**2019 Joint International Conference
on English Teaching and Learning in Korea**

Creating New Values
Through English Teaching and Learning:
Creativity, Innovation and Adaptability

July 4 - 6 (Thursday - Saturday), 2019

Hankuk University of Foreign Studies, Seoul, Korea

Organized by

한국영어교육학회 Korea Association of Teachers of English (KATE)

글로벌영어교육학회 Global English Teachers Association (GETA)

KAMALL Since 1997 한국멀티미디어언어교육학회 Korea Association of Multimedia - Assisted Language Learning (KAMALL)

KASEE THE KOREA ASSOCIATION OF SECONDARY ENGLISH EDUCATION Korea Association of Secondary English Education (KASEE)

KEES 한국영어교과교육학회 The Korea English Education Society Korea English Education Society (KEES)

MEESO The Modern English Education Society Modern English Education Society (MEESO)

PKETA 팬코리아영어교육학회 PAN-KOREA ENGLISH TEACHERS ASSOCIATION Pan - Korea English Teachers Association (PKETA)

Hosted by

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Opening Address

Daehyeon Nam
(Conference Chair)

Welcome to the *2019 Joint International Conference on English Teaching and Learning in Korea!*

On behalf of the organizing committee, it is my great pleasure to welcome you to the 2019 Joint International Conference.

The year 2019 marks the beginning of collaboration among seven academic associations in Korea to provide a venue for researchers, practitioners, and students in the field of English teaching and learning.

For this remarkable conference, we have invited renowned scholars who will offer their illuminating insights and unrivaled knowledge about creating new values through English teaching and learning. Our featured speakers representing international associations will be giving talks about the state of English education in their respective countries. In addition, the organizing Korean associations will be hosting a series of colloquia and workshop sessions to discuss and share the key issues and expertise of creativity, innovation, and adaptability in English education. A group of young scholars will also present the state - of - the - art research trends in the specific areas of English education to challenge and be challenged by the cutting - edge development of English education.

It is almost impossible to organize such a wonderful academic event without the help and support of a team of people, academic institutions, sponsors, and exhibitors. As conference chair, I am deeply grateful to the passionate commitment of the 2019 Joint International Conference organizing committee, Presidents and board members of the organizing Korean associations, student volunteers, and contributors, without whose help this conference would not have been possible. Last but in no way least, I would like to thank you all for attending.

We have done our best to prepare a stimulating and wide - ranging program where all the participants have an opportunity to discuss their work and interests. We wish you an enjoyable, fulfilling, and memorable conference, over the course of the next three days.

Welcoming Address

Haedong Kim
(President, Korea Association of Teachers of English – KATE)
Maria Oh
(President, Global English Teachers Association – GETA)
Yoon Jung Cha
(President, Korea Association of Multimedia-Assisted Language Learning – KAMALL)
Sang Keun Shin
(President, Korea Association of Secondary English Education – KASEE)
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(President, Korea English Education Society – KEES)
Unkyoung Maeng
(President, Modern English Education Society – MEESO)
Seongwon Lee
(President, Pan-Korea English Teachers Association – PKETA)

Honorable presidents, distinguished guests, invited speakers, ladies and gentlemen from home and abroad. It is a pleasure and a privilege for us to welcome you here today to the *2019 Joint International Conference on English Teaching and Learning in Korea*. This conference—jointly organized by seven leading academic associations in Korea—is a special event for both scholars and practitioners of English language teaching.

Although each of these seven associations has hosted international conferences individually in the past, we have come together now to provide a more focused and robust academic forum. Our hope is that this conference is a milestone that kicks off a new era of collaboration among English language associations in Korea. This unprecedented event shows that we, the members of these associations, are ready to break new ground in the teaching and learning of English. We are excited for all of you to share your research and scholarship with our community of English language educators.

Our deepest appreciation and gratitude to all the individuals who have contributed to the success of this joint international conference. We would like to extend our deep gratitude to all the invited speakers, in particular Professor Rod Ellis, Professor Deborah Healey, and Professor Tony McEnery. And a special thanks to both the conference chair, Professor Daehyeon Nam, and the conference committee members.

This is the start of a conference that will feature one keynote speech along with two plenary speeches, ten featured speeches, three workshops, three colloquiums, three speeches about research trends, and 160 concurrent presentations. With grateful hearts and high expectations, we hope that this event will offer you inspiration in your present and future research. Good health, great happiness and much success to all of you.

Congratulatory Speech

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

Honorable professors, esteemed guests, distinguished speakers, ladies and gentlemen from both home and abroad, welcome to Hankuk University of Foreign Studies (HUFS). As the president of HUFS, I am delighted to be at the opening ceremony of the *2019 Joint International Conference on English Teaching and Learning in Korea* on the topic of 'Creating new values through English teaching and learning: Creativity, innovation and adaptability.'

HUFS was established in 1954 under the founding spirit of 'truth, peace, and creation.' HUFS has been the driving engine behind the modern power of the Republic of Korea. With the goal of fostering future global leaders, HUFS has expanded its curriculum beyond the 45 language major courses, opening a range of new courses for both majors and liberal arts in the fields of regional studies, politics, economics, social studies, culture studies, and engineering. In addition, we are striving to promote our students' advances on the global stage by signing agreements with exchange programs at 554 universities and institutions from 88 countries around the world.

HUFS is a specialized university for foreign language teaching and so it is the most appropriate institution to hold the largest premier venue for participants to engage in a dialogue and exchange ideas with others from all sectors of English teaching and learning. This occasion is also a valuable opportunity for those who have travelled from all over the world to understand the culture and feel the atmosphere of HUFS. I am certain that the significance of this conference cannot be overestimated.

My deepest gratitude goes to all the individuals who have expended tremendous amounts of time and energy to make this unprecedented event possible. I extend my heartfelt encouragement to those who have travelled a great distance from all over the world to come to HUFS. We extend to you a warm - hearted welcome here in Seoul, which, is filled with historical sites and attractions. May your stay be fulfilling and enjoyable.

I wish you all a very successful conference. Thank you very much.

Congratulatory Speech

Joongryul Kim
(President of Cyber Hankuk University of Foreign Studies)

To our honorable professors, distinguished speakers, esteemed guests, and ladies and gentlemen from both Korea and abroad, I am honored to welcome you to the *2019 Joint International Conference on English Teaching and Learning in Korea* on the topic of 'Creating new values through English teaching and learning: Creativity, innovation and adaptability.' As the president of the Cyber University of Foreign Studies (CUFS), I am proud to attend this welcoming ceremony at the onset of what will certainly be an invaluable event.

CUFS was established in 2004 as an online extension of the Hankuk University of Foreign Studies. For 15 years, CUFS has been the leader in online language learning and teaching. With the goal of creating a fully online university that caters to language learners all around the world, CUFS has expanded its programs to include seven undergraduate language programs, three undergraduate social sciences programs, and one fully online Graduate School of TESOL. In order to fulfill our mission, CUFS has worked steadfastly to foster mutually beneficial relationships with language - learning university exchange programs all around the world, making it easier for students to actively participate in the globalized world.

The CUFS Graduate School of TESOL is the only fully online graduate school of TESOL in South Korea, providing the opportunity for English language teachers all over the world to solidify their pedagogical foundation while allowing them the freedom to work and study simultaneously. This Joint International Conference provides an incredible opportunity for English Language teachers from all around the world to network and share ideas on how to best promote English language teaching and learning. I am confident that this event will prove to be a momentous occasion.

I wish to sincerely and personally thank all of the individuals who expended their time and energy to prepare this International Conference. Without their tireless efforts, this event would not be possible. Likewise, I would like to thank all of our venerated guests and speakers both international and domestic. For those of you who have traveled a great distance to participate in this event, I warmly welcome you to Seoul and encourage you to explore the city as much as you can during your stay. Seoul is renowned for its historical sites, cultural attractions, and, of course, incredible food. I hope that your stay is educational, memorable, and enjoyable.

I wish you all a very successful conference. Thank you.

Congratulatory Speech

Lee Sang-gyeong
(President of Gyeongsang National University)

All scholars, teachers, and graduate students, I hope you are all having a great morning. First of all, I am honored to be given an opportunity to congratulate all of you at this Joint International Conference on Teaching English, organized by KATE, GETA, KAMALL, KEES, MEESO, PKETA. As president of Gyeongsang National University, I feel highly privileged and honored to co - host this huge event.

