvania)

In East Asia, as English has been recognized as an increasingly powerful language in a globalizing world, the zeal for learning English (sometimes described as "English fever") is spreading even among young learners and their parents. The result has been that teaching and learning English as a lingua franca (ELF) among young learners has gained substantial attention in recent years. East Asian countries have implemented English language teaching as part of the official curriculum at younger and younger grade levels. However, we can observe a number of challenges in its implementation. Various English learning opportunities are available outside of formal schooling for those who can afford them, including private lessons, early study-abroad programs, and technology-related learning tools. This in turn seems to have contributed to a widening gap in access to English language education and achievement among children. In this talk, I identify some of the major issues and challenges in early English education in East Asia, including second/foreign language (L2/FL) development among children, challenges in teaching and assessment among young learners, and social and cultural factors associated with early English education in East Asia. I then discuss future directions for research on this topic in order to enhance our understanding of young learners' L2/FL learning and to better inform policy planning and practice.

BIODATA

Yuko Goto Butler is Associate Professor of Educational Linguistics at the Graduate School of Education at the University of Pennsylvania. She is also the director of Teaching English to Speakers of Other Languages (TESOL) program at Penn. She received her Ph. D. in Educational Psychology from Stanford University. Her research interests are primarily focused on the improvement of second/foreign language education among young learners in the U.S. and Asia in response to the diverse needs of an increasingly globalizing world. Her work has also focused on identifying effective ESL/EFL teaching and learning strategies and assessment methods that take into account the relevant linguistic and cultural contexts in which instruction takes place.

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DAY 1
CONCURRENT SESSIONS

Day 1

Concurrent Session 1: Approaches and Methodologies

Morning Session / Building 43-1 (Room 301)

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10:00 - 10:30	**A critical re-engagement with herald media** Martin Craig (Seokyeong University)	34

Afternoon Session / Building 43-1 (Room 301)

Session Chair: Jeong-Ah Shin (Kwangwoon University)		
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15:30 - 16:00	**Action research on implementing TBLT in Korean EFL classroom setting** GwiSun Min & Namhee Shin (Sungkyunkwan University)	35
16:00 - 16:30	**Literature (Reading) Circles** Dr. Suzie Oh (California State University, U.S.A.)	36
16:30 - 16:50	Break	
16:50 - 17:20	**How to do meta-analyses** Sang-Ki Lee (Korea National University of Education)	37
17:20 - 17:50	**Replication in second language acquisition (SLA SIG: To be presented in Korean)** Youngkyu Kim (Ewha Womans University)	38

Communicative Language Teaching in the Korean Context

Yong Jik Lee (Indiana State University)

There have been different teaching methods implemented in language teaching classrooms. For example, the Grammar Translation Method was dominated by language teaching in Korea from 1970 until the 1980s because Korean EFL teachers believed that studying grammatical rules and memorizing vocabularies was the key success of learning a second language. However, due to globalization and to compete in the global economy, Korea needed more people who were capable of speaking and writing in English.

In terms of adopting the CLT method in a Korean context, many different efforts have been made since the 1990s. However, these efforts have not successfully been made because of many realistic problems. Even though there are realistic problems in terms of adopting CLT in Korea, Korean English instructors have to analyze realistic problems and they need to find ways to overcome the obstacles in order to successfully implement it in the Korean context.

In this study, the author researched five English teachers' attitudes and perceptions how well CLT method was implemented in the Korean context. Collected data from the questionnaires and interviews, the data has been divided into four categories about the difficulties of adopting CLT in Korea: (a) difficulties caused by the teachers, (b) difficulties caused by the educational system, (c) difficulties caused by the students, and (d) difficulties caused by CLT materials. In the conclusion, this study provides some suggestions how to employ the CLT method successfully in the Korean context.

BIODATA
Yong Jik Lee received Master Degree in TESL at Indiana State University. He will start his Doctorate program this August at University of Florida specialized in Bilingual / ESOL program. His research interests are Teacher Education, CLT Method and Language Teacher Professional Development.
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A Critical Re-engagement with Herald Media

Martin Craig (Seokyeong University)

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

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

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

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

BIODATA

Martin Craig is an assistant professor at Seokyeong University. His fields of interest include negotiations of power in the classroom and beyond, and hip hop.
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Action Research on Implementing TBLT in the Korean EFL Classroom Setting

Gwisun Min & Namhee Shin (Sungkyunkwan University)

Recently, TBLT has come under the spotlight in SLA research and the teaching field for its promising effectiveness. However, adopting TBLT in the actual classroom context is not of a straightforward issue. This paper aims to examine the ways in which TBLT can be incorporated into the classroom context in EFL setting, especially in Korea, evaluating the design of a task in question and its implementation by means of action research. For the study, the main task was designed adopting Pica et al.'s (2009) categorical task features in a way that it can produce a maximum amount of interaction between participants. The main task is a one-way, closed, convergent information gap task, and it was implemented to four young adult students at a university in Korea. The task is also a focused task, which intends to elicit a target form (relative clause) in students' oral production. After implementation of the task, evaluation was given using Ellis's (1997, 2003) framework of task evaluation. The evaluation was three folds: student-based, response-based, and learning-based.

Regarding task success, there were mixed results: the task was successful in terms of student-based evaluation, whereas it was partially successful in terms of response-based and learning-based evaluations. The task created ample opportunities for meaningful communication and enjoyment for students, but it was not as effective as predicted in triggering them to use the target form while carrying out the task. For such results, the two reasons are mainly responsible. First, the target form satisfies target-naturalness and usefulness as Loschky & Bley-Vroman (1993) suggest, but fails to conform to target-essentialness, which in turns, allowed students to get away with the target form use. Second, the competition feature of the task hindered teacher intervention for appropriate feedback since it might bias the task performance of one team of the students against the other. In light of the results, the study re-examined the task structure, procedures, and implementation. Based on re-examination, the study discusses the ways in which the task could be modified for later implementation.

BIODATA
Gwisun Min is a PhD candidate at Sungkyunkwan University and currently a fellow in Global PhD Fellowship (GPF) program. The areas of her academic interest are of cognitive approaches to second language acquisition, task-based language teaching, psycholinguistics, and bilingualism. She has teaching experiences at Chungdahm Institute and YBM.
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Namhee Shin is a PhD candidate at Sungkyunkwan University. Her academic interest area is task-based language teaching, and implicit/explicit knowledge and learning. She has teaching experience both in Korea and in the US. She is currently teaching at Korea National Open University as a part-time lecturer.
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Literature (Reading) Circles

Suzie Oh (California State University)

Literature Circles provide new ways of thinking about reading and writing. They are small groups of students (3 to 6) who join together on a regular basis to read and talk about a story with their peers. The literature circles may vary according to reading levels of students and group roles, as well as methods of selecting literature, assessment techniques and time limitations. Readers are encouraged to make connections between the stories and their personal lives and to help one other construct meaning from the material. Students have the opportunity to engage in lively discussions and share interpretations of the literature that they are reading together.

Students learn to respond to open-ended questions, make inferences, connect ideas, and suggest predictions. Students engage in cooperative learning opportunities that promote the development of social-interaction skills by talking about the story and voicing opinions. Students become more motivated to read and to better retain what they have read. Literature circles are an integral part of a balanced literacy program: reading, writing, listening, speaking and thinking.

Literature circles are small, temporary discussion groups who have chosen to read the same book. They allow students voice and choice in the student-centered classroom. Students experience such roles as discussion director, vocabulary enricher, illustrator, clarifier, and summarizer. Literature Circles utilize cooperative learning strategies. They allow all students to succeed regardless of reading level or ability. They are student-centered and directed, yet teacher-facilitated.

Students gain greater insight by sharing literature rather than reading in isolation. Students who never participated before during whole-class discussion found a voice. Literature circles or reading circles are aligned with Charlotte Danielson's Teaching and Learning Framework which values student-generated as opposed to teacher-directed discussion.

BIODATA

Suzie Oh has been employed by the Los Angeles Unified School District (LAUSD) for more than three decades serving in a variety of professional capacities including High School ESL Teacher, LAUSD central district ESL/Multicultural Education Specialist, and School Principal. She received her Doctor of Education degree in Educational Leadership from the University of Southern California. She served at several California State University campuses as an adjunct professor focusing on the areas of English Education, Multicultural Education and Educational Leadership.
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How to Do Meta-Analyses

Sang-Ki Lee (Korea National University of Education)

Ever since the pioneering work of Norris and Ortega (2000), it has been widely recognized among many applied linguists that meta-analyses can offer valuable insights that primary studies may not be able to provide. Meta-analyses may be distinguished from any traditional reviews in many ways. Most of all, the selection of primary studies for meta-analytic reviews should be principled and exhaustive (by contrast, the traditional reviews tended to include whatever studies that the reviewers wanted to review without any rigorous principles). In order to conduct the principled and exhaustive search, meta-analysts should try to locate every relevant study through both the library search and the online database search. Not all studies will be included in a meta-analysis, so that it is important to set up criteria for why this group of studies should be included and why that group of studies should be excluded. Also important is that meta-analysts should focus more on the actual data from primary studies, rather than the conclusions drawn by primary researchers. The data from primary studies are (re)interpreted in terms of effect sizes and confidence intervals. Based primarily on Norris and Ortega (2006) and Plonsky and Oswald (2012), this presentation intends to inform the audience of these and some other definitional features of meta-analyses. Time will also be allowed to discuss actual step-by-step procedures of meta-analyses.

References

Norris, J. M., & Ortega, L. (Eds.). (2006). *Synthesizing research on language learning and teaching.* Philadelphia, PA: John Benjamins.

Plonsky, L., & Oswald, F. L. (2012). How to do a meta-analysis. In A. Mackey & S. M. Gass (Eds.), *Research methods in second language acquisition: A practical guide* (pp. 275-295). Malden, MA: Wiley-Blackwell.

BIODATA

Sang-Ki Lee is an associate professor at Korea National University of Education. His research and teaching interests include acquisition, individual differences, grammar and reading pedagogy, cognitive linguistics, research methodologies, and meta-analysis.
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Replication in Second Language Acquisition

Youngkyu Kim (Ewha Womans University)

Based on Abbuhl (2012), this presentation introduces to the audience in Korean a concept of and need for replication studies in second language acquisition, types of replication, and steps involved in conducting a replication study. First, replication is defined as "repeating [the study] to test whether the same findings are obtained" and a background against which a need for replication studies is called for is provided (e.g., prevention of Types I and II errors and maximization of internal and external validity). Second, different types of replication are explained: *Exact replications* which involve "taking a previous methodologically sound study and repeating it ... exactly (or as exactly as possible)", *approximate replications* which involve "repeating the original study exactly in most respects, but changing one of the non-major variables (so as to allow for comparability between the original and replication studies)" and *conceptual replications* which "begin with a similar problem statement as the original study but employ a new research design to verify the original findings." Third, the following steps to be taken in planning, doing, and reporting a replication study are introduced: "Step 1: Critically Review and Choose a Study," a step where the following key questions are asked to select an original study to be replicated: "*Is the original research question still relevant to the concerns and issues of the field?*," "*Have researchers called for replications of certain studies?*," "*What are the strengths and weaknesses of the study?*," and "*Is conducting a replication of a particular study feasible?*," "Step 2: Decide on the Replication Type," "Step 3: Formulate the Research Question," "Step 4: Interpret the Results" of confirming or disconfirming replication studies, which support or contradict the findings of the original study, and "Step 5: Write up the Results." The presentation ends with a call for more replication studies to be reported in major second language acquisition-related journals published in Korea

BIODATA

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Day 1

Concurrent Session 2: Approaches and Methodologies

Morning Session / Building 43-1 (Room 302)

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Promoting Task-Based Pragmatics Instruction in EFL Classroom Contexts: The Role of Task Complexity

YouJin Kim (Georgia State University)
Naoko Taguchi (Carnegie Mellon University)

Robinson's Cognition Hypothesis claims that more complex tasks would encourage learners to produce more interactional features during tasks and thus facilitate language development (Robinson, 2001). To date, the majority of task complexity research has focused on the development of morphosyntax in learner interlanguage (e.g., Baralt, 2013; Kim, 2012). Few studies have addressed pragmatics as the target area of learning. In the domain of instructed pragmatics research, despite a growing implementation of tasks, researchers have largely focused on implicit vs. explicit instructional teaching methods. In order to address these gaps in previous task complexity and instructed pragmatics literature, the current study examines the effects of task complexity in the occurrence of interaction-driven learning opportunities and the learning of request-making expressions.

The study employed a pretest-posttest research design and was conducted over six weeks. Korean junior-high school students from three classes (N =73) were assigned to one of the following groups: simple, complex, and control. Task complexity was operationalized as [+/- reasoning] following Robinson's framework (2001). Both task groups performed a pretest, two collaborative writing tasks in pairs, and two posttests, whereas the control group performed the pre- and posttests only. Collaborative writing tasks required students to write drama scripts based on pictures and scenarios. While the simple group was provided with detailed scenario descriptions highlighting the relationship between the main characters and the specific request events, the complex group was not given any specific descriptions of the scenarios or the characters in order to intentionally elicit reasoning processes among learners. Learners' oral interaction during tasks was audio-recorded and analyzed by the number of pragmatic related episodes (PREs). Learners' knowledge of request expressions was measured by a discourse completion test, which was scored using a rubric; the use of request modifications was also analyzed.

The results indicated that complex tasks facilitated the occurrence of PREs, but no difference was found in the quality of task outcome between the simple and complex groups. In terms of learning outcomes, two task groups outperformed the control group, but no difference was found on the immediate-posttest. However, the complex group maintained their gain on the delayed-posttest.

BIODATA

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The Impact of Listening Strategy Instruction with Portfolio Assignment at University Level

Miyoung Shin (Hankuk University of Foreign Studies)

A number of studies have attempted to examine the impact of teaching listening and listening strategies. Although most of the studies have presented positive results of teaching listening strategies, it is generally accepted that the findings do not show an identical conclusion with disagreement among the results. This study aims to look into how listening strategy instruction combined with portfolio assignment can affect students' listening and how students perceive listening strategy and portfolio assignment. The 19 college students participated in this study, who took an introductory English course for freshmen. The participants were involved in twelve listening strategy sessions in class. In order to analyze their reflection which was collected as part of portfolio assignment, NVivo has been used.

According to the analysis, the 19 students involved in this study find that listening strategy instruction is useful for their listening ability although there are differences in using strategies among the participants. Their reflection also reveals that listening strategy instruction helps them to use a variety of listening strategies including metacognitive, cognitive, and socioaffective strategies. Some strategies the students mentioned in their portfolio were not even taught or practiced in class; they seemed to be acquired without any explicit explanation or practice but the students used them as well when listening, not to mention instructed strategies in class. By working on portfolio assignment, the students were able to reflect what they learned in class and evaluate how they used certain strategies; thus, they could pay more attention in class and concentrate better on class activities, in this case, mostly listening.

In conclusion, listening strategy instruction itself brings certain benefits by enabling students to use a variety of strategies appropriately. In addition, portfolio assignment encourages students to work harder by being more responsible for their learning. This study initiates the blend of listening strategy instruction and portfolio assignment and provides suggestions regarding further studies as well as pedagogical implications.

BIODATA

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Connecting EFL and EMI Classes

Yoko Kusumoto (University of Nagasaki)
Monica Hamciuc (Miyazaki International College)

With the progress of globalization and internationalization in the 21st century, English is used as a medium of instruction in content courses at universities in non-English-speaking countries. However, the students' linguistic readiness is not always taken into consideration (Chang, Kim, & Lee, 2012). Although Content-Based Instruction is believed to enhance student motivation and confidence (Stoller, 2006), there are some challenges for English Medium Instruction (EMI). Research conducted in Asia shows concerns related to availability of teachers and students' lack of language skills (Hanami, 2011; Tsunematsu, 2006), students' low motivation (Hengsadeekul et. al, 2010), and negative effect on students' academic achievement (Hu, 2009). The main problem, however, is that content teachers lack knowledge of foreign language teaching pedagogy. Similarly, in Content-Based Instruction and Content and Language Integrated Learning, language teachers may not have proper or enough knowledge of contents.

In order to solve this issue and to help students' transition from EFL classes to English Medium Instruction classes, a team-taught course by a content teacher and language teachers was designed and implemented at a private university in Japan. This project involved EMI class observations by language teachers for the first half of one semester for the purpose of needs analysis, and language and content team-taught classes in the second half. The paper focuses on curriculum development for the above team-taught course with in-depth discussion of three phases of curriculum development: needs analysis, implementation, and evaluation. Findings based on analysis of writing assignments and student surveys and interviews show that the team-teaching method developed for this particular course had a positive impact on student learning and student motivation. The paper provides data, both qualitative and quantitative, that support these findings. The conclusion section discusses limitations of the project and gives suggestions for other pedagogical approaches that might be used in a similar context.

BIODATA

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Making Connections between Teaching Literature and Communicative English

Keizo Asano (Nanzan Junior College, Nanzan University)

In Japan, EFL learners are stereotyped by an unwillingness to speak, reserved personalities, and terrible pronunciation. Japanese EFL teachers and researchers are frequently criticized that Japanese school cannot yield speakers of English after teaching them for six to 10 years from junior high through college. Spending more class hours for teaching oral communication has been proposed, including elementary school EFL education reformation plans. These must be a welcome step toward the new era. It is true that students of today are more used to "speaking" English than students of years ago. The author questions, however, whether they can really communicate in English with others. Fluent and friendly exchanging greetings in English are part of communication, yes, but is it the only payoff for spending more time than before?

In the shadow of the communication-oriented instruction, teaching English through reading literary works has long been unable to compete in status compared with other methodologies. Is English literature a villain in today's communication-oriented EFL classrooms? One of the aims of humanities at school is to instill the knowledge of a cultural heritage in students, and studying texts such as literary classics, famous short stories, and sophisticated essays is an efficient method to do so. Without teaching good pieces of literary writing, EFL instruction simply becomes a tool of globalization and utilitarianism. No EFL teachers, then, can take pride in nurturing future members of society.

The presenter attempts to show how Readers Theatre (RT) can make connections between instruction of literature and communicative English. RT employs spoken words and non-verbals, communicating imagination to the audience. Performing O. Henry's "*the Gift of the Magi*" through RT, for example, a group of readers understand why Della and Jim decided to sell their treasures, and how they felt when both discovered that their gifts were useless. The readers may become perplexed by such questions since the answers may vary from reader to reader. RT can help readers think deeply about how people should live, before a text is orally presented to an audience. After getting involved with RT, many students look back their experiences with favorable reactions. Literary works can offer a rich storehouse of life wisdom. Both life wisdom and communication skills are indispensable elements for survival in the era of globalization.

BIODATA

Asano Keizo is professor at Nanzan Junior College, Nanzan University, Nagoya, Japan. He used to teach EFL at junior and senior high schools. He received his M.A. in TESOL from Teachers College, Columbia University, New York. He is currently interested in performance studies, including teaching EFL through Readers Theatre.
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A Study on the Needs Analysis to Develop an English for Specific Purposes Program for Department Store Sales Persons

Jin Kyung Kang (Ewha Womans University)

This study aims at identifying the English communication needs of the sales persons of a department store including the key skills, expressions and the learning methods to develop an ESP curriculum. There are three different informant groups: sales persons, supervisors and English speaking customers. A three-round Delphi survey was administered to 50 sales persons and 16 supervisors who were in charge of sales persons depending on their job positions. The content of the questionnaire was consisted of five different units: the difficulties which were occurred due to the sales persons' low English proficiency, the priority of English skills including pronunciation and vocabulary, the English expressions which were compulsory to communicate with English speaking customers, and the learning environment and teaching method which were effective for the adult learners.

The main results obtained from this study are as follows. As we expected sales persons have difficulties due to their low English competence. They wanted to improve their oral and aural English competence. The expressions which they were interested in were divided into two parts. One is general English expressions which can be used for all the sales persons and the other is specific English expressions which can be different depending on their departments or job positions. Their preferred learning environment or teaching methods are adopting textbook, drills and exercise, and small group study with their co-workers who work at the relevant job positions. Otherwise the supervisors concerned more about sales persons' unsatisfied service to foreign customers and loss of sales opportunities due to the sales persons' low English competence. There was a noticeable difference on the ESP program contents between the sales people and the supervisors. The needs of the sales persons were more specific and detailed than supervisors'. This shows the importance of the need analysis for English for Specific Purposes. The finding from the study serves as an important foundation in developing an ESP program for department sales persons.

BIODATA

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Day 1

Concurrent Session 3: Second Language Acquisition

Morning Session / Building 43-1 (Room 303)		

Session Chair: Hee Youn Cho (Seoul National University)		
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10:00 - 10:30	**L2 pragmatics: A study of apology productions of Korean ESL learners in the U.S.** Dahyun Park (University of Hawaii at Manoa, U.S.A.)	50

Afternoon Session / Building 43-1 (Room 303)		

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16:50 - 17:20	**The role of implicit learning for second language learners with low working memory capacity** Eunsue Kang (Seoul National University)	53
17:20 - 17:50	**The effects of textual enhancement on the acquisition of the third person verb agreement –s and the plural marker –s: An empirical study based on VanPatten's Input Processing** Eun Joo Kim (Korea University)	54

An Error Analysis of English Basic Spatial Prepositions in Korean College Students' Writing

Ok Yeon Kim & Isaiah WonHo Yoo (Sogang University)

Many scholars agree that mastering the use of prepositions is one of the most difficult tasks that English language learners face (e.g. Cowan, 2008; Swan, 2005). To find out how accurately EFL learners use the basic spatial prepositions *in, on,* and *at* in writing, we retrieved and analyzed data from a learner corpus consisting of essays written by 815 incoming freshmen at a university in Seoul in March, 2010. The corpus contains a little over 200,000 words, and there were 3,746 tokens of *in*, 553 tokens of *on*, and 389 tokens of *at*. All the errors involving these basic spatial prepositions were analyzed using the following four categories: (a) wrong preposition, (b) preposition addition, (c) misordering, and (d) others. The results showed that the learners made the highest number of errors in their use of the preposition *at* (33.16%), followed by the errors made with using the preposition *on* (16.09%) and the preposition *in* (10.49%). In terms of the error types, (a) wrong preposition (51.06%) accounted for over half of the all the errors, followed by (d) others (37.47%), (b) addition (10.63%), and (c) misordering (0.81%). Pedagogical implications for classroom instruction will be discussed based on these results of our data analysis.

BIODATA

Ok Yeon Kim received her M.A. degree in Applied Linguistics at Sogang University and has been pursuing a Ph.D. degree in Applied Linguistics at the same University. Her research interests include second language acquisition (SLA), corpus linguistics, and ESL/EFL learning in general.

Isaiah WonHo Yoo is Associate Professor in the Department of English Literature and Linguistics at Sogang University. His primary research focuses on how corpus linguistics informs language pedagogy. His recent publications appeared in *Applied Linguistics*, the *Journal of Pragmatics*, the *International Journal of Corpus Linguistics*, the *Journal of English Linguistics*, and the *Journal of English for Academic Purposes*.

L2 Pragmatics: A study of Apology Productions of Korean ESL Learners in the U.S

Dahyun Park (University of Hawaii at Manoa)

This study investigates speech act productions of Korean ESL learners, focusing on apologies. Participants are divided into three groups and compared; ten native speakers of English (NS), ten advanced Korean learners of English (A-NNS), and ten intermediate Korean learners of English (I-NNS). A Discourse Completion Task (DCT), consisting of six hypothetical apology-making scenarios, was administered to elicit learners' apology productions. Each item was randomized to avoid any ordering bias. In the data collection, participants were asked to provide written responses to each situation. The collected data were analyzed in terms of main apology strategies and modifications and then coded according to a revised coding scheme, which has been originally developed by Blum-Kulka et al. (1989). One of my colleagues and I participated in coding process in order to improve inter-rater reliability.

The results showed that the NS group used a greater range of apology strategies and modifications than the NNS groups, including a variety of idiomatic expressions. On the other hand, the NNS groups used apology strategies and modifications more frequently than the NS group did. When examining the use of apology strategies across proficiency, some advanced learners produced written, bookish expressions, which might be unnatural and not appropriate in context. The results are partially due to the limited linguistic resources of the NNS groups and different social norms between Korean and American culture. The results also show that Korean non-native speakers of English need to learn more diverse expressions of apologies, including colloquial and idiomatic expressions. Based on the results, some pedagogical implications and future research directions are also provided.

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L2 Scaffolding and Gesture Involving Writing Tools and Texts

Suyeon Kim (Anyang University)

Most researchers in Applied Linguistics and Second Language Acquisition (SLA) have focused on verbal aspects of second language (L2) learning, with only a few examining the role of gesture. Within this small group of research focused on gesture, only a few studies have explored L2 teacher use of writing texts and tools in gesturing for scaffolding. Therefore, in this study I examine how different types of tutor modalities (speech-only, gesture-only, & co-speech gesture) are associated with different types of L2 scaffolding. Our three key findings are: (1) the tutor employed co-speech gesture modality more frequently than speech-only and gesture-only, (2) such co-speech modality was utilized primarily for instruction rather than cognitive and motivational scaffolding, and (3) the tutor manipulated gestures involving writing tools and texts most frequently.

