

www.kate.or.kr  
The Korea Association of Teachers of English  
2017 International Conference



# The Social Dimension of English Language Education

- June 30 (Friday) – July 1 (Saturday), 2017
- Hankuk University of Foreign Studies, Seoul, Korea

2017 KATE International Conference

Hosted by  
Hankuk University of Foreign Studies

Organized by  
The Korea Association of Teachers of English

Sponsored by



- English MOUMOU
- Daekyo Co. Ltd
- ETS Global
- Turnitin
- E\*Public
- SEJIN Trading
- LANGUAGE WORLD
- Cambridge University Press Korea
- NEUNGYULE EDUCATION INC.

This work was supported by the National Research Foundation of Korea Grant funded by the Korean Government



## 2017 Conference Committee

Title	Name
Conference Chair	<b>Hae-Dong Kim</b> (Hankuk University of Foreign Studies)
Site Chair	<b>Junkyu Lee</b> (Hankuk University of Foreign Studies)
Submission Chair	<b>Dongkwang Shin</b> (Gwangju National University of Education)
Program Chair/Coordinator	<b>Tae-Young Kim</b> (Chung-Ang University)
Proceedings Chair/Editor	<b>Shinchul Hong</b> (Busan University of Foreign Studies)
International Affairs Chair	<b>Seonmin Huh</b> (Busan University of Foreign Studies)
General Affairs Chair	<b>Isaiah WonHo Yoo</b> (Sogang University)
Fund Raising Chair	<b>Kyeong-Ouk Jeong</b> (Hannam university)
Publicity Chair	<b>Mun-Hong Choe</b> (Chonnam National University)
Online Support Chair	<b>Je Young Lee</b> (Sehan University)
Accommodation Chair	<b>Yuah Chon</b> (Hanyang University)
Refreshment Chair	<b>Hyun Jung Kim</b> (Hankuk University of Foreign Studies)



## Table of Contents

Opening Address .....	1
Welcoming Address .....	2
Congratulatory Speech .....	3
Conference Program .....	7
Plenary Speech I -III .....	23
Special Colloquium Part I .....	29
Featured Speech I -IX .....	37
Keynote Speech .....	49

### Concurrent Sessions

#### *Day 1 (June 30)*

Session 1: Language Policy / Approaches and Methodologies: Writing .....	55
Session 2: English Language Testing .....	61
Session 3: Teaching Young Learners / Teaching Demonstration .....	69
Session 4: International and Intercultural Communication .....	75
Session 5: ELT Curriculum and Materials Design / Teacher Education .....	81
Session 6: Second Language Acquisition .....	89
Session 7: Second Language Acquisition: Motivation .....	97
Session 8: Second Language Acquisition .....	105
Session 9: Approaches and Methodologies / Second Language Acquisition .....	113
Session 10: Commercial Presentation .....	121

#### *Day 2 (July 1)*

Session 1: International and Intercultural Communication / English Language Testing ..	123
Session 2: Use of ICT in English Language Teaching .....	131
Session 3: Language Policy / Teaching Demonstration .....	139
Session 4: Language Policy / ELT Curriculum and Materials Design .....	147
Session 5: Second Language Acquisition: Motivation and Learner Identity .....	153
Session 6: Second Language Acquisition .....	161
Session 7: Second Language Acquisition / English Vocabulary .....	169
Session 8: English Vocabulary / Approaches and Methodologies .....	177
Session 9: Language Policy / Teacher Education .....	183
Session 10: Approaches and Methodologies .....	189
Day 1-2 (June 30 ~ July 1) - Poster Presentation .....	197



## Opening Address

Haedong Kim (Conference Chair, Hankuk Univ. of Foreign Studies)

Honorable presidents, eminent guests, plenary and featured speakers, members of KATE, ladies and gentlemen from both home and abroad! It is both a privilege and an honor to make the opening address at the 2017 KATE International Conference here in Cyber Building at Hankuk University of Foreign Studies(HUFS).



I am first and foremost grateful to the conference committee members, Professor Junkyu Lee, Professor Dongkwang Shin, Professor Tae-Young Kim, Professor Shinchul Hong, Professor Seonmin Huh, Professor Isaiah WonHo Yoo, Professor Kyeong-Ouk Jeong, Professor Mun-Hong Choe, Professor Je Young Lee, Professor Yuah Chon, and Professor Hyun Jung Kim. The international conference of this magnificent scale would not be possible without their help.

On behalf of the conference organizing committee, I also would like to extend my deep gratitude to all the assistant-students who are working at TESOL or English Education at HUFS. They have expended tremendous amounts of time and energy to make this unprecedented event possible.

Thanks to the consistent and cooperative efforts of KATE members, a great many abstracts were sent to us, and the number of applications actually has surpassed that of the past years. Over the next two days, 135 presentations, including 1 keynote speech, 1 special colloquium, 3 plenary speeches, 9 featured speeches, 7 poster presentations, and more than 100 concurrent paper presentations will be held under the theme of ‘The Social Dimension of English Language Education’. The conference will provide a wonderful opportunity to focus on and plan innovative solutions for English language teaching in a variety of different social contexts.

Let me take this opportunity to extend my special appreciation to our sister associations for agreeing to participate this conference, our supporting organizations for providing us with continued sponsorship, and the faculty and staff of HUFS for allowing us to use this wonderful venue.

I hope everyone will find the Conference is the optimal opportunity for talking about innovative ideas and solutions and building academic relationships.

Thank you very much for your participation and support for the KATE.

## Welcoming Address

Young Shik LEE (President of KATE, Hannam University)



Members of KATE, distinguished speakers, honorable language teaching professionals, and fellow language teachers, as President of The Korea Association of Teachers of English (KATE), I would like to express a heartfelt welcome to all of you here today. It is my privilege and pleasure to announce to you that the annual 2017 International Conference of KATE has officially begun.

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

Before I finish, I would like to thank the Executive Board members of KATE and the organizing committee members for this conference who spent a tremendous amount of time and energy to make this special event possible. Very special thanks must go to the former presidents of KATE who have contributed themselves to this excellent association of KATE over the last couple of decades. I also would like to thank all of the representatives from our sister associations of English language education. Moreover, I would like to thank President In Chul Kim of Hankuk University of Foreign Studies for providing these wonderful facilities for our conference this year.

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

Thank you very much.



## Congratulatory Speech

In Chul Kim (President of Hankuk University of Foreign Studies)

Good morning everyone. Welcome to Hankuk University of Foreign Studies (HUFS). HUFS is the birthplace of language education and the number one global university in Korea. In this sense, this is the most appropriate venue for the 2017 KATE International Conference on the theme of 'The Social Dimension of English Language Education'. As the president of HUFS, I look upon today's international conference with great joy, and to KATE members, I offer my most heartfelt congratulations.



HUFS was established in 1954 under the founding spirit of 'truth, peace, and creation.' With the goal of fostering future global leaders, HUFS has expanded its curriculum beyond the 45 language major courses, opening a range of new courses for both majors and liberal arts in the fields of regional studies, politics, economics, social studies, culture studies, and engineering. In addition, we are striving to promote our students' advances on the global stage by signing agreements with exchange programs at 554 universities and institutions from 88 countries around the world. We are proud of our 120,000 alumni, living and working all around the world, who have played key roles in the globalization of Korea. Still, we will not be complacent with our achievements. We will continue to devote our efforts to nurturing talents who are capable of going beyond the boundaries of different fields and are equipped with humanistic values and the global mind set which are demanded by our time.

The 2017 KATE International Conference is an amazing occasion for HUFS to gather the latest academic research and listen to voices from all over the world. This occasion is also a valuable opportunity for those who have travelled from all over the world to understand the culture and feel the atmosphere of HUFS. I am certain that the significance of this conference cannot be overestimated.

My wholehearted gratitude goes to the KATE members who have devoted the tremendous effort to make the conference successful. I extend to all the participants a warm-hearted welcome to HUFS. May your visit be enjoyable and fulfilling.

I wish you all a very successful conference.

Thank you very much.

## Direction guide

Address: 107, Imun-ro, Dongdaemun-gu, Seoul, Korea



## Transportations

Subway Map of Metropolitan Seoul (Showing Location of Seoul)

Subway Line 1, Hankuk University of Foreign Studies Subway Station (3-minute walk to main entrance)



- Bus : 120, 147, 261, 273, 1222
- Subway: Line1, Hankuk University of Foreign Studies Station

**Conference Venue: Campus Map**

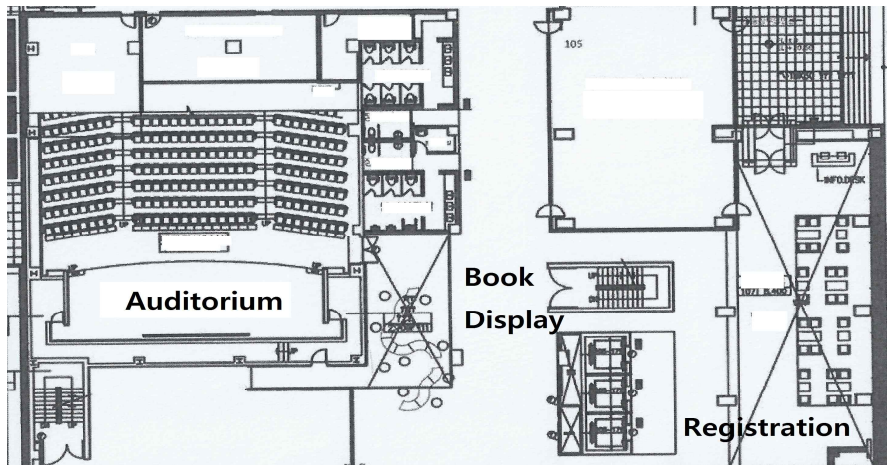


Faculty Office Building I (2<sup>nd</sup> floor: Cafeteria)

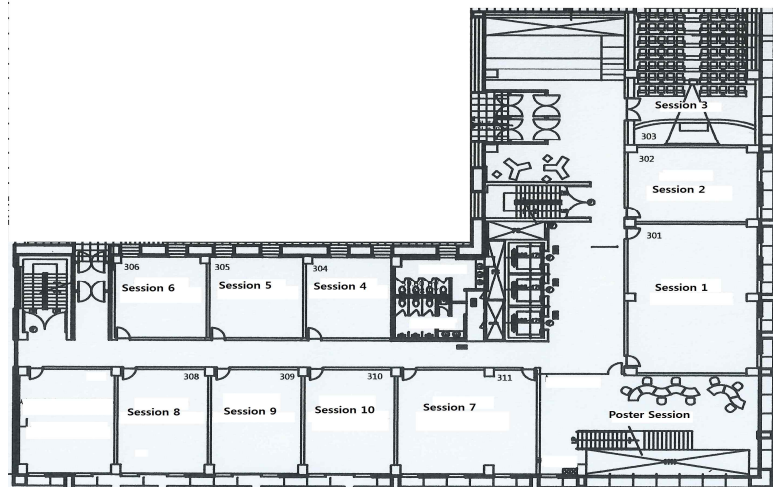
Cyber Building (1<sup>st</sup> and 3<sup>rd</sup> floor)

**Conference Venue: Cyber Building Floor Map**

(1<sup>st</sup> floor)



(3<sup>rd</sup> floor)





# Conference Program



## Main Sessions

## Day 1 (June 30, Friday)

Time	Place	Event										
09:00 - 09:30	Cyber Building	Registration										
09:30 - 10:30	Cyber Building 3rd Floor	<b>Concurrent Sessions</b>										
10:30 - 10:50		Coffee Break										
10:50 - 11:10	Auditorium	Moderator: Isaiah WonHo Yoo (Sogang Univ.) <b>Opening Ceremony</b> <b>Opening Address</b> Haedong Kim (Conference Chair) <b>Welcoming Address</b> Young Shik Lee (President of KATE) <b>Congratulatory Speech</b> In Chul Kim (President of HUFs)										
11:10 - 12:00	Auditorium	<b>Plenary Speech I</b> (Moderator: Sang-Keun Shin, Ewha Womans Univ.) The current and future socio-political consequences of English language policies in South Korea William Eggington (Brigham Young University, U.S.A.)										
12:00 - 13:00	Professor's Cafeteria	Lunch										
13:00 - 14:40	Auditorium	<b>Special Colloquium Part I</b> (Moderator: Heyoung Kim, Chung-Ang Univ.) English education in the era of 4 <sup>th</sup> industrial revolution MyungSu Park(SangMyung University) JunSuk Kim(Naver) YoungWoo Cho(Pai Chai University) Dongkwang Shin(Gwangju National University of Education) Elena EunJeong Song(Microsoft)										
14:40 - 15:00		Coffee Break										
15:00 - 17:00	Cyber Building 3rd Floor	<b>Concurrent Sessions</b>										
17:00 - 17:40	Cyber Building 3rd Floor	<table border="1"> <thead> <tr> <th><i>Featured Speech I</i> (Room 303 - Small Auditorium)</th> <th><i>Featured Speech II</i> (Room 301)</th> <th><i>Featured Speech III</i> (Room 302)</th> <th><i>Featured Speech IV</i> (Room 311)</th> <th><i>Featured Speech V</i> (Room 310)</th> </tr> </thead> <tbody> <tr> <td>Look what they are doing!: Legitimizing language policy in education Masaki Oda (JACET, Tamagawa University, Japan) (Moderator: Tae-Young Kim, Chung-Ang University)</td> <td>Internationalization of Russian education: Implications for ELT Tatiana Ivankova (FEELTA, Far Eastern Federal University, Russia) (Moderator: Yoonhee Choe, Chongshin University)</td> <td>Effectiveness of task-based and project-based approaches in teaching English at Chiang Mai University, Thailand Payupol Suthathothon (TaiTESOL Chiang Mai University, Thailand) (Moderator: Eun Sung Park, Sogang University)</td> <td>Developing the communication skills of youths in prison schools: Opportunities and challenges Zaira Abu Hassan Shaari (MELTA, Institute of Teacher Education, Malaysia) (Moderator: Seonmin Huh, Busan University of Foreign Studies)</td> <td>Terrific Tools for Stress-Free Student Projects Lindsay Herron (KOTESOL, Gwangju National University of Education, Korea) (Moderator: Kang-Young Lee, Chungbuk National University)</td> </tr> </tbody> </table>	<i>Featured Speech I</i> (Room 303 - Small Auditorium)	<i>Featured Speech II</i> (Room 301)	<i>Featured Speech III</i> (Room 302)	<i>Featured Speech IV</i> (Room 311)	<i>Featured Speech V</i> (Room 310)	Look what they are doing!: Legitimizing language policy in education Masaki Oda (JACET, Tamagawa University, Japan) (Moderator: Tae-Young Kim, Chung-Ang University)	Internationalization of Russian education: Implications for ELT Tatiana Ivankova (FEELTA, Far Eastern Federal University, Russia) (Moderator: Yoonhee Choe, Chongshin University)	Effectiveness of task-based and project-based approaches in teaching English at Chiang Mai University, Thailand Payupol Suthathothon (TaiTESOL Chiang Mai University, Thailand) (Moderator: Eun Sung Park, Sogang University)	Developing the communication skills of youths in prison schools: Opportunities and challenges Zaira Abu Hassan Shaari (MELTA, Institute of Teacher Education, Malaysia) (Moderator: Seonmin Huh, Busan University of Foreign Studies)	Terrific Tools for Stress-Free Student Projects Lindsay Herron (KOTESOL, Gwangju National University of Education, Korea) (Moderator: Kang-Young Lee, Chungbuk National University)
<i>Featured Speech I</i> (Room 303 - Small Auditorium)	<i>Featured Speech II</i> (Room 301)	<i>Featured Speech III</i> (Room 302)	<i>Featured Speech IV</i> (Room 311)	<i>Featured Speech V</i> (Room 310)								
Look what they are doing!: Legitimizing language policy in education Masaki Oda (JACET, Tamagawa University, Japan) (Moderator: Tae-Young Kim, Chung-Ang University)	Internationalization of Russian education: Implications for ELT Tatiana Ivankova (FEELTA, Far Eastern Federal University, Russia) (Moderator: Yoonhee Choe, Chongshin University)	Effectiveness of task-based and project-based approaches in teaching English at Chiang Mai University, Thailand Payupol Suthathothon (TaiTESOL Chiang Mai University, Thailand) (Moderator: Eun Sung Park, Sogang University)	Developing the communication skills of youths in prison schools: Opportunities and challenges Zaira Abu Hassan Shaari (MELTA, Institute of Teacher Education, Malaysia) (Moderator: Seonmin Huh, Busan University of Foreign Studies)	Terrific Tools for Stress-Free Student Projects Lindsay Herron (KOTESOL, Gwangju National University of Education, Korea) (Moderator: Kang-Young Lee, Chungbuk National University)								
17:40 - 17:50		Coffee Break										
17:50 - 18:30	Auditorium	<b>Keynote Speech: On-line</b> (Moderator: Seok-Chae Rhee, Yonsei Univ.) The future of English: The social dimension David Graddol (The English Company, U.K.)										

## Main Sessions

### Day 2 (July 1, Saturday)

Time	Place	Event								
09:00 - 09:30	Cyber Building	Registration								
09:30 - 10:30	Cyber Building 3rd Floor	<b>Concurrent Sessions</b>								
10:30 - 10:40		Coffee Break								
10:40 - 11:30	Auditorium	<b>Plenary Speech II</b> (Moderator: Hae-Dong Kim, Hankuk University of Foreign Studies) Social dimensions and differences in English language education Patricia Duff (The University of British Columbia, Canada)								
11:30 - 12:20	Auditorium	<b>Plenary Speech III</b> (Moderator: Yong-Won Lee, Seoul National University) The Socio-political-economic ideologies of English: What is the cost: Who are the victims? Elana Shohamy (Tel Aviv University, Israel)								
12:20 - 13:30	Professor's Cafeteria	<b>Lunch</b>								
13:30 - 14:10	Cyber Building 3rd Floor	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Featured Speech VI</i> (Room 303 - Small Auditorium)</th> <th style="text-align: center;"><i>Featured Speech VII</i> (Room 301)</th> <th style="text-align: center;"><i>Featured Speech VIII</i> (Room 302)</th> <th style="text-align: center;"><i>Featured Speech IX</i> (Room 311)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Ecological integration of language learning and disciplinary education: A sociocultural proposal Zhang Lian (CELEA, Beijing Foreign Studies University, China) (Moderator: Sang Bok Park, Korea Institute for Curriculum and Evaluation)</td> <td style="text-align: center;">A study of teaching listening strategies to intermediate ESL learners Hongyan Qu (Yanbian University, China) (Moderator: Jungok Bae, Kyungpook National University)</td> <td style="text-align: center;">Literature and teaching English literature Lihua Jin (Yanbian University, China) (Moderator: Yuah Chon, Hanyang University)</td> <td style="text-align: center;">Negotiating teaching strategies: Indonesian pre-service English teachers' experiences in remote areas Joko Nurkamto (TEFLIN, Universitas Sebelas Maret, Indonesia) (Moderator: Jeong-Ah Shin, Dongguk University)</td> </tr> </tbody> </table>	<i>Featured Speech VI</i> (Room 303 - Small Auditorium)	<i>Featured Speech VII</i> (Room 301)	<i>Featured Speech VIII</i> (Room 302)	<i>Featured Speech IX</i> (Room 311)	Ecological integration of language learning and disciplinary education: A sociocultural proposal Zhang Lian (CELEA, Beijing Foreign Studies University, China) (Moderator: Sang Bok Park, Korea Institute for Curriculum and Evaluation)	A study of teaching listening strategies to intermediate ESL learners Hongyan Qu (Yanbian University, China) (Moderator: Jungok Bae, Kyungpook National University)	Literature and teaching English literature Lihua Jin (Yanbian University, China) (Moderator: Yuah Chon, Hanyang University)	Negotiating teaching strategies: Indonesian pre-service English teachers' experiences in remote areas Joko Nurkamto (TEFLIN, Universitas Sebelas Maret, Indonesia) (Moderator: Jeong-Ah Shin, Dongguk University)
<i>Featured Speech VI</i> (Room 303 - Small Auditorium)	<i>Featured Speech VII</i> (Room 301)	<i>Featured Speech VIII</i> (Room 302)	<i>Featured Speech IX</i> (Room 311)							
Ecological integration of language learning and disciplinary education: A sociocultural proposal Zhang Lian (CELEA, Beijing Foreign Studies University, China) (Moderator: Sang Bok Park, Korea Institute for Curriculum and Evaluation)	A study of teaching listening strategies to intermediate ESL learners Hongyan Qu (Yanbian University, China) (Moderator: Jungok Bae, Kyungpook National University)	Literature and teaching English literature Lihua Jin (Yanbian University, China) (Moderator: Yuah Chon, Hanyang University)	Negotiating teaching strategies: Indonesian pre-service English teachers' experiences in remote areas Joko Nurkamto (TEFLIN, Universitas Sebelas Maret, Indonesia) (Moderator: Jeong-Ah Shin, Dongguk University)							
14:10 - 14:30		Coffee Break								
14:30 - 16:30	Cyber Building 3rd Floor	<b>Concurrent Sessions</b>								
16:30 - 16:40		Coffee Break								
16:40 - 17:10	Cyber Building Small Auditorium	General Meeting								



Day 1 (June 30) - **Session 1: Language Policy /  
Approaches and Methodologies: Writing**  
Room 301

Time	Presentation Title and Presenter
09:30 - 10:00 Session chair: Josephine Lee(Ewha Womans University)	<b>White normativity in the ELT profession in South Korea</b> Chris Jenks (University of South Dakota, U.S.A.)
15:00 - 17:00 Session chair: Je Young Lee(Sehan University)	<b>Responding to non-native writers of English: Types of teacher written comments on L2 writing</b> Seong Mae Ryoo (Penn State Harrisburg, U.S.A.)
	<b>The importance of teaching academic writing: Overcoming rhetorical weaknesses for Korean ESL students</b> Sunok Kim (Brigham Young University, U.S.A.)
	<b>The effects of different planning on CAF in L2 performance</b> Nayoung Kim (Sookmyung Womens University)

Day 1 (June 30) - **Session 2: English Language Testing**  
Room 302

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Hyun-Ju Kim(Dankook University)	<b>Validity evidence of interactional competence in role-play speaking assessment</b> Soo Jung Youn (Northern Arizona University, U.S.A)
	<b>Which do you prefer to rate? Personal narratives or expository essays?</b> Heejeong Jeong (Sangmyung University)
15:00 - 17:00 Session chair: Kyung Ja Kim(Chosun University)	<b>Grades 1-2 students' performance on paper vs. online writing test modes</b> Ahyoung Alicia Kim & Carsten Wilmes (WIDA, University of Wisconsin-Madison, U.S.A.)
	<b>Open-grade approach as business-image tool motivating ELT freshmen at university</b> Koot van Wyk (Kyungpook National University Sangju Campus)
	<b>The world has changed: Stop grading speaking with grammar mistakes</b> Gunther Breaux (Hankuk University of Foreign Studies)
	<b>Students', teachers' and parents' perception on criterion-referenced testing of English in the College Scholastic Ability Test(CSAT)</b> Soonok Im & Yoonhee Choe (Sohae Elementary School & Chongshin University)

Day 1 (June 30) - **Session 3: Teaching Young Learners / Teaching Demonstration**  
Room 303 - Small Auditorium

<b>Time</b>	<b>Presentation Title and Presenter</b>
10:00 - 10:30 Session chair: Mi Hye Kim(Hankuk University of Foreign Studies)	<b>The effectiveness of chants in elementary school English classes: Practice and verification</b> Kazuyo Kawamura (Kogakkan University, Japan)
15:00 - 17:00 Session chair: Jin-Hwa Lee(Chung-Ang University)	<b>Teaching writing for young learners</b> Kiren Kaur, Donna Lim & Ruth Wong (National Institute of Education & Nanyang Technological University, Singapore)
	<b>A head start on grammar for young learners of English</b> Tat Heung Choi (Hong Kong Baptist University, China)
	<b>Effective vocabulary teaching activities and methods for elementary school students</b> Yu-hwa Lee (Keimyung University)
	<b>Scaffolding social interaction in small group conversations</b> Alex Grevett (Korea Polytechnic University)

Day 1 (June 30) - **Session 4: International and Intercultural Communication**  
Room 304

<b>Time</b>	<b>Presentation Title and Presenter</b>
09:30 - 10:30 Session chair: Mun-Hong Choe(Chonnam National University)	<b>Transitioning from student to teacher</b> Kyongseon Jeon (Columbus State University, U.S.A.)
	<b>East-Asian international students' socialization at Teachers College, Columbia University</b> Minhye Son (Columbia University, U.S.A.)
15:00 - 17:00 Session chair: Young-Joo Jeon(Mokwon University)	<b>Stress and dilemmas of a graduate student majoring in interpretation: A narrative inquiry</b> Sulyoung Hong (Hankuk University of Foreign Studies)
	<b>The Brown and Levinson theory revisited: A statistical analysis</b> Sooho Song (University of Wisconsin-Milwaukee, U.S.A.)
	<b>Teaching intercultural politeness to enable EFL go global</b> Nunung Nurjati & Titah Kinasih (Universitas PGRI Adi Buana Surabaya, Indonesia)

Day 1 (June 30) - Session 5: ELT Curriculum and Materials Design / Teacher Education  
Room 305

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Kyungja Ahn(Seoul National University of Education)	<b>Collaborative peer review interactions and improvement</b> Eunsook Kwon (Keimyung University)
	<b>A corpus-based study of genre-based writing in Korean EFL students' academic essays</b> Jiyong Bae & Sujung Min (Kongju National University)
15:00 - 17:00 Session chair: Junkyu Lee(Hankuk University of Foreign Studies)	<b>Pre-service elementary English teachers' development as L2 writers</b> Kyungja Ahn (Seoul National University of Education)
	<b>Pre-Service primary school teachers' English learning motivation</b> Maria Oh (Jeonju National University of Education)
	<b>Implementing a flipped learning classroom method for pre-service teachers' ESL preparation course</b> Yong-jik Lee (University of Florida, U.S.A.)
	<b>A case study of arts-based EFL pre-service teacher development in Korea</b> Soojin Ahn (The University of Georgia, U.S.A.)

Day 1 (June 30) - Session 6: Second Language Acquisition  
Room 306

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Kitaek Kim(Gyeongin National University of Education)	<b>The role of reading span in L2 reading comprehension: An eye movement study</b> Hyangsook Park (Kyungpook National University)
	<b>Variability in the English motion event constructions of Korean-English bilinguals</b> Hae In Park (University at Albany, SUNY, U.S.A.)
15:00 - 17:00 Session chair: Young Woo Cho(Pai Chai University)	<b>Learner corpus research on Japanese EFL learner developmental "adjective + noun" collocations</b> Kunihiko Miura (The University of Shimane, Japan)
	<b>Study on the hedging patterns across proficiency and language groups</b> Blair Boyoung Kim (Seoul National University)
	<b>The use of this + noun by Korean EFL writers: Focusing on shell nouns and nominalization</b> Choongil Yoon (Dongguk University)
	<b>Study abroad: Effects of the target culture and learner identity on L2 identity</b> Adam Agostinelli (ROK Naval Academy)

**Day 1 (June 30) - Session 7: Second Language Acquisition: Motivation**  
Room 311

<b>Time</b>	<b>Presentation Title and Presenter</b>
09:30 - 10:30 Session chair: Youngsoon So(Seoul National University)	<b>Do quality pedagogical interventions only help good students?</b> Jamie Costley & Chris Lange (Kongju National University & Joongbu University)
	<b>Elementary school students English learning resilience and (de)motivation</b> Jiwon Shin (Chung-Ang University)
15:00 - 17:00 Session chair: Shinchul Hong(Busan University of Foreign Studies)	<b>DST as a salient L2 motivational theory: A critical review in comparison with AT</b> Yuzo Kimura (University of Toyama, Japan)
	<b>The effect of motivational languaging activities on Korean high school students' English learning motivation</b> Yoon-Kyoung Kim (Chung-Ang University)
	<b>How to help students to be autonomous learners - a case of nine Japanese college students</b> Maiko Kimura (Mukogawa Women's University, Japan)
	<b>Students' perceptions on success in the Korean post-secondary ESL classroom</b> James Life (Hankuk University of Foreign Studies)

**Day 1 (June 30) - Session 8: Second Language Acquisition**  
Room 308

<b>Time</b>	<b>Presentation Title and Presenter</b>
09:30 - 10:30 Session chair: Hyun Jin Kim(Cheongju National University of Education)	<b>Korean adult learners' vocabulary learning in task-induced setting</b> HyunKyu Park & Kyung Ja Kim (Chosun University)
	<b>Korean students' learning styles and their focus on form learning under implicit and explicit conditions</b> Eun Joo Kim (Korea University)
15:00 - 17:00 Session chair: Juheon Jang (Cyber Hankuk University of Foreign Studies)	<b>Modes of production: The English modal verb and the Korean learner</b> Kevin Parent & Jeonghee Kim (Korea Maritime University)
	<b>The pedagogical implications drawn from mapping article errors</b> Michael Heinz (Hankuk University of Foreign Studies)
	<b>The process of becoming cosmopolitan citizens: The case of Korean minority youth</b> Jaran Shin (University of Massachusetts Boston, U.S.A.)
	<b>Learning beyond classroom: An ecological approach to exploring L2 learning experience</b> Ahmad Budairi (Universitas Ahmad Dahlan Yogyakarta, Indonesia)

**Day 1 (June 30) - Session 9: Approaches and Methodologies /  
Second Language Acquisition**

Room 309

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Daehyeon Nam(Ulsan National Institute of Science and Technology)	<b>Every question counts: Strategies for enhancing faculty evaluations</b> Daniel Svoboda (Hankuk University of Foreign Studies)
	<b>Teaching determiners: Some cognitive approaches for university EFL learners</b> Kent Lee (Korea University)
15:00 - 17:00 Session chair: Jihyun Jeon(Pusan National University)	<b>Pedagogic challenges of English-mediated instruction in the EFL higher education context</b> Given Lee & Christiaan Prinsloo (Pai Chai University & Seoul National University)
	<b>Accelerating teaching expertise in initial teacher preparation</b> Soon Koh Poh & Alexius Chia (Singapore National Institute of Education, Singapore)
	<b>An Effect of Language Background on Students' Attitudes toward Writing in English</b> Minhee Eom & Analynn Bustamante (University of Texas Rio Grande Valley & The American University of Iraq-Sulaimani, U.S.A)
	<b>Preparing Korean students for successful oral presentations in English</b> Mátyás Bánhegyi & Judit Nagy (Budapest Business School, University of Applied Sciences & Karoli Gaspar University of the Reformed Church, Hungary)

**Day 1 (June 30) - Session 10: Commercial Presentation**

Room 310

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Hae-Dong Kim(Hankuk University of Foreign Studies)	<b>The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics</b> Joanne McCuaig (The University of Birmingham, U.K. commercial presentation)

## Day 2

Day 2 (July 1) Session 1: International and Intercultural Communication /  
English Language Testing  
Room 301

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Mi-Lim Ryoo(Korea Maritime & Ocean University)	<b>English loanwords as trouble sources in intercultural communication between Koreans and Americans</b> Mi-Suk Seo (California State University, U.S.A.)
	<b>"I am so proud of our technology project!" Engaging adolescent learners in critical media literacy</b> Hyesun Cho (University of Kansas, U.S.A.)
14:30 - 16:30 Session chair: Woo-Hyun Jung(Yeungnam University)	<b>Student-generated scoring rubrics for improving EFL students' writing performance</b> Eunice Yunjung Nam (Busan Gangseo High School)
	<b>The effectiveness and learners perceptions of giving and receiving peer feedback on L2 writing</b> Seungju Lee (Hankuk University of Foreign Studies)
	<b>Assessing interactional competence in paired discussion tasks</b> Heemin Park (Seoul National University)
	<b>How wide is a nation-wide test? A CLA look into the social aspects of a high stakes test</b> Soheila Tahmasbi (Islamic azad University, Iran)

Day 2 (July 1) - Session 2: Use of ICT in English Language Teaching  
Room 302

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Dongkwang Shin(Gwangju National University of Education)	<b>The use of mobile-assisted language learning for English speaking fluency</b> Jiun Baek & Chung Hyun Lee (Hankuk University of Foreign Studies)
	<b>Implementing digital storytelling in an EFL college classroom and its effect</b> Pirae Kim (Korea University)
14:30 - 16:30 Session chair: Jungmin Ko(Sungshin Women's University)	<b>Business English writing for working professionals: A case study of problem-solution pattern instruction and collaborative writing in blended learning</b> Won Hee Yee & Chung Hyun Lee (Hankuk University of Foreign Studies)
	<b>Automated writing evaluation feedback and teacher feedback: Their roles in L2 instruction</b> Takahiro Iwanaka (Yamaguchi Gakugei University, Japan)
	<b>A meta-analysis of computer-assisted second language writing instructions</b> Dong Ok Lim & Junkyu Lee (Hankuk University of Foreign Studies)
	<b>Learning English with Globally Networked Audiences</b> Jin-Kyeong Jung (University of Pennsylvania, U.S.A.)

