

**The Modern English Education Society  
2017 International Conference**

**Future Trends for English Language Learning  
and Teaching in the 21<sup>st</sup> Century**

**July. 14. Friday**

**Hosted by**

The Modern English Education Society  
Konkuk Univ. Institute for Multilingualism and Multiculturalism  
Konkuk Univ. BK21 Plus Research Team for Multilingualism and Multiculturalism

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**MEESO 현대 영어 교육 학회**

The Modern English Education Society  
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## Table of Contents

Title	Presenter	Page
OPENING ADDRESS	Moongee Jeon	11
WELCOMING ADDRESS	Youngjoo Bang	12
CONGRATULATORY ADDRESS	Hee-Don Ahn	13
KEYNOTE SPEECH I Recent Trends in English Language Teaching Policy and Practice in Asian Countries	Amy Tsui	17
KEYNOTE SPEECH II Teaching Academic Writing in Higher Education: from Classroom Practice to Assessment	Steve Marshall	18
The Dynamic Nature of Learner Motivation: a Cross-sectional Study in Korea	Lim, Hyo Jung	23
"Is this a Test?" Developing Child-Friendly Research Methods in TEYL	Park, Heeyang	24
Speech Act Learning and Use Strategies in L2 Refusals	Lee, Ji Hye	25
Suggestions for Teaching Practicum: Literature Review	Chang, Ji-Yeon	29
Measuring Creativity in English Drama in the Context of Learner-generated Rubric	Lee, Ho	30
We Are the Game Changers: Mobile English Learning in the New Literacies Era	Im, Jae-hyun	31
Understanding Meaning-making in EFL Classrooms	Amy Tsui	35
Development of Word Recognition Skills in Elementary English Learners	Lee, Young-A	36
Teaching Articles Based on Research	Michael Heinz	37
The Use of Syntactic Enhancement Texts to Improve Reading Fluency of Young EFL Students	Park, Youngmin & Oh, Rosa	38
Fostering Learner Autonomy in ESL Teaching	Liu Mingxia	39
Morphological Processing of English Irregular Past Tense by Korean L2 Learners	Ahn, Hee-Don & Jeong, Kisub	43
The Effect of Listening Instruction on Korean EFL Learner's Listening Abilities: A meta-analysis	Kim, Hyunjung & Maeng, Unkyoung	44
Semantic Ambiguity Resolution of Quantifier Scope Construct	Jeon, Hae won	45
The Role of L3 French in the Interpretation of Articles with Definite Plurals in L2 English	Jang, Haejin & Ahn, Heedon	46
L2 Learners' Perception of STAD and its Effect on L2 Learners with Different Learning Styles	Kim, Suyeon	47
How to teach the intercultural Communication with Literature Focusing on Shakespeare's <i>A Midsummer Night's Dream</i>	Hwang, In-kyung	51
The Effects and Durability of Implicit and Explicit Instruction Regarding the Speech Act of Requests	Kim, Hyekyeng	52
What is Plurilingualism and What Role Can Plurilingual Pedagogies Play in the English Language Classroom?	Marshall, Steve	53
Politeness Behavior in Requests by Korean Learners of English	Suh, Jae-Suk	55

American Public Speaking Courses and Applicable Strategies for Improving English Conversation Skills in EFL contexts	Kim, Nahk Bohk & Brent, Dirks	56
A Study on the Relationship Between Teachers' English Learning Motivational Strategies and Learners' English Self-Regulated Learning Strategies in Learning Center Private Education and Service Company(Daekyo)' Institution	Min, Cheol-Hong & Kim, Hyoung-youub	61
An Error Analysis Based on a Small-Scale Corpus of EFL Writings	Yu, Jian & Jeon, Moongee	62
Is the Flipped Classroom Effective in English Education in Korea?	Choi, Jaeho	63
The Role of Lexical Frequency in Modulating Translation Asymmetries with Proficient Chinese-English Second Language Learners	Mao Cui	64
A Study of Classroom Discourse: I Think	Ning, Yang & Jeon, Moongee	65
College Students' Perception on General English Courses and Implications for ESP courses	Choi, Jaeho & Lee, Jeong Youn	69
Using and Adapting Massive Open Online Courses for English Teaching	Park, Hyejin	70
A Report on Corpus based Learning and Teaching on Synonyms	Li, Rongju	71
Analysis on Constructed Response Items of High School English in the 2015 National Assessment of Educational Achievement	Kim, Sung Hye	72
A Path Analysis of the Demotivating Factors of Korea EFL Learners	Lee, Jaekeun & Kim, Hyunjung, & Bae, Eunsil	73
<b>Poster Presentation</b>		
Native English Teachers' Test Construction Practices for College English Courses	Seong, Myeong-Hee	77
A New Model of English: English as an Intercultural Language (EiCL)	Lee, Kang-Young	78
Investigating Middle School English Textbooks with New Technologies	So, Mihyun & Jeon, Moongee	79
Preparation Effect in Phonological Processing of English Spoken Words by Korean Learners	Oh, Sujin & Han, Jeong-Im	80
Dr. Seuss for High School Students: Motivating Non-decoders	Lee, Jiyoung & Park, Youngmin	81
A Proposal for Integrated Tests based on an E-Chapter Book System	Lee, Kye Gon	82
The Effects of the Flipped Classroom for Vocabulary Learning on Korean High School Students' Vocabulary Learning and Attitude	Jee, Wooyoung	83
Incidental Vocabulary Learning through Extensive Reading	Lee, Sang-jik	84
A Study on EFL Learners' Perception on In-Class Sustainable Silent Reading (SSR) and Their Engagement in the SSR	Hwang, Junghee	85
Repeated Interactive Reading-Aloud in Fourth Grade EFL Classrooms	Kim, Sung bin	86
Analysis of Pre-service Elementary English Teachers' Class Critiques on Their Microteaching	Kim, Hyun Jin	87
A Corpus-based Study of Discourse Characteristics in Middle School English Textbooks	Kim, Jieun & Jeon, Moongee	88
The Relationship Between Pair Work and Learning Opportunities	Kim, Youn-hee	89



# 2017 MEESO International Conference Program

**[Venue: Real Estate Building]**

Time	Event					
09:30-10:00	<b>Registration</b>					
10:00-10:25	<b>*Concurrent Sessions I</b>					
	Approaches/ Methodologies I (Room 103)	Research Methods (Room 201)	International/ Intercultural Communication I (Room 202)	Teacher Training (Room 203)	Language Testing/ Assessment (Room 204)	Multimedia- assisted Lg. Learning & Teaching (Room 301)
Opening Ceremony(Room 103)						
10:30-11:00	<b>Opening Address:</b> Moongee Jeon (Conference Chair) <b>Welcoming address:</b> Youngjoo Bang (President of MEESO) <b>Congratulatory Speech:</b> Hee-Don Ahn(Director of KU Institute for Multilingualism and Multiculturalism)					
Keynote Speech I(Room 103)						
11:00-11:50	<b>Recent Trends in English Language Teaching Policy and Practice in Asian Countries</b> Amy B. M. Tsui (University of Hong Kong)				Moderator Unkyoung Maeng (Ajou Univ.)	
11:50-13:20	Lunch					
Keynote Speech II(Room 103)						
13:20-14:10	<b>Teaching Academic Writing in Higher Education: From Classroom Practice to Assessment</b> Steve Marshall (Simon Fraser University)				Moderator: Hyun Jin Kim (Cheongju National Univ. of Education)	
14:20-16:40	<b>*Concurrent Sessions II</b>					
	Approaches/ Methodologies II (Room 103)	Second Lg. Acquisition II (Room 201)	International/ Intercultural Communication II (Room 202)	Curriculum & Material Develop. Teacher Training (Room 203)	Corpus-based / Multimedia Assisted Lg. Learning & Teaching (Room 204)	Poster (Room 301)
16:40-17:10	<b>General Meeting</b>				Moderator: Jaeho Choi (Sangmyoung Univ.)	

**\*All sessions will be held at Real Estate Building.**

## Concurrent Sessions I

### Session I [Approaches / Methodologies I]

Venue: Room 103

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Jong Hee Kim (Baekseok Arts Univ.)</b>			
10:00-10:25	<b>The Dynamic Nature of Lerner Motivation: A Cross-Sectional Study in Korea</b> Hyo Jung Lim (Kwangwoon Univ.)	Jong Hee Kim (Baekseok Arts Univ.)	Junghee Hwang (Pyeongtaek Univ.)

### Session II [Research Methods]

Venue: Room 201

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Ji Hwan Yoon (Korea Institute for Curriculum &amp; Evaluation)</b>			
10:00-10:25	<b>"Is This a Test?" Developing Child-Friendly Research Methods in TEYL</b> Heeyang Park (Univ. of Warwick)	Eun Sil Bae (Ajou Univ.)	Ji Young Kim (Chung-Ang Univ.)

### Session III [International / Intercultural Communication I]

Venue: Room 202

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Juhyun Back (Busan National University of Education)</b>			
10:00-10:25	<b>Speech Act Learning and Use Strategies in L2 Refusals</b> Jihye Lee (Cornell Univ.)	Eun Joo Lee (Ewha Womans Univ.)	Yoo Jean Lee (Dankook Univ.)

### Session IV [Teacher Training]

Venue: Room 203

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Hyun Jin Kim (Cheongju National Univ. of Education)</b>			
10:00-10:25	<b>Suggestions for Teaching Practicum: Literature Review</b> Ji-Yeon Chang (Myongji University)	Kyunghee Choi (Hanyang Women's Univ.)	Myong Kwan Lee (Anyang Univ.)

### Session V [Language Testing / Assessment]

Venue: Room 204

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Unkyoung Maeng (Ajou Univ.)</b>			
10:00-10:25	<b>Measuring Creativity in English Drama in the Context of Learner-generated Rubric</b> Ho Lee (Chung-Ang Univ.)	Ja Yeon Lim (Univ. of Seoul)	Hyekyeng Kim (Kumoh National Institute of Technology)

### Session VI [Multimedia-assisted Language Learning & Teaching]

Venue: Room 301

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Eun Hye Song (Soongsil Univ.)</b>			
10:00-10:25	<b>We are the Game Changers: Mobile English Learning in the New Literacies Era</b> Jae-hyun Im (Indiana Univ.)	Je Young Lee (Sehan Univ.)	Hee Jung Oh (Seoul Women's Univ.)

## Concurrent Sessions II

### Session I [Approaches / Methodologies II]

Venue: Room 103

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Ho Lee (Chung-Ang Univ.)</b>			
14:20-14:45	<b>Understanding Meaning-making in EFL Classrooms</b> Ami B. M. Tsui (University of Hong Kong)	Junghee Hwang (Pyeongtaek Univ.)	Hye-Young Kwak (Korea Univ.)
14:45-15:10	<b>Development of Word Recognition Skills in Elementary English Learners</b> Young-A Lee (Cheongju National Univ. of Education)	Eun Sok Won (Mokwon Univ.)	Kyungja Ahn (Seoul National Univ. of Education)
15:10-15:25	Coffee Break		
<b>[Session Chair] Junghee Hwang (Pyeongtaek Univ.)</b>			
15:25-15:50	<b>Teaching Articles Based on Research</b> Michael Heinz (Hankuk Univ. of Foreign Studies)	Eun Hee Nam (Hankyong Univ.)	Jong Beom Ha (Kumoh National Institute of Technology)
15:50-16:15	<b>The Use of Syntactic Enhancement Texts to Improve Reading Fluency of Young EFL Students</b> Youngmin Park (Pusan National Univ.) Rosa Oh (Yonsei Univ.)	Liu Mingxia (Shandong Univ. of Technology)	Hyug Ji Chang (Sunmoon Univ.)
16:15-16:40	<b>Fostering Learner Autonomy in ESL Teaching</b> Liu Mingxia (Shandong Univ. of Technology)	Young A Lee (Cheongju National Univ. of Education)	Michael Heinz (Hankuk Univ. of Foreign Studies)

### Session II [Second Language Acquisition II]

Venue: Room 201

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Ji-Yeon Chang (Myongji Univ.)</b>			
14:20-14:45	<b>Morphological Processing of English Irregular Past Tense by Korean L2 Learners</b> Hee-Don Ahn & KisubJeong (Konkuk Univ.)	Hae Won Jeon (Pukyong National Univ.)	Kyunghee Choi (Hanyang Women's Univ.)
14:45-15:10	<b>The Effects of Listening Instruction on Korean EFL Learners' Listening Abilities: A Meta-analysis</b> Hyunjung Kim & Unkyoung Maeng (Ajou Univ.)	Hye Sook Kim (Sejon Cyber Univ.)	Ji-Yeon Chang (Myongji University)
15:10-15:25	Coffee Break		
<b>[Session Chair] Su Yeon Kim (Anyang Univ.)</b>			
15:25-15:50	<b>Semantic Ambiguity Resolution of Quantifier Scope Constructions</b> Hae Won Jeon (Pukyong National Univ.)	Jeong Wan Lim (Daegu University)	Hyun Joo Lee (Gyeonggi Univ.)
15:50-16:15	<b>The Role of L3 French in the Interpretation of Articles with Definite Plurals in L2 English</b> Haejin Jang (Konkuk Univ.)	Yang Ning (Konkuk Univ.)	Hye Sook Park (Kunsan National Univ.)
16:15-16:40	<b>L2 Learners' Perception of STAD and its Effect on L2 Learners with Different Learning Styles</b> Suyeon Kim (Anyang Univ.)	Hyo Jung Lim (Kwangwoon Univ.)	Liu Mingxia (Shandong Univ. of Technology)

Session III [International / Intercultural Communication II]

Venue: Room 202

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Sung Hye Kim (Korea Institute for Curriculum &amp; Evaluation)</b>			
14:20-14:45	<b>How to Teach the Intercultural Communication with Literature – Focusing on Shakespeare's <i>A Midsummer Night Dream</i></b> In-kyung Hwang (Sungkyunkwan Univ.)	Hye Sook Park (Kunsan National Univ.)	Mi Ran Yang (Dong Ah Institute of Media and Arts)
14:45-15:10	<b>The Effects and Durability of Implicit and Explicit Pragmatic Instruction Regarding the Speech Act of Requests</b> Hyekyeng Kim (Kumoh National Institute of Technology)	Hyun Joo Lee (Gyeonggi Univ.)	Eun Hee Lee (Kyung Hee Cyber Univ.)
15:10-15:25	Coffee Break		
<b>[Session Chair] Chan Kyu Park (Jungwon Univ.)</b>			
15:25-15:50	<b>What is Plurilingualism and What Role Can Plurilingual Pedagogies Play in the English Language Classroom?</b> Steve Marshall (Simon Fraser Univ.)	In Kyung Hwang (Sungkyunkwan Univ.)	Kang Young Lee (Chungbuk National Univ.)
15:50-16:15	<b>Politeness Behavior in Requests by Korean Learners of English</b> Jae-Suk Suh (Inha Univ.)	Hyug Ji Chang (Sunmoon Univ.)	Youngmin Park (Pusan National Univ.)
16:15-16:40	<b>American Public Speaking Courses and Applicable Strategies for Improving English Conversation Skills in EFL contexts</b> Nahk Bohk Kim (Korea Nazarene Univ.) Brent Dirks (Myongji Univ.)	Eun Hee Nam (Hankyong Univ.)	Sang Min Lee (Kyung Hee Univ.)