The findings show that the tutor utilizes co-speech gesture modality to provide more vivid and concrete scaffolding for L2 learners who do not have sufficient L2 knowledge. Additionally, the manipulation of writing texts and tools functions successfully to scaffold the L2 learner to repair her own lexical and grammatical errors. Consequently, this finding suggest that as speakers met cognitively more challenging tasks, they tended to produce more gestures to successfully overcome difficulties. This result implies that co-speech gestures and the manipulation of writing tools and texts could improve learners' L2 skills and their performance in activities and tasks. Therefore, the implication of this study is that tutor gesture can be an essential key to inviting L2 learner participation in one-on-one meetings, establish mutual understanding, and eventually, scaffold their L2 learning. Furthermore, L2 educators to utilize nonverbal channels to adjust to students' potential and needs. I also remind them that L2 learners may need more detailed and vivid scaffolding through concrete and visual clues, such as gestures, in the early stages of L2 acquisition.

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The Role of Lexical and Syntactic Knowledge in Second Language Reading Comprehension

Jeesoo Kim & Yunkyong Cho (Pukyung National University)

This study examined the interrelationships of L2 lexical knowledge, L2 syntactic knowledge and L2 reading comprehension with 227 Korean high school students learning English. In addition, it investigated whether lexical knowledge and syntactic knowledge had differential effects on reading comprehension depending on the students' reading ability. Their lexical knowledge was specified as the breadth of vocabulary knowledge and measured by the Korean version of Vocabulary Levels Test. Their syntactic knowledge was assessed by means of a 50-item multiple-choice test, which was equally divided in two parts: one sentence completion and the other error detection. The reading comprehension test consisted of two narrative texts and two expository texts, each of which was followed by five multiple choice questions.

The results of multiple regression analyses revealed that both lexical knowledge and syntactic knowledge were significant predictors of L2 reading comprehension on the whole. However, when the students' reading abilities were taken into account, the results produced a different picture. For the high reading ability group, syntactic knowledge was the only significant predictor of L2 reading comprehension, whereas it was lexical knowledge for the intermediate reading ability group. For the low reading ability group, none of the predictors made significant contribution in explaining its reading comprehension. Implications and limitations of the study are discussed.

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The Role of Implicit Learning for Second Language Learners with Low Working Memory Capacity

Eunsoo Kang (Seoul National University)

This study explores the extent to which adult EFL learners with low working memory capacity were able to acquire the grammatical rule of English phrasal verbs without explicit instruction (i.e. through implicit learning). Since Baddeley and Hitch (1974) expounded its schematic representation, working memory has been considered to be pertinent to complex cognitive activities, such as logical analysis or reasoning, which require the conscious control of thought and information. Accordingly, many researchers have focused on whether working memory and its capacity correlate with the language development in the condition requiring the conscious control (i.e. through explicit learning). Their studies have been successful in the sense that they can provide persuasive statistical evidence that learners with high working memory capacity excel those with low working memory capacity. However, little attention has been paid to how to help and teach learners with low working memory capacity, failing to provide pedagogical implications for real classroom situations.

The aim of this study is, therefore, to assess the possibility of an alternative learning method for learners who cannot benefit from explicit learning. Lower-intermediate learners of English were divided into four groups based on their working memory capacity (high and low), and the types of learning (implicit and explicit); working memory capacity was measured by a revised version of the reading span task of Goo (2012), and each group participated in either the implicit or explicit learning activities. In order to examine the achievement of learners, both implicit knowledge and explicit knowledge were assessed by an untimed grammaticality judgment test (GJT) and timed GJT, respectively. The results suggest that implicit learning could be an aid to the acquisition of syntactic variations, particularly for learners with low working memory capacity, which points to the necessity of developing an encompassing description of working memory capacity and its relation with implicit learning.

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The Effects of Textual Enhancement on the Acquisition of the Third Person Verb Agreement –s and the Plural Marker –s: An Empirical Study Based on VanPatten's *Input Processing*

Eun Joo Kim (Korea University)

For several decades, numerous scholars have carried out empirical studies about how to draw learners' attention to different form(s) of input and link their attention for improved comprehension and form acquisition. One approach devised was textual enhancement, which involves the use of typological cues such as bold font, underlining, large font, italics, capitalization, or words in different colors to make targets more salient in order to draw learners' attention to the targets in the written context. Several studies have explored the effectiveness of textual enhancement (TE) and its relationship to form or meaning acquisition, or to both of these. However, previous studies have shown incongruent results, finding that input enhancement through text elaboration aided learners' intake of salient input or did not play a crucial role in learners' attention. Namely, Schmidt's Noticing Hypothesis (1990) is based on learners' "conscious registration of a form but not necessarily with any meaning," while VanPatten specifically attaches meaning in the process of input in his Input Processing (VanPatten, 2004, p. 6).

Drawing on VanPatten's (1996) Input Processing Theory, this study aimed to examine the effects of textual enhancement (TE) on learners' reading comprehension and form learning. Two forms with the same morphological features (the third-person verb agreement –s and the plural noun suffix –s) with different levels of communicative value are employed and capitalized, underlined, and boldfaced. A total of 76 10th grade high school students were divided into three groups and exposed to one of the following three conditions: (1) TE on the third person verb agreement –s (G1), (2) TE on the plural noun suffix –s (G2), and (3) TE on both forms. Each student completed a pre- and post-grammar correction task and a free written-recall task. One-way ANOVA was used for the analysis. The results revealed that G2 outperformed on both the plural noun suffix –s and the written-recall task compared to the other groups. The results indicated that a combination of TE and communicative value of the plural –s enhanced learners' attention both on form learning and comprehension without a trade-off. This study also discusses pedagogical implications for EFL classes.

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Day 1

Concurrent Session 4: Materials and Curriculum

Morning Session / Building 43-1 (Room 401)

	Session Chair: Hae-Dong Kim (Hankuk University of Foreign Studies)	
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10:00 - 10:30	**English curriculum for students of engineering, science, and arts: An overview** Nia Kurniasih (Institute of Technology Bandung, Indonesia)	58

Afternoon Session / Building 43-1 (Room 401)
(Materials and Curriculum Development SIG: To be presented in Korean)

	Session Chair: Hye-Kyung Ryoo (Daegu University)	
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16:00 - 16:30	**Reforming the national English curriculum: An exploratory Delphi study** Young-A Lee (Korea Institute for Curriculum & Evaluation)	60
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16:50 - 17:20	**A study for the future national curriculum of English language** Chanbinn Imm (Korea Institute for Curriculum & Evaluation)	61
17:20 - 17:50	**Applying elements of creativity in the English classroom** Moonbok Lee, Tae Youn Ahn & Suh Kyeong Kwon (Korea Institute for Curriculum & Evaluation)	62

An Analysis of the Cultural Contents in High School English I Textbooks

Jeongwan Lim (Daegu University)

The purpose of this study is to analyze the cultural contents of Korean high school English I textbooks which are currently authorized on the basis of the 2009 revised national curriculum. A total of 8 authorized high school English I textbooks are carefully examined, focusing on the cultural contents, by four categories: 1) cultural skill section 2) types of culture, 3) related language skills, and 4) cultural background countries. The results of the study are as follows: First, although many of the textbooks are dealing with the culture skill sections, their contents still lack of consistency and are small in quantity. Second, as for the types of culture, the pages dealing with 'behavioral' culture are around 40%, 'spiritual' culture occupies more than 30 % of the topics in the English textbooks, and 'material' culture takes around 20%. Third, as for the related language skills, the cultural contents in the textbooks are organized in the order of listening, reading, speaking, writing and cultural skill sections. Finally, as for the cultural background countries, the contents about the general or whole English culture are insufficient. Based on these findings, the study provides some pedagogical implications for cultural learning in English textbooks in Korean context.

BIODATA

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English Curriculum for Students of Engineering, Science, and Arts: An Overview

Nia Kurniasih (Institute of Technology Bandung)

English curriculum in Indonesian universities has always been one of the most debated issues in our education system. The Indonesian higher education system requires students to take English as a 2-or-3-credit mandatory course, usually at their first year of study. With such limited numbers of credits and hours of studying English, these students are expected to be able to compete globally when they graduate from the universities. The government and universities have been making various efforts to formulate an English curriculum that may provide their graduates with sufficient English skills in only one semester. In *Institute of Technology Bandung* (ITB), for instance, in order to develop students' proficiency in academic English, a curriculum has been designed and implemented to help students of engineering, science, and arts to acquire practical English skills, which are vital in the age of internationalization. The curriculum is an improvement of the previous one that focuses on the students' ability to communicate in English, i.e. reading, writing and presenting academic papers in English. The main objective in general is to improve students' overall English proficiency and, more specifically, to help those with lower English proficiency to improve their English skills and those with higher proficiency to achieve still higher levels. The curriculum is specified into three forms of mandatory courses, i.e. Critical Reading, Academic Writing, and Academic Presentation, given at the students' first year of study. The classification of the students for taking one of the mandatory courses is based on the students' performance on a placement test given at the beginning of the academic year. Another English course offered to students is an elective, i.e. Technical Writing, to be taken at later years of study. In each course, students are provided with materials and methods that will help them improve their skills in paragraph and essay reading, writing and presentation; self-study e-learning materials and tests for objective evaluation are also provided. In this paper, a guideline, sample of syllabus, and teaching plan of each English course will be given to show some concrete image of our English curriculum.

BIODATA

Nia Kurniasih is a lecturer at *Institute of Technology Bandung* (ITB) in Indonesia. She belongs to the Faculty of Arts and Design where General Educations, including English courses, are housed and organized. She obtained her PhD from *Universitas Padjadjaran* Bandung in 2009, specializing in Linguistics; her main interests are Semantics, Translation, and ELT. At ITB she is responsible for providing English courses: Academic Writing, Critical Reading, Presentation Skills, and Technical Writing.
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Policy Changes in English Language Testing in Korea

Sung Hye Kim (Korea Institute for Curriculum and Evaluation)

Government has initiated different policies in English language testing to innovate the English section of the College Scholastic Ability Test (CSAT) for the last five years. These changes provoke great concerns among stakeholders because the CSAT provides important information for universities to select students and English is one of the main subject areas of the CSAT. In this light, the presentation will deal with policy changes in English language testing and their effects on English education. First, policies that have influenced the transformation of the CSAT will be discussed, including 70% Educational Broadcasting System (EBS) materials linkage to the CSAT, the increase of listening items and the 2014 Leveled CSAT English. These policies have contributed to the improvement of English education in public schools by reducing students' study burden and proficiency differences among students across the nation. Second, the presentation will focus on the new 2015 CSAT. In 2014, the new 2015 CSAT was introduced with the purpose of easing student's test preparation and simplifying college admission criteria. One main change in the 2015 CSAT was the integration of Type A and Type B in the English section, which were administered in the previous 2014 CSAT. After examining the main characteristics of the English section of the 2015 CSAT, the survey results of perceptions of teachers and students on the test will be presented. In the survey, teachers and students reported that implementing the new 2015 test would bring about positive changes such as streamlining college admission standards, reducing students' burden regarding test taking, and revitalizing classroom teaching. Also, the students reported how the new English test framework should be constructed regarding difficulty level, content, and effectiveness of item types. Finally, suggestions and policy implication on the CSAT will be discussed.

BIODATA

Sung Hye Kim has worked as a researcher at the Korea Institute for Curriculum and Evaluation since 2007. She has conducted numerous projects related to curriculum development and language assessment in collaboration with the Ministry of Education in Korea. She has served on several boards of directors and is currently a board member of the Korea Association of Teachers of English. Her recent research interests focus on learning strategies, curriculum development, language testing, and language policy.
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Reforming the National English Curriculum: An Exploratory Delphi Study

Young-A Lee (Korea Institute for Curriculum & Evaluation)

As the government recently announced a plan for innovating the national curriculum to prepare our students better for the future, this presentation will examine current issues and future directions concerning the core components of the national English curriculum, based on an exploratory Delphi study. The study used the Delphi technique to gather the collective judgment of a panel of experts as to the appropriateness and relevance of the following curriculum components: organization of an elective curriculum, goals and objectives, achievement standards, teaching and learning methods, assessments, topics, and communicative functions. The expert panel comprised of 20 school teachers and university professors who were deemed to have expertise in curriculum development, and the two Delphi rounds were conducted over one and a half month period in 2013.

Although still limited in extent and depth, the findings of this study illuminated the key issues on the curricular reform, including the rearrangement of elective curriculum subjects; integration of achievement standards by four language skills; setting standards for cultural understanding and self-directed learning; reconsideration of content standards by grade clusters; strengthening connections among standards, forms, and functions; presenting lists of vocabulary and language forms by school levels. While the panel failed to reach consensus on some of the issues, the members generated a thoughtful analysis of what needs to be considered further for each issue. In this presentation, the key issues identified from the Delphi study will thus serve as a basis on which researchers and educators in the field could work towards a consensus on future directions for reforming the national English curriculum.

BIODATA

Young-A Lee is Associate Research Fellow at Korea Institute for Curriculum & Evaluation. Her main areas of research are in curriculum development and material evaluation at KICE. She has also long-standing interests in L2 reading development and teacher education.
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A study for the future national curriculum of English language

Chanbinn Imm (Korea Institute for Curriculum & Evaluation)

English is the language most widely used internationally in a fast-changing global knowledge and information society. The ability to understand English language should be supported by their school education can be identified as one of the key factors for living in the global world. So the English education at the level of public school will be able to cultivate the ability of the student who will prepare spontaneously in the future changing society where they to live subjectively. Therefore the national curriculum will reach currently qualitative improvement of school education under the predicting the changing aspect of the future society.

Extension of English understanding ability will be necessary for our future global world. Until now our English National curriculum was emphasizing just to listen, talk, read and write in presentation of the theoretical principle which is insufficient for proper communication. Cultivating the abilities of discussing and presentation will be helpful for the care and relationship among others. Preparing our future society, the principal direction of English national curriculum must base the core ability and it reflects to the actual curriculum. The necessity of the synthetic and basic discussion for the reflection scope set back of cultural capability should emerge in aim and contents of English language curriculum.

In this study, the aim was extracting the core of English education for preparing the future global society on the level of national curriculum. To this end, it needed to know how to improve the communication skills, creativity, enlightenment, reflecting the core competency of English in the global world. And it also was important to know how to use the integrated language skills, and integration of language features for studying and learning plan, considering the level of the student's personal proficiency of English language was discussed.

BIODATA
Imm Chanbinn is Senior Research Fellow at KICE. She has been working for 18 years at KICE on Research & Development of National Curriculum of English Language, and on Authorization & Development of English Textbooks at the Primary and Secondary school levels in Korea.
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Applying Elements of Creativity in the English Classroom

Moonbok Lee, Tae Youn Ahn, & Suh Keong Kwon
(Korea Institute for Curriculum and Evaluation)

The Korean national curriculum states the importance of developing students' creativity in teaching and learning English (Kang & Choi, 2012); however, it does not offer any specific guidelines as to how elements of creativity can be applied in classroom teaching. Compared to content-based subjects, such as math, science, little attempts have been made to implement elements of creativity for English language education in Korea. Considering the lack of information given to teachers for a 'creativity-facilitated English class' (Chung, 2013), teaching models for enhancing leaner creativity in EFL (English as a foreign language) classrooms with examples of teaching activities and strategies could serve as a useful reference to EFL teachers in planning and performing a creativity-oriented English class.

In this study, twenty-four lesson plans were developed based on the national English textbook to show how English lessons can be designed to offer students opportunities for creativity development and in what ways activities can be incorporated in classroom teaching to promote learner creativity in elementary schools in Korea. The lessons were then demonstrated to 4 groups of students in Grades 5 and 6, which were video-recorded to portray the creativity-oriented English classes by the actual teachers of each group, the lesson plan developers. The lessons were later analyzed to identify its characteristics in lesson procedures, students/teacher roles, knowledge and skills provided by the teacher for learners' own creativity to emerge. It was found that the activities for creativity development were characterized by the creativity element (e.g., fluency, flexibility, originality) it supports. Also, the ways in which elements of creativity were embedded in the lesson varied depending on the language skills (i.e., listening, speaking, reading, and writing) and communicative function being taught. The analysis of the video-recording emphasizes the importance of developing a creativity-friendly classroom, in which flexible thinking and risk-taking are welcomed. The study discusses potential obstacles in implementing lesson plans for creativity EFL classrooms in Korea and concludes with future directions.

BIODATA
Moonbok Lee is a research fellow in the Center for English Education at Korea Institute for Curriculum and Evaluation (KICE). He received his Ph.D in Teaching English as a Second Language at the University of Kansas. His research interests include English education policies, second language acquisition, methodology, and assessment.
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Day 1

Concurrent Session 5:

Teaching Young Learners (morning) / ELT in Asia (afternoon)

Morning Session / Building 43-1 (Room 403)

	Session Chair: Heyoung Kim (Chung-Ang University)	
Time	**Presentation Title and Presenter**	**Page**
09:30 - 10:00	**The effects of storybooks and videos on young EFL learners' vocabulary development** Soo Young Byeon (Hankuk University of Foreign Studies)	65
10:00 - 10:30	**The effect of semantic clustering on EFL young learners' vocabulary learning** Hee-Jin Jang (International Graduate School of English)	66

Afternoon Session / Building 43-1 (Room 403)

	Session Chair: Miae Park (Chuncheon National University of Education)	
Time	**Presentation Title and Presenter**	**Page**
15:30 - 16:00	**'Flip-flopping' language policies in the Malaysian education system** Stefanie Pillai (MELTA/University of Malaya, Malaysia)	67
16:00 - 16:30	**Demythicizing 'native speakers': A challenge in ELT at a Japanese university** Masaki Oda (JACET/Tamagawa University, Japan)	68
16:30 - 16:50	Break	
16:50 - 17:20	**Language policy and models of trilingual education of Korean ethnic minority regions in China** Xue-bo Cui (Yanbian University, China)	69
17:20 - 17:50	**Challenges in pronunciation teaching within ESP context** Paneeta Nitayaphorn (Thai TESOL/Thai Airways International, Thailand)	70

The Effects of Storybooks and Videos on Young EFL Learners' Vocabulary Development

Soo Young Byeon (Hankuk University of Foreign Studies)

The present study examines the effects of storybooks and videos on Korean EFL elementary students' vocabulary development. Since they enable readers to encounter numerous words while reading, storybooks have been a highly utilized resource for vocabulary learning. In addition, reading stories motivates learners to examine vocabulary and further divulge into the meanings of written information in order to understand and retain the stories. However unlike storybooks, there are few studies pertaining to effects of videos on learners' vocabulary development, which leave many questions remaining. Which method is more effective for vocabulary retention? Does the use of video materials increase learners' vocabulary knowledge? The current research compares the effects of storybooks and videos on receptive (i.e., the ability to understand the meaning of a word) and productive (i.e., the ability to write and speak using new words) vocabulary knowledge as well as vocabulary retention.

A total of 50 fifth graders from a Korean public elementary school participated in the research conducted over five weeks. The Vocabulary Knowledge Scale (VKS) was used to show that their levels of prior vocabulary knowledge were approximately equal. After the pre-test, the students were assigned to one of two experimental groups for a treatment of either storybooks (Group1) or videos (Group2). Though there were slight differences in the storylines of the two materials, the overall flow of the stories was parallel. In addition, in order to enhance their vocabulary learning, identical matching and fill-in-the-blank worksheets were utilized. The results found that there were no significant differences between G1 and G2's receptive and productive vocabulary development. However, both storybooks and videos equally increased not only the elementary learners' receptive and productive vocabulary knowledge, but also their vocabulary retention over the course of the research. Therefore, the present study provided meaningful insights to the teachers who want to utilize storybooks and videos to enhance their students' vocabulary development.

BIODATA

Soo Young Byeon received her M.A. degree in ELT Content Development from the Graduate School of TESOL, Hankuk University of Foreign Studies, in 2014. She has been working at Neungyule Education, one of the biggest English book publishers in Korea, since January in 2014. The focus of her work is to develop children's classroom activities and curriculum based on the Nuri Curriculum, which integrates the split systems of early childhood education and care in Korea. In addition, she is writing the teachers' guidebooks (TG) for teachers who use the English books that are published from her company. Her major research interest area involves vocabulary learning for young learners.
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The Effects of Semantic Clustering on EFL Young Learners' Vocabulary Learning

Hee-Jin Jang (International Graduate School of English)

Vocabulary plays a central role in language use, and vocabulary teaching in the initial stages of L2 learning can be valuable for learners. For this reason, there have been many studies which have investigated the effectiveness of vocabulary presentation. Of the many dimensions of L2 vocabulary learning studies, the main focus of this study was whether grouping and presenting new English words in semantically related sets is effective for Korean young learners whose English proficiency is mostly low. Words in semantically related sets share a common superordinate term such as "food" or "jobs", and presenting semantically related L2 words seems to be a traditional and popular method in EFL classrooms and course books. However, the research results on this issue remain inconclusive. Therefore, it needs to be determined how semantic clustering affects EFL learners in order to make a decision whether this manner of vocabulary presentation is beneficial for them.

The subjects were 174 third-grade elementary school students in Gyunggi province. For the treatment, six classes which had the same English teacher were selected. Three classes were randomly assigned to the group "learning with semantically related sets", and the other three were assigned to the group "learning with semantically unrelated sets". The two comparison groups were taught the same 40 vocabulary items in different clusters for six weeks. The vocabulary test was implemented as a pre-test and a post-test, and the students' scores from the two tests were analyzed. The results showed that both vocabulary presentation methods had a positive effect on EFL vocabulary recall. However, it was found that the group learned with semantically unrelated sets significantly outperformed the group learned with semantically related sets. These findings indicate that presenting new L2 words in semantically unrelated sets might be more effective than semantically related sets for EFL young learners. Given that many previous studies have also provided evidence of the greater positive effect of semantically unrelated vocabulary presentation, this study suggests the need to reconsider current vocabulary presentation methods and approaches to second language teachers, materials developers, and curriculum designers.

BIODATA
Hee-Jin Jang received a B.A. degree in primary education from Ewha Womens' University. She is currently an elementary school teacher and an M.A. student in ELT Materials Development at International Graduate School of English. Her main research interests include vocabulary learning, extensive reading and developing materials for EFL young learners.
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'Flip-flopping' Language Policies in the Malaysian Education System

Stefanie Pillai (University of Malaya)

Upon independence in 1957, Malay was accorded national language status, and began replacing English as the language of public administration as provided for in Article 152 of the Federal Constitution and the National Language Act 1963/1967. Malay also began replacing English as the medium of instruction in national schools and public universities by the early 1970s. However, to this day, Tamil and Chinese (Mandarin) medium primary schools continue to exist. This paper will look at why language policies in Malaysia, especially those affecting English language education, generate such uproar. The talk will begin by tracing the journey of English language education in Malaysia. It will then examine the key language and education policies, including the recent Malaysia Education Blueprint 2013-2025, that have charted the path of this journey amidst the multilingual and multicultural canvas of Malaysia. Finally, this talk will explore the impact of these policies on the teaching and learning of English in Malaysia.

BIODATA

Stefanie Pillai is an Associate Professor at the Department of English Language, Faculty of Languages and Linguistics, University of Malaya. Her areas of research interest include the segmental and prosodic features of spoken Malaysian English, and the teaching and learning of English pronunciation. Her work on Malaysian English has appeared in journals such as *English Today*, *World Englishes*, *Studies in Second Language Acquisition* and in numerous edited books including *The Mouton World Atlas of Variation in English*. Stefanie has been the Chief Editor of the *Malaysian Journal of ELT Research* since 2010, and is a member of the Editorial Board of *Asia TEFL Journal* and the *Asian EFL Journal*. Stefanie is also a member of the main committee for the Ministry of Education Malaysia's Higher Institutions' Centres of Excellence (HICoE). She was a recipient of the 2001 Split-Site PhD Scholarship, and was the 2013 Ian Gordon Fellow at Victoria University Wellington in New Zealand.
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Demythicizing 'Native-Speakers': A Challenge in ELT at a Japanese University

Masaki Oda (Tamagawa University)

The issues related to Native (NS) vs. Non-native speakers (NNS) in ELT have received significant attention in the past decade. While many studies focusing on how to deal with the issues in classroom have been conducted, very few has addressed the responsibility of the researchers who directly or indirectly influence English teachers and trainees through their studies. In this paper, the presenter will discuss how the discourse of ELT professionals would affect the developments of ELT programs at Japanese universities, with a special attention to the distinction between NS/NNS in the profession. Using a diachronic analysis of the discourses in professional literature in ELT as well as the descriptions of various ELT programs at Japanese universities.