I believe teaching English is one of the most impactful ways in which we can help people to improve their lives. English has become the global language for obvious sectors such as commerce, trade, and scientific research, but also of diplomacy, international relations, and tourism, so learning English can open many doors and exponentially expand job opportunities. In addition, as people learn English which can facilitate communication among people using different languages, they will be able to work together more efficiently to solve common problems, both big and small. I firmly believe that this conference will inspire all the participants who are working in the field of English education and help them find ways to better help the next generation of citizens in this global world.

I am aware that the demands that are put upon English educators are high. Having said this, I am hoping that this conference will meet its expectations in terms of its relevancy and innovative thinking that it will inspire you to once again re-energize your enthusiasm for teaching and your mission as an educator.

In closing, hope you all have a great conference and enjoy your time.

Thank you.

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Main Sessions

Day 1 (Thursday, July 4)

Time	Place	Event				
09:00-09:30	Cyber Building Lobby	Registration				
09:30-10:30	Cyber Building	**Concurrent Sessions**				
10:30-10:40		Coffee Break				
10:40-11:10	Auditorium	Moderator: Tecnam Yoon (Chuncheon National University of Education) **Opening Ceremony** **Opening Address** Daehyeon Nam (Conference Chair) **Welcoming Address** Haedong Kim (President of KATE), Maria Oh (President of GETA), Yoon Jung Cha (President of KAMALL), Sang-Keun Shin (President of KASEE), Jaekeun Lee (President of KEES), Unkyoung Maeng (President of MEESO), Seongwon Lee (President of PKETA) **Congratulatory Speech** In Chul Kim (President of Hankuk University of Foreign Studies)				
11:10-12:00	Auditorium	*Keynote Speech* (Moderator: Hikyoung Lee, Korea University) **A Modular Curriculum: Integrating Task-Based and Task-Supported Language Teaching** Rod Ellis (Curtin University, Australia)				
12:00-13:30	Faculty Office Building	Lunch (Professor's Cafeteria)				
13:30-14:20	Auditorium	*Plenary Speech I* (Moderator: Kyeong-Hee Rha, Chungbuk National University) **Growing up Digital: Intelligent Use of Technology** Deborah Healey (University of Oregon, USA.)				
14:20-14:50	Cyber Building / Faculty Office Building	*Featured Speech I* **(Small Auditorium)** (Moderator: Hyun Jin Kim, Cheongju National University of Education) (MELTA) **Online Learning to Enhance English Language Teachers' Language Proficiency in Malaysia** Szarmilaa Dewie Krishnan (Ministry of Education, Malaysia)	*Featured Speech II* **(Room 606)** (Moderator: Myung-Jeong Ha, Sangmyung University) (FEELTA) **Conversation Analysis Data in EFL Class: A Way to Effective Interaction** Karina V. Borovikova & Yulia V. Krasnoperova (Amur State University of Humanities and Pedagogy, Russia)	*Featured Speech III* **(Room 616)** (Moderator: Jaemyung Goo, Gwangju National University of Education) (KOTESOL) **English Teachers' Emotional Labor, Discrete Emotions, and Classroom Management Efficacy** Mikyoung Lee (University of Munich, Germany)	*Featured Speech IV* **(Faculty Office Building Lecture Room)** (Moderator: Hea-Suk Kim, Seoul Woman's University) (PaCALL) **Making CALL more Teacher Friendly** Thomas N. Robb (Kyoto Sangyo University, Japan)	*Featured Speech V* **(Faculty Office Building Seminar Room)** (Moderator: Jihyun Cheon, Pusan National University) **Teacher Learning in Technology-Enhanced Language Teaching: An Activity-Based Approach** Jeong-Bae Son (University of Southern Queensland, Australia)
14:50-15:10		Coffee Break				
15:10-17:40	Cyber Building	**Concurrent Sessions**				
17:40-18:20	Small Auditorium	General Meetings	Global English Teachers Association (GETA)			
			Korea Association of Multimedia-Assisted Language Learning (KAMALL)			

Main Sessions
Day 2 (Friday, July 5)

Time	Place	Event				
09:00-09:30	Cyber Building Lobby	Registration				
09:30-10:30	Cyber Building/ Faculty Office Building	**Concurrent Sessions**				
10:30-10:40		Coffee Break				
10:40-11:30	Auditorium	*Plenary Speech Ⅱ* (Moderator: Heyoung Kim, Chung-Ang University) **Corpus Linguistics, Learner Corpora, and SLA: Employing Technology to Analyze Language Use** Tony McEnery (Lancaster University, UK.)				
11:30-12:00	Cyber Building /Faculty Office Building	*Featured Speech Ⅵ* **(Small Auditorium)** (Moderator: Jaeseok Yang, Daegu National University of Education) (JACET) **Learner Corpus Studies and TESOL in Asia: The ICNALE Project** Shinichiro Ishikawa (Kobe University, Japan)	*Featured Speech Ⅶ* **(Room 606)** (Moderator: Kyung Ja Kim, Chosun University) (ThaiTESOL) **Creating New Values through English Teaching and Learning: Creativity, Innovation and Adaptability** Thanakorn Thongprayyoon (Srinakharinwirot University, Thailand)	*Featured Speech Ⅷ* **(Room 616)** (Moderator: Shinhye Kim, Kemyung University) (JACET) **From English Communication Activity to Overseas Internship Programs** Kenichi Ito (University of Kitakyushu, Japan)	*Featured Speech Ⅸ* **(Faculty Office Building Lecture Room)** (Moderator: JaeHo Choi, Sangmyung University) (CELEA) **Individual Differences and Attainment in Implicit and Explicit Knowledge of English as a Second Language** Yaping Chen (Beijing Foreign Studies University, China)	*Featured Speech Ⅹ* **(Faculty Office Building Seminar Room)** **(**Moderator: Jungtae Kim, Pai Chai University) **A Comparative Study of Cultural Orientation in Middle School English Textbooks between China, South Korea and Japan** Xuebo Cui (Yuanbian University, China)
12:00-13:00	Faculty Office Building	Lunch (Professor's Cafeteria)				
13:00-14:30	Cyber Building	**KAMALL Workshop** **(Auditorium: Presentation in Korean language)** (Moderator: Hyeyoung Kim, Chung-Ang University) **Introduction to Dialogflow for Developing AI Chabot (I)** Hyejin Yang (Chung-Ang University) **Introduction to Dialogflow for Developing AI Chabot (II)** Dongkwang Shin (Gwangju National University of Education)			**GETA Colloquium** **(Small Auditorium)** (Moderator: Hyesook Park, Kunsan National University) **Revisiting Elementary English Teaching by Class Teachers** Kyounghee Ko (Jeju National University) **Defining Classroom English in Primary English Education** Maria Oh (Jeonju National University of Education) **Issues and Trends in Primary English Literacy Education** Hae-Ri Kim (Seoul National University of Education)	

14:30-16:00	Cyber Building	**MEESO Colloquium** **(Auditorium)** (Moderator: JaeHo Choi, Sangmyung University) **Korean Learners' Compliment and Compliment Response in English Chatting** Jae Suk Suh (Ihna University) **English Language Learning and Cultural Understanding for North Korean Students in Korea: Utilizing Skype Videoconferencing** Hyun-joo Lee (Kyonggi University) **Normalizing English Textbooks with TEES** Moongee Jeon (Konkuk University)	**KASEE Workshop** **(Small Auditorium: Presentation in Korean language)** (Moderator: Min-Young Song, Cyber University of Korea) **Applying the Many-Facet Rasch Model Using FACET** Sang-Keun Shin (Ewha Womans University) **Estimating the Generalizability of Test Results Using GENOVA** Youngsoon So (Seoul National University) **Examining the Construct Validity of Tests through Structural Equation Modeling** Jungok Bae (Kyungpook National University)
16:00-16:20		Coffee Break	
16:20-17:50	Cyber Building	**PKETA Workshop** **(Auditorium)** (Moderator: Yunjoo Park, Korea National Open University) **Foreign Language Learning with Virtual Reality and Augmented Reality** **1. Using Augmented Reality Mobile Games in the Foreign Language Classroom** Juhee Lee (Gyeongsang National University) **2. Immersive Language Learning via Virtual Reality** Jayoung Song (Rice University, USA)	**KEES Colloquium** **(Auditorium: Presentation in Korean language)** (Moderator: Judy Yin, Korea National University of Education) **Some Key Factors Affecting the Language Learning Process:** **Finding Ways to Optimize the Learning Experience in the Classroom** Sang-Ki Lee (Korea National University of Education) **Cognitive Linguistic Perspectives to Language Learning** Hyun-Bin Hwang (Korea National University of Education) **Language Learning Aptitude as a Key Learner-internal Factor: The Background** Bu-yong Lee (Janggok High School) **Language Learning Aptitude as a Key Learner-internal Factor: Empirical Research I** Jeong-eun Kim (Gangneung Jeil High School) **Language Learning Aptitude as a Key Learner-internal Factor: Empirical Research II** Hyun-Min Park (Imae Middle School) **Effects of Frequency and Types of Input Frequency Distribution** Sang-Ki Lee (Korea National University of Education)
17:50-18:30	Small Auditorium	General Meetings	Pan-Korea English Teachers Association (PKETA)
			Modern English Education Society (MEESO)