**Day 2 (July 1) - Session 3: Language Policy / Teaching Demonstration**  
Room 303 - Small Auditorium

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Ji-Hyun Byun(Hannam university)	<b>The effects of policies on ELT in South Korea</b> Haedong Kim (Hankuk University of Foreign Studies)
	<b>Understanding the challenges of making English-medium classes interactive in South Korean higher education</b> Dylan Williams (Seoul National University)
14:30 - 16:30 Session chair: Jaehak Chang(Kangwon National University) (Teaching Demonstration)	<b>Can students learn the forms and meanings of modals? Yes, they can</b> Julian Elias (University of California, Davis, U.S.A.)
	<b>English language learning through media-based tasks</b> Min-Chang Sung (Seoul National University)
	<b>Finding dreams through English writing activities in the Write4Change community</b> Eyun-Na Lee, Jin-Kyeong Jung & Amy Stornaiuolo (Korea Institute of Human Resources Development in Science & Technology & University of Pennsylvania, U.S.A.)
	<b>Needs Analysis of English Learning for Adolescents from Multicultural Families</b> Jung Eun Kim (Hankuk University of Foreign Studies)

**Day 2 (July 1) - Session 4: Language Policy / ELT Curriculum and Materials Design**  
Room 304

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Maria Oh(Jeonju National University of Education)	<b>Critical discourse analysis of policy changes in English test of civil servants examination</b> Duk-In Choi (Chung-Ang University)
	<b>Political economy and activity theory analysis of ideologies of English in Korean labor markets</b> Miso Kim (Pennsylvania State University, U.S.A.)
14:30 - 16:30 Session chair: Eunsook Shim(Sangji University)	<b>Developing a research writing course for graduate students in Korean contexts</b> Naeree Han (International Graduate School of English)
	<b>Activities in English textbooks in Japan and Taiwan</b> Wei-Tung Wang (Meiji University, Japan)
	<b>Korean secondary school English teachers' perceptions on the 2015 curriculum implementation: A path analysis</b> Yoonhee Kim (International Graduate School of English)

**Day 2 (July 1) - Session 5: Second Language Acquisition:  
Motivation and Learner Identity  
Room 305**

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Hyun Jung Kim(Hankuk University of Foreign Studies)	<b>Korean College Students' Motivation, Strategy Use, and Self-Efficacy Beliefs in L2 English Comprehension Ability</b> Mun-Hong Choe (Chonnam National University)
	<b>L2 motivation, vision, and achievement in the Korean EFL context</b> Mi-seong Kim (International Graduate School of English)
14:30 - 16:30 Session chair: Jang Ho Lee(Chung-Ang University)	<b>Language ideology and identity: Politicized discourses of diversity in an ESL classroom</b> Jung Sook Kim (The Ohio State University, U.S.A.)
	<b>Social identity, power relations, social distance, investment, and language learning among international elementary students in the U.S.</b> Hyona Park (Indiana University, U.S.A.)
	<b>Language play as a site for exploring learners' language awareness</b> So-Yeon Ahn (Hankuk University of Foreign Studies)
	<b>Back to home again: Korean early study-abroad returnees' difficulties and coping strategies</b> SeungChul Lee (Hanyang University)

**Day 2 (July 1) - Session 6: Second Language Acquisition  
Room 306**

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Myeong-Hee Shin(Hannam university)	<b>The effects of different task sequencing types on Korean high-school students' L2 speaking performance</b> Joo-eun Hyun (Chung-Ang University)
	<b>Effects of the differential ordering of explicit-implicit instruction on learning English infinitives and gerunds</b> Juyeon Yoo (Seoul National University)
14:30 - 16:30 Session chair: Eun Hwa Park(Cyber Hankuk University of Foreign Studies)	<b>Effects of task repetition on Korean high school students English oral performance</b> Bongsun Song (Goyang Dongsan High School)
	<b>Effects of task complexity on L2 readers' performance and noticing of glossed constructions: An eye-tracking study</b> Jookyoung Jung (Hankuk University of Foreign Studies)
	<b>The function of overgenerated be: Topic marker or inflectional morpheme?</b> Bora Nam (Indiana University, U.S.A.)
	<b>Disciplinary literacy instruction for English learners in U.S. science classrooms</b> Shim Lew (The University of Georgia, U.S.A.)



Day 2 (July 1) - Session 7: Second Language Acquisition / English Vocabulary  
Room 311

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Mun Woo Lee(Hanyang University)	<b>Working memory and second language oral fluency: A study of ESL learners</b> Mi Sun Park (Columbia University, U.S.A.)
	<b>Effects of two types of explicit pronunciation instructions on second language accentedness</b> Juhyun Jang (Cyber Hankuk University of Foreign Studies)
14:30 - 16:30 Session chair: Sungmook Choi(Kyungpook National University)	<b>Academic English proficiency predicts persuasive essay writing in adolescent EFLs</b> Claire Jo & Paola Uccelli (Harvard University, U.S.A.)
	<b>Delexical use of high frequency verbs in Korean EFL students' writing</b> Mi-Lim Ryoo (Korea Maritime & Ocean University)
	<b>Learner perspectives toward different types of corrective feedback in EFL composition class</b> Min Jung Jee & Ji Hyun Byun (The University of Queensland, Australia & Hannam University)
	<b>How to grade and analyze collocation families</b> Dongkwang Shin (Gwangju National University of Education)

Day 2 (July 1) - Session 8: English Vocabulary / Approaches and Methodologies  
Room 308

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Soondo Baek(Kookmin University)	<b>Helping Korean learners of English improve their intelligibility with pronunciation instruction</b> Jung Hoon Kim & Isaiah WonHo Yoo (Jeonghwa Arts College & Sogang University)
	<b>Action Research on Teacher-Student Interactions in L2 Process Drama</b> Eunjeong Kang (International Graduate School of English)
14:30 - 16:30 Session chair: Cheongmin Yook(Hallym University)	<b>Effects of using typotony in vocabulary learning</b> Hyun-Ju Kim (Dankook University)
	<b>L2 readers' narrative text comprehension for time shift</b> Jungeun Choi (Seoul National University)

**Day 2 (July 1) - Session 9: Language Policy / Teacher Education**  
Room 309

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Bo-Kyung Lee(Myong-Ji University)	<b>Learning to be a good English teacher in the postmethod era</b> Siwon Lee & Yeting Liu (University of Pennsylvania, U.S.A.)
	<b>The dynamics of EFL teacher emotion and emotional labor</b> Youngmi Kim (Chung-Ang University)
14:30 - 16:30 Session chair: Jee Hyun Ma(Chonnam National University)	<b>The differences between primary and secondary school teachers' attitudes to peer evaluation</b> Sang-Bok Park (Korea Institute for Curriculum and Evaluation)
	<b>Socio-cultural Perspectives on Small Group Learning in the English Language Classroom</b> James Reid & Myeong-Hee Shin (Hannam University)

**Day 2 (July 1) - Session 10: Approaches and Methodologies**  
Room 310

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Sang-Ki Lee(Korea National University of Education)	<b>Children's literature reading instruction skills based on whole language instruction theory</b> Hyojin Seo & Yunjoo Park (Korea National Open University)
	<b>Stereotype threat: L2 speakers' group anxieties and what to do about them</b> Stewart Gray (University of Leeds, U.K.)
14:30 - 16:30 Session chair: Kyong-Hyon Pyo(Dankook University)	<b>Becoming Academic Sojourners: Chinese MATESOL Students in South Korea</b> Eric Reynolds & Xiaofang Yan (Woosong University & Pai Chai University)
	<b>The effects of different frequency applications of automated writing feedback on Korean EFL writing</b> Wonyoung Koh (Ewha Womans University)
	<b>Using Rasch measurement to assess the LLAMA D and the musical ear test</b> Jihye Shin (Northern Arizona University, U.S.A)
	<b>Talking back to textbooks: Graffiti as critical engagement in Korean elementary school EFL classes</b> Roxy Lee & Stewart Gray (Dankook University & University of Leeds, U.K.)

Day 1-2 (June 30 ~ July 1) - **Poster Presentation**  
3<sup>rd</sup> Floor Lounge

Time	Presentation Title and Presenter
10:30 - 10:50 & 13:00 - 13:30  Session chair: Kyeong-Ouk Jeong(Hannam University)	<p align="center"><b>Activity centers: Providing students with space to learn</b> Neil Briggs (Hannam University)</p>
	<p align="center"><b>Dictogloss in Korean EFL environment: A meta-analysis</b> Je-Young Lee (Sehan University)</p>
	<p align="center"><b>Developing a CLIL earth-science book for 5th grade elementary learners</b> Hanna Lee &amp; Minji Ye (International Graduate School of English)</p>
	<p align="center"><b>For English as an intercultural language, not for English as an international language</b> Kang-Young Lee (Chungbuk National University)</p>
	<p align="center"><b>Addressing stereotypical images and representations in ELT materials</b> Ksan Rubadeau (Korea University)</p>
	<p align="center"><b>Experiential language learning with mobile application called EXALL</b> Yong Ju Lee, Sowon Kim, Lucy SurrIDGE &amp; Jungtae Kim (Pai Chai University, Pai Chai University, Sookmyung Women's University &amp; Pai Chai University)</p>
	<p align="center"><b>Teaching polysemes and homonyms</b> Kevin Parent (Korea Maritime University)</p>

더 넓은 세상으로 나아갈 수 있도록  
당신은 언제나 사랑의 가르침으로  
그 문을 활짝 열어주셨습니다.

더 큰 세상을 열어주신 선생님,  
당신께 감사와 존경을 바칩니다.

큰 세상을 열어주시는 선생님을 추천해 주세요!

# 제26회 눈높이교육상



## 시상 부문

부문	인원	대상자
초등교육	1명	• 초등학교 교원
중등교육	1명	• 중 · 고등학교 교원
유아교육	1명	• 유치원 및 보육시설 교육자
특수 및 평생교육	1명	• 특수학교 교원 • 평생교육기관 및 단체에 근무하는 교육자 (대안학교, 청소년 교육, 다문화 교육, 지역사회 교육 분야 포함)
글로벌교육	1명	• 한국 교육 및 문화 발전에 협력하고 공헌한 외국인 교육자 (미국, 인도네시아, 말레이시아, 홍콩, 중국, 인도, 베트남, 싱가포르, 영국 현지 외국인 교육자)

접수기간 2017년 6월 14일 ~ 7월 23일 홈페이지 [www.dkculture.org](http://www.dkculture.org)

# Plenary Speech



## The Current and Future Socio-political Consequences of English Language Policies in South Korea

William Eggington (Brigham Young University, U.S.A.)

In the name of globalization, South Korea and its people have invested heavily in an English-centric language-in-education program that reflects a mixture of formal, top-down language planning combined with aspects of informal “unplanned” language planning. Indicators of the top-down approach can be seen in the plan’s centralized curriculum, resource allocation and high-stakes testing procedures. Indicators of an informal, unplanned, bottom-up approach can be seen in the ways that parents and their children sacrifice valuable financial, social and family resources in private English schools and other attempts to ensure successful English acquisition. Such a mixture of formal and informal language planning often leads to unintended consequences including, in Korea’s context, less than successful language proficiency outcomes, the maintenance and enhancement of social inequalities and a general sense of language acquisition failure that reflects poorly on students and teachers. Consequently, the underlying research question I address in my presentation is: “In what ways can Korea’s formal and informal language plans be adjusted so as to avoid the negative unintended consequences of the current plan?” I examine contemporary socio-political theories and practices that could offer some solutions.



### BIODATA

**Dr. William G. Eggington** is Ludwig-Weber-Seibach Humanities Professor of Linguistics in the Linguistics and English Language Department, Brigham Young University, Provo, Utah, U.S.A. He was a chair of that department from 2007-2013. Originally from Australia, he received his M.A. and Ph.D. in Linguistics from the University of Southern California in Los Angeles with specializations in sociolinguistics and language planning and policy development. He has taught linguistics and conducted research while based in universities in Australia, Australian aboriginal contexts, Hawaii, the South Pacific and South Korea. His research interests include language policy and planning, contrastive rhetoric, discourse analysis and forensic linguistics. He has published four co-edited volumes, an ESL textbook and numerous articles dealing with

these subjects. He has served as a member of the board of directors for TESOL (Teachers of English to Speakers of Other Languages Inc.). He has contributed to the development and/or the evaluation of language services for the Atlanta, Nagano, Sydney and Salt Lake City Olympic Games. His forensic linguistics interests and experience cover criminal and civil, U.S. federal and state cases involving defendant comprehension of the English language with respect to Rights Invocations and other communicative issues. He has also focused on discourse analysis of disputed contracts and wills, trade name to generic name issues, author identification and deception and fraud detection.



## Social Dimensions and Differences in English Language Education

Patricia Duff (The University of British Columbia, Canada)

Social dimensions in the teaching and learning of English are central to current applied linguistics research and pedagogy emphasizing teachers' and learners' identities, communities, and trajectories. This growing attention to social (and political) processes in English education, and not just cognitive and linguistic ones, reflects newtheoretical perspectives in language education and the changing contexts in which we are teaching, due to increasing levels of globalization and transnationalism, and greater heterogeneity among learners. Complex relationships among language ideologies, English proficiency, and various kinds of capital that contribute to and result from English education are also fundamentally social. However, it is not simply these social *dimensions* of learning but also social *differences* and *dynamics* among learners that affect their identities, and their relative positioning, status, and possibilities within learning communities. In this presentation, I describe how macro-social (e.g., societal and institutional) and micro-social (e.g., classroom-interactional) factors are currently being theorized and researched in English language education by drawing on examples from recent studies in Asia and North America. I then conclude with some concrete pedagogical implications.



### BIODATA

**Patricia Duff** is a Professor of Language and Literacy Education at the University of British Columbia. Her main academic interests are related to: language socialization in multilingual contexts across the lifespan; academic discourse socialization; qualitative research methods in applied linguistics and education; issues surrounding the teaching, learning, use, and media/textbook representations of English and Chinese as global languages; and sociocultural approaches to teaching and learning in transnational, multilingual contexts. Her publications have appeared in such journals as *Applied Linguistics*, *Canadian Modern Language Review*, *Global Chinese*, *Modern Language Journal*, *System*, and *TESOL Quarterly*, and in many peer-reviewed books.

Plenary Speech III

## The Socio-political-economic Ideologies of English: What is the Cost: Who are the Victims?

Elana Shohamy (Tel Aviv University, Israel)



English, the current dominant global lingua franca is the language that is greatly appreciated world-wide, with strong emphases on its advantages, leading to the adoption of the language in schools as a compulsory subject, no questions asked. Most research on learning English adopt neo-liberal perspectives where by success in English has become the sole criterion for academic success. Yet, this widespread policy overlooks the cost of learning English to large portions of populations who cannot reach this goal and adopt, as in Korea and elsewhere, extreme strategies to overcome it on the account of other disciplines and with high financial costs. These are viewed as victims or losers of the language. This paper adopts a different view about learning English, one which is anchored in critical language policy. It will report on a number of research studies which examined the cost of learning English in Israel with direct implications to Korea. One example, is the difficulties that minority and immigrant students face when they are obligated to learn English in addition to their home and the national language resulting in lower scores as they are compared to the majority students. The paper will conclude with proposals for alternative English policies suitable for these situations to support those who are victimized by the language.

### BIODATA

**Elana Shohamy** is a Professor at Tel Aviv University School of Education where she teaches and researches co-existence and language rights in multilingual societies with in four inter-connected areas: Language Testing, Language Policy, Migration and Linguistic Landscape. She authored *The power of tests* (2001), *Language policy* (2006), and the co-editor two books on Linguistic Landscape. Elana is the editor of Vol. 7 of *Language Testing and Assessment* of the Encyclopedia of Language and Education (Springer, 2009 and 2017) Elana served as an editor of the journal *Language Policy* (2007-2015) and is currently the editor of the new journal *Linguistic Landscape* (Benjamins). Elana is the winner of the ILTA lifetime achievement awarded by ILTA (International Language Testing Association) in 2010 for her work on critical language testing.

# You can be anything and study anywhere with the **TOEFL®** test.

The *TOEFL*® test is the most widely respected English-language test in the world — making it easier to reach your destination.

Even more reasons why you should take the TOEFL test:

---

**90%**  
of TOEFL test takers  
get into their 1st- or 2nd-choice university.

---

**10,000+**  
universities, agencies and  
other institutions  
rely on TOEFL test scores to help make  
admissions decisions. Wherever you want to  
study, the TOEFL test can help you get there.

---

**4 OUT OF 5**  
admissions officers  
prefer using the TOEFL test compared to  
other English-language tests.\*

\* Source: Survey of 263 admissions officers at U.S. universities, of which 212 accept both the TOEFL test and the IELTS® test and 152 state a preference.

Copyright © 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logo and TOEFL are registered trademarks of Educational Testing Service (ETS). All other trademarks are property of their respective owners. 30190



Get registered today.  
[www.toeflgoanywhere.org](http://www.toeflgoanywhere.org)

**ETS® TOEFL®**

Go Anywhere From Here.

# Turnitin Feedback Studio™



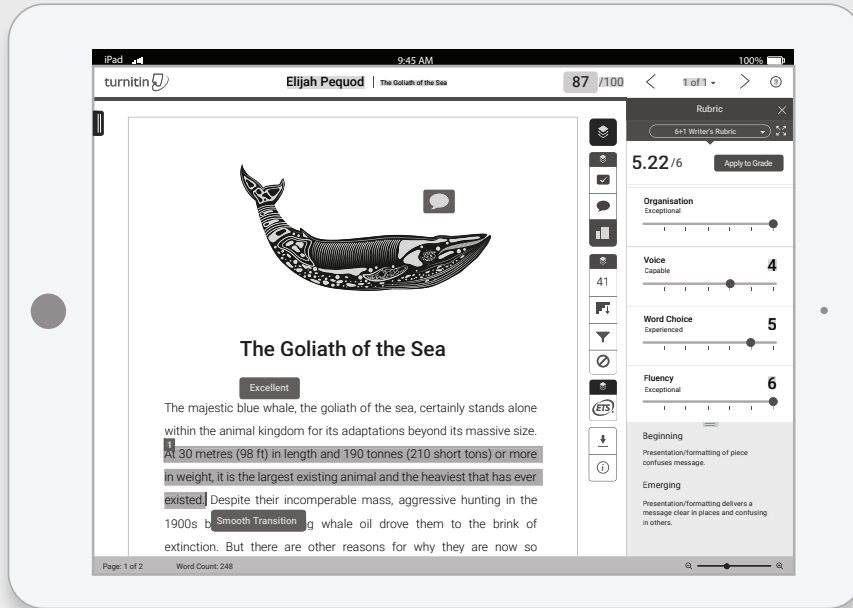
표절여부 확인 가능



실시간 피드백 제공



학생 학습 지도 평가



## 한국지사 문의하기

koreasales@turnitin.com / 02-6020-6868



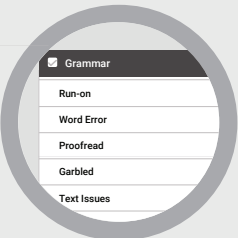
### Multi-format Feedback & Faster Marking

보이스 혹은 텍스트 코멘트를 포함한 다양한 방식의 피드백 제공  
Drag&Drop(끌어놓기) 방식으로 아주 편리하게 피드백 및 채점 가능



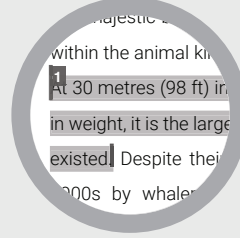
### Promote Consistency with Rubrics

채점항목을 통한 명확하고 일관된 채점 가능



### ETS e-rater® (Automated Grammar Checking)

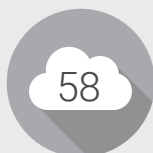
자동 문법 체크 시스템



### Source Matching

학생 과제물과 콘텐츠 데이터베이스를 비교하여 표절여부 확인 가능

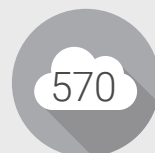
세계 최대 규모의 데이터베이스를 활용하세요.



580억 웹페이지



1억 5천만 건 학술 논문 및 기사



5억 7천만 건 학생 과제물



# **Special Colloquium Part I**

**English Education in the Era of 4<sup>th</sup> Industrial Revolution**



## Competent L2 Writers in the Era of 4<sup>th</sup> Industrial Revolution

MyungSu Park (SangMyung University)

Virtually all of us have been adapting to the 4<sup>th</sup> Industrial Revolution, which has already started making an impact on areas ranging from industry to education. Many technological advancements are expected to make a strong impact on second language (L2) teaching and learning. In particular, a growing number of corpus-based language learning and teaching resources are freely available on the Internet. During the era of the 3<sup>rd</sup> Industrial Revolution, L2 teachers and learners were swamped with such excellent tools and resources. Many of them are used to utilizing such tools and resources to improve their academic L2 writing. Online L2 dictionaries, concordancers, automated writing evaluation (AWE) tools including Grammarly, etc. have been commonly used by many above-intermediate and advanced L2 learners in and outside of classrooms to edit and refine their written production. The potential improvement and development of those tools in the 4<sup>th</sup> Industrial Revolution are beyond imagination. Both L2 teachers and students should be well prepared for unprecedented on-going and future changes in L2 academic writing practices. Above all, L2 learners should be encouraged to be competent in using such tools and resources to become independent L2 academic writers and L2 teachers need to help them to competent and confident users. Focusing on the tools such as AWE, Google Translate, and other imminent artificial intelligence (AI)-based applications, the study provides an overview and potential changes in L2 academic writing. In addition, the researcher also suggests how to adapt to ever-changing academic writing practices.

### BIODATA

**Myongsu Park** is an Associate Professor of English Area Studies at Sangmyung University, South Korea. He received his Ph.D. in Foreign Language Education from the University of Texas at Austin. He has authored books and published research articles on corpus linguistics, corpus-based translation studies, etc.

## Papago Service Using Neural Machine Translation

JunSuk Kim (Papago Team, Naver)

Papago is a multi-language machine translator for mobile device that supports English, Japanese, Chinese and Korean. With the spread of smartphones and increasing of overseas trips, the need of the translation service for mobile devices is increasing. As artificial intelligence technology develops, there are growing expectations of a translator among users. Most translators take voice, text or images as an input, display the translated text and output the sound converted the text into speech. Therefore, the translation service requires use of high-level technologies including speech recognition, optical character recognition, machine translation and speech synthesis. Papago can take voice, text or image as an input and provide both translation text and text-to-speech as outputs in common with other translators.

Neural Machine Translation (NMT) is a new approach to Machine Translation. Although NMT is recently proposed, it has rapidly achieved state-of-the-art results. While Phrase-based Machine Translation (PBMT) performs translation based on information from parts of sentence, NMT performs translation based on entire sentence. In NMT, input sentence is encoded a fixed-length representation (sentence vector), and the decoder generates a correct translation from the representation. Sentence vector contains all information of sentence, such as meaning of words, order of words, structure of sentence and the relationship of words in the sentence. Companies such as Google and Naver started to offer machine translation service based on NMT method in 2016. Of course, NMT also has various problems, and a variety of researches are under way to solve the problems. Major research topics of NMT are attention model, sub-word model, UNK replacement and zero-shot learning.

Keyword: Papago, PBMT, NMT, Neural Machine Translation

### **BIODATA**

Papago leader at Naver (2016 ~ current)

Technical leader of Machine Translation at Naver Labs (2011 ~ 2015)

Principal Research Engineer of Speech Recognition at Naver (2010)

Senior Research Engineer of Search Modeling at Naver (2007 ~ 2009)

Senior Search Engineer of Speech Recognition at LG (2001 ~ 2006)



## The English Coaching Turn for the 4<sup>th</sup> Industrial Revolution Era

YoungWoo Cho (Pai Chai University)

Experts predict that the 4<sup>th</sup> industrial revolution stands to cause fundamental changes to human ways of living. This drastic change of trend calls for corresponding changes in the field of English teaching. On one hand, technological developments involving robotics, AI, VR, and machine translation will surely help make English teaching more effective and efficient. On the other hand, quite a few people will resort to AI for their needs for English use, opting to skip the process of English learning to a certain extent. Moreover, robotic English teachers may appear soon. Then, what roles are left for human English teachers? In this talk, I argue that a coaching paradigm may help English teachers redefine their role in creating new values in their relationship with English learners. In this context, coaching refers to interactional partnership between the coach and the coachee in setting, executing and evaluating the coachee's personal or professional goals. This coaching paradigm is ideal in facilitating English learning in connection with cognitive, meta cognitive, and affective support through quality questions, personalized training, and meaningful relation building. English coaches in the future may provide customized coaching for English learners with the help of state-of-the-art technological tools. This talk presents some concrete examples from an ongoing research project on English coaching and concludes that coaching is a viable paradigm for the field of English education to reach a higher level of performance and accomplishment in making English learning happen.

### **BIODATA**

Professor **Young Woo Cho** is an associate professor in the Department of TESOL·Business English at Pai Chai University, South Korea. Professor Cho specializes in instructed second language acquisition, teaching methodology, and multimedia-assisted language learning. His current research focuses on coaching for self-directed language learning within a multimedia-based environment.

## Teaching English thru an AI Assistant

Dongkwang Shin (Gwangju National University of Education)

The cutting edge device representing the Industry 4.0 is an AI assistant like Amazon Echo which is a voice-controlled speaker-type assistant. To date the AI assistant has been regarded as a voice-recognizable searching engine. There was, however, a new trial utilizing an AI assistant in a different way. A pilot study to examine the feasibility and effects of applying an AI assistant to English language education was conducted in 2016. The purpose of the study was to identify the association between human-AI robot interaction and language acquisition in the EFL classroom. A procedure was created in which students have sufficient interactions with an AI assistant in a task-based learning environment. The subjects of the study were forty elementary students aged 9 to 12 (grades 4 to 6). Participants were assigned into two groups of robot interaction (20 students) and non-robot interaction (20 students). The results revealed that human-AI robot interaction reduces foreign language classroom anxiety and increases willingness to communicate, even facilitating human-human interactions. One of the important findings is that human-AI robot interaction affects human-human interaction. This means that such human-AI robot interaction suggests a new perspective on language acquisition by showing that the interaction with an AI assistant could construct a collaborative environment for language acquisition and also play an important role as a language input source.

### BIODATA

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

## Artificial Intelligence Technology cannot break the needs for English Education

Elena EunJeong Song (Microsoft)

One of the main technological advances which lead the 4th industrial revolution era is artificial intelligence (AI). The match where AlphaGo beat Lee Sedol was called AlphaGo Shock and brought much shock to people just like the Sputnik crisis. Many people say there's no need to learn foreign languages but English education will also disappear due to an AI translator tool. What kind of effects will AI technology have on school education and English education?

Many people think that AI technology is magic. However, if we see the translation and text analysis, there are still many technical barriers. Knowledge-based machine translation has a limitation when it comes to translating ambiguous expressions. Mathematical algorithms for text analysis can't deal with the polysemy such as irony or sarcasm and the analysis of meaning which differs depending on the pattern. Machine running appeared recently, but there are still difficulties in the design feature. Of course, basic conversation will be able to be replaced due to the development of technology. However, it is hard to predict when the delivery of the real emotions will be replaced by the machine.

Furthermore, even though an AI can develop, the empathy, creation and value judgment etc are the unique field of human beings which can't be replaced by machine. In fact, although automatic translation technology develops, generally people wish to communicate with people rather than a machine. Thus, in-depth English lessons will be required more in the future than now.

### **BIODATA**

#### **Elena song**

Education Researcher working as Microsoft. She has six years of teaching experience in elementary school. She studies on digital transformation in Education, teaching and learning design, and students' actual performance in learning at the Ewha University Graduate School. With her passion for the fields of Education and Technology, she is continuously studying diverse area.



# Featured Speech



## Look What They Are Doing!: Legitimizing Language Policy in Education

Masaki Oda (JACET, Tamagawa University, Japan)

Cases of English language teaching from neighboring countries; notably China, Korea and Taiwan, are frequently appeared in Japanese mass media. As the Japanese government has gradually lowering the grade in which children start learning English at schools, these cases appeared in mass media either directly or indirectly serve as important sources to legitimate the policies concerning ELT the government is proposing.



In this presentation, I will discuss how these cases from other countries are used and/or abused by policy makers who try to execute the new policies hastily. From the analysis of the cases supplemented by interviews of college students enrolled in a pre-service English teacher training program, it was found that these ‘selected’ cases significantly affect their beliefs about the legitimacy of teaching English from younger age, particularly because the cases create the discourse as though Japan is far behind of its neighboring countries in ELT.

With an increasing mobility of people within Asia, we cannot deny the increasing importance of English as a regional lingua franca. Therefore, it is more important for ELT professionals in the region work even closer in order to share cases as resources for mutual improvements rather than triggering superficial competition without substance.

### BIODATA

**Masaki Oda** (Ph.D. Georgetown University) is a Professor of Applied Linguistics and Director, Center of English as a Lingua Franca (CELF) at Tamagawa University in Tokyo. His primary interests include sociopolitical aspects of language teaching, learner beliefs. He is Director of Academic Exchanges of JACET and Vice President for membership of Asia TEFL. His most recent chapter appears in Gary Barkhuizen, ed. 2017. *Reflections on Language Teacher Identity Research*.

## Featured Speech II

### Internationalization of Russian Education: Implications for ELT

Tatiana Ivankova (FEELTA, Far Eastern Federal University, Russia)



In 2013 Russia launched Academic Excellence Initiative aimed at increasing the competitive potential of the national higher education institutions. Internationalization of all fields of education is one of the key elements of the initiative. The universities selected to participate in the project take efforts to attract world's top researchers, lecturers and students.

To increase access to the global education, research and labor market and maximize Russian scholars' and students' employ ability at the international arenas, the Project aims to create English language environment in the participating universities. Among steps taken, the universities introduce new English-language content courses in each educational program, establish English-medium Master and Bachelor programs, reorganize teaching EAP/ESP and work on popularizing EFL studies.

In this presentation I will take Far Eastern Federal University as an example to show how the innovative initiatives of the government to transform the Russian education have influenced what we do in ELT classrooms. I will discuss challenges of choosing a model to teach, of balancing traditional Russian approach to syllabus design with the modern requirements and international standards, of integrating international and domestic students in the classroom and meeting the learning expectations of both groups.

#### BIODATA

**Tatiana Ivankova** is an Associate Professor at Far Eastern Federal University, Vladivostok, Russia. She specializes in teaching academic writing, intercultural communication and translation and interpretation. She completed her PhD on Chinese English and is currently working on Russian English in various domains of communication with a special focus on its pragmatics in intercultural encounters and its implications for ELT.

Her most recent publications include three co-authored chapters in the book *Russian English: History, Functions, and Features* (Cambridge University Press, 2016). Among other works are monographs *English in China: Regional Features* and *Russian National Values in English Language Mass Media*.



## Effectiveness of Task-based and Project-based Approaches in Teaching English at Chiang Mai University, Thailand

Payupol Suthathothon (TaiTESOL Chiang Mai University, Thailand)

A few years ago, the English Department at Chiang Mai University, Thailand implemented a new core curriculum for the Fundamental English courses focusing on task-based and project-based approaches. In order to ascertain effectiveness, a comprehensive survey was conducted. Students studying these courses were given a Likert-Scale questionnaire focusing on four key areas: the syllabus of these courses, teaching and learning procedures, content, and testing and evaluation. In-depth interviews were also conducted with the students in order to examine the effectiveness of the courses. The empirical evidence shows that most students had a positive attitude towards the syllabus of these courses. In addition, most students were satisfied with the teaching and learning procedures which incorporated e-learning. Concerning the content of the English courses, most students agreed that it was suitable and helped develop their speaking skills the most. In regards to testing and evaluation of the courses, most had positive attitudes toward the evaluation through their tasks and projects but felt that final examinations should not be the sole judge of their academic accomplishments.



### BIODATA

**Mr. Payupol Suthathothon** received his Master of Arts in TEFL from Payap University, Chiang Mai, Thailand. He is currently teaching English in Business Communication and Fundamental English courses at Faculty of Humanities, Chiang Mai University. His most recent major publication is a research project entitled, 'The Effects of Integrating Game-Based Learning in Teaching English Skills.' His current research interests include English for specific purposes, e-learning, game-based learning and task-based language teaching.

## Featured Speech IV

## Developing the Communication Skills of Youths in Prison Schools: Opportunities and Challenges

Zaira Abu Hassan Shaari (MELTA, Institute of Teacher Education, Malaysia)



One of the aims of the education system in Malaysian prisons is to equip incarcerated youths, aged fourteen to twenty-one, with the education and the skills to integrate into society, and to get second-chances at building a new life once they are released. If they are not academically inclined, these youths would be trained with life-skills so as to enable them to function in society and to meet the challenges of daily living. One of the life-skills deemed very important for these youths is communication skills in both Bahasa Melayu and English. Steps are being taken to develop the communication skills of this group of youths namely through communicative classroom activities and lessons. This study examines the perspectives of prison teachers on factors that may influence the youths' learning and development of communication skills and the challenges faced. Data for the study came from two main sources: a questionnaire survey and a series of interviews with a group of prison teachers. The study found that the teachers faced considerable challenges, namely the youths' language competence, maturity and education backgrounds, attitudes and motivation towards learning and their jail-terms which could be short-term or long-term. The learning context brought about even bigger challenges as the teachers have to cope with teaching in high-security classrooms with many restrictions, including the use of teaching resources that are commonly used to support learning in normal classrooms. The results have important pedagogical implications, particularly for the practice of teaching incarcerated youths in multi-grade classrooms.

### BIODATA

**Zaira Abu Hassan Shaari** is a teacher trainer at the English Language Studies Department, Institute of Teacher Education, IlmuKhas Campus, Kuala Lumpur. In the last 23 years, she has been involved in the training of pre-service and in-service teachers in various programmes including BEd Twinning Programmes with local and foreign universities. Currently, she is involved in facilitating prison teachers with educating incarcerated youths in Malaysia. She obtained her B.A. (Hons.) in Linguistics from Victoria University, Wellington, New Zealand, her Masters degree in TESOL from the University of Leeds, United Kingdom and her Doctorate in TESL from University Putra Malaysia. Her areas of specialization include reading and collaborative learning.