From the analysis, it was found that English language programs are designed not with an influence by the discourses of ELT professionals but by the discourses of general public. Yet, the discourses of general public are often accepted unconditionally. Finally, the presenter will present a case of a Japanese university's English language program who challenged the prevailing discourses of NS/NNS distinction and how the program has contributed the shift in the learners' attitudes.

BIODATA

Masaki Oda is Professor of Applied Linguistics and Director of Center for English as a Lingua Franca (CELF) at Tamagawa University. He received his Ph.D from Gerogetown University. He is a frequent presenter at international conferences, particularly in the areas of socio political aspects of language teaching. He is a vice president of AsiaTEFL.

Language Policy and Models of Trilingual Education of Korean Ethnic Minority Regions in China

Xue-bo Cui (Yanbian University, China)

According to Zhou's (2000) typology of minority communities based on ethnolingistic vitality, researchers conceptualize the forms of trilingual (Korean, Chinese and English) education of Korean ethnic minority in China as Type 1−additive Model, which aims to foster an additive trilingualism, and to maintain L1 (Korean) and ethnic identity. This research attempts to offer a holistic and descriptive account of policies and models of trilingualism and trilingual education of Korean ethnic minority during the last 60 years. Language policy changes have led to the introduction of Chinese and later on English language teaching and learning in Korean primary schools. These reforms pose particular challenges to communities in Korean ethnic minority areas, where Korean, Chinese and English often compete with each other in the school curriculum, and the students are expected to be fluent speakers in all of the three languages. For stakeholders in minority language education, it is essential to be aware of the significance of developing and promoting strong models of trilingual education, and to explore the favorable environment for the good overall performance of the trilinguals in the three languages.

The study involves extensive and intensive research comprising investigations into primary and secondary school-level practices, policies and perceptions relating to trilingualism in Korean ethnic minority regions in China. Using first-hand data collected, the research attempts to examine language policies and curricula, as well as language allocation in the classroom, and analyze them in their specific historical, socio-political, demographic, economic, geographical and cultural contexts. The research findings will give the stakeholders of trilingual education the clear guideline on how to provide favorable environment for trilingual minorities from the macro, meso and micro levels. In addition, the research findings will shed a light in the field of trilingual assessment on the criteria to assess trilingual proficiency. Furthermore, the study will propose a desirable model of trilingual education for Korean ethnic minority respectively in primary and secondary schools.

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Spolkky, B. (2004). *Language Policy*. Cambridge University Press.
Zhou, M. (2000). Language policy and illiteracy in ethnic minority communities in China. *Journal of Multilingual and Multicultural Development*, Vol.21, Issue 2, 2000.

BIODATA
Xue-bo Cui heads the Department of English at Yanbian University, China. She earned her Ph.D from De La Salle University, Manila in Applied Linguistics. She was a recipient of the 2004-2007 UNITE BOARD Ph.D Scholarship and the 2006 *Language Learning* Dissertation Grant. Her research interests are in English Curriculum Development, Professional Development for Teachers of English, Bilingual/Trilingual Education, and Contrastive Linguistics. Her work on English teaching and learning appears in Journals such as *Theory and Practice in Language Studies*, *Journal of Language Teaching and Research*, and several Chinese EFL journals. She is currently exploring policies and models of trilingualism and trilingual education of ethnic minorities.
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Challenges in Pronunciation Teaching in ESP Context

Paneeta Nitayaphorn (Thai Airways International)

Teaching pronunciation has always been an issue in English language teaching and learning. To produce intelligible speech, learners must acquire and apply concerned knowledge in an authentic circumstance effectively. However, within ESP context, there are differences in its learners and the objective of language learning. Hearsay, most ESP learners somehow have an acquaintance with English and mainly focus in using the language to perform job-related tasks professionally. Therefore, specific language training is to be designed to serve the needs.

In case of a business sector as airline industry, a requirement of remarkable skill in English pronunciation is demanding. Consequently, a pronunciation class is forcefully conducted under particular constraints and workplace conditions. Hence, an integration of approaches, techniques and technologies are exploited in order to provide contextualized and meaningful lessons and activities to reinforce learners' self-awareness, self-monitoring and self-correction. The presentation will primarily discuss on the design of pronunciation curriculum, samples of lessons and activities and how they assist learners to connect complicated phonological theories and rules with the authentic language generated in the workplace.

BIODATA

Paneeta Nitayaphorn is a senior instructor of Flight Crew Language Training Dept., Thai Airways International (Plc) Co. Ltd. where she has been teaching pilots and cabin attendants for over 16 year and has been involved in designing and creating course syllabus and materials for the Department. She has a Masters in Teaching English as a Foreign Language (TEFL) from Srinakharinvirot University and recently earned her Ph.D. from Chulalongkorn University in Linguistics. Her research interests are in ESP and the areas of language teaching and learning. She is also a licensed interviewer/rater for ICAO English Proficiency Test issued by Department of Civil Aviation (Thailand).

Day 1

Concurrent Session 6: Critical Pedagogy

Morning Session / Building 43-1 (Room 405)

	Session Chair: Given Lee (Seoul National University)	
Time	**Presentation Title and Presenter**	**Page**
09:30 - 10:00	**Critical pedagogy with dramatic play: Could this work in Korean ESL context?** Eunseok Ro (University of Hawaii at Manoa, U.S.A.)	73
10:00 - 10:30	**Ideologies of English and English education in Mainland China, Japan, and South Korea: A review of the English-speaking scholarly literature** Jaran Shin (University of California, Berkeley, U.S.A.)	74

Afternoon Session / Building 43-1 (Room 405)

	Session Chair: Sook Kyung Jung (Daejeon University)	
Time	**Presentation Title and Presenter**	**Page**
15:30 - 16:00	**Teaching critical thinking and academic writing skills to Japanese learners of English** Neil Heffernan (Ehime University, Japan)	75
16:00 - 16:30	**Doing dialectical thinking in academic English writing** Jay Tanaka (University of Hawaii at Manoa, U.S.A.)	76
16:30 - 16:50	Break	
16:50 - 17:20	**Utilizing graphic novels in Korean EFL children's literacy practices** (Critical Pedagogy SIG) Seonmin Huh & Young-Mee Suh (Woosong University & CHA University)	77
17:20 - 17:50	**Critical pedagogy in EMI classes** (Critical Pedagogy SIG) Kyung-Ae Oh (Duksung Women's University)	78

Critical Pedagogy with Dramatic Play: Could this Work in Korean ESL Context?

Eunseok Ro (University of Hawai'i at Manoa)

In Fall 2013, I taught grammar classes at an English academic institution in Hawai'i. With the aim of promoting Critical perspectives and expression for the students, I developed a Critical pedagogy as a proposal for an elective course at the institution. I will be teaching the course with the name of "English through drama" in the summer time. This course is grounded on Augusto Boal's (1985) *Theatre of the Oppressed* and Tara Goldstein's (2004) *ethnographic playwriting and performed ethnography*. This course uses and manipulates "theater forms to provide opportunities for participants [students] to act, reflect on their actions, and transform the status quo" (Goldstein, 2004, p. 323).

As in a way to facilitate and scaffold students to come up with their own topics and social issues that they want to engage about, teachers can firstly provide some of the social problems that could be generally used in their classrooms. However, the topics should be carefully chosen to make the link with the students so that they see the relevancy and values in solving the problem. In this sense, Critical drama can be seen as localized form of TESOL. The Critical drama approach also facilitates students' communicative and interactional competence by encouraging them to cooperatively develop script-writings and acting skills. There are a lot of opportunities for students to negotiate, interact, and communicate during the collaborative process of making the play. All in all, the Critical drama approach not only has the potential to increase the students' Critical engagement and language learning, but also shows that the approach has the potential roles of social reflection and action.

This proposal includes (a) the overview of the syllabus and course schedule; (b) sample lesson plans; and (d) the course website that could be used for sharing information with any teachers who are interested in incorporating the approach into their lessons: (www.criticalpedagogywithdramaticplay.wordpress.com). At KATE international conference, I want to share my ideas and lesson plans of Critical pedagogy with dramatic play to get some feedback and to discuss on the feasibility of teaching this course in a Korean setting.

BIODATA

Eunseok Ro is currently in a PhD program in the Second Language Studies at University of Hawai'i at Manoa (UHM). He is also an assistant editor for the *Reading in a Foreign Language* journal at the UHM. His research interest is in second language (L2) pedagogy, particularly on L2 reading, affective dimensions of language learning, and innovative and alternative teaching approach.
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Ideologies of English and English Education in Mainland China, Japan, and South Korea: A Review of the English-Speaking Scholarly Literature

Jaran Shin (University of California, Berkeley)

Every aspect of linguistic practices is derived from certain ideologies that a group of people in society consciously and unconsciously promotes (Silverstein, 1979; Street, 1984). In a situation that English functions as a lingua franca, English language ideologies intricately play a significant role in the language education of pending questions like policy, teaching and learning practices, and individuals' attitudes toward the language. This literature review, therefore, analyzes the ideologies of English and English education in Mainland China, Japan, and South Korea. My findings suggest that they share many similar ideologies. For instance, English is commonly understood (a) as one of the most powerful symbolic capital and (b) as a means of strengthening national competitiveness and achieving social equality. Moreover, the three East Asian countries tend to hold beliefs that teaching methodologies and programs developed in the West are more scientific and effective. I would argue that these ideologies stem from the ideas of English linguistic imperialism and reproduction of social hierarchy.

In addition to ideological similarities, there are also ideological differences across Mainland China, Japan, and South Korea. Mainland China has promoted English for modernization. Japan has constantly had discussions of juggling between internationalization (*kokusaika*) and uniqueness of the Japanese (*nihonjinron*). Interestingly, any saliently unique ideology of English was not revealed in South Korea. This review paper ultimately would provide some opportunities for researchers and educators to recognize a larger picture of where English education in the three countries is heading for, to more critically reflect the symbolic values of English, and to ponder the ways to increase students' awareness of dominance and power struggles in their society and in the global world.

BIODATA

Jaran Shin is a Ph. D candidate in Language, Literacy, and Culture program at UC Berkeley Graduate School of Education. Her major research interests center around second/foreign language and literacy education, identity, and culture. She is currently working on her dissertation that explores how "multicultural" families and adolescents embody multiple languages and cultures and construct their identities vis-à-vis languages, cultures, and the world.
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Teaching Critical Thinking and Academic Writing Skills to Japanese Learners of English

Neil Heffernan (Ehime University)

This presentation will describe a critical thinking and academic writing skills course designed for Japanese learners of English. Specifically, the presenter will outline a course that has been taught since 2008 at a national university in Japan, and is aimed at learners with a Test of English for International Communication (TOEIC) score of at least 450, and who had a high motivation to study English for their future. The course described in the presentation is part of a larger program of study called the "English Professional Course" for highly motivated EFL learners at the university. The study presents two sets of data from the 87 participants who have taken part in the course since its inception. The first data set is concerned with actual writing samples from multiple drafts of a medium-sized research projects carried out by the student participants. Specific examples of drafts submitted by the students will be shown, as will teacher comments on each draft. The second data set results from a self-assessment survey given to the learners both at the beginning and end of the 15-week course. Further, results from a satisfaction survey given to learners at the end of the course are presented – results that displayed a very high satisfaction rate from students of both their own learning and of the course itself. Finally, the presenter will delineate some pedagogical implications for both Japanese and other Asian EFL learners, and how the methods used in the course described here can be replicated elsewhere.

BIODATA

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Doing Dialectical Thinking in Academic English Writing

Jay Tanaka (University of Hawai'i at Manoa)

This study examines the effect of a new model of critical thinking instruction (CT) in an English for academic purposes (EAP) writing course. Recent studies on CT in EAP (Alnofaie, 2013; Hashemi & Ghanizadeh, 2012; Liaw, 2007; Shirkhani & Fahim, 2011; Yang & Gamble, 2013) have utilized models of CT that, while reflecting varying degrees of attention to contextual factors in thinking, inevitably center on the more traditional CT concepts of logical and rational thinking skills. This distinct model of CT is based on Paul's (1995) concept of dialectical thinking and guides students to consider and understand social issues and controversy through the analysis and evaluation of the distinct belief systems behind opposing viewpoints. The model for instruction proved useful for writing topics that involved complex and conflicting ideologies, where two or more different plausible points of view were analyzed and evaluated. In addition, students were encouraged to consider the societal implications of bias in online writing.

Interview data revealed that CT was found to be typically unavailable in the students' home countries and previous L2 English studies, and was perceived as a challenging, yet valuable addition to this EAP course curriculum. It was found that, to varying degrees, the activity of critical thinking aligned with students' personal values. Students expressed a perceived need for critical thinking in order to succeed in future studies at the university level. The data also contained frequent reports of students using critical thinking in their personal lives as a result of CT instruction. In addition, findings revealed a need to carefully position critical thinking as a tool with specific domains of use and limitations. These findings raise important questions about the inclusion of CT in EAP and the form in which it should be included.

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Utilizing Graphic Novels in Korean EFL Children's Literacy Practices

Seonmin Huh (Woosong University)
Young-Mee Suh (CHA University)

The purpose of this study is to investigate how Korean EFL students engage in English graphic novels and to understand how their reading practices are emerging with graphic novel reading. The motivation of this study is to educate critical readers of popular culture, as students should be able to selectively take what is presented to them and they should be able to critique the texts. Nine Korean sixth graders participated in the study (five male and four female students). The reading texts include graphic novels that address everyday family issues, school culture, and other historical and cultural components from western culture (Big Nate, Tin Tin, The Wimpy Kids, Archie, Geronimo Stilton). These texts all included social issues for students to unpack and to reflect on. The literature circle with these students was one-year program that focused on critical analysis of reading texts and on raising students' critical reflections on social representations in the graphic novels. The teacher wrestle around with these issues and prepared different discussion activities for students to be able to analyze the authors' cultural beliefs and to develop a critical lens to challenge and to question what they have read from these readings. Students developed complicated understandings of reading texts and showed strong potentials to be critical English readers of graphic novels. Educational implications will be discussed.

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Critical Pedagogy in EMI Classes

Kyung-Ae Oh (Duksung Women's University)

With the effort to internationalize higher education in Korea, many universities actively recruit international students, and English as a Medium of Instruction (EMI) courses specifically designed for the international/exchange student body has been created. The most popular courses are related to Korean language and culture, Korean pop music, East Asian culture, or similar. The courses are often taught by instructors who have better English proficiency even when they are not experts in the field. The data is collected from two elective EMI courses in a women's university located in Seoul, Korea in 2013. The students taking the courses comprised of Korean returnee students, other Korean students with high English proficiency, international students, and exchange students. The courses are Korean Pop Culture and Intercultural Communication Strategies. Various topics related to critical perspectives were introduced through reading materials, films, advertisements, dramas, and songs. The data are from class discussion, survey, interviews, and final reports. Findings from the data analysis suggest that 1) most of the participants did not have a problem with EMI, but some had different perceptions on code-switching to Korean, 2) the majority of the participants reported that their perceptions did not change, but they also stated that they came to have critical perspectives, 3) the participants performed as active agents in their learning process, and 4) linking social problems with learning contents were more than successful.

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Day 1

Concurrent Session 7: Second Language Acquisition (morning)
English Language Testing (afternoon)

Morning Session / Building 43-1 (Room 304)

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The Same Form with Different Functions: A Comparison of "I" between NES and NNES Argumentative Essays

Ji-Yeon Chang (Seoul National University)

The first-person pronoun plays a significant role in writing by representing the identity of the writer to the reader. While it has been particularly studied in relation to experts' academic writing such as the genre of research articles, there is relatively less research on the comparison of the self-mentioning pronoun between native and non-native English-speaking students' essay writing. The present study is thus designed to investigate the functions of "I" in a learner corpus of Korean students' argumentative essays in comparison with a corpus of American argumentative essays. In this study, three categories for "I", including the essay commentator, the experience provider, and the opinion provider, were developed based on previous studies. The essay commentator refers to the functions of explaining about the essay, introducing its organization/purposes/topics, guiding readers, and rephrasing what has already been said. While the experience provider focuses on providing factual/hypothetical or emotional/cognitive experiences, the opinion provider delivers the writer's opinions, arguments, ideas, or judgments. In total, 614 and 646 occurrences of the pronoun "I" were found and analyzed in the KNNES and NES corpora, respectively.

The findings show that Korean students mainly used "I" as the opinion provider, while NES students used "I" as the experience provider more often than that. In providing opinions, while NES students used the verbs "feel", "believe", and "agree/disagree" as well as "think", the use of the verb "think" was predominant in Korean students' essay writing. It is still questionable whether these differences are attributable to cultural or developmental differences. It is thus necessary to pay more attention to how Korean student writers construct and express their identity. Furthermore, it is also necessary to take into account essay genres, essay topics, the relationship between the writer and the reader, and the discourse community to understand the self-representation of student writers. [This work was supported by the National Research Foundation of Korea Grant funded by the Korean Government (NRF-2012S1A5B5A07035554).]

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An Analysis of Chinese EFL learners' speech act of refusals and Pragmatic Transfer in Different Proficiency Levels

Meizi Piao (Seoul National University)

Refusal, denial of engaging in an action proposed by the interlocutor (Chen & Zhang, 1995), has been regarded as a major "sticking point" in the cross-cultural communication. As a face-threatening act, "the inability to say 'no' clearly and politely…has led many non-native speakers to offend their interlocutors" (Takahashi & Beebe, 1987, p.133). However, despite studies on cross-cultural speech act of refusals covering a variety of ethnic groups (e.g., American, Arabic, Egyptian, Japanese, Korean, Chinese, Saudis), most research on the non-native speakers' speech act of refusals in English merely examines the Japanese ESL/EFL learners (e.g., Beebe and Cummings 1985, 1996; Beebe et al, 1990; Gass and Houck 1999). L2 learners from other cultures have received less attention. Hence, the present study aims to identify and analyze an under-researched group, i.e., interlanguage features of Chinese EFL learners, focusing on the ways in which they make 'refusal' in English.

By using the elicitation method of open-role plays, the present study tries to figure out how the refusal strategies used by Chinese EFL learners vary from those of native speakers of English and to see whether or not these variances can be related to features of their native language (i.e., negative pragmatic transfer). In addition, the relationship between the pragmatic transfer and EFL learners' L2 proficiency was examined as well. Participants in this study were composed of four groups: 7 native speakers of English, 7 native speakers of Chinese, 7 Chinese EFL learners with low L2 proficiency and 7 Chinese EFL learners with high L2 proficiency. Based on the Beebe et al.'s well-established semantic taxonomy, the refusal responses were analyzed in terms of (1) the frequency of semantic formulas, (2) the content of semantic formulas, (3) the order of semantic formulas, and (4) the frequency of downgraders.

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Is the Novice Speakers' English Language Test Valid as a Placement Test for Low-Level College Students?

Eun-Kyeong Park (Uiduk University)
Jungtae Kim (Pai Chai University)

The purpose of the study was to investigate the validity of the Novice Speakers' English Language Test (NSELT) as a placement test in order to place college students into required general English courses at a university located in North Gyeongsang Province. This study (a) examined the appropriateness of the current method of using the students' English scores of the College Scholastic Aptitude Test (CSAT) and high school English records to place them into the courses, (b) also examined the appropriateness of native English lectures' decisions as another placement method, and finally (c) examined the validity of newly developed NSELT as an alternative placement test. In fall 2013, 133 students participated in the needs analysis survey for developing a new placement test and 72 students from the same group took the NSELT that was a face-to-face interview type speaking test for low-level college students.

The results showed that the first placement method was inappropriate for placing the students into the English courses. The results also showed that the native lectures' decisions were highly correlated with the NSELT scores and the students were highly satisfied with the types and results of the new speaking test as a placement test. In conclusion, it was not recommendable to utilize the CSAT English scores and high school English records of low-level students as the indicators of the placement test for general English courses. Although the NSELT was valid to place the low-level students into English courses, the students did not prefer the use of the newly developed speaking test because of their low English language proficiency and their unfamiliarity to take the speaking test.

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Content Validity of Language Knowledge Sections of Four National Matriculation English Test Papers in China

Ming-Hao Jin (Yanbian University)

This study attempts to analyze the content validity of the language knowledge sections of four National Matriculation English Test (NMET) papers from Beijing, Shanghai, Guangdong, and New English Curriculum version of Jilin province, administered in 2013 from the perspective of the New Senior English Curriculum Standards (NSECS) and the 2013 test syllabus in order to see to what extent the language knowledge sections of the NMET meet the requirements of the NSECS and specifications of the test syllabus. The results show that all items of the language knowledge sections of four NMET papers had relatively high content validity with its design corresponding to the requirements of the NSECS and the 2013 test syllabus in terms of basic grammar and grammatical use of vocabulary. All the NMET designs have shown the trend to design the test points into more difficult sentence and discourse level, laying stress on the notion of language use to evaluate their abilities to use them in a given task and particular setting, that is, the comprehensive language competence. However, some deficiencies were found which might affect the content validity of the NMET. Most test items of the language knowledge sections were multiple-choice questions so that the expected responses were limited to selected production responses. It is suggested that limited and extended production responses should be increased in order to improve quality of the language knowledge section. The types of test items should also be diversified to examine test takers' higher level of language knowledge.

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Test-takers' Opinions on a Computer-Based English Proficiency Test

Hae-Dong Kim (Hankuk University of Foreign Studies)

The aim of this presentation is to illustrate the individual differences in opinions on a newly developed English language test for adults. In 2013, a total of 1,600 freshmen at a university in Korea took a computer based English test. There were 50 items in the listening section and 40 items in the reading section. Questions were presented in a multiple-choice format. After the test, the test-takers answered the questionnaire. There were individual differences in their opinions on the perceived practicality of the tests, according to the level of proficiency, gender and student's major. Regarding the question asking about the amount of time given, most participants answer it is somewhat appropriate. When asked about the screen layout, computer based interface, sound system, and illustrations, most participants were satisfied with the technical quality of the test. Most participants perceive the test more like an academic test than a business one.

Based on the survey results, the following suggestions are provided: The amount of time given on the computer-based test needs to be carefully considered. Detailed information about the test procedure should is provided to improve the test users' convenience and understanding of the test. To improve the technical aspects of the test with regards to text fonts, graph styles and illustrations, careful consideration should be given. When it comes to the issue of academic language proficiency on the test, one suggestion of enhancing the academic aspects of the reading section can be offered. All these findings suggest that validation of a test based on the individual test-takers' responses is an essential part of the test development process.

BIODATA

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Guided Writing as a Test Item: What Can It Tell?

Gahyun Son (Yonsi University)

In Korean EFL circumstances, guided writing has been applied in various ways at primary and secondary school levels. However, guided writing is usually utilized as classroom activities not as standardized test items. In regard to writing proficiency assessment, this study aims to examine what language skills a guided writing test item requires the students to draw and how it distinguishes the students' writing proficiency. The guided writing as a test item used in this study was one of the components of Practical English Level Test (PELT) Standard, which is a level-specific test administered by Korea Foreign Language Evaluation Institute, Corp. Two groups of participants took the test in July 2013 to get the certificate of the test: one group (n=348) taking the Level 1 test which is the highest level and the other group (n=500) taking the Level 2 test which is the intermediate level. The participants were from eight regions of Korea, ranged from 7 to 18 years old. In the writing section from each level, the answers of the fourth test item (a conversation completion task) were collected and analyzed.

The analysis found some typical errors depending on the task. For the task of the Level 1, a majority of errors were related to specific grammar (present-perfect tense), semantic (stative verb), or collocational knowledge. For the task of the Level 2, most of errors were found as participants misunderstood the communicative situation in the context, which was strongly related to pragmatic knowledge. The types of errors were relatively small considering the number of test takers. This is because each task limited the scope of linguistic and communicative knowledge to a few rules and concepts since it required the test takers to write one complete sentence within a context. The results showed this limited scope of guided writing enabled the test developers to focus on how the test takers applied some critical factors of language to their written production. This study suggests that guided writing could be an efficient test item to investigate particular language skills of young learners' writing.

BIODATA
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Day 1

Concurrent Session 8: Approaches and Methodologies

	Afternoon Session / Building 43-1 (Room 101)	
	Session Chair: Jin-Hwa Lee (Chung-Ang University)	
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16:50 - 17:20	**Practical applications of Korean CSAT corpus in high school English class** Seung-Yon Kang (International Graduate School of English)	91

Teaching Practical Grammar and Collocation to L2 Learners for Realizing Form, Meaning, and Function

Won-Chul Park (English MouMou)

In a foreign language environment, L2 learners are known to benefit from explicit focus on form. Explicit focus on form, whether it is vocabulary or grammar, can help Korean learners of English understand major differences between English and Korean and use this awareness in understanding and producing English for communication. Based on the belief that differences between English and Korean can cause learning and communication difficulties for students, English MouMou explicitly alerts learners to how English differs from Korean in grammar and lexis. Students in English MouMou are encouraged to notice how grammatical relations are signaled in Korean and English. More specifically, they are led to realize that grammatical functions such as subject and object are signaled by the positions of phrases in a sentence while the same functions are signaled using case markers in Korean. Then they are trained step by step to practice analyzing English sentences and producing sentences in writing. This allows students to learn the basics in grammar, gain confidence in English, and get motivated to keep studying English.