Session IV [Curriculum & Material Development / Teacher Training]

Venue: Room 203

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Yoo-Jean Lee (Dankook Univ.)</b>			
14:20-14:45	<b>A Study on the Relationship Between Teachers' English Learning Motivational Strategies And Learners' English Self-Regulated Learning in Learning Center Private Education and Service</b> Cheol-hong Min (Deakyo) Hyoung-youb Kim (Korea Univ.)	Ho Jung Yu (Kyungil Univ.)	Heeyang Park (Univ. of Warwick)
14:45-15:10	<b>An Error Analysis Based on a Small-Scale Corpus of EFL Writings</b> Yu Jian & Moongee Jeon (Konkuk Univ.)	Eun Hye Song (Soongsil Univ.)	Inyoung Shin (Namseoul Univ.)
15:10-15:25	Coffee Break		
<b>[Session Chair] Moongee Jeon (Konkuk Univ.)</b>			
15:25-15:50	<b>Is the Flipped Classroom Effective in English Education in Korea</b> Jaeho Choi (Sangmyoung Univ.)	Jae-hyun Im (Indiana Univ.)	Kyungja Ahn (Seoul Nat'l Univ. of Education)
15:50-16:15	<b>The Role of Lexical Frequency in Modulating Translation Asymmetries with Proficient Chinese-English Second Language Learners</b> Mao Cui (Konkuk University/ Shandong University of Technology)	Jae Suk Suh (Inha Univ.)	Hyejin Park (Univ. of Albany, SUNY)
16:15-16:40	<b>A Study of Classroom Discourse: I Think</b> Yang Ning & Moongee Jeon (Konkuk Univ.)	Youn-hee Kim (Korea Aerospace Univ.)	Jihye Lee (Cornell Univ.)



Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Jaeho Choi (Sangmyoung Univ.)</b>			
14:20-14:45	<b>College Students' Perception on General English Courses and Implications for ESP courses</b> Jaeho Choi & Jeong Youn Lee (Sangmyoung Univ.)	Ok Hui Park (Pae Jae Univ.)	Jong Beom Ha (Kumoh National Institute of Technology)
14:45-15:10	<b>Using and Adapting Massive Open Online Courses for English Teaching</b> Hyejin Park (Univ. at Albany, SUNY)	Brent Dirks (Myongji Univ.)	Jun Yong Lee (Republic of Korea Naval Academy)
15:10-15:25	Coffee Break		
<b>[Session Chair] Jae Won Kim (Jeju National University)</b>			
15:25-15:50	<b>A Report on Corpus based English Learning and Teaching on Synonyms</b> Rongju Li (Konkuk Univ.)	NakBohk Kim (Korea Nazarene Univ.)	Do Hyeong Yu (Kookmin Univ.)
15:50-16:15	<b>Analysis on Constructed Response Items of High School English in the 2015 National Assessment of Educational Achievement</b> Sung Hye Kim (Korea Institute for Curriculum and Evaluation)	Bo Kyung Lee (Myongji Univ.)	Young-Mee Suh (Incheon National Univ.)
16:15-16:40	<b>A Path Analysis of Demotivating Factors of Korea EFL Learners</b> Jaekeun Lee (Ansan Univ.) Hyunjung Kim (Ajou Univ.) Eunsil Bae (Ajou Univ.)	Rongju Li (Konkuk Univ.)	Youn-hee Kim (Korea Aerospace Univ.)

## Poster Presentations

Session Chair: Eun Young Park (Hongik Univ.)

Venue: Room 301

Time (14:20-16:00)	Presentation Title and Presenters
01	<b>Native English Teachers' Test Construction Practices for College English Courses</b> Myeong-Hee Seong (Eulji Univ.)
02	<b>A New Model of English: English as an Intercultural Language</b> Kang Young Lee (Chungbuk National Univ.)
03	<b>Investigating Middle School English Textbooks with New Technologies</b> Mihyun So & Moongee Jeon (Konkuk Univ.)
04	<b>Preparation Effect in Phonological Processing of English Spoken Words by Korean Learners</b> Sujin Oh & Jeong-Im Han (Konkuk Univ.)
05	<b>Dr. Seuss for High School Students: Motivating Non-decoders</b> Jiyoung Lee & Youngmin Park (Pusan National Univ.)
06	<b>A proposal for Integrated Tests based on an E-Chapter Book System</b> KyeGon Lee (Univ. of Iowa)
07	<b>The Effects of the Flipped Classroom for Vocabulary Learning on Korean High School Students' Vocabulary Learning and Attitude</b> Wooyoung Jee (Busan Jangan High School)
08	<b>Incidental Vocabulary Learning through Extensive Reading</b> Sang-jik Lee (Ulsan Middle School)
09	<b>A Study on EFL Learners' Perception on In-Class Sustainable Silent Reading (SSR) and Their Engagement in the SSR</b> Junghee Hwang (Pyeongtaek Univ.)
10	<b>Repeated Interactive Reading-Aloud in Fourth Grade EFL Classrooms</b> Sungbin Kim (Keesung Elementary School)
11	<b>Analysis of Preservice Elementary English Teachers' Class Critiques on Their Microteaching</b> Hyun Jin Kim (Cheongju National Univ. of Education)
12	<b>A Corpus-based Study of Discourse Characteristics in Middle School English Textbooks</b> Jieun Kim & MoongeeJeon (Konkuk Univ.)
13	<b>The Relationship Between Pair Work and Learning Opportunities</b> Youn-hee Kim (Korea Aerospace Univ.)

## OPENING ADDRESS



**Moongee Jeon**

Conference Chair

Distinguished speakers and honorable guests:

It is my great pleasure to welcome all of you to the Modern English Education Society (MEESO) 2017 International Conference in Konkuk University, Seoul, Korea.

I am sincerely honored to have two distinguished plenary speakers for today's International conference. I think that the featured speeches by the plenary speakers and all the presentations in concurrent sessions will facilitate us to explore various issues in English education, thereby expecting their speeches and presentations will make today's conference successful.

The theme of this conference is "Future Trends for English Language Learning and Teaching in the 21st Century." I hope that all of you will have a valuable opportunity to exchange great research ideas and will share your effective teaching methods with your research colleagues.

Now, I would like to express my deepest gratitude to Dr. Youngjoo Bang who is the President of the MEESO as well as conference committee organizers. I am grateful for their support and expertise.

I sincerely value your participation and cooperation for this conference. I also believe that your expertise, experience, and readiness to share your knowledge are essential for making this conference successful.

I hope all of you will have a good time today and greatly appreciate your participation and support!

## WELCOMING ADDRESS



**Youngjoo Bang**

President of MEESO

Good morning, distinguished scholars, honorable guests, Modern English Education Society members, invited speakers both from home and abroad, presidents from our sister organizations, and all participants, I am greatly honored to welcome all of you to the 2017 International Conference of Modern English Education Society.

First of all, I would like to extend special thanks to the President of Konkuk University who made it possible for us to hold this wonderful conference here on this beautiful campus. For today's conference, there are two plenary presentations, and 44 concurrent presentations for you to listen to.

I would especially like to acknowledge the distinguished plenary speakers, who have so graciously consented to share their expertise and professional experiences with us today. And I extend my whole-hearted gratitude to presenters who have travelled a great distance from all over the world, as well as our home scholars. I have no doubt that your special presentations will make our conference truly insightful and highly productive.

The theme of this year's conference is Future Trends for English Language Learning and Teaching in the 21st Century. Through this conference, I sincerely hope that we can share our thoughts on not only theories related to English education, but also on how to close the gap between theory and practice in the actual classrooms so that we can raise the quality of English education in Korea.

Also, I am certain that new directions for English teacher education will be fruitfully suggested by enlightening and productive discussions and exchanges of the results from research made by participants in this conference.

To close this welcoming address, my deepest gratitude goes to the organizing committee members who have contributed so much to preparing for this conference, and to the generous sponsors who support us financially for making our conference such a hospitable event.

With a thankful heart and marvelous expectations, I hope everyone will find the conference inspiring and enriching. I wish good health, great happiness and much success to all of you.

Thank you so much.

## CONGRATULATORY ADDRESS



**Hee-Don Ahn**

Director of Konkuk Institute for Multilingualism and Multiculturalism

Distinguished speakers and honorable guests:

It is my great pleasure to welcome all of you to the Modern English Education Society 2017 International Conference! I am very proud of hosting this year's conference at the Konkuk University.

I understand that the Modern English Education Society (MEESO) is one of the leading associations that contributed to flourishing English education in Korea. I expect that the Modern English Education Society will see more prosperous future.

The theme of this international conference is "Future Trends for English Language Learning and Teaching in the 21st Century." Through today's conference, I expect that all of you will have a great opportunity to share research ideas with your colleagues, thereby contributing to expanding English education in Korea and worldwide.

I know that we have two distinguished plenary speakers for this conference. I hope that the featured speeches by the plenary speakers and all the presentations in concurrent sessions will have a beneficial effect on facilitating your intellectual inspirations and will be helpful for expanding your research areas.

Concluding my congratulatory address, I would like to express my sincere appreciation for all those who have contributed to leading this conference successfully. A special thanks goes to President Youngjoo Bang and other conference committee members who have made today's memorable event a success with their self-sacrificing dedication.

I hope that you will enjoy today's conference, and thank you again for your participation and cooperation.





# Keynote Speeches

**[Venue: Room 103]**

<b>Keynote Speech I (Room 103)</b>		
11:00-11:50	<b>Recent Trends in English Language Teaching Policy and Practice in Asian Countries</b> Amy B. M. Tsui (University of Hong Kong)	Moderator Unkyeong Maeng (Ajou Univ.)

<b>Keynote Speech II (Room 103)</b>		
13:20-14:10	<b>Teaching Academic Writing in Higher Education: From Classroom Practice to Assessment</b> Steve Marshall (Simon Fraser University)	Moderator: Hyun Jin Kim (Cheongju National Univ. of Education)





## KEYNOTE SPEECH I

### Recent Trends in English Language Teaching Policy and Practice in Asian Countries



Amy Tsui

The University of Hong Kong

#### ABSTRACT

Equipping citizens with bilingual or multilingual competence is a policy goal of governments worldwide. However, in most Asian countries “bilingual or multilingual competence” has come to mean “English competence”, given that English is the de facto language of internationalization. Enormous amounts of resources have been committed by Asian governments to trial and implement various models of “bilingual education”, with the ultimate aim of improving students’ English language proficiency. In this presentation, I shall provide an overview of recent trends in English language teaching policy and practice implemented in Asian countries. I will point out that despite the enormous amount of resources committed, research findings on the efficacy of English language teaching have been conflicting, or inconclusive at best. I will explore why the amounts of resources invested do not seem to have been justified by the learning outcomes and the possible mediating factors that must be addressed to bring about more effective English language teaching and learning.

#### Biodata

Amy B.M. Tsui is Chair Professor of Language and Education in the Faculty of Education, The University of Hong Kong, a position she has held since 1997. From 2007-2014, she was Pro-Vice-Chancellor and Vice-President (Teaching and Learning) at HKU during which she led the historical reform of undergraduate education at HKU. She has published nine books and over 100 articles on classroom discourse, conversational analysis, language policy, and teacher development. She has presented over 70 keynotes in international conferences in Asia, U.K., U.S., Europe, Australia, S. Africa, and Mexico, and has served on the editorial and advisory boards of over 20 international refereed journals. She is currently co-editing with Y.C. Liu a volume on *English Language Teacher Education in Asian Contexts*, to be published by Cambridge University Press. She is a member of the International Advisory Board of the University of Helsinki and the Board of Governors of the International Baccalaureate. She was awarded an Honorary Doctoral degree in Education by the University of Edinburgh, U.K., in 2015.