Main Sessions
Day 3 (Saturday, July 6)

Time	Place	Event			
09:00-09:30	Cyber Building Lobby	Registration			
09:30-10:30	Cyber Building	**Concurrent Sessions**			
10:30-10:40		Coffee Break			
10:40-11:20	Cyber Building	Research Trends **(Room 301)** (Moderator: Young-Joo Jeon, Mokwon University) **Conversation Analysis and the Teaching and Learning of English: Interactional Competence, Multimodality, and Language Development** Josephine Mijin Lee (Ewha Womans University)	Research Trends **(Room 302)** (Moderator: Young Woo Cho, Pai Chai University) **Hidden in the Average: Unearthing Hidden Groups or Patterns from a Dataset Using Cluster Analysis** Hansol Lee & Jang Ho Lee (Korea Military Academy & Chung-Ang University)	Research Trends **(Small Auditorium)** (Moderator: Yuah Chon, Hanyang University) **Trends in Corpus Linguistics Research for English Language Teaching and Learning: Focusing on Learner Corpus Research** Choongil Yoon (Dongguk University)	Research Trends **(Room 311)** (Moderator: Sunhee Kweon, Busan University of Foreign Studies) **Developing Intercultural Competence via Mobile-based Telecollaboration and Study-abroad** Juhee Lee (Gyeongsang National University)
11:20-12:20	Cyber Building	**Concurrent Sessions**			
12:20-13:30	Faculty Office Building	Lunch (Professor's Cafeteria)			
13:30-15:30	Cyber Building	**Concurrent Sessions**		Event: 14:00-15:00 **(Room 601)** (Moderator: Keeseok Cho, Cyber Hankuk University of Foreign Studies) **Open Discussion with Professor Rod Ellis and Registered Graduate School Students** Rod Ellis (Curtin University)	
15:30-16:30	Small Auditorium	Korea Association of Secondary English Education (KASEE) Korea English Education Society (KEES) Korea Association of Teachers of English (KATE)			

Concurrent Sessions
Day 1 (Thursday, July 4)

Day 1 (July 4) **Session 1: Language Policy and Bilingual Education /**
Language Education for Young Learners

Room 606 – Session Chair: Seong – Shik Kim (Jeonju National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Bokyeong Lee (Myungji University) Discussant: Jung Hee Hwang (Pyeongtaek University)	**South Korean High School Students' Perceptions of and Performance in University English Conversation Classes** Shaun Manning & Jeeyoung Song (Hankuk University of Foreign Studies)
	A Case Study of the Impact of Different Language Needs, Korean for Life and English for Study, on International Graduate Students in South Korea Shaun Manning & Mithun Banerjee (Hankuk University of Foreign Studies)
15:10-16:10 Moderator: Bong-Gyu Kim (Mokpo National University) Discussant: Jung In Kim (Seoul Theological University)	**Elementary Students' Strategy Use and Their Perceptions** Eunsook Kwon (Keimyung University)
	Exploring South Korean Elementary EFL Learners' Construction of Investment: The Roles of Student-Centered Instructional Strategies Hyona Park (Indiana University, USA)
16:40-17:40 Moderator: Eun Ju Kim (Hanyang Woman's University) Discussant: Mijin Lee (Ewha Womans University)	**Identity and "(Un)speakable English" in Korean Context** Eun-Yong Kim (Independent researcher)
	A Dictogloss-Based English Teaching Model for Sixth Graders Maria Oh & Chan Mi Jeong (Jeonju National University of Education & Maam Primary School)

Day 1 (July 4) **Session 2: Teaching Methodologies / Language Pedagogy**

Room 302 – Session Chair: Juhee Lee (Gyeongsang National University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Myeong-Ae Ha (Daejeon University) Discussant: Munhong Choe (Chonnam National University)	**An Investigation of the Relationship between Anxiety, Strategy Use, and Concentration in Reading** Hyang-il Kim (Gangneung-Wonju National University)
	The Effects of Repetition Type, Semantic Relatedness, and Learning Style on Second Language Vocabulary Acquisition Won-Young Koh (Ewha Womans University)
15:10-16:40 Moderator: Hye Kyung Kim (Kumoh National Institute of Technology) Discussant: Myunghee Shin (Hannam University)	**Personalilty-centered English Learning Motivation Inventory for Korean Adult Learners: Conscientiousness and Failure Tolerance** Daekweon Bae (Gyeongnam National University of Science and Technology)
	Task Complexity and Task Closure Effects on L2 Written Performance Jiyong Lee (Inha University)
	Coping with Oral Presentations: Tailor-made Skills Development for Korean Students Judit Nagy & Mátyás Bánhegyi (Károli Gáspár University of the Reformed Church, Hungary & Budapest Business School University of Applied Sciences, Hungary)
16:40-17:40 Moderator: Hyun-joo Lee (Kyunggi University) Discussant: Namhee Kang (Chung-Ang University)	**The Effects of Narrow Reading on L2 Text Comprehension and Vocabulary Acquisition** Eun Young Kang (City University of New York, USA)
	A Study of Emotional Engagement in Critical Reading Class Young-Mee Suh (Sungkyul University)

Day 1 (July 4) **Session 3: Cross-cultural Communication / Teacher Education**

Small Auditorium – Session Chair: In – Ok Kim (Chuncheon National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: HyunSook Go (Ulsan University) Discussant: Shinchul Hong (Busan University of Foreign Studies)	**Korean EFL Speakers' Translingual Negotiation Strategies in CMC Contexts: Translingual Practices in Online Marketplaces** Jae-Hyun Im & G Yeon Park (Indiana University Bloomington, USA & The Catholic University of Korea)
	Korean Students' Intercultural Competence Development through Telecollaborative Learning Keong Yeun Ku (Keimyung University)
15:10-16:40 Moderator: Hyun-Woo Lim (Hankuk University of Foreign Studies) Discussant: Soomi Han (Hallym University)	**Primary English Teacher-Researchers' Motivation** Kyungja Ahn (Seoul National University of Education)
	Reconstructing Language Identity through Heritage Language Learning: Narratives from Korean-American College Students Yun-Sun Shin (Korea Maritime University)
	Pre-Service EFL Teachers' Readiness in Computer-Assisted Language Learning and Teaching Moonyoung Park & Jeong-Bae Son (Chinese University of Hong Kong, China & University of Southern Queensland, Australia)
16:40-17:40 Moderator: Jae-Eun Park (Kangnam University) Discussant: Tae Youn Ahn (Korea National Sport University)	**Development of the Translingual Graduate Writers' Inventory of Strengths in the US Context** G Yeon Park (The Catholic University of Korea)
	Incorporating Project-Based Learning in Primary School English Classrooms in Korea Sung Hye Kim (Korea Institute for Curriculum and Evaluation)