In English MouMou, students are also explicitly trained to understand and handle lexical differences, especially collocational differences, between English and Korea. Many students tend to study and memorize words in isolation, ignoring the fact that words are often accompanied by others words to form closely-knit patterns, chunks, or collocations. For example, 'strong rain' and 'heavy wind' are mistakenly regarded as correct. The combinations are grammatically allowed, but they do not sound natural from the perspective of a native speaker who, instead, says 'heavy rain' and 'strong wind'. Collocations are essential to understanding and producing language accurately and quickly because they allow students to predict what will come before or after a word. Realizing the importance of collocations, English MouMou provides students with various types of practices for learning collocations explicitly. Experience and anecdotal evidence so far suggest that such explicit instruction contributes to improvement in ability to understand and produce English.

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Teaching English in English: Different Goals, Different Outcomes

Yunhee Lee (Sindorim Middle School)

The purpose of the study is to critically reflect on TEE classes in secondary schools. Specifically, this study explores the educational goals for which TEE is being adopted and the ways in which TEE is being implemented in actual English classes. Two proficient teachers were purposefully selected as participants to reexamine the criticism of previous studies on teachers' limited English proficiency in actualizing TEE. Both the participants received TEE certificates in 2012 and were competent enough to conduct TEE and open their TEE classes to others. Since the contexts of middle school and high school are very different, one teacher was selected from a middle school and the other, from a high school. Adopting a qualitative research approach, data were collected through interviews, one-semester long class observation including related documents. The qualitative data were analyzed through a grounded content analysis. Along with the qualitative data, a survey was conducted and analyzed to examine the students' general perception of TEE at the end of the semester.

Several significant findings emerged from the analysis. First, TEE is not always adopted in order to actualize communicative language teaching. While the high school teacher adhered to TEE in alignment with communicative approach, the middle school teacher conducted TEE as a supplementary method to teaching to test. In pursuing the different educational goals, each teacher implemented TEE in many contrastive ways. The high school teacher stuck to TEE in a way to teach language skills and to enhance communication in English. On the other hand, the middle school teacher used TEE in a way to maintain a teacher's authority and to make up for the weakness of the class taught in Korean. As a result, each teacher's TEE class produced different outcomes. The outcomes were examined in terms of the students' perceptions and their actual participation in class. The findings indicate that TEE should be understood and evaluated in terms of its educational goals which English teachers set for their classes.

BIODATA

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Practical Applications of Korean CSAT Corpus in High School English Class

Seung-yon Kang (International Graduate School of English)

There have been growing number of ideas suggested in regard of using corpora in classroom level, but the actual implementation of corpora is still limited in many language classes. In recent study, Breyer (2009) reported the mounting concerns of lacking application of corpus linguistics to actual teaching practices, advocating the need to bridging the gap between the two. In this light, there were continuous attempts to promote the use of corpora in language classes, and understanding teachers' needs became an essential issue. In the study of Korean public school teachers attitude toward corpus use, Jung (2007) found that they wanted various examples of practical activities along with level-specific corpora, which corresponds with learner's level. In addition, to directly address class-specific needs, the value of using small corpora instead of large corpora has been denoted (Tribble, 2001).

With the considerations above, this study investigated a case of building small corpus with Korean CSAT data along with the ways of using it in English classes in public high school. Administered from 1994, the accumulated amount of Korean CSAT data is enough to build a small corpus which is context-specific for high school setting. Therefore, in 2012, a group of English teachers built a small corpus with Korean CSAT reading passages, recognizing the potential value of teacher-generated corpus. This research case studied from the process of building the small corpus to actual implementation examples. Moreover, the advantages and disadvantages of each application idea were investigated along with teacher perception. This study, thus, may provide clear implication ideas for Korean high school teachers while enabling our students to be benefited from teacher-designed corpus.

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Day 1

Concurrent Session 9: Second Language Acquisition

Afternoon Session / Building 43-1 (Room 402)		
Session Chair: Cheong-min Yook (Hallym University)		
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17:20 - 17:50	**A study on teacher's corrective feedback:** **Comparison between meaning negotiation and form negotiation class** Yi Wang (Nanjing University of Aeronautics and Astronautics, China)	98

L2 Learners' Perception of Writing Development: Comparing Two Student Writers

Young-Gyo Cho (KyungNam University)

Writing proficiency among second/ foreign language (L2) learners is an important index for their success in the attainment of L2 literacy. Given the role of English as the dominant medium of communication internationally, the core of L2 education has mostly paid its attention to enhancing learners' oral proficiency in general, hence writing has been largely underrepresented in L2 teaching and pedagogy. This study investigates how learners of English as a second language (ESL) perceive their English writing and whether or not they have their own patterns in developing ideas in writing processes. By employing bi-focal ethnography, the study compared two ESL writers (a 1.5 generation US resident and an international ESL writer) studying in a US-based university in terms of their perception of processes in writing, criteria of good writing, and their writing needs and philosophy. Data were collected from multiple sources: writing conferences, semi-structured interviews, questionnaire, writing prompts and artifacts.

Findings show that both writers seriously suffer from lack of L2 lexical resources, thus having expanding vocabulary and selecting context-appropriate words as the foremost and primary needs for the improvement of their English writing. The results also show that the 1.5 generation writer spends a lot more time in global planning, while the international L2 writer concentrates more on well-written conclusion using more frequent local planning and revising. While writing is seen by both writers as a channel for representation of *self*, their perceptual differences involve composing processes and criteria for good writing, part of which is explainable by their different L2 proficiency. Given these findings, it should be noted that becoming a successful L2 writer involves both linguistic (specifically, lexical and morphological) and methodological (mastery of the knowledge of how to write in English) improvement. It is also noted that successibility of L2 composition is closely related to language learners' understanding of the target culture. The role of meta-knowledge of L2 writing and the complexity of L1 influence in L2 composition are discussed.

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Attitude in Persuasive Essays by ESL and Australian Undergraduate Students

Sook Hee Lee (Charles Stuart University)

This paper reports on a study that investigated the expression of evaluative language in persuasive essays written by ESL undergraduate students from East-Asian countries and Australian local students. The main focus of the study was to explore differences in the use of evaluations between high-graded and low-graded essays. The expressions of evaluative language were analysed with reference to *ATTITUDE*. *ATTITUDE* is one of three main components of the *Appraisal System* in language, which is concerned with the use of evaluative language. Appraisal theory has been newly developed from Halliday's interpersonal metafunction of language within the broader theoretical framework of Systemic Functional Linguistics (SFL). *ATTITUDE* consists of three sub-categories; Affect (expressing emotions and feelings), Judgment (assessing humans' behaviour) and Appreciation (assessing things & entities).

The findings of the study reveal that, while high-graded essays maintain their formality, they more frequently and skilfully deploy multiple attitude-invoking judgement strategies. They favour depersonalised emotions and certain Appreciation values to invoke judgement. These strategies are identified in terms of their contribution to the success or otherwise of the texts. In contrast, unsuccessful writers tend to utilise direct feelings, explicit Judgment and personalised Appreciation categories of Reaction to show their attitude towards the issues under investigation judgment. The paper argues that appraisal theory is a useful framework that helps to tease out being critical from a linguistic perspective. It also considers how these linguistic strategies might inform academic literacy support to foster critical components in student essays. The paper concludes the importance of incorporating an interpersonal meaning driven-pedagogy into teaching English for international students.

BIODATA

Sook Hee Lee obtained her PhD in TESOL from the University of Sydney in Australia in 2006. She is currently working at Charles Sturt University Study Centre in Sydney as a Student Support Coordinator. Her main research interests include the areas of functional grammar, evaluation and interaction in essay writing, assessment, and intercultural rhetoric. Her recent books–length publication are 1) Principles and Practice of Oral Communication: Systemic Functional Linguistics Appraisal Theory: Its Application to Casual Conversation for teachers 2) Evaluating Words Ending with 'Y': SFL Appraisal Theory and Its application to Casual Conversation (2014, Cranmore Publication).
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A Comparative Study of Classroom Assessment Practices by English Teachers at the Secondary and Tertiary Levels in China

Haiyan Jin (Nanjing University of Aeronautics and Astronautics)

Classroom assessment plays an essential role in language teaching and learning. However, there are some limitations of the research with Chinese schools: Much of this research, for example, focuses on one or two assessment methods or procedures, usually without effective statistical support, especially for the studies at the secondary school level; and there has been as yet little investigation on classroom assessment practices used by English Teachers across different school levels in China. To bridge the gap left by those studies, the current study was carried out. Through comparing and contrasting the similarities and differences of English teachers' classroom assessment practices in Chinese schools at the secondary and the tertiary level via survey questionnaires, this study aims at exposing the current situation of classroom assessment in China with a macroscopic picture. Approximately 400 English teachers from middle school, high school and universities in China responded to a survey questionnaire that was essentially composed of four parts: the assessment purposes, methods, procedures, and the background information of participants followed by open-ended questions.

The results of the present study are as follows: (1) there were no significant differences in the identification of the assessment purposes, the non-teacher-development assessment methods, and the assessment procedure of providing feedback between the teachers in middle school, high school, and universities; (2) the teachers in universities did indeed show significant differences in the student-conducted methods and in the assessment procedure of providing final reports; (3) the teachers across the different levels focused relatively more attention on practicability and reliability than on validity and authenticity; and (4) teachers' assessment knowledge played an important role in their classroom assessment practices; however, it had to give way to the strong washback of high-stake standardized tests. It is hoped that the study will provide further supplementary evidence for research into classroom assessment practices in EFL contexts so as to demonstrate the multifaceted and interwoven roles they play.

BIODATA
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A Study on Teacher's Corrective Feedback: Comparison between Meaning Negotiation and Form Negotiation Class

Yi Wang (Nanjing University of Aeronautics and Astronautics)

Class interaction includes teacher talk and student talk. Error is the important means for the student to test his hypothesis and acquire the language. The corrective feedback is very important in the oral class. Teacher's attitude and correction strategy will have great effect on the teaching and students' enthusiasm. This program analyzes the distribution of teacher's implicit corrective feedback and explicit corrective feedback in the movie appreciation class, which focuses on the meaning and speaking class, which comparatively focuses on the language form. It explores how to improve the teaching by using appropriate corrective feedback. Different from the previous researches, this program compares the teacher's corrective feedback strategies for different level learners in different classroom context: meaning negotiation and form negotiation class.

BIODATA

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Day 1

Concurrent Session 10: The Use of ICT in Language Teaching

	Afternoon Session / Building 43-1 (Room 102)	
	Session Chair: Sungmook Choi (Kyungpook National University)	
Time	**Presentation Title and Presenter**	**Page**
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16:00 - 16:30	**Making connections with English digital textbooks: Form, meaning and function** Jeongryeol Kim & Myeonggi Jeong (Korea National University of Education & Seoul Song Jeong Elementary School)	102
16:30 - 16:50	Break	
16:50 - 17:20	**Intercultural project between EFL and KFL students on Facebook** Min Jung Jee & Ji Hyun Byun (The University of Texas at Austin, U.S.A. & Hannam University)	103
17:20 - 17:50	**A study of English language teaching using QR codes** Young-Joo Jeon (Mokwon University)	104

The Efficacy of Synchronous Communication in an EFL Class

Katie Mae Klemsen (Ajou University)

This study examines student communication and interaction via digital learning environments and synchronous communication when used in tandem with traditional learning environments. Recent research indicated that Korean university students were more likely to communicate with the instructor and cohort if an online or digital environment was easily accessible (Klemsen & Seong, 2012). The goal of this study was to apply those findings to an EFL class at a Korean university and specifically investigate the efficacy of synchronous online communication. The paper reflects the delivery of a class using synchronous communication. The participants were 150 students enrolled in English 1, a required English speaking and writing course, which aims to teach students paragraph writing skills, and enhance oral communication skills.

Data was collected from student questionnaires and synchronous communication records to address the following research questions: 1) Are students more likely to use synchronous communication than other forms of communication?; 2) What are the benefits of synchronous communication?; 3) What are the drawbacks to synchronous communication?; 4) To what extent do students use chat for class-related purposes?; 5) To what extent do students use chat for purposes not directly related to the class?; And 6) Do students prefer using Korean or English language for synchronous communication? The analysis of the data indicated that students prefer synchronous communication to other forms of communication for interaction with both the instructor and cohort, and used a variety of criteria to decide if English or Korean language was more appropriate. Students indicated a strong interest in using synchronous communications for future university courses.

BIODATA

Katie Mae Klemsen is an assistant professor of English at Ajou University in Suwon. She is an American, and has lived in Korea for more than eight years. Her primary areas of interest in research include: teaching approach and methodology, IT in language teaching, and CBI course development.
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Making Connections with English Digital Textbooks: Form, Meaning, and Function

Jeongryeol Kim (Korea National University of Education)
Myeonggi Jeong (Seoul Song Jeong Elementary School)

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

Flipped learning is a pedagogical approach in which direct instruction moves from classroom to the individual learning space, and the classroom activity is transformed into a dynamic, interactive learning environment. With the development of technology, flipped learning can be available to classrooms because students can access multiple resources by using digital textbook in their home. Digital textbook can support flipped learning in which students can learn form, meaning and function online with digital textbook, and they can use these form, meaning and function in class. Thus, this paper explores the advantages and disadvantages of the digital textbooks by analyzing the form, meaning and functions of the digital textbooks in experimental schools. Also, this paper explores how digital textbook can support flipped learning in giving students opportunities to learn form, meaning and function online. The paper further suggests how English digital textbooks make connections the tripod contents in the English classrooms and hopefully contribute to the reverse of the spread in the use of digital textbooks.

BIODATA

Jeongryeol Kim is a Ph.D. in applied linguistics from University of Hawaii and has been a professor of English at Korea National University of Education (KNUE). He is currently serving as the president of Korea Association of Foreign Languages Education for 2013-2014. He has published books and articles on classroom English, teaching methodology, English curriculum, English classroom observation and analysis to name a few.
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Intercultural Project between EFL and KFL Students on Facebook

Min Jung Jee (The University of Texas at Austin)
Ji Hyun Byun (Hannam University)

Every foreign language instructors would agree that Culture is an important part of learning the target language. However, in reality, it is hard to achieve due to various constraints and difficulties. As technology is the main stream in every field of education, an intercultural activity using *Facebook* inspired by Cultura project by MIT (http://cultura.mit.edu/) was developed. The most important criterion of the activity was the simplicity and easiness of the use of the tool in order to reduce any burdens for operating the tool, so *Facebook* was chosen as a group work environment. Six cultural questions from the Cultura project were adopted:

- 2 Word-associations: School, Korea, the U.S.
- 2 Sentence-completions: a good student is …., what Korea needs most is…what the U.S. needs most…
- 2 Reactions to Situations: You are walking down the street in a big city, and a stranger approaches you with a big smile. You see a mother in a supermarket slap her child.

15 EFL students at a Korean University and 47 KFL students at an American University participated in this project. By weekly, a mixed team members from the different courses posted their own responses to the questions and shared their opinions using *Comment* function on Facebook. Most EFL and KFL students had positive attitude toward the project, especially to the controversial topics, and the tool, Facebook. However, limited topics and insufficient interactions were mentioned as drawbacks. Pedagogical suggestions such as increasing more compare & contrast topics, in-class discussion, and using films or advertisements are discussed.

BIODATA
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A Study of English Language Teaching Using QR Codes

Young-Joo Jeon (Mokwon University)

The development of information and communication technology has brought many changes to the educational environment. The prevalence of smart-phones is also playing a big role in shaping learning methods. It provides the opportunity to access QR codes easily. The QR codes are a system of two dimensional matrixes developed by the Denso Wave company. These can greatly ease access to information. Due to high recognition speed, recognition rate and restoration rate, they can be useful tools for English teachers to use in their class. In this study, we propose ways to use smart English teaching and learning methods in conjunction with QR codes. We suggest using QR codes for writing and picture descriptions. As a model class about the picture descriptions, we can find a QR Codes used class which was broadcasted in EBS TV.

The presentation will include video of model class with teaching and learning with QR Codes, which were broadcast on the Korean education channel - Education Broadcasting System (EBS). After analyzing the model class with QR Codes, we suggested a SMART English-teaching model with QR Codes. The term, 'SMART' represents 5 elements: Self-directed, Motivated, Adaptive and Resource Enriched by Technology. It is an extension of Technology based Education.

Through this study, we finalized that teaching English with QR codes, one of SMART education could give interest to the students and let students even who live in rural area exercise their English in communicative ways. Teaching English with QR codes also made the students acquire English proficiency in a funny way as well as learn a core form (in this class, the comparative degree). So we can conclude a SMART English-teaching model with QR Codes can have students learn English by doing. Based on this study, more research should be done about smart English teaching models for the better English class for the students.

BIODATA
Young-Joo Jeon has a Ph. D in English education and has been a professor of English education department at Mokwon University. She had taught English in middle and high schools for 15 years before. She has been involved in government projects in English education policy, teaching methodology and classroom observation.
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DAY 2
CONCURRENT SESSIONS

Day 2

Concurrent Session 1: Approaches and Methodologies

Morning Session / Building 43-1 (Room 301)

	Session Chair: Sunhee Choi (Jeonju University)	
Time	**Presentation Title and Presenter**	**Page**
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10:00 - 10:30	**Effects of planning types on CAF in speaking tasks** Minyoung Kim (Korea National University of Education)	110

Afternoon Session 1 / Building 43-1 (Room 301)

	Session Chair: Chong-won Park (Pukyong National University)	
Time	**Presentation Title and Presenter**	**Page**
13:30 - 14:00	**Incorporating reflective and interactive components into ELL journal-portfolio projects to foster self-direction** David E. Shaffer (Chosun University)	111
14:00 - 14:30	**Storytelling and extensive listening test: International literature and culture, text items with visual aids, and assessment** Su-Hyun Kim (Gireum Primary School)	112
14:30 – 15:00	**Study of NNSs' interaction through conversation analysis** Sukwon Noh (Chungnam National University)	113

Afternoon Session 2 / Building 43-1 (Room 301)

	Session Chair: Tae-Young Kim (Chung-Ang University)	
Time	**Presentation Title and Presenter**	**Page**
15:20 - 15:50	**Another source of feedback: Writing center and student revision** Jungwan Yoon & JungAh Son (University of Pennsylvania, U.S.A. & Sogang University)	114
15:50 - 16:20	**Research into the applicability of thematic progression to cohesion improvement on the translated writings of EFL students** MyungHwan Hwang (Yonsei Unviersity)	115

ESP for Medical Interpretation in Korea's Global Healthcare

Hyunju Ryu (Busan University of Foreign Studies)

With the advent of a globalization era, English has become an international language as well shown in the term "Globishes," or "global Englishes." As such, English communication gains more importance especially in global businesses. This pushes the purposes of the language study toward job-oriented practical uses attuned to a real business world. Against this backdrop, English for Specific Purposes (ESP) has emerged in ELT situations. Specific purposes are directly related to specified job fields. Therefore, the field-based authentic vocabularies and work practices are a whole point of ESP.

This research addresses several issues on ESP for medical interpretation, interlinguistic and job-descriptive. With a medical industry identified as a new growth engine and its related law revised in Korea in 2009, the government started to attract foreign patients for medical tourism. Since then the Ministry of Health & Welfare has additionally promoted excellence of the nation's health & medical services such as training for foreign medical professionals and branding a Korean medical institute in a foreign country along with the launch of Korean Health Institute (KOHI), a semi-governmental entity in 2012 for related job trainings and refreshing courses. With an aim of globalizing Korean health and medical industry, KOHI incubates medical interpreters, lecturers for the interpreters, medical coordinators and international marketers for Korean hospitals. The major target languages for the global health services are English, Chinese, Japanese, Russian, Arabian, Mongolian, Vietnamese yet the main lingua franca is again English here as almost all the medical terms have Latin origins. The demand for medical ESP has been dramatically on the rise accordingly.

It is a huge challenge for a teacher and a student as well to cope with medical ESP in other education settings than medical schools for prospective doctors and nurses who take the ESP as a mandatory coursework. Among the tasks are how to set up a balanced program between language and job skills, how to find a qualified teacher and how to coordinate classes for students with a different level of English proficiency, motivation and needs.

BIODATA
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Pre-task Planning Conditions and Their Influence on CAF in Speaking

Minyoung Kim (Korea National University of Education)

Collaboration is a concept that is heavily emphasized in Korean secondary education these days and yet its benefits are taken for granted. To investigate the benefits of collaboration, this study aims to explore the influence of pre-task planning conditions on the oral language production of four high school students. The pre-task planning conditions differ in that students plan collaboratively and individually. To minimize the effect of individual differences, the same participants completed tasks in both conditions. Students carried out oral narrative tasks, having to describe sets of pictures that form storylines. Their oral productions as reflected in the complexity, accuracy, and fluency (CAF) were measured for a quantitative analysis and retrospective questions were asked right after the task completion for a qualitative analysis. (This study is a preliminary pilot study for an on-going main study.)

BIODATA
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Incorporating Reflective and Interactive Components into ELL Journal-Portfolio Projects to Foster Self-Direction

David E. Shaffer (Chosun University)

The language learning journal and the language learning portfolio are reflective, student-centered projects but neither require no stimulate very much student-student or student-teacher interaction. This study supplements the language learning journal project with classroom interaction in the form of paired, in-class discussions of language learning methods and language learning method presentations by students, to determine if they have a positive effect on the improvement of students' language learning methods. The participants in this study were eighty-two Korean university students. In addition to the 10-week journal-portfolio project, each student participated in a bi-weekly learning methods discussion period with a classmate and prepared a 15-minute class demonstration of a preferred English study/practice method.

The results of the in-class, partner discussions on individual language methods survey indicate that the vast majority thought that the discussions were effective in improving their own language learning methods (91.4%). They thought that they learned new and useful methods through the discussions (89.0%), they tried out at least some of the new and useful methods that they heard about from discussion partners (89.0%), and they thought that the discussions were helpful in reflecting upon their own language learning methods (89%).

The results of the individual language learning method presentation task survey show a large majority of the participants also considered the presentation task to be effective in improving their own language learning methods (94.0%). They thought that they learned of new and useful methods through the other students presentations (93.9.0%), they tried out at least some of the methods that they learned of through the other students' presentations (86.6%), and they thought that preparing your own study method presentation useful in improving your own methods (95.2%).

The results of these two tasks strongly suggest that either of these tasks singularly or both in tandem, are highly effective in fostering self-direction in the improvement of students' individual study methods, as supplementary tasks to a language learning journal project or quite possibly as a stand-alone task.

BIODATA

David E. Shaffer is a long-time educator in Korea. He is a professor at Chosun University in Gwangju, teaching English majors in the graduate and undergraduate programs. His present academic interests include professional development, and young learner and extensive reading research, as well as effective teaching techniques, loanwords, conceptual metaphors, and Cognitive Linguistics.
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Storytelling & Extensive Listening Test: International Literature and Culture, Text Items with Visual Aids, and Assessment

Su-hyun Kim (Gireum Primary School)

This paper points out the oracy of storytelling method which functions as a zone of proximal development demonstrating the sequential acquisition for universal EFL children. The foremost sound trials get into strategies to assess how 10 year old preteens can best discover the spoken texts through the audible kinesthetic contact. Accepting the genuine environment that the multi-leveled whole group in Korean Primary School is normal among the public educational fields, the essay indicates early preteens' responses to oracy in a developmentally done way.

The original notion of extensive listening like extensive reading is in favor of being exposed to comprehensible, ample input that includes psychologically appropriate literatures from all over the world. However, there is an inadequate leash that reading & writing assessment follows listening & speaking engagement according to fundamental reasons: first, connections with procedure; next, its washback effect.

Derived from *Aladdin and the Oil Lamp* that is said as a fairytale sounded in Asia, a set of retold versions are applied to analyze corpus; one from Daegyo-textbook Storytime, the other from Oxford classic tales. The comparisons problematize the manner how the leading figure names, fantasy feature nouns, unpleasant feeling adjectives and phonesthemic patterns are tacitly, alternatively cultivated to suit simple forms but complex meanings.

To support teachers in charge of a big, multi-leveled class, a lexical group, for example, can be displaced to facilitate the basic diagnostics. The lexical groups release differentiated categories from repetitive names to difficult adjectives, so a teacher can dab vocabulary items massively, instead of rendering the test sheet word by word, to check the class. Also, sentence parts or conversation can be mixed. Besides, every item with an aesthetic image aid is preferred as picture storybooks do dedicate visual thinking because preteens can take an independent listening assessment without any interference of readability. A teacher should be conscious of the very ultimate goal that not only receptive but expressive language can be encouraged for pupils to describe themselves intellectually as well as emotionally.