## KEYNOTE SPEECH II

### Teaching Academic Writing in Higher Education: from Classroom Practice to Assessment



**Steve Marshall**

Simon Fraser University, Canada

#### ABSTRACT

In English-medium institutions, and on courses where students are taught and assessed in English, students are assessed by their ability to write, regardless of whether academic writing is taught as a generic skill, in the disciplines, or not taught at all. In this presentation, I analyze the teaching of academic writing in terms of classroom practice and assessment. First, I focus on the importance of using authentic academic texts, and on the integration of key learning skills around such texts: active and critical reading, critical thinking, academic vocabulary, academic style, effective sentence structure, and writing-related grammar (Marshall, 2017). My second focus is on helping students to retain knowledge so that they are able to apply it in context (input-interaction-output [Gass, 1997]), and how error analysis (Corder, 1974) and formative and summative feedback may or may not aid this process. I end by discussing assessment, with reference to a large academic writing course at a university in Vancouver, Canada, that focuses on ways of making meaning, assessing sources, effective argument and evaluation, and understanding and conveying complex information (Crusan, 2010). I compare three forms of assessment: [i] via portfolios (Cushing Weigle, 2002; Hamp-Lyons & Condon, 2009; and Hyland, 2003), considering grade inflation and academic integrity; [ii] final written examinations, which improve reliability but are problematic in terms of representing knowledge taught on the course (Hyland, 2003) and student anxiety; and [iii] carefully scaffolded in-class writing assessment as a means to reduce student stress and optimize learning.

#### References

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## **Biodata**

Steve Marshall is an Associate Professor in Academic Literacy Education at Simon Fraser University, Canada. He coordinates the university's Foundations of Academic Literacy course, taken annually by 800+ students. Steve researches academic literacy and plurilingualism in higher education, and is author of *Advance in Academic Writing* (2017), Pearson ELT Canada.



# Concurrent Sessions I

## Session I - III



### [Venue: Room 103]

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Jong Hee Kim (Baekseok Arts Univ.)</b>			
10:00-10:25	<b>The Dynamic Nature of Lerner Motivation: A Cross-Sectional Study in Korea</b> Hyo Jung Lim (Kwangwoon Univ.)	Jong Hee Kim (Baekseok Arts Univ.)	Junghee Hwang (Pyeongtaek Univ.)

### [Venue: Room 201]

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Ji Hwan Yoon (Korea Institute for Curriculum &amp; Evaluation)</b>			
10:00-10:25	<b>"Is This a Test?" Developing Child-Friendly Research Methods in TEYL</b> Heeyang Park (Univ. of Warwick)	Eun Sil Bae (Ajou Univ.)	Ji Young Kim (Chung-Ang Univ.)

### [Venue: Room 202]

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Juhyun Back (Busan National University of Education)</b>			
10:00-10:25	<b>Speech Act Learning and Use Strategies in L2 Refusals</b> Jihye Lee (Cornell Univ.)	Eun Joo Lee (Ewha Womans Univ.)	Yoo Jean Lee (Dankook Univ.)



# The Dynamic Nature of Learner Motivation: a Cross-sectional Study in Korea

**Lim, Hyo Jung**

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## Abstract

This study replicates Papi and Teimouri (2012) to examine how learner motivation changes over time among Korean students of English. The study shed lights on the dynamic nature of language learners' motivation within the framework of Dörnyei and Ushioda's (2009) L2 motivational self-system. So far, 350 students (150 university, 150 high school, and 50 middle school students) have responded to a questionnaire survey online as well as offline. The ANOVA results revealed significant group differences; as opposed to secondary school students, university students likely put more value on the promotion-focused variables (e.g. ideal selves, attitudes to L2 culture, and instrumentality for promotion), presumably leading to better learning experience and more effort for learning. Such group differences were not found in the prevention (or regulatory) variables (e.g. ought-to L2 selves, and family influence). The subsequent regression analysis also showed that among secondary school students, their language learning experience and promotional instrumental orientation significantly predicted the amount of their learning effort, whereas among university students, their attitudes towards L2 culture and ideal L2 selves as well as their language learning experience and promotional instrumental orientation played a role. Findings will be compared to prior studies published in other Asian countries (China, Japan and Iran). Further discussed are the possible sources for such dynamics of Korean English learners' motivation. (216 words)

## References

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## Biodata

Hyo Jung Lim is currently teaching English education in the department of English at Kwangwoon University. Her research interest lies in (but not limited to) psycholinguistics, language assessment and individual differences.

# “Is This a Test?” Developing Child-Friendly Research Methods in TEYL

Park, Heeyang

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## Abstract

From the early 1990s onward, contemporary research on childhood has witnessed the elevation of children’s status in research from objects of research to competent social actors who actively influence their own lives. This new paradigm claims that traditional child research has largely overlooked the active role children play in making decisions that affect themselves and has constructed knowledge for the most part from the perspectives of adult researchers in order to analyze and interpret childhood. The attempt to position children’s voices at the center of the research has led to the development of innovative ways of engaging with children, based on their preferred way of communication, such as drawings, photographs, stories or song. In the fields of applied linguistics, this perspective shift from a paternalistic approach has been promoted by child-centered researchers, such as Pinter, Zandian and Kuchah, who have suggested using various child-focused methods including child-friendly questionnaire, friendship group interviews and participatory activities. This presentation reports on the importance of developing child-centered methodologies in TEYL. In this presentation, I draw upon my early English literacy acquisition project with 14 primary school-aged Korean children in Seoul to reflect on my own experiences of employing child-friendly practices, including child-centered leaflets, informed consent for students, observations, drawings and group interviews. I also critically evaluate my own use of different innovative child-focused research methods and examine challenges and limitations in the development of research with children.

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## Biodata

Heeyang Park is a research student at the Center for Applied Linguistics at the University of Warwick in UK. She is currently conducting her Ph.D. research in Seoul, exploring perceived progress and challenges in English decoding skills development from the perspectives of Korean children and mothers. Her research interests lie in early English literacy development, teacher and parent education, home-school connection and child-centered research.



# Speech Act Learning and Use Strategies in L2 Refusals

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## Abstract

This study investigates learners' speech act learning and use strategies in refusals to invitations. The study draws on the notion of communicative competence (Canale & Swain, 1980) and Searle's (1976) speech act theory. In intercultural communication, a pragmatic communication strategy is used not only to "balancing multiple goals" but also to "use (available, shared) resources maximally effectively at cost to self and other" (Kasper, 1997a, pp. 348). Despite the growing number of interlanguage pragmatic studies that investigate learners' production and perception of speech acts, relatively a few studies examined what learning strategies learners use, and what learners think while performing the target speech act. This study investigates speech act learning and use strategies by learners of English at different length of stay in the U.S. through role-plays and retrospective interviews. Role-play performances were analyzed for the refusal strategies originally presented by Beebe et al. (1990). The interview responses by learners were compared with respect to the speech act learning and use strategies proposed by Cohen (2005). Given that pragmatics can be taught (Pearson, 2006; Takeyama, 2001), it assumes that speech act learning and use strategies can also be teachable and helpful for learners. It is not possible to teach every utterance that implies pragmatic aspects because unlike grammar, there are a number of speech act realizations in a language. Furthermore, utterances vary depending on social contexts and communities. It is worth teaching learning L2 pragmatics strategies for learners to develop their own way of improving their sociopragmatic and pragmalinguistic competence.

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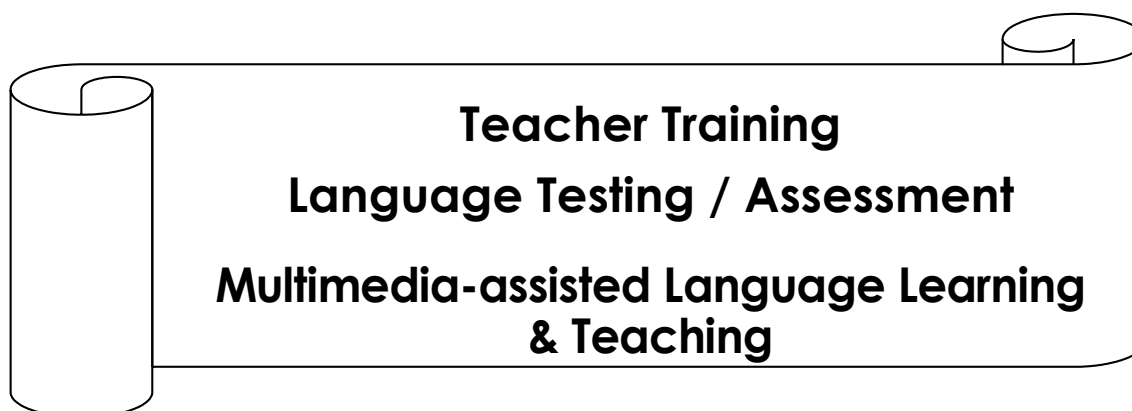
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## Biodata

Ji Hye Lee is a Korean Language Lecturer at Cornell University. She received her Ph.D. at Indiana University, majoring in Second Language Studies and minoring in Language Education. Her scholarly interests encompass interlanguage pragmatics, second language acquisition, discourse analysis, gesture and foreign language teaching.



## Session IV - VI



### [Venue: Room 203]

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Hyun Jin Kim (Cheongju National Univ. of Education)</b>			
10:00-10:25	<b>Suggestions for Teaching Practicum: Literature Review</b> Ji-Yeon Chang (Myongji University)	Kyunghee Choi (Hanyang Women's Univ.)	Myong Kwan Lee (Anyang Univ.)

### [Venue: Room 204]

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Unkyoung Maeng (Ajou Univ.)</b>			
10:00-10:25	<b>Measuring Creativity in English Drama in the Context of Learner-generated Rubric</b> Ho Lee (Chung-Ang Univ.)	Ja Yeon Lim (Univ. of Seoul)	Hyekyeng Kim (Kumoh National Institute of Technology)

### [Venue: Room 301]

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Eun Hye Song (Soongsil Univ.)</b>			
10:00-10:25	<b>We are the Game Changers: Mobile English Learning in the New Literacies Era</b> Jae-hyun Im (Indiana Univ.)	Je Young Lee (Sehan Univ.)	Hee Jung Oh (Seoul Women's Univ.)



# Suggestions for Teaching Practicum: Literature Review

**Chang, Ji-Yeon**

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## **Abstract**

Recently, the importance of teaching practicum has been emphasized in pre-service teacher education as it provides opportunities to develop reflection skills, practical knowledge, and praxis. Considering the fact that this is the first time for pre-service teachers to experience classroom teaching as teachers and that it merely lasts four weeks in the Korean teacher education system, it is necessary to design and offer an effective program for teaching practicum. However, relatively limited research has been conducted to date on pre-service ESL/EFL teachers' practicum. To maximize its gains, suggestions made for teaching practicum were collected from previous studies and were analyzed in this study. They were classified into three categories: suggestions for the program itself, for the mentor teacher, and for the student teacher. Their implications were discussed in the context of English teacher development in Korea.

## **Biodata**

Ji-Yeon Chang is an assistant professor at Myongji University. Her main research interest lies in L2 teacher development, L2 writing instruction, and corpus linguistics.

# Measuring Creativity in English Drama in the Context of Learner-generated Rubric

Lee, Ho

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## Abstract

The current study explores the construct of creativity in measuring English drama. That is, the study attempts to investigate how EFL learners define the construct of English drama as they generated their own rubrics. For the study, total 50 university students wrote one scene of a drama in English and developed their own analytic rubrics. The researcher auto-recorded and analyzed their talks using the constant-comparative methods. Furthermore, the researcher gathered the scoring components which students included in their rubrics and identified the salient ones that were commonly observed across students' rubrics. As a results, students thought highly of the process of idea creation in measuring creativity. They were tolerant against ungrammatical uses. Instead, they put the priority on the proper use of the vocabulary and the uniqueness in using the expression. In some groups' talks, whether figurative languages were used or not was an issue in determining the quality of English drama. This study ends up with the implication that learners sometimes need to be engaged in the construct definition, which leads to democratic approach to construct definition.

## Biodata

Ho Lee is an associate professor of English Education in Chung-Ang University. He obtained Ph.D in the area of language testing. Currently, he has published his papers in the assessment of written and speaking debate, the uses of the rubric, and qualitative approaches in language testing. He has a plan to explore the democratic approach to construct definition in the context of learner-directed or learner-generated testing and/or in English literature.

# **We Are the Game Changers: Mobile English Learning in the New Literacies Era**

**Im, Jae-hyun**

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## **Abstract**

The rapid development of portable communication devices like smart phones and tablet PCs, combined with nationwide fast Internet-access, has changed the way people socio-culturally and transnationally engage in literacy practices; New Literacy Studies (Gee, 2007; Knowbel & Lankshear, 2007; New London Group, 1996). Since 2016, the number of hours of mobile phone usage outnumbering that of PC usage, people have increasingly used more accessible, short condensed clips, often described as Snack Culture, instead of watching longer media clips. Thus, a crucial question is to see the ways this new trend impacts English learning. This paper explores the question of how the youth of today, called Digital Natives who play to learn and use (Prensky, 2001), study English on hand-held devices and what the detailed aspects look like. Their learning styles differ from Digital Immigrant who learn to use and from traditional classroom-based or Computer-Assisted Language Learning (CALL). Drawing upon Knobel and Lankshear's (2007) view of new literacies as being equipped with new "technical stuff" and "ethos stuff" and Gee's (2013) "affinity space" as frameworks, I analyzed contents on popular platforms (Youtube, AfreecaTV and Podcast). It is concluded the contents on these share common traits: Communication is realized in more interactive modes; Learners show voluntary compensation and satisfaction; Learners can selectively choose what they need among diverse sources made by different streamers; The distinction between playing and learning become blurred; The contents have authenticity; and multimodalities facilitate learning. This study argues teachers pay more attention to out-of-school context students enjoy today.

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## **Biodata**

Jae-hyun Im is a Ph.D. student in Literacy, Culture, and Language Education at Indiana University. His research interests lie in New Literacies Studies, Second Language Writing, Translingualism, Hip-Hop Based Education and K-pop.