Day 1 (July 4) **Session 4: Applied Linguistics / Miscellaneous Presentation**

Room 304 – Session Chair: JinSuk Kim (Seoul National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: JeeEun Kim (University of Seoul) Discussant: Yoon-Ah Rho (Kookmin University)	**Uncovering the Notions of Fear and Desire in English Learner's Visualization of Identities and Communities** So-Yeon Ahn (City University of Hong Kong, China)
	Challenges in ELT: A Teacher Association Research survey in Nepal Bhim Lal Gautam & Motikala Dewan (Central Department of Linguistics, Nepal)
15:10-16:40 Moderator: Ji Young Nam (Korea Polytechnic University) Discussant: Jeonghwa Shin (Korea Military Academy)	**A Comparative Study of Research Limitation Sections of Local and International Applied Linguistics Journals** Soyeon Kim & Sang-Keun Shin (Ewha Womans University)
	A Corpus Analysis of TED Edu and Its Implications for English Language Teaching and Learning Sumi Han & Cheyoung Park (Hallym University)
	New Trend in Language Testing: Automated Scoring of Students' Writing and Speaking Samples Taejoon Park (Korea Institute for Curriculum and Evaluation)
16:40-17:40 Moderator: Jin Hwa Lee (Chung-Ang University) Discussant: Heejeong Oh (Seoul Women's University)	**Harry Potter and the Professor's Assignments: Second Language Learning from Hogwarts** Pamila J. Florea (Sungshin Women's University)
	Representation of Antiquena in Kinaray-a Songs George Ulit (Philippine Normal University, The Philippines)

Day 1 (July 4) **Session 5: Second Language Acquisition / Language and Technology**

Room 305 – Session Chair: Kyeong – Ouk Jeong (Hanam University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Jie Young Kim (Chung-Ang University) Discussant: Myong-Kwan Lee (Anyang University)	**Hong Kong Cantonese ESL Learners' Problems with the Definite Generic** Alice Yin Wa, Chan (City University of Hong Kong, China)
	A Narrative Frame Analysis of Korean College Students' L2 Motivational Self Shinhye Kim (Keimyung University)
15:10-16:10 Moderator: JungHee Kim (Baeksuk Unviersity) Discussant: MoonBok Lee (Korea Institute for Curriculum and Evaluation)	**The Effect of Early Partial-immersion English Education on the Ultimate Attainment of L2 Grammatical Sensitivity-Focusing on Korean English-only Kindergartens** Eun Kyoung Lee (University of Maryland, College Park, USA)
	Promoting Creativity Among L2 English Learners in Universities Hyun-Ju Kim, Stewart Gray, & Christopher Lang (Dankook University, Hankuk University of Foreign Studies, & Dankook University)
16:40-17:40 Moderator: Hyang-ki Jung (Gimcheon University) Discussant: MoonWoo Lee (Hanyang University)	**The Effects of Online Planning on CAF in L2 Spoken and Written Tasks: With Two Studies** Nayoung Kim (Yonsei University)
	Learner Autonomy in EFL Reading Using Digital Technology at Secondary School Level Heewon Choi, ChungHyun Lee (Hankuk University of Foreign Studies)

Day 1 (July 4) **Session 6: Language and Technology**

Room 306 – Session Chair: Jungok Bae (Kyungpook University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Keun Huh (Hannam University) Discussant: You-Jean Lee (Kangwon National University)	**Using Corpora for Grammar Teaching and Learning** Jackie F. K. Lee (The Education University of Hong Kong, Hong Kong)
	Implementing Flipped Classroom in Elementary Pre-service Teachers' ESL Teacher Education Yong-Jik Lee (Far East University)
15:10-15:40 Moderator: Ki Taek Kim (Gyeongin National University of Education) Discussant: Chongil Lee (Seoul National University of Science and Technology)	**The Impact of Writing Diary and Corrective Feedback on Primary School Students' Writing Ability** Yeongsook Jung (Cyber Hankuk University of Foreign Studies)
16:40-17:10 Moderator: Gyoomi Kim (Semyung University) Discussant: Jukyung Lee (University of Seoul)	**A Practical Guideline for Mobile-mediated Task Based Language Learning(TBLT)** Chulwon Jung & Jae-hyun Im (Hankuk University of Foreign Studies & Indiana University Bloomington, USA)

Day 1 (July 4) Session 7: Teaching Methodologies

Room 308 – Session Chair: Jaewoo Shim (Chonbuk National University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: KyungHee Go (Jeju National University) Discussant: Ji-Yeon Chang (Myongji University)	**Extensive Reading in Korea & Japan; A Study of Contrasts** Thomas N. Robb (Kyoto Sangyo University, Japan) **The Contribution of Morphological Awareness and Morphological Processing to Korean Secondary-school Students' English Vocabulary Knowledge and Reading Comprehension (Video Presentation)** Eun Joo Kim (Korea University)
15:10-16:10 Moderator: Kyungja Ahn (Seoul National University of Education) Discussant: Sangmin Lee (Kyunghee University)	**Different Perceptions of Motivational Strategies in the Chinese EFL Teaching Context** Chunguang Tian (Chonbuk National University) **A Study of Interactional Listening Strategies and L2 Listening Ability: Structural Equation Modeling Approach** Maya Hyunjeong Lee (Chonbuk National University)
16:40-17:40 Moderator: Kyung Sook Kim (Hanyang University) Discussant: InSun Hyun (Hansung University)	**Exploring the Relationship between Creativity, Second Language Learning, and the EFL Curriculum: A Longitudinal Ethnographic Analysis** Vincent Greenier (University of Aberdeen, UK) **Implementation of a Project-based Language Learning Program for Art College Students** Punahm Park & Eisenhower Lee (Seokyeong University)

Day 1 (July 4) Session 8: Language Technology / Teacher Education

Room 309 – Session Chair: DongJoo Lee (Korea National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Myung Jae Kang (Yeoju University) Discussant: Chae-Eun Kim (Chosun University)	**Systemic Functional Linguistic Approach to Analyzing the Roles of Gestures for Online English Teaching** Jiyoung Yi (Chung-Ang University) **Analysis of Conversation with Two Artificial Intelligence (AI) Speakers** Heyoung Kim (Chung-Ang University)
15:10-16:40 Moderator: Nahkbohk Kim (Korea Nazarene University) Discussant: Chung-O Kim (Kwanju Woman's University)	**Effects of the ASR-embedded Dictionary App Use on College Students in EFL Pronunciation Class** Ilsun Hyun (Hansung University) **The Effect of Automated Writing Evaluation (AWE) Feedback on Writing Performance** Young-Ju Lee (Hanbat National University) **Challenges and Strategies: English Teachers' Continuing Professional Development at Application-Oriented Universities in China** Zhijie Zhang (Northeast Normal University)
16:40-17:40 Moderator: Eunju Moon (Pai Chai University) Discussant: Tecnam Yoon (Chuncheon National University of Education)	**The Use of Technology Support Vocabulary Development of English Language Learners** Lindamulage Chaturi Nisansala Silva & Palliyaguruge Sakuni Amanda Dushyanthi Thelikada (Keimyung University) **An Empirical Study on the Effectiveness of the Teachers' Motivational Strategies on Chinese Students' English Learning Motivation Changes** Yanxia Wang (Keimyung University)

Day 1 (July 4) **Session 9: Language Pedagogy / Second Language Acquisition**

Room 310 – Session Chair: Sang – Ki Lee (Korea National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Nayoung Kim (Sehan University) Discussant: Eunjung Kim (Daegu Haany University)	**Perceived Language Learning during Task-based Inter-cultural Interactions** Scott Aubrey (The Chinese University of Hong Kong, China)
	Teaching Business Cases in a Foundation Program: A Content and Language Integrated Approach Mattia Miani (University of Nottingham Ningbo, China)
15:10-16:40 Moderator: SooYeon Kim (Anyang University) Discussant: Heejeen Kim (Cyber Hankuk University of Foreign Studies)	**A Qualitative Study of Student-student Dialogic Interaction in the Context of Linguistic Problem-solving** Junghee Hwang (Pyeongtaek University)
	Investigating Phonological Awareness as Predictors of English Learning in Taiwan Military ChiangChiang Oyang (National Cheng Kung University, Taiwan)
	Complex Argument Structure Constructions in L2 English: A Usage-based Approach to Exposure, Production, and Comprehension Min-Chang Sung & Hyunwoo Kim (Gyeongin National University of Education & Seoul National University)
16:40-17:40 Moderator: Seonmin Huh (Chungbuk National University) Discussant: Heekyung Kim (DongSeo University)	**Verb Usages in Child L2 English: Developmental Changes in the Production of Accurate and Inaccurate Forms** Sun Ja Lee & Munhong Choe (Chonnam National University)
	Teachers' and Learners' Preferences for Corrective Feedback on Spoken Errors Hyangsoook Park (Kyungpook National University)