BIODATA
Su-hyun Kim teaches English at Gireum Primary School where she projected modules in phonics, storytelling and international cultures. She is interested in ways that beginners naturally acquire language, by sharing the joy of children's literature cognitively, imaginatively or emotionally. Surely, she is fascinated with song & chant, picture storybook, poetry, graphic novel and film to young pupils, especially the ones between the ages of preschoolers and preteens.
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Study of NNSs' Interaction through Conversation Analysis

Sukwon Noh (Chungnam National University)

The purpose of this study is to investigate interactional competence of Korean university students and conversations in ESL textbooks through conversation analysis (CA). Korean learners of English become exposed to English as a foreign language mainly by practicing dialogues within ESL textbooks. However, the conversations in the textbooks being used in university do not seem to be reflecting real language use in social interaction fully enough. Conversational texts in textbooks are often regarded to be unnatural, invented and inauthentic without interaction found in actual talk-in interaction. This in turn would lead to the learners of English being unable to become free language users displaying their interactional ability in real situations. Considering that Korean university students already have interactional competence in the use of Korean language by nature, they could benefit from English education with materials containing real conversations to help them make successful English language users.

Interactional competence in this study is defined as inclusive ability to take advantage of conversational strategies as well as communicative strategies with the background of social contexts. These strategies can be examined with microscopic observation of language use of conversational participants. In order to do this, conversation analysis is required as a method of understanding why people say that at the moment because detailed description is made possible through recording and transcription of what is said in conversation between people. For this purpose, conversations in 8 ESL textbooks and conversations recorded by 4 Korean university student dyads have been analyzed. Conversations in textbooks were found to be lacking of the use of communicative strategies. They consist of minimal pairs with rare expansions and no overlaps and repairs. On the other hand, talk-in interactions of Korean students were revealed to be full of communicative strategies mainly with the use of fillers and code-switching. Simple minimal pairs and rare expansions plus some self-repairs were found as types of conversational strategies.

BIODATA

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Another Source of Feedback: Writing Center and Student Revision

Jungwan Yoon (University of Pennsylvania)
Jung Ah Son (Sogang University)

Revision is considered to be the most effective way to improve one's writing (Murray, 1978) as it helps enhance the quality of writing (Bamberg, 1978) through the process of reworking one's thoughts and ideas (Fitzgerald, 1987). As a way of promoting an effective revision process, teacher feedback has been one of the most widely used and supported instructional interventions. While course instructors' feedback seems to be optimal, consulting with trained tutors at a writing center (WC) can also be another effective source of feedback, especially in the situation where little or no feedback from the instructors is provided.

As such, the present study aims to show a pedagogical value of WCs to the learners of English by exploring the effects of one-on-one tutoring on students' revision of their second language (L2) writing. The data of our study was collected from eight Korean university students enrolled in an elective Intermediate English composition course, who received tutoring from a WC before submitting their second drafts. Examining the eight pairs of drafts and revisions, we investigated what kind of feedback students received on their drafts from WC, what kind of textual changes students made in their revisions in relation to the tutor feedback they received, and whether the WC tutoring contributed to a better quality of writing. For the systematic analysis of the types of revision, the framework of Faigley and Witte's (1981) taxonomy of revision was used.

The results showed that tutors generated feedback on global aspects of writing (i.e., organization and content) more frequently than feedback on formal aspects (i.e., grammar and mechanics), and students incorporated a substantial amount of tutor feedback when revising their drafts. Furthermore, WC tutoring sessions led students to pay more attention to global aspects of writing, as opposed to local aspects in their revision. In terms of quality of revision, the quality of students' revised drafts after tutoring was better than that of students' texts before tutoring across organization/logical flow, development of idea, and language/mechanics. Based on the findings, implications for L2 writing instructions and suggestions for future studies are presented.

BIODATA
Jungwan Yoon is a newly accepted doctoral student of the department of Applied Linguistics at Pennsylvania State University. She received her M.A in English Education at Sogang University, followed by M.S.Ed in TESOL at the University of Pennsylvania. Before she was enrolled in her second master's program, she worked as a researcher at Sogang Center for Writing. Her areas of research interests include second language writing and corpus linguistics.
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Research into the Applicability of Thematic Progression to Cohesion Improvement on the Translated Writings of EFL Students

Myunghwan Hwang (Yonsei University)

As a preliminary research into the feedback on cohesion in the translated writing and its effect, this study aims to obtain a sort of criteria pertaining to what makes negative impacts on logical writing flow, which are supposed to be used when student's translated writings are analyzed in the main study. Translated writing represents a type of writing strategy performed by making learners write in English first and then translate the first draft into their own mother tongue, which is considered effective in lowering learners' affective pressure on writing. The study was based on writing samples translated from Korean to English by six Korean high school students. In order to delve into the study goal, two specific research questions were addressed: 1) Are there any types of thematic progression that regularly appears in students' translated writings? 2) What kinds of factors can be found that hamper coherent and cohesive flow of the writings?

A total of six translated writing samples were used for this study, and they were analyzed using Forey's Theme/Rheme analytical approach (2002) and thematic progression theory proposed by Dane (1974). The results obtained are the following. As to the first question, no regular thematic patterns were found. Rather, the deep gap among thematic progressions and the lack of cross-referential thematic progressions and progression diversity were observed frequently. For the second question, six factors detrimental to writing cohesion were analyzed: (a) empty rheme (b) the neglect of rheme development (c) simple sentence repetition (d) the inconsistency of theme and rheme (e) the problem of using new theme (f) misuse of connector. The results of this study are partly shared by other previous studies, and it is expected that dealing with those problems can have positive pedagogical implications, and make contribution to improving the coherence and cohesion of EFL students' English writings as well as translated writings.

BIODATA

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Day 2

Concurrent Session 2: Second Language Acquisition

Morning Session / Building 43-1 (Room 302)

	Session Chair: Jee Hyun Ma (Chonnam National University)	
Time	**Presentation Title and Presenter**	**Page**
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10:00 - 10:30	**The role of context in making connections between form and meaning: The case of English articles** Juyeon Lee (Hankuk University of Foreign Studies)	120

Afternoon Session 1 / Building 43-1 (Room 302)

	Session Chair: Jeongsoon Joh (Konkuk University)	
Time	**Presentation Title and Presenter**	**Page**
13:30 - 14:00	**Effects of syntactic priming and input distribution on Korean primary school students' learning of a grammatical item** Seonhwa Shin & Sang-Ki Lee (Korea National University of Education)	121
14:00 - 14:30	**Korean college EFL students' use of English discourse markers** Shin-woo Nam (Seoul National University)	122
14:30 – 15:00	**Korean writers' article errors: A cognitive linguistic approach** Kent Lee (Korea University)	123

Afternoon Session 2 / Building 43-1 (Room 302)

	Session Chair: Hanbyul Jung (University of Hawaii at Manoa, U.S.A.)	
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15:20 - 15:50	**Exploring the freewriting exercise for promoting adult English learners' private speech and internalization of English** Seohyun Penn & Hyun-Woo Lim (Hankuk University of Foreign Studies)	124
15:50 - 16:20	**Cross-cultural analysis of Korean compliment strategies: A mode-switching framework** Sooho Song (University of Wisconsin-Milwaukee, U.S.A.)	125

Orthographic Input and the Acquisition of Second Language Phonology

Mi Sun Park (Teachers College, Columbia University)

Research in the field of Second Language Acquisition (SLA) has attempted to understand how learners acquire a new phonological system, taking account of various universal and developmental factors. The type of input—that is, whether it is written (orthographic/visual) or spoken (acoustic/oral)—has also been found to be crucial in formation of mental representations of phonology in second language (L2). The role of orthographic input on second language acquisition has received attention in recent years, in light of the fact that L2 learners are often exposed to L2 written input from early stages of the learning process: there is a qualitative difference between preliterate children's early phonological acquisition and literate adults' L2 phonological acquisition.

This presentation attempts to discuss the positive and negative influence of orthographic input on the acquisition of L2 phonology by reviewing relevant studies that investigated learners of different languages. The orthographic representation of the second language helps L2 learners perceive, realize, and produce target phonemes and syllables more accurately as shown in some studies (e.g. Sheldon & Strange, 1982). However, it may also induce non-targetlike pronunciations that include (1) phone *omission* (e.g. Bassetti, 2006), (2) *addition* (e.g. Detey & Nespoulous, 2008; Silveira, 2007), and (3) *substitution* (e.g. Young-Scholten, 2002).

The presentation also aims to address some potential issues that need to be taken into account in conducting and/or interpreting L2 orthography-phonology research. One such issue is related to the nature of tasks through which the orthographic input is presented and by which learners' knowledge of phonology is operationalized. Task-type-, input-type-related factors induce discussion of diverse issues regarding task formality, metalinguistic knowledge and literacy, to list a few. Researchers have also pointed out the influence of transfer of L1 orthography-phonology correspondence rules as well as the differential characteristics of L1 and L2 writing systems (in regard to phonological transparency). Consideration of the impact of orthography will also help instructors properly utilize visual cues in teaching pronunciation in order to increase learners' awareness about particular L2 sounds.

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The Role of Context in Making Connections between Form and Meaning: The Case of English Articles

Juyeon Lee (Hankuk University of Foreign Studies)

It has well been documented that the mastery of the English article system by ESL learners is a challenging task (Butler, 2002; Trenkic, 2008; Young, 1996, among others). One of the challenges is the apparent lack of one-form to one-meaning correspondence. As Young (1996) points out, the article system in English encodes "semantic notions of existence, reference, and attribution; discourse notions of anaphora and context; and syntactic notions of countability and number" (p. 135). Thus, learners may find it daunting to acquire this complex system that lacks a simple mapping between form and meaning.

The present study investigated what criteria were applied by English language learners from Korea in their article selection. To access the learners' cognitive processes, a think-aloud protocol was used. Specifically, thirty learners of English from three proficiency levels talked out loud while performing a fill-in-the-article task. Both quantitative and qualitative analyses were conducted to understand their article selection process.

The findings showed that less proficient learners tended to apply textbook-like rules (e.g., *the* for a previously mentioned noun). However, they often failed to supply the correct articles when relevant context must be considered. Meanwhile, more proficient learners seemed to use relevant contextual cues in article determination. The results suggest that learners need to be conscious of the role of context in making connections between form and meaning of articles. In this regard, a conceptual framework of the English articles based on Cognitive Grammar (Langacker, 2008) is proposed as a useful model for L2 article pedagogy.

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Effects of Syntactic Priming and Input Distribution on Korean Primary School Students' Learning of a Grammatical Item

Seonhwa Shin & Sang-Ki Lee
(Korea National University of Education)

When speakers are producing sentences, they tend to preserve the syntactic form of a preceding sentence. This tendency is referred to as syntactic priming, and this study is one of few studies that aimed to test out the effects of syntactic priming with Korean elementary school students as study participants. The current study also examined whether two types of input distribution, skewed first distribution (SFD) and balanced distribution (BD), would bring about differential learning effects.

Seventy-one 5th graders in Busan were assigned into the SFD, the BD, or the control group, and they had to study the English ditransitive as the learning target. In order to exemplify the target construction a total of 10 sentences (by using five ditransitive verbs, *give*, *buy*, *send*, *pass*, and *lend*) were employed as prime sentences in both the SFD and the BD groups. The difference between the SFD and the BD groups lies in the way the 10 prime sentences were presented to the learners. In SFD six of the 10 sentences were constructed by using *give*, presumably the most prototypical member of the five verbs used in the current study. Each of the other four verbs contributed one prime sentence, respectively. Then, the six sentences involving *give* were presented before the other four sentences. By contrast, in BD each of the five verbs was presented two times each, and the 10 prime sentences were presented to the learners in random order.

The learning outcomes were measured through one oral production test and two comprehension tests, immediately after the treatment session, and again one day later. In our presentation the immediate and delayed effects of syntactic priming and any moderating effects of the two distribution types are discussed, with some possible implications for the Korean elementary school English classrooms.

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Korean College EFL Students' Use of English Discourse Markers

Shin-woo Nam (Seoul National University)

The study investigates the use of discourse markers (hereafter, DMs), by Korean college EFL students to see how they use DMs and within which functions they use them. The data for this study come from two sources. The first data for non-native speakers are collected from 4 EFL classes taught in a university in Seoul, Korea, and the second data for native speakers are adopted from Michigan Corpus of Academic Spoken English from English Language Institute, University of Michigan. All these data are transcribed following the Conversation Analysis conventions. I first chose 17 DMs that are typically studied in the previous literature of DMs, and counted all these markers in the transcribed data to make the distribution showing the number of markers occurrences. These DMs are divided into three groups.

The first group is for the markers that are used substantially by the native speakers. The markers *well, I mean, you know, now, kind of, like* are in this group, and the functions of *well, you know, like* are analyzed in detail to see why they are significantly underused by Korean students. The second group includes the markers that are used relatively similar in numbers both by the native speakers and Korean students. The markers *but, and, so, or, oh, then* are in this group, and the functions of *so* are analyzed in detail since it is one of the most frequently used markers both by the native speakers and Korean students. The last group is for the markers that are used substantially by Korean students. The markers *yeah, also, actually, because*, *I think* are in this group, and the functions of *yeah, actually, I think* are analyzed in detail to see why they are significantly overused by Korean students.

The results of the analysis may give clues to find out why some of the DMs are underused or overused by Korean students, and ways to attain a satisfactory level of communicative competence by teaching them how to use DMs effectively since they play an important role to speak English smoothly and naturally as native speakers.

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Korean Writers' Article Errors: A Cognitive Linguistic Approach

Kent Lee (Korea University)

The English article system is notoriously intractable for Korean EFL/ESL learners of English, or others from a first language lacking an article system. Abstract nouns, where traditional count/non-count categories break down, can be particularly problematic. A corpus analysis of ESL writings by Korean college and graduate students in the U.S. was conducted and analyzed according to cognitive semantic categories of noun types. Errors are analyzed by correlating them with existing psycholinguistic indices for semantic word norms, and with noun categories based on cognitive semantic typologies of noun types. These typologies cover object, mass, generic, and abstract nouns, including subtypes of abstract nouns. Other factors may include [1] other lexical features, such as lexical frequency, and membership of a word in one or multiple lexical categories; and [2] discourse-level structures such as scene shifts and topic shifts in writing that affect article choice. Since categorical features and lexical frequencies follow non-normal distributions, loglinear/logistic regressional analysis is used in this study. The resulting correlational data (via loglinear/logistic regression) allow us to better identify not only problematic noun subtypes, and classifications based on lexical and semantic factors can help to explain article usage patterns and their expressive nuances.

Cognitive linguistic classifications of error types and noun types can help us to better understand learners' problems, and to inform the teaching of articles to students. For example, learners are more likely to have difficulty, and make errors, with more abstract types of nouns. In this framework, it is possible to delineate different dimensions of abstractness, such as imageability, concreteness, entitivity, and lexical category membership. A more fine-grained classification of error types, and likelihoods and tendency toward particular errors (from the loglinear/logistic regression) can inform teachers and materials developers. This will enable them [1] to address article problems more specifically; [2] to sequence the teaching of article-noun patterns; and [3] to provide better, more contextualized materials, examples and explanations.

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Exploring the Freewriting Exercise for Promoting Adult English Learners' Private Speech and Internalization of English

Seohyun Penn & Hyun-Woo Lim
(Hankuk University of Foreign Studies)

In Vygotsky's (1978, 1986) developmental view, the internalization of language involves the transformation of 'external' or 'social speech' into 'inner speech.' The beginning of the internalization process is 'private speech,' mediating the transformation from social into egocentric speech or, eventually, to inner speech. If private speech is promoted in the education of second or foreign language learners, would it facilitate their internalization of the target language? This study aims to answer this question. As a pedagogical strategy to deliberately bring out private speech in L2 learners, we use Elbow's (1989, 1998a, 1998b) freewriting exercise, a writing without stopping or editing for a set amount of time on one or more topics. Our hypothesis is that freewriting exercise could be an externalized form of inner speech practice for L2 learners since freewriting bears a striking resemblance to utterances in private speech in its linguistic and superficial forms. Both are self-directed and often abbreviated and even incoherent with deictic usage and pronouns, unfinished utterances, semantically loaded key words, reduced morphology, elliptical phonology and sudden shifts of focus being frequent (Guerrero, 2006).

By employing a freewriting exercise, the present study explores the possibility of promoting adult Korean English learners' private speech and the way they internalize the target language. To assess the degrees in participants' internalization of English, this study uses two groups of forty low-level Korean college students who were enrolled in a prerequisite English program. They are comparable regarding English proficiency and other backgrounds. The only difference between these two groups is that participants from experimental group freewrite for fifteen weeks. To measure the participants' unplanned, spontaneous speaking, writing and the overall improvement on their competence through freewriting, three types of pre- and post-tests were administered and compared in terms of fluency, organization, content, and grammaticality in language use. The study provides suggestions and proof for using focused freewriting as a private speech exercise to enhance adult students' internalization of English.

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Cross-Cultural Analysis of Korean Compliment Strategies: A Mode-switching Framework

Sooho Song (University of Wisconsin-Milwaukee)

When learners learn a second/foreign language, they adopt the socio-cultural framework of the language. This framework is called a linguistic mode. Givon (1979) is the first one who used the term "mode." He argues that language learners improve their language ability by shifting pragmatic and syntactic modes of expression. Pragmatic mode focuses on topic-comment structure while syntactic mode is based on subject-predicate structure.

Pragmatic information includes social relations and/or different cultural contexts, which regulate the options the speaker has at syntactic and lexical levels. When learners learn a second/foreign language, they also adopt the socio-cultural framework of the language. This framework, which produces various types of grammatical and lexical orientation, is called a "linguistic mode." In learning a second and/or foreign language, framework change occurs in language production, the so-called "mode-switching." "Mode-switching" is the process the speakers modify their speech strategies according to the interlocutors' socio-cultural identity.

According to the extant literature (Hall's theory of high vs. low context communication style; Ide's theory of strategic politeness vs. discernment politeness; Coulmas), English language can be characterized as strategic speech mode and Korean language as formulaic speech mode. Strategic mode emphasizes an independent, self-controlling domination of speakers' volitional selection in speech acts. By contrast, formulaic mode refers to the highly conventional and prescribed language system. Thus, we can classify formulaic mode as a linguistic mode of hierarchical society (e.g. Korean culture) and strategic mode as that of individualized society (e.g. English speaking American culture).

Based on these pragma-linguistic distinctions of Korean and English, I argue that Korean speakers learning English should switch their speech mode from the formulaic mode to the strategic mode and vice versa. Thus, analyzing Korean speakers' compliment speech acts in English will help us understand the realization of "mode switching," since learning a second/foreign language requires the understanding of different speaking norms, linguistic values, and the grammar of the target culture. To this end, I investigate operational differences in Korean and English in the context of different socio-cultural values.

BIODATA

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Day 2

Concurrent Session 3: Language Policy and Teacher Education

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The Self-efficacy Perceptions of Native English-speaking Teachers in South Korean Public Schools

William Owens (University of Southampton, UK)

The research to be presented is an exploratory investigation into native-speaking English teachers in Korean public schools. Its aims were:

1. To find evidence for or against previous criticisms of those teachers; those criticisms were considered to be based on inference and insufficient evidence (e.g. Jeon, 2009, Shin & Kellogg, 2007).
2. To provide rich and in-depth qualitative information about the Korean public school NEST context, identifying areas warranting further research and contributing to a base of knowledge to inform that research.
3. To assess the usefulness of the Teacher Self-Efficacy Scale (Tschannen-Moran & Hoy, 2001) as a tool for investigating and assessing teachers in this context.
4. To assess the degree to which standard models of teacher expertise (e.g. Tsui, 2009) apply, and to assess the link between teacher expertise and teaching effectiveness in this context

Respectively, the outcome was as follows:

1. The evidence largely supported the previous criticisms; evidence was found for all of them, although due to the sampling method it is still impossible to generalize beyond the sample of 189 respondents.
2. Specific areas in which NESTs have the potential to be effective, and areas in which they struggle, were identified. Common solutions to problems, used by more effective teachers, were also identified, allowing for recommendations to be made that could benefit the NEST population in general.
3. The numerical self-assessment ratings teachers gave themselves were found to have little meaning per se, but the reason for the failure of the model – that NESTs do not necessarily have the knowledge required to accurately assess the effectiveness of teaching practice - was a relevant finding in itself.
4. The fact of team-teaching with a local teacher was a theoretical obstacle to using a traditional model of expertise; however it was found that, in the majority of cases, unity and cooperation between the NEST and local teacher were low enough to allow separate assessment to be appropriate, as long as it was confined to the areas of teaching in which it was determined that NESTs have high potential to be effective.

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World Englishes in Language Teacher Education

Hye-Kyung Kim (University of Seoul)

The vast majority of teachers of ESL and EFL in the world today are nonnative English-speaking teachers (NNESTs) working in a wide range of settings in Outer and Expanding Circle countries (Bolton, 2006). There are currently more nonnative English speakers (NNESs) than native English speakers (NESs) around the world, and therefore the chances of meeting with NNESs who speak a variety of English are growing worldwide. In light of these circumstances, Jenkins (2006) contends that teachers and teacher educators need a pluricentric approach to the teaching of English, which would enable English language learners to reflect on their own sociolinguistic reality and raise their awareness of the diversity of English.

In this study, using critical discourse analysis, I explored how Asian English teachers enrolled in a U.S. language teacher education program positioned themselves as language teachers in relation to issues regarding standard English ideologies and varieties of English spoken around the world. In order to capture the complex negotiation of identity and ideology described in the participants' lived experiences, I employed critical narrative research. To generate multiple sources of narrative data, I utilized individual interviews, group conversations, and reflective memos. Using Gee's (2005) suggested building tasks as a framework, I examined identities, politics, and connections that were constructed during the individual interviews and group conversations.

This study indicates that the concept of linguistic and/or cultural hegemony (Phillipson, 1992) has two main facets: the elevation of English over local languages and the preference for a certain dialect of English as the international norm. The latter was more frequently revealed than the former in the participants' narratives, revealing the elevation of the US version of English (Graddol, 1997; Jenkins, 2009). This study also suggests that English teaching should expose students to many varieties of English so that they can understand that the language is not owned by certain speakers such as speakers of standard English.

BIODATA

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An Analysis of the Cultural Contents of the English Textbooks in Elementary School

Mi-Ok Seo, Dong-Yeon Kim, Kyoung-Jin Yoon & Jae-Keun Lee
(Korea National University of Education)

The purpose of this research is to analyze the cultural contents of the fourth grade English textbooks in elementary school and to suggest pedagogical implication on the elementary English education including textbook development considering adapting cultural materials. The textbooks now used in 2014 school year was developed by the 2009 elementary English curriculum and authorized by Ministry of Education. Since Lado(1960) emphasized the importance of socio-cultural context in language eduction, Hall(1965) analyzed culture by two aspects of materialistic culture and non-materialistic conception of culture and Bierstedt(1970) sorted culture with three criteria: mental culture, behavior culture, and materialistic culture. Besides, Kransnick(1984) focused on cultural competence for successful communication. This study analyzed the cultural contents of the English textbook dialogues and culture sections in fourth grade textbooks by 19 topics from personal daily lives to more advanced academic lives suggested in 2009 English curriculum, using three items: the amount of cultural topics, cultural backgrounds and cultural types. Also, the study analyzed the culture sections of the five authorized English textbooks and checked if they have separated culture sections and how many and how long they are.

The results show that there are cultural topics occupied 10.6% of a dialog section on the average. Also, while most dialogs involved topics of general cultural background, the dedicated culture sections usually discussed comparative cultural background. Lastly, the various cultural types are represented equally in the dialog section and culture section. Furthermore, this study classified the cultural contents into four cultural backgrounds by nationality: general cultural background (87.2%), Korean cultural background (7.1%), British & American cultural background (0.7%), Korean/British & American comparative cultural background (3.6%) and other cultural background (1.4%). General cultural background deeply related with students' daily lives. Finally, the cultural types were sorted by 5 analytical items of Moran's classification (2001): products, practices, perspectives, communities, and persons. The ratio of 'products' among these is over 50%.

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The English Writing Instruction through Game Activities in Korean Elementary School

So-Young Kim & Jae-Keun Lee
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The purpose of this study is to examine the effects of teaching English writing through game activities in Korean elementary school and to suggest an effective and value-added writing teaching approach based on the traditional ways. In aspect of learning, elementary learners are most highly engaged when the lesson includes game activities. From March to December of 2013, this study was conducted over four months and the subjects as fifty three fourth graders were assessed their abilities in cognitive and affective domains.