# Concurrent Sessions II

## Session I



**[Venue: Room 103]**

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Ho Lee (Chung-Ang Univ.)</b>			
14:20-14:45	<b>Understanding Meaning-making in EFL Classrooms</b> Ami B. M. Tsui (University of Hong Kong)	Junghee Hwang (Pyeongtaek Univ.)	Hye-Young Kwak (Korea Univ.)
14:45-15:10	<b>Development of Word Recognition Skills in Elementary English Learners</b> Young-A Lee (Cheongju National Univ. of Education)	Eun Sok Won (Mokwon Univ.)	Kyungja Ahn (Seoul National Univ. of Education)
15:10-15:25	Coffee Break		
<b>[Session Chair] Junghee Hwang (Pyeongtaek Univ.)</b>			
15:25-15:50	<b>Teaching Articles Based on Research</b> Michael Heinz (Hankuk Univ. of Foreign Studies)	Eun Hee Nam (Hankyong Univ.)	Jong Beom Ha (Kumoh National Institute of Technology)
15:50-16:15	<b>The Use of Syntactic Enhancement Texts to Improve Reading Fluency of Young EFL Students</b> Youngmin Park (Pusan National Univ.) Rosa Oh (Yonsei Univ.)	Liu Mingxia (Shandong Univ. of Technology)	Hyug Ji Chang (Sunmoon Univ.)
16:15-16:40	<b>Fostering Learner Autonomy in ESL Teaching</b> Liu Mingxia (Shandong Univ. of Technology)	Young A Lee (Cheongju National Univ. of Education)	Michael Heinz (Hankuk Univ. of Foreign Studies)



# Understanding Meaning-making in EFL Classrooms

Amy Tsui

The University of Hong Kong

## Abstract

Learning a foreign language is often understood as learning how to recode existing knowledge of the world in the target language. This understanding underpins the way English is taught by many EFL teachers. Typically, in their classrooms, the focus is on how the teacher can help the learners' to produce the correct forms or speech functions of the target language. This represents an impoverished view of what foreign language learning is about and what can be achieved in foreign language classrooms. This paper argues that language is a primary resource for the construal of the world and for acting on the world, and different languages are resources for construing the world in different ways. Hence, the learning of a foreign language enables learners to view and experience the world in a different way. In other words, a new language mediates their re-construal of the world and their relationship with it. Understanding the meaning making processes in which learners are engaged in the classroom, the cultural tools that mediate these processes and the appropriation of these tools by learners in the participative process will help us to appreciate the importance of language in classroom learning. It will also help us to see foreign language learning not as merely a process of recoding what learners have already learnt, but rather as an immensely complex dual-process of modifying their views of the world as they are simultaneously learning how this new reality is construed in a new language. Video recorded data from a primary EFL classroom will be used for illustration.

## Biodata

Amy Tsui is Chair Professor of Language and Education in the Faculty of Education, The University of Hong Kong, a position she has held since 1997. From 2007-2014, she was Pro-Vice-Chancellor and Vice-President (Teaching and Learning) at HKU during which she led the historical reform of undergraduate education at HKU. She has published nine books and over 100 articles on classroom discourse, conversational analysis, language policy, and teacher development. She has presented over 70 keynotes in international conferences in Asia, U.K., U.S., Europe, Australia, S. Africa, and Mexico, and has served on the editorial and advisory boards of over 20 international refereed journals. She is currently co-editing with Y.C. Liu a volume on English Language Teacher Education in Asian Contexts, to be published by Cambridge University Press. She is a member of the International Advisory Board of the University of Helsinki and the Board of Governors of the International Baccalaureate. She was awarded an Honorary Doctoral degree in Education by the University of Edinburgh, U.K., in 2015.

# Development of Word Recognition Skills in Elementary English Learners

Lee, Young-A

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## Abstract

Research to date confirms that automatic word recognition is the hallmark of skillful reading, and it plays a critical role especially in the early stages of L2 reading development (Geva, 2006; Jeon & Yamashita, 2014; Nassaji, 2014;). The present study explored how elementary English learners learn to read words from grades 4 through 6. A total of 206 students in three schools participated in the study, and the schools were located in different regions. Multiple measures were developed and administered individually or in groups to investigate their word recognition skills, including letter knowledge, phonemic awareness, word decoding, sight word reading, and oral vocabulary. The findings of this study indicated that there is a great deal of variation in the participants' word recognition skills even in the same grade. Given the importance of word recognition in overall reading development, this suggested a possibility that the gap between low- and high-achieving readers might become wider in later grades, and those low-achieving readers will continue to struggle with reading at a higher level. A developmental pattern manifested in analyzing the participants' scores in each area of word recognition skills across the grades, and this was not qualitatively different from that of L1 English readers. This study bears some pedagogical implications on what needs to be done to prevent reading difficulties among young learners of English.

## References

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## Biodata

Young-a Lee is assistant professor in the Department of English Education at Cheongju National University of Education. She has been involved in developing 2015 Revised National English Curriculum and implementing in-service teacher education programs. Her research interests include L2 literacy development and instruction, teacher education, and curriculum studies.

# Teaching Articles Based on Research

**Michael Heinz**

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## Abstract

Teaching articles can be a very challenging when dealing with students whose mother tongue does not include articles. The rules found in textbooks often confound students and teachers alike due to a large number of exceptions stemming primarily from set expressions. More often than not the definite article, the indefinite article and the zero article are taught in a cloze text fashion giving rise to a multiple choice style approach for students trying to use these foreign linguistic features. In this lecture I will look at ways to teach articles in a descriptive fashion to move away from the notion that only one article is appropriate for every noun phrase. To better holistically approach articles, a look at the all of the linguistic features that precede noun phrases will be discussed as well such as: quantifiers, possessives and demonstratives. Attention will also be given to the common errors that persist even as fluency approaches native levels and the types of compensation techniques often employed due to uncertainty about appropriate article choices.

## References

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- Trenkic, D. (2000). Establishing the definiteness status of referents in dialogue (in languages with and without articles). *Working Papers in English and Applied Linguistics*, 7, 107-131.

## 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 Use of Syntactic Enhancement Texts to Improve Reading Fluency of Young EFL Students

Park, Youngmin & Oh, Rosa

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## Abstract

This study aimed to explore the effects of reading texts with syntactic enhancement on reading fluency for young EFL (English as a foreign language) students. A total of 94 8th graders participated in this study. They were assigned to one of three groups: Experimental 1 (n = 30, syntactic enhancement text without explicit grammar instruction), Experimental 2 (n = 33, syntactic enhancement text with explicit grammar instruction), and control group (n = 32, no syntactic enhancement, grammar instruction). A battery of measurements assessed participants' parsing skills, reading rate, and reading efficiency. Each student read a page from the English textbook for one minute, which was recorded and later scored on the four scales by two researchers. Four points were given when a student read aloud aware of phrase boundaries, while one point if not. Reading rates in words per minute (WPM) were calculated. Reading efficiency index was the result of "WPM × Comprehension ÷ 100 (Cutler, 2002)." Comprehension was assessed by five True-False questions based on what students just read. In addition, participants completed a survey on their foreign language reading anxiety and perception of syntactic enhancement. The result from one-way ANOVA on the pretest showed that there was no group difference before the treatment in terms of participants' reading fluency. The treatment was effective to improve parsing skills and reading efficiency, while not for reading rates.

## References

Cutler, W. (2002). *Triple your reading speed* (4th ed.). NY: Petersons.

## Biodata

Youngmin Park received her doctoral degree from University of California, Irvine in 2016, specializing in Language, Literacy, and Technology. She is currently involved in secondary and tertiary education in South Korea. She has published and presented on topics related to teaching and learning English as a second or foreign language.

Rosa Oh received her master's degree from Yonsei University in 2016, specializing in English Education. She is highly interested in exploring ways to improve English teaching and learning practices in Korea.

# Fostering Learner Autonomy in ESL Teaching

Liu Mingxia

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## Abstract

Among the changes that took place in recent years in the field of English as a second language (ESL), the main one has been a shift of focus from the teachers onto the language learners. How to cultivate LA becomes a key concern for educators and researchers. In order to know whether the LA could be cultivated and the cultivation of LA could benefit the students or not, the author carried out an experiment which was carried out in one year in two classes. The instruments used in the experiment were a questionnaire and three examination papers. The questionnaire which was adapted from Nunan (1996) and modified by the writer included 27 items concerning autonomous learning. The results of the questionnaire and the grades of the three examinations were collected and analyzed to find out whether LA could be cultivated and whether the cultivation of autonomous learning would benefit the students' English learning. Analysis of the quantitative data was performed on the computer using SPSS. Our conclusion is that LA could be cultivated and the cultivation of LA benefited the students' English learning. The paper included the methodology used in the experiment, the procedure, data analysis and pedagogical implications we could get from the study. The writer suggests some ways to foster learner autonomy, which includes: directing learners/teachers attitudes towards autonomy, being aware of learning strategies and providing supportive environment.

## References

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## Biodata

Liu Mingxia, 48 years old, an associate professor in Foreign Languages School of Shandong University of Technology. I have got my master's degree in Shandong University. I major in English Teaching and I have been an English teacher for 25 years.





## Session II



## Second Language Acquisition II

**[Venue: Room 201]**

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Ji-Yeon Chang (Myongji Univ.)</b>			
14:20-14:45	<b>Morphological Processing of English Irregular Past Tense by Korean L2 Learners</b> Hee-Don Ahn & KisubJeong (Konkuk Univ.)	Hae Won Jeon (Pukyong National Univ.)	Kyunghee Choi (Hanyang Women's Univ.)
14:45-15:10	<b>The Effects of Listening Instruction on Korean EFL Learners' Listening Abilities: A Meta-analysis</b> Hyunjung Kim & Unkyoung Maeng (Ajou Univ.)	Hye Sook Kim (Sejon Cyber Univ.)	Ji-Yeon Chang (Myongji University)
15:10-15:25	Coffee Break		
<b>[Session Chair] Su Yeon Kim (Anyang Univ.)</b>			
15:25-15:50	<b>Semantic Ambiguity Resolution of Quantifier Scope Constructions</b> Hae Won Jeon (Pukyong National Univ.)	Jeong Wan Lim (Daegu University)	Hyun Joo Lee (Gyeonggi Univ.)
15:50-16:15	<b>The Role of L3 French in the Interpretation of Articles with Definite Plurals in L2 English</b> Haejin Jang (Konkuk Univ.)	Yang Ning (Konkuk Univ.)	Hye Sook Park (Kunsan National Univ.)
16:15-16:40	<b>L2 Learners' Perception of STAD and its Effect on L2 Learners with Different Learning Styles</b> Suyeon Kim (Anyang Univ.)	Hyo Jung Lim (Kwangwoon Univ.)	Liu Mingxia (Shandong Univ. of Technology)



# **Morphological Processing of English Irregular Past tense by Korean L2 Learners**

**Ahn, Hee-Don & Jeong, Kisub**

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## **Abstract**

Previous studies on the word recognition have focused on the differences in the processing of regular and irregular verbs. Pinker and Ullman (2002) proposed Dual-Mechanism Model, which argues that the processing mechanisms for regular and irregular are different, regular ones being processed through a set of linguistic rules, while irregular ones through memory. In L2 studies, the results are somewhat inconsistent. For example, Lee and Hong (2015) found L2 learners of English processed English regular and irregular verb differently, the same way as L1 English speakers do. On the other hand, Park and Chung (2011) found that unlike L1 speakers, L2 learners of English processed regular and irregular verbs uniformly. The present study attributes this difference to the different nature of each irregular verbs. That is, some irregular verbs are more similar to regular ones in that only word endings change when they are used in past tense (send-sent). At the other extreme, some irregular verbs are quite different from regular ones like think-thought. So the present study divided the irregular verbs into four categories and compared their processing patterns along with regular verbs using masked priming technique. The first category consists of irregular verbs which changes only in word endings when used in past tense (lend-lent). The second ones are made of the irregular verbs which change only in stems (ring-rang). In third category are the irregular verbs which change both in word endings and in stems (feel-felt). The final ones are made of irregular verbs which shows radical changes (think-thought).

## **References**

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## **Biodata**

Hee-Don Ahn is professor in the department English, majoring in English linguistics and multilingual language education. Kisub Jeong is Ph.D. candidate of the department English, majoring in English language education and second language acquisition.

# The Effect of Listening Instruction on Korean EFL Learner's Listening Abilities: A Meta-analysis

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## Abstract

Many studies have reported on the effects of listening instruction in the Korean context, however the reported results are not conclusive. Therefore, this study aims to investigate the overall effect of listening instruction for Korean EFL learners. This study also aims to examine the effects of listening instruction depending on the different listening approaches, listening types, and individual activities across Korean EFL learner's listening abilities. Through a comprehensive search on multiple electronic data bases, 138 primary studies were selected and 153 samples were coded into CMA software to calculate effect sizes by computing Hedge's *g*. The results of this meta-analysis showed a medium effect on listening instruction for Korean EFL learners ( $ES = .594$ ). Both the top-down and the bottom-up approaches have medium effects on listening instruction for Korean EFL learners. All types of listening (extensive, intensive, reactive, and selective listening) also have medium effects on listening instruction. The most effective activity of listening instruction in Korean context was found to be a shadowing activity. Detailed findings and pedagogical suggestions are presented.

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## Biodata

Hyunjung Kim is a Ph. D student of Ajou university. Currently, she published her papers in the meta-analysis of the listening instruction in Korean EFL context and the path analysis of demotivating factors for Korean college students. She has a plan to explore the learner-directed methodology to improve English competence by using shadowing.

Unkyoung Maeng has specialized in English Education during her extensive career. She is currently Professor of Secondary English Education and TESOL at Ajou University Graduate School of Education. She has published many research papers on teacher training, teaching and learning strategies, anxiety, and motivation. Her current research interests are teacher motivation and variables of learning/teaching motivation.