Day 2 (Friday, July 5)

`Day 2 (July 5)` Session 1: Language Policy and Bilingual Education

Room 606 – Session Chair: Chongwon Lee (Chungnam National University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Young-sook Ryoo (University of Seoul) Discussant: Jeehye Kim (Korea National University of Education)	**Experiential Learning in the English-Medium Instruction Classroom: Perspectives of Engineering and Business Students** Victoria Kim (Ulsan National Institute of Science and Technology)
	The Medium and Long-term Plan for the School-level EFL Education in Korea Mikyung Kim, Moonbok Lee, & Suhkeong Kwon (Korea Institute for Curriculum and Evaluation)

`Day 2 (July 5)` Session 2: Assessment and Evaluation

Room 302 – Session Chair: Junkyu Lee (Hankuk University of Foreign Studies)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Youngsoon So (Seoul National University) Discussant: Jungjin Kang (Kyungin National Unviersity of Education)	**The Impact of the High Stakes English Evaluation Examination System on the Korean Teachers' Professional Identity** Youngjoo Seo (Indiana University Bloomington, USA)
	Validation of New TEPS: What Does it Take to Revise an Existing Test? Heesung Jun, Euijin Lim, & Youngmi Lee (Seoul National University)

`Day 2 (July 5)` Session 3: Teaching Methodologies

Small Auditorium – Session Chair: Hyewon Lee (Korea Institute for Curriculum and Evaluation)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Myungsoo Park (Sangmyung University) Discussant: Meekyung Kim (Korea Institute for Curriculum and Evaluation)	**Effects of Pragmatic Instruction and Feedback Regarding the Speech Act of Suggestion** HyeKyeng Kim (Kumoh National Institute of Technology)
	The Analysis of Writing Tasks for High School Students in Korea: From the Perspective of Process-Genre Based Approach Eonsung Na (Baeksuk Middle School)

`Day 2 (July 5)` Session 4: Teaching Methodologies

Room 304 – Session Chair: Moongee Jeon (Konkuk University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: SungHee Park (Korea Polytechnic University) Discussant: Nayoung Kwon (Konkuk University)	**An Analysis of Grammarly Feedback on Different Proficiency Level Students' Writing** Mi-Lim Ryoo (Korea Maritime University)
	Loanwords: Familiarity, Frequency, and Recall of Corresponding English Words Chieko Kawauchi (Kurume University, Japan)

Day 2 (July 5) **Session 5: Assessment and Evaluation / Second Language Acquisition**

Room 305 – Session Chair: Hyunsong Chung (Korea National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: WooYoung Park (Korea Polytechnic University) Discussant: Sang-Gu Kang (Cheongju University)	**A Study of CSAT English Tests as Criterion-referenced Tests: With Regard to Lexical Richness** Hyunoo Lee (Inha University)
	Bi-directional Transfer in Chinese EFL Learners' Narrative Skills I-Ru Su (National Tsing Hua University, Taiwan)

Day 2 (July 5) **Session 6: Second Language Acquisition**

Faculty Office Building Lecture Room – Session Chair: Kyunghyon Pyo (Dankook University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Yujong Park (Sungkyunkwan University) Discussant: Suja Kang (Pai Chai University)	**The Impacts of Study Abroad Experience on Affective Aspects of Language Learning** Jaeho Choi (Sangmyung University)
	Comparison of Influencing Factors on Willingness to Communicate among Korean Students Jaeho Choi, Younghoon Kim, Sohyun Lee, & Joo Seomun (Sangmyung University)

Day 2 (July 5) **Session 7: Language and Technology**

Room 308 – Session Chair: Do Hyung Ryu (Kookmin University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Jisun Park (Korea Institute for Curriculum and Evaluation) Discussant: Sunhee Kweon (Pusan University of Foreign Studies)	**Teaching Digital Imprisoned Students by Digital Imprisoned Teachers in a Digital Imprisoned World** Koot van Wyk (Kyungpook National University)
	Integrating Accuracy, Fluency, and Complexity in Students' Writing Development Chongwon Park (Pukyong National University)

Day 2 (July 5) **Session 8: Cross-cultural Communication / Classroom observation**

Room 309 – Session Chair: Eunkyung Sung (Cyber Hankuk University of Foreign Studies)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Juhyun Back (Busan National University of Education) Discussant: Sun-Young Kim (Mokpo National University)	**A Comparative Study of Intercultural Communicative Competence between Korean and Japanese University Students: Focus on Intercultural Sensitivity, English Learning Motivation, and the Use of English-language Media** Eun-Jung Park & Mae-Ran Park (Pukyong National University)
	EFL Context Translanguaging: A South Korean Example Michael Rabbidge (Hankuk University of Foreign Studies)

Day 2 (July 5) **Session 9: Language Pedagogy / ELT Curriculum and Material Design**

Room 310 – Session Chair: Jue – Kyoung Pae (Korea Institute for Curriculum and Evaluation)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Inyoung Shin (Namseoul University) Discussant: YoungHwan Kwon (Pusan National University of Education)	**The Innovative Use of Authenticity in TESOL in Challenging Times** Peter Byun (Alliant International University, USA)
	Introduction of a Preliminary College English Program with Multimedia for University Entrants Bo-Kyung Lee (Myongji University)

Day 2 (July 5) **Session 10: Language Education for Young Learners**

Room 616 – Session Chair: Sang Bok Park (Korea Institute for Curriculum and Evaluation)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: ChoungA Shin (Dongguk University) Discussant: YunHil Go (Chungnam National University)	**English Language Teaching Curriculum to Develop Elementary School Learners' Creativity and Willingness to Speak in English Incorporated by Creative Musical English and Content-based ESP Curriculum** Sung Hui Cheong (Soongsil University)
	Teaching English to Young Learners through Stories and Assessing their Abilities Mitsue Allen-Tamai, Mamiko Ide, & Mai Tsukahara (Aoyama Gakuin University, Shogakkan Shueisha Production, & Aoyama Gakuin University, Japan)

Day 3 (Saturday, July 6)

Day 3 (July 6) Session 1: Applied Linguistics / Teaching Methodologies

Room 606 – Session Chair: Youngmi Kim (Kyung Hee University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Eunsook Shim (Sangji University) Discussant: Punam Park (Seokyeong University)	**A Comparison of Formality in CSAT Reading Passages Before and After the Introduction of Criterion-referenced Evaluation** Ji-Yeon Chang (Myongji University) **How to Teach the Compare/Contrast Essay to High School Students in EFL Contexts using Literature: A Case Study of One EFL Writing Course in South Korea** Youngjoo Seo & Changhyun Kim (Indiana University Bloomington, USA & Gwacheon Foreign Language High School)
11:20-12:20 Moderator: Miran Yang (Dong-ah Institute of Media and Arts) Discussant: Eunsil Bae (Ajou University)	**Perception of Writer Voice in Academic Writing: A Comparative Study of Native and Non-native Teachers of English** Seongyong Lee & Hohsung Choe (BNU-HKBU United International College, China & Hankuk University of Foreign Studies) **An Experiment in Learner-centered Vocabulary Building** Andrew Griffiths (Daejeon Education Training Institute)
13:30-15:30 Moderator: ChongIm Yang (Daejeon University) Discussant: Jiyoung Bae (Kongju National University)	**The Effectiveness of the Factors Affecting Listening Comprehension in Korean Classrooms: A Meta-analysis** Hyunjung Kim & Unkyoung Maeng (Ajou University) **The Dimensions of Reading Motivation of Chinese College EFL Learners and Their Causal Effects on Perceived Reading Proficiency** Daowei Liu, Jaewoo Shim & Heechul Lee (Chonbuk National University) **Distribution of Academic Vocabulary in Phonetics/Phonology Research Articles: A Corpus-Based Study** Je-Young Lee & Hye Jin Lee (Jeonju University & Wonkwang University) **Exploring the Relationship among English Readability Indices: Using Graded Readers in ER-Central** Eunsol Shin (Incheon National University)