To verify the effectiveness of English writing instruction through game activities for enhancing the learners' writing ability, pre and post writing tests were carried out on the first and last week of the teaching periods. Also, the participants responded in pre and post questionnaires for checking the statistical significance of students' interest, confidence and attitude related with game activities. The driven data was analyzed using *t*-test. For qualitative methodology, the study used learners' self-assessment sheets as well as interviews and the data was also analyzed.

The findings were as follows. First, English writing instruction through game activities facilitated effective writing classes in the elementary school field. Results show the mean of the post-writing test was higher than that of the pre-writing test and the difference was significantly higher. Teaching writing through game activities has affected students' writing ability positively. Second, the difference between the pre-test and the post-test shows the statistically significant changes in affective domains: English interest, confidence and attitude. Also, results of learners' self-assessment and interviews show positive effects. In other words, this writing instruction had a positive effect on affective domains of the learners.

In conclusion, the effects of teaching writing through game activities in elementary school contributed to the students' improvement of writing ability and affective domain. Thus, it seems that game activities can be a useful and effective way in English education in elementary school.

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The Major Issues in Restructuring the National English Curriculum

Inseok Kim (Dongduk Women's University)

The Korean government is looking for possible ways to restructure the 2009 national English curriculum so that grade school students may be better prepared for the future through a more balanced approach to literal arts, sciences, engineering, and other content areas. Recently a research team has been commissioned to work out a framework for restructuring by August of 2014. The team has examined several alternatives and is currently gathering public opinions about them. Based upon the public opinions, the team will present a blueprint for a new curriculum to the government. Then a new national English curriculum, incorporating the team's recommendations, will be developed by September of 2015 and implemented in grade schools starting from 2018. The purposes of this presentation are to illustrate the key issues that underlie the restructuring of the current curriculum and to solicit feedback from the members of the Korea Association of Teachers of English.

The major issues raised so far include the restructuring of grade school curriculums for more fluency-based English language education, the classification and presentation of achievement standards by grade or school, control on vocabulary and grammar for different levels of school, and different lists of topics and content for elementary, middle, and high school. The presentation will also address issues related to the English Divide, alternative ways to teach and evaluate grade school students, and the fitness between the high school curriculum and the college entrance examination policies. More specifically, the research team focuses on restructuring the national English curriculum at high school level. The team is examining questions such as "How many courses should be included in the new high school curriculum, how many of these courses have to be required or elective, how should textbooks be improved to facilitate English language learning by all students, and what actions ought to be taken to reduce dependency on costly private coaching and to render the classroom an ideal place for learning?

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What Makes A Case Study Really Qualitative?: Show Me Your Evidence, Please!

Chongwon Park (Pukyong National University)

This paper examines 38 qualitative case studies, published from 2007 to 2009, to critically review whether the core notions of qualitative inquiry have been realized in the articles published within last three years. Based on the integrated criteria of evaluation from several researchers, one can conclude that most of the participating case studies in this study lack negative case analyses, which challenge researcher's hypotheses or beliefs. As a result, the credibility of the researchers' interpretations is seriously threatened. In addition, the notion of triangulation has still not been represented, although participating researchers claim that they did collect data from a variety of sources in their studies. To reach a credible conclusion, all researchers would agree that negative case analysis and data triangulation are not options but necessary conditions, especially in case studies. To fill the gap between the qualitative researchers' awareness of these standards and their failure to represent the results in incorporated and systematic ways, the researcher of this study postulates that adopting a computer assisted qualitative data analysis system (CAQDAS) may not only enhance the quality of analysis, but make the writing process less complicated.

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Reflection on Action: The Impact of Action Research on Professional Development of ESL Teachers

Jisook Paik (American University)

Action research (AR) has become increasingly popular in second/foreign language teaching contexts. Burns (2010) claims that AR helps teachers make more informed decisions in classroom or during any instructional processes through a self-reflective, critical and systematic approach to explore one's own teaching contexts. In addition, the rigorous nature of AR, which involves identifying a problem, implementing an action, observing and collecting its effects for further analysis and interpretation, leads teachers to distance themselves from their own teaching practices for critical reflection, so that they can find effective ways and means to fill the gap "between what is actually happening in our teaching situation and what we would like to see happening in the classroom." (p. 2).

Based on this theoretical premise, this qualitative study examines how AR contributes to teachers' consciousness raising on their own teaching contexts and practices and how it further affects their instructional choices. With 14 participants who conducted AR while teaching throughout a course in a TESOL program in the US, the study collected, analyzed and interpreted teacher interviews, reflection journals and action research reports during and after the AR project. It particularly examined how the role of researcher in the classroom has influenced the teachers' perception on effective language teaching in areas such as lesson planning, teacher talk, and instructional choices.

The findings show that the participants have become more aware of the influence of the contexts and diversity of learner characteristics on the class dynamics and learning progress. In addition, they have become more sensitive to the types and effects of input they provide in the classroom on the learners' motivation and participation, which will eventually lead to the language acquisition. Furthermore, throughout the AR process, the teachers have shaped and consolidated the principles and criteria for effective teaching in the area of their research focus, thus making them feel confident in generating proper self-reflection and peer feedback in classroom observation. Further benefits and challenges in doing AR and its implications for professional development will be further discussed.

BIODATA

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Day 2

Concurrent Session 4: The Use of ICT in Language Teaching

Morning Session / Building 43-1 (Room 401)		
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14:30 – 15:00	**A multiliteracies approach to teaching writing in English in a Korean high school: Possibilities and challenges** Jayoung Choi (Georgia State University, U.S.A.)	143

Afternoon Session 2 / Building 43-1 (Room 401)

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'A Trip to Kyoto': Creating an Interactive Digital Story for Language Teaching

Andrew Prosser (Kankuk University of Foreign Studies)

Digital storytelling, multimedia stories augmented by video, audio, image and text, is already used extensively as a tool in language education. Its uses include teacher-created materials for delivering content or offering skills practice or in creative projects for language skills and media literacy development. Web or i-documentaries, particularly in terms of design and narrative structure, provide an extension of the digital storytelling concept, specifically in terms of increased interactivity. Using models of interactive, non-linear storytelling, originally developed in computer game design and used extensively in the production of web documentaries, this presentation aims to illustrate how digital stories may be developed into more interactive experiences for learners. In particular, the presentation will show an example of teacher-created digital story, 'A Trip to Kyoto', produced using the editing and publishing software 'Klynt', which allows learners to choose and follow their own individualized paths through the story.

Interactivity often means a more engaging, personalized experience for the user, but in terms of educational, instructional design, it also makes such stories more adaptable to the specific needs, interests and abilities of the individual learner. Thus, stories that are built on such narrative lines and software can, for example, give language learners the option to access additional information on themes in a story via video or text in order to help them develop a deeper level of insight and knowledge regarding those themes. In addition, help with language, such as glossaries or language exercises, can be worked into the design of the story, should the learner require it. Moreover, designers might add further activities adjacent to a narrative, such as cloze or quiz activities using 'Hot Potatoes', in order to help students test their comprehension of the story's narrative, or provide reading activities on related themes to offer integrated skills practice. Ultimately, in this way, interactive designs can be exploited with specifically educational objectives and concerns in mind in the development of digital storytelling for the language classroom.

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A Cognitive Investigation on Automatic Language Processing in L2 Writing: The Value of Corpus Consultation on Formulaic Expressions

Hyeyoung Cho (Hankuk University of Foreign Studies)

A number of empirical studies on learners' corpus consultation reported that students experienced difficulties in analyzing corpus data and evaluating their findings. Among various types of pedagogic mediations to alleviate the difficulties, this study examined the value of formulaic expressions as search terms in corpus consultation. Within a quantitative framework, this study compared the cognitive writing process of the FLG (Formulaic Language Group) which engaged in corpus analysis on selected formulaic expressions with that of the SWG (Single Words Group) which analyzed corpus data on single words matching the formulaic expressions that were given to the FLG. The cognitive process of writing was investigated by three parameters of automaticity, i.e. speed of processing, ballistic processing, and the amount of working memory available. In addition, the writing quality was holistically evaluated and examined through corpus analysis. Finally, the correlation between automaticity in writing process and writing quality was statistically analyzed.

The results of this study suggested that the FLG outperformed the SWG in terms of the three parameters of automaticity indicating the strong instructional benefits of corpus consultation on formulaic expressions to facilitate the cognitive efficiency of writing process. The results of writing quality revealed significant improvement of the FLG especially in the delayed posttest. It seems to suggest the value of supplementary activities of corpus consultation, which were administered in between the immediate and delayed posttests. In addition, a corpus analysis on the students' writing showed that the FLG students used more different types of formulaic expressions more frequently than the SWG. Finally, the correlation between automatic processing and writing quality showed significant group differences, hinting the instructional benefits of FLG in L2 writing process. Despite some limitations, this study holds significance as it takes a cognitive approach to examine instructional benefits of learners' corpus consultation in L2 writing. In addition, it is hoped that this study shed more light on the value of formulaic expressions to advance the corpus-based L2 writing instruction.

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EFL Preservice Teachers' Strategies for Eliciting Children's English Online Responses via Email

Sun Young Chun (Kyungpook National University)

As technologies have become increasingly present in education, it is likely that teachers and students will have more opportunities to interact with each other online, either one-on-one or one-to-many. Thus, the kinds of practices that promote effective interaction with students and sustain students' participation online need to be better understood because these tactics may eventually give students more opportunity to practice their English. However, very little research has been conducted to identify the specific strategies that teachers employ to help students generate their thoughts in English during online interactions with them. Thus, an in-depth investigation into Korean non-native EFL preservice elementary teachers' practices as they engaged in one-on-one email exchanges with Korean elementary students identified strategies that were effective in getting the children to respond and use English in communicative and creative ways.

The primary data source was the series of email messages between the preservice teachers and their child partners. Background survey questionnaires for all participants were also collected to determine their backgrounds in learning and teaching English, as well as computer use. Because communication was taking place between adults and children, what the preservice teachers did appeared to be more important in this process than what the children did. Qualitative analysis of online exchanges indicated that effective email exchanges in English with children required consistent effort from the preservice teachers to create a learning environment that encouraged their child partners' responses in English. The preservice teachers' strategies that made the online interaction more effective included asking specific questions using simple English expressions and creating visually appealing messages. This study hopes to contribute to the profession's ongoing efforts to develop effective online pedagogy for language learners.

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Technology-Enhanced Reading: Beyond Form-Meaning Connections

Youngmin Park (University of California, Irvine)

Readers construct *meaning* by decoding *forms*, which are governed by linguistic rules. Among these rules is syntax, that is, the correct ways in which words are put together within a sentence. Sensitivity to this rule, which is referred to as *syntactic awareness*, plays an important role in increasing fluency and reducing reading anxiety, thereby enhancing comprehension. However, it is hard for second language (L2) readers to acquire syntactic awareness (Bernhardt, 2000). This is because L2 readers are little likely to process form that contributes little to constructing meaning while focusing on making meaning of texts, according to information processing theories (e.g., VanPatten, 2004).

Compared to ESL readers who learn English in English-speaking countries, building syntactic awareness is particularly challenging for EFL readers who study in non-English speaking countries, for a couple of reasons. Typical EFL readers are rarely exposed to oral English communication, from which they would be able to acquire linguistic rules. Especially those whose native languages are linguistically far from English (e.g., native Korean speakers) may have more difficulty in developing reading abilities than those with native languages close to English (e.g., native German speakers). L2 speakers who natively speak languages that share cognates and similar syntactic structures with English may have prior linguistic knowledge that helps enhance reading development. This is where technology comes in to support Korean students who struggle in English reading development.

As Anderson-Inman and Horney (2007) reviewed, technological advancement makes many more text presentation types available than ever before to facilitate reading and reading instruction. New text presentation technologies especially benefit EFL contexts a majority of English instruction is led by non-native English teachers and is conducted in a large classroom. An especially promising approach is visual-syntactic text formatting (VSTF), which automatically parses non-linear sentence structures of English texts. VSTF then reformats and presents the texts on digital devices in a hierarchically indented format. This may facilitate students' ability to see and implicitly learn the underlying syntactic structure of English (Walker et al., 2005). Hypotheses for the effects of VSTF and results from previous studies will be discussed.

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A Multiliteracies Approach to Teaching Writing in English in a Korean High School: Possibilities and Challenges

Jayoung Choi (Georgia State University)

Being able to learn through multimodal means and to express learning multimodally is particularly powerful for ELs (English Learners) who have limited English proficiency (Ajayi, 2008). Given that students' lives are intricately related to media, images, and computer screens especially through the advancement and prevalence of technology than just words in print, creating instructional spaces for ELs in which they creatively utilize multimodal means to engage with reading and writing in English is becoming more important. Nevertheless, integrating multimodal activities into the existing curriculum is challenging to many classroom teachers due partly to lack of specific guidelines and strict standards to be met in the school district. In the context of high schools in Korea, teaching writing through multimodality has not been explored. It is understandably so given that students' writing skills in English are not tested on high stakes standardized tests.

The presentation reports on one high school English teacher's writing curriculum informed by a multiliteracies pedagogy (New London Group, 1996) and multimodality (Kress, 2000). Based on his belief that writing in English encompasses both linguistically and non-linguistically based compositions, he had his students create blog entries and comic strips in English and draw pictures of some part of their linguistic composition. This approach to writing instruction allowed the students to feel a sense of success in writing in English and the opportunities to recreate their realities in this process. The presentation will give the audience practical strategies for teaching writing within a multiliteracies pedagogy.

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Synchronous CMC for English Learners in Korean High School Classrooms

Soojin Ahn (The University of Georgia)

This study explores the use of synchronous computer-mediated communication (SCMC) to provide Korean learners with opportunities for productive interaction in English. Chun (1994) and Kern (1995) hypothesized that the written but semi-spoken nature of SCMC provides language learners with practice of communication skills which can ultimately be transferred to face-to-face conversation. In this study, sixteen Korean high school students chatted in English online in pairs. The researcher identified key themes through a qualitative analysis of online chat recordings and interviews of participants.

This study showed three features of SCMC related to fluency, accuracy, and affective aspects. First, the students had fluent exchanges despite the spelling and grammatical errors and limited vocabularies. The students also took advantage of short but frequent turns to begin and continue a conversation. Second, the students had opportunities to reflect on their comments on the screen. Also, a sense of control over the online conversation enabled the students to correct errors at their own pace. Finally, the students developed a willingness to communicate in English through online conversation and noted that their social relationship with online conversation partners played a key role for productive interaction.

In Korea, there is little chance to use English in actual conversations either inside or outside the classroom. The findings suggest that SCMC may provide an alternative way for foreign language learners to use the target language for authentic communication with other learners. Since Korean students can increasingly access internet-based media in everyday life, SCMC may become more useful for foreign language learning in afterschool activities.

BIODATA

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Investigating Korean English Teachers' Perceptions and Professional Development in Online Webseminar

Dennis Murphy Odo, Aram Cho, Ji Hye Shin, & Jin Kyeong Jung
(Georgia State University)

Professional development is a crucial ongoing process that is required for both pre- and in service teachers who need a new set of knowledge, resources, and experiences. It aims to provide teachers with information and to support them in applying ideas about pedagogy in their field of study (Holmes, Signer & MacLeod, 2010). In this new era of technology, whether synchronous or asynchronous, an online approach to professional development provides an emphasis on the learners and allows for productive discussion among members of the community (Holmes, Signer & MacLeod, 2010). While synchronous instructions have a limitation in space and time, asynchronous instructions can be free from these restrictions (Bernard et al., 2004). To understand international teachers' perspectives on asynchronous online professional development and observe the pedagogical strategy development in their critical literacy, a constructivist approach aims to respect students as active learners and human beings (Brooks & Brooks, 1995) is applied.

This study examines online participation in the critical literacy web seminar project Global Conversations in Literacy Research (GCLR) that attempts to provide critical perspectives around literacy research and practice. As a part of GCLR project, international participants who have restricted access to synchronous web seminar in particular will be investigated. The research questions for the study are a) What are international language teachers' perceptions of participating in a Web seminar? and b) What do international language teachers learn from online critical literacy Web seminar as professional development? Two Korean-English language teachers in Korea were selected through purposive sampling. Participants accessed and viewed self-selected archived GCLR web seminars and participated in semi-structured interviews with Korean-English bilingual researchers. Data was analyzed using a constant comparative method (Corbin & Strauss, 1990) and content analysis (Miles & Huberman, 1994) to describe GCLR's impact on international teachers. By examining the views of international teachers, this study will address the unique advantages and disadvantages related to the mode and language of the presentation.

Preliminary findings revealed unique advantages and disadvantages related to the mode and language of the presentation. For instance, issues surfaced around lack of ability to interact with seminar participants synchronously and difficulty understanding some topics (e.g., Common Core) due to insufficient familiarity. Nevertheless, participants reported they learned about cutting edge critical literacy research that they felt no direct access to offline. Additional findings will also be presented and discussed.

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Day 2

Concurrent Session 5:

The Use of ICT in Language Teaching (morning) /
Second Language Acquisition (afternoon)

Morning Session / Building 43-1 (Room 403)

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14:00 - 14:30	**Interlanguage requests in workplace e-mails written by Korean corporate employees** Sun Hee Kim (Korea University)	151
14:30 – 15:00	**The rhetorical structure and metadiscourse of student-produced research article abstracts (RAAs)** Junghee Byun (Seoul National University)	152

Afternoon Session 2 / Building 43-1 (Room 403)

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15:50 - 16:20	**Effects of visual input enhancement and lexical elaboration on Korean EFL high school students' vocabulary learning** Mi-ra Chae & Sang-Ki Lee (Korea National University of Education)	154

Corpus-Based Pedagogical Implications from the Writings of College-Admitted Learner English

Daehyeon Nam & Hye-Jin Park
(Ulsan National Institute of Science and Technology)

As the number of college courses offered in English-mediated lecture has been increased in S. Korea, the necessity of preparing the freshmen for the lectures in English has become growing interest in both for the researchers and practitioners. The purpose of the current study is, therefore, to diagnose the S. Korean college freshmen's English proficiency and to provide pedagogical implications based on the students writing sample analyses. Recently, recognition of the theoretical and pedagogical value of learner corpora is growing fast and a number of these corpora have been compiled. Five hundred and ninety-nine high school students who were admitted to a science and technology focused university took writing composition placement tests consisting of two short argumentative writing activities. A 200,000-word learner corpus was compiled from 1,198 writing samples representing different proficiency levels of sub-corpora.

The collocation and frequency of content and grammatical words list were compared against native speakers' academic writing to extract the linguistic characteristics of the target student proficiency levels. The content word collocation analysis provides the empirical grounds with which college English educators prepare the students for English for Academic Purposes (EAP) vocabulary. The grammatical words collocation analysis, on the other hand, renders how the college admitted students has built up the L2 grammar structure, whether it is interlingua or simple errors. Based on the results of the corpus-based vocabulary and grammar analysis, sample vocabulary and grammar instruction materials and pedagogical implications are developed for the newly admitted college students of English-mediated ESL academic settings.

BIODATA

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The Effectiveness of Teaching Formulaic Sequences on L2 Language Learning: A Meta-analysis

Sumi Han (Northern Arizona University)

Research on the effectiveness of teaching second language (L2) formulaic sequences (FSs) has been growing over the last decade, but there still exists uncertainty with what and how to teach in the instruction of L2 FSs. To this end, this meta-analysis aimed to (a) examine overall study features of previous L2 FS instruction (i.e., identification, context, overall research design, instruction, and outcome); (b) assess an overall effect of FS instruction on L2 language learning; and (c) examine the relative effectiveness of each of the study features as moderator variables. A comprehensive and systematic search was done with developing a set of inclusion and exclusion criteria for selecting targeted studies of L2 FS instruction and then the data was coded accordingly. Next, a total of 41 studies with 70 samples were included in the final sample and meta-analyzed. Among them, 22 studies were conducted between 2010 and 2012 in English as a second or foreign language learning settings.

Regarding the immediate post-test, the average experimental-versus-control group effect size ($d = 1.67$, $k = 19$) and the average pre-to-post-test effect size ($d = 1.26$, $k = 28$) were both large with regards to Cohen's (1988) scale and Oswald and Plonsky's (2010) suggestion. In addition, quantitative results indicated there has existed large variation in researching L2 FS instruction due to potential moderator variables. For example, explicit FS instruction ($d = 2.96$) yielded larger effects than implicit FS instruction ($d = 1.10$) for the experimental-versus-control group design on immediate post-tests. Other contextual and methodological variables, such as L1, instruction techniques, and outcome measures, were further examined with regard to their relative effectiveness of L2 FS instruction. It is expected that the results and findings from the meta-analysis can contribute to generalizing research findings from the primary studies of teaching L2 FSs, and suggest venues for future studies in the domain.

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Interlanguage Requests in Workplace E-mails Written by Korean Corporate Employees

Sun Hee Kim (Korea University)

This study investigated how Korean corporate employees differed in their ways of making e-mail requests by comparing them with the American corporate employees' production in terms of head acts, internal and external modifiers by using a discourse completion test. The research demonstrated similarities and differences among three worker groups (i.e., American workers (AW), Korean workers inexperienced in writing English e-mails (KW1), and Korean workers experienced in writing English e-mails at work (KW2)) in relation to their perception of social variables in specific situations.

The results indicate that despite the fact that KW2 group showed closer approximations to the AW group compared to the KW1 group in general, significant differences were found in their production in situations especially concerned with power-asymmetrical relationships. Unlike the AW group who favored employing indirect requests with various types of modifiers, both KW groups formulated their requests in a rather direct manner with fewer modifications as they heavily relied on limited pragmatic repertories, displaying inappropriateness even though they were aware of the embedded social variables. Moreover, in relation to their use of external modifiers, the AW group utilized more formal language with more convincing expressions allowing them to appear more professional, whereas the KW groups failed to do so. Overall findings suggest that Korean workers even with proficient levels of English experienced difficulty in producing different types of requests. Pragmatic functions with relevant social variables were often not salient to them and were not likely to be noticed even after prolonged exposure.

In terms of teaching and learning, we teachers should encourage learners to equip themselves with analytical abilities in knowing how to utilize the pragmatic functions embedded in the target language at work, resulting in taking more control and gaining confidence in one's way of communicating via e-mails. Therefore, raising awareness in developing and integrating necessary pragmatic features in one's linguistic knowledge should be given insights when dealing with business speech act performance related to workplace e-mail communication. In short, it is recommended that pragmatics related to face and appropriateness should deserve greater interest and should become a salient component in workplace language programs.

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The Rhetorical Structure and Metadiscourse of Student-Produced Research Article Abstracts (RAAs)

Junghee Byun (Seoul National University)

This study highlights the features of the RAAs of Korean novice academic writers that make strategic and varied use of rhetorical structures and metadiscourse from experienced writers so that their RAAs appeal to the targeted readership and thereby effectively engaging in communications of their academic discipline. 91 RAAs produced by Korean graduate students are compared with those (n= 91) of experienced researchers published in leading international linguistics and applied linguistics journals. The targets of analysis are two distinctive models of rhetorical structure -the informative IMRD model (Hyland, 2004) and the indicative CARS model (Swales, 2004); and two types of metadiscourse - interpersonal and interactive. Cross-disciplinary variations between linguistics (n=59) and applied linguistics (n=32) are discussed as well.

As for major findings, the Korean novice group has a tendency to emphasize significance of their study by making more frequent use of the CARS model and writing a longer 'introduction' and 'result'. Regarding meta-discourse, they give much preference to booster, engagement and evidential metadiscourses, but refrain from using self-mention. Interestingly, the Korean group reveals significantly higher density of the overall and interactive metadiscourse (t=2.27 p=.02 and t=3.38 p=.00) respectively, which derives from significantly more use of evidential meta-discourse of Korean writers (t=3.60, p=.00). Cross-disciplinary analysis demonstrates that the expert group more frequently uses endophoric meta-discourse in linguistics and code glosses in applied linguistics, which offers suggestions to novice writers. Interestingly, only does the Korean group preference of IMRD and CARS model statistically differ in the two disciplines (x^2=21.39, p=.00).

Regarding density of metadiscourse, the novice RAAs of linguistics show significantly higher density in interactive meta-discourse (t=2.35, p=.02) than the expert counterparts due to the significantly different use of evidential meta-discourse (t=3.6, p=.00). Lastly, large distribution of metadiscourse is observed in 'result' of the expert RAAs, while it is in 'purpose of study' of the novice RAAs. Cross-disciplinary difference in this distribution is clearer in the novice group. To sum up, the Korean novice writers make strategic use of rhetorical structure and meta-discourse to have their RA accepted by their own academic communities.