## Terrific Tools for Stress-Free Student Projects

Lindsay Herron (KOTESOL, Gwangju National University of Education, Korea)

With the proliferation of the internet and a plethora of free, intuitive tools available online, now is the perfect time to incorporate creative projects into your class! It's easier than ever to build on students' personal interests and funds of knowledge; the portability of smartphones allows students to take photos and videos anywhere, while online tools facilitate the creation of eye-catching, multimodal projects unmediated by a student's drawing skills. For teachers who wish to capitalize on these advantages, this presentation will prove very useful, providing an overview of Adobe Spark, Animoto, and My Simple Show, three online video tools that are free, easy to use, and generally ideal for teachers seeking to cultivate creativity through digital media.



NOTE: Time permitting, attendees will have an opportunity to try out at least one tool for themselves; bringing a smartphone pre-loaded with a QR-reader app is encouraged

### BIODATA

**Lindsay Herron** is a Visiting Professor at Gwangju National University of Education in Gwangju. She has master's degrees in cinema studies and language education, bachelor's degrees in English and psychology, a CELTA, and the CELTA-YL Extension. She is currently working on a doctorate in language education at Indiana University (USA), and is the national president of Korea TESOL (KOTESOL).

Featured Speech VI

## Ecological Integration of Language Learning and Disciplinary Education: A Sociocultural Proposal

Zhang Lian (CELEA, Beijing Foreign Studies University, China)



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

**Key words:** Ecological integration; Curriculum transformation; Sociocultural theory

### BIODATA

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

## A Study of Teaching Listening Strategies to Intermediate ESL Learners

Hongyan Qu (Yanbian University, China)

The significance of listening strategy is widely acknowledged. However, the ESL learners rarely get sufficient strategic instruction of approaching listening. Listening strategy instruction provides the teachers and students with theoretical framework and integrated listening guidance. By gaining further insight into approaches of listening strategy, the students can identify the appropriate strategy to assist their own listening comprehension. This paper looks into the issues that the intermediate ESL students of Yanbian University encounter in the process of listening comprehension. Analysis is made about the factors that influence listening comprehension of the ESL learners. The study sheds light on the strategic approaches applied to solve the problems. In this study, sample activities are demonstrated to model the strategy use. The paper elaborates on integrating the cognitive, meta-cognitive and socio-affective strategies with the curriculum. Implications are drawn that authentic reading and listening materials can broaden the context pattern of the ESL students. It's highlighted that the purpose of listening training is not only to improve their performance in English test, but prepare them for the real-world listening. This research aims to enhance the awareness about listening strategy, and help the ESL students promote their language proficiency.



### BIODATA

**Hongyan Qu** is a English lecturer at Yanbian University. Her research field is ESL teaching methodology. She worked as visiting scholar at Lamar University in the US from 2015 to 2016. She is the presenter of TexTESOL IV (The TESOL conference of Texas) on Nov. 7<sup>th</sup>, 2015.

Featured Speech VIII

## Literature and Teaching English Literature

Lihua Jin (Yanbian University, China)



Literature is a mirror of mind and life, a device that can give a full picture of what we human beings share and how the individual characterizes his personal qualities, and also a lighthouse to banish the darkness and to illuminate our roads. However, in this economically and technologically advanced society, literature is too often ignored, misunderstood, or trivialized. At the same time, it more often than not is narrowed to the highbrow, sophisticated sphere of academy. Therefore, when teaching English literature to the college students, the first thing that should be elucidated is the definition of literature and the reason why it is still necessary and essential to read the literary works written hundreds of years ago while the mechanical gadgets are annually disposable. Without this preliminary clarification, English literature will be dismissed as something pointless and redundant and the expected process of the enlightenment will never befall the prisoners trapped in the cave of Plato's allegory.

### BIODATA

**Lihua Jin** is a lecturer in English Department of Yanbian University. She obtained her Ph.D. in English literature in 2016 from Hanyang Univeristy, Korea. Her field of specialization is contemporary novel in English.

## Negotiating Teaching Strategies: Indonesian Pre-service English Teachers' Experiences in Remote Areas

Joko Nurkamto (TEFLIN, Universitas Sebelas Maret, Indonesia)

Geographical, social, and cultural diversities often present huge challenges and require teachers to negotiate numerous things in order to perform their professional tasks successfully. This mini-research explored the empirical experiences of pre-service English teachers in remote areas, where they had to negotiate their teaching strategies because they were confronted with a reality that was outside their previous assumptions. The research questions to be answered were what made the student teachers negotiate their teaching strategies and how the negotiation was enacted. Framed by a humanistic perspective, this research deployed in-depth interviewing and photo analysis as data collection techniques. Three volunteers participated in this narrative case study. The data were analyzed using constant comparative method. The finding of the research shows that the students' low competencies make the teachers negotiate their teaching strategies. Instead of applying the scientific approach, which is recommended by the Government, they apply such teaching techniques as drilling, memorization, dictation, translation, demonstration, games, and pragmalinguistic practices to facilitate the learning. It implies that teachers need to provide themselves with numerous teaching strategies to make their students learn, regardless of the setting where the teaching is carried out.



*Key words: cultural diversities, pre-service English teachers, negotiate, humanistic perspective, teaching strategy*

### BIODATA

**JOKO NURKAMTO** is a full-time lecturer at the English Language Education Study Program in the Faculty of Teacher Training and Education at Universitas Sebelas Maret, which is based in Surakarta, Central Java, Indonesia. He received his Doctorate in English Education from Jakarta State University (Indonesia) in 2000, and earned his professorship in 2004. His research interests include language curriculum development and teacher professional development.





# Keynote Speech



Keynote Speech

## The Future of English: The Social Dimension

David Graddol (The English Company, U.K.)

It is now 20 years since I wrote *The Future of English?* for The British Council in which I analysed the then current state of English in the world and forecast how the language would fare in coming decades. Futurology is a risky enterprise, but how much did I get right? In this talk I review the past two decades of the expansion of English education and look ahead to the next 20 years.



My talk will focus on the social dimension of English education rather than teaching methodologies or choice of variety of English. How have the motives and rationales for learning English changed, as the political and economic shape of the world has changed?

I will examine the implications of a geopolitical world in which China is expanding in influence ('One belt, one road') whilst the USA is becoming more concerned about national issues (President Trump's 'America First'), and Britain is likely to leave the European Union ('Brexit'). Meanwhile the nature of employment has also changed, with increasing use of technology forecast to make many kinds of professional as well as manufacturing jobs disappear?

What will be the function of English in such a world? And what place will English have in education systems which need to prepare the national workforce for a world with fewer jobs and an ageing population to support?

### BIODATA

**David Graddol** is a Director of The English Company (UK) Ltd and is well-known as a researcher and writer on English as a global language. He has been involved in ELT projects in China, India and Latin America since the early 1990s and is currently working with Cambridge English on a project with English teachers in Mexico and China. During 2010-2012 he was a visiting Professor at City University in Hong Kong. Several of his books are available for free download from the internet, including *The Future of English?*, *English Next*, *English Next India*, and *Profiling English in China: The Pearl River Delta*.



# Concurrent Sessions



Day 1 (June 30) - Session 1: Language Policy /  
**Approaches and Methodologies: Writing**  
 Room 301

Time	Presentation Title and Presenter
09:30 - 10:00 Session chair: Josephine Lee(Ewha Womans University)	<b>White normativity in the ELT profession in South Korea</b> Chris Jenks (University of South Dakota, U.S.A.)
15:00 - 17:00 Session chair: Je Young Lee(Sehan University)	<b>Responding to non-native writers of English:                      Types of teacher written comments on L2 writing</b> Seong Mae Ryoo (Penn State Harrisburg, U.S.A.)
	<b>The importance of teaching academic writing:                      Overcoming rhetorical weaknesses for Korean ESL students</b> Sunok Kim (Brigham Young University, U.S.A.)
	<b>The effects of different planning on CAF in L2 performance</b> Nayoung Kim (Sookmyung Womens University)

## White Normativity in the ELT Profession in South Korea

Chris Jenks (University of South Dakota, U.S.A.)

Racism and racialized discourses are comparatively small areas of research in the ELT profession, yet much attention in education, anthropology, and sociology is given to such issues. This investigatory lacuna is curious given recent police brutality incidents in the United States and growing racial tensions in Europe regarding immigration, which have created a pressing need to understand how racism and racialized discourses operate in other countries and contexts. For example, the ELT profession in South Korea adopts the racial hierarchies from other regions to shape understandings of language proficiency and pedagogy. However, few studies have attempted to understand these discriminatory practices. This presentation narrows this gap by adopting critical race theory to examine how racism and racialized discourses shape the ELT profession in South Korea. Using a critical discourse and race analysis of immigration documents, government reports, interviews with language instructors, online discussion board conversations, and news media texts, the presentation makes the following argument. White normativity is an ideological commitment and a form of racialized discourse that comes from the social actions of those involved in the ELT profession in South Korea; this normative model or ideal standard constructs a system of racial discrimination that is founded on White privilege, saviorism, and neoliberalism. Although the observations are based on the ELT profession in South Korea, the presentation demonstrates how an understanding of White normativity, saviorism, and neoliberalism can be used to explore the extent to which the global ELT profession is complicit in racial and linguistic

### BIODATA

**Chris Jenks** teaches at the University of South Dakota. He has also taught at the City University of Hong Kong, Newcastle University, and Konkuk University. His eight published and forthcoming books cover several topics, including intercultural communication, second language acquisition, and Korean Englishes.



## Responding to Non-native Writers of English: Types of Teacher Written Comments on L2 Writing

Seong Mae Ryoo (Penn State Harrisburg, U.S.A.)

How writing teachers respond to student writing has long been a source of interest and a controversial topic for teachers, students, and researchers. The value of teacher feedback has been increasingly highlighted in composition research and writing classrooms where the process approach to teaching composition is dominant. Both teachers and students agree that teacher written feedback is an important part of the writing process. This is especially true for second language (L2) writing, since the goal of L2 writing is often to teach both the conventions of writing in a particular culture and the linguistic forms of the target language. Though teacher-written feedback is intended to help students realize that there are parts of a draft that could be better, the approaches and practices of teacher written commentary vary according to contextual factors, and teachers' beliefs about what constitutes good writing and what is good commentary. Perhaps the most consuming dilemma for second language (L2) writing teachers concerns the types of written comments that teachers decide to make on, and involves the need for teachers to have a sense of what they mean by improvement in writing. In this talk, I will present an overview of the influence of various factors on a teacher's commentary practices in L2 writing. I will argue that teachers can make selective and prioritized comments on L2 writing according to students' developmental levels of English writing and can plan grammar instruction between drafting and revising stages.

### **BIODATA**

**Dr. Seong M. Ryoo** is an Assistant Teacher Professor in English Composition ESL at Penn State Harrisburg. She completed her Ed.D. in TESOL at Temple University and her M.S.Ed. at the University of Pennsylvania. Her research interests focus on L2 writing, methodology in teacher response research, and linguistic and conversational analysis of teacher written comments.

## The Importance of Teaching Academic Writing: Overcoming Rhetorical Weaknesses for Korean ESL Students

Sunok Kim (Brigham Young University, U.S.A.)

For many years, linguists, ESL writing teachers, and especially students have puzzled over the phenomenon where non-native English writer's sentences are grammatically correct, but their paragraphs and complete essays appear illogical to native English speaking readers. From the perspective of Kaplan's contrastive rhetoric theory where American rhetoric is "linear," Korean L2 writers' apparent circular rhetoric causes problems. Even though Korean writers are trying to write paragraphs that are logical for native English readers, this illogical output results in Korean ESL students being perceived as poor writers. In order to discover more about the nature of the rhetorical problems Korean ESL writers face, this study reports on a close contrastive analysis of a corpus consisting of 25 freshmen Korean ESL students' essays and 25 freshmen native-English speaking American students' essays randomly collected from a series of 1st year writing classes at a U.S.-based university. The analysis focused on areas where the logical flow breaks down from a native English reader's perspective. The topical structure analytical approach (TSA), developed by Lautamatti (1987), was used to analyze the data. Results show that both American and Korean students have difficulty controlling topical subjects and discourse topics in their writing. Instead, they often introduced irrelevant subtopics that did not advance overall topic development, making their writing difficult for general readers to follow. The key finding of the study shows that to overcome these rhetorical weaknesses, both Korean and American students need to be educated in academic writing regardless of their first language.

### BIODATA

**Sunok Kim** is completing her Linguistics M.A. at Brigham Young University, U.S.A. She has another M.A. from A-jou University with an English language education major (Thesis: "Enhancement of English Communication Skills through Cultural Education"). She has taught English in Korea in corporate and private contexts, and Korean to U.S. students.

## The Effects of Different Planning on CAF in L2 Performance

Nayoung Kim (Sookmyung Womens University)

The present study aims to examine the effects of different planning on syntactic complexity, accuracy, and fluency depending on English proficiency in L2 written tasks. At first, 459 undergraduates performed two written narrative tasks. The first written task was used as a proficiency assigning task, and the second task which has three different planning conditions (no planning, pre-task planning, and online planning) was used as a main task. The participants were carefully divided into intermediate and advanced levels through the proficiency assigning task, and 38 participants were excluded from the data through screening the main task. Thus, the final number of participants was 421, and their writing was evaluated in terms of CAF. The results show that the intermediate learners' planning is beneficial to enhance CAF, yet the advanced learners' planning has limited effects. Moreover, no planning increased greater accuracy, pre-task planning improved higher fluency, and online planning led to greater syntactic complexity. Its related studies and pedagogical implication will be discussed later.

### **BIODATA**

**Nayoung Kim** received her Ph.D. in second language acquisition from Sookmyung Women's University (SMU). She has worked as a lecturer in college more than 10 years, and she is currently teaching at SMU and Yonsei University. Her main interests include second language acquisition, task-based research, psycholinguistics, and neurolinguistics.



Day 1 (June 30) - Session 2: English Language Testing  
Room 302

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Hyun-Ju Kim(Dankook University)	<b>Validity evidence of interactional competence in role-play speaking assessment</b> Soo Jung Youn (Northern Arizona University, U.S.A)
	<b>Which do you prefer to rate? Personal narratives or expository essays?</b> Heejeong Jeong (Sangmyung University)
15:00 - 17:00 Session chair: Kyung Ja Kim(Chosun University)	<b>Grades 1-2 students' performance on paper vs. online writing test modes</b> Ahyoung Alicia Kim & Carsten Wilmes (WIDA, University of Wisconsin-Madison, U.S.A.)
	<b>Open-grade approach as business-image tool motivating ELT freshmen at university</b> Koot van Wyk (Kyungpook National University Sangju Campus)
	<b>The world has changed: Stop grading speaking with grammar mistakes</b> Gunther Breaux (Hankuk University of Foreign Studies)
	<b>Students', teachers' and parents' perception on criterion-referenced testing of English in the College Scholastic Ability Test(CSAT)</b> Soonok Im & Yoonhee Choe (Sohae Elementary School & Chongshin University)

## Validity Evidence of Interactional Competence in Role-play Speaking Assessment

Soo Jung Youn (Northern Arizona University, U.S.A)

This large-scale study examines the relationship between detailed interactional features of 102 test-takers' performances on five role-play tasks and test scores awarded by trained raters to the performances. 102 test-takers' performances were transcribed turn-by-turn and coded for interactional features and sequential organizations that are grounded in Conversation Analysis. The qualitative findings indicate that fine-grained interactional features and recurrent sequential organizations were found across test takers at various levels. The quantitative power of the coded interactional features in distinguishing among varying levels of role-play performance was further examined. The interactional features at various levels (sequential organization, length of interaction, and engaging with interaction) were examined. Generally speaking, the distinct type of interactional features was substantially related to human raters' scores. Discriminant function analysis indicates that more than 80% of original test-takers' levels were correctly classified based on the interactional features and sequential organizations. Specifically, the mean length of turns, rather than the total number of turns per role-play interaction, was an important variable that distinguishes among role-play performance levels. However, the effect of the interactional features in distinguishing among the levels differed depending on the role-play situation. I argue that recurrent interactional features found across test-takers' levels serve as critical validity evidence of interactional competence. I discuss the implications of analyzing language test data as an empirical basis of measuring L2 spoken proficiency.

### BIODATA

**Soo Jung Youn** is a currently Assistant Professor of TESL/Applied Linguistics at Northern Arizona University. Her research interests include language testing and assessment, pragmatics, interactional competence, quantitative research methods, Conversation Analysis, and task-based language teaching.

## Which do you Prefer to Rate? Personal Narratives or Expository Essays?

Heejeong Jeong (Sangmyung University)

In performance based language assessment, an area that needs more attention is the influence different genres have on human judgments (Crossley & McNamara, 2016). This study looks into how human raters are affected by two different genres, personal narratives and expository essays for a Korean college English placement test. This paper uses a mixed methods approach by first examining if there is a rater (n=15) interaction with genres using psychometric MFRM analysis. Later raters (n=4) who showed genre interaction were invited for an in-depth interview to share their thoughts on genre impact from a reader, writer and rater's perspective. According to the interviews, despite the different rating patterns, raters gave similar responses on genre perspectives. All four raters found rating expository essays easier compared to personal narratives. Raters also preferred to write in the expository genre and as language teachers they mainly taught expository style academic writing in their college level classes. Raters' genre experience as a writer were also similar. Raters said their writing experience was mainly related to expository writing and did not do much personal narrative writing in class. This study found the free-form nature of personal narratives made it difficult for raters rate and the expository genre favored scale made rating personal narratives more challenging.

### BIODATA

**Heejeong Jeong** is an Assistant Professor at the College of General Studies in Sangmyung University, Seoul, Korea. Her research interests include language assessment, rubric development, rater cognition studies and language program evaluation.

## Grades 1-2 Students' Performance on Paper vs. Online Writing Test Modes

Ahyoung Alicia Kim & Carsten Wilmes  
(WIDA, University of Wisconsin-Madison, U.S.A.)

With the popularity of online language assessments, second language (L2) assessments are often administered using the online platform instead of the traditional paper-and-pencil format. Although a number of studies have been conducted on the topic of paper vs. online writing exams in first language (L1) and second language (L2) writing tasks, they generally focus on adult learners (e.g., Bakaoui, 2014; Chen et al., 2011; Laborda, Royo, & Bakieva, 2016). Comparatively, fewer studies exist regarding young learners' performance on paper vs. online writing exams (e.g., Choi & Tinkler, 2002).

For young L2 learners, the online assessment can pose a challenge because they may lack familiarity with computers, which may prevent them from performing well. This is particularly problematic for writing domains with open-ended questions, where students are required to produce extended responses. Therefore, this study investigated how young L2 learners differ in their performance on the two test modes of paper vs. online.

A total of 139 grades 1-2 L2 learners in the U.S. completed three writing tasks—one paper and two online tasks. On the paper task, students completed their writing on a paper and pencil test format. For one online task, students read the prompt online and produced handwritten responses. For the other online task, students produced keyboarded responses. Students' performance was analyzed both quantitatively and qualitatively. Findings indicate children's varying performance across the writing tasks. Study results provide practical implications for the administration of L2 writing exams to young learners.

### BIODATA

**Ahyoung Kim** is a researcher at WIDA, University of Wisconsin-Madison where she conducts validation research on English language proficiency assessments for Pre-Kindergarten to 12th grade English language learners. She received her doctorate in Applied Linguistics from Teachers College, Columbia University and her postdoctoral training in Child Bilingualism from Cornell University.

**Carsten Wilmes** is a Director of Assessment at WIDA, University of Wisconsin-Madison. He oversees the development, operations, and research of English language proficiency assessments used across 38 U.S. states and abroad. He holds a Ph.D. in Language Testing and Second Language Acquisition from the University of Illinois at Urbana-Champaign.



## Open-grade Approach as Business-image Tool Motivating ELT Freshmen at University

Koot van Wyk (Kyungpook National University Sangju Campus)

Traditionally or customary, grade acquisition for students implied a secretive allocation of symbols or figures by the teacher which may or may not be shown to the student and if so, only late in the course. This research investigates the effect of utilizing an open-grade sheet that is handed out to the student at every class in order to update his/her attendance record. The sheet contains all the data pertaining to the student: attendance record, TOEIC scores, Participation scores, Interactive scores, Class Work scores, Organizations scores, Homework scores, Mid-term test scores, Final test scores, and the Total. Students calculate on the final day their own scores. A critical evaluation is made of this approach now utilized over a period between 2012-2017. It appears that the advantages outweighs the disadvantages but more research is needed on the social velocity of this approach on students.

### BIODATA

**Koot van Wyk** is a Visiting Professor at Kyungpook National University Sangju Campus and a Conjoint lecturer for Avondale College, Australia. He holds a D. Litt et Phil. from the University of South Africa (2004) and a Th. D. from the Department of Humanities, Rikkyo University in Tokyo, Japan (2008). He is involved in ESL teaching in Asia, Korea and Japan since 1995. He is married to dr. SookYoung Kim and together they are currently teaching Life-Long English classes for KNU at the university (in the evenings) combo, English + Korean lecturing style since 2009.

## The World has Changed: Stop Grading Speaking with Grammar Mistakes

Gunther Breaux (Hankuk University of Foreign Studies)

Despite 10 years of English education, your average Korean university freshman cannot smoothly tell you what they had for lunch. Why? Their educational goal was a high score on a grammar-based test. Why? Because grammar is easy to objectively test. This may be a fair way to select school applicants but it's poor English education. Now there's a practical and objective classroom conversation test and this changes everything. What gets tested gets done. Grammar-graded tests result in more grammar study. Role-playing tests result in more memorizing. Presentations and interviews are not conversations. Such tests merely provide grade spread while indirectly and subjectively measuring the sub-components of speaking (grammar, pronunciation, etc). Now you can easily measure how much students do, instead of tediously measuring how much they do wrong. This presentation will describe a test that is easy to give and grade. It both measures ability and improves ability. Each student gets extensive personal feedback and teachers get accurate grading and improvement data. In brief: three students of similar ability have a 17-minute conversation. The test is recorded on teachers' and students' phones. Students transcribe only what they say (takes about 90 minutes) on MS Word. Word gives their total words spoken and how many times they spoke, which gives their average words per utterance. These provide a measure for their ability and improvement. In short, students talk and transcribe, and Word does their data. The bottom line is: How can you teach conversation if you can't test it?

### **BIODATA**

**Gunther Breaux** has taught English conversation to Korean university freshmen for 21 years. He's an Associate Professor at Hankuk University of Foreign Studies and the author of several EFL textbooks. His research interest is Conversation-Based Learning, because higher education is preparation for life, and life is not a grammar test.

## Students', Teachers' and Parents' Perception on Criterion-referenced Testing of English in the College Scholastic Ability Test(CSAT)

Soonok Im & Yoonhee Choe  
(Sohae Elementary School & Chongshin University)

This study aims to investigate teachers', students', and parents' perceptions of the criterion-referenced test in the English section of the CSAT (College Scholastic Ability Test). 343 participants, including 43 teachers, 200 students, and 100 parents in the Gyeonggi province of South Korea participated in this study. The participants completed questionnaires and some teachers participated in in-depth interviews on the volunteer basis. The results can be summarized as follows. The first part was about the participants' perception on the initiation of criterion-referenced test in the English section of the CSAT. Most respondents (79.9%) were aware of the newly introduced criterion-referenced test. Nearly half of the respondents (46.4%) believed that complementary evaluation method is necessary in the current English education. However, 53.5% of the teachers said that this newly introduced criterion-referenced test is not adequate in evaluating the students' general English proficiency levels. Teachers reported that this test cannot be a fundamental solution to the current English education problems, including English-divide phenomenon. More details will be discussed in the presentation. The findings and discussions provide some pedagogical and policy implications for the newly introduced criterion-referenced test in the English section of the CSAT.

### BIODATA

**Im soon Ok**, is an English teacher at Seohae elementary school in Kyunggi province. She earned her master degree in English education at Chongshin graduate school.

**Yoonhee Choe**, is an associate professor in Chongshin university in Korea. Her research interests include English teacher education, EFL teacher identity, language program evaluation, and skill-integrated tasks.



Day 1 (June 30) - Session 3: Teaching Young Learners /  
Teaching Demonstration

Room 303 - Small Auditorium

Time	Presentation Title and Presenter
10:00 - 10:30 Session chair: Mi Hye Kim(Hankuk University of Foreign Studies)	<p style="text-align: center;"><b>The effectiveness of chants in elementary school English classes: Practice and verification</b> Kazuyo Kawamura (Kogakkan University, Japan)</p>
15:00 - 17:00 Session chair: Jin-Hwa Lee(Chung-Ang University)	<p style="text-align: center;"><b>Teaching writing for young learners</b> Kiren Kaur, Donna Lim &amp; Ruth Wong (National Institute of Education &amp; Nanyang Technological University, Singapore)</p>
	<p style="text-align: center;"><b>A head start on grammar for young learners of English</b> Tat Heung Choi (Hong Kong Baptist University, China)</p>
	<p style="text-align: center;"><b>Effective vocabulary teaching activities and methods for elementary school students</b> Yu-hwa Lee (Keimyung University)</p>
	<p style="text-align: center;"><b>Scaffolding social interaction in small group conversations</b> Alex Grevett (Korea Polytechnic University)</p>

## The Effectiveness of Chants in Elementary School English Classes: Practice and Verification

Kazuyo Kawamura (Kogakkan University, Japan)

Many teaching methodology textbooks say the use of chants is effective for learning objectives such as the acquisition of stress and intonation patterns, memorization of words and phrases, and the learning grammar and vocabulary. However, more empirical studies are needed to verify the effectiveness of the use of chants in teaching English as a second or foreign language. In this study, chant-based 15 minute short-duration lessons were conducted in a Japanese public elementary school. Eighteen fourth graders who never had learned English before took the chant-based short-duration lessons three times a week over the period of four weeks. With the aim of enabling students to understand the meaning of the English sentences and words, the teaching material was made by presentation software to display pictures while they listened to and repeated the chants. The teaching material consisted of two parts. In the chants part, students listened to the recorded native speaker's chants and repeated the same chants three times each week. In the interaction part, they interacted with their homeroom teacher and classmates using the sentences and words practiced in the chants. The results of the immediate posttest revealed that thirteen of the participants used singular-plural forms correctly although they never had been taught during the lessons. The result of the delayed posttest taken place four weeks after the lessons showed seven of them used the singular-plural forms correctly. This empirical study shows that children can learn English grammar by themselves through the repetition of chants without any explicit instructions.

### **BIODATA**

Associate Professor of Kogakkan University, Japan. MA in TESOL from Michigan State University. Special interests in elementary-school English education which will start in the third grade and become an official subject in the sixth and fifth grade in Japan from 2020.

## Teaching Writing for Young Learners

Kiren Kaur, Donna Lim & Ruth Wong

(National Institute of Education & Nanyang Technological University, Singapore)

Writing is a daunting task, much less teaching writing. Oftentimes, in the classroom, writing quantity is emphasised over quality. The stress level increases for the student and for the teacher when there is a pressure to fulfil a required number of compositions within a given time. This inevitably leads to a compromise in improving the quality of the students' writing. For teachers who are not writers themselves, they face the added challenge of not knowing what strategies there are for teaching writing and how to match them to their students. This presentation offers a comprehensive look at feasible writing strategies that can be covered at the primary level and explores how these strategies can be organised into a cohesive writing curriculum across elementary grades. This presentation is particularly useful for primary school English Language teacher leaders intending to build a more cohesive teaching writing curriculum across grade levels and for English Language teachers who would like to gain ideas on teaching writing strategies for their classes.

### **BIODATA**

**Ms Kiren Kaur, Dr Donna Lim, and A/P Ruth YL Wong** are teacher educators with the National Institute of Education, Singapore. They specialise in English Language methodology courses for young learners. Their interests cover reading and writing methodology, children's literature, oral communication methodology and assessment literacy.

## A Head start on Grammar for Young Learners of English

Tat Heung Choi (Hong Kong Baptist University, China)

English language education in Hong Kong emphasises the development of learners' genre knowledge and competence through meaningful use of grammar in context, reading-writing integration, and engagement with a range of text types. However, the emphasis on learning to write, dominated by concern for grammatical propriety, has made learners of English with a weak control of the language forms visible and discussable.

The teaching demonstration aims to expand classroom practitioners' repertoire of strategies for invigorating and scaffolding young learners to build effective texts. This is achieved through deploying grammar as a resource for meaning. The instructional design alludes grammar (as one of the liberal arts) to the nurturing of young minds in the primary English classrooms. Like plants, young brains need watering and it is the duty of the Grammar to undertake this. To provide young learners of English with a head start on grammar, the demonstrator builds on a textbook series and teaches by example through an engagement with motivating and amusing tasks. The pedagogical ideas, with an emphasis on creative imitation and language play, are expected to stimulate young learners' appetite for more fun with texts and grammar.

The presentation is a matter of interest regarding the relevance of text types and grammar to young learners' literacy skills development. It also redresses the neglect of the social dimension of English language education in terms of the unequal relations in English acquisition, as well as the ineffectiveness of teaching practices to mitigate the compounded effects of insufficient family literacy resources.

### **BIODATA**

**Dr Tat Heung Choi** specializes in the sociology of education and English language teaching in Hong Kong. Her formative education at London and Cambridge universities has shaped her initiatives seeking to promote social justice and participatory engagement with the integrated arts through English acquisition.



## Effective Vocabulary Teaching Activities and Methods for Elementary School Students

Yu-hwa Lee (Keimyung University)

Communicative language teaching (CLT) has been developed for decades in elementary school English curriculum in Korea. The teaching of English to young learners has become especially important in EFL context. Most of all, learning enough vocabulary in second language learning is the major premise condition for successful communication (Nation, 1990; Schmitt, 2000). There is a lot of very good teaching in primary EFL classrooms. However, it is a fact that many teachers who teach English to young learners still find themselves difficult in terms of effective activities and methods for teaching vocabulary even though they have been trained for this level. Therefore, this teaching demonstration expects to offer useful and practical ideas and information in elementary English vocabulary teaching classrooms. This teaching demonstration focuses on sharing the presenter's authentic experience while teaching English to elementary school students. All the activities and methods based on the topic of the vocabulary suggested by the presenter here hope to be adapted and revised depending on the teaching environments.

### **BIODATA**

She majored in English Literature in her undergraduate course and English Education in M.A and Ph.D. at Keimyung University. She has worked at several schools; kindergarten, elementary, middle, and high schools as an English lecturer. Now she has been lecturing as semester contract lecturer at Keimyung University. She has had interest in teaching young learners, teaching methods, and teacher identity fields.

## Scaffolding Social Interaction in Small Group Conversations

Alex Grevett (Korea Polytechnic University)

As the conference theme states, the acquisition of English is not simply a matter of learning the lexis and grammar of the language; mastering the social dimension of interacting in another language also presents a multitude of challenges for learners. Nevertheless, it is only through meaning-focused social interaction that the learner develops a sense of who they are in English, and more importantly, who they can be in the future. For teachers, however, creating the conditions for learners to participate in meaning-focused interaction can be challenging: Many of us have had the experience of asking our students to talk to each other, and seeing their conversations falter after just a few turns, or worse, not start at all. This session will take the view that often students are not unwilling to talk, but lack knowledge of what to say and how to react to what others say. Therefore, two key ways we can help to scaffold conversations are slowly decreasing planning time, while increasing the difficulty of reacting skills. In this session, I will demonstrate how to set up a simple structure for classroom conversations, and then show how planning and reacting can be manipulated over a number of weeks to scaffold students towards successful social interactions. The session will focus on practical methods, and attendees will leave with activities and materials which will help them to begin scaffolding their own students small group conversations.

### BIODATA

**Alex Grevett** has taught in Korea for 7 years and Guatemala for 1. He is currently the Program Manager for Korea Polytechnic University's Language Education Center. He has a much neglected blog at <http://breathyvowel.wordpress.com>, and can sometimes be found Tweeting about ELT from @breathyvowel.

Day 1 (June 30) - **Session 4: International and Intercultural Communication**  
Room 304

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Mun-Hong Choe(Chonnam National University)	<b>Transitioning from student to teacher</b> Kyongseon Jeon (Columbus State University, U.S.A.)
	<b>East-Asian international students' socialization at Teachers College, Columbia University</b> Minhye Son (Columbia University, U.S.A.)
15:00 - 17:00 Session chair: Young-Joo Jeon(Mokwon University)	<b>Stress and dilemmas of a graduate student majoring in interpretation: A narrative inquiry</b> Sulyoung Hong (Hankuk University of Foreign Studies)
	<b>The Brown and Levinson theory revisited: A statistical analysis</b> Sooho Song (University of Wisconsin-Milwaukee, U.S.A.)
	<b>Teaching intercultural politeness to enable EFL go global</b> Nunung Nurjati & Titah Kinasih (Universitas PGRI Adi Buana Surabaya, Indonesia)

## Transitioning from Student to Teacher

Kyongseon Jeon (Columbus State University, U.S.A.)

This presentation is a report on an ongoing study of the impact of international TESOL internship on the development of personal and professional identity and cross-cultural sensitivity. More specifically, this examines four American students' teaching experience of English as a Foreign Language (EFL) in an Asian work setting. The study abroad TESOL internship program was a three-week- intensive teaching in a private English language institute in Southeastern part of South Korea. Qualitative data are collected using written interviews which were given at three different times during the internship and their weekly journal entries. Data suggest that EFL teacher candidates started the program with some preconceived beliefs about language learning and teaching. Their ideas about American identity varied and it was shown that a personal and professional identity is formed based on multiple factors such as their race, previous international and educational experience. All four teacher candidates indicated they have both positive and negative teaching experiences during the internship, which seemed to help form a professional identity as an English teacher. The participants' responses also show that teaching in a foreign context, EFL teacher candidates experience both cultural, social and pedagogical challenges in their internship. Interestingly, these challenges also helped them grow as a teacher as they overcame initial fears they had at the onset of the program. Moreover, participants' comments positively suggest that participation in this type of international internship might be essential for achieving the expertise required for effective language teaching.