Day 3 (July 6) Session 2: Cross-cultural Communication / Language Education for Young Learners

Room 301 – Session Chair: MiAe Park (Chuncheon National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Jinhee Yeh (Yong-in Songdam College) Discussant: Jihyeon Byeon (Hannam University)	**Healing through Literature Class : Beyond 1st and 2nd Language** Jong Woo Choi (Ewha Girls' High School) **English Learning: the Need for a new Direction for the Future Generation** Yvette Denise Murdoch & Jiyoung Cho (Hongik University & The Catholic University of Korea)
11:20-12:20 Moderator: Eun Sok Won (Mokwon University) Discussant: Changkyu Sung (Mokwon University)	**Empowering World Englishes in English Language Teaching** Hyun-Ju Kim (Dankook University) **Creativity in Practice: Principles and Insights for Teachers of Young EFL Learners** Roxy Lee & Stewart Gray (Korea National Open University & Hankuk University of Foreign Studies)
13:30-15:00 Moderator: KyungA Yeon (Mokwon University) Discussant: NamHee Kim	**Creating a New Focus on Close Reading for Young Learners** Jared McKee (Silla University)

(Chosun University)	**Academic Socialization of International Students in Korea: Cultural Identity, Teacher's Role and Group/pair Work** Nodira Ruzmetova & Jungyin Kim (Chonbuk National University)
	Ready, Action! Implementing Story Drama into EFL English Classroom Ahra Cho (International Graduate School of English)

Day 3 (July 6)-Session 3: Assessment and Evaluation

Room 302 – Session Chair: Young – A Lee (Cheongju National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Seo Young Yoon (Baekseok University) Discussant: KyuChul Shin (Far East University)	**A Comparative Study on the Vocabularies Seen in Engineering Papers Written by Professional Researchers and Graduate Students** Yuka Ishikawa (Nagoya Institute of Technology, Japan)
	When Less is More: Korean EFL High School Learners' Performance on the Fill-in-the-blank Questions in Korean CSAT Ji Eun Kim & Byungmin Lee (Seoul National University)
11:20-12:20 Moderator: ChungIl Yoon (Dongguk University) Discussant: Dong-Jin Shin (Jeonju University)	**Different Lengths of Pre-task Planning Time on Speaking Test Performance** Jinseon Koo & Sang-Keun Shin (Ewha Womans University)
	Developing the Assessment Standards of the High School Career Selective Subjects Eunjung Woo, Yonghyo Park, & Sung Hye Kim (Sangil Girls' High School & Korea Institute for Curriculum and Evaluation)
13:30-15:30 Moderator: Kang-Young Lee (Chungbuk National University) Discussant: Eun Young Shin (Sunchon National University)	**Using Virtual Reality for Listening Assessment: Effects on Test Performance and Test-takers' Perception of Test Usefulness** Areum Lee (Ewha Womans University)
	Washback Effects on the Change of English CSAT to the Criterion-referenced System Hyesang Park (Yangjae Highschool)
	Rater Effects on L2 Oral Assessment: Focusing on Accent Familiarity Mi Sun Park (Teachers College, Columbia University, USA)
	Assessing Lingua Franca Interactional Competence Hyeran Kim (Ewha Womans University)

Day 3 (July 6) Session 4: Second Language Acquisition / Language Pedagogy

Small Auditorium – Session Chair: Jaehak Chang (Kangwon National University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Nari Lee (Ajou University) Discussant: Eunhye Song (Soongsil University)	**The Effect of Teachers' Use of Motivational Strategy on Students' Motivational Level** Seri Son & Seongwon Lee (Jinju Girls' High School & Gyeongsang National University)
	A Comparative Analysis of Teaching and Non-teaching Track EFL Teachers' Motivation for English Learning Young Gyo Cho (Kyungnam University)
11:20-12:20	**A Sense of Competition is Facilitating or Debilitating?: The Role of Competitive Motivation on**

Moderator: Sunjung Lee (University of Seoul) Discussant: Changwon Shin (Jeju National University)	**Korean High School Students' English Learning** Yoon-Kyoung Kim (Chung-Ang University)
	Perception of Lexical Stress and Sentence Focus by Korean-speaking and Spanish-speaking L2 Learners of English Dong-Jin Shin (Jeonju University)
13:30-15:30 Moderator: Sung-Min Lee (Korea National University of Education) Discussant: Kyunam Shim (Cheongju National University of Education)	**Mobile-supported English Coaching for Korean University Students** Young Woo Cho (Pai Chai University)
	Narrative Study of a High School English Teacher's Experience of Teaching "Araby" to ESL/EFL learners: Reflections and Implications Youngjoo Seo & Changhyun Kim (Indiana University, USA & Gwacheon Foreign Language High School)
	The Survey of Learner Perceptions of L2 Language Learning Held by Chinese College Students Yin Yu (Chonbuk National University)
	The Impact of Visual Cues on Test-takers' Cognitive Processes in L2 Listening Test: An Eye-tracking Study Suh Keong Kwon (Korea Institute for Curriculum and Evaluation)

Day 3 (July 6) Session 5: Language and Technology

Room 304 – Session Chair: YoonHee Choi (Chongshin University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Eunjoo Lee (Ewha Womans University) Discussant: Meejin An (Pai Chai University)	**Path Analysis of FL Learners' Attitudes to Language MOOCs** Xiaoteng Yin (Binzhou Medical University, China)
	Augmented Reality-Mediated Second Language Vocabulary Instruction Hyang Eun Ji & Hye Won Shin (Hankuk University of Foreign Studies & Impact Research Lab)
11:20-12:20 Moderator: JaeKeen Lee (Ansan University) Discussant: YoungJu Oh (Kunsan National University)	**The Possibility of Using AI in Language Teaching** Hiroyuki Obari (Aoyama Gakuin University, Japan)
	The Effectiveness of Inquiry Language learning Using Tangible-type Contents Kirang Ha (Cyber Hankuk University of Foreign Studies)
13:30-15:30 Moderator: Je-Young Lee (Jeonju University) Discussant: Myung Ock Won (Chinju National University of Education)	**The Strategy Use Instruction for Developing Learner Autonomy through Blended Learning in L2 Listening Class** Sunyoung Park & Chunghyun Lee (Hankuk University of Foreign Studies)
	Investigating University Students' Autonomy for Improving Speaking Proficiency for in a Mobile-Assisted Blended Learning Environment Jiun Baek (Joongbu University)
	The Effects of Flipped Learning in a College ESP Class and Learners' Perceptions Yuhwa Lee (Keimyung University)
	What Effects the Smart Blended Learning Has on 4 English Skills and Self-efficacy of Elementary School Students Donghyun Kim & Yunjoo Park (Korea National Open University Graduate School)

Day 3 (July 6) Session 6: ELT Curriculum and Material Design

Room 305 – Session Chair: JongBum Ha (Kumoh National Institute of Technology)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Jin Young Lee (Seoul National University of Science and Technology) Discussant: KyungOk Yeon (Korea Air Force Academy)	**An Analysis of Language-Skill-Integrated Activities in Fourth Grade Elementary English Textbooks** Hyo Jun Jung (Korea National University of Education)
	Teaching EFL Speaking in the Flipped Classroom Sujin Kim (Chonnam National University)
11:20-12:20 Moderator: Hye Won Lee (Korea Institute for Curriculum and Evaluation) Discussant: KyeBoon Lee (Pai Chai University)	**Investigation of AI Chabots in Language Learning Education** Daniel Bailey (Konkuk University)
	Scientific Writing for Graduate Students in Mathematics Seonmin Park (KAIST)
13:30-15:00 Moderator: Jayeon Lim (University of Seoul) Discussant: MiSun Lee (Hanyang University)	**Willpower and Practice: Two Important Factors in Learning English** Jakir Hossain (InterContinental Dhaka, Bangladeshi)
	Reconstruction of the National Curriculum of English to Improve Students' Competencies in Preparation for the Reunification Bo-Kyoung Cho & Young-Joo Jeon (Korea Institute for Curriculum and Evaluation & Mokwon University)
	Implementing Big Ideas of the 2015 Curriculum of English through PCK Young-Joo Jeon & Bo-Kyoung Cho (Mokwon University & Korea Institute for Curriculum and Evaluation)