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Locating L2 Writing Feedback in Activity Theory: Constitutive Role of Feedback to Mediate L2 Process Writing Activity

YiBoon Chang (Seoul National University)

A recent emphasis on developing effective L2 writing feedback, aside from the traditional foci on testing its effectiveness, calls for better understanding of its nature and process. This presentation is a continuation of the new strand of research, proposing Activity Theory (AT) as a viable theoretical framework to conceptualize L2 writing feedback. Wells' transactional model of discoursing (Wells, 2002; 2007) insightfully tackles a distinctive role of discourse in teaching and learning activities from AT perspectives. Different from material activities to transform material objects, teaching and learning activities are often engaged in symbolic objects (e.g., building or enhancing knowledge) primarily mediated and constituted by discourse. Wells conceptualized this dual role of discourse as a mediating artifact and constitutive action, referring to it as constitutive discourse. He also highlighted sequential features of teaching and learning activities in which the outcomes of previous actions mediate the subsequent actions. In the system of activities, constitutive discourse is structured to best serve the objects of activities.

I propose that the role of constitutive discourse in symbolic activity corresponds to that of feedback in L2 process writing instruction; sequential feedback actions in process writing activity mediate and constitute the activity to accomplish its instructional goals. Meanwhile, Wells' current AT model does not include a concrete theoretical representation about the structures of constitutive discourse. To identify distinctive construction of feedback discourse with regard to its mediating role in process writing activity, I adopt problem-solving theory (Simon & Newell, 1971). Mediation of feedback discourse is conceptualized as problem-solving process through which students improve their drafts learning to write in L2. Different from the theory's original cognitive perspectives assuming a single problem-solver, problem-solving of feedback discourse involves multiple problem-solvers who jointly construct problem space and situated solutions. Feedback data from an intact ESL composition class, i.e., teacher's written feedback and subsequent individual tutorials, is used to instantiate the proposed perspective on L2 writing feedback. The presentation invites further discussion about this theoretical inquiry in the pursuit of better understanding feedback to L2 writing.

BIODATA
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Effects of Visual Input Enhancement and Lexical Elaboration on Korean EFL High School Students' Vocabulary Learning

Mi-ra Chae & Sang-Ki Lee
(Korea National University of Education)

Instructed SLA researchers have tried to find ways to manipulate L2 input materials so that they could be more easily processed and learned by the learners. This study set out to investigate the effects of two of many such instructional endeavors, visual input enhancement (VIE) and lexical elaboration (LE), on the learning of vocabulary items by 142 high school students in Korea. VIE, as an implicit type of focus on form, aims to enhance the noticeability of the targeted input by employing various visual cues. Through a meta-analysis of 16 primary VIE studies, Lee and Huang (2008) showed that VIE would bring about a learning effect at the size of $d = 0.22$, which is a small but clearly detectable effect. LE is a method to help learners guess the meanings of unknown words by providing additional contextual information about them. For instance, in the following example excerpt the meaning of "deeds" is elaborated by adding "which mean actions or performances":

> When Korean volunteers came to Nepal to help Nepalis, he was impressed by their good deeds, which mean actions or performances.

The rationale behind this is that the meaning of *deeds* could be successfully inferred by the learners by the help of its synonyms such as *actions* and *performances*.

The participants of this study were randomly assigned into one of three treatment groups (VIE, LE, VIE + LE) and one control group. While reading three texts at their level, they had to learn implicitly the meanings of 20 unfamiliar words that were selected through a vocabulary test. The treatment effects were measured through a form recognition task and a meaning recognition test. In addition to the main effects of VIE and LE, this study also examined any moderating effects of individual differences in language learning aptitude (as measured by a reading span task and a letter-number sequencing task). The findings of the study, together with some possible implications for the vocabulary instruction in English classrooms in Korea, are discussed in the presentation.

BIODATA

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Day 2

Concurrent Session 6: Materials and Curriculum (morning) / Language Policy and Teacher Education (afternoon)

	Morning Session / Building 43-1 (Room 304)	
	Session Chair: Myongsu Park (Sangmyung University)	
Time	**Presentation Title and Presenter**	**Page**
09:30 - 10:00	**Form, meaning, and function in Japanese high school English textbooks: Can we integrate them all?** Lisa Mizushima, Nanaho Oki & Hiroya Tanaka (Sapporo Gakuin University & Hokkai-Gakuen University, Japan)	157
10:00 - 10:30	**Course designing: A MATESOL grammar course for both native and nonnative speakers** Sujung Park (Hanyang Cyber University)	158

Afternoon Session 1 / Building 43-1 (Room 304)

	Session Chair: Kyeong-Hee Rha (Chungbuk National University)	
Time	**Presentation Title and Presenter**	**Page**
13:30 - 14:00	**Enhancing inservice teachers' understanding about English learners in the U.S. through multimodal teaching and ethnography projects** Jayoung Choi, Myoung Eun Pang, Aram Cho, Jihye Shin (Georgia State University, U.S.A.)	159
14:00 - 14:30	**Effects of co-teaching in South Korean primary non-native English teacher talk** Joo Hwan Yang (Jungang Elementary School)	160
14:30 – 15:00	**The effectiveness of consulting programs for in-service English teachers: Consultants' perspectives** Hyun-Ok Oh & Sunhee Choi (Jeonju Jigok Elementary School & Jeonju University)	161

Afternoon Session 2 / Building 43-1 (Room 304)

	Session Chair: Jongbum Ha (Kumoh National Institute of Technology)	
Time	**Presentation Title and Presenter**	**Page**
15:20 - 15:50	**Exploring teachers' perceptions and attitudes toward extensive reading in an after-school extensive reading program for Korean high school students** Isel Venema & Gaeul Kim (Ewha Womans University)	162
15:50 - 16:20	**Making connections between a non-native tutor and a non-native tutee in a second language writing tutorial** Jin Kyeong Jung (Georgia State University, U.S.A.)	163

Form, Meaning, and Function in Japanese High School English Textbooks: Can We Integrate them All?

Lisa Mizushima (Sapporo Gakuin University)
Nanaho Oki & Hiroya Tanaka (Hokkai-Gakuen University)

In 2009, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) revised the Course of Study, the national guideline for school education, for high schools. The new educational policy aims to "develop students' communication abilities such as accurately understanding and appropriately conveying information, ideas, etc." (MEXT, 2009). Since 2013, this guideline has been implemented with new textbooks.

This study investigates how and whether form, meaning, and function are integrated in the new English textbooks for senior high school students, focusing on how appropriately language functions are manifested in textbooks. The researchers analyzed example sentences for particular sentence structures and grammatical items in English textbooks for a compulsory course, English Communication I, and categorized them according to the five language functions described in the Course of Study: "facilitating communication," "expressing emotions," "transmitting information," "expressing opinions and intentions," and "instigating action," each of which are followed by six specific examples of verbal/nonverbal behaviors.

The results revealed that the sentences offered in the textbooks are mostly constative, and the function of these sentences is often limited to "transmitting information." This indicates that the textbooks are too biased toward literal/semantic meaning, and much less attention is paid to contextual/pragmatic meaning or functions. The presenters claim that a wider variety of functions should be covered in the textbooks to develop learners' communication abilities. The presenters will evaluate each of the sentences extracted from the top eight popular textbooks and discuss how form, meaning, and function can be integrated in EFL textbooks and supplementary materials. The presentation will be of interest to EFL instructors and researchers as well as textbook writers.

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Course Designing: An MATESOL Grammar Course for Both Native and Nonnative Speakers

Sujung Park (Hanyang Cyber University)

A pedagogical grammar course is one of the required courses in most MATESOL programs in the United States and Canada (Wang, 2003). In some of these programs, both native and nonnative speakers of English take the same grammar course, despite their different linguistic and educational backgrounds. This paper reports on the results of the changes made by the researcher in her own English grammar course from a US-based MATESOL program to benefit both the native and nonnative speaker participants. The course comprised 16 students, and their perceptions of the restructured course were obtained through a qualitative analysis of the following datasets: a) the students' individual class and grammar-tutoring journals, b) their in-class focus group interaction transcripts, c) their final reflection papers on the course, and d) the researcher's field notes and comments on their lesson plans and journals.

The results showed that both native and nonnative speakers, due to their different backgrounds, needed and benefited from different types of knowledge of grammar. However, despite their differences, they commonly took advantage of learning the core meanings of grammar structures rather than approaching them case by case. The native and nonnative speakers also benefited greatly from each other through collaborative in-class group work. In terms of the tutoring experience, the most radical change in the course, both positive and negative reactions were revealed. The presentation will end with a discussion of the study's limitations and possible suggestions for a future MATESOL grammar course.

BIODATA

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Enhancing Inservice Teachers' Understanding about English Learners in the U.S. through Multimodal Teaching and Ethnography Projects

Jayoung Choi, Myoung Eun Pang, Aram Cho, & Jihye Shin
(Georgia State University)

It has been reported that many who teach English learners (ELs) in the inclusion, pull-out, or sheltered classes in the U.S. are not adequately trained to serve the increasing EL population in K-12 settings (Reeves, 2006). In particular, there is a dominant myth that ESOL instruction is just good teaching among many inservice teachers (Harper & de Jong, 2004). Given these reasons, teacher education programs in Teaching English to Speakers of Other Languages (TESOL) play a pivotal role in enhancing teachers' understanding of ELs and in helping them adequately address unique needs of ELs during instruction. The presentation reports on how 40 inservice teachers of various content areas improved their understanding about ELs and teaching practices suitable for the growing population over three TESOL teacher education courses in an U.S. university. The inservice teachers who were enrolled in two online graduate courses (Applied Linguistics; Methods and Approaches) completed a multimodal teaching and learning project. In it, teachers learned about important second language acquisition (SLA) concepts and represented their theoretical knowledge in both linguistic and non-linguistic modes (i.e., visual, sound, movement, and technology that includes many modes). They also taught ELs lessons while integrating multimodality. In another graduate course (Cultural Issues), the teachers conducted a small scale ethnography study in which each teacher studied a culture of an EL through the ethnographic lens and taught culturally relevant lessons. The preliminary findings suggest that these projects might be promising approaches in teaching inservice teachers of ELs.

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Effects of Co-Teaching in South Korean Primary Non-Native English Teacher Talks

Joo Hwan Yang (Jungang Elementary School)

Co-teaching is a teaching method that refers to a teaching context; in which teachers actually teach a lesson together in a classroom. Co-teaching in the English class became popular by having a pair of a native English speaking teacher (NEST) and a non-NEST throughout public schools in East Asia. South Korea's English Program in Korea (EPIK) was enacted since 1995. Non-NESTs and NESTs in primary co-teaching usually have different teaching backgrounds. Non-NESTs mostly hold primary generalist certificates graduating national university of education which are specifically established only for primary education and they generally contract with the national government working for life. On the other hand, NESTs in EPIK hold BA degree in any academic fields and also can apply to this position without any teaching qualification or previous teaching experiences. NESTs are supervised by their non-NEST co-teacher and annually contract with local office of educations or individual schools. The context of co-teaching which involves two teachers who come from different mother tongues, the pedagogical backgrounds and their institutional status may influence non-NEST' teaching practices.

In order to investigate the effects of co-teaching in primary non-NEST's talk, the researcher adapted a case study by collecting two non-NESTs' 8 lessons; 4 taught with their co-teachers and the other 4 taught by stand-alone in which the later was taught exactly the same but targeted different students in same grades. Based on various discourse analysis frameworks, the researcher found that non-NESTs' talk were affected by co-teaching in different ways. In terms of patterns, co-teaching reshaped non-NESTs' talks especially in initiation and response turns. In code-switching, each non-NEST showed differences. While one participant showed significant differences in amount of code-switching in turns, the other participant did not show significances. When analyzing role practice and power relationship between non-NESTs and NESTs, non-NESTs changed their ways of teaching when they were with NESTs. Even though each teacher's role practice and co-teaching relationships were varied, non-NESTs were in charge of classroom management. With regard to the results of the study, some reflections for co-teaching will be presented.

BIODATA

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The Effectiveness of Consulting Programs for In-service English Teachers: Consultants' Perspectives

Hyun-ok Oh (Jeonju Jigok Elementary School)
Sunhee Choi (Jeonju University)

The present study aims to investigate consultants' perspectives on the realities and effectiveness of consulting programs for in-service English teachers. A total of 29 teachers (21 elementary and 8 secondary school English teachers) who are working as consultants for English teachers in the Jeonbuk province were invited to give their views on the consulting programs. In order to gain a more comprehensive results, three different data collection procedures were adopted: a survey, in-depth interviews and analyses of written consulting reports provided by the participants. The results show that consultees in both elementary and secondary schools seem to need consulting for more effective and creative lesson ideas. Yet, while consultees in elementary schools ask for help with their classroom English, those in secondary schools request support for classroom management, in particular, handling discipline problems. The areas which the consultants focus on during consulting also differ according to school levels. The elementary school consultants focus more on students' participation, whereas the secondary school consultants pay more attention to instructional techniques and activities. With regard to the effectiveness of the consulting programs, the majority of the participants (82.7%) believed that the programs are effective although their satisfaction level was not as high (65.5%). However, the consultants expressed concerns about their lack of expertise which results from limited training and experiences. The study will conclude with suggestions for improving the consulting programs including consultant selection criteria and procedure, support system, and professional development.

BIODATA

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Exploring Teachers' Perceptions and Attitudes toward Extensive Reading in an After-school Extensive Reading Program for Korean High School Students

Isel Venema & Gaeul Kim
(Ewha Womans University)

This study examines teachers' perceptions and attitudes toward extensive reading (ER) in a Korean EFL classroom. One of the key principles of ER is "the teacher is a role model of a reader for students" (Day & Bamford, 1998, p. 138). Focusing on this principle, two MA TESOL students enrolled in a Teaching Practica worked with fifteen Korean high school students who volunteered to participate in an after-school extensive reading program. The MA students took on the role of teachers and planned extensive reading activities based on the weekly reading assignments. In addition, the MA students took on the role of a "mentor" for the high school students and made an attempt to encourage them to read extensively outside the classroom.

In addition to teaching and mentoring the high school students in the ER program, the MA students also participated in ER themselves. They joined a "book club" with three other MA TESOL students and selected a novel to read together. Each week, they met with the other members of the book club and participated in discussion regarding the book. The students also took turns leading the discussion and completed group and individual book reports upon completion of the book. Furthermore, the MA students kept a weekly diary and recorded their thoughts and perceptions toward ER as well as their role as ER teachers and mentors. The MA students also viewed video recordings of their own teaching demonstrations in the ER program, received oral and written feedback from the practica instructor as well as written feedback from their peers. Findings of the study indicate that their level of interest and enthusiasm for ER increased as they participated in the book club. As a result, their ability to create and deliver ER activities also improved as their own level of enthusiasm for ER increased.

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Making Connections between a Non-Native Tutor and a Non-Native Tutee in a Second Language Writing Tutorial

Jin Kyeong Jung (Georgia State University)

While a growing body of literature (e.g., Cumming & So, 1996; Jones, Garralda, & Lock, 2006) reports the effectiveness of second language (L2) writing tutorials, there is less research focusing on the ways that relationships between non-native English speaking (NNES) tutors and L2 learners influence the success of writing tutorials. This presentation examines how a tutor and tutee connect with one another by analyzing an L2 tutee's perceptions of having writing tutorials with a NNES tutor.

Specifically, the presenter will discuss the findings from an ethnographic case study in which she examined how a Chinese college student, Hoon (pseudonym) in an American university engaged in L2 writing tutorials with a NNES tutor from South Korea. This case study gathered data from multiple sources (e.g., interviews with the tutee, writing artifacts, and classroom observations) over the period of one academic semester. Themes and patterns were identified in the data using grounded theory (Strauss & Corbin, 1990, 1994, 1998; Charmaz, 2000).

The study found that there were multiple factors affecting the relationship between this tutor and tutee, and that their relationship possibly contributed to a successful L2 writing tutorial. Some elements that influenced this relationship include the tutee's proficiency level, motivation, and affective factors (e.g., anxiety), as well as feedback from his course instructor, including grades. Based on these findings, this presentation will address pedagogical and research implications for L2 writing tutorials with NNES teachers, including the role of NNES tutors, tutorial contexts, and training for writing tutors.

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Day 2

Concurrent Session 7: English Language Testing (morning) / Teaching Young Learners (afternoon)

Morning Session / Building 43-1 (Room 405)

	Session Chair: David Shaffer (Chosun University)	
Time	**Presentation Title and Presenter**	**Page**
09:30 - 10:00	**Analysis of the high school English test results by applying cognitive diagnostic model** Yunha Choi (Yonsei University)	167
10:00 - 10:30	**Linguistic features in MELAB writing task performances** YeonJoo Jung, Scott A. Crossley & Danielle S. McNamara (Georgia State University & Arizona State University, U.S.A.)	168

Afternoon Session 1 / Building 43-1 (Room 405)

	Session Chair: Kyungja Ahn (Seoul National University of Education)	
Time	**Presentation Title and Presenter**	**Page**
13:30 - 14:00	**An exploratory study on the students' academic achievement through different teacher's talk of native and non-native English teachers in Korean Elementary School** Gayeon Yi & Yunjoo Park (Korea National Open University)	169
14:00 - 14:30	**Phonological awareness and prosodic production by Korean young EFL learners** Juhyun Jang & Junkyu Lee (Hankuk University of Foreign Studies)	170
14:30 – 15:00	**Program development in early childhood English education based on cultural aspect** Kee Won Yoon (Yonsei University)	171

Afternoon Session 2 / Building 43-1 (Room 405)

	Session Chair: Hye-Sook Park (Kunsan National University)	
Time	**Presentation Title and Presenter**	**Page**
15:20 - 15:50	**A Korean child learner's acquisition of English grammar: A four-year long case study** In Lee (Jeonju National University of Education)	172
15:50 - 16:20	**An analysis of Korean 6th grade elementary English textbooks in terms of communicative function and language form** Dayoung Kwon & Joong-Sun Sohn (Daegu Daseo Elementary School & Daegu National University of Education)	173

Analysis of the High School English Test Results by Applying Cognitive Diagnostic Model

Yunha Choi (Yonsei University)

This study provided academic achievement levels as an elaborate profile of skills mastery levels by applying the most recent development of cognitive diagnostic model (CDM) to English reading test results. This is fundamentally different from traditional assessments, which provide an overall proficiency score and focus on placing students onto a unidimensional continuous scale. Cognitive diagnostic assessment (CDA) identifies cognitive strengths and weaknesses of students on particular aspects of their language skills and provides fine-grained diagnostic feedback for remedial actions required to improve weak skills. Based on this research, this study presented the multidimensional skill profiles of individual students and one way of providing a diagnostic score report card. Also, this study suggested how to use diagnostic results for student learning, instructional practice and assessment system. In CDA, cognitive psychology and psychometric modeling are combined to make inferences about learners' mastery status for the tested skills. For these purposes, test items were content analyzed by field experts for identifying relationship between test items and cognitive skills.

The results of the analysis were organized into an item-by-skill incidence matrix called a Q-matrix. This Q-matrix was then validated via statistical methods for additional confirmation. Fusion model was applied for psychometric modeling of items, skills, and learner performance data and a set of skill mastery profiles based on an examinee's responses to test items were produced. Finally, this study found that (a) the percentage of students mastering each cognitive skill (b) the property of mastering cognitive skills according to achievement level (c) the property of mastering cognitive skills in terms of gender gap. In terms of individual students, profile information showed what and how a student know and can do by analyzing students' mastery or non-mastery of skills. Even though students had the identical scores in test, they could have different achievement profiles. The skill mastery profiles can help set up learning plans tailored to individual student according to their cognitive strength and weaknesses. A diagnostic score report card can be developed for each learner by including information with diagnostic feedback about the learners' current mastery standing, strengths, weaknesses, and remedial instruction programs.

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Linguistic Features in MELAB Writing Task Performances

YeonJoo Jung & Scott A. Crossley (Georgia State University)
Danielle S. McNamara (Arizona State University)

The present study sought to uncover the relationships between human judgments of L2 writing proficiency and language features that differ as a function of these judgments. More specifically, this study attempted to evaluate linguistic features which define each proficiency level in L2 writing assessment, and to examine the underlying complexity of test performance which is not well represented in a single holistic score by exploring the relationship between linguistic features of test-takers' writing proficiency and holistic scores awarded by raters. The primary objective of this study was to provide strong empirical evidence in reference to the linguistic, rhetorical, and structural features of learners' performance on the writing task included in the Michigan English Language Assessment Battery (MELAB).

A total of 500 compositions graded by expert raters were analyzed. The data came from a number of different test forms (e.g., Forms T, U, V, W, and X) in which all the participants were given a set of two prompts, from which they were asked to choose one to respond to. An advanced computational tool, Coh-Metrix (Graesser et al., 2004), which have been increasingly used in second language (L2) assessment research (e.g., Crossley & McNamara, 2012), was used to automatically assess language features such as texts' lexical sophistication, syntactic complexity, cohesiveness, rhetoric functions, and structural features. A variety of statistical analyses were performed to explore the predictive power of linguistic features in explaining proficient L2 writing. The current study shed light on the identification and evaluation of linguistic characteristics of writing quality, which were used to distinguish levels of L2 writing proficiency within the MELAB. Furthermore, we expect that the results will be used to improve the current MELAB rating scale and training raters as well as to contribute to defining writing proficiency at different levels of achievement in L2 academic writing.

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An Exploratory Study on the Students' Academic Achievement through Different Teacher's Talk of Native and Non-Native English Teachers in a Korean Elementary School

Gayeon Yi & Yunjoo Park
(Korea National Open University)

According to 7th revision of the Education act, the goal of English education is to promote communicative competence. Therefore, the Ministry of Education has been encouraging Teaching English in English (TEE), which focuses on the basic conversation that occurs in classrooms between teacher and students. Also, in an "English as foreign language (EFL)" situation, the students hardly learn or listen. Thus, teaching English in English (TEE) has become popular in English classrooms in recent years. Prior to the revision of the Education act, through the EPIK (English Program in Korea) program native teachers have been assigned to the schools to help improve the teaching of English. In accordance with the Ministry of Education guidelines for teaching English, native English teachers and Korean teachers are speaking English to teach English.

This study compares the way native English teacher's and Korean teacher's talk in an elementary classroom, and examines the effects on the students' academic achievement. A female native English teacher, who has experienced teaching English to Korean adults, and a Korean teacher, who has been teaching English for 3 years in an elementary classroom participated in this study. Along with videotaping and audio-recording the classes, questionnaires were used to gather data. The analyses of the collected data revealed that the native and Korean teachers mostly use display and interrogative questions in the class, and the questionnaire survey showed that the Korean teacher's English class can help the students to understand their study.

Contrary to the previous study, the findings of this study support the observation that an experienced Korean teacher's lecture helps foreign language acquisition if there are no significant differences between the way native and Korean teacher's talk. According to the survey results, native teacher repeats the same questions or explanations but Korean teacher explains or asks in various ways to understand. Some suggestions are made to foster trained native English teachers, and to develop English teacher's qualifications through continuing professional development.

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Phonological Awareness and Prosodic Production by Korean Young EFL Learners

Juhyun Jang & Junkyu Lee
(Hankuk University of Foreign Studies)

Despite extensive research basis of L2 speech acquisition (Flege, 1984; Gass & Selinker, 2001), relatively little attention has been applied to teaching prosodic features for L2 young EFL learners (Couper, 2003; Derwing, Munro, & Wiebe, 1997). Particularly, little is known about the role of individual difference variables such as phonological awareness, that is, knowledge of sounds, syllable structure, and prosody of the target language on the effectiveness of prosodic teaching. The present study can fill the gap of phonological awareness (PA) effect on EFL young learners' production of prosody. More specifically, this study investigates the relationship between phonological awareness (Venkatagiri & Levis, 2007) and prosodic production (Adams & Gathercole, 1995; Rvachew, Nowak, & Cloutier, 2004), with reference to prosodic features, i.e., stress timing (de Jong, 1994), speech rate (Derwing, 1990), and pitch accent (Ladd, Mennen, & Schepman, 2000).

Phonological awareness scores were measured by structures of phonology in terms of phonological blending, segmentation, and sequencing. 62 Korean young EFL learners read aloud declarative sentences in two tasks, elicited imitation task (Ellis, 2004) and delayed repetition task (Smith, 1997). They orally repeated six declarative sentences after listening each sentence in an elicited imitation task and also after listening a series of conversations consisted of a question sentence and an answer, they repeated the answer part. From the recorded data, prosodic values were analyzed using a speech analysis software, *Praat*. The results from both tasks were compared and higher phonological awareness (PA) performance group also displayed similar patterns to those of native speaker's production in terms of speech rate and pitch accent and lower PA group was associated with stress timing. Results also concluded that the learners' PA system correlated the manner of various patterns of prosody. Further pedagogical research is needed to explore the importance of various patterns of prosody to better understanding of prosodic production. (305 words)

BIODATA

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Program Development in Early Childhood English Education Based on Cultural Aspect

Kee Won Yoon (Yonsei University)

The purpose of this study is to develop a model of integrated curriculum through the theme-based approach which is remarkable in the field of early childhood English education. This study also aimed to verify its efficiency by its possible application. The theme-based integrated learning, one of several content-based approaches, combines 'languages' and 'content' by reflecting the learner's cognitive level and the real world. It is widely acknowledged that this learning approach enables learners to receive various language inputs by exploring various themes from many fields, offers natural situation context, and elevates learning motivation effectively because of its direct relation with children's experience and interest. Therefore, this program development implemented the theme-based integrating learning and applied to large scale study field in Korea. In this study, the children actively interact in English education can happen organically related, inter-area connection of activity based on the cognitive level of the learner's needs. Through consideration of the theme selection, subject-oriented, which can be an associated large-scale study of integrated forms of learning, instructional design in education and children's English education with a viable development program.