### BIODATA

**Kyongseon Jeon** is an Associate Professor of English language and linguistics at Columbus State University in Columbus, Georgia where she taught for 13 years. She completed her Ph.D. in applied linguistics at Georgetown University in Washington, DC. Her research interests include second language acquisition, pragmatics, and impact of international education.

## East-Asian International Students' Socialization at Teachers College, Columbia University

Minhye Son (Columbia University, U.S.A.)

The present study is an investigation of the lives of East-Asian international students who enrolled in a master's program at Teachers College (TC), Columbia University in the United States, specifically focusing on their socialization with their American and non-American peers in and outside the classroom. Using a non-experimental, exploratory, and interpretive research design with an ethnographic lens, this qualitative study explores how they engaged in socialization with others at TC and the reasons for engaging and not engaging in such social activities. From seven current TC East-Asian international students, 230 minutes of in-depth interviews were video-recorded, transcribed, and analyzed to understand their situations and feelings about living and studying in an English speaking country for the first time. The results reveal that they experienced both an "insider" and an "outsider" identity. Also, the fact that they intended to go back to their country made them reluctant to actively make new friends and build social networks. Moreover, some participants experienced isolation and alienation from their American peers and even from some professors due to their lack of confidence in English language proficiency as well as the lack of cultural understanding. Implications for future research and practical recommendations are discussed in the last section of the paper.

**Keywords:** East-Asian, international students, intercultural communication, graduate school students, language socialization, adjustment and challenges, identity (re)formation

### **BIODATA**

Adjunct lecturer at Long Island University, Brooklyn in Bilingual Education program B.A. in TESOL/Applied Linguistics at Queens College, the City University of New York M.A. in Bilingual/Bicultural Education at Teachers College, Columbia University Ed.M in Applied Linguistics at Teachers College, Columbia University

## Stress and Dilemmas of a Graduate Student Majoring in Interpretation: A Narrative Inquiry

Sulyoung Hong (Hankuk University of Foreign Studies)

This paper inquires into the school life experience of a student majoring in interpretation at a graduate school of translation and interpretation in Seoul. Using the method of narrative inquiry, the study zooms into the research participants first year of graduate school experience with a focus on her stress and dilemmas as a student. In-depth interviews were conducted and factors contributing to stress and conflict were analyzed. The factors identified include cultural shock from being at a womens university and ensuing interpersonal relations, identity crisis and academic stress experienced in a strict and critique-oriented learning environment, peer pressure and communication crisis in group studies, institutional and social factors aggravating stress and conflict, etc.

### BIODATA

**Sulyoung Hong** is an Adjunct Professor at Hankuk University of Foreign Studies(HUFS) Graduate School of Interpretation and Translation(GSIT). From 2013 to 2016, she worked as Assistant Professor at Ewha Womans Universitys Graduate School of Translation and Interpretation. She holds a Ph.D. in Interpretation and Translation from HUFS GSIT.

## The Brown and Levinson Theory Revisited: A Statistical Analysis

SooHo Song (University of Wisconsin-Milwaukee, U.S.A.)

The Brown and Levinson (1987) theory has been widely used to study politeness with the authors' claim of universal applicability and the theory's template, formularizing the relationship between social variables (power, distance, and task imposition) and politeness weightiness perception. The theory also presented the relationship between social factors and politeness weightiness perception in a mathematical form for the first time in politeness studies. The theory also presented the relationship between social factors and politeness weightiness perception in a mathematical form for the first time in politeness studies. Despite all the contributions of the Brown and Levinson (1987) theory, it also contains some theoretical and methodological limits because of the politeness weightiness calculation method, which is a simple addition of scores in three social variables. In order to test the effects of culture, I conducted statistical analyses using the subjects with American, East Asian, and Latin American cultural background. The results reveal that task imposition does not have a statistically significant impact on the speaker's determination of politeness weightiness in East Asia while it does in the US and Latin America. Although the three factors included in the theory may be important for politeness weightiness in some cultures, but it turned out that task imposition is not important in politeness weightiness perception in Korea. Thus, the statistical analysis reveals that the theory may not be universally applicable as it overlooks cultural differences in politeness behavior.

### BIODATA

**SooHo Song** is an Assistant Professor of Foreign Languages and Literature at the University of Wisconsin-Milwaukee. She is the author of *Politeness and Culture in Second Language Acquisition* published by Palgrave Macmillan. She is currently working on a book, *Second Language Acquisition as a Mode Switching Process* (contracted with Palgrave Macmillan).

## Teaching Intercultural Politeness to Enable EFL Go Global

Nunung Nurjati & Titah Kinasih  
(Universitas PGRI Adi Buana Surabaya, Indonesia)

Proficient in English does not guarantee the relational communication going well. Successful relational communication when both speaker and hearer understand the message delivered verbal and non verbal. One issue in relational communication that affects its successfulness is the awareness of politeness and culture for EFL learners. Considering that the need to teach politeness to raise awareness for EFL learners which enable them to be good English speaker globally therefore this study is aimed at investigating the aspects of politeness and culture affecting in the communication. The design of research method for this study is qualitative in nature using comparative models of library studies, with which the study material is derived from the journals featuring the findings of intercultural politeness implemented by native English speakers and non-native English speakers. In the discussion, it also involves theories which focus on politeness, such as the theory of face stated by Brown & Levinson, cooperative principle by Grice, principle of politeness by Leech and cultural rapport management stated by Spencer-Oatey. This research is also taking into account the recent approach of discursive politeness by Kadar. The findings of this study are expected to contribute in designing teaching materials for pragmatic politeness in EFL classrooms.

Keywords: intercultural politeness, EFL, teaching politeness, global interaction

### **BIODATA**

**Nunung Nurjati** is currently a lecturer of English Education Department at Universitas PGRI Adi Buana Surabaya. Her research's track record focuses on language assessment, teaching translation and linguistic politeness, bilingualism. She is now pursuing her doctoral degree at Surabaya State University. In seeking academic references related to her recent research in politeness, Nurjati has been consulting with Daniel Kadar, the author of 'Understanding Politeness' in Huddersfield, UK in 2015.

**Titah Kinasih**



Day 1 (June 30) - **Session 5: ELT Curriculum and Materials Design /  
Teacher Education**  
Room 305

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Kyungja Ahn(Seoul National University of Education)	<b>Collaborative peer review interactions and improvement</b> Eunsook Kwon (Keimyung University)
	<b>A corpus-based study of genre-based writing in Korean EFL students' academic essays</b> Jiyoung Bae & Sujung Min (Kongju National University)
15:00 - 17:00 Session chair: Junkyu Lee(Hankuk University of Foreign Studies)	<b>Pre-service elementary English teachers' development as L2 writers</b> Kyungja Ahn (Seoul National University of Education)
	<b>Pre-Service primary school teachers' English learning motivation</b> Maria Oh (Jeonju National University of Education)
	<b>Implementing a flipped learning classroom method for pre-service teachers' ESL preparation course</b> Yong-jik Lee (University of Florida, U.S.A.)
	<b>A case study of arts-based EFL pre-service teacher development in Korea</b> Soojin Ahn (The University of Georgia, U.S.A.)

## Collaborative Peer Review Interactions and Improvement

Eunsook Kwon (Keimyung University)

In Korea, listening and speaking skills have been focused to improve communicative competence. Writing is much more neglected in classrooms than the other language skills. In this circumstance, there is a compelling need for teachers to have a better understanding of how EFL writing instruction can assist learner writers to prepare for the demands of academic study. In recent years, LLSs have been investigated for improving language skills. There have been a lot of researches carried out on peer interaction in peer feedback. But less research has been done on writing in EFL during peer feedback to cope with the linguistic and cognitive challenges that arise during the peer interaction process. However, little classroom-based work has been done in investigating the effects of peer feedback activities on EFL writing. To provide useful pedagogical implications, students can be supported to employ peer review training to maximize learning during peer feedback in the writing classroom. In the context of an undergraduate writing course, data will be collected from 12 undergraduate Korean learners of English who will participate in peer feedback writing activity. Written texts, interview data and observation formed a triangulated data set. The writers' initial and revised drafts and the reviewers' comments were used in individual interviews as a basis for discussing the feedback process and the factors that influenced it. Differences in language proficiency and perceived relative proficiencies of the peers appeared to be important factors influencing the process. The results of the study are discussed with reference to pedagogical applications during peer feedback.

### BIODATA

**Kwon, Eunsook** is a Ph.D. candidate of English Education at Keimyung University. Her current research interests teaching writing, writing strategies, and discourse analysis. She has been involved in Daegu Metropolitan office of Education's Teacher Exchange Program with Victoria, Australia through telecommunications related research project.

## A Corpus-based Study of Genre-based Writing in Korean EFL Students' Academic Essays

Jiyoung Bae & Sujung Min (Kongju National University)

The present study investigates how Korean undergraduate students whose majors are the English education and the liberal arts write their academic essays in English according to the different genres. Specifically, this research aims to evaluate the syntactic complexity and lexical features in collected essays from university students. Sixty-four university students in Chungnam, Korea, participated in this study. To this end, 64 narrative essays, 62 cause-effect essays, 61 argument essays, and 60 response essays were collected, and the 247 collected essays were compiled into the study corpora. The study corpora were analyzed with a web-based automatic syntactic complexity analyzer, and then the MICUSP (Michigan Corpus of Upper-level Student Papers) corpus was adopted as a reference corpus in order to analyze the linguistic features, especially lexical and functional differences and similarities of the study corpora. The results show that writings of different genres reveal some rhetorical and grammatical features as well as lexical differences compared to MICUSP. With the result of the current study, it can contribute to giving some pedagogical implications for teaching writing strategies based on genre-writing to raise university students' genre-specific awareness and overall writing skills.

### BIODATA

**Jiyoung Bae** received her Ph.D. in the Department of Curriculum and Instruction, emphasis in TESL, from University of Kansas. Currently she is an Assistant Professor of English Education at Kongju National University in Korea. Her main research interests include literacy education, literature-based instruction, L2 writing, and self-directed learning for L2 learners.

**Sujung Min** received her M.A. and Ph.D. from the University of Illinois at Urbana-Champaign and is currently Professor of English Education at Kongju National University, Korea. Her research interests include discourse analysis, conversation analysis, pragmatics, and World Englishes. She has published many papers on these fields.

## Pre-service Elementary English Teachers' Development as L2 Writers

Kyungja Ahn (Seoul National University of Education)

This study aims to investigate the development of pre-service elementary English teachers as L2 writers. The participants were 28 pre-service elementary teachers enrolled in undergraduate English writing classes taught by the researcher. The data included course syllabus and materials, and the participant's products including the initial survey about their lesson goals and English writing experiences, journal writing and formal paragraph and essay writing, the final writing portfolios, and the final survey about reflections on the course activities. The data were mainly analyzed inductively through content analysis. The findings indicated that the participants perceived they developed themselves as English writers over the semester; at the end of the semester, they reported they were able to (1) write an effective paragraph, (2) develop ideas with adequate explanation, examples, and support, (3) choose appropriate vocabulary to appeal the reader, (4) incorporate feedback from teacher and peers, (5) self-edit for grammar and mechanics. In addition, many of them were highly motivated to study English as well as to write in English. The participants showed similar and different perceptions and development as English writers depending on their level of English language and writing proficiency, their English learning and writing experiences, their identities as English writers, and the dilemmas and solutions that the participants had while writing in English. Important implications regarding L2 writing pedagogy and pre-service L2 teacher education are discussed.

### BIODATA

**Kyungja Ahn** is an Associate Professor in English Education Department at Seoul National University of Education. She received her Ph.D. in Applied Linguistics from Pennsylvania State University. Her research interests include L2 teacher education, language planning and educational policy, sociocultural theoretical perspectives on language learning and teaching, and L2 writing.

## Pre-Service Primary School Teachers' English Learning Motivation

Maria Oh (Jeonju National University of Education)

This presentation is to report how some Korean primary school pre-service teachers practiced English learning throughout their lives so as to understand their English learning motivation, emerged while they were learning English. Major data-collection sources were written reports. Two preliminary findings emerged: (1) The first group of students learned English to get good English test scores and these students were not very interested in going beyond score-oriented English learning; (2) The second group of students wanted to do more than score-oriented English learning and they performed various out-of-class self-initiated English learning activities. The current study results draw some implications: (1) Korean primary school pre-service teachers need individually detailed consultation regarding their English learning and this consultation would be very fruitful if it is performed considering their initial autonomy and motivation in English learning; (2) Although two different kinds of English learning motivation were observed at the study, all of the study participants were aware of the importance of intrinsic motivation to make English learning successful. They were also aware of the importance of out-of-class self-initiated English learning to make English learning thriving. Further action-research studies are needed on how to put their knowledge into practice.

### BIODATA

**Maria Oh**, Ph.D. has been teaching English over 25 years mostly at Korean colleges. Her current research interests are how to integrate learner autonomy with Korean pre-service primary school teachers and how to relate teacher autonomy and learner autonomy at Korean educational settings.

## Implementing a Flipped Learning Classroom Method for Pre-service Teachers' ESL Preparation Course

Yong-Jik Lee (University of Florida, U.S.A.)

Flipped learning has recently emerged as an innovative instructional method that continues to grow in the field of education. An advantage of flipped learning is that the teacher is able to redirect instructional time to allow for more collaborative and hand-on activities for students (Bergmann & Sams, 2012). Additional benefits include improvement of student motivation and learner autonomy (Hamdan et al, 2013). Little research, however, has been conducted in order to examine the effectiveness of the flipped learning method for English language learners (Muldrow, 2013; Marshall, 2014) as well as in regards to elementary pre-service teachers' ESL teacher education (Egbert et al., 2015). This pilot study explores what is conveyed to elementary pre-service teachers about being a teacher of ELLs when implementing a flipped learning classroom. Through analysis of instructor interviews, pre-service teacher focus-group interviews, and ESL microteaching videos, preliminary data analysis suggests that the flipped learning method helped the course instructor by reframing and diverting instructional time to allow for practical applications of ESL teaching methods. In addition, due to the flipped learning methods, pre-service teachers were not only given opportunities to practice ESL pedagogy during class, but were also able to receive instant feedback from their instructor and classmates. However, further analysis of the ESL teaching demonstrations suggests that pre-service teachers needed more practice to accommodate their ELLs based on the language proficiency levels. This study highlights the strengths and challenges of implementing flipped learning in elementary pre-service teachers' ESL teacher education.

### BIODATA

**Yong-Jik Lee** is a Ph.D. student focusing in ESOL/Bilingual Education. His research interests include pre-service teachers' ESL field experience and implementing flipped learning in pre-service teachers' ESL teacher education.

## A Case Study of Arts-based EFL Pre-service Teacher Development in Korea

Soojin Ahn (The University of Georgia, U.S.A.)

This research aims to explore the Korean pre-service English teachers' teacher identity and professional development through the arts-based workshop. Given the Korean educational context that is subject to the governmental oversight and regulation, such as teaching English in English (TEE) policy, as well as informal pressures of the ideal of native-level fluency by many parents and students, the focus of the research is on pre-service teachers who used to be English learners and are now preparing to become English teachers. I wonder what experiences they had as learners and how they can develop their identities as teachers as they become critically aware of the discourse surrounding English education in Korean society. To elicit reflection on their experiences, the arts-based activities are applied, such as a chronicle of English learning, narratives, storytelling, forum theatre, and interviews. In the need of developing a more localized teacher education model, the grounded theory is used to analyze the collected qualitative data. The findings show that the participants recognized the English divide in classes as well as in the larger Korean society from their learning experiences and discussed the roles of future teachers to educate the different groups of students in that context. The participants also acknowledged the arts-based activities for meaningful reflection and fruitful group discussions. This study may provide some important insights in designing a pre-service language teachers' reflective professional development program, which might be new to Korea as well as other EFL contexts.

### **BIODATA**

**Soojin Ahn** is a Ph.D. candidate in Language and Literacy Education at the University of Georgia. Her research interests include language and identity, critical discourse analysis, teacher education, and qualitative research methodology.





## Day 1 (June 30) - Session 6: Second Language Acquisition

Room 306

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Kitaek Kim (Gyeongin National University of Education)	<b>The role of reading span in L2 reading comprehension:            An eye movement study</b> Hyangsook Park (Kyungpook National University)
	<b>Variability in the English motion event constructions of Korean-English bilinguals</b> Hae In Park (University at Albany, SUNY, U.S.A.)
15:00 - 17:00 Session chair: Young Woo Cho (Pai Chai University)	<b>Learner corpus research on Japanese EFL learner developmental            “adjective + noun” collocations</b> Kunihiko Miura (The University of Shimane, Japan)
	<b>Study on the hedging patterns across proficiency and language groups</b> Blair Boyoung Kim (Seoul National University)
	<b>The use of this + noun by Korean EFL writers: Focusing on shell nouns            and nominalization</b> Choongil Yoon (Dongguk University)
	<b>Study abroad: Effects of the target culture and learner identity on L2 identity</b> Adam Agostinelli (ROK Naval Academy)

## The Role of Reading Span in L2 Reading Comprehension: An Eye Movement Study

Hyangsook Park (Kyungpook National University)

The present study investigates the role of reading span (RS) in L2 text processing by observing the students' eye movements (EMs) during reading. That is, it examines whether the variability in duration and frequency of fixations is associated with the students' RS and reading comprehension (RC). Forty-five Korean undergraduate students at a similar proficiency level participated in the experiment (from intermediate to high intermediate based on their TOEIC scores). To this end, four types of EMs were tracked: first-fixation time (FFT), total-fixation time (TFT), second-fixation time (SFT), and fixation count (FC). The results showed that the high-RS group outperformed the low-RS group on the RC test, suggesting a significant role of RS in RC performance. In addition, the high-RS group had significantly longer TFT and SFT than the low-RS group. Considering their higher RC scores, the high-RS group appeared to efficiently allocate their resources during the given time. In contrast, the low-RS group had longer FFT and more FC than their counterpart did, with no significant differences. Due to their limited RS, the low-RS group might have allocated more time to word-level rather than global comprehension. Accordingly, the low-RS group left insufficient time and resources to comprehend and integrate the information in the text. The students' EMs showed that RS influenced their text processing and resulted in different outcomes from the RC test. The present study contributes to a better understanding regarding the role of RS in L2 reading.

### BIODATA

**Hyangsook Park** is a lecturer in the Department of English Education at Kyungpook National University. Her research interests include English language teaching and acquisition, working memory, and foreign language anxiety. She is currently conducting research on more effective teaching methods to enhance vocabulary learning.

## Variability in the English Motion Event Constructions of Korean-English Bilinguals

Hae In Park (University at Albany, SUNY, U.S.A.)

This study examines how L2 learners express motion events (e.g., Talmy, 1985, 2000) at the constructional level (Goldberg, 2016), by analyzing and categorizing the repertoire of constructions produced by 80 L1 Korean - L2 English speakers of varying proficiency levels when they described 54 short video clips probing spontaneous and caused motion events. Each description was classified into a construction type on the basis of where path and manner were expressed and in which form (e.g., the ‘manner verb + path satellite’ construction type, which accounted for 61.63% of all L2 constructions). When the resulting constructional repertoires were compared to those of an L1 Korean speaking baseline (N=15) and an L1 English speaking baseline (N=15), it was found that the Korean-English bilinguals used a larger number of different constructions (k=11) than either the Korean (k=5) or the English (k=5) group counterparts. Somewhat surprisingly, the bilinguals’ primary choice of construction type reflected that of the L1 English speakers (i.e., ‘manner verb + path satellite’). Therefore, it is not so much that the lexicalization of motion events was not targetlike, but that the most prototypical construction type in English had yet fully to become habitual to these L2 English users, and a wide range of other constructions competed with it in production. Moreover, it is also not likely the case that the variability can be explained by L1 influence, since the Korean monolingual group proved to exhibit a constructional repertoire in Korean as narrow as the repertoire of the English monolingual group in English. Thus, the variability of constructional knowledge observed in the adult bilingual Korean data emerges as the most salient difference between monolinguals and bilinguals.

### BIODATA

**Hae In Park** is an Assistant Professor of TESOL and Second Language Acquisition in the Department of Educational Theory and Practice at the University at Albany, SUNY. Her areas of research include bilingualism and cognition, cross-linguistic influence, and psycholinguistics.

## Learner Corpus Research on Japanese EFL Learner Developmental “Adjective + Noun” Collocations

Kunihiko Miura (The University of Shimane, Japan)

This presentation will describe Japanese EFL learners’ longitudinal learner corpus research on developmental “adjective + noun” collocations in a lower secondary school over a three-year period. This research does collocation analysis, by means of concordance analysis, tri-gram analysis and correspondence analysis to grasp the features of Japanese EFL learners’ developmental “adjective + noun” collocations. This research is based on building a Japanese EFL learner corpus in a lower secondary school over a three-year period, which was collected at the end of the year for each grade from the 1st year to the 3rd year. The task was the same writing topic “your first email to a pen pal to students in another country”. Teaching methodology was based on teaching English through English by adopting techniques such as teacher talk, pair work and group work to collaborate in learning during daily English classes. The aim of this research was to examine how Japanese EFL learner language use developed over the three years which were studied and especially focuses on the usage of adjective + noun collocations. Building an annotated corpus to which was attached information about the part of speech for each word was also necessary. For building an annotated learner corpus, the CLAWS 7 tag set developed by Lancaster University in the UK was used. This presentation will report on the three-year process of continual changes in the “adjective + noun” collocations of Japanese secondary school EFL learners.

### **BIODATA**

**Kunihiko Miura** is a Professor at the University of Shimane, Japan. He earned a Master’s degree from the University of Birmingham in 2004. His current research interests include Corpus Linguistics, especially Learner Corpus. He aims to develop practical applications of student produced corpora to enhance student learning.

## Study on the Hedging Patterns across Proficiency and Language Groups

Blair Boyoung Kim (Seoul National University)

Learner corpora are widely used nowadays, and one interesting issue in this regard is how L2 learners of different backgrounds use hedging words to manifest their pragmatic awareness in writing. The primary objective of the current study are to: (a) examine the hedging patterns of Korean EFL learners at various proficiency levels in comparison with Japanese and Chinese EFL learners and English native speakers; and (b) diagnose specific areas of difficulty for Korean EFL learners in using hedging expressions. Data used in this study were extracted from the International Corpus Network of Asian Learners of English (ICNALE). A total of 2,600 essays written by English learners and native speakers were sampled from a larger pool of 5,600 essays included in ICNALE. Hedging words were captured in each of the essays and classified according to Hyland and Milton's (1997) classification framework. The frequencies of hedging expressions were computed and compared across proficiency levels and language groups. Results of analysis revealed that EFL proficiency did affect the range of devices the learners use to convey the degree of their confidence in the proposition. It was also found that EFL learners' general preference for assertive and emphatic tone, while native speaker writers tended to employ a more tentative form. Interesting observations were made regarding overuse and underuse of certain expressions, which could be traced back to the cultural or L1 influence. Implications of the major findings will be discussed for writing instruction and rubrics for writing assessment.

### BIODATA

**Ms. Blair Boyoung Kim** received her B.A. in English Education from Gyeongbuk National University, and is a student for M.A. in English Language and Literature at Seoul National University. She is interested in second language acquisition, and her recent work focuses on the research on the development of pragmatic awareness.

## The Use of This + Noun by Korean EFL Writers: Focusing on Shell Nouns and Nominalization

Choongil Yoon (Dongguk University)

The study investigated the use of this + noun as a textual device for creating cohesion and constructing stance in corpora of argumentative essays in English written by Korean university students and native speaker students. Focusing on the uses and distributions of shell nouns and nominalizations within the this + noun construction, the study examined how they differed in the two corpora. In addition, the study identified major patterns of inappropriate use of this + noun by the Korean student writers. Results showed that while the Korean university students made much less use of this + noun for text reference, their use of shell nouns within the construction was often less successful in creating cohesion and incorporating proper stance in ways valued in academic writing. Moreover, the limited range of general nouns used in the construction indicates the Korean writers' use of shell nouns were often habitual and formulaic rather than motivated and strategic. These findings suggest that EAP learners may benefit from greater exposure to and explicit instruction in the functions and usages of the demonstrative construction and the range of lexical options available for the construction. The paper concludes by making specific suggestions for EAP/L2 writing classrooms.

### BIODATA

**Choongil Yoon** received his Ph.D. in Language and Literacies Education at the Ontario Institute for Studies in Education of the University of Toronto. He has been teaching applied linguistics courses in Korea since 2014. His research interests include second language writing, EAP and corpus linguistics.

## Study abroad: Effects of the Target Culture and Learner Identity on L2 Identity

Adam Agostinelli (ROK Naval Academy)

Research concerning the outcomes of university students who spend a semester abroad is important because study abroad (SA) stakeholders can potentially use the results to ensure more educationally, linguistically, and socially successful SA experiences. While research dedicated primarily to L2 identity in this environment is uncommon, a formidable amount of data relating directly to this specific topic can be found by combing various SLA-focused studies. Fortunately, this feat has been accomplished to a general extent in the form of this literature review, which is comprised of a unique combination of salient, mostly recent, and hopefully thought provoking examples of how characteristics of the SA participant's identity and members of the target culture may effect the learner's L2 identity in the SA context. The term L2 identity will be used here to describe the constant internal negotiation and construction of a learner's identity as a product of the observations and interactions experienced while studying abroad (Norton, 2012). By analyzing the effects of identity and the target culture on former SA participants, future learners can be better prepared for potential influences on their L2 identity before arriving in the host country. FYI: This review does not exclusively cover research where the participants are specifically ESL or any other specific language students. Often times they are learners of different L2s, but hopefully the information highlighted in these sections will be of interest to anyone interested in issues concerning L2 identity and immersion in the study abroad context.

### BIODATA

**Adam V. Agostinelli** is a recent graduate of the M.A. in Applied Linguistics program at Columbia University and is currently an EFL lecturer at the Republic of Korea Naval Academy. His research interests include SLA in the study abroad context and socio-cultural awareness and its relationship with SLA.





Day 1 (June 30) - Session 7: Second Language Acquisition: Motivation  
Room 311

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Youngsoon So(Seoul National University)	<b>Do quality pedagogical interventions only help good students?</b> Jamie Costley & Chris Lange (Kongju National University & Joongbu University)
	<b>Elementary school students English learning resilience and (de)motivation</b> Jiwon Shin (Chung-Ang University)
15:00 - 17:00 Session chair: Shinchul Hong(Busan University of Foreign Studies)	<b>DST as a salient L2 motivational theory: A critical review in comparison with AT</b> Yuzo Kimura (University of Toyama, Japan)
	<b>The effect of motivational languaging activities on Korean high school students' English learning motivation</b> Yoon-Kyoung Kim (Chung-Ang University)
	<b>How to help students to be autonomous learners - a case of nine Japanese college students</b> Maiko Kimura (Mukogawa Women's University, Japan)
	<b>Students' perceptions on success in the Korean post-secondary ESL classroom</b> James Life (Hankuk University of Foreign Studies)

## Do Quality Pedagogical Interventions Only Help Good Students?

Jamie Costley & Chris Lange  
(Kongju National University & Joongbu University)

More and more students are learning online. However questions remain as to the effectiveness of pedagogical interventions on student learning. This paper (n=2652) looks at several measures of instructional quality in online cyber lecture situations: video quality, student to student interaction, instructional design and professor to student interaction. We then correlate these measures with student learning in the form of germane cognitive load. Unsurprisingly they all have positive statistically significant relationships with learning. However, moderation was used to see if student motivation interacted with the relationship between pedagogical techniques and learning. The results show that high quality learning environments benefit students with high motivation more than students with low motivation, while in low quality learning environments the relationship between student motivation and learning was small or non-existent. This research is important in that it brings to light the under-reported issue of uneven pedagogical benefits across varying levels of student motivation.

### **BIODATA**

**Jamie and Chris** have been doing research together for the past 4 years on varying issues, but with a focus on e-learning. Currently they are focusing their research on improving teaching and learning in the Open Cyber University and welcome contact on that subject.

## Elementary School Students English Learning Resilience and (De)Motivation

Jiwon Shin (Chung-Ang University)

This study investigated elementary school students' English learning resilience, motivation, and demotivation. A set of questionnaires containing 20 items on English learning resilience, 18 items on motivation, and 25 items on demotivation was provided to 187 grade 6 elementary school students in a city in South Korea. According to the results of descriptive statistics of each construct, optimism was the most salient factor in resilience, and extrinsic motivation and ideal second language (L2) self were the most salient factors in motivation. Additionally, negative attitude toward L2 learning assessments ranked high among the demotivation factors. Regarding the structural relationship among the three constructs, a confirmatory factor analysis indicated that the constructs were independent. Finally, according to the results of an analysis of the three constructs conducted using the structural equation model, resilience showed a positive impact on intrinsic motivation and ideal L2 self but a negative impact on demotivation. This implies that, in order to increase learners' motivation and reduce their demotivation with the passage of time in English education, it is necessary to make an effort to enhance the level of L2 learners' English learning resilience.

### BIODATA

**Jiwon Shin** is a Ph.D. candidate at Chung-Ang University. Her research interests are based on experiences in teaching and developing ELT materials for young learners in Korea. Her current research interests are literacy education, individual differences in L2 acquisition, and ELT curriculum development for young learners.

## **DST as a Salient L2 Motivational Theory: A Critical Review in Comparison with AT**

Yuzo Kimura (University of Toyama, Japan)

Since Larsen-Freeman's (1997) seminal article, Dynamic System Theory (DST) has been applied to the field in SLA including L2 motivation. A recent critique has arisen, however, with regard to 'non-linearity' and 'non-causality': While these two are core concepts of current DST, dialectic reading of this quintessential meta-theory entails that DST maintains circular causality (Karimi-Aghdam, 2016). This study aims to elaborate the theoretical salience of DST in applying to L2 motivational studies through the comparative lens of Activity Theory (AT). Data came from a three-year ethnographic observation of two focus students (Lewis and Judy) in a high school in Beijing, where they participated in a series of project-based-learning communicative EFL classrooms (first two years), and the traditional grammar-translation EFL classrooms to be ready for their university admission (the final year). The comprehensive analyses of semi-structured interview data in NVivo 11 clearly illustrate Judy's future occupational L2 learning motivation (e.g., becoming a doctor to help her elderly father's hospital), and Louis's retrospective experiential L2 learning motivation (e.g., fifteen-day experience of his provincial-sponsored stay in California before entering high school) from attractor (DST) and mediation (AT) viewpoints. The result also reveals a certain predictable/causal L2 learning motivational trajectories in DST perspective (e.g., enjoyableness of communicative EFL classroom in their first two years while sudden acceptance of grammar-translation classroom to be ready for their university admission in the final year). The presentation will then focus on the interpretation of 'time' and 'causality' to explore the elaboration of DST as a salient L2 motivational theory.

### **BIODATA**

**Yuzo Kimura** teaches English to medical students at the Faculty of Medicine, University of Toyama, Japan. His current research interest is L2 teacher/learner motivation, particularly in the meta analysis of DST in comparison with AT, CMD, and TEM.

## The Effect of Motivational Languaging Activities on Korean High School Students' English Learning Motivation

Yoon-Kyoung Kim (Chung-Ang University)

This experimental study investigated the effect of motivational languaging on high school students' English learning motivation and proficiency in Korea. Motivational languaging indicates "coming-to-be-motivated while-speaking/writing something" phenomenon.

The participants were 334 Grade 10 students, who were divided into four groups: one control group and three types of experimental groups. Activity workbooks were developed to help learners think and write about their personal meanings of learning English. The common activity for all groups was to read written exemplary cases relevant to each chapter's topic. The participants in the control group read the cases individually without subsequent activities. The first experimental group engaged in 'individual writing' guided by a series of questions in the workbooks. The second experimental group conducted 'individual writing after group discussion'. They shared their answers to the questions with their group members and wrote them individually in the activity workbooks. The third experimental group carried out 'collaborative writing'. The questions in their workbooks were designed to elicit a collaborative task product.

The results indicated that three types of activities led to higher levels of high school students' motivation and more active role of motivation in their learning. Individual writing in which the first experimental group participated was more effective than the other two types, in improving motivation, especially in encouraging the students to develop more vivid ideal L2 self.

This study implies that learners' having chances to think aloud their ideas on learning English contributes to the changes in motivation while each type of activity had different effectiveness.

### BIODATA

**Yoon-Kyoung Kim** is a Ph.D. candidate at Chung-Ang University. Her current research interests involve changes in L2 learning motivation/demotivation and teacher motivation/demotivation. Her recent studies have been published in *System* and the *Asia-Pacific Education Researcher*.

## How to Help Students to be Autonomous Learners –A Case of Nine Japanese College Students

Maiko Kimura (Mukogawa Women's University, Japan)

The main purpose of this study is to show the following two things: the relevance between the students' motivation and their TOEIC scores, and the teachers' role in the English learning process. How do the teachers help their students to study effectively? English learning requires students to study outside of school. They should become autonomous learners. Nine Japanese students joined the English learning program for 6 months from July to December in 2016. This study also shows their improvement as one example of success in autonomous learning. The procedure of the program is as follows; 1. The students are requested to visit the teacher's office once a week to pick up given materials. 2. They have to finish the assignment within a week for both reading and listening comprehension parts. 3. As for listening comprehension practice, they receive sound sources via e-mail to listen to a quiz. There are two discussion topics for this project: how the author maintains the students' motivation and how she can be a good facilitator for the students. The author would like to show how she solved the problems and developed the program.