# Semantic Ambiguity Resolution of Quantifier Scope Construct

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## Abstract

Language presents us with many puzzles. "Everyone loves someone." It is a well known, long standing puzzle that has two scope interpretation. From the past, many linguists have tried to capture the quantification scope ambiguity and it is claimed that different interpretation results from different syntactic configurations at the representational level of LF. Scope ambiguity has been corroborated by the idea that there exist more than one possible LF structures. Children's acquisition of interpretations of scopally ambiguous sentences containing quantification and negation has received much attention among language acquisition researchers working on a wide range of languages (Gualmini, 2004; Han, Lidz, and Musolini, 2007; Kwak and Lee, 2010; among others). To do genuine explanation of semantic ambiguity akin to quantifier scope, I propose a new analysis of the nature of quantifier scope interaction and generalize the mechanism of scope interpretation within the framework of the Minimalist Program (MP). In order to better understand how processing factors play a role in scope acquisition universally, it would be necessary to take a closer look at the role of language-specific clues. The primary object of inquiry of this paper is thus to examine how interpretations of semantic ambiguity of quantifier scope constructions is properly encoded in the syntax and interpreted as such at the C-I interface.

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## Biodata

Haewon Jeon is an instructor in the Department of English Language and Literature at Pukyong National University. Her work is centered around developing syntactic approaches to human mind and Internal language. Dr. Jeon received her Ph.D. from Pukyong National University(2017) under the mentorship of Dr. Soonhyuck Park. Her doctoral thesis developed the quantifier scope shift in terms of a recent version of the Minimalist Program in which the operation that Chomsky call the Labeling Algorithm (LA). She received her M.D. from Pukyong National University under the mentorship of Dr. Soonhyuck Park. She presented a psycholinguistic approach of Native and Non-native Processing of English Wh-Questions with E-Prime in which the psycholinguistic experiment that calculates the running time of the sentence to figure out the psychological reality of human

# The Role of L3 French in the Interpretation of Articles with Definite Plurals in L2 English

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## Abstract

As an emerging field of research, the area of Third Language Acquisition (TLA) has grown in prominence in recent times (Cenoz, 2001; De Angelis, 2007; Hammarberg, 2009; and Bardel and Falk, 2010). In order to build on this growing body of literature, this paper focuses on how one's first (L1) and third language (L3) influences the acquisition of a second language (L2). As part of this, this study examines Korean L2 English learners who have studied French as a third language. In order to assess these learners, five experiments were conducted; Questionnaires, acceptability judgement tasks (AJT), a truth value judgement task (TVJT), and a Mini DELF test. By using a mixed ANOVA as a means of assessing these experiments the study showed that within the definite plurals sentences, Korean L2 learners of English were significantly better at judging which sentences were correct than both the Korean L3 learners of French and the native French respondents. These results indicate that Korean L2 English L3 French learners were more heavily influenced by their L3 French than their L1 Korean when acquiring the English article system. From this we can deduce that L3 learners deactivated their L1 more successfully than their L3.

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## Biodata

Haejin Jang received B.A. and M.A. degrees in English Linguistics and Education from Konkuk University, Seoul, Korea in 2009 and 2013. She is currently a Ph.D. candidate in Konkuk University. Her research interests include Second Language Acquisition and Third Language Acquisition of Articles.

Heedon Ahn received M.A. and Ph.D. in Linguistics all from University of Wisconsin, Madison in America. His research interests include syntax, first and Second language acquisition and processing. Dr. Ahn is currently a professor in Konkuk University, Department of English.

# **L2 Learners' Perception of STAD and its Effect on L2 Learners with Different Learning Styles**

**Kim, Suyeon**

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## **Abstract**

This study aims to examine the relationship among cooperative learning, L2 learning, and learning styles. To that end, I utilized Slavin's Student Teams-Achievement Divisions (STAD) and investigated how learners perceive the effect of STAD on second language (L2) learning and how the effect of STAD is associated with their learning styles. I implemented STAD in two college English conversation classes during a 15-week semester, with 44 learners completing two questionnaires about their perception of STAD and learning defined by Grasha and Reichmann and six participating in interviews. Three key findings emerged: 1) L2 learners perceived STAD as being more useful than lecture-centered classes in improving their conversational skills, promoting more active participation and interaction, and developing higher self-confidence and lower anxiety, 2) while avoidant learning styles had a significant negative correlation with students' perception, a significant positive correlation resulted with the majority of learning styles, such as the collaborative, competitive, participative, and independent learning styles, and 3) collaborative and independent learning styles had a more significant effect on L2 students' perception of STAD than other learning styles. The results show that STAD is identified as a useful teaching technique, in that through cooperative learning, L2 learners are scaffolded to improve conversational skills with assistance from more advanced peers. Further, STAD accommodates diverse learning styles by giving learners equal opportunities for success during small group work. This study implies that L2 learning can be maximized when teachers employ a strategy that allows learners with different learning styles to participate.

## **Biodata**

Suyeon Kim received a Ph.D. from University of Wisconsin-Madison. She is a professor at Anyang university.





## Session III

# International / Intercultural Communication II

[Venue: Room 202]

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Sung Hye Kim (Korea Institute for Curriculum &amp; Evaluation)</b>			
14:20-14:45	<b>How to Teach the Intercultural Communication with Literature – Focusing on Shakespeare's <i>A Midsummer Night Dream</i></b> In-kyung Hwang (Sungkyunkwan Univ.)	Hye Sook Park (Kunsan National Univ.)	Mi Ran Yang (Dong Ah Institute of Media and Arts)
14:45-15:10	<b>The Effects and Durability of Implicit and Explicit Pragmatic Instruction Regarding the Speech Act of Requests</b> Hyekyeng Kim (Kumoh National Institute of Technology)	Hyun Joo Lee (Gyeonggi Univ.)	Eun Hee Lee (Kyung Hee Cyber Univ.)
15:10-15:25	Coffee Break		
<b>[Session Chair] Chan Kyu Park (Jungwon Univ.)</b>			
15:25-15:50	<b>What is Plurilingualism and What Role Can Plurilingual Pedagogies Play in the English Language Classroom?</b> Steve Marshall (Simon Fraser Univ.)	In Kyung Hwang (Sungkyunkwan Univ.)	Kang Young Lee (Chungbuk National Univ.)
15:50-16:15	<b>Politeness Behavior in Requests by Korean Learners of English</b> Jae-Suk Suh (Inha Univ.)	Hyug Ji Chang (Sunmoon Univ.)	Youngmin Park (Pusan National Univ.)
16:15-16:40	<b>American Public Speaking Courses and Applicable Strategies for Improving English Conversation Skills in EFL contexts</b> Nahk Bohk Kim (Korea Nazarene Univ.) Brent Dirks (Myongji Univ.)	Eun Hee Nam (Hankyong Univ.)	Sang Min Lee (Kyung Hee Univ.)



# How to Teach the Intercultural Communication with Literature

## Focusing on Shakespeare's *A Midsummer Night's Dream*

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### Abstract

There are changing the culture variously and continuously. We have seen the culture perspective according to the global trends or domestic trends. It is more important to balance between them. Global trends have spread the domestic culture. These days we have considered intercultural trends within a society. It is too various to explain the definition of the culture. It is hard to catch up with the intercultural communication within a community. EFL teachers have a good teaching point to social integration and to avoid the students' confusion between their native culture and the culture of the target language. As we know very well, we have confronted with the rapidly changing global situations and chasing intercultural communicative needs. There is a clear distinction between social integration and the communicative needs as suggesting the literature, especially, Shakespeare's *A Midsummer Night's Dream*. There are many cultures in it: Greek culture, Roman culture and paganism and Christian culture, Patriarchal culture, however, there are many conflicts between them; Renaissance Culture and a Hybrid Italian Culture: Pagan culture and Christian culture: Generation culture. Therefore, this drama would get rid of the conflicts between them and suggest to reconcile the characters who would have counter by their speech or dialogue with happy ending. Those days in 16th Century of the British the leaders would like to talk with their people to try to complete the social integration. There were Renaissance style and the British style mixed with another culture, in other words intercultural social system as cultural variants. In conclusion, the teachers investigate or extracts and shows the speeches or dialogues from literature as the socio-culture of textbook. They need to edit and make paraphrase of them according to the students' level. It is easier to explain and teach intercultural communication. It is sure that their students be satisfied with intercultural communicative needs and they are adaptable to learn English Culture for EFL. Let us know how to constitute teaching strategies about socio-studies and social integration although there are rapidly changing global trends with the cultural wave within a community. *A Midsummer Night's Dream*, one of Shakespeare's works would have two components between the integrative and intercultural communicative strategies.

### Biodata

Hwang, in-kyung received a Ph.D. from Seongkyunkwan university and MD in English Language Education from Yonsei. University. She has experienced in teaching in Practical English as an adjunct Prof. in Bucheon College from 1st of March of 2004 to 28th of Feb., 2010. Now she is working at a researcher of Human Insituteion in Seongkyunkwan university and a member of Woman's Studies in Unique Conference Canada.

# The Effects and Durability of Implicit and Explicit Instruction Regarding the Speech Act of Requests

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## Abstract

Despite evidence of effectiveness of pragmatic instruction, few scholars have investigated the durability of the effects of pragmatic instruction. To address this gap in the research of interlanguage pragmatics, the present study aimed to examine the effects and durability of the implicit and explicit instruction in terms of students' production. Participants (N = 52) were students registered at a local Korean university, who received either implicit instruction or explicit instruction regarding the speech act of requests. A discourse completion test (DCT) and role-plays were employed for data collection. The responses on the DCT were scored based on evaluation criteria, and the scores were analyzed through a repeated measure ANOVA. The results indicate that the students in both groups showed positive effects from pretest to later tests. Particularly, the increase in the mean scores from pretest to immediate posttest displayed large effect sizes for both groups. However, their mean score decreased from immediate posttest to delayed posttest, and a small effect size was found in the scores of the implicitly instructed group. These findings imply that teaching L2 pragmatics should be incorporated in English curricula and should provide students with explicit instruction as well as abundant opportunities to practice to increase the retention of their pragmatic knowledge.

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## Biodata

Hyekyeng Kim is currently an assistant professor in Kumoh National Institute of Technology. She graduated from Hankuk University of Foreign Studies and specialized in TESOL. She has also received teacher's certification from both Canada and South Korea. Her professional experience includes having taught international students as an ESL teacher in a P-12 school in Canada as well as teaching EFL to students in various universities. Her research interests lie in interlanguage pragmatics, L2 writing as well as diverse topics in SLA.

# What is Plurilingualism and What Role Can Plurilingual Pedagogies Play in the English Language Classroom?

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## Abstract

Today, students and educators face many linguisticisms: bilingualism, multilingualism, polylingualism, metrolingualism (Pennycook & Otsuji, 2015), plurilingualism (Coste, Moore, & Zarate, 1997, 2009), not to mention codeswitching, codemeshing, and translanguaging (Boun & García, 2015; Canagarajah, 2011; García, 2009; Li & Zhu, 2013). I review these differences in terminology, before focusing on plurilingualism. Plurilingualism has been defined as the study of individuals' repertoires and agency in several languages, in which the individual is the locus and actor of contact; accordingly, a person's languages and cultures interrelate and change over time, depending on individual biographies, social trajectories, and life paths (Coste, Moore, & Zarate, 1997, 2009; Marshall & Moore, 2013, 2016). The term "plurilingual competence" emphasizes learners' agency, constraints, and opportunities in educational contexts (Beacco & Byram, 2007; Coste, Moore, & Zarate, 1997, 2009; Moore & Gajo, 2009). I present data from a three-year study (funded by the Social Sciences and Research Council of Canada) of plurilingualism and plurilingual pedagogies at a university in Western Canada that is characterized by multiculturalism and high levels of linguistic diversity. The following data, representing plurilingual pedagogy in action, are presented: interviews with students; recordings of in-class interactions involving students mixing Chinese, Korean, and English; and samples of students' writing. I conclude by suggesting that teachers of English language should break free from the English-Only mindset that pervades in many classrooms, embrace other languages and cultures, and encourage their students to use the other languages they know in the process of learning English.

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## **Biodata**

Steve Marshall is an Associate Professor in Academic Literacy Education at Simon Fraser University, Canada. He coordinates the university's Foundations of Academic Literacy course, taken annually by 800+ students. Steve researches academic literacy and plurilingualism in higher education, and is author of *Advance in Academic Writing* (2017), Pearson ELT Canada.

# Politeness Behavior in Requests by Korean Learners of English

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## Abstract

The aim of the study was to examine politeness behavior of Korean students of English in the speech act of requests. In the study which viewed politeness as a function of downgrading, three language groups (EFL Korean learners, ESL Korean learners, and native speakers of English) responded to face-threatening situations in DCT. The results of the study showed that the native speaker group outnumbered the two learner groups in the use of downgraders by employing a wide range of downgraders within a given request strategy, and thus invested more politeness than the learner groups throughout situations (Hartford & Bardovi-Harlig, 1996; Won, 2012). In contrast, the learner groups of both ESL and EFL underused downgraders consistently, and showed a limited repertoire of downgraders by relying on a few one- or two-word downgraders. Such deviations from the target language norm were more pronounced in the EFL learner group than the ESL learner group. That is, the ESL learner group showed some similarities to the native speaker group in the use of downgraders under some situations, which indicates that they seemed to know how to sound polite in English when they should be polite. Suffering from more serious limitations in the range of downgraders, the EFL learner group relied heavily on a politeness marker 'please' in most situations. It is the EFL learner group who invested the lowest degree of politeness among three groups in every one of the situations. Given the overall results of the study, the Korean learners of English were short of L2 pragmatic knowledge of downgrading needed to successfully handle English linguistic politeness in face-threatening situations (Yang, 2001).