English learners have specific experience associated with learning and practical application steps to observe the learner's communicative language ability (CLC) for enhancing the social and cultural context, emphasizing the importance of the program was carried out in that. As noted in the social and cultural context based on the theory of Vvgotsky, it affects the development of children's cognitive and developmental itself is seen as a factor. Language is part of culture and culture is part of language. Therefore, second language learning and cultural relationships between second language learning in a variety of cultural activities by providing contextual environment of self- motivated learners are. It also allows instructors to scaffold support learner-centered education will be converted into a program called.

BIODATA

Kee Won Yoon is a Ph.D candidate in the Department of Cognitive Science (Applied Linguistics) at Yonsei University, and a part-time English lecturer at Gyeonggi College of Science and Technology. Her research interests include content-based learning, development of effective teaching methods and instructional materials for EFL learner, the Sociocultural approaches to Second Language Acquisition, practical application of multimedia-assisted language learning and teaching. She is also a devoted advocate by using drama and music for teaching English language learners.
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A Korean Child Learner's Acquisition of English Grammar: A Four-year-long Case Study

In Lee (Jeonju National University of Education)

The purpose of this study is to show how a Korean child learner acquires English grammar. The language informant named Arong was a 3rd grader in 2009 and she participated in a wordless picture book description task for four years from 2009 to 2011. Two wordless picture books were presented to the informant as a tool for data collection: *A Circle Of Friends* by Giora Carmi (2003) and *Frog On His Own* by Mercer Mayer(1973). In 2012, a semi-structured task was added to the describing-a-picture book task. The additional task was to complete a sentence whose Subject was provided as a cue. Her description was recorded onto a digital voice recorder once a month, three or four times per year.

To find out how the language informant's English grammar developed, special attention was paid to the analysis of NPs, VPs, ditransitive alternations, expletive Subject constructions, and Passive constructions. The following are the findings: first, Arong's NPs became systematic and stabilized as the language sampling proceeded. The data show that she acquired the rule of Pronominalization. From the beginning of language sampling she began to use various types of Pronouns. Second, Arong's VPs also became systematic and stabilized. Third, Arong used [$_{VP}$ *give*, NP$_{(IO)}$, NP$_{(DO)}$] more frequently than [$_{VP}$ *give*, NP$_{(DO)}$, PP$_{(IO)}$]. Fourth, Arong seemed to acquire the expletive Subject and its constructions. Finally, Arong understood the concept of Passive voice. We can trace her efforts to express a sentence in Passive voice in her performance of two tasks.

BIODATA

In Lee is a professor of Jeonju National University of Education. He has got a doctoral degree in linguistics at the University of Kansas, USA. The areas of his interest are morphology, syntax, and second language acquisition (SLA). His current research has mainly focused on Korean learners' acquisition of English grammar.
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An Analysis of Korean 6th Grade Elementary English Textbooks in terms of Communicative Function and Language Form

Dayoung Kwon (Daegu Daeseo Elementary School)
Joong-Sun Sohn (Daegu National University of Education)

The purpose of this study is to analyze six Korean elementary, 6th grade English textbooks in terms of communicative function and language form. As Brown (2000) points out, communicative function can't be delivered without the language form. Learning communicative functions and language forms is the biggest goal of the English class. Also, Schmidt (2001) claims that "the concept of attention is necessary in order to understand virtually every aspect of second language acquisition." Teachers, therefore, should instruct young learners to pay attention to both the communicative function and its corresponding part of the language form. For this, it is very important for teachers that communicative functions and language forms in each unit of the textbook be provided specifically and that the activities suggested correspond systematically with them. This study examines the unit outlines, writing activities and writing games in the textbooks.

The findings are followings. First, three kinds of problems in the way to display communicative functions and language forms in the unit outline were found: Incomplete Presentation of language forms (InP), Irrelevant Presentation of language forms (IrP) and Mixed Presentation. InP refers to the presentation of language forms that reflect the communicative functions only partially. IrP refers to the irrelevance of the language forms with the given communicative functions. Second, four types of writing activities were found to be problematic: Exclusive Vocabulary Learning (EVL), Interrogative-Excluded Learning (IEL), Function-Irrelevant Learning (FIL) and No Full Sentence Learning (NFL). EVL refers to activities in which the learners' attention is exclusively drawn to individual words. IEL represents activities with no chance for writing interrogative sentences. FIL refers to activities with no relevance to the given communicative functions. NFL represents activities in which no chance is offered to learners to write full sentences associated with the function. Finally, three textbooks appeared to contain writing games and were found to have two problems: Context-Excluded Learning (CEL), and Form-Fragmented Learning (FFL). CEL represents activities whose focus was on copying the expressions with no need to consider their meaning. FFL refers to unscrambling activities where even the language form as a chunk was broken into single words.

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Day 2

Concurrent Session 8: Language Policy and Teacher Educagion

	Afternoon Session / Building 43-1 (Room 101)	
	Session Chair: Sung Hye Kim (Korea Institute for Curriculum & Evaluation)	
Time	**Presentation Title and Presenter**	**Page**
13:30 - 14:00	**Applying gamification to your classroom** Peadar Callaghan (Daegu University)	177
14:00 - 14:30	**"To count as native speakers": Participants' perspective of a teacher development program for Korean EFL teachers** Hanbyul Jung (University of Hawaii at Manoa, U.S.A.)	178
14:30 - 15:00	**The interplay of possible selves of EFL teachers, contextual factors, and the regulative behaviours in the self-development and changing action of teachers** Youngmi Kim (University of Nottingham, U.K.)	179

Applying Gamification to Your Classroom

Peadar Callaghan (Daegu University)

Gamification has been defined as "the addition of game elements to a non-game context". Within the classroom this has come to be viewed as the addition of fun elements and games to an established educational methodology. The additions of badges, boss fights instead of final exams and leveling systems to make a class more interesting for example. These gimmicks disguise the true strength of gamification however. This presentation will expand on the traditional definition and use gamification as a new framework to reexamine the best practices in ESL with the aim of creating better designed education experiences and outcomes.

By using the design principles employed by games designers, teachers can create more engaging and rewarding classrooms. In effect teachers become capable of leveraging the desires of our student's to engage in play and games within a classroom context. All the while steering clear of the inherent pitfall of attempting to make the entire educational process into a game which can be easily seen through by their students. This presentation will first overview the four elements that all games have in common 1. Goals 2. Rules 3. Feedback systems and 4. voluntary participation. Then participants will be asked to redesign classic classroom activities by discussing different ways of applying the four elements of a game. To show how gamification can be introduced quickly and easily into any classroom no matter the English proficiency level or the age of students.

BIODATA
Peadar Callaghan graduated from the University of Limerick with an Ma in ELT. He is a lifelong gamer, learner and comic book fanatic. Peadar is currently the president of KOTESOL and teaching at Daegu University. His research interests include motivation in the classroom, formative assessment, continuous assessment, multimodal media and gamification.
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"To Count as Native Speakers": Participants' Perspective of a Teacher Development Program for Korean EFL Teachers

Hanbyul Jung (University of Hawaii at Manoa)

Learner's needs within an EFL context are constantly evolving, especially in South Korea, where expectations and needs of English learners are evolving faster than anywhere else. English teachers are under constant pressure to re-educate and develop themselves as "native-like" English teachers, and consequently many participate in professional teacher development programs funded by the Korean government. One of them is a 6-month extensive curriculum, including a 6-week international workshop, and is participated by hundreds of teachers each year, each with their own purposes and goals.

This presentation will report on the findings from the focus group interview, an important component of a larger case study research on such a study-abroad site in Honolulu, USA. While the study utilized various methods—needs analysis survey, classroom observations, participant focus groups, and document analysis—to examine the process and efficiency of the program on the whole, this presentation will focus specifically on findings from focus group interviews, which served to inform the participants' perceived goals, expectations, and effectiveness of the 6-week study abroad component of the teacher development program. Furthermore, this presentation will advocate how taking a conversation analytic (CA) approach to the data helped shed light on the ways in which participants utilized diverse interactional resources (i.e., collaboration in constructing responses, new topic facilitation without moderator input, feeding off one another to provide responses) to provide adequate responses to the focus group protocol.

The incongruence between participants' goals (e.g., to be considered as native-speaker teachers) and the current curriculum objectives (i.e., to enhance and develop teaching skills) suggested pedagogical implications which will be discussed, as well as the methodological implications of utilizing micro-analytic tools (CA) to examine a macro research agenda.

BIODATA

Hanbyul Jung is a doctoral candidate in the Department of Second Language Studies at the University of Hawaii at Manoa. Her research interests are applied conversation analysis, program evaluation, and second language teacher education and development.
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The Interplay of Possible Selves of EFL Teachers, Contextual Factors and the Regulative Behaviors in the Self-Development and Changing Action of Teachers

Youngmi Kim (University of Nottingham)

In the area of L2 teacher development research, previous studies have focused on identifying variables which can impact on teacher motivation. However, this approach described a teacher was simply influenced by external factors. To overcome this limitation, L2 teacher motivational theory was suggested which puts teachers in the center of analysis. It supposes that a teacher who holds strong ideal self-image would put more efforts to pursue its ideal self-image. Empirical studies have been conducted to prove it, but the participants were restricted to the public teachers. To expand the area of research, this study was conducted with participants in diverse working conditions holding different self-images.

The purpose of this study is on identifying self-images of EFL teachers in various working conditions and investigating the interaction between those self-images and their regulative behaviors to learn more and change the teaching practice. To explore these issues, qualitative approach was employed with 3 English teachers in South Korea who were teaching the secondary school level. To observe the impact of environment on teachers who have ideal images as a language teacher, one public teacher and one teacher in the private sector were interviewed. In addition, one more participants who was working in the public sector but not holding an intense ideal teacher self was added to identify interaction between the degree of motivation and the influence from environment.

The results indicated that one's ideal language teacher self had the dominant regulative role to pursue self-development and to change one's own teaching practice. In addition, the role of supportive teaching environment was more significant when it is combined with the clear ideal self. Within cooperative teaching environment, the clear ideal self could be continuous, and it can be fuel to make teachers change their teaching practice. These findings imply practical suggestions such as organizing a learning community with co-working teachers to share their teaching. To make it successful, supports from the administrative level should be also guaranteed to decrease the burden of administrative works which inhibit reflecting their teaching practices and changing them.

BIODATA

Youngmi Kim is a master of applied linguistics at University of Nottingham in the United Kingdom. Academic interests are focused on all kinds of EFL students' learning motivation, but especially more interested in how motivation of EFL adolescence learners has been constructed and it can be enhanced through teaching. EFL teachers' teaching motivation and regulating their behavior are other areas of interests.
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Day 2

Concurrent Session 9: Approaches and Methodologies

Afternoon Session / Building 43-1 (Room 402)		
Session Chair: Mun Woo Lee (Hanyang University)		
Time	**Presentation Title and Presenter**	**Page**
13:30 - 14:00	**Epistemic modality in learner corpus:** **A corpus-based study of writings in SNU working papers** Jungyeon Koo (Seoul National University)	183
14:00 - 14:30	**The impact of teacher background on written teacher feedback techniques in students' essays** Seongmee Ahn (Michigan State University, U.S.A.)	184
14:30 - 15:00	**The issue of character education in the English classroom** Kyong-Hahn Kim (Korea National University of Education)	185

Epistemic Modality in Learner Corpus: A Corpus-Based Study of Writings in SNU Working Papers

Jungyeon Koo (Seoul National University)

This study examines the features and patterns of the academic writings of Korean EFL advanced learners contained in working papers from Seoul National University (SNUW) by comparing NS data, i.e., Brown with LOB modal usages. The study centers around three overarching research questions. First, what kinds of epistemic modalities do Korean EFL advanced learners use, and how many? What are the differences between the data collected from SNUW, Brown, and LOB? Second, what are the differences between the modal use of Korean EFL students and that of native speakers (LOB, Brown)? Third, what kinds of epistemic modalities are misused, overused, and/or underused? 88 writings from the SNUW papers were chosen. This study distributes the SNUW corpora from 2002 to 2012 across eight fields: 4 pure (Phonology, Syntax, English history, Semantics) and 4 applied fields (Second Language Acquisition, English Assessment, Discourse Analysis, Corpus Linguistics).

The study's findings are as follows: 1) Korean English learners mainly use modal verbs and their modality use is fairly limited compared to that of NS. For example, amongst Korean English learners, *will* and *can* are used more frequently than other verbs such as *would, may,* and *might*. In addition, while *will* and *should* were over-used, *would* is under-used. This result supports the findings of previous studies regarding the use of epistemic modality in L2. 2) The findings show a limited number of uses for each modal type. Varying modals usage was also shown between the pure vs. applied fields of the study. 3) There were some misuses in the deployment of modal verbs, adverbs, and nouns.

Findings show that lexical items learned to express epistemic modality will give the learner a valuable resource, since they may also be used to express affective meaning by increasing or decreasing the illocutionary force of a wide range of speech acts. Although this study has some limitations of using small number of data to see the advanced Korean learners' usage and patterns of English, it has contributed to showing the interlanguage developmental phases and patterns in deploying epistemic modality by Korean Graduate Students.

BIODATA
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The Impact of Teacher Background on Written Teacher Feedback Techniques in Students' Essays

Seongmee Ahn (Michigan State University)

According to process-oriented approaches to L2 writing pedagogy, teacher intervention and feedback are considered crucial in promoting student writing development. However, despite a significance of and a strong interest in the role and the effect of teacher feedback in L2 writing research, there is little empirical research that explores how teacher background (e.g., teacher experience) influences teachers' use of written feedback in ESL student writing.

To fill this gap, this study investigates whether and how teacher experience plays a role in written teacher feedback practices and subsequent reflections on the feedback in ESL student writing. The research questions include: 1) Do the amount and choice of written teacher feedback (i.e., content vs. form feedback; direct vs. indirect feedback) differ depending on teacher experience? 2) Are there similarities and differences in teachers' beliefs and reflections on their written feedback among teachers of different levels of experience?

Twenty-nine preservice and eighteen experienced teachers (L1 English) participated in the study in the United States. They were given two advanced university English for Academic Purposes (EAP) students' essays and were asked to provide written feedback. Immediately afterwards, the teachers were asked to reflect on their written feedback techniques. Think-alouds were also administered to two preservice and two experienced teachers to explore their online thought processes. The data were analyzed both quantitatively and qualitatively.

The results showed that the preservice teachers relied on form feedback, particularly direct feedback. They were also uncertain of how to correct errors and concerned about students' feelings. In contrast, the experienced teachers provided more content feedback and indirect feedback to help promote students' self-correction and language production. The experienced teachers also made suggestions for teacher education including a mentor system between novice and experienced teachers and teacher workshops to best train writing teachers. Pedagogical implications as well as future research are discussed.

BIODATA
Seongmee Ahn has recently completed her PhD in Second Language Studies at Michigan State University. Her academic interests and experiences span a broad range of topics in SLA and TESOL, such as corrective feedback, L2 writing, language assessment, computer-assisted language learning (CALL), teacher education, and teaching methods.
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The Issue of Character Education in the English Classroom

Kyong-Hahn Kim (Korea National University of Education)

The concept of character education has been introduced since the 2007 revised national curriculum. The government has emphasized its importance in education through several measures since then. Largely, there are two meanings in the concept of character in modern society: the conventional concept of morality or ethics and some competencies required to be equipped in modern society, such as citizenship, respect for others, collaborative spirit, and sociality. This idea of 'social character' in addition to the traditional ethical character is supported as 'the desirable human character' in the 2009 revised national curriculum.

Current education, represented by the College Scholastic Ability Test (CSAT), fails to cultivate 'the desirable human character' appropriate for the 21st century where communicative competence and collaborative spirit are required more than ever to do challenging tasks creatively. To keep up with this movement, the spirit of communication and collaboration in learning are emphasized in the English classroom as well.

The English classroom based on character education is oriented around revitalizing productive skills, such as speaking and writing, with communicative and collaborative activities. English education has so far focused only on teaching receptive skills because of the CSAT and now is the time to turn its eyes to productive skills. Also, the English classroom should provide an instructional model for test-free semesters, which will be introduced to middle school students by 2016. Since test-free semesters are one semester long, extensive reading can be a good model for them. Extensive reading can improve the four skills integratively and at the same time be effective in creativity and character education as stories basically contain lessons or messages by themselves.

BIODATA
Kyong-Hahn Kim is an associate professor in the dept. of English Education at Korea National University of Education. He is academically interested in extensive reading, cultural education, and learner literature in EFL contexts, and has published many articles in these areas. His new book, *EFL English literature education: Toward the establishment of learner literature in theory and practice*, will be published this summer, 2014.
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Day 2

Concurrent Session 10: Culture and Intercultural Communication

Afternoon Session / Building 43-1 (Room 102)		
Session Chair: Kyounghee Ko (Jeju National University)		
Time	**Presentation Title and Presenter**	**Page**
13:30 - 14:00	**Damunwha students' funds of knowledge in English: A qualitative case study in the South Korean context** Miso Kim (Chung-Ang University)	189
14:00 - 14:30	**International rhetoric and pedagogy: Multicultural perspective** Haksun Han (Kyungnam University)	190

Damunwha Students' Funds of Knowledge in English: A Qualitative Case Study in the South Korean Context

Miso Kim (Chung-Ang University)

This presentation discusses the interface between *Damunwha*, or multicultural, students' households and English learning in Korea. Although *Damunwha* students are greatly increasing in Korea, they are minorities with different family and linguistic background than other Korean classmates. *Damunwha* students have accumulated unique multilingual and multicultural funds of knowledge, which represents the experience and culture unique to their households. This study views the funds of knowledge as their resources to facilitate their English learning. The study focuses on identifying what their funds of knowledge are and how they use their funds of knowledge to study English in Korea.

Data were collected in two welfare centers that provided after-school care and academic support for *Damunwha* students. The focal participants were four junior-high school students, two from international marriage families, and the other two from immigrant worker families. The volunteer teachers and supervisors working in the centers also participated in this study. Semi-structured interviews were conducted with each participant, which addressed the *Damunwha* students' household backgrounds and English learning. Data were analyzed from a grounded theory perspective.

Qualitative data analysis indicated that the students' funds of knowledge included two types: their home languages and the network of home language communities. Their funds of knowledge were heavily influenced by their family relationships and socio-economic status. The funds of knowledge, if meaningfully realized to the learner, positively motivated the students to learn English and supported their learning. Realizing and utilizing their funds of knowledge depended on individual learners' agency. This study implies that incorporating *Damunwha* students' household experience in English learning would meaningfully facilitate their learning.

BIODATA
Miso Kim is an M.A. graduate of Chung-Ang University. She is going to continue her study in the Pennsylvania State University, beginning from fall 2014. She has extensive experience in teaching *Damunwha* students and at-risk students. Her areas of academic interest include qualitative research, identities in language learning, critical pedagogy, case studies, and sociocultural approaches to language learning.
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International Rhetoric and Pedagogy: Multicultural Perspective

Haksun Han (Kyungnam University)

The West has long seen its logic as inevitable and universal, and has required other cultures to understand its doctrines in the way westerners do. As history has showed, this hegemonic influence has caused conflicts and wars leading to destruction and demise of cultures and languages of empowered countries. Market systems caused by this meta-narrative has contributed to weakening the economic independence of the third World nations which has relatively weak mini-narrative. Under this situation, anthropologists' sweat and labor may come to an end with a mere interpretation from their standardized and westernized viewpoint without any effort to shatter the myth of Western rhetorical supremacy. To avoid the propensity toward the Western rhetoric, the people especially in the empowering countries ought to shift their perspectives from one-sided persuasive rhetoric to mutually beneficial international rhetoric which helps to pursue a harmonious life. I think that our current problems cannot be solved without shifting our perception to inter- and multi rhetoric.

The purpose of this paper is to introduce a rather unfamiliar concept, International Rhetoric (IR) and apply it to pedagogy. I made an attempt to draw the IR concept and define it from the socio- and multi-cultural perspectives based on modernism and postmodernism. As a result, contextualization and de-centeredness as the terms characterizing IR were selected. In order to set up a theoretical framework for pedagogical adaptation of IR, constructivism and the socio-cultural theory were studied. I also indicate how the notions of IR have been applied to the ESL settings and how they have to be applied to a Korean setting for further effective education in the foreseeable future. Microscopically, I hope that this paper will shift the view of the people involved in English education from intra-culture to inter-culture, and help them to draw a wide range of understanding of the so-called non-elite and discouraged students at school as well as the children in the multi-ethnic families. And macroscopically, I hope that the IR concepts will help to shift the views of policy makers and aid them in making a right decision to establish the educational policies of Korea.

BIODATA

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Conference Site Information

Seoul National University

* To be held at Faculty Club. Every participant is invited. Free of charge.

Registration

- **July 4 (Friday) 09:00 – 18:00**

- **July 5 (Saturday) 09:00 – 17:00**

- **Bldg. # 43-1**

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다산 정약용 (1762~1836)
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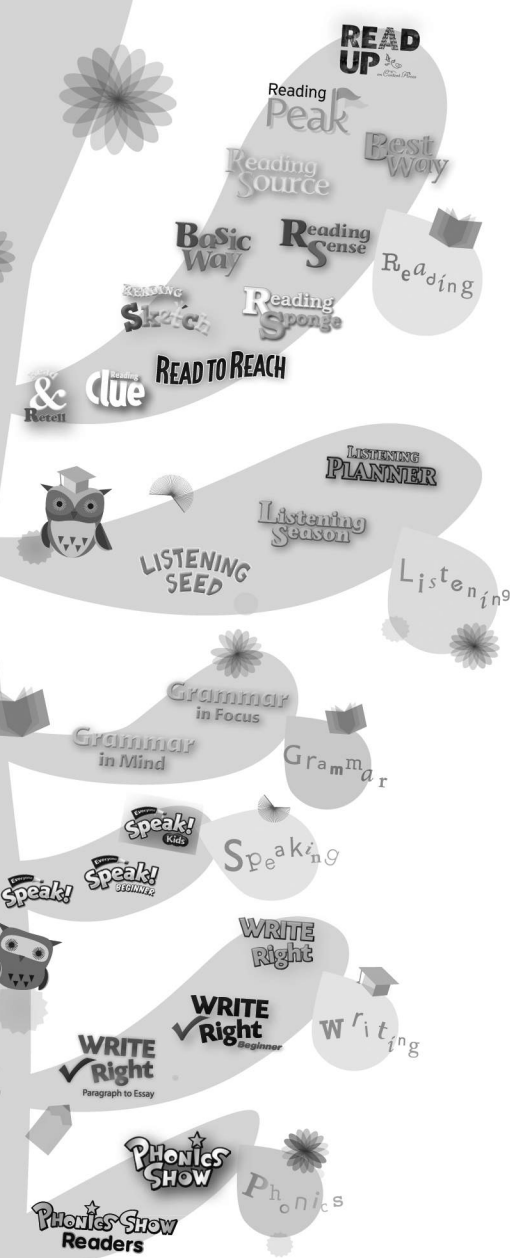
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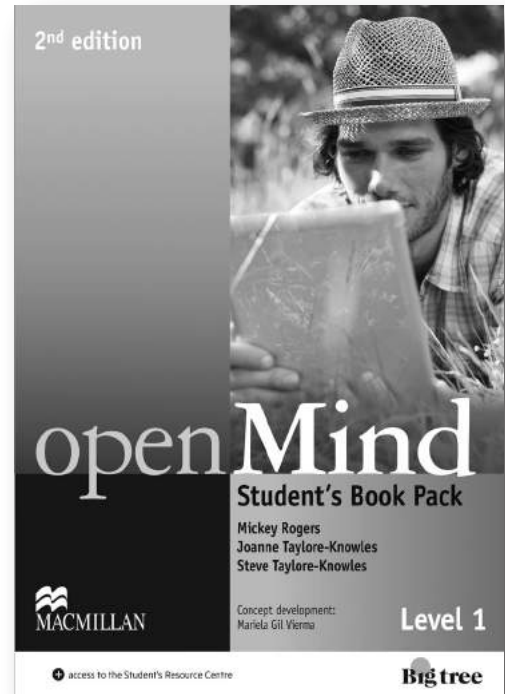*DEVELOPS COMMUNICATION SKILLS
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