### **BIODATA**

**Maiko Kimura** teaches English at the School of General Education, Mukogawa Women's University. Her special academic interest is vocabulary acquisition in English and how the learners of English develop the meanings of polysemy.

## Students' Perceptions on Success in the Korean Post-secondary ESL Classroom

James Life (Hankuk University of Foreign Studies)

What do Korean students consider success in the post-secondary ESL classroom? To answer this question, the author conducted a survey of post-secondary students at three schools in Korea (290) followed by an evaluation of the results by a portion of the students surveyed. Balance is needed between individual competition and cooperation to achieve practical success; how are both needs addressed in the Korean post-secondary environment? The paper considers the findings of the survey and students analyses with current theory and observations on success in the classroom to offer educators an understanding of what students regard as success and failure in the Korean ESL classroom.

### BIODATA

**James Life** was an ESL instructor at the Korean post-secondary level for 14 years. His graduate degree is specifically in curriculum development at the post-secondary level. He has published in domestic, international and citation journals on topics related to student motivation and instructional methodology for second language acquisition.





## Day 1 (June 30) - Session 8: Second Language Acquisition

Room 308

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Hyun Jin Kim (Cheongju National University of Education)	<b>Korean adult learners' vocabulary learning in task-induced setting</b> HyunKyu Park & Kyung Ja Kim (Chosun University)
	<b>Korean students' learning styles and their focus on form learning under implicit and explicit conditions</b> Eun Joo Kim (Korea University)
15:00 - 17:00 Session chair: Juheon Jang (Cyber Hankuk University of Foreign Studies)	<b>Modes of production: The English modal verb and the Korean learner</b> Kevin Parent & Jeonghee Kim (Korea Maritime University)
	<b>The pedagogical implications drawn from mapping article errors</b> Michael Heinz (Hankuk University of Foreign Studies)
	<b>The process of becoming cosmopolitan citizens: The case of Korean minority youth</b> Jaran Shin (University of Massachusetts Boston, U.S.A.)
	<b>Learning beyond classroom: An ecological approach to exploring L2 learning experience</b> Ahmad Budairi (Universitas Ahmad Dahlan Yogyakarta, Indonesia)

## Korean Adult Learners' Vocabulary Learning in Task-induced Setting

HyunKyu Park & Kyung Ja Kim (Chosun University)

The purpose of this study is to examine whether the difference in involvement load induced by different vocabulary learning tasks affects Korean EFL adult learner' vocabulary short-term learning and long-term retention. This study also investigates how different tasks (Reading, Gap-filling, Unscrambling) with different involvement loads affect vocabulary learning of learners at different proficiency levels. With the three tasks, this study examines changes in vocabulary retention through time, from pre-test to post-test 1, post-test 1 to post-test 2, and pre-test to post-test 2. For this study, a total of 55 EFL adult learners participated, they belonged to six intact classes composed of three low proficiency subgroups and three high proficiency subgroups. Each of the three classes of the low and high groups was exposed to a different type of task featuring different task-induced involvement conditions. To measure the effectiveness of different task-induced involvement, a pre-test was administered to check both the participants' pre-knowledge regarding the 10 target words and to prove homogeneity of each proficiency group. Then, two post-tests were implemented, one immediately after the treatment and one two weeks after to measure their short-term learning and long-term retention on the target words. For the low proficiency, the difference of involvement load was a significant factor in short-term learning, whereas the difference of involvement load was partially supported for long-term retention, because Task 2 (Gap-filling) was more influential than Task 3 (Unscrambling). For the high proficiency group, the same results were revealed. The difference of involvement load among the three different tasks was verified significant only in short-term vocabulary learning, while Task 2 most significantly affected long-term vocabulary retention. The effective tasks based on involvement load hypothesis were found for each different proficiency group. Therefore, the present study suggests that task-induced involvement load should be considered in teaching environments for different proficiencies, while the task-induced involvement load hypothesis was not supported for long-term vocabulary retention regardless of proficiency level.

### BIODATA

**Park, HyunKyu and Kim, Kyung Ja.** The presenter, HyunKyu, had studied in Leeds University and earned Master's degree. After coming back to Korea, I have studied in Chosun university and will graduate in 24th of Feb as Ph.D.

## Korean Students' Learning Styles and Their Focus on Form Learning under Implicit and Explicit Conditions

Eun Joo Kim (Korea University)

Learning styles are known as one of the individual differences. Previous studies have reported that when teachers match students' preferred learning style, there would be high likelihood of learning outcomes. However, although focus on form learning is one of the major contents in Korean high schools, not many studies have closely looked at these two domains. Thus, the current research aimed at exploring a relationship between individual learning styles and focus on form learning. For the learning styles, four modalities, which are visual, aural, read/write, and kinesthetic styles were employed. For the focus on form learning, implicit and explicit learning modes were adapted. Total 110 Korean 11th grade high school students participated in this study. They were randomly divided into four conditions: (1) more implicit, (2) less implicit, (3) more explicit, and (4) less explicit. Then, the participants took pre- and post-grammatical judgment task followed by a VARK questionnaire (Fleming, 2001) to answer for their preferred learning styles. The results indicated that the Korean EFL learners preferred kinesthetic learning the most (37.3%), followed by aural (30%), read/write (20%), and visual (14.5%) learning modality. In addition, a two-way ANOVA revealed that it was not the learning styles but the two learning conditions which made the main effect for the students' target form learning. In addition, between the implicit and explicit learning modes, explicit condition played a significant role in the students' target form learning. Along with the interaction between implicit and explicit learning, some pedagogical implications are addressed.

### BIODATA

**Eun Joo Kim** is a Ph.D. candidate in the Department of English Education at Korea University. Her research interests lie in second language reading development, emergent literacy, and focus on form learning.

## Modes of Production: The English Modal Verb and the Korean Learner

Kevin Parent & Jeonghee Kim (Korea Maritime University)

Modal verbs are common in the production of English by Korean learners. In fact, they're overly common. The word *can*, for example, is used over twice as often by learners than by native speakers. This study employed a corpus of essays produced by Korean university students and the British National Corpus. The use of modal verbs in both corpora were examined, looking at the distribution of every modal verb in the learners and the various BNC genres. As *can* is by far the most drastic deviation, we examine non-native-like uses of this modal and show the patterns they reveal.

### BIODATA

**Kevin Parent** completed his Ph.D. under the supervision of Paul Nation and Laurie Bauer. He first came to Korea in 1997 and is a Professor at Korea Maritime University in Busan.

**Jeonghee Kim** is a Ph.D. candidate completing her studies at Korea Maritime University.

## The Pedagogical Implications Drawn from Mapping Article Errors

Michael Heinz (Hankuk University of Foreign Studies)

Definiteness is a linguistic feature unique to a set of languages; not a universal feature of all languages. As such second language learners of English whose first language does not directly indicate definiteness often struggle with articles. It remains one of the last barriers to perfecting English for a great many highly fluent English learners. Data was drawn up from highly fluent Korean interpretation and translation graduate students for whom English is not their mother tongue mapping out the various article errors they make as well as their compensation strategies such as: avoiding the use of the definite article by employing demonstratives or avoiding the use of the indefinite article by using quantifiers unnecessarily or even awkwardly. A team of native English speakers reviewed transcripts of the Korean students' interpretations and judged the appropriateness of how they paired noun phrases with articles, demonstratives, possessives, and quantifiers. Based on a professional standard consistent with the high expectations of the field of interpretation, the raters found accuracy rates to be lower than 70% for article use and found most alternatives to be unacceptable. Based on this data suggestions are made about how best to approach definiteness pedagogically.

### BIODATA

**Michael Heinz** is an Assistant Professor at the Graduate School of Interpretation and Translation at Hankuk University of Foreign Studies. His courses provide language support for interpreters-in-training with a focus on knowledge acquisition and improving register. He has worked in the ELT field for 13 years.

## The Process of Becoming Cosmopolitan Citizens: The Case of Korean Minority Youth

Jaran Shin (University of Massachusetts Boston, U.S.A.)

This case study examines how Korean teenagers born in transnational marriage families find ways to use globalization to their own advantage in constructing their identities. Drawing on an ecological theoretical framework, I used ethnographic and discourse analytic methods. The primary data sources were fieldnotes produced through twelve months of fieldwork in Incheon; interview transcripts with the student, mother, and teacher participants; and the student participants' drawings and writings. Despite the pervasive social stigmatization imposed on these minority youth, the two focal multicultural teenagers developed creative ways of constructing their identities while living with multiple languages and cultures. To be sure, they struggled because they were viewed as "not Korean enough" or economically/socially marginalized in society. However, Heedong, a son of a Vietnamese woman, strived to learn Vietnamese and be connected with his Vietnamese family members. By using his proficiency in Korean, Vietnamese, and English, he imagined himself working in various parts of the world. Similarly, Jinsoo, a boy with a Filipina mother, paid particular attention to his linguistic and cultural resources at home (e.g., English, an affinity to Western cultures). This led him to perceive his mother's country of origin as a stepping-stone to reach the U.S. where he could further his educational career and work with prominent mechanical engineers. Indeed, these two minority teenagers were in the process of constructing their identities as cosmopolitan citizens who developed ethical values like tolerance and solidarity (Appiah, 2006) and who were willing to belong to different communities around the world (Canagarajah, 2013).

### **BIODATA**

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

## Learning beyond Classroom: An Ecological Approach to Exploring L2 Learning Experience

Ahmad Budairi (Universitas Ahmad Dahlan Yogyakarta, Indonesia)

This paper aims to report on a research study investigating how a group of non-English major university students from Yogyakarta engage with L2 texts in an out-of-classroom context over an extended period of time and in the absence of classroom-based instruction. In particular, the study seeks to understand how the students perceive affordance, develop agency and re-construct identity. It is a qualitative study in which the data were drawn through reading pro forma, focus group discussion and interviews with the participants. It is hypothesized that engaging with L2 texts over a period of five months will help foster the participants' L2 reading engagement and literacy development with some guidance regarding appropriate strategies to construct meaningful connection with the texts and to sustain their engagement. It is suggested that when participants are able to self-regulate their engagement with the texts, they would become self-directed learners and this in turn would help overcome the recurrent issues of logistic support commonly inherent in classroom-based instruction. Ultimately, it is expected that the results of this study will help optimize the participants' knowledge of their own role in learning and how to make use of potential out-of-class affordance. In terms of pedagogical innovations, the findings from this study may inform English education curriculum designers and policy makers of the extent to which out-of-classroom learning can be integrated into curriculum to complement classroom-based instruction.

### BIODATA

**Ahmad Budairi** is a Ph.D. candidate at Monash University Australia where he previously earned his Master in TESOL International. He is a lecturer and Head of Language Center at Ahmad Dahlan University, Yogyakarta Indonesia. His research interests include curriculum design and material development, learner autonomy, critical pedagogy, and discourse analysis.





Day 1 (June 30) - Session 9: Approaches and Methodologies /  
**Second Language Acquisition**  
 Room 309

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Daehyeon Nam (Ulsan National Institute of Science and Technology)	<b>Every question counts: Strategies for enhancing faculty evaluations</b> Daniel Svoboda (Hankuk University of Foreign Studies)
	<b>Teaching determiners: Some cognitive approaches for university EFL learners</b> Kent Lee (Korea University)
15:00 - 17:00 Session chair: Jihyun Jeon (Pusan National University)	<b>Pedagogic challenges of English-mediated instruction in the EFL higher education context</b> Given Lee & Christiaan Prinsloo (Pai Chai University & Seoul National University)
	<b>Accelerating teaching expertise in initial teacher preparation</b> Soon Koh Poh & Alexius Chia (Singapore National Institute of Education, Singapore)
	<b>An Effect of Language Background on Students' Attitudes toward Writing in English</b> Minhee Eom & Analynn Bustamante (University of Texas Rio Grande Valley & The American University of Iraq-Sulaimani, U.S.A)
	<b>Preparing Korean students for successful oral presentations in English</b> Mátyás Bánhegyi & Judit Nagy (Budapest Business School, University of Applied Sciences & Karoli Gaspar University of the Reformed Church, Hungary)

## Every Question Counts: Strategies for Enhancing Faculty Evaluations

Daniel Svoboda (Hankuk University of Foreign Studies)

Universities have recently made great strides in becoming more student-centered. A central feature of this drive to enhance student satisfaction is the spread of faculty evaluation systems. Almost all universities here in Korea and many more around the world have made faculty evaluations a requisite part of the final weeks of every semester. As faculty grade exams and calculate grades, they are, at the same time, being 'graded' by students based on their 'performance' during the semester. While student opinions of faculty are, of course, shaped over the course of a typical 16-week semester, providing students with a chance to voice their concerns informally in class at the end of the semester may play a role in increasing student satisfaction and positively affect subsequent faculty evaluations. Join the presenter on a journey of exploration that 1) looks at official questions from faculty evaluation surveys and 2) creates a list of corresponding questions to elicit student feedback in class as part of a win-win solution that helps keep students satisfied and faculty employed!

### **BIODATA**

**Daniel Svoboda** is an Assistant Professor in the Graduate School of Interpretation and Translation (GSIT) at the Hankuk University of Foreign Studies (HUFS) in Seoul, Korea. He graduated with an M.A. in Literature in 2011 and is currently working on his doctoral dissertation in literature.

## Teaching Determiners: Some Cognitive Approaches for University EFL Learners

Kent Lee (Korea University)

The English system of definite and indefinite articles or determiners are typically problematic for those whose L1 lacks such function words. Past research has shown that learners are not taught about, and are unaware of, how different patterns with the same nouns may be possible for conveying different nuances or meanings. Their assumptions stem from traditional rule-based language teaching methods, and from poor teaching and learning materials replete with artificial sentences lacking real context. Methods for teaching definite and indefinite determiners and bare singular and plural nouns are outlined. The explanations are based in schema theory, cognitive grammar, and construction grammar. Specific determiner patterns can be dealt with, such as object versus material nouns, exemplar nouns, definitional noun phrases, post-modified noun phrases, technical terminology, abstract terms, event and activity nouns, nouns for habitual activities, and so-called idiomatic uses (e.g., in prepositional phrases like “at school” or “in the hospital”). These in turn can mesh well with content based or communicative teaching methods. Survey data from Korean college EFL students will be analyzed to examine the potential for such teaching methods, and for examining specific patterns that are more problematic for Korean students.

### BIODATA

**Kent Lee** is an Assistant Professor at the Institute for Foreign Language Studies at Korea University, with a Ph.D. in Educational Psychology from the University of Illinois. His research interests include language education, psycholinguistics, writing studies, and cognitive approaches to language.

## Pedagogic Challenges of English-mediated Instruction in the EFL Higher Education Context

Given Lee & Christiaan Prinsloo  
(Pai Chai University & Seoul National University)

As English has become a medium of international education, major Korean universities have mandated content professors to teach their courses in English. This paper discusses the pedagogic issues that arose as English as a Foreign Language (EFL) content professors in the natural sciences engaged in English-mediated instruction (EMI) in the EFL context. The data was derived from teacher educators' written reports on a total number of 15 EMI professors' video recorded lessons as well as follow-up individual consultations arranged by the Centre for Teaching and Learning (CTL). The collaboration between EMI professors and the CTL signal relatively new developments in the Korean EFL context. The focus of the CTL in Korea is to encourage EMI professors to conduct their lessons with more effective teaching methods. However, the analysis revealed that the professors unanimously employed teacher-centered and content-driven approaches delivered through Power Point presentations. This contradicts the CTL's objective of student-centered, interactive classroom approaches. As a result, interaction, participation, Q&A opportunities, and group work were limited if not excluded. Surprisingly, English did not pose any major pedagogic hurdles. The article concludes with several pedagogical implications on the effective implementation of EMI in Korean higher education.

### BIODATA

**Given Lee** is currently teaching English in the College of Liberal Arts Educaiton at Pai Chai University in Daejeon, South Korea. She has extensively published in the field of English as a foreign language teaching and learning. Also, she has been working with Centers for Teaching and Learning in several major universities over the past five years in Korea.

**Christiaan Prinsloo** (Ph.D.) is an associate teaching professor in the Faculty of Liberal Education at Seoul National University. Because of his international and interdisciplinary background, Christiaan specializes in instructional design and development across the university curriculum. His research interests are interdisciplinary merging his academic qualifications in education, linguistics, literature, and law with his professional experience gained in China, Japan, the Netherlands, South African, and South Korea.

## Accelerating Teaching Expertise in Initial Teacher Preparation

Soon Koh Poh & Alexius Chia

(Singapore National Institute of Education, Singapore)

For years now, what is taught in teacher preparation programmes at universities has often been seen as almost incompatible with what happens ‘on the ground’ – an incongruity between theory and practice. Theories provide access to formal knowledge about teaching. Teaching is, however, highly contextualized and demands practice. In addition, teaching expertise grows out of experience. This presentation examines how an initial teacher preparation curriculum for English Language high school teachers in Singapore makes use of scenario-based learning to present student teachers with complex, real-life challenges (which they may eventually face in their school/classrooms) on an online interactive platform. Within this learning environment, student teachers are compelled to respond to challenges by making appropriate choices which produce consequences. While the module is currently in its pilot phase of implementation, feedback from student teachers have been positive. The conceptualization and design of the e-learning scenarios will be shared.

### **BIODATA**

**Poh Soon Koh & Alexius Chia** are from the English Language & Literature Academic Group at the National Institute of Education, Singapore. They teach Secondary English Language Teaching Methodology. Poh and Alexius are passionate about exploring more authentic ways of enacting the curriculum for initial teacher preparation.

## An Effect of Language Background on Students' Attitudes toward Writing in English

Minhee Eom & Analynn Bustamante

(University of Texas Rio Grande Valley & The American University of Iraq-Sulaimani, U.S.A)

This study investigated attitudes of linguistically diverse students including ELLs and bilinguals towards writing in English in four different domains: general academic writing, writing in humanities, writing in science-related subjects (so-called STEM), and writing in electronic communication. A total of seventy-seven ELL/bilingual students at an alternative high school in Southwest Texas participated in a survey. As for the instrument, a paper-based survey was developed to ask about three attributes of attitudes (liking, behavior, and anxiety) in the four above-mentioned writing domains. The survey presented twenty-two attitudinal statements on a six-point Likert scale, which recorded Cronbach's alpha of .799. Mixed ANOVA and post hoc analysis found a statistical significant difference ( $p < .05$ ) in the main effect of writing domain: a statistically significant difference was found between general writing and humanities writing; general writing and STEM writing; and STEM writing and electronic communication. Additionally, this study found an interaction of writing domains and language groups: there was an abrupt increase in positive attitudes towards electronic writing within one language group while no significant language group difference found in the other domains. This finding indicates that linguistic backgrounds of learners may not be a significant factor affecting their attitudes towards academic writing. Discussing the implications of statistical findings, this study suggests the teaching of writing as a means of real communication or enjoyable experiences to motivate them to write as opposed to an abstract skill set to master in the current test-driven educational environment.

### BIODATA

**Minhee Eom** is an Associate Professor of applied linguistics in the department of Writing and Language Studies at the University of Texas Rio Grande Valley in the United States. Her research interests include language assessments, quantitative analysis, and Teaching English as a Second or Foreign Language.

**Analynn Bustamante** is an English Language Instructor at the American University of Iraq - Sulaimani. She has an extensive experience in teaching ESL/EFL in various countries including the US, Korea, China, and Iraq. Her research interests include second language writing, quantitative research methodology, gender equality, and education policy.

## Preparing Korean Students for Successful Oral Presentations in English

Mátyás Bánhegyi & Judit Nagy

(Budapest Business School, University of Applied Sciences &  
Karoli Gaspar University of the Reformed Church, Hungary)

Giving oral presentations constitutes an indispensable part of learning programs in any academic context. Concerning American tertiary settings, Korean scholars identified numerous factors impacting the quality of Korean students' oral presentations, which include students' general language proficiency (Lee 2009, Jeon 2005, Kim 2013); socio-cultural values and norms as well as educational practices and teaching methods different from that of the host culture (Liu 2001, Lee 2004, Shin 2005, Shin 2008, Lee 2009, Kim 2013); and specifics of the in-class learning environment (Tsui 1996, Singelis, Bond, Sharkey and Lai 1999, Kang 2005, Shin 2008, Lee 2009). As Hungary's universities also receive an increasing number of Korean students, it is vital that approaches which are both theoretically well-founded and practice-oriented should be available for the purpose of combating difficulties experienced by Korean students with respect to giving oral presentations. This paper first defines the concept of 'oral presentation', to be followed by a brief literature review about factors influencing the quality of Korean students' oral presentations. Then, targeting these factors, the talk will present a practical step-by-step guide that has been successfully applied as a means of gradually preparing Korean students to give high-quality oral presentations at Hungarian tertiary courses.

### **BIODATA**

**Mátyás Bánhegyi** (Ph.D.) offers applied linguistics and ESP classes at Budapest Business School and has extensive practice in teacher training. Besides regularly presenting at Oxford University Press, MacMillan, IATEFL and Canadian Studies events, he authored exam practice books and teaching resources. His research areas include ESP, methodology, translation studies.

**Judit Nagy**





Day 1 (June 30) - **Session 10: Commercial Presentation**

Room 310

<b>Time</b>	<b>Presentation Title and Presenter</b>
09:30 - 10:30 Session chair: Hae-Dong Kim(Hankuk University of Foreign Studies)	<b>The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics</b> Joanne McCuaig (The University of Birmingham, U.K. commercial presentation)

## The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics

Joanne McCuaig (The University of Birmingham, U.K. commercial presentation)

The University of Birmingham, UK, is pleased to offer an information session about the distance (and campus based) MA programs it offers in TESOL and Applied Linguistics. Topics covered include: structure of the program, courses offered, program expectations, timelines, and program costs. As well, we will be talking about what kinds of students take the program, how to be successful in your MA studies with Birmingham, and if this program is a fit for your needs. Questions are always welcome and if you can't attend the session, please come visit our promotional table to speak with us. For more information about the program please visit: <https://canvas.bham.ac.uk/courses/11732/pages/distance-learning-programme-pre-registration-pages>

### **BIODATA**

**Joanne McCuaig** is a 2012 graduate of the University of Birmingham, MA in Applied Linguistics (with distinction). She is a tutor and dissertation supervisor for the program, as well as the in-country representative for Korea. [J.McCuaig@bham.ac.uk](mailto:J.McCuaig@bham.ac.uk)

## Day 2

Day 2 (July 1) Session 1: International and Intercultural Communication /  
English Language Testing

Room 301

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Mi-Lim Ryoo(Korea Maritime & Ocean University)	<b>English loanwords as trouble sources in intercultural communication between Koreans and Americans</b> Mi-Suk Seo (California State University, U.S.A.)
	<b>"I am so proud of our technology project!" Engaging adolescent learners in critical media literacy</b> Hyesun Cho (University of Kansas, U.S.A.)
14:30 - 16:30 Session chair: Woo-Hyun Jung(Yeungnam University)	<b>Student-generated scoring rubrics for improving EFL students' writing performance</b> Eunice Yunjung Nam (Busan Gangseo High School)
	<b>The effectiveness and learners perceptions of giving and receiving peer feedback on L2 writing</b> Seungju Lee (Hankuk University of Foreign Studies)
	<b>Assessing interactional competence in paired discussion tasks</b> Heemin Park (Seoul National University)
	<b>How wide is a nation-wide test? A CLA look into the social aspects of a high stakes test</b> Soheila Tahmasbi (Islamic azad University, Iran)

## English Loanwords as Trouble Sources in Intercultural Communication between Koreans and Americans

Mi-Suk Seo (California State University, U.S.A.)

Loanword adaptation and the use of loanwords have been studied from various perspectives including sociolinguistics, corpus linguistics, discourse analysis, and linguistic anthropology. However, few studies have examined the interactional consequences of using phonologically adapted loanwords in real-time intercultural communication or second language interaction. Using the methodology of conversation analysis, this study investigates instances of English loanwords used by Korean adult ESL learners in conversation tutoring sessions. The data segments presented in this study are taken from twenty-one hours of ESL conversation tutoring sessions by eight English native-speaker tutors and eight Korean adult ESL learners. This study examines how phonologically adapted English loanwords become trouble sources in intercultural communication between Koreans and Americans, often resulting in complex repair sequences. In particular, it analyzes examples in which Korean ESL learners use English loanwords without realizing that phonological changes can lead to problems of understanding on the part of native speakers. By closely looking at the consequences of these words for the unfolding interaction and the learner's subsequent talk, it provides an in-depth sequential analysis of why ESL learners sometimes successfully incorporate native speakers' corrections of the problematic loanwords, but other times they do not. The results of this study suggest that a better understanding of ESL learners' use of phonologically adapted loanwords, as a recurrent type of trouble source, may lead to a better understanding of second language interaction and more effective ESL pedagogy tailored to learners' practical needs.

### BIODATA

**Mi-Suk Seo** is an Associate Professor in the English Department at California State University, Sacramento. She teaches both undergraduate and graduate courses in second language acquisition, research methods, sociolinguistics, and pedagogical grammar. Her research interests include conversation analysis, second language acquisition, gesture, intercultural communication, and ESL pedagogy.

## **“I am So Proud of Our Technology Project!” Engaging Adolescent Learners in Critical Media Literacy**

Hyesun Cho (University of Kansas, U.S.A.)

This presentation demonstrates how adolescent learners engaged themselves in critical media literacy in the high school classroom, including creating public service announcement (PSA) videos. The qualitative study delineates the process in which critical media literacy was employed in diverse urban high school classrooms in Hawaii over a period of three years. The process included (1) acquiring technological and linguistic skills; (2) critically analyzing media texts; and (3) producing media to bring about change in the community. As a technology instructor and assessment specialist in a federally-funded project for culturally and linguistically diverse students in low-income communities, the researcher collected data from students’ reflection journals, interviews with students, parents, and teachers, electronic portfolios, and participant observations in community-based activities. The adolescent learners expressed their collective voice toward positive social actions by writing and producing public service announcements on a range of social issues, such as poverty, discrimination, recycling, and standardized testing. They also showcased their PSA projects at community screenings and on public broadcasting. Building on multiliteracies and critical media literacy frameworks, this study argues for the importance of critical media literacy pedagogy that is deliberate to make curricular space for students reflections and examinations of educational and social issues. This presentation will conclude with practical suggestions for English language educators who wish to incorporate multimedia projects into their curriculum and instruction.

### **BIODATA**

**Hyesun Cho** is an Assistant Professor of TESOL at the University of Kansas, USA. She received her B.A. in English Language Education from Korea University and her M.A. and Ph.D. from the University of Hawaii at Manoa. Her research interests include critical literacy, technology-integrated language teaching, social identity, and heritage language education.

## Student-generated Scoring Rubrics for Improving EFL Students' Writing Performance

Eunice Yunjung Nam (Busan Gangseo High School)

Rubrics, by definition, are collection of specific standards for performance (Andrade et al., 2009) and they are considered useful because they make it easier for the teacher to explain the expectations of an assignment, and for students to have guidelines for identifying their own strengths and weaknesses (Andrade, 2000). However, to be able to make the effective use of rubrics, students need to comprehend it first and know how to incorporate those expectations into their performance. To ensure that students comprehend the scoring rubrics and utilize them in their writing performance, it might be the best if students are involved in development and application of rubrics. Such an attempt has been recently done in an ESL language classroom and the study found that the experience of developing rubric contributed to better overall writing performance (Becker, 2016). This study explores the feasibility of student-generated scoring rubrics for improving high school students' writing performance in an EFL classroom. Students in this study are given two writing assignments. For the first assignment, they will not be involved in any process of developing and applying the scoring rubrics. However, scoring rubric of the second assignment will be generated by students themselves with facilitation from the teacher. Their scores for the two assignments will be compared and analyzed to provide some evidence for the feasibility of students-generated scoring rubrics for improving their writing performance.

### BIODATA

**Yunjung Nam** is an English teacher at Busan Gangseo High School in Busan, South Korea. Her most recent degree is an M.A. in Teaching English as a Second Language from the University of Illinois at Urbana-Champaign, in the U.S. Her research interests include language testing/assessment and classroom assessment.

## The Effectiveness and Learners Perceptions of Giving and Receiving Peer Feedback on L2 Writing

Seungju Lee (Hankuk University of Foreign Studies)

This study investigated the effectiveness of giving and receiving peer feedback on English writing and Korean adolescent learners' perceptions toward giving or receiving feedback. The participants were 120 middle school students from six intact classes, randomly divided into the giving group and the receiving group.

The participants were asked to write three argumentative essays for 8 weeks. The first and third essays were used as pre- and post-test and scored by the teacher using an analytic scoring rubric (content, organization, task completion). After both groups wrote the first essay, they revised their own drafts and wrote reflective journals. Before revising, the giving group gave feedback on two receivers' drafts using the checklist and the receiving group vice versa. Interviews with two givers and two receivers followed to supplement general opinions from reflective journals. The writing scores for pre- and post-tests were analyzed quantitatively, and the data from reflective journals and interviews were analyzed qualitatively.

The results showed although the giving group made significant progress in essay writing, the two groups did not show significant differences both before and after giving or receiving feedback. Meanwhile, both groups believed it was effective for their writing skills in grammar, structure organization or content. However, the giving group only revealed positive positions (getting motivation and responsibility) while the receiving group mostly reported negative aspects (doubt about givers' expertise and no specific suggestion). This study proved peer assessment triggered learners' active participation and motivation, leading them as a principal agent in the process of assessing.

### BIODATA

**Seungju Lee**, a public school English teacher, has been teaching English at the middle school since 2013. She has studied at GSTESOL of Hankuk University of Foreign Studies since 2015. Her main interests is English writing assessment and practical material and lesson design.

## Assessing Interactional Competence in Paired Discussion Tasks

Heemin Park (Seoul National University)

In recent years, interaction-based speaking tests, including paired and group oral tests, are being considered as viable formats of second language (L2) speaking assessment. One promising aspect of such tests is that they can provide authentic, real conversation-like tasks for test-takers to enable us to investigate L2 learners' interactional competence as one important dimension of L2 speaking proficiency, and thereby increase the validity of speaking scores obtained from such tests. With these in mind, the main goals of the present study are to: (a) develop an operational definition of interactional competence as a construct in the context of paired oral assessment; and (b) investigate the feasibility of using paired discussion tasks and an existing scoring rubric for assessing interactional competence (Wang, 2015) in the Korean EFL context. Two paired discussion tasks were prepared for this study and administered to 40 Korean EFL learners at a high proficiency level. The elicited speech samples were also analyzed in terms of what interactional features were operationalized during test tasks and how raters perceived the features to assess interlocutors' interaction. In addition, to investigate raters' perception on the tasks and scoring rubrics used for the study, raters' comments were collected and analyzed. The reliability and validity of the obtained speaking scores were examined along with the patterns of salient interaction-related features in the test-takers spoken responses. Implications of the study findings will be discussed in relation to the nature of interactional competence assessed through paired discussion tasks and promising avenues for further investigation.

### BIODATA

**Ms. Heemin Park** received her B.A. in English Literature and Linguistics and Teaching English as Second Language (TESL) from Sookmyung Women's University and is currently an MA student studying in the Department of English Language and Literature at Seoul National University. Her recent work focuses on assessing EFL learners' interactional competence in paired discussion tasks.



## How Wide is a Nation-wide Test? A CLA Look into the Social Aspects of a High Stakes Test

Soheila Tahmasbi (Islamic azad University, Iran)

The present study aimed to investigate different social aspects of Iranian University Entrance Exam (IUEE), as one of the most competitive exams known world-wide. Aspects which were considered include power relations among test parties, values that the results of the IUEE reflect, interpretive dimensions of test results, different minorities' rights in test processes and the impacts that English language section of IUEE psychologically, socially and culturally may insert on test-takers. Based on data obtained from open-ended items and interviews, a questionnaire was developed and given to 993 participants including teachers, and students. The results of factor analysis suggested 9 components which comprised a model describing social aspects of the event. Based on the findings, the study points to the ignored rights of test-takers and discusses the discrepancies and scant overlaps between different interpretations of each test party on the one hand, and the declared purpose of the test, as stated in official documents of Iranian ministry of education, on the other hand. The results might lead to involving teachers and students' preferences in test development and hence conducive to more accessible alternatives. Key words: Critical Language Assessment/Testing, university entrance exam, high stakes test, test party, test value, test interpretation, power relation.

### BIODATA

**Dr Soheila Tahmasbi** is a lecturer at IAU, Abadan Branch, Iran. She was graduated from Shiraz Branch in TEFL in 2012. She is interested in CDA, especially critical language testing.



**Day 2 (July 1) - Session 2: Use of ICT in English Language Teaching**  
Room 302

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Dongkwang Shin(Gwangju National University of Education)	<b>The use of mobile-assisted language learning for English speaking fluency</b> Jiun Baek & Chung Hyun Lee (Hankuk University of Foreign Studies)
	<b>Implementing digital storytelling in an EFL college classroom and its effect</b> Pirae Kim (Korea University)
14:30 - 16:30 Session chair: Jungmin Ko(Sungshin Women's University)	<b>Business English writing for working professionals: A case study of problem-solution pattern instruction and collaborative writing in blended learning</b> Won Hee Yee & Chung Hyun Lee (Hankuk University of Foreign Studies)
	<b>Automated writing evaluation feedback and teacher feedback: Their roles in L2 instruction</b> Takahiro Iwanaka (Yamaguchi Gakugei University, Japan)
	<b>A meta-analysis of computer-assisted second language writing instructions</b> Dong Ok Lim & Junkyu Lee (Hankuk University of Foreign Studies)
	<b>Learning English with Globally Networked Audiences</b> Jin-Kyeong Jung (University of Pennsylvania, U.S.A.)