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## Biodata

Jae-Suk Suh is professor at Inha University, teaching various courses on applied linguistics. His research interest includes L2 pragmatics, L2 reading, L2 writing and teacher education.

# American Public Speaking Courses and Applicable Strategies for Improving English Conversation Skills in EFL contexts

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## Abstract

The purpose of this paper is to apply observations of an American public speaking course to English Conversation classes in order to help EFL students enhance their English Conversation skills in the EFL context. A survey on public speaking anxiety was conducted, targeting 13 female and 11 male students enrolled in a university-level speech course. In-depth interviews were conducted with five students of different nationalities: 2 Americans, 2 Chinese students and 1 Korean student. Data was analyzed with SPSS 21.0. The results were as follows. First, Chinese and Korean students were more anxious than American students. Also, Chinese and Korean students focused more on linguistic and verbal communication skills, including pronunciation, vocabulary, listening, and writing whereas American students tended to focus on non-verbal communication skills such as gestures, eye contact, movement, and voice delivery. In overcoming PSA, Chinese and Korean students tended to memorize the content and look at the front row in contrast to American students who utilized the key words and delivery outline, and tended to connect with the entire class. Secondly, some effective and applicable strategies for improving English Conversation skills are suggested. They include video-recording activities, self-reflection and peer correction, a detailed framework for the speech-making process, an impromptu speech program, a working outline and a few tips to help one prepare for a speech with cue cards and help one overcome PSA. (226 Words)

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## Biodata

NahkBohk Kim, Associate Professor, Department of Flight Business English, Korea Nazarene University is an author of numerous articles on chunks & chunking, collocations and corpus-based language teaching, He studied at KongJu National University, University of Hawaii, Anglia Ruskin University in Cambridge, and ChungNam National University.



Brent Dirks, Assistant Professor, Bangmok School of General Education, Myongji University Science Campus, is an English Conversation instructor and has participated in joint research on free-talking and students' expectations of English Conversation classes. He studied at Northwest Nazarene University and Nazarene Theological Seminary.



## Session IV

# Curriculum & Material Development / Teacher Training

**[Venue: Room 203]**

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Yoo-Jean Lee (Dankook Univ.)</b>			
14:20-14:45	<b>A Study on the Relationship Between Teachers' English Learning Motivational Strategies And Learners' English Self-Regulated Learning in Learning Center Private Education and Service</b> Cheol-Hong Min (Deakyo) Hyoung-youub Kim (Korea Univ.)	Ho Jung Yu (Kyungil Univ.)	Heeyang Park (Univ. of Warwick)
14:45-15:10	<b>An Error Analysis Based on a Small-Scale Corpus of EFL Writings</b> Yu Jian & Moongee Jeon (Konkuk Univ)	Eun Hye Song (Soongsil Univ.)	Inyoung Shin (Namseoul Univ.)
15:10-15:25	Coffee Break		
<b>[Session Chair] Moongee Jeon (Konkuk Univ.)</b>			
15:25-15:50	<b>Is the Flipped Classroom Effective in English Education in Korea</b> Jaeho Choi (Sangmyoung Univ.)	Jae-hyun Im (Indiana Univ.)	Kyungja Ahn (Seoul Nat'l Univ. of Education)
15:50-16:15	<b>The Role of Lexical Frequency in Modulating Translation Asymmetries with Proficient Chinese-English Second Language Learners</b> Mao Cui (Konkuk University/ Shandong University of Technology)	Jae Suk Suh (Inha Univ.)	Hyejin Park (Univ. of Albany, SUNY)
16:15-16:40	<b>A Study of Classroom Discourse: I Think</b> Yang Ning & Moongee Jeon (Konkuk Univ.)	Youn-hee Kim (Korea Aerospace Univ.)	Jihye Lee (Cornell Univ.)



# **A Study on the Relationship Between Teachers' English Learning Motivational Strategies and Learners' English Self-Regulated Learning Strategies in Learning Center Private Education and Service Company(Daekyo)' Institution**

**Min, Cheol-hong & Kim, Hyoung-youb**

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## **Abstract**

The growing importance of English as an international language has been a strong influence over L2 learning in EFL contexts. However, learning motivation and self-regulated learning have not been educated and trained in a systematic way for Korean English teachers and learners. This study attempts to examine private English teachers' use of learning motivational strategies in class and private English learners' self-regulated learning in Learning Center private education and service company(Daekyo)' institution. This study starts the 4 questions. ( i ) Does private English teachers' experience affect their use of English learning motivational strategies?, ( ii ) Does private English teachers' L2 proficiency affect their use of English learning motivational strategies?, (iii) Does private English teachers' English competence affect the use of English learning motivational strategies? And, (iv) Is the relationship between teachers' use of English learning motivational strategies and English learners' self-regulated learning? To solve the research problems, this study conducted an experiment on 22 teachers and 193 learners (from the grade 3 to 6) in Learning Center. As for the results the quantitative study suggested that ( i ) teaching experience showed to a certain degree effect on the use of motivational strategies by descriptive statistics, no relationship by ANOVA, regression analysis, ( ii ) L2 proficiency and English competence turned out to be minor effect on their use of motivational strategies, (iii) the use of teachers' learning motivational strategies is not correlated with learners' self-regulated learning strategies, (iv) although students' learning experience is somewhat related to 3 dependent variables(goal setting, self-evaluation, time management) by descriptive statistics, it is nether related to the learners' English self-regulated strategies.

## **Biodata**

Cheol-hong Min is the English and Self-Regulated Trainer in private education and service company(Daekyo), and is the communication trainer in Samsung Credu. He's been teaching English teaching methods, counseling skills, sales talking, and self-regulated learning to Daekyo teachers for 17 years. He received a doctor's degree(dissertation topic: A Study on the Relationship Between Teachers' English Learning Motivational Strategies and Learners' English Self-Directed Learning Strategies in Private Institution) in applied linguistics at a graduate school of Korea University on February 25 in 2017.

Hyoung-youb Kim is the professor at the Department of English Language and Literature of Korea University. He has continued the researches relevant to Teaching and Training English language including several linguistic research achievements. He has held several posts at academic associations such as the Phonology-Morphology Circle of Korea and MEESO. He also issued several books and theses related with both English Education and Linguistic area.

# An Error Analysis Based on a Small-Scale Corpus of EFL Writings

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## Abstract

This study examined the characteristics of learner data based on an error-tagged small-scale corpus. More specifically, this study attempted to investigate the frequencies and distributions of some frequently made errors (Corder, 1967; Dagneaux, Denness, & Granger, 1998) in an error-tagged corpus of writings by Chinese university EFL learners (Liu, 2012). The results showed that the Chinese EFL learners made high frequency of unnecessary determiner errors, a result of overgeneralization in learning (due to cross-linguistic differences). On the other hand, they made very few cases of tense errors, possibly due to the specific genre of writings selected from the corpus. It is hypothesized that at least three factors (i.e. L1-L2 differences, learners' proficiency level, and characteristics of written genres undertaken) jointly play roles in these Chinese EFL learners' writings.

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## Biodata

Jian Yu is a doctoral student in the Department of English at Konkuk University, Seoul, Korea. His research interest includes corpus linguistics, cognitive linguistics, and stylistics.

Moongee Jeon is an associate professor in the Department of English at Konkuk University, Seoul, Korea. His main research interests include text cohesion, corpus linguistics, experimental psychology, and cognitive science.

# Is the Flipped Classroom Effective in English Education in Korea?

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## **Abstract**

Flipped classroom is recognized as an innovative teaching approach to address educational needs of 21st century. Benefited from the Internet and multimedia technology, online teaching materials are growing in the quantity and the quality. The flipped classroom is a new teaching approach to utilize the online materials, combining online and face-to-face classroom activities. The concept of ‘converting’ of in-class and out-of-class has been proved to be effective in various setting in abroad. In Korea, there have been studies to investigate the effects of flipped classroom in English education. This study aimed to examine the studies to yield implications for flipped English classroom. For this research, empirical studies in English education in Korea were collected and reviewed. For reliable research data, only the studies published in peer-reviewed journals were adopted for the analysis. Collected studies were analyzed in terms of instructional designs, learning activities, the effects of the model, and student perceptions. The results presented problematic issues on interpreting and reporting in the studies and suggestions for flipped classroom in English education.

## **Biodata**

Jaeho Choi is an assistant professor of the Department of English Education in Sangmyung University. His research interests include instructional design and technology integration in English education. In addition, he has developed his expertise in educating pre-service teachers.

# The Role of Lexical Frequency in Modulating Translation Asymmetries with Proficient Chinese-English Second Language Learners

Mao Cui

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## Abstract

In the studies of bilingualism, translation asymmetries have long been observed, with longer translation latencies from L1 to L2 (forward translation) than from L2 to L1 (backward translation). Besides, studies using naming, picture naming and masked priming lexical decision experiments found that priming effects in the L1-L2 direction (from first language primes to second language targets) are often stronger than those in the L2-L1 direction. But there are other studies which found the magnitude of the translating priming was similar in the two directions, and concluded that highly fluent bilinguals do develop symmetrical between-language links. The two experiments in the present study measured the response time in the two-way translation of concrete nouns in Chinese and English in order to explore whether frequency effect could modulate the translation asymmetries with Chinese-English second language learners who have been trained for translating and/or interpreting for 2 years or more. Experiment 1 showed when stimuli and translation equivalents were of matched frequency (matched pairs), backward translation took longer time than forward translation. Frequency value of stimuli had an effect on mean RT, with shorter mean RT for high frequency items. Experiment 2 and 3 showed low-to-high translation pairs took significantly longer RT than matched pairs. Furthermore, forward translation was sensitive to the manipulation of frequency conditions between the stimuli and the equivalents, whereas backward translation was not.

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## Biodata

Mao Cui is a graduate student of Konkuk University, majoring in English linguistics and education.



# A Study of Classroom Discourse: *I Think*

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## Abstract

This study aims to investigate the occurrence of I think (Karkkainen, 2003; Lindemann, & Mauranen, 2001) in two different discourses. A collected data of I think from graduate student research interview and objectivism group study in the Michigan Corpus of Academic Spoken English (MICASE) was analyzed. The findings of this study showed that the proportion of initial position of I think was very high in the two corpora. I think, however, displays a very low frequency in the final position in the group study. Surprisingly, the final I think is absent in the research interview. The medial I think displayed a relatively lower frequency score, when compared to the initial position. Finally, a list of I think in the immediate context was briefly discussed. The higher proportions of so, and, because, and then in the research interview indicated that the interviewee tried to clarify his stance in the conversation, thereby demonstrating a kind of higher certainty and great confidence. The hesitation marker well I think can be regarded as the typical feature of the group study since it is totally avoided in the research interview.

## References

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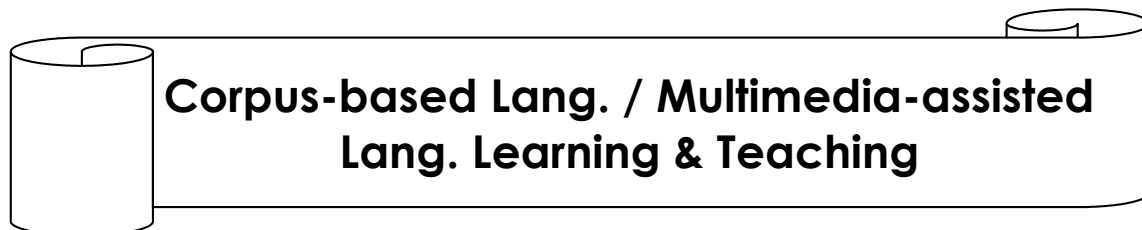
## Biodata

Yang Ning is a doctoral student in the Department of English at Konkuk University, Seoul, Korea. Her main research interests include English linguistics and corpus-linguistics.

Moongee Jeon is an associate professor in the Department of English at Konkuk University, Seoul, Korea. His main research interests include text cohesion, corpus linguistics, experimental psychology, and cognitive science.



## Session V



**[Venue: Room 204]**

Time	Presentation Title and Presenter(s)	Moderator	Discussant
<b>[Session Chair] Jaeho Choi (Sangmyoung Univ.)</b>			
14:20-14:45	<b>College Students' Perception on General English Courses and Implications for ESP courses</b> Jaeho Choi & Jeong Youn Lee (Sangmyoung Univ.)	Ok Hui Park (Pae Jae Univ.)	Jong Beom Ha (Kumoh National Institute of Technology)
14:45-15:10	<b>Using and Adapting Massive Open Online Courses for English Teaching</b> Hyejin Park (Univ. at Albany, SUNY)	Brent Dirks (Myongji Univ.)	Jun Yong Lee (Republic of Korea Naval Academy)
15:10-15:25	Coffee Break		
<b>[Session Chair] Jae Won Kim (Jeju National University)</b>			
15:25-15:50	<b>A Report on Corpus based English Learning and Teaching on Synonyms</b> Rongju Li (Konkuk Univ.)	NakBohk Kim (Korea Nazarene Univ.)	Do Hyeong Yu (Kookmin Univ.)
15:50-16:15	<b>Analysis on Constructed Response Items of High School English in the 2015 National Assessment of Educational Achievement</b> Sung Hye Kim (Korea Institute for Curriculum and Evaluation)	Bo Kyung Lee (Myongji Univ.)	Young-Mee Suh (Incheon National Univ.)
16:15-16:40	<b>A Path Analysis of Demotivating Factors of Korea EFL Learners</b> Jaekeun Lee (Ansan Univ.) Hyunjung Kim (Ajou Univ.) Eunsil Bae (Ajou Univ.)	Rongju Li (Konkuk Univ.)	Youn-hee Kim (Korea Aerospace Univ.)