Day 3 (July 6) Session 7: Classroom Observation / Teacher Education

Room 308 – Session Chair: MiSook Kim (KyungHee University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Jung Wan Lim (Daegu University) Discussant: Sun Lee (Gongju National University of Education)	**Anxiety and Motivation of English Conversation Students in the EFL Korean University Setting** Nahk-Bohk Kim & Brent Dirks (Korea Nazarene University & Myongji University)
	Assessing Native English-speaking Teachers' Understanding About Second Language Learning and Teaching Processes Jiyoon Lee, Hye Won Shin, James Brawn, & Juhyun Do (University of Maryland, USA, Impact Research Lab, Hankuk University of Foreign Studies, & Kyungpook National University)
11:20-12:20 Moderator: Young-Ah Gye (Chung-Ang University) Discussant: Seungmin Lee (Cheongju National University of Education)	**A Study of Developing an Observation Scheme for Student-centered English Language Teaching** Kyungsuk Chang, Byeong-Cheon Lee, & Eunyoung Lim (Korea Institute for Curriculum and Evaluation)
	21st Century Essential Skills for Teachers Wargajeshta Mudiyanselage Shamali Priyadarshani Jayaratne (Ministry of Education, Sri Lanka)
13:30-15:30 Moderator: Hee-Jeong Ihm (Seoul National University of Education) Discussant: YoungJu Lee (Hanbat National University)	**A Study of English Novice Teachers' Socialization** Kyung-Suk Chang (Korea Institute for Curriculum and Evaluation)
	Pre-Service Primary Teachers' Perceptions on Primary English Teaching Professionalism Maria Oh (Jeonju National University of Education)
	Developing Critical Thinking and Communication Skills in high School Literature Class Sukyung Seo (Sejong Global High School)
	Tracing Changes in English Teachers' Identity and Practice through Peer-coaching Seonyoung Park (Taebong Elementary School)

Day 3 (July 6) Session 8: Language Pedagogy / Second Language Acquisition

Room 309 − Session Chair: SooOk Kwon (POSTECH)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: HyungJi Chang (Sun Moon University) Discussant: Jungyin Kim (Chonbuk National University)	**The Trends of the Research on English Reading for the Past 20 Years through Keyword Analysis** Jyun Bang (Busan Metropolitan City Institute for Gifted Education & Promotion)
	A Study on a Reconstruction of English Education Based on the Theory of Subject-Matter Education Kyong-Hahn Kim (Korea National University of Education)
11:20-12:20 Moderator: Sooin Chun (Dankook University) Discussant: In Lee (Jeonju National University of Education)	**The Effects of a Short-Term Intensive English Program in the Development of Incoming College Students' Core Competencies** Myeong-Hee Seong (Eulji University)
	A Qualitative Perspective to Explore Identity Negotiation of Chinese English-major Undergraduate Students in a Reading Workshop Howard Cheng & Jungyin Kim (Chonbuk National University)
13:30-15:00 Moderator: Nam-Sook Jeong (Seoil University) Discussant: Inwhan Lee (Woosong Information College)	**English Village Where College Students Help Younger Students** Hiroki Uchida (Akita International University, Japan)
	Self Esteem and Adjusting with Disability Lotfi Ahmed (UAE University, Canada)
	Fostering Critical Reading and Creative Writing in English Classroom Rizqi Khoirunnisa & Yuanita Tri Sapdani (Putera Sampoerna Foundation, Indonesia)

Day 3 (July 6) Session 9: Language Policy / Language Pedagogy

Room 310 − Session Chair: SoonDo Baek (Kookmin University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Sung Hui Jung (Soongsil University) Discussant: Jyeun Lee (Woosong University)	**Need Analysis of Learner-centered English Program for Mature University Students** Gum-Lan Lee & Unkyoung Maeng (Kangnam University & Ajou University)
	The Effect of EDD Checklist-based Diagnostic Feedback on Korean EFL Learners' Performance on TOEFL Independent Writing Tasks Yumi Ko (Seoul National University)
11:20-11:50 Moderator: Daehyeon Nam (Ulsan National Institute of Science and Technology) Discussant: Hakmoon Lee (Hanbat National University)	**Validating the Construct of Graphic-Prompt Writing Tasks within an Argument-Based Framework** YunDeok Choi (Sungkyunkwan University)
13:30-15:30 Moderator: Young Gyo Cho (Kyungnam University) Discussant: Ho Lee (Chung-Ang University)	**The Effect of L1 Usage in EFL Teaching on Korean Students' Production** Jan Mathys DeBeer, Patricia Ninniss, & Cyril Reyes (Woosong University)
	Co-operation of Teacher Professional Identity and Metacognition over Pedagogical Problem-solving Processes Insuk Han (Shin-Jeong High School)
	Development and Validation of an Instrument to Measure Korean English Teachers' Motivational Strategies Mi Hye Eom (Chonbuk National University)
	English Class Using NE Debate Program Cheonwoo Lee (Cheongwon Girls' High school)

Day 3 (July 6) **Session 10: Miscellaneous Presentation /
ELT Curriculum and Material Design**

Room 311 – Session Chair: Dongkwang Shin (Gwangju National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Hyun-Ju Kim (Dankook University) Discussant: Yoonkyung Lee (Wonkwang University)	**"Mothers are betting their lives on their children's English education!" Experiences of Korean Mothers' Competition** Hee Jeong Oh (Seonyoo Middle School)
	Interplay between Reading Types and Contexts during L2 Sentence Comprehension YooLae Kim & Jeong-Ah Shin (Dongguk University)
11:20-12:20 Moderator: Bonsuk Goo (Korea University) Discussant: Bokmyung Chang (Namseoul University)	**An Introduction to the Cyber Graduate School of TESOL** Kelsey Ulrich-Verslycken (Cyber Hankuk Graduate School of TESOL)
	Mobile-based Flipped Teaching·Learning Model for Primary School L2 Spoken English Class Eun Bee Kim (Kangwon National University)
13:30-15:00 Moderator: Hye Won Shin (Hankuk University of Foreign Studies) Discussant: So Young Chang (Kunsan National University)	**English Learning with 3D Printing** Younnglong Kim & Soojae Yang (Oklahoma State University, USA & Hankuk University of Foreign Studies)
	Let Learning Bloom: Self-assessing Lesson Plans for Student Goals and Creative Use of Material Pamila J. Florea & Terrill Reid McLain (Sungshin Women's University & Hankuk University of Foreign Studies)
	A Comparative Analysis of Learning Strategies in English Textbooks in Japan and Taiwan: From Elementary School to Senior High School Wei-Tung Wang (Meiji University, Japan)

Day 3 (July 6) **Session 11: Teaching Methodologies / Language and Technology**

Room 616 – Session Chair: Sung Hye Kim (Korea Institute for Curriculum and Evaluation)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Namhee Kim (Hanyang Cyber University) Discussant: Youngsook Chong (Cheongju National University of Education)	**The Effectiveness of Gamified Reading Program for Korean Elementary Students** Jung-Hye Choi (Walden University)
	Student Perceptions of Group Essay Projects in a Tertiary Institution Wenli Wu (Hong Kong Polytechnic University, China)
11:20-12:20 Moderator: Dongho Kang (Seoul National University of Science and Technology) Discussant: Chaekwan Chung (Korea Institute for Curriculum and Evaluation)	**A Study on Error Corrections in College Students' Writing by Using Automated Writing Evaluation Systems: Grammarly and Pigai** Cao Di & Mi-Lim Ryoo (Korea Maritime & Ocean University)
	A Correlation between L2 Comprehensibility and English Proficiency of Korean Adult EFL Learners Minchae Shin & Junkyu Lee (Hankuk University of Foreign Studies)
13:30-15:30 Moderator: Jiyheyon Ma (Chonnam National University) Discussant: Hyun-Woo Lim (Hankuk University of Foreign Studies)	**The Effectiveness of Vocabulary Learning Tasks with Glosses Based on Technique Feature Analysis** Jae-young Lee & Hye-Jin Lee (Seoul Younglim Elementary School & Wonkwang University)
	Needs Analysis and Wordlist Development in Military University Chiangchiang Oyang (National Chengkung University, Taiwan)
	Game-based Learning for Vocabulary: Empowerment, Experiences, and Self-efficacy So-Hee Kim (Korea University)
	Engage Them! Use an App in Your Next Learning Activity Herminigildo Garrobo (Gimcheon University)

Keynote and Plenary Speech

DAY 1, JULY 4 (Thursday)		
Time	**Place**	**Event**
11:10-12:00	Auditorium	***Keynote Speech*** (Moderator: Hikyoung Lee, Korea University) **A Modular Curriculum: Integrating Task-Based and Task-Supported Language Teaching** Rod Ellis (Curtin University, Australia)
13:30-14:20	Auditorium	***Plenary Speech I*** (Moderator: Kyeong-Hee Rha, Chungbuk National University) **Growing up Digital: Intelligent Use of Technology** **Deborah Healey** (University of Oregon, USA.)