## The Use of Mobile-assisted Language Learning for English Speaking Fluency

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

Mobile-assisted language learning (MALL) has been a growing topic in language education throughout the recent decades. The potential and values it possesses have been praised by many researchers due to its mobility, flexibility, and convenience. Despite some existing MALL software applications available, its potential and values unfortunately are not realized in language classes. With the help of MALL, learners can maximize their practice and exposure to a foreign language but most learners seem to suffer from literacy and pedagogical issues related to technology. This study aims to investigate students' perspectives on using MALL in developing their speaking fluency through practice and exposure to English communications, and to suggest a proper model of MALL speaking instruction. The participants in this study were 40 intermediate level students at a university in Korea. They were provided with speaking apps relevant to their course material. The apps featured general conversation topics, with key points highlighted to guide the students' conversation. Questionnaires were distributed to the students to identify their thoughts, beliefs and experiences of using MALL, along with interviews. The results of the study indicated that most students thought MALL were useful and helpful in increasing speaking practice and exposure to English communications and improving their speaking fluency. The findings also revealed that the overall students' level of practice rose, although some thought exposure closer to native English could be more helpful. A more sophisticated MALL process and an instructional model more closely linked to the students' level will be considered for further research.

### BIODATA

**Jiun Simon Baek** (Presenter) is a Ph.D. candidate in the department of TESOL at Hankuk University of Foreign Studies.

**Chung Hyun Lee** (Corresponding author) a Professor in the department of English Education at Hankuk University of Foreign Studies.

## Implementing Digital Storytelling in an EFL College Classroom and its Effect

Pirae Kim (Korea University)

Digital Storytelling in an EFL College Classroom and L2 Learners' Development of Creative Thinking and Writing Ability Digital storytelling (DST), an example of new literacy practice, has recently gained a great deal of attention from literacy researchers and practitioners for its educational potentials. Current study will document an evidence of the positive effects that DST can bring to the EFL classroom. The study will explore the effect of implementing DST on L2 learners' academic writing ability and creative thinking ability and investigate how L2 learners perceive incorporating DST in relation to the development of their creativity and writing ability. With the quasi-experimental research design, classroom observation, students' response journals, pre- and post- creative thinking ability test results and writing ability test results, students' classroom review survey results and interview will be used as data. The results will indicate that students' engagement in the process of producing DST projects improved their creative thinking skill, writing skill with statistically meaningful results. The survey results on students' perceptions will also reveal that the process of producing DST project allowed them to critically engage with the multimodal texts and expanded their notion of literacy and to promote their creative thinking skills and writing ability as well. Pedagogical implications on integrating DST will be discussed at the end.

### **BIODATA**

A Ph.D. candidate in English Education Korea University Interested in literature in L2 Education, Creativity and L2 Education, Critical literacy and multimodal literacy

## **Business English Writing for Working Professionals: A Case Study of Problem-solution Pattern Instruction and Collaborative Writing in Blended Learning**

Won Hee Yee & Chung Hyun Lee (Hankuk University of Foreign Studies)

Despite the importance of the discourse characteristics in business English writing, few pedagogical methods and approaches have been identified in blended learning. This study aims to investigate the impact of problem-solution pattern instruction and collaborative writing on developing working professionals' business English writing and to suggest a proper pedagogical model for business writing in a blended learning environment. The participants of this study were five working professionals who are working in the logistics department in Korea. They were asked to write executive summaries for different settings of business communications during the eight-week course through the problem-solution pattern instruction (PSPI) and collaborative writing in blended learning. Their writing assignments, self-reflection journals, in-class observations, interviews, and writing tests were collected and analyzed. Qualitative data from self-reflection journals and interviews were transcribed, categorized and analyzed descriptively based on appraisal system, causal relations, etc. Quantitative data from writing assignments and tests were scored by three raters based on the scoring rubric for paragraph writing, problem-solution pattern frames, and lexico-grammatical features. The major findings were as follows. First, PSPI was found to be helpful and effective for the development of participants' lexis and grammatical structure and organization of their business writing. Second, collaborative writing had a very positive influence on problem-solution pattern practice, the content of business writing, and the integration of rhetorical strategies into their business writing in blended learning. Last, it is concluded that PSPI and collaborative writing in blended learning in this study are necessary for the development of the working professionals' business English writing. Based on the findings, a model of PSPI and collaborative writing in blended learning was suggested for the successful development of working professionals' business writing.

### **BIODATA**

**Won Hee Yee** (1st author) a Ph.D. candidate in the department of TESOL at Hankuk University of Foreign Studies.

**Chung Hyun Lee** (corresponding author) a Professor in the department of English Education at Hankuk University of Foreign Studies.

## Automated Writing Evaluation Feedback and Teacher Feedback: Their Roles in L2 Instruction

Takahiro Iwanaka (Yamaguchi Gakugei University, Japan)

Feedback is considered to encourage L2 learners to reprocess their essay and make it more comprehensible. It is considered to fall into two categories: feedback on forms and feedback on content. The purpose of the present study is to clarify how feedback on forms and content encourages L2 learners to reprocess their essays. Nine undergraduate students who were not majoring in English were employed as the participants. Their TOEIC scores ranged from 400 to 775. They took a writing course taught by the presenter and wrote several essays, which were approximately 300 words. After writing each essay, they received two kinds of feedback: automated writing evaluation feedback on forms and teacher feedback on content. Criterion® was employed as a tool to provide them with feedback on forms. It is a web-based instructional writing tool that provides diagnostic feedback. The participants also received teacher feedback on the content of their essays. Based on the two kinds of feedback, they rewrote their essays. To evaluate how their essays were improved by rewriting, the E-rater® scoring engine was employed. The number of words in their essays was counted to clarify whether rewriting based on the feedback would encourage them to write more. The results were: 1) the participants' E-rater® scores went up significantly by rewriting and 2) they were likely to write more in their revised essays. These results suggest that rewriting based on the two kinds of feedback would be effective in helping L2 learners develop their writing proficiency.

### BIODATA

**Takahiro Iwanaka**, Ph.D. is currently an Associate Professor at Yamaguchi Gakugei University. He has been interested in investigating roles of output, noticing and explicit syntagmatic knowledge in second language learning. He is also interested in how rewriting based on feedback would contribute to the development of learners' L2 writing proficiency.

## A Meta-analysis of Computer-assisted Second Language Writing Instructions

Dong Ok Lim & Junkyu Lee (Hankuk University of Foreign Studies)

This study aims to systematically synthesize the overall effect of computer-assisted second language (L2) writing instruction via meta-analytic approach. Specifically, the current study sought to provide answers to the following questions: 1) What is the overall effect of computer-assisted L2 writing instructions? 2) What moderator factors (e.g. context, treatment) impact the overall effect of computer-assisted L2 writing instructions? A total of 29 primary studies, including 23 journal articles and 6 dissertations, qualified for the meta-analysis. The results indicated that computer-assisted language L2 writing instructions have medium effect for between-group (Hedge's  $g = .65$ ) and high effect for within-group designs (Hedge's  $g = .99$ ). In case of moderator variables, factors related to social learning and social collaboration (e.g. peer feedback, bulletin) tended to yield higher effect sizes while those that did not involve social interaction (e.g. electronic feedback, browsing) resulted in lower effect sizes for between-group comparisons. With respect to within-group contrasts, on the other hand, all effect sizes for moderator variables were high, suggesting the efficacy of computer-assisted L2 writing instructions. Drawing upon findings from the current meta-analysis, we propose ways in which computer-assisted language learning can be utilized as an effective medium in practice and offer suggestions for future research in computer-assisted L2 writing instructions.

### BIODATA

**Junkyu Lee** is a Associate Professor of English Education (Graduate School of Education) at Hankuk University of Foreign Studies. His research focus is L2 psycholinguistics, individual differences in L2 learning, and L2 research methods. His research can be found in journals such as TESOL Quarterly, Applied Linguistics, and Studies in Second Language Acquisition.

**Dong Ok Lim** is a Ph.D. candidate in the department of TESOL at Hankuk University of Foreign Studies. Her research interest includes SLA, instructional technology, L2 writing, and L2 research methods.



## Learning English with Globally Networked Audiences

Jin-Kyeong Jung (University of Pennsylvania, U.S.A.)

As the technology continues to advance and the use of digital tools increases, many adolescents use online communities (e.g., social networking sites, blogs, and Wattpad) not only for personal but also academic purposes. Despite a recent proliferation of online communities, it remains profoundly difficult to implement the online community into a classroom setting (Hull & Stornaiuolo, 2014), where EFL learners and their teachers can interact with one another in and out of the formal learning setting and improve their English communication skills with globally networked audiences. Drawing on Participatory Culture by Jenkins et al. (2013) and the New Literacy Studies (Street, 2003), this presentation will discuss how EFL learners and their teacher engage in a global online writing community.

The presenters will focus on how EFL learners and their teacher engage in an online community with interactive audiences to improve their English proficiency and communication skills using digital tools. As for the data collection, multiple sources were collected including students' in class writing, postings online, survey and interview with students and teachers, and fieldnotes from one high school classroom over one academic semester. By employing thematic and content analysis (Glaser & Strauss, 1967), the presenters will discuss the role of online community and digital tools can play in fostering students' English proficiency and communication skills including methodological and pedagogical challenges.

### **BIODATA**

**Jin-Kyeong Jung** is a Ph.D. candidate in Literacy, Culture, and International Education at the University of Pennsylvania. Jin-Kyeong Jung received her M.A. in English Language Teaching & Applied Linguistics from King's College London, followed by a M.Ed. in English Language Education from Hankuk University of Foreign Studies.



**Day 2 (July 1) - Session 3: Language Policy / Teaching Demonstration**  
**Room 303 - Small Auditorium**

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Ji-Hyun Byun(Hannam university)	<b>The effects of policies on ELT in South Korea</b> Haedong Kim (Hankuk University of Foreign Studies)
	<b>Understanding the challenges of making English-medium classes interactive in South Korean higher education</b> Dylan Williams (Seoul National University)
14:30 - 16:30 Session chair: Jaehak Chang(Kangwon National University) (Teaching Demonstration)	<b>Can students learn the forms and meanings of modals? Yes, they can</b> Julian Elias (University of California, Davis, U.S.A.)
	<b>English language learning through media-based tasks</b> Min-Chang Sung (Seoul National University)
	<b>Finding dreams through English writing activities in the Write4Change community</b> Eyun-Na Lee, Jin-Kyeong Jung & Amy Stornaiuolo (Korea Institute of Human Resources Development in Science & Technology & University of Pennsylvania, U.S.A.)
	<b>Needs Analysis of English Learning for Adolescents from Multicultural Families</b> Jung Eun Kim (Hankuk University of Foreign Studies)

## The Effects of Policies on ELT in South Korea

Haedong Kim (Hankuk University of Foreign Studies)

This presentation aims to describe the effects of policies on ELT in South Korea for the last 20 years. The literature claims that policy makers can influence curricula, syllabuses, materials, teaching and testing in certain ELT contexts. Needs analysts, methodologists, materials writers, teacher trainers, directors, inspectors, teachers and learners are also influenced by political considerations. On the basis of literature review, seven major ELT policies in South Korea are discussed: Primary School English Education, English Village, the National English Ability Test (NEAT), the English Program In Korea (EPIK), the In-service Teacher Education Program, the Linkage between the Educational Broadcasting System (EBS) and the College Scholastic Ability Test (CSAT), and Criterion-referenced Testing. The analysis reveals that the policy of Primary School English Education has made a strong impact in Korean ELT. The policy of running English Village - which provides a short-term immersion English experience - was successful, but not nowadays. The NEAT, measuring four skills via computer, was canceled by the government in 2015. The policies on EPIK and the In-service Teacher Education Program have become less important to policy makers. The policy on the utilization of EBS's CSAT-preparation materials in the CSAT test seem to be successful but has negative effects. In the case of Criterion-referenced Testing, which will be implemented this year, we are yet not sure if it will turn out to be successful. To conclude, greater emphasis should be given in developing policy before determining and implementing it in the South Korean ELT context.

### BIODATA

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

## Understanding the Challenges of Making English-medium Classes Interactive in South Korean Higher Education

Dylan Williams (Seoul National University)

This talk focuses on South Korean university students' perceptions of interactions, between students and between students and instructors, in their English-Medium Instruction (EMI) classroom settings. As internationalization becomes more pervasive, EMI is expected to increase in the future. In most Asian contexts, the introduction of EMI is 'top-down' policy driven, and hence is not sensitive to the local particularities of individual university contexts. This talk focuses on the EMI situation at a selective, research-intensive university in South Korea. The situation was explored through semi-structured interviews with eight Engineering and Business students. The interview data was analyzed using the principles of grounded theory, enabling a bottom-up, empirically grounded understanding of the situation. The analysis reported here focuses on what are the local factors that shape interactions in EMI classroom settings. The students' perceptions suggest a variety of factors, including the teaching methodology used, the lecturers' English proficiency, and the classroom culture. The talk will discuss each of these factors, as well as how these work together in shaping interactions. This discussion highlights challenges that prevail in EMI classrooms in South Korean universities. The talk concludes by questioning the traditional EMI model, and proposes in its place a Multiple Language Instruction model, which may be better able to respond to the particularities of non-Anglophone contexts.

### BIODATA

**Dylan Glyn Williams** is an Associate Teaching Professor at SNU (Seoul National University). He is currently undertaking his doctorate studies with the University of Manchester into EMI in the South Korean higher education context and is collaborating on an international research project into EMI throughout the ASEAN region.

## Can Students Learn the Forms and Meanings of Modals? Yes, they can

Julian Elias (University of California, Davis, U.S.A.)

English modal verbs are problematic for many ESL/EFL students. There are several reasons why students find modals confusing. First, modals have a variety of meanings. According to Anita Barry (2012), modals “carry a wide range of different meanings and nuances of meaning that we learn as we learn English, but the meanings are very hard to spell out in exact and predictable terms” (p. 55). Considering how frequently modals are used in written communication and social interaction, it is certainly important that our students understand the various meanings of modals. Second, students often have trouble with the forms of modals. Marianne Celce-Murcia and Diane Larsen-Freeman (1998) claim that “Modal auxiliaries are among the more difficult structures ESL/EFL teachers [and students] have to deal with” (p. 137). For example, the basic rule for modal verb forms applies to true, single-word modals (e.g., must), but it does not apply to phrasal modals and modal-like expressions (e.g., have to). How can we, ESL/EFL instructors, help our students understand modal verbs and use them correctly? During this teaching demonstration, the presenter will provide an overview of modals and offer suggestions for teachers who want or need to cover modals in their classes. Each participant will receive a detailed handout with practical, pedagogical information about modal verbs.

### **BIODATA**

**Julian Elias** received an M.A. in Teaching English as a Second Language from the University of Illinois, Champaign-Urbana. He has been teaching at IEPs, colleges, and universities in the U.S. since 2002. For the past three years, he has taught in the writing program at the University of California, Davis.

## English Language Learning through Media-based Tasks

Min-Chang Sung (Seoul National University)

The implementation of Free Semester (ja-yu-hak-ki-je [in Korean]) by the Ministry of Education in Korea has encouraged English teachers at local schools to develop new educational programs that promote students active participation and diverse learning experiences. This talk introduces such a program that was developed and provided for seventh graders at a middle school in fall semester, 2016. Focusing on three major media (namely movies, songs, and books), the program offered a variety of tasks such as role play, performance, and exhibition, which were found to be effective in increasing the students speaking and writing skills. Detailed information on teaching materials, resources, and strategies will be presented.

### BIODATA

**Min-Chang Sung** is an English teacher at a middle school in Seoul. He is also a Ph.D. candidate (ABD) at Dept. of English Language Education, Seoul National University, Korea. His teaching and research interests include speaking skills, grammar education, corpus linguistics, interlanguage development, and EAP writing.

## Finding Dreams through English Writing Activities in the Write4Change Community

Eyun-Na Lee, Jin-Kyeong Jung & Amy Stornaiuolo

(Korea Institute of Human Resources Development in Science & Technology & University of Pennsylvania, U.S.A.)

Employing a sociocultural framework derived from the New Literacy Studies (Gee, 2015; Street, 2003), this teaching demonstration will provide useful pedagogical tools for teachers developed from working with high school students who made an effort to find their dreams by engaging in a global online writing community for youth (Write4Change). Over one year, eighty Korean high school students in a city near Seoul participated in an afterschool English program called Write4Change, an educator-moderated social network where youth share their multilingual, multimodal writing to take social action and catalyze change in and beyond their communities.

The presenters will demonstrate how the Korean students were engaged in the process of finding their dreams by learning English writing, customizing the Write4Change curriculum, and interacting with the global networked audience in the Write4Change community. The demonstration will focus on the following questions: 1) How did the Korean Write4Change classroom customize the Write4Change curriculum into their classroom?, and 2) How did students develop their aspirations as they were engaged in the community, and what writing activities were used and what processes did they go through? The presenters draw from multiple teaching materials, data, and samples of student writing including outlines, drafts, final projects, and student interviews over one year. The audience will be invited to participate in a discussion about how fostering curriculum and pedagogy can support high school students' English learning and aspirations for the future.

### BIODATA

**Eyun-Na Lee** is currently working at the Korea Institute of Human Resources Development in Science & Technology. She received her M.Ed. in English Language Education from Hankuk University of Foreign Studies and taught at Bundang Daejin High School for 3 years.

**Jin-Kyeong Jung** is a Ph.D. candidate in Literacy, Culture, and International Education at the University of Pennsylvania. She received her M.A. in English Language Teaching & Applied Linguistics from King's College London, followed by a M.Ed. in English Language Education from Hankuk University of Foreign Studies.

**Dr. Amy Stornaiuolo** is an Assistant Professor of Literacy, Culture, and International Education in the Graduate School of Education at the University of Pennsylvania. Her areas of expertise include literacy and learning in adolescence and adulthood, digital literacies, writing studies, and education in global contexts.



## Needs Analysis of English Learning for Adolescents from Multicultural Families

Jung Eun Kim (Hankuk University of Foreign Studies)

Students from multicultural families in South Korea are constantly increasing. However, the studies have paid attention to children since most of them were in elementary schools. In particular, their challenges and needs of learning English in secondary schools are being overlooked in spite of the important status of English in Korea. The purpose of this research is to identify the needs of multilingual families' youths in terms of learning English at school. Especially, multicultural families' students may have benefits and challenges in that they are in bilingual family background. However, this study presumes that multicultural families' students have more challenges in learning English at school due to uniformity in formal educational settings in Korea. To investigate their needs deeply, qualitative methods such as interviews with students, parents and English teachers, journals are used, which will enhance its reliability and validity. The results show the challenges and the most urgent needs of multicultural families' students in learning English. Along with them, their attitudes towards learning English are also identified. With the results of needs analysis, teachers, schools, community and government will be aware of the necessity of specific support for those students instead of making seeming policies.

### **BIODATA**

I completed Graduate school of TESOL in Hankuk University of Foreign Studies. I am also in Dual Degree Program between HUFSS and Temple University in Philadelphia in the U.S. majoring in TESOL.



Day 2 (July 1) - Session 4: Language Policy / ELT Curriculum and Materials Design  
Room 304

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Maria Oh (Jeonju National University of Education)	<b>Critical discourse analysis of policy changes in English test of civil servants examination</b> Duk-In Choi (Chung-Ang University)
	<b>Political economy and activity theory analysis of ideologies of English in Korean labor markets</b> Miso Kim (Pennsylvania State University, U.S.A.)
14:30 - 16:30 Session chair: Eunsook Shim (Sangji University)	<b>Developing a research writing course for graduate students in Korean contexts</b> Naeree Han (International Graduate School of English)
	<b>Activities in English textbooks in Japan and Taiwan</b> Wei-Tung Wang (Meiji University, Japan)
	<b>Korean secondary school English teachers' perceptions on the 2015 curriculum implementation: A path analysis</b> Yoonhee Kim (International Graduate School of English)

## Critical Discourse Analysis of Policy Changes in English Test of Civil Servants Examination

Duk-In Choi (Chung-Ang University)

The study investigates paradigmatic shifts in English test of Korean civil servants examination by applying Fairclough (2003)'s critical discourse analysis methodology. Past few decades, test takers' English ability has been required to meet the standards of public service policies and the practice of test has been influenced by inconsistent administrative values. Upheaval caused by economic recession and job insecurity accelerated public servants examination frenzy and frequent English test reformulation in servants examination, compelling need for screening rather than measuring language ability as a job skill. Given complicated state of the test, the researcher asks: (1) How has Ministry of Public Administration and Security of Korea considered English ability as a vital competency in public services? and (2) How do wash-back effect, validity discourse, policy feedback, and additional agents effect on test revision and implement? To answer these questions, Fairclough's three-dimensional framework of discourse analysis for media is employed. Data from four newspapers' web archives and official document and government statement published in Korea are analyzed. Based on analysis, the researcher details three interrelated discourses: (1) Tension between roles of language proficiency measurement and selection instrument, (2) Sensitivity of social demands and test takers' responses versus priority of government's initiation, and (3) exploring for validity. The result suggests that English test in civil servants test experienced constant repairs while the test has been altered to high-stakes tests. However, the main goal of conducting English test reformation was not proper to appoint right employee but conditioned to extemporaneously satisfy instant multifaceted needs.

### BIODATA

**Choi, Duk-In** is a Ph.D. candidate at Chung-Ang University, Korea. His research interests are based on his teaching experiences in regular high schools and alternative schools. His current research interests are teacher (de)motivation, classroom dynamics, flipped learning (classroom), language policies, and critical studies in language learning.

## Political Economy and Activity Theory Analysis of Ideologies of English in Korean Labor Markets

Miso Kim (Pennsylvania State University, U.S.A.)

The study reports the ways South Korean jobseekers' appropriate and negotiate the ideologies of English in a 6-week TOEIC (Test of English for International Communication) Speaking test preparation course, guided by political economy (Block, Gray, & Holborow, 2012; Marx, 1976) and Activity Theory (AT) (Engestrom, 2015). From a political economy view, English, as a commodity, holds use and exchange value in a neoliberal linguistic market where English is sold for symbolic profit (Bourdieu, 1991; Holborow, 2015, Park & Wee, 2012). While use value of English fulfills communicative needs, exchange value is determined in relation to the returns learners can get from selling their English proficiency in the linguistic market. From an AT perspective, learners increasingly seek English for its exchange value over use value, therefore subordinating their activity of English learning to market demands. All participants are in their mid-20s seeking an entry-level job in Korea. All of them are attending or have recently graduated from four-year colleges located in a metropolitan city in Korea. The data includes English learning history narratives, semi-structure interviews on their job eking progress and English development, and video-recordings of teaching sessions. Data analysis focuses on development of English proficiency and activity system, supported by Nvivo. The study contributes to the ways of resisting the commodification of language and marketization of English education by providing ways to develop courses which balances use and exchange value of English.

### BIODATA

**Miso Kim** is a Ph.D. candidate at Pennsylvania State University. Her research interests include ideologies and commodification of English(es), sociocultural approaches to L2 learning, and systemic-theoretical instruction.

## Developing a Research Writing Course for Graduate Students in Korean Contexts

Naeree Han (International Graduate School of English)

Academic writing is becoming a critical issue for Korean graduate students and scholars. Although they are increasingly pressured to publish their research in English to earn a higher status in the academia (Lee & Lee, 2013; Lillis and Curry, 2010), the majority of them are generally unaware of what they are expected to write in their respective disciplines, struggle to write research papers in a rhetorically effective way, and then crave for more explicit and systematic instruction (Kim & Na, 2012; Swales, 1990; Johns, 2008; Hyland, 2015). The aim of this presentation is, therefore, to suggest a research writing course for Korean graduate students by adopting genre pedagogy. According to Hyland (2007), genre theory and research have revealed how language systemically and systematically operates between people to perform communicative functions, and accordingly genre pedagogy has become the predominant writing pedagogy superseding product-based and process-based approaches because it is “explicit, systematic, needs-based, supportive, empowering, critical, and consciousness-raising” (p. 150). This presentation will particularly look at the needs of graduate students in applied linguistics, provide a more custom-tailored academic writing program based on the Teaching Learning Cycle (Feez, 2002), and discuss possible limitations. Although it is simply a project, this new writing course will place students in authentic learning situations of their academic community and therefore successfully enhance students’ genre awareness and rhetorical knowledge.

### BIODATA

**Naeree Han** is a graduate student in the Department of English Materials Development of International Graduate School of English. She has taught English for more than 10 years in private institutes and public schools. Her research interests include motivation, dictionary use, genre-based writing, and form-focused instruction.

## Activities in English Textbooks in Japan and Taiwan

Wei-Tung Wang (Meiji University, Japan)

Learning strategies assist learners in improving language proficiency and fostering learner autonomy. There are three categories of learning strategies such as metacognitive strategies, task-based strategies and social/affective strategies. By acquiring the learning strategies, learners can learn effectively and become more self-regulated. In addition, learning strategies can be taught and learned through strategy instruction and they can also be embedded in language teaching and learning materials. The authorized English textbook plays a crucial role in English education for both teachers and learners. Investigating what kinds of learning strategies appeared in the authorized English textbooks provides rich data for improvement in English education. The purpose of this study is to examine the activities in the authorized English textbooks for senior high school in Japan and Taiwan as well as to make suggestions on materials development from a pedagogical perspective. 18 authorized English textbooks for senior high school in Taiwan and nine authorized English textbooks for senior high school in Japan were analyzed according to Chamot's (2009) strategy taxonomy. The results showed that the metacognitive strategies and the social/affective strategies appeared less than the task-based strategies. It also indicated that there are fewer reflective and interactive activities in the authorized English textbooks for senior high school in Japan and Taiwan. Moreover, the alterations of the activities which contain the metacognitive strategies and social/affective strategies were also discussed.

### **BIODATA**

Bachelor of Arts in Foreign Languages and Applied Linguistics at National Taipei University  
Master of Global Japanese Studies and a Ph.D. candidate in Graduate School of Global Japanese Studies at Meiji University Teaching as a part-time lecturer at senior high school

## Korean Secondary School English Teachers' Perceptions on the 2015 Curriculum Implementation: A Path Analysis

Yoonhee Kim (International Graduate School of English)

The 2015 revised Korea national curriculum was announced in 2015. It is implementing in stages from 2018 in secondary school. When a new curriculum is introduced, teachers are able to notice whether it is important than the previous one, and then decide whether the new curriculum is executable (Anderson, 1997). Teachers' judgement about whether the new curriculum is necessary and applicable to their teaching context can be important because it has influences on their implementation, and teachers' execution in the classroom largely determines the success of the new curriculum (Lee, 2013). This study, therefore, carried out to investigate how secondary school English teachers perceive required competencies to be important to execute the 2015 national English curriculum, and applicable to their real teaching contexts. Also, it identified how much they rated themselves relative to these competencies. Last, it predicted what makes English teachers (not) implement the new curriculum. Main methods for this study were expert written interviews for validating competencies, and surveys of 93 secondary school English teachers about their perceptions and attitudes. Confirmatory factor analysis (CFA) was performed and then correlations were identified between teachers' perceptions, attitudes and contextual factors, using SPSS 2.0. Based on their correlations, a path analysis was administered to suggest a model using AMOS 1.8, which showed how teachers' perceptions on competencies and attitudes had influences on their will to implement the 2015 national curriculum. It provides a direction of secondary school English teacher development for preparations required to successfully implement the new curriculum.

### BIODATA

**Yoonhee Kim** is a graduate student in department of ELT Materials Development at International Graduate School of English. Prior to that, she taught English at Korean public secondary school for about 10 years. Her main interests are ELT materials development, ELT curriculum development from designing to evaluating, and teacher education.



**Day 2 (July 1) - Session 5: Second Language Acquisition:  
Motivation and Learner Identity**

Room 305

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Hyun Jung Kim(Hankuk University of Foreign Studies)	<b>Korean College Students' Motivation, Strategy Use, and Self-Efficacy Beliefs in            L2 English Comprehension Ability</b> Mun-Hong Choe (Chonnam National University)
	<b>L2 motivation, vision, and achievement in the Korean EFL context</b> Mi-seong Kim (International Graduate School of English)
14:30 - 16:30 Session chair: Jang Ho Lee(Chung-Ang University)	<b>Language ideology and identity:            Politicized discourses of diversity in an ESL classroom</b> Jung Sook Kim (The Ohio State University, U.S.A.)
	<b>Social identity, power relations, social distance, investment, and language learning            among international elementary students in the U.S.</b> Hyona Park (Indiana University, U.S.A.)
	<b>Language play as a site for exploring learners' language awareness</b> So-Yeon Ahn (Hankuk University of Foreign Studies)
	<b>Back to home again:            Korean early study-abroad returnees' difficulties and coping strategies</b> SeungChul Lee (Hanyang University)

## Korean College Students' Motivation, Strategy Use, and Self-efficacy Beliefs in L2 English Comprehension Ability

Mun-Hong Choe (Chonnam National University)

Research has shown that there is a strong positive correlation between L2 learners' achievement and their motivation to learn and strategy use. Also, the effect of individual learners' self-beliefs on L2 development has been recognized in a growing number of studies, the principal findings of which are largely consistent — one's belief in her capability is a robust predictor of successful learning. These learner variables appear to be closely related to one another, but they have rarely been examined together from a comparative perspective. The present study is an attempt to identify their connectedness and interdependency with the following research questions: (1) How do Korean college students' motivation, strategy use, and perceived self-efficacy in L2 English listening and reading differ according to their levels of proficiency? (2) Are there any significant relationships among the learner variables in their combined effects on L2 English comprehension ability? (3) To what extent does each of the variables account for individual differences in L2 English comprehension ability while controlling for the other interacting variables? A total of 3224 first-year students in a university were asked to complete a series of written questionnaires and then undertake a standardized English listening and reading proficiency test. The results indicate that the learners' positive self-beliefs in combination with a better awareness of learning strategies and enhanced motivation have a synergistic impact on their success in L2 learning. Regression analysis further reveals that self-efficacy is the most powerful predictor of L2 achievement, whose contribution amounts to 6% of the total variation partialling out the effects of the other covariables.

### BIODATA

**Mun-Hong Choe** received a Ph.D. in Second Language Acquisition from the University of Hawaii at Manoa, USA. His main academic interest is in formal and psychological approaches to language and application of linguistic findings to English language teaching in Korea. He is an associate professor at the Department of English Language Education, Chonnam National University.

## L2 Motivation, Vision, and Achievement in the Korean EFL Context

Mi-seong Kim (International Graduate School of English)

Over the past decade, language learners' self-concept has been focused in understanding their motivation in the field of second language research. The concept of future self-guide and images was proposed by Dörnyei in his theory of the L2 Motivational Self System (L2MSS), and over the past decades this has become a dominant model of language learning motivation (Dörnyei, 2005, 2009). One of empirical studies, Dörnyei & Chan's study (2013) in Hong Kong secondary school, revealed the strong link between vision and future self-guides. In addition, recently another a large-scale survey in China confirmed the motivational role of vision and the difference between gender (You, Dörnyei & Csizér, 2016). This conceptual replication study aims to examine the relationships among factors within the L2 Motivational Self System (vision-specific variables, the future self-guides, and Intended Effort), and the link between these variables and actual achievement of L2 learning in Korean middle school. Using the instrument from You et al., data were collected from middle school students in the south and north regions of Korea (n=1,305). These data were analyzed using four layers of multiple regression to mirror the analyses reported in You et al. Results were as follows: (1) unexpectedly, Vividness of Imagery was the strongest predictor of Ideal L2 self; (2) similar to the original study, the constructs of the L2MSS were strongly correlated, however, Attitudes was the strongest predictor of motivational behavior; (3) finally, there was no link between the components of the L2MSS and the outcome of actual L2 achievement. REFERENCE Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NY: Erlbaum. Dörnyei, Z. (2009). *The L2 motivational self system*. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp.9-42). Bristol, UK: Multilingual Matters. Dörnyei, Z., & Chan, L. (2013). *Motivation and vision: An analysis of future L2 self images, sensory styles, and imagery capacity across two target languages*. *Language Learning*, 63(3), 437-462. You, C. J., Dörnyei, Z., & Csizér, K. (2016). *Motivation, Vision, and Gender: A Survey of Learners of English in China*. *Language Learning*, 66(1), 94-123.

### BIODATA

**Miseong Kim** is a graduate student in department of ELT materials development at International Graduate School of English. She has worked as an English teacher in Ulsan of Korea, with 12 year experiences at public secondary school. She is interested in motivation, cooperative and differentiated learning for secondary schoolers.

## **Language Ideology and Identity: Politicized Discourses of Diversity in an ESL Classroom**

Jung Sook Kim (The Ohio State University, U.S.A.)

This ethnographic study investigates discursive strategies, ideological complexity, and moves for agency and identity negotiation in an English as a Second Language (ESL) classroom at a university. Informed by critical discourse studies, the present study explores what language ideologies are embedded in a spoken English class designed for international teaching assistants (ITAs) at a Midwestern university in the United States. It focuses on how the language ideologies are practiced in the ESL class and how they influence the international graduate students' identities. The findings of the study amount to the transformation of the discourse of diversity both in education and in society, which is often subject to the ideology of homogeneity, in a way forward greater empowerment, equality and justice. This study has implications for researchers studying cultural and linguistic diversity through a critical lens to discourse as well as teacher educators and practitioners developing language education practices that value and foster critical multilingualism and critical language awareness in the context of equity and diversity.