# College Students' Perception on General English Courses and Implications for ESP courses

**Choi, Jaeho & Lee, Jeong Youn**

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## **Abstract**

In Korea, general English courses are mandatory for college students in most universities, which reflects the emphasis on English proficiency in universities. However, there have been consistent requests for interactive and communicative English classes. This study investigated student perceptions on and satisfaction of a general English course in a university. The university has the educational goal to prepare students to be competitive in a global society. The general English course focuses on equip students with proficient English communication competence. In total, 127 students participated in the study. Surveys was conducted to collect data, which were analyzed to understand their perceptions and satisfaction. In the first survey, more than 60% of the students expressed dissatisfaction with the course. A follow-up survey revealed student perceptions on the course and teaching methods. Their perceptions were slightly different depending on the types of the language skills while they satisfied with teaching methods in general. The results presented needs and implication for English for Specific Purposes (ESP).

## **Biodata**

Jaeho Choi is an assistant professor of the Department of English Education in Sangmyung University. His research interests include instructional design and technology integration in English education. In addition, he has developed his expertise in educating pre-service teachers.

Jeong Youn Lee is a undergraduate student of the Department of English Education in Sanymyung University. She has participated in various research and English communication programs. She has been developing her career as a program consultant in a global society.

# Using and Adapting Massive Open Online Courses for English Teaching

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## Abstract

The aim of the present study is to present a way of using Massive Open Online Courses (MOOCs) for teaching English. It is said that short MOOCs video clips dealing with conversations of English speakers help students learn real-life English as well as improve their speaking and listening skills in English (Erwen & Wenming, 2017). For the present study, a one-week-length needs assessment was conducted. It consisted of nine multiple-choice questions (singular or plural responses) and one open-ended question, and was answered by 22 English teaching professionals at institutes as well as at secondary or tertiary schools. The result uncovered that reading (59.1%) and speaking (54.5%) are the most frequently taught in their current classes. However, they answered that writing (81.8%) should be more focused in English class. Besides, most of the respondents (90.9%) were using supporting materials, and almost two-third of the people (68.2%) said that using MOOCs would improve students' English. More specifically, listening skill (77.3%) was expected to be enhanced the most through MOOCs. On the other hand, a half of the total respondents strongly agreed that the courses of MOOCs would be challenging for their students. Based on the result of the needs assessment, this study will seek a method of effectively using Coursera ([www.coursera.org](http://www.coursera.org)), one of the MOOCs, for English teaching professionals. The method will include the selection of relevant courses and adaptation of the curriculum or materials to English listening and writing education.

## References

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## Biodata

Hyejin Park is a Ph.D student in Curriculum and Instruction (Department of Educational Theory and Practice). Her primary research interests include educational/English materials and program development, computer-assisted learning, online learning, English for Specific Purposes, corpus linguistics, and social network analysis.

# A Report on Corpus based Learning and Teaching on Synonyms

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## Abstract

Vocabulary teaching is one of the basic aspects of English language learning and teaching, among which synonym is a focal point as well as a difficult point which could raise or limit learners' English ability. However, the present reference books for the synonyms in English is not that satisfactory for learning and teaching because they distinguish synonyms out of their context. The corpus linguistic approach offers us a new and reliable approach to distinguish these synonyms on their similarities and differences in context. This study takes a group of synonyms—promise, swear, vow, pledge, guarantee and oath – as example, comparing their similarities and differences from their word frequency, registers, collocations and semantic prosody basing on the Brown corpus, hoping to aid the English learning and teaching, and thus raising learners' English writing ability on appropriate word diction aspect. In measuring the effect of this approach, this study recruited volunteers from a sophomore class as experimental group and those who are not volunteered to use the corpus approach as comparing group. After six months of training, all the learners in the class took part in the TEM4 (Test for English Majors -- Band 4). Besides comparing the overall scores in the test, this study also employs Latent Semantic Analysis as an assessing tool to check the learners' ability in word diction in writing. The final comparing results reported proved this approach successful.

## References

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## Biodata

Li Rongju. is a Ph.D Student of Konkuk University from Feb. 2016 up to now from School of Foreign Languages, Shandong University of China. Major study area includes pragmatics and bilingualism.

# **Analysis on Constructed Response Items of High School English in the 2015 National Assessment of Educational Achievement**

**Kim, Sung Hye**

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## **Abstract**

The study aims to analyze students' answers on constructed response (CR) items in the 2015 NAEA High School English assessment in order to identify specific characteristics of four different levels of achievement. The NAEA English assessment for 2nd year high school students has six CR questions—one question in speaking section and five questions in writing section. Answers from 7,474 high school students in the sample-based assessment were analyzed. Advanced-level students were able to find key words in order to include more details in their sentences, however, they were less proficient in speaking and writing than listening and reading. Proficient-level students rarely found key words; wrote sentences including the core elements; or inferred answers but used the same words or the sentences in the text. Therefore, they had insufficient ability in speaking or writing according to the situation or purpose. Basic-level students could not speak or write the gist or details based on what they listened to or read. With the findings of this study that students at different levels had different characteristics, different teaching and learning methods should be applied to students at different level of achievement in order to reinforce their strengths and improve their weaknesses.

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## **Biodata**

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



# A Path Analysis of the Demotivating Factors of Korea EFL Learners

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## Abstract

This study explored demotivating factors and their causal relationships in relation to Korean EFL learners. With 208 college students participating in the research, this study performed Exploratory Factor Analysis (EFA) to extract demotivating factors. Moreover, this study is to look into the causal relationships among the different factors. According to the results, first, the demotivating factors were defined to five different factors: learners, instructors, learning environment, negative attitude toward the L2 and L2 culture, and parents. Second, the results of the path analysis showed a path of causal relationship amongst the five factors. The parents factor showed the critical value (.49), influencing negative attitude toward L2 learning. Statistically significant influences are defined by the following factors: from instructors to negative attitude toward L2 (.27), from environment to learner factor (.43), from negative attitude toward L2 learning to learner (.38), from the learner to English language proficiency (.57), and from negative attitude toward English language proficiency (-.39). Specifically, this study found that parents factor is one of the crucially demotivating factors affecting EFL learners. Parents could make effective learning experiences for the targeted learners if they put their efforts on the L2 learning not as a learning supervisor but as a learning facilitator. Pedagogical implications are presented in detail.

## References

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- Kim, Kyung Ja. (2014). A structural model of demotivational factors affecting achievement for middle school students. *The Journal of the Korea English Education Society*, 13(3), 41-59.

## Biodata

Jaekeun Lee is a professor at Ansan University, and currently teaching English-related courses like practical English and TOEIC. His main interests are related to English language teaching methodology for EFL learners, including TELL, E/M-learning, ESP, and skills for enhancing speaking proficiency.

Hyunjung Kim is a Ph. D student of Ajou university. Currently, she published her papers in the meta-analysis of the listening instruction in Korean EFL context and the path analysis of demotivating factors for Korean college students. She has a plan to explore the learner-directed methodology to improve English competence by using shadowing.

Eunsil Bae is currently teaching English education at Ajou University. Her interest lies in effective teaching methods and approaches for improving reading and writing skills of Korean EFL learners. More specifically, it includes storytelling, reading for writing, and technology-enhanced language learning.

# Poster Presentations

Session Chair: Eun Young Park (Hongik Univ.)

Venue: Room 301

Time (14:20-16:00)	Presentation Title and Presenters
01	<p align="center"><b>Native English Teachers' Test Construction Practices for College English Courses</b> Myeong-Hee Seong (Eulji Univ.)</p>
02	<p align="center"><b>A New Model of English: English as an Intercultural Language</b> Kang Young Lee (Chungbuk National Univ.)</p>
03	<p align="center"><b>Investigating Middle School English Textbooks with New Technologies</b> Mihyun So &amp; Moongee Jeon (Konkuk Univ.)</p>
04	<p align="center"><b>Preparation Effect in Phonological Processing of English Spoken Words by Korean Learners</b> Sujin Oh &amp; Jeong-Im Han (Konkuk Univ.)</p>
05	<p align="center"><b>Dr. Seuss for High School Students: Motivating Non-decoders</b> Jiyoung Lee &amp; Youngmin Park (Pusan National Univ.)</p>
06	<p align="center"><b>A Proposal for Integrated Tests based on an E-Chapter Book System</b> KyeGon Lee (Univ. of Iowa)</p>
07	<p align="center"><b>The Effects of the Flipped Classroom for Vocabulary Learning on Korean High School Students' Vocabulary Learning and Attitude</b> Wooyoung Jee (Busan Jangan High School)</p>
08	<p align="center"><b>Incidental Vocabulary Learning through Extensive Reading</b> Sang-jik Lee (Ulsan Middle School)</p>
09	<p align="center"><b>A Study on EFL Learners' Perception on In-Class Sustainable Silent Reading (SSR) and Their Engagement in the SSR</b> Junghee Hwang (Pyeongtaek Univ.)</p>
10	<p align="center"><b>Repeated Interactive Reading-Aloud in Fourth Grade EFL Classrooms</b> Sungbin Kim (Keesung Elementary School)</p>
11	<p align="center"><b>Analysis of Preservice Elementary English Teachers' Class Critiques on Their Microteaching</b> Hyun Jin Kim (Cheongju National Univ. of Education)</p>
12	<p align="center"><b>A Corpus-based Study of Discourse Characteristics in Middle School English Textbooks</b> Jieun Kim &amp; MoongeeJeon (Konkuk Univ.)</p>
13	<p align="center"><b>The Relationship Between Pair Work and Learning Opportunities</b> Youn-hee Kim (Korea Aerospace Univ.)</p>



# **Native English Teachers' Test Construction Practices for College English Courses**

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## **Abstract**

This study aims to analyze college English conversation tests from native English teachers to see if the tests complied with program goals and to find out the differences between native English teachers' test construction for English conversation courses and those of Korean English teachers' reading courses. In order to do this, the study examined the test construction practices of 7 native English teachers who taught an English conversation course in a college English program at a university in Gyeonggi province near Seoul. The teachers' midterm and final tests were collected. The teachers' tests were analyzed in terms of question number and question type and were compared with Kim (2005)'s research. The results and suggestions were provided, and future direction of the study was also discussed.

## **References**

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- Kim, Eun-Jeong. (2005). The teachers' test construction practices in a college English program: A case study. *English Teaching*, 60(2), 267-283.

## **Biodata**

Myeong-Hee Seong is a Professor of the Faculty of Liberal Arts at Eulji University. She received her Ph. D. in English Education from Korea University. Her research interests are focused on English teaching methods and action research.

# A New Model of English: English as an Intercultural Language (EiCL)

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## Abstract

This presentation presents the body of the knowledge on the recent model of English, called English as an intercultural language (EiCL). This is mainly because (1) EiCL advocates that the English language has become a heterogeneous language with multiple norms and grammars bound predominantly for communication, comprehensibility, and culture (Sifakis, 2004) and (2) EiCL is not only to promote interculturally multidialectal English users (Lee, 2013; Lee & Green, 2016) among world Englishes but to diminish the so-called native-speakers' linguistic and cultural dominances. In this study, EiCL is defined as both a new working approach among many different models of English and a new field of study in English language teaching in the postmodern globe.

## References

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## Biodata

Kang-Young Lee is an applied linguist whose research focuses on the sociocultural and sociopolitical aspects of language learning, multilingualism, World Englishes(WEes), and English as an intercultural language(EiCL). His contribution to analyze English language acquisition in World Englishes and intercultural English language contexts seems to be the work he is best known for. He has used this approach to his study of EiCL learning/teaching. He has been a(an) member/editor/reviewer of English applied linguistics associations in/out Korea: notably they are; English Teaching: Practice and Critique (SSCI), English Linguistics Research (Sciedu press), Journal of Modern Education Review (Academic Star Pub. Co.).

# Investigating Middle School English Textbooks with New Technologies

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## Abstract

The main goal of this study was to analyze Korean middle school English textbooks using a computer program tool, Coh-Metrix (Graesser, Jeon, Cai, & McNamara, 2008; Graesser, Jeon, Yan & Cai, 2007). For this study, we created a corpus of listening scripts from seven middle school English textbooks. These corpora were analyzed with Coh-Metrix. Coh-Metrix is a computer program for analyzing various corpora (Graesser, Jeon, Yan & Cai, 2007). The Coh-Metrix measures used for this study consisted of basic counts (the total number of words, the total number of sentences, average words per sentence), word level measures (lexical diversity, type-token ratio, word frequency, imageability, concreteness, age of acquisition), sentence level measures (Flesch Reading Ease score, Flesch-Kincaid Grade level, noun phrase density, the number of words before main verbs), and text cohesion (co-reference cohesion, semantic cohesion) measures. The results of the study showed that there were significant differences among English textbooks for the basic counts, the lexical diversity, the word frequency, and the semantic cohesion measures. The findings of the study suggest that Coh-Metrix is useful for evaluating English textbooks and for designing them in terms of objective measures.

## References

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- Graesser, A. C., Jeon, M., Yan, Y., & Cai, Z. (2007). Discourse cohesion in text and tutorial dialogue. *Information Design Journal*, 15(3), 199-213.

## Biodata

Mihyun So is a doctoral student in the Department of English at Konkuk University, Seoul, Korea. Her main research interests include corpus linguistics and textbook evaluation.

Moongee Jeon is an associate professor in the Department of English at Konkuk University, Seoul, Korea. His main research interests include text cohesion, corpus linguistics, experimental psychology, and cognitive science.

# Preparation Effect in Phonological Processing of English Spoken Words by Korean Learners

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## Abstract

This study investigated how speakers of two languages differing in phonological preparation unit in planning spoken words encode a functional unit of their second language (L2). It was shown that the first phoneme of a word is a functional unit in English, whereas Korean has a strong syllable but not onset phoneme effects. Two groups of native Korean speakers depending on their length of residence in English-speaking countries were asked to name pictures in English, and the names shared the same onsets, rhymes, or had nothing systematically in common. The results showed that 1) no onset effect was shown regardless of length of residence, suggesting that L2 learners' phonological preparation unit is influenced by their native language functional unit; and 2) there was a rhyme interference effect regardless of length of residence, probably due to lexical competition. However, upon close inspection of the results of individual speakers, L2 learners are able to show the similar results to the natives' one if they began to learn the target language before the critical period and are extensively exposed to L2 phonology. This presented that even if high-proficiency L2 learners can show a native-like level of production and pronunciation, but have difficulties in phonological processing.