### **BIODATA**

A Ph.D. candidate in the Language, Education and Society (LES) Program, in the Department of Teaching and Learning, in the College of Education and Human Ecology, at the Ohio State University

## **Social Identity, Power Relations, Social Distance, Investment, and Language Learning among International Elementary Students in the U.S.**

Hyona Park (Indiana University, U.S.A.)

In this session, I will provide a study focusing on how students construct their investment (Norton Peirce, 1995) in an elementary ESL classroom in the US. This study has been largely influenced by Bonny Norton Peirce's the concept of investment. In this study, six international elementary students in the fifth grade and the sixth grade have been participated. As a semi-ethnographic research, multi instruments, such as survey sheets, non-participant classroom observations, field notes, non-structured interviews and interview transcripts, are used for the methods of data collection. Moreover, two teachers in charge of the students have been involved as parts of the study. This study came up with one critical conclusion; the students' social identities and relations with peers are constantly shifting and their investment structure will be reformed back and forth influenced by the shifting identities and power relations. As for the social distance (Schumann, 1978) among them, they will be affected by diverse aspects, so that it also may be very transitional. Thus, the roles of teachers and parents are critical especially for these certain periods of students. Their guidance will be beneficial to not only their investment structure, but also their ESL learning.

### **BIODATA**

**Hyona Park** is a Ph.D. candidate in the department of Literacy, Culture, and Language Education (LCLE) at Indiana University Bloomington, holding a master's degree in LCLE as well. She also has three years of teaching experience as a lecturer at Keimyung University in Daegu, Korea. Her research interests center on English fever, construction of investment of young ESL/EFL learners, student centered strategies, and critical literacies.

## Language Play as a Site for Exploring Learners' Language Awareness

So-Yeon Ahn (Hankuk University of Foreign Studies)

The present study aims to explore the interface between language play and language awareness. Concentrating on two kinds of language play, ludic language play and language play as rehearsal, the study first discusses how the theoretical underpinnings and features of both plays with language is also found in the notion of language awareness. Using several examples found in both empirical and existing literature, the study suggests that both types of language play underscore distinctive features found in the concept of language awareness including learners' consciousness and sensitivity to linguistic forms, attention, and noticing. The presentation will discuss how such language play episodes offer learners an opportunity to demonstrate their language awareness and serve as a metacognitive tool in language learning for the cultivation of language awareness. The findings further suggest that language play episodes, whether for the purpose of amusement or private rehearsal, could serve as a prime site to observe and raise language awareness in terms of forms, functions, and effects. Moreover, the study aims to provide implications for their use in pedagogical ways to incorporate humour into the language classroom. Finally, the study argues for further investigation of learners' play with language in various educational contexts, the effects of language play on language acquisition, and their negotiation of identities through language play.

### BIODATA

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

## **Back to Home Again: Korean Early Study-abroad Returnees' Difficulties and Coping Strategies**

Seung Chul Lee (Hanyang University)

The recent studies showed that the soaring numbers on early study-abroad decrease and the number of returnees has gradually boosted due to the global recession and recent changes in the education policies of the government. The purpose of this study aims to delve into the Korean early study-abroad returnees' readjustment processes back in the home country by focusing on their hardships such as reverse culture shock and the different ways to manage those hardships. In order to identify these issues, this research interviewed eleven participants who stayed in the Inner Circle and semi-structured interviews were selected as the method of data collection. The data were analyzed by using 'a grounded theory. The unit of analysis was the sentence. The findings showed that returnee students went through the similar difficulties and overcame their obstacles in a sensible manner respectively. They pointed out that the hardest part of adaptation was the school system and the strict school regulation. In terms of managing to overcome difficulties, seven interviewees stated that they got over them for themselves. This study is expected to delineate educational proposal such as the reconstitution of English education system in public area, mento-mentee program, problem-solving session during after-school activity and the expansion of returnees' special class.

### **BIODATA**

**Lee Seung Chul** is a graduate student of Hanyang University at the Department English Education. He completed TESOL program in Vancouver, Canada. His research interests are the development for English text books for middle and high school learners through analyzing corpus research and returnees re-adaptation in Korean context as well.





## Day 2 (July 1) - Session 6: Second Language Acquisition

Room 306

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Myeong-Hee Shin(Hannam university)	<b>The effects of different task sequencing types on Korean high-school students' L2 speaking performance</b> Joo-eun Hyun (Chung-Ang University)
	<b>Effects of the differential ordering of explicit-implicit instruction on learning English infinitives and gerunds</b> Juyeon Yoo (Seoul National University)
14:30 - 16:30 Session chair: Eun Hwa Park(Cyber Hankuk University of Foreign Studies)	<b>Effects of task repetition on Korean high school students English oral performance</b> Bongsun Song (Goyang Dongsan High School)
	<b>Effects of task complexity on L2 readers' performance and noticing of glossed constructions: An eye-tracking study</b> Jookyoung Jung (Hankuk University of Foreign Studies)
	<b>The function of overgenerated be: Topic marker or inflectional morpheme?</b> Bora Nam (Indiana University, U.S.A.)
	<b>Disciplinary literacy instruction for English learners in U.S. science classrooms</b> Shim Lew (The University of Georgia, U.S.A.)

## The Effects of Different Task Sequencing Types on Korean High-school Students' L2 Speaking Performance

Joo-eun Hyun (Chung-Ang University)

This study investigated the effects of three types of task sequencing on Korean high-school students' L2 speaking performance. The research questions were: (1) What are the effects of different types of task sequencing on speaking performance in L2 English in terms of complexity, accuracy, and fluency? (2) Is there any difference in the performance trajectory across the entire sessions, depending on the different types of task sequencing? A total of 46 Korean high school students with upper-intermediate levels of English proficiency participated in this study. They were divided into three groups along different types of task sequencing. The first group was in the task-sequencing condition proposed by Robinson (2011), in which the task sequencing was organized by increasing task complexity along the resource-dispersing factor first (TC\_DIS). The second group was in the task sequencing condition, organized by increasing task complexity along the resource-directing factor first (TC\_DIR), and the last group was in the task sequencing condition, organized by repeating the same task (TR). All groups performed a pretest and three sequenced tasks for three consecutive days. They were then interviewed after each performance. Speaking performance was analyzed in terms of complexity, accuracy and fluency. Paired t-tests and an ANOVA were applied to determine the effects of different types of task sequencing. Their retrospective interviews were transcribed and analyzed to ascertain participants' perceptions and cognitive processes. The results demonstrated the following: 1) all types of task sequencing have positive effects on L2 performance in terms of syntactic complexity, accuracy, and fluency; 2) task sequencing by repeating the same task has a significant effect on L2 fluency. However, there were no significant differences among the three types of sequencing on complexity or accuracy; 3) the performance trajectory of TC\_DIS and TC\_DIR across the entire session coincided; and 4) planning time was found to be a crucial factor in improving lexical complexity. In conclusion, this study suggests an appropriate implementation of task-based instruction. First of all, sequenced pedagogic tasks via any types of sequencing should be provided so as to promote greater L2 performance. Doing so will provide students with rich and meaningful opportunities for language use. Particularly, in order to improve L2 fluency, students need to practice speaking performance in task sequencing by repeating the same task. In addition, this study suggests that it is important to include planning time for task sequencing. Lastly, although Robinson's proposal was not confirmed in this study, manipulating task complexity while sequencing tasks was revealed as a crucial variable in developing L2 performance.

### BIODATA

**Hyun Joo-eun** received a Ph.D. at Chung-Ang University. Now, she is working at Yoons English School as a material developer. Her interests are in SLA including TBLT, teaching method, and curriculum design.

## Effects of the Differential Ordering of Explicit-implicit Instruction on Learning English Infinitives and Gerunds

Juyeon Yoo (Seoul National University)

The growing importance of synergistic effects of various learning modes has generated a broad range of studies examining the learning order effects in L2 acquisition. The participants in the present study were grouped into either an Explicit-Implicit (E-I) or an Implicit-Explicit (I-E) learning order. The results demonstrate that after the 6-week treatment, the learners in the I-E group significantly outperformed the E-I group in receptive tasks of English infinitives and gerunds at the post-tests, whereas no significant change was observed for the productive tasks. The interviews with the participants revealed that learners typically prefer the implicit-initiating sequence because the implicit visual imagery in stories was imprinted in their memory from the beginning of the lesson. In addition, their interest and attention levels can be maintained for a longer duration, which led to more durable memory of the target forms. These advantages promoted more cognitive involvement in their learning. In addition, the fact that I-E sequence resembles ‘inductive-guidance’ appeared to contribute to more superior post-test results in the I-E group. However, there is a significantly low amount of time allocated for implicit learning at the start of lessons in a typical foreign language classroom because the CSAT score is the most crucial parameter in university admission in Korea and accordingly meaning-focused implicit instruction is commonly considered less ‘useful’ in English classrooms. The findings of the current study suggest that a higher proportion of time should be allotted for the meaning-focused implicit instruction by incorporating a variety of meaning-inducing activities in textbooks.

### BIODATA

**Juyeon Yoo** is currently a Ph.D. candidate and previously received her M.A. in English Education at Seoul National University. She earned her B.A. in Linguistics at University College London in England. She conducted research on Korean and English nasals, quantifier scope, grammar instruction. Her research interests include SLA, L2 instructions.

## Effects of Task Repetition on Korean High School Students English Oral Performance

Bongsun Song (Goyang Dongsan High School)

This study investigated the effects of task repetition and post-task self-reflection on Korean High school students English oral performance and their cognitive processes. Thirty students were separated into three groups, a task repetition with self-reflection group (SR group, n=10), a task repetition only group (RO group, n=10), and a comparison group (CG group, n=10). All of them performed a picture-based storytelling task under the different conditions. SR group and RO group repeated the same task for four weeks with at weekly intervals and then performed a new task. CG group repeated the same task only twice during the first and fourth weeks and performed a new task. All groups were interviewed after each task. Speaking performance was analyzed in terms of fluency, complexity, and accuracy and the data of the retrospective interviews were analyzed to see the changes in the participants' cognitive processes. The results demonstrated the following: 1) task repetition significantly improved the performances of SR and RO groups on almost all of the measures on the same task and on a new task; 2) self-reflection combined with task repetition led to greater accuracy on the same task and on a new task; 3) participants' primary attention changed from meaning-oriented to more various aspects such as searching for complex vocabulary or sentences and accurate forms. At last, the suggestions for implementing TBLT in the L2 classroom are presented.

### **BIODATA**

The researcher obtained her Ph.D. in English education in 2015. The topic of her dissertation was the effect of task repetition on oral performance. This research is the part of her doctoral dissertation. Her other interests include language learners' and teachers' motivational fluctuation, interactive competence, task practice and individual difference.

## Effects of Task Complexity on L2 Readers' Performance and Noticing of Glossed Constructions: An Eye-tracking Study

Jookyoung Jung (Hankuk University of Foreign Studies)

The present study aimed to investigate the influence of task complexity manipulations on L2 reading processes and the noticing of glossed linguistic constructions. The participants were 38 advanced Korean users of English. They all completed two reading tasks, a low- and a high-task complexity version of the same task type. The task involved reading an academic text and answering multiple-choice comprehension questions. The paragraphs of both texts were split into subparts, and the participants' task was to determine the correct order before solving the multiple-choice questions. Under the high-complexity condition, the paragraphs in the texts were split into four; whereas under the low-complexity version, the same paragraphs were only divided into two. Target pseudo-words and unaccusative verbs were glossed. While reading, the participants' eye-movements were recorded to capture their reading and noticing behaviours. After completing the tasks, twelve students were invited to take part in stimulated recall protocols prompted by the eye-movement recordings. Text and task complexity order was counterbalanced across participants. Triangulating the eye-movement and stimulated recall data, increased task complexity was shown to promote attentive and recursive processing of the texts, and in so doing, facilitate noticing of the glossed unaccusative verbs.

### BIODATA

**Jookyoung Jung** received her Ph.D. degree from University College London in 2017. Her doctoral research was supported by Language Learning dissertation grant and TIRF doctoral dissertation grant. Her research interests include, but not limited to, task-based language teaching, second language reading and writing, textual modification techniques, and working memory capacity.

## The Function of Overgenerated be: Topic Marker or Inflectional Morpheme?

Bora Nam (Indiana University, U.S.A.)

“Overgenerated be” refers to be verbs, used as particles, followed by thematic verbs (e.g. She is love chocolate). There are two main hypotheses on its function in L2 English – it might be a topic marker transferred from L1 or an inflectional morpheme. The first hypothesis presupposes the presence of morphemic topic marker in L1, so the superficially-invariant use of overgenerated be by learners from L1s with and without such morphemes are presently predicted to be generated from distinct form-feature mappings. Specifically, if there is topic markers in L1, like for Korean, overgenerated be might be associated with either a [topic] feature alone or with [topic, INFL] features in the interlanguage. However, if there is not a topic marker in L1, like for Russian, overgenerated be might only be associated with [INFL] features. In this study, beginning learners of English from these two L1 groups – Russian and Korean – were directly compared in terms of their acceptability judgments and processing of overgenerated be in aural stimuli. In three experiments, the factors subject topicality, presence/absence of overgenerated be, and inflection of thematic verbs were manipulated. Additionally, the effect of overgenerated be after topicalized/fronted objects and PPs was tested. The results, supported neither hypothesis completely – in processing overgenerated be, Korean and Russian learners were, respectively, not sensitive to the topicality of subjects and the redundant inflection of thematic verbs. Russian learners also accepted overgenerated be after fronted objects and PPs without a slow-down in processing. These findings call for alternative accounts of the phenomenon.

### BIODATA

**Bora Nam** is a Ph.D. candidate in the department of Second Language Studies at Indiana University. She received her Masters degree in English Education from Seoul National University. Her research interests include Second language acquisition, theoretic Syntax, Syntax-Semantics interface, and language processing.

## Disciplinary Literacy Instruction for English Learners in U.S. Science Classrooms

Shim Lew (The University of Georgia, U.S.A.)

New instructional standards in the U.S. supposedly have many language and literacy skills and practices embedded in content area classrooms. Additionally, recent attention to language and literacy in science education leads science educators and literacy scholars to view science literacy as an integral part of learning science (e.g., Fang & Schleppegrell, 2008); however, in U.S. secondary schools, the percentage of students who struggle with reading/writing is considerably high, and English learners (ELs) are significantly represented among this group. Nonetheless, content-area teachers, including science teachers, remain largely unprepared to serve ELs (National Center for Education Statistics, 2010), and very few science educators have been required to take any training in working with ELs. This study examines the nature of disciplinary literacy practices in science classrooms and science teachers' interpretation and use of English to Speakers of Other languages (ESOL) training. Using qualitative multiple case study methods, a mismatch was found between real classrooms and the ideal prescriptions about science literacy instruction in national standards and research. Science educators, literacy researchers, and ESOL experts have proposed a plethora of principles and strategies that reflect exemplary literacy-embedded science practices. However, in actual secondary science classrooms, teachers are battling a number of obstacles that deter them from implementing these research-based suggestions. In conclusion, researchers and teacher educators need to reconsider ideal science instruction for ELs, considering actual classroom contexts and focusing on providing suggestions for renegotiating and co-constructing actual established practices and ideal model instruction.

### BIODATA

**Shim Lew** is a Ph.D. candidate in the Department of Language and Literacy at the University of Georgia. Her main area of research is in teacher education for English learners, particularly developing content-area teachers' professional development as content and language teachers and integrating disciplinary literacy instruction into K-12 STEM classrooms.





Day 2 (July 1) - Session 7: Second Language Acquisition / English Vocabulary  
Room 311

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Mun Woo Lee(Hanyang University)	<b>Working memory and second language oral fluency: A study of ESL learners</b> Mi Sun Park (Columbia University, U.S.A.)
	<b>Effects of two types of explicit pronunciation instructions on second language accentedness</b> Juhyun Jang (Cyber Hankuk University of Foreign Studies)
14:30 - 16:30 Session chair: Sungmook Choi(Kyungpook National University)	<b>Academic English proficiency predicts persuasive essay writing in adolescent EFLs</b> Claire Jo & Paola Uccelli (Harvard University, U.S.A.)
	<b>Delexical use of high frequency verbs in Korean EFL students' writing</b> Mi-Lim Ryoo (Korea Maritime & Ocean University)
	<b>Learner perspectives toward different types of corrective feedback in EFL composition class</b> Min Jung Jee & Ji Hyun Byun (The University of Queensland, Australia & Hannam University)
	<b>How to grade and analyze collocation families</b> Dongkwang Shin (Gwangju National University of Education)

## Working Memory and Second Language Oral Fluency: A Study of ESL Learners

Mi Sun Park (Columbia University, U.S.A.)

Research in second language acquisition has documented various factors that contribute to learners' differential success in second language learning. Among the factors related to cognitive abilities, working memory capacity has been most extensively researched in relation to the development of second language vocabulary and morphosyntax. The present study focused on the second language learners' speech performance—oral fluency, whose relationship with individual differences in working memory capacity has been inconsistently reported in previous research. In this study, twenty-six ESL learners' oral narrations were impressionistically rated by five native speakers of English. Temporal measures of oral fluency, such as speech rate and pause length, were gained in order to attest the reliability of the fluency ratings. The participants took two types of working memory tests: nonword repetition and serial number recall. Statistical analyses of the data revealed that the learners' performance on nonword repetition was correlated with some of the temporal measures of fluency but not with the fluency scores given by the native speakers, even though the temporal measures and the fluency scores were highly correlated with one another. The results indicate that sub-constructs of memory associated with encoding and retrieval of phonological input may account for learners' capacity to use second language in real time but be limited in predicting how their oral fluency is perceived by listeners.

### **BIODATA**

**Mi Sun Park** is a Ph.D. candidate in the TESOL program at Teachers College, Columbia University. Her research interests include acquisition of second language phonology, phonetics, and the impacts of second language phonological awareness and knowledge.

## Effects of Two Types of Explicit Pronunciation Instructions on Second Language Accentedness

Juhyun Jang (Cyber Hankuk University of Foreign Studies)

This study aims to investigate the effect of two types of explicit pronunciation instructions, i.e., explicit prosody (EP) instruction and explicit segmental (ES) instruction, on second language (L2) accentedness. This study used a pretest-treatment-posttest design. Sixty two Korean EFL 5th and 6th graders of comparable English proficiency were randomly assigned into three groups (i.e., EP instruction group, ES instruction group, and Control group). Prior to pronunciation-focused activities, English teachers taught explicit linguistic information to the EP instruction group and the ES instruction group. The control group participated in a meaning-oriented activity in which explicit linguistic instruction was not provided. The instructions lasted for five weeks. The improvement of accentedness by each group was estimated by the performance of a reading task in which participants were asked to read aloud a series of narrative sentences. From the recorded data of the learners, foreign accents and pitch accents were analyzed into the sequential phases: a pretest, an immediate posttest, and a delayed posttest. Repeated measure ANOVA analyses revealed that the EP instruction group yielded a strong improvement of L2 accentedness (i.e., foreign accent and prosodic grouping with accent types: pitch accent, phrase accent, and intonational boundary) while the ES instruction group showed the positive results in relation to L2 accentedness as well.

### BIODATA

**Juhyun Jang** received her Ph.D. in TESOL from Hankuk University of Foreign Studies. Currently she is an instructor at Cyber Hankuk University of Foreign Studies and Kookmin University. Her research interests include instructed SLA, L2 pronunciation instruction and L2 prosody.

## Academic English Proficiency Predicts Persuasive Essay Writing in Adolescent EFLs

Claire Jo & Paola Uccelli (Harvard University, U.S.A.)

This study aims to advance the understanding of academic writing proficiency in adolescent English as a Foreign Language (EFL) learners. Language learning is context-dependent and requires learners to flexibly employ different sets of language skills to fulfill different tasks. For EFLs, despite years of academic preparation, academic writing often continues to be a challenge. This study seeks to shed light on specific language skills in EFLs' academic writing.

While adolescent EFLs are rapidly increasing in number, academic writing in this population has been minimally explored. Despite a considerable focus on genre-based pedagogy—teaching writing for different text types—standardized EFL assessments tend to conceptualize English proficiency as a general unidimensional construct. This study adopts a register approach investigating academic English proficiency—language skills that are required in the social context of school— and general English proficiency—as measured by traditional EFL assessments—as separate predictors of overall essay quality.

A total of 180 middle school students (80 Korean, 100 Chinese; 53% female) participated in this study. Informed by functional linguistics and socio-cultural theories of writing development, essays were coded for academic writing features at the lexical, syntactic and discourse levels. Students completed a general English proficiency test (EFSET) and an academic language proficiency assessment (Core Academic Language Skills Instrument), which measures a constellation of language skills of high-utility for school literacy.

Beyond the contribution of academic writing features and general English proficiency—academic English proficiency emerged as a significant contributor. The results revealed that academic English proficiency more precisely identifies the subset of English language skills particularly relevant for academic writing.

### BIODATA

**Claire Jo** is a Ph.D. candidate in Human Development and Education and the recipient of a Frank Knox Memorial Fellowship at Harvard University. She is completing her dissertation supported by a research grant from EF Education First and a TOEFL Grant for Doctoral Research in Second/Foreign Language Assessment by ETS.

**Paola Uccelli** is an Associate Professor at the Harvard Graduate School of Education. With a background in linguistics, she studies socio-cultural and individual differences in language and literacy development throughout the school years.

## Delexical Use of High Frequency Verbs in Korean EFL Students' Writing

Mi-Lim Ryoo (Korea Maritime & Ocean University)

It seems to be universally acknowledged that there are some very frequently used basic verbs, namely high frequency verbs, that all languages in the world have. In the case of English, ignoring BE and modal auxiliaries, the fifteen most frequently used verb lemmas are HAVE, DO, KNOW, THINK, GET, GO, SAY, SEE, COME, MAKE, TAKE, LOOK, GIVE, FIND, and USE (Savartvik & Ekedah, 1995). These high frequency verbs are regarded as 'core words,' being learned early and having versatile use (Altenberg & Granger, 2001). High frequency verbs are introduced to EFL learners at an early stage and thus are highly accessible to them. However, learners often have trouble with these verbs because of their complex characteristics. Viberg (1996) provides some characteristics of high frequency verbs which indicate a useful focus for cross-linguistic study of second or foreign language acquisition. One of the characteristics is that high frequency verbs have "a high degree of polysemy, caused by two kinds of meaning extension: one, universal tendency creating more general, abstract, delexicalized, or grammaticalized uses, and two, various language-specific tendencies resulting in specialized meanings, collocation, and idiomatic uses" (Viberg, 1996). These abstract, delexicalized, language-specific features make high frequency verbs difficult to use correctly, even for advanced EFL learners. The purpose of the present paper is to compare and contrast the way Korean EFL students and native speakers of English use high frequency verbs, focusing particularly on the delexical use of GET and MAKE. A corpus of about one million words of Korean university students' writing and the Louvain Corpus of Native English Essays (LOCNESS) are utilized for the study. Altenberg and Granger's (2001) framework is adopted and modified for the data analysis. It is hoped to provide some pedagogical applications for teaching and learning English in EFL context.

### BIODATA

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

## Learner Perspectives toward Different Types of Corrective Feedback in EFL Composition Class

Min Jung Jee & Ji Hyun Byun

(The University of Queensland, Australia & Hannam University)

The purpose of this study is to explore college EFL learners' perspectives toward different modes of corrective feedback (i.e., feedback from a Korean instructor (non-native speaker of English), feedback from peers in the class, and online feedback from a native English-speaking instructor) in an EFL composition class in a university in Korea. A total of 15 English major students in the class were required to write nine short summaries in English after they read nine short essays. For the first three summaries, the Korean instructor of the composition class offered corrective feedback via offline conference meeting. For the next three summaries, students were assigned to a group of five and exchanged peer feedback with each other through offline meeting. For the last three summaries, native English-speaking instructor provided corrective feedback using comment functions in the MS word. Since this is a case study with a focus on learners' perspectives toward different types of corrective feedback, the researchers attempted to ensure credibility by collecting data from various sources including classroom observation with a field-note, in-depth interviews at the completion of each feedback, open-ended questionnaire, learners' log throughout the semester and survey. Constant comparative analysis was applied for data analysis. The students stated that written feedback and further explanations from the Korean instructor and peers were more helpful compared to that of the native English-speaking instructor. They reported that feedback from the native English-speaking instructor was very superficial and hard to understand. Sample responses and pedagogical implications will be presented.

### BIODATA

**Dr Min Jung Jee** is a lecturer (tenure-track Professor) of Korean at the University of Queensland in Australia. She has been teaching Korean for all levels of students in the US and in Australia. Her main research interests are technology-assisted language learning and teaching and learner affect.

**Dr Ji Hyun Byun** is an Assistant Professor in the Department of English Language and Literature at Hannam University in Korea. She has been teaching in EFL context for six years. Her academic interest areas include extensive reading, CMC and classroom interactions.

## How to Grade and Analyze Collocation Families

Dongkwang Shin (Gwangju National University of Education)

The analyses of collocations in the existing collocation programs have often been based on the repetition of ‘N-gram’ patterns rather than a specific collocation list. In comparison, ColloGram named from the compound, Collocation and N-gram or Program, bases its analysis on a collocation list from the Corpus of Contemporary American English (COCA) which so far (1990-2015) consists of a 5 hundred-million-word corpus. For the development of a collocation list for ColloGram, the corpus (4.5 hundred-million words) compiled during the period of 1990-2012, which became available in 2014 to the public, was utilized for the program. The collocation list contains 10,406 collocations families where the new notion of Collocation Family is adopted. A collocation family includes its inflected forms (inflected verbs, singular/plural forms of nouns) and derived forms (different word order, forms with more or less constituents). However, it was found that the COCA collocation family list has a limitation for representing the general collocation use of English because of COCA’s unbalanced data construction (e.g. heavy dependence on newspapers, news scripts, and magazines). Thus, 7,630 collocation families (25,273 types) were extracted from the COCA collocation family list by updating frequency, range, familiarity, usefulness data based on 8 corpora (each is a million corpus) and the new list was also graded with 16 levels. The collocation family list topped on the ColloGram program is called the General Service Collocations (GSC). The functions of ColloGram are similar to those of RANGE, the vocabulary analysis program, by Heatley and Nation (2002).

### BIODATA

**Dongkwang Shin** is an Assistant Professor at Gwangju National University of Education. He had his Ph.D. at Victoria University of Wellington in 2007. His expertise and interest are in vocabulary and applied corpus linguistics.





Day 2 (July 1) - Session 8: English Vocabulary / Approaches and Methodologies  
Room 308

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Soondo Baek(Kookmin University)	<b>Helping Korean learners of English improve their intelligibility with pronunciation instruction</b> Jung Hoon Kim & Isaiah WonHo Yoo (Jeonghwa Arts College & Sogang University)
	<b>Action Research on Teacher-Student Interactions in L2 Process Drama</b> Eunjeong Kang (International Graduate School of English)
14:30 - 16:30 Session chair: Cheongmin Yook(Hallym University)	<b>Effects of using typotionary in vocabulary learning</b> Hyun-Ju Kim (Dankook University)
	<b>L2 readers' narrative text comprehension for time shift</b> Jungeun Choi (Seoul National University)

## Helping Korean Learners of English Improve Their Intelligibility with Pronunciation Instruction

Jung Hoon Kim & Isaiah WonHo Yoo  
(Jeonghwa Arts College & Sogang University)

The purpose of this study is to ascertain a more effective way of teaching English pronunciation to college-level students in Korea. The research is based on actual teaching experiments of 70 Korean adult learners of English, all of whom are attending a two-year college in Seoul and are majoring in tourism. The majority of the participants are 19 years old, and their English proficiency is at a beginner's level, except for a handful of students. All the participants were divided into two different groups: the first group was taught explicitly 10 pronunciation rules from a book titled *You Too Can Speak like a Movie Star!*, and the other group was exposed to the same 10 rules implicitly. The study lasted for one semester. The results show that the participants who explicitly studied pronunciation rules made much more progress than did those who studied them implicitly, a finding which suggests that adult students with a relatively lower level of English proficiency can benefit from studying explicit pronunciation rules when they are taught appropriately. Pedagogical implications will also be discussed based on the findings of the study.

### BIODATA

**Jung Hoon Kim** is an Assistant Professor in the Department of Tourism at Jeonghwa Arts College and also a Ph.D. student in the Department of English at Sogang University. His primary research interest is pedagogical pronunciation. He has been teaching English at Jeonghwa Arts College for over four years.

**Isaiah WonHoYoo** is a Professor in the Department of English at Sogang University. His primary research focuses on how corpus linguistics informs language pedagogy. His publications have appeared in *Applied Linguistics*, *Linguistic Inquiry*, the *Journal of Pragmatics*, the *International Journal of Corpus Linguistics*, and the *Journal of English for Academic Purposes*.

## Action Research on Teacher-Student Interactions in L2 Process Drama

Eunjeong Kang (International Graduate School of English)

With the benefits of promoting interaction, there have been an increasing number of studies of drama in second language (L2) classrooms, including process drama. This study aims to explore teacher-student interactions and its relationship with teacher's identity construction in L2 process drama and their perception on implementing it in a Korean middle school. Participants were 33 middle school students who were engaged in a Free Semester process drama program by the teacher-researcher for 14 weeks. The program named Speaking English through Drama Activities comprised six different process dramas with diverse topics from social issues to school life. In order to identify participants' identity development in classroom interactions in L2 process drama, classes were videotaped, audiotaped, and then transcribed. The transcribed interactions were classified according to the teacher's roles in the process drama and then categorized based on Richards (2006) four different features of identity construction in classroom interaction: default position, change in discourse identity, change in situated identity, and orientation to transportable identity. In line with the interactions, the teacher's reflective journals and students' reflective interviews were also analyzed. In the results, teacher-student interactions in L2 process drama indicate the relationship between changes in teacher identity in interactions and its possibilities of expanding classroom conversation. Findings suggest that shifting in teacher identity in L2 process drama may produce possibilities of dynamic instructional patterns, and then understanding the characteristics of their impact on classroom interaction might extend their capacity for better instructional practices.

### BIODATA

**Eunjeong KANG** is a Secondary School English Teacher in Gyeonggi-do and a graduate student in Department of English Language Teaching at International Graduate School of English.

## Effects of Using Typotionary in Vocabulary Learning

Hyun-Ju Kim (Dankook University)

This study suggests a new teaching method for vocabulary extension, namely the Typotionary, unlike the traditional vocabulary teaching methods such as matching words to their dictionary definitions or memorizing words with pictures, etc. Typotionary is a compound word made of two words, typo and Pictionary. Learning vocabulary through Typotionary means that students make their own images about learning words, which indicates the differences from Pictionary. This study provides an overview of the importance of vocabulary instruction, summarizes issues with traditional approaches, and suggests more effective methods for vocabulary extension. 221 middle school students participated in an in-class Typotionary activity which was designed to instruct vocabulary more effectively, accompanied by a survey on learning attitudes. Then a focus-group interview was conducted with 6 students and a teacher. ANOVA tests were carried out to examine whether there was a statistical significance in learning attitudes (self-confidence, interests, and autonomy) in using Typotionary. The results supported it as a more practical and effective way of vocabulary extension, which suggests that students should be exposed to as many creative ways of learning vocabulary as possible in order to foster the growth of vocabulary.

### BIODATA

**Hyun-Ju Kim** is an Associate Professor of English at Dankook University in Korea, where she teaches undergraduate and graduate courses in TESL and applied linguistics. She received her Ph.D. in the program of Foreign Language and ESL Education at the University of Iowa. Her research interests are in World Englishes, L2 assessment, the integration of World Englishes perspectives into the non-native speakers' English language proficiency tests, etc.

## L2 Readers' Narrative Text Comprehension for Time Shift

Jungeun Choi (Seoul National University)

This study investigates the influence of L1 and L2 reading proficiency of Korean EFL readers on English narrative text comprehension from the perspective of the Event-Indexing model, a mental model for text comprehension, focusing on the temporal dimension in narratives. Reading times of 134 L2 readers were analyzed on the three temporal shift conditions—a moment later, an hour later, and a day later, among which the final condition represents the most inconsistent time shift within the text. A series of one-way or mixed ANOVAs revealed that L2 readers of higher level proficiency were found to track and understand such temporal information. With respect to the relative influence of L1 reading proficiency in combination with L2 reading proficiency, the relative contribution of L1 was confirmed: L2 readers who possessed a lower level of L2 reading proficiency and higher level of L1 reading proficiency were found to demonstrate a better understanding of the temporal information, compared to the other L2 lower group with a lower level of L1 reading proficiency. As for less successful L2 readers, their failure to construct L2 temporal dimension of the situation model was found to be due to L2 language ability, not their comprehension skills in L1. Lastly, the comparison between L1 and L2 situation model construction revealed a similarity between the two languages in the successful understanding of the temporal information, except for the processing of the time adverbials, Moment and Hour. Theoretical and pedagogical implications will also be discussed.

### BIODATA

**Jungeun Choi** received her Ph.D. in English language education from Seoul National University. Her research interests lie in L2 literacy development and L2 situation model construction from the cognitive psychological perspectives for text comprehension.



Day 2 (July 1) - Session 9: Language Policy / Teacher Education  
Room 309

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Bo-Kyung Lee(Myong-Ji University)	<p style="text-align: center;"><b>Learning to be a good English teacher in the postmethod era</b> Siwon Lee &amp; Yeting Liu (University of Pennsylvania, U.S.A.)</p>
	<p style="text-align: center;"><b>The dynamics of EFL teacher emotion and emotional labor</b> Youngmi Kim (Chung-Ang University)</p>
14:30 - 16:30 Session chair: Jee Hyun Ma(Chonnam National University)	<p style="text-align: center;"><b>The differences between primary and secondary school teachers' attitudes to peer evaluation</b> Sang-Bok Park (Korea Institute for Curriculum and Evaluation)</p>
	<p style="text-align: center;"><b>Socio-cultural Perspectives on Small Group Learning in the English Language Classroom</b> James Reid &amp; Myeong-Hee Shin (Hannam University)</p>

## Learning to Be a Good English Teacher in the Postmethod Era

Siwon Lee & Yeting Liu (University of Pennsylvania, U.S.A.)

Although there is little agreement with the use of the term, postmethods among English language teaching (ELT) scholars, one consensus in the field is that there is no best teaching method, and what is called for is an eclectic approach that draws on teachers' autonomy to adapt various teaching methods (or principles) and cater the specific needs of their teaching contexts. Although this approach purports to empower teachers in their practice, it also poses a challenge for novice teachers who are just learning different teaching approaches but have not had enough teaching experience to decide what is good for their learners. Moreover, despite much debate on what postmethod condition means for practitioners, there have been a small number of empirical studies that examine how novice teachers make sense of this eclectic teaching approach through their teaching practice. To this end, we conducted a case study of four Chinese student teachers enrolled in a TESOL masters program in the U.S. who teach English speaking through a school organization for teaching practicum. Data were collected for one year, which included video-recorded classroom interactions, fieldnotes, interviews, teachers' reflective journals, and lesson plans. Our findings show teachers' varied understandings of a good language teacher, which are largely shaped by their ongoing professional development as well as their educational experience from their home country. The study also highlights novice teachers' trajectories of learning and experimenting with different teaching methods and techniques and suggests ways teacher training programs can help teachers in this navigating process.

### BIODATA

**Siwon Lee** is a Ph.D. candidate in Educational Linguistics at the University of Pennsylvania with a masters degree in TESOL. Her interest is in language policy, sociolinguistics, and teacher training, and her dissertation investigates the development of communicative repertoires among transnational, multilingual youth enrolled in Korean heritage language programs.

**Yeting Liu** is a Ph.D. candidate in Educational Linguistics at the University of Pennsylvania. Her interest includes second language development of young learners, teacher training, language policy and planning. Her dissertation investigates migrant children's investment in developing second languages in multilingual urban China.



## The Dynamics of EFL Teacher Emotion and Emotional Labor

Youngmi Kim (Chung-Ang University)

This empirical research paper investigates the emotional challenges EFL teachers experience in class and the emotional labor they are performing. Further, the impact of emotional labor on their teaching practices will be analyzed. EFL teaching requires constant interactions with EFL learners, evoking different types of emotions. Due to its interpersonal nature, EFL teachers

### BIODATA

**Youngmi Kim** is a Ph.D. candidate in the Department of English Education at Chung-Ang University, Seoul, South Korea. She completed her M.A. in Applied Linguistics at the University of Nottingham. Her current research interests lie in the areas of EFL learning motivation/demotivation, EFL teacher motivation and EFL teacher education.

## The Differences between Primary and Secondary School Teachers' Attitudes to Peer Evaluation

Sang-Bok Park (Korea Institute for Curriculum and Evaluation)

The purpose of this study is two-fold. One is to investigate the differences between primary and secondary school teachers' experience of student peer evaluation in their English classroom performance assessment. The other is to explore the possibility that student peer evaluation could work as a complementary tool to teachers' subjective evaluation in their English classroom performance assessment. Open-ended questionnaires and interviews with 15 teachers were used to collect data. It is expected that the results can suggest possible ways of ensuring the fairness of classroom evaluations.

### BIODATA

**Dr. Samuel Sang-Bok PARK** has been involved in English language education for over 20 years. He is currently a researcher of the Division of Educational Evaluation at the Korea Institute for Curriculum and Evaluation(KICE). He joined KICE in 2012 after he obtained doctoral degree from Lancaster University in the UK. His research interests include language assessment, classroom pedagogy and teachers' professional development.

## Socio-cultural Perspectives on Small Group Learning in the English Language Classroom

James Reid & Myeon-Hee Shin (Hannam University)

Vygotsky's socio-cultural theory shows us the importance of level-appropriate feedback for language learning and that social interaction is an important factor in the classroom. Socio-cognitive perspectives build on this foundation and highlight the effectiveness of task modelling and peer collaboration. Research has shown that small group work can be successfully utilised in classroom contexts to contribute to increased learner uptake and that the purposeful creation of mixed proficiency level groups can benefit student outcomes. Given the sometimes strict but also evolving hierarchical nature of Korean social interactions, based largely on age and perceived expertise, it is important to investigate to what extent peer collaboration can be harnessed as an effective tool in the English language classroom. This study looks at peer interaction and second language (L2) acquisition focusing on small group work in an English language classroom. One hundred and sixty participants engaged in the study, all of whom were attending English languages classes at a university in South Korea. The research was conducted over an academic semester of 16 weeks. Data was collected at the beginning of the semester, after eight weeks and then in the final week. Based on the initial pre-test data, groups were intentionally created in the treatment classes to include one high proficiency learner, one novice learner and two intermediate learners. Groups in the control classes were based on proximity, familiarity or convenience. The results provide recommendations for English language instructors on how best to create small groups for classroom activities.

### BIODATA

**James Reid:** An Assistant professor of Hannam University, Korea. M.Ed.St from the University of Queensland. Special interests in English language education and cooperative learning.

**Myeong-Hee Shin:** An Associate Professor of Hannam University, Korea. Her research focuses on how language and culture learning affect successful communication. Her special interests are in English language education and teaching methodology.



Day 2 (July 1) - Session 10: Approaches and Methodologies

Room 310

Time	Presentation Title and Presenter
09:30 - 10:30 Session chair: Sang-Ki Lee (Korea National University of Education)	<p><b>Children's literature reading instruction skills based on whole language instruction theory</b>                      Hyojin Seo &amp; Yunjoo Park                      (Korea National Open University)</p>
	<p><b>Stereotype threat: L2 speakers' group anxieties and what to do about them</b>                      Stewart Gray                      (University of Leeds, U.K.)</p>
14:30 - 16:30 Session chair: Kyong-Hyon Pyo (Dankook University)	<p><b>Becoming Academic Sojourners: Chinese MATESOL Students in South Korea</b>                      Eric Reynolds &amp; Xiaofang Yan                      (Woosong University &amp; Pai Chai University)</p>
	<p><b>The effects of different frequency applications of automated writing feedback on Korean EFL writing</b>                      Wonyoung Koh                      (Ewha Womans University)</p>
	<p><b>Using Rasch measurement to assess the LLAMA D and the musical ear test</b>                      Jihye Shin                      (Northern Arizona University, U.S.A)</p>
	<p><b>Talking back to textbooks: Graffiti as critical engagement in Korean elementary school EFL classes</b>                      Roxy Lee &amp; Stewart Gray                      (Dankook University &amp; University of Leeds, U.K.)</p>

## Children's Literature Reading Instruction Skills Based on Whole Language Instruction Theory

Hyojin Seo & Yunjoo Park (Korea National Open University)

This study investigated the Childrens Literature Reading Instruction Skills based on Whole Language Instruction Theory. The authentic texts of English such as childrens literature help learners who studying in English as a Foreign Language. One of the best ways to keep the long-term positive attitudes towards the learning experience and self-esteem is using literature. Language Learners learn easily a language by the Whole Language Instruction which has student-centered methods. "The Green Eggs and Ham" was invested by 4 lower grade elementary school students that taught four times during one month. "The Lorax" was invested by 4 higher grade that taught six times during one month. Qualitative analysis was conducted from the interview sheets which contained the change of their views about English Childrens Literature Reading as a way of English studying. The result of this study showed the positive points of Whole Language Instruction; students could feel easy for classrooms atmosphere, so they spoke freely and maintained long-term motivations. Furthermore, practical teaching plans could help real reading classrooms.

### BIODATA

**Hyojin Seo** is working on a master's degree in the department of practical English at Korea National Open University. She has worked in English Education Company, has taught and coached the students who have been interested in reading books which were authentic English texts. Her major interest lies in the popularization of children English Reading class.

**Yunjoo Park** is a Professor in the department of English Language and Literature at Korea National Open University. She is currently a dean of Daegu/ Gyeongbuk Campus of KNOU. She received her Ph.D. in Language Education, specializing in Teaching English as a Foreign Language from Indiana University, Bloomington. Her teaching and research interests mainly include: Blended Learning, English Methodology, Teacher Training, and Materials Development.

## Stereotype Threat: L2 Speakers' Group Anxieties and What to Do about Them

Stewart Gray (University of Leeds, U.K.)

In the field of language teaching, destructive and counterproductive stereotypes exist and proliferate; these are those stereotypes that suggest that certain groups of people are simply, naturally not good at speaking certain languages. Whether it is Korean students speaking English, foreign English teachers speaking Korean, or any one of the many other examples in Korea and throughout the world, being subjected to the prejudice that your 'group' is generally not good at speaking a language (or any given activity) causes severe anxiety, inhibits learning and harms performance in class and out of it. This is known as stereotype threat; the fear that a bad performance will confirm for observers the deficiencies of your group; a fear which in itself prevents language learners from performing in line with their actual skill level. Drawing from the literature on this phenomenon, along with illustrative, real-world examples including the experiences of the presenter himself, this presentation highlights the nature and the causes of stereotype threat, some of the ways and situations in which it manifests for speakers of an L2, and some of the techniques teachers and other interlocutors can employ to reduce the sense of threat felt by L2 speakers laboring under a stereotype, and thus encourage both low-anxiety interactions and by extension better language performance.

### **BIODATA**

**Stewart Gray** has been teaching in Korea since 2011. He completed his MA TESOL at Dankook University (Jukjeon), and is a Ph.D. student with the University of Leeds. He is also a facilitator of KOTESOL's reflective practice group. His research interests include identity, reflective practice, and critical pedagogies.

## Becoming Academic Sojourners: Chinese MATESOL Students in South Korea

Eric Reynolds & Xiaofang Yan (Woosong University & Pai Chai University)

With the growing popularity of teaching English as a tool in the globalized economy, the number of students going abroad for English teaching graduate degrees (MATESOL) continues to grow worldwide. These academic sojourners, face many challenges with culture, language, academics, identity confusion, and emotional stress (see Liu, 1998, 1999a, 1999b; Ilieva, 2010; Pavlenko, 2003; and Phakiti & Li, 2011, for examples). While extensive studies have been conducted on academic sojourners challenges in core countries (Carrier, 2003; Liu, 1998), little research the challenges sojourners face in expanding circle countries. Moreover, most studies treat international students in TESOL from different countries in the world as a homogenous group. Also, little research specifically examines students from one specific country, such as China. This study seeks to fill these research gaps, by investigating the MATESOL study experiences of 12 Chinese graduate students at a mid-sized Korean university through mixed methods case study analysis. This study sheds light on Chinese academic sojourners' cross-cultural difficulties, especially challenges meeting mixed demands to adapt to Korean culture in the community while adjusting to Western culture in the classroom, as well as academic challenges, including insufficient language proficiency and theoretical background, and competition with NSs. The participants offer the following suggestions for MATESOL curricular reform: emphasizing on faculty, staff, and students cultural ability, incorporating innovative extra-curricular language training, providing training/support for students with limited theoretical background, building a strong community of learners to promote cooperation over competition.

### BIODATA

**Dr. Eric Reynolds** has been a world traveller for EFL. He lived and taught in “a bunch” of countries including Japan, Bulgaria, Tajikistan, and Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign and is the department head of TESOL-MALL at Woosong University, Daejeon.

**Ms. Xiaofang Yan** is a Ph.D. candidate in the Dept. of TESOL, Graduate School of Pai Chai University, Daejeon. She was an English teacher in China and finished her M.A. in TESOL-MALL program at Woosong University.



## The Effects of Different Frequency Applications of Automated Writing Feedback on Korean EFL Writing

Wonyoung Koh (Ewha Womans University)

Regarding written corrective feedback in second language writing, premature feedback on accuracy has been discouraged on the alert for students' dissuasion in further revision and expansion of their ideas on writing (Zamel, 1982, 1985). However, Content-Before-Form feedback is questionable since EFL learners have been constantly denoting struggles in using surface-level morphological and syntactic features appropriately, due to their short intuitions and resources in linguistic knowledge (Bitchener & Ferris, 2012; Kim & Kim, 2005; Shin, 2008). Furthermore, previous studies have been arguing the necessity of immediate feedback to help students not feel alienated in the writing process (Ferris, 1997; Mora-Flores, 2009; Peterson, 2010). Nevertheless, it is almost infeasible for instructors to support students with immediate feedback throughout the entire writing process due to considerable time and energy constraints (Ferris & Hedgcock, 2005; Maeng, 2010). The recently devised online technology, automated writing evaluation (AWE) system, seems to be the breakthrough for the above-mentioned concerns. Although previous studies have confirmed the significance of AWE feedback in general when provided along with human grading and feedback (Chen & Cheng, 2008; Li et al., 2014; Li et al., 2015; Link et al., 2014), how to appropriately utilize AWE have not been dealt closely. Therefore, this study aimed at finding the appropriate ways in offering immediate diagnostic feedback via AWE system - Criterion® - by comparing relative effects of two different frequency application types. The findings revealed the effectiveness of frequent immediate feedback in improving overall writing quality, particularly accuracy, and EFL learners' perceptions toward general English writing.

### BIODATA

**Wonyoung Koh** is a Ph.D. candidate in English education at Ewha Womans University. Her research interests center on second language writing and computer-assisted language learning.

## Using Rasch Measurement to Assess the LLAMA D and the Musical Ear Test

Jihye Shin (Northern Arizona University, U.S.A)

In response to calls for methodological rigor made by second language acquisition (SLA) researchers, this study set out to examine the quality of instruments used for measuring phonetic coding ability and music aptitude that can potentially be used to investigate the link between the two abilities. Two contemporary tests, the LLAMA D and the Musical Ear Test (MET), were assessed using a Rasch measurement approach based on item response theory (IRT) with the goal of providing suggestions for improvement. The results revealed that the two tests have weaknesses regarding the item difficulty range as well as malfunctioning items that affect validity and reliability. In particular, reliability estimates of the tests obtained in the present study were lower than the estimates reported in previous studies. The findings highlight the importance of rigorous examinations of measures prior to using them and suggest that refining problematic items and adding in more challenging items would improve the quality of the LLAMA D and the MET.

### **BIODATA**

**Jihye Shin** is currently a Ph.D. candidate in Applied Linguistics at Northern Arizona University. Her research interests lie in individual differences in second language (L2) learning such as the link between musical competence and L2 aptitude, as well as L2 reading and strategy use.

## Talking Back to Textbooks: Graffiti as Critical Engagement in Korean Elementary School EFL Classes

Roxy Lee & Stewart Gray (Dankook University & University of Leeds, U.K.)

The contents of school textbooks are the subject of often heated discussion in Korea at present and yet arguably the most significant group, students themselves, are rarely if ever invited to voice their opinions. The focus of this presentation is a research project conducted by two teachers of EFL in Korea to redress this imbalance. Inspired by the work of Craig and Porter (2014), the two teachers, one of whom was employed at a Korean public elementary school, encouraged third and sixth-grade students at this school to graffiti pages in their English textbooks, in order to explore the potential of transgressive, artistic and multimodal expression as a means of empowering elementary-age, beginner-level EFL students to express themselves, engage with the imagery, language, and authority of their textbooks, and in so doing claim for themselves a right of reply to their English class and its materials that they normally might not have. This presentation includes details of the project methods and results, a summary of the ‘themes’ on which students focused in their graffiti, and the ways in which they engaged with their textbooks. Attendees will get an overview of the theoretical underpinnings and implications of the project, as well as practical tips and insights from this research that should allow teachers working in most any context to begin experimenting with art, graffiti, and multimodality.

### BIODATA

**Roxy Lee** (Yoon-Jeong Lee) teaches English at a public Elementary School and she is a graduate from Dankook University with an M.A. in TESOL. Her research interests include Critical Literacy, Critical pedagogy and teaching English with critical thinking skills. She also enjoys playing board games.

**Stewart Gray** has worked in Korea since 2011. He completed his M.A. TESOL at Dankook University, and is a Ph.D. student with the University of Leeds. He is a facilitator of KOTESOL’s reflective practice group. His interests include identity, reflective practice, and critical pedagogies. (010-6285-2199; ec\_391@hotmail.com)



# Poster Presentation



Day 1-2 (June 30 ~ July 1) - **Poster Presentation**  
3<sup>rd</sup> Floor Lounge

Time	Presentation Title and Presenter
10:30 - 10:50 & 13:00 - 13:30  Session chair: Kyeong-Ouk Jeong(Hannam University)	<b>Activity centers: Providing students with space to learn</b> Neil Briggs (Hannam University)
	<b>Dictogloss in Korean EFL environment: A meta-analysis</b> Je-Young Lee (Sehan University)
	<b>Developing a CLIL earth-science book for 5th grade elementary learners</b> Hanna Lee & Minji Ye (International Graduate School of English)
	<b>For English as an intercultural language, not for English as an international language</b> Kang-Young Lee (Chungbuk National University)
	<b>Addressing stereotypical images and representations in ELT materials</b> Ksan Rubadeau (Korea University)
	<b>Experiential language learning with mobile application called EXALL</b> Yong Ju Lee, Sowon Kim, Lucy Surrige & Jungtae Kim (Pai Chai University, Pai Chai University, Sookmyung Women's University & Pai Chai University)
	<b>Teaching polysemes and homonyms</b> Kevin Parent (Korea Maritime University)

## Activity Centers: Providing Students with Space to Learn

Neil Briggs (Hannam University)

In this poster presentation, the presenter will describe and illustrate his experiences with implementing ‘activity center’ based language learning in the Korean college setting. Activity centers are defined as small areas in various classroom locations where students are afforded the opportunity to apply their skills and knowledge (O’Donnell & Hitpas, 2010). They have been found to be quite helpful in terms of fostering peer-mediated and individualized learning (Copple & Bredekamp, 2006; Epstein, 2007). At the post-secondary level, where vast disparities among student English ability levels often exist, activity centers can be used to promote an active and collaborative learning environment. They also provide students with the freedom and flexibility to work collaboratively toward individualized goals, helping to reduce the feelings of alienation and demotivation which are often associated with teacher-centered approaches. Perhaps most significantly, activity centers can help to create social spaces through which teachers can engage in authentic dialogues with each of their students; ultimately helping to deepen the teachers’ understanding of the students’ actual needs, strengths, and lacks. This presentation will provide samples of easy-to-construct activity center materials and display photographs of activity centers in action. Also, in recognition of the fact that learning through activity centers can be strongly contradictory to the historical experiences of both teachers and students, the presenter will be available to discuss some of the tensions which predictably arise, coping strategies to relieve those tensions and the benefits of enduring those initial tensions.

### BIODATA

**Neil Briggs** is an Assistant Professor of Hannam University, Korea. He has been working and studying in Korea for the past decade. His studies have focused primarily on the social dimension of language learning in the Korean college context. He recently graduated from Kyung Hee University with a Ph.D. in English Language Education.



## Dictogloss in Korean EFL Environment: A Meta-analysis

Je-Young Lee (Sehan University)

The aim of this study is to investigate the overall effect of dictogloss, which is one of popular English teaching techniques. 56 research cases from 22 studies were used in this meta-analysis. Each study was classified in terms of research target participants (elementary, middle, and high school students), treatment period, dependent variables, and so on. Dependent variables were divided into two sub-categories; one is linguistic competence such as listening, reading, speaking, writing, grammar, and vocabulary, and the other is affective domain including interest and confidence. The research results suggest that there is a positive effect ( $g=.526$ ) in the use of dictogloss.

### BIODATA

**Je-Young Lee** received his Ed.D. from Korea National University of Education. Currently, he works at the Dept. of English Education in Sehan University as an Assistant Professor. He is interested in TELL (technology-enhanced language learning), teaching vocabulary, corpus linguistics, and research synthesis.

## Developing a CLIL Earth-science Book for 5th Grade Elementary Learners

Hanna Lee & Minji Ye (International Graduate School of English)

The purposes of this project are (1) to develop CLIL student's book using earth science for elementary school students. With the new paradigm of English education in Korea, there are growing needs of creation and implementation of integration between language and contents. Therefore, this material suggests a practical and proactive way of developing CLIL book which integrate content and language learning concurrently through the use of the 4Cs: cognition, content, communication, and culture. In particular, this project selects earth science as a main content. To achieve these goals of the proposed materials, the following procedures are administrated. First, CLIL-related literature is scrutinized to identify the effectiveness of the methodology and the necessity of developing CLIL student's book. Second, the survey and interview of 5th grade students and teachers will be carried out. Next, four existing materials of the CLIL students' book were carefully collected and analyzed. Along with material evaluation, the analysis of Korean science textbooks and National Curriculum will be followed. Based on the results and implications of the needs analysis, the sample chapter will be designed. This book could be used in a class integrating science and English.

### **BIODATA**

**Hanna Lee and Minji Ye** are elementary school teachers. Their interests include CLIL, CBI instruction, and English material development. They are currently M.A. students at International Graduate School of English.

## For English as an Intercultural Language, not for English as an International Language

Kang-Young Lee (Chungbuk National University)

English as an intercultural language (EiCL) has been theoretically discussed in the applied linguistics profession (Corbett 2003; K.-Y. Lee 2013; Sifakis 2004). It posits that today's English beyond the general description of post-colonial and institutionalized varieties, is being defined as the linguistic diversity realized by all global users. This establishes an indispensable reality of 'multidialectal English speakers/listeners' with intercultural insight and knowledge by supporting linguistic and cultural diversity with cultural tolerance. This presentation will provide learners/teachers of the contemporary English with what EiCL is and it consists of and how it has to be realized in ELT classrooms. This might help the contemporary English teachers/learners understand the main issues gravitating around EiCL and create a better/safe way to mutual communication in English.

### **BIODATA**

**Kang-Young Lee** is an Associate Professor at Chungbuk National University, Cheongju, Korea. His contribution to applied linguistics has been to analyze English language acquisition in both world Englishes and intercultural English language (EiCL). He has been using the approach to create EiCL firmly for the contemporary ELT arena. That is the work he is best known for.

## Addressing Stereotypical Images and Representations in ELT Materials

Ksan Rubadeau (Korea University)

Pre-service English language teaching (ELT) programs often include information about the social dimension of the ‘hidden curriculum’: those norms and values that are unintentionally transmitted in the learning environment through interactions and materials. Once educators are in the industry, however, it is not always easy to discern the hidden curriculum underlying ELT content. Yet even a quick perusal of materials will show such representations as mothers only in aprons, fathers only in suits, native English-speakers only as Caucasians with Anglo names, and international people only in traditional attire. Physically disabled people may be limited to units about helping those less fortunate, and heavy-set people might be stuck in stories about bullying or omitted from materials altogether. While the inclusion of stereotypical representations may be unintentional, it can be a harmful component within the social dimension of ELT. This poster presentation therefore draws attention to the specific hidden curriculum aspect of stereotypical images and representations in materials. After viewing examples from ELT materials, participants will read notes about the possible stereotypes in each example. Participants will consider dilemmas in addressing stereotypes in published materials they are required to use at their institutions as well as questions to keep in mind when creating or supplementing materials. Participants will also receive a useful handout of tips. Teachers and professors, curriculum and materials designers, teacher educators, and presenters will all benefit from the techniques in this thought-provoking presentation.

### BIODATA

**Ksan Rubadeau (Ed.D.)** has worked in ELT for 21 years, in Canada, Mexico, Japan, and South Korea. Dr. Rubadeau facilitates TESOL International’s Training of Trainers course and is an Award-winning Professor at Korea University’s Institute of Foreign Language Studies. Her research focuses on teacher educators’ cognitions and practices.

## Experiential Language Learning with Mobile Application Called EXALL

Yong Ju Lee, Sowon Kim, Lucy Surridge & Jungtae Kim  
(Pai Chai University, Pai Chai University, Sookmyung Women's University & Pai Chai University)

In our modern technological era, students seem to lack interest in learning English through technology-based tools even though there have been various attempts to aid learners in learning English with technology. This is because the content available on smartphone platforms usually does not match their real-life situation. In other words, the learning resources are not personalized for the learners. As Pachler, Bachmar and Cook (2010) mentioned, mobile learning is about “understanding and knowing how to utilize our everyday life-worlds as learning spaces” (p. 6). To help with resolving this issue, a new application called EXALL (EXperiential Awareness Language Learning), which provides real life situational English, has been developed. EXALL consists of two sections: Reality Experiential Talk (RET), and Self-Directed Learning (SDL). RET offers sentences according to learners' real-life situations, which are determined through sensing learners' real-time data such as whereabouts, physical activities, schedules, and etc. The students, having gained motivation through RET, can then move to the SDL section for intensive learning. SDL provides vocabulary and sentences carefully selected for various situations that learners can face in their real life. In addition, learners are able to practice real-life conversations through the dialogue part of SDL, which gives learners opportunities to interact with the application. With the help of EXALL, learners may experience realistic situations and be exposed to English related to their real life without going aboard. This will motivate students to learn English, which will ultimately encourage them to engage in self-directed learning.

### BIODATA

## Teaching Polysemes and Homonyms

Kevin Parent (Korea Maritime University)

Language learners are plagued with the Known-Meaning Bias: if they know one meaning of a word, they tend to apply that meaning even in contexts where it doesn't make sense. This presentation takes a step back from theory and examines several techniques related to teaching polysemes and homonyms. Some techniques focus on making learners aware of the Know-Meaning Bias (helping them realize other meanings may be present). Others focus on learning other meanings, using the known meaning to help memorize a new one, and understanding the connection between different senses. We will also examine which English homonyms need to be taught, particularly during the early stages of acquisition.

### **BIODATA**

**Kevin Parent** completed his Ph.D. under the supervision of Paul Nation and Laurie Bauer. He first came to Korea in 1997 and is a Professor at Korea Maritime University in Busan, teaching classes in English pedagogy and sociolinguistics.

2nd Edition

# smart CHOICE

with ONLINE PRACTICE

## Success—Every day, on every page

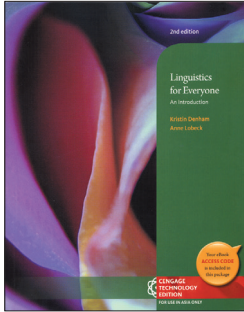


- 구성** • Student Book with Online Practice • Workbook with Listening • Audio Download Center  
• Teacher's Book with Testing Program CD-ROM • Multi-Pack(Student Book&Workbook)  
• Class Audio CDs • iTools with Click & Change Library and Video

- 특징** • LMS 기능을 통해 학생들의 학습진도와 숙제를 관리하고 테스트할 수 있습니다. ([www.sconlinepractice.com](http://www.sconlinepractice.com))  
• 원어민의 발음, 억양, 제스처, 문화 등 살아있는 영어를 체험할 수 있는 비디오가 수록되어 있습니다.  
• 오디오 다운로드 센터를 통해 교재 속 오디오를 mp3 파일로 제공합니다.  
• Teacher's Book에 포함된 CD-ROM에는 편집 가능한 테스트 자료, 듣기 파일, 정답이 수록되어 있습니다.  
• iTools에는 교재 e-Book과 본문 속 비디오 클립, 편집 가능한 워크시트와 이미지가 수록되어 있습니다.



# SEJIN Trading



## Linguistics for Everyone. 2/ed (CTE) : An Introduction

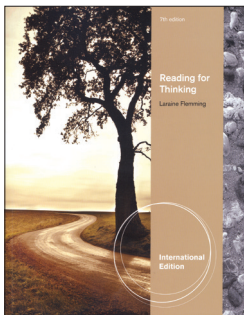


ISBN : 9789814624374

출판년 : 2013년

페이지 : 361

출판사 : Cengage



## Reading for Thinking. 7/ed

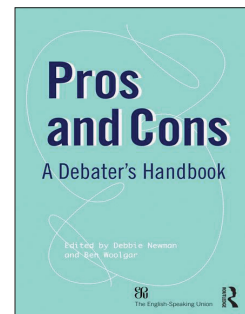
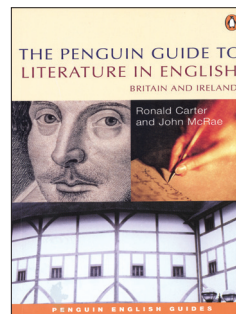
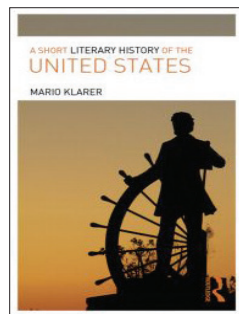
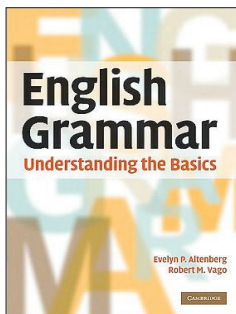
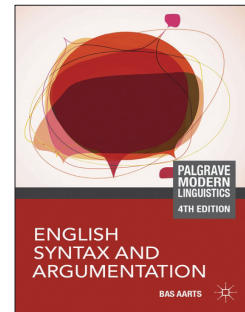
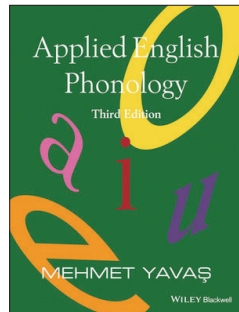
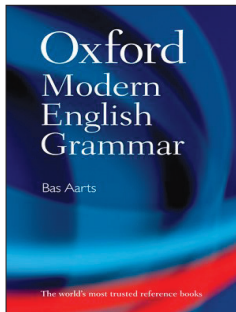


ISBN : 9781111349301

출판년 : 2012년

페이지 : 683

출판사 : Cengage



[sejintrc@hanafos.com](mailto:sejintrc@hanafos.com)

서울 성북구 동소문로 13길 39-2. 백호B/D 301호

Tel : (02)922-2111, 2115 Fax : (02)922-2113



디지털 세대에 맞는 새로운 학습 도구와 새로운 학습 방법을 만나세요.



e-Learning World 는?

- 전세계에서 우수성을 인정받은 양질의 영어 교육 콘텐츠와 프로그램을 엄선해 제공
- 우수한 Digital Learning 프로그램에 수여되는 각종 수상을 국내에서도 손쉽게 사용
- 합리적인 비용으로 학습 효과 극대화를 기대할 수 있는 새로운 시대에 맞는 학습 방법을 제안
- 디지털 프로그램으로 언제, 어디서든 모든 디바이스로 구매하고 학습
- 다양한 온라인 영어 도서관 프로그램을 한눈에 보고 비교, 선택하는 One-stop 구매로 편리

e-Learning World 판매 제품

	<p>미국 초등학교에서 실제로 사용하는 HMH의 리더스로 구성된 자기주도형 온라인 영어도서관</p>
	<p>자기주도학습 및 선생님과의 상호 적용을 할 수 있도록 설계된 균형잡힌 온라인 프로그램</p>
	<p>1,000여 개의 Reading Passage가 레벨에 맞게 맞춤 제공되는 온라인 리딩 학습 프로그램</p>
	<p>69,000여 권의 도서와 스크라스트만의 수준 높은 퀴즈가 제공되는 온라인 독서 능력 평가 시스템</p>



www.e-learningworld.co.kr | 02-2644-7400



# READING EXPLORER

NEW

2nd Edition

내셔널 지오그래픽의 다채로운 텍스트, 생생한 이미지, 풍부한 비디오 영상으로 리딩과 어휘 실력 상승!



간편한 강의 준비! 확실한 학습 효과를 위한

**“Teacher Tool”** 지원

**본문 내지 포함! 동영상 재생 가능!**

- 시작부터 끝까지 필요한 자료를 One-stop으로 제공
- 주제와 연계된 National Geographic 영상 삽입
- 모니터, 빔프로젝터를 이용해 수업자료로 활용 가능
- Examview, Word list, Syllabus, 해설본 추가 제공



www.lwbooks.co.kr | 02-2643-0264

# UNLOCK

*Unlock your students' potential and prepare them for academic success*



*"The material was very effective in helping the students develop their listening and speaking skills. I initiated the conversation and watched as a large, active, full class discussion ensued. My students enjoyed the discussion, which continued until the end of the class."*

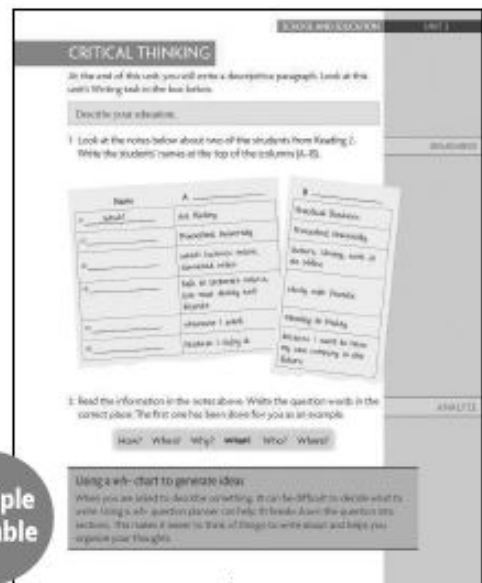
Joudi Jabri-Pickett, United Arab Emirates University, Abu Dhabi



The *Unlock* Student's Books are also available as eBooks with Discovery Education™ videos embedded. The eBooks provide a great alternative to the print materials



The Online Workbooks, accessed via activation codes with the Student's Books, provide interactive activities and further language and skills practice in an engaging and modern learning environment. Teachers can assign homework, monitor student progress and save valuable time thanks to automatic marking



eSample available

A fresh approach to critical thinking gives students the tools they need to generate their own ideas and opinions