## References

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- Li, C., Wang, M., & Davis, J. A. (2015). The phonological preparation unit in spoken word production in a second language. *Bilingualism: Language and Cognition*, 1-16.

## Biodata

Sujin Oh is a Ph.D. student of Department of English at Konkuk University. She received her M.A. in Department of English from Konkuk University. Her research interests are primarily focused on sound processing and second language acquisition.

Jeong-Im Han is a Professor of Department of English at Konkuk University. She received her Ph.D. in Linguistics from Cornell University.



# Dr. Seuss for High School Students: Motivating Non-decoders

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## Abstract

The purpose of this study is to examine how word recognition instruction facilitates adolescent EFL students' reading comprehension. Drawing on the simple view of reading, this study hypothesized that low proficiency adolescent students would benefit from word recognition instruction in terms of reading skills, motivation, and engagement in English classes. As such eight decodable stories from "Dr. Seuss" series were chosen to teach 10th graders with low English proficiency how to decode English words. In order to teach decoding, each lesson of word recognition instruction provides pre-, while-, and post-reading activities with the meaningful contexts and rhymes of the decodable stories. Participants are tenth grade students in a vocational high school in Busan who have low decoding ability and low motivation. These students will be taught for eight weeks, three hours a week. Measurements include tests to assess changes in participants' reading skills, a survey to quantify any change in their motivation, and observations to measure student engagement in English classes during and after word recognition instruction. Finding from this study will suggest that word recognition instruction using decodable stories may enhance adolescent non-decoders' motivation by improving reading comprehension, and such an enhancement may increase student engagement in English classes. Based on the results, suggestions for further studies will be provided.

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## Biodata

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# **A proposal for Integrated Tests based on an E-Chapter Book System**

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## **Abstract**

Authentic materials and diverse contexts have become key components of the curriculum. Chapter books provide excellent resources for students to practice negotiation skills and articulate themselves in authentic situations. Interaction with authentic texts as supplementary reading materials can compensate for the gap in textbook content. This presentation will overview my e-chapter book and its integrated assessment features, including both formative and summative assessments. Building on scholarship promoting the benefits of chapter books for EFLs, I designed an e-chapter book (Lee, 2006) based on the Magic Tree House. Using my system, learners can virtually access other resources and communicate with teachers and peers at any time, thus becoming autonomous and independent students. Formative assessments examine how, in comparison with paper chapter books, the e-chapter book impacts 6th grade English learners' reading interests and comprehension abilities. Based on study results and participant feedback, I revised the assessments to include listening, speaking and writing skills and enhance validity and reliability. Summative assessments can also be implemented via computer. Since the chapter book is authentic material developed in the United States, the test rubric and specifications were developed based on concepts and models established by the WIDA English Language Development (ELD) standards (2012) and the TESOL English Language Proficiency (ELP) standards. The integrated assessment was constructed with attention to content accuracy, issues of fairness, and universal design, which increased the content, face, and construct validity.

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Lee Kye Gon is a Ph.D student in the program in Foreign Language and EL at The University of Iowa.

# The Effects of the Flipped Classroom for Vocabulary Learning on Korean High School Students' Vocabulary Learning and Attitude

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## Abstract

This study aims to integrate vocabulary instruction with the flipped classroom teaching model, where students gain first exposure to new material outside of class through lecture videos or written materials, and are then given more student-centered activities to internalize knowledge in class. For the purpose of the study, the effects of using the flipped classroom model with adolescent students' English vocabulary and their attitude will be investigated. A total of 70 intermediate Korean students in grade 10 will participate in this study. The experimental group (n = 35) will receive flipped classroom vocabulary lessons while the control group (n = 35) will receive business-as-usual vocabulary instruction. This study consists of 10 periods of class time and will last one semester. The experiment group will have pre-class instruction and materials for self-study. During the class, this group will participate in extended activities, such as making their own sentences and word games with the words that they learn through the pre-class instruction. To find out the effectiveness of the flipped vocabulary learning, all the participants will take pre and post vocabulary tests on target words. In addition, a survey will assess the participants' attitude toward the use of the flipped classroom model for vocabulary learning. Findings from this study are expected to suggest a way that the flipped classroom model can be integrated in English vocabulary teaching and learning, and also work as a reference to improve a new trend of foreign language education.

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## Biodata

Wooyoung Jee is an English teacher at Jangan High School in Busan, Korea. She completed her Master's coursework in English Language Education from PNU. Her recent interests are related to flipped classroom teaching in language learning and the effects of extensive reading and reading aloud for Korean adolescent language learners' reading and speaking competence.

# Incidental Vocabulary Learning through Extensive Reading

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## Abstract

The paper examined the effects of extensive reading (ER) program in a middle school under the free-semester system. A total of 43 students participated in this experiment. The ER program consisted of four separate steps: before-reading activity (group work), silence reading (individual), after-reading activities I and II. In order to complete the after-reading activity II, the experimental group (n = 17) wrote a book report in English using artificial intelligence application, 'Google translator', while the controlled group (n = 26) did without it. After the experiment, both groups under the ER program showed improvements in three language skills comparing with other regular classes. In the area of the writing, however, there arose two questions for further discussion; whether current methodological approaches to the linguistic distance between English and Korean will be facilitated positively/negatively through multimedia aided language learning (MALL); whether lower level students will likely gain more benefits from MALL due to easier individual access to the related supportive applications such as Google translator, considering the difficulties they've experienced with teachers and students as well in the traditional school setting.

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## Biodata

Lee, Sang-jik is an English instructor in Ulsan Middle School.

# A Study on EFL Learners' Perception on In-Class Sustainable Silent Reading (SSR) and Their Engagement in the SSR

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## Abstract

Sustained silent reading (SSR) is a form of independent or pleasure reading, where students read silently for a designated time period. An underlying assumption of SSR is that reading ability improves by reading a large amount of reading materials. Another assumption of it is that students develop a good habit of reading via SSR programs. SSR programs have been implemented in EFL contexts and researched as well. Although SSR receives a number of supporters not only in EFL contexts but also in the research literature, there are some studies indicating that SSR does not make significant difference on reading ability; further, it has a negative effect on reading. According to such studies, a great portion of students don't read during SSR time (Reutzel, Jones, Fawson & Smith, 2008) or a significant amount of fake reading goes on during SSR (Marshall, 2002). Thus, to examine the true effect of SSR, it seems crucial to look into how students are engaged in the activity of SSR and perceive their SSR. The current study was set up to investigate these issues. 67 students from three EFL undergraduate classes were participants. Classroom observation, questionnaire, students' reading report, and interviews with students were used for research data. The study found that lower-ability students did not engage much in their SSR. They struggled to read their reading materials without instructor's assistance. This result suggests that teachers' intervention to guide them may be necessary for beginner learners.

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## Biodata

Junghee Hwang is an associate professor at Pyeongtaek University in Korea. She received her Ph.D. from the Institute of Education, University of London. Her primary research interests include second language acquisition, L2 written feedback, and student-student interaction.

# Repeated Interactive Reading-Aloud in Fourth Grade EFL Classrooms

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## Abstract

The purpose of this study is to explore the effect of read-aloud activities on reading comprehension and vocabulary learning and engagement for fourth graders. For six weeks, a total of 100 fourth graders will participate in this study. The experiment group (n=50) will do read-aloud activities; in shared, guided, and independent reading, while the control group (n=50) will do business-as-usual reading class. This study employs planned repeated interactive reading-aloud lessons. First, a teacher reads-aloud in a way to model reading for deep understanding. By showing students ways how readers can be engaged in stories, the teacher will demonstrate how to obtain the main idea of the story. The next round of teacher's reading aloud will show how to search for specific meaning. The third round of reading-aloud will give a chance for student to see how to make inferences. Students will then have in shared, guided, and independent reading. To identify the effects of the experiment, pre-and post-tests will assess changes in vocabulary knowledge, comprehension skills, and engagement in English classes. The findings from this repeated interactive read aloud model will suggest a systematic method of reading aloud for teachers who need ideas of how to teach young EFL students. This program is expected to scaffold children's understanding of the book being read and to enable students to effectively learn vocabulary and concepts

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## Biodata

Sungbin Kim is an After school English teacher at Keesung Elementary School in Geoje, Korea. She completed her Master's coursework in English Language Education from PNU. Her recent interests are related to literature classroom teaching in language learning and the effects of extensive reading and reading aloud for Korean young students language learners' reading and speaking competence.

# Analysis of Pre-service Elementary English Teachers' Class Critiques on Their Microteaching

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## Abstract

The purpose of the study is to investigate pre-service elementary English teachers' class critiques on their microteaching. 75 pre-service teachers were asked to teach 8 minute microteaching lessons and after microteaching they were asked to participate in the critique sessions and write critiques on their microteaching. Their comments in the critiques were analyzed by using content analysis. The findings of the study are as follows: teacher knowledge such as pedagogical content knowledge, curriculum knowledge, content knowledge, and knowledge on learners were found in pre-service elementary English teachers' critiques; three levels of reflection—descriptive, comparative, critical reflection—were identified. It was argued that, based on the findings, critique sessions stimulate and promote pre-service elementary English teachers' critique skills and connoisseurship on English classes.

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## Biodata

Hyun Jin Kim is a Professor of English Education at Cheongju National University of Education. She received her Ph.D. in English Education from Korea University. Her research interests are primarily focused on primary English teacher training and classroom interaction.

# A Corpus-based Study of Discourse Characteristics in Middle School English Textbooks

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## Abstract

This study investigated the characteristics of narrative and expository texts (Chatman, 1978) in middle school English textbooks with a computer tool, TEES (Text & Essay Evaluation System). TEES is a software designed for evaluating and analyzing various types of written and spoken corpora (Meyer, 2002) in terms of various text characteristics (Jeon, 2014). This study specially focused on English textbook's reading materials. For this study, a total of 16 narrative and 16 expository texts were selected from the middle school English. These texts were analyzed with TEES. The measures of TEES for this study included basic counts (total number of words, total number of sentences, sentence length), standard readability measures (Flesch Reading Ease score, Flesch-Kincaid Grade Level), co-reference cohesion, noun phrase structure, subject structure, word imageability, word concreteness, age of acquisition, word frequency, connectives, and pronoun measures. The findings of the study embrace implications for the evaluation and analyses of middle school English textbooks in terms of a wide range of discourse characteristics.

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## Biodata

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Moongee Jeon is an associate professor in the Department of English at Konkuk University, Seoul, Korea. His main research interests include text cohesion, corpus linguistics, experimental psychology, and cognitive science.



# The Relationship Between Pair Work and Learning Opportunities

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## **Abstract**

This study draws on sociocultural theory to explore how pair work relates to language learning opportunities in the context of EFL lessons. Six pairs engaged in seven different activities and were interviewed after all the activities were completed. Qualitative analysis with interview data and a process-product approach with pair talk data were used to investigate the relationship between pair interaction and language learning opportunities. Three cases were identified: opportunity for learning, missed opportunity for learning and opportunity for accuracy. Pair work with a collaborative orientation provided greater opportunities for consolidation of current knowledge and construction of new knowledge. For EFL learners who have limited opportunities to use their English knowledge, pair work provided further opportunities to improve their grammatical accuracy. However, loose engagement with a partner, learners' affective factors or their existing knowledge negatively influenced learning opportunities. These findings suggest that what learners bring to pair work is important to lead to opportunities for language learning.

## **Biodata**

Youn-hee Kim is a part-time lecturer at Korea Aerospace University.

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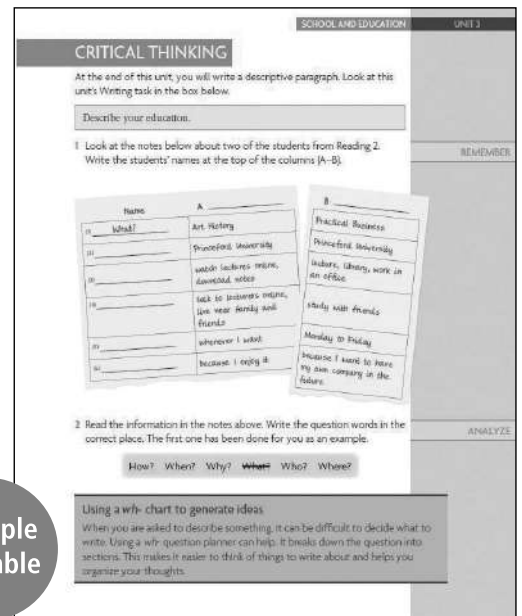
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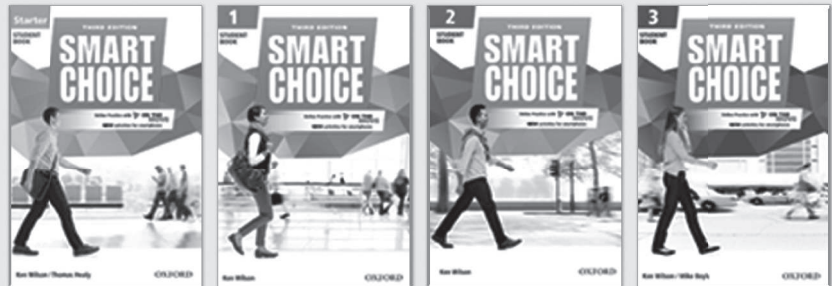
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