DAY 2, JULY 5 (Friday)		
Time	**Place**	**Event**
10:40-11:30	Auditorium	***Plenary Speech II*** (Moderator: Heyoung Kim, Chung-Ang University) **Corpus Linguistics, Learner Corpora, and SLA: Employing Technology to Analyze Language Use** Tony McEnery (Lancaster University, UK.)

A Modular Curriculum: Integrating Task-Based and Task-Supported Language Teaching

Rod Ellis

(Curtin University (Perth, Australia) and Shanghai International Studies University)

The case for task-based language teaching (TBLT) is now well established (Long, 2015) but controversy still exists as to whether it is well-suited to foreign language teaching contexts with some commentators (e.g. Shehadeh and Coombe, 2012) arguing that, where the conditions and social practices differ from those found in second language contexts, task-supported language teaching (TSLT) is more appropriate. I will first address the psycholinguistic basis for TBLT and TSLT and consider Long's claim that the two approaches are incompatible. I will draw on the distinction between implicit and explicit learning (N. Ellis, 1994) to propose that both kinds of learning have a role to play in the development of second language proficiency and that, therefore, they should be seen as mutually supporting. I will draw on Brumfit's (1984) distinction between 'fluency' and 'accuracy' as fundamental pedagogic approaches and examine ways in which they can be combined in a curriculum. The modular curriculum I advocate is one where TBLT constitutes the core of the curriculum with TSLT introduced to foster accuracy when it becomes evident that it is needed to overcome developmental problems that are resistant to purely incidental/ implicit learning. I will also consider the kinds of tasks and methodological strategies needed in a curriculum that combines TBLT and TSLT.

Biodata

Rod Ellis is currently a Research Professor in the School of Education, Curtin University in Perth Australia. He is also a visiting professor at Shanghai International Studies University and an Emeritus Distinguished Professor of the University of Auckland. He has recently been elected as a fellow of the Royal Society of New Zealand. He has written extensively on second language acquisition and task-based language teaching. His most recent book is *Reflections on Task-Based Language Teaching* (2018) published by Multilingual Matters.

Growing up Digital: Intelligent Use of Technology

Deborah Healey
(University of Oregon, USA.)

Many if not all of our learners are accustomed to using technology in their own lives in this hyper-connected age. However, they may not be very good at learning with technology support. This talk will begin by exploring the difference between digital residents and digital visitors – a matrix that has replaced the digital natives vs. immigrants distinction. Teachers and learners can benefit from identifying the ways they use different kinds of technology, whether routinely or constantly, and for personal or academic/professional purposes. This approach is a more detailed and useful way of thinking about how we use technology.

In some settings, technology is just used by the teacher to enhance classroom lessons and her own teaching skills. In other settings, students use technology to gather information, connect with other learners, and create material-text, audio, and video-that is posted online to share. Being familiar with tools to enhance 21st century skills also helps us use technology intelligently. I will talk about why and how teachers can improve their own and their students' 21st century skills – primarily the 4 Cs of Critical Thinking, Communication, Collaboration, and Creativity – for better language teaching and learning. I will also offer suggestions based on TESOL's Technology Standards. The Tech Standards set guidelines that are useful for EFL and ESL language teachers, learners, administrators, researchers, and teacher educators, whether they are working in schools with very little technology or with an abundance of resources. Finally, I will look at how TESOL's new initiative, the 6 Principles for Exemplary English Language Teaching, can help us decide when and how to use technology for our learners and for our own professional purposes. Technology tools and approaches to using technology can help teachers with each of the six principles, starting with "Know your learners" and ending with "Be part of a community of practice." Participants will receive a handout with links to the technology resources mentioned in the plenary and to other useful resources for teachers and administrators.

Biodata

Deborah Healey is the 2019-2020 President of the Board of Directors of TESOL International Association. She is a teacher educator (online and face-to-face) who writes and presents extensively internationally on appropriate use of technology in language teaching. Her doctorate is in Computers in Education.

Corpus Linguistics, Learner Corpora, and SLA: Employing Technology to Analyze Language Use

Tony McEnery
(Lancaster University)

In this talk I will explore the relationship between learner corpus and second language acquisition research. I begin by considering the origins of learner corpus research, noting its roots in smaller scale studies of learner language. This development of learner corpus studies will be considered in the broader context of the development of corpus linguistics. I then consider the aspirations that learner corpus researchers have had to engage with second language acquisition research and explore why, to date, the interaction between the two fields has been minimal. By exploring some of the corpus building practices of learner corpus research, and the theoretical goals of second language acquisition studies, I will identify reasons for this lack of interaction and make proposals for how this situation could be fruitfully addressed.

Biodata

Tony McEnery is distinguished professor in the Department of English Language and Linguistics at Lancaster University. He has published widely on corpus linguistics and is the author of Corpus Linguistics: Method, Theory and Practice (with Andrew Hardie, Cambridge University Press, 2011).

Featured Speeches

DAY 1, JULY 4 (THURSDAY)						
Time	**Place**	**Event**				
14:20-14:50	Cyber Building / Faculty Office Building	*Featured Speech I* **(Small Auditorium)** (Moderator: Hyun Jin Kim, Cheongju National University of Education) (MELTA) **Online Learning to Enhance English Language Teachers' Language Proficiency in Malaysia** Szarmilaa Dewie Krishnan (Ministry of Education, Malaysia)	*Featured Speech Ⅱ* **(Room 606)** (Moderator: Myung-Jeong Ha (Sangmyung University) (FEELTA) **Conversation Analysis Data in EFL Class: A Way to Effective Interaction** Karina V. Borovikova & Yulia V. Krasnoperova (Amur State University of Humanities and Pedagogy, Russia)	*Featured Speech Ⅲ* *(*Room 616) (Moderator: Jaemyung Goo, Gwangju National University of Education) (KOTESOL) **English Teachers' Emotional Labor, Discrete Emotions, and Classroom Management Efficacy** Mikyoung Lee (University of Munich, Germany)	*Featured Speech Ⅳ* **(Faculty Office Building Lecture Room)** (Moderator: Hea-Suk Kim, Seoul Woman's University) (PaCALL) **Making CALL more Teacher Friendly** Thomas N. Robb (Kyoto Sangyo University, Japan)	*Featured Speech Ⅴ* **(Faculty Office Building Seminar Room)** (Moderator: Jihyun Cheon, Pusan National University) **Teacher Learning in Technology-Enhanced Language Teaching: An Activity-Based Approach** Jeong-Bae Son (University of Southern Queensland, Australia)

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Online Learning to Enhance English Language Teachers' Language Proficiency in Malaysia

Szarmilaa Dewie Krishnan
(Ministry of Education, Malaysia)

We live in the digital century with a rapid pace of technological innovation fascinated globally with Internet being the dominating call. It has resulted in integrating technologies using online learning which has evolved in recent years. Online learning has become popular because of its potential in providing more flexible access to content and instruction at any time, and any place. Lee and Lee (2008) remarked it as an active learning process accomplished through experience, maturity and interaction with others. In tandem with the growth of online learning in teacher training and teacher education, the focus of this research is to therefore, highlight a fully online learning mode using a learning management system(Canvas) to enhance teachers' proficiency. English language teachers need a certain level of proficiency in the language to serve as models for our students and provide them with valuable language input that can help them learn. Thus, the issue of proficiency is always at the forefront for English language teachers. According to The Roadmap 2015-2025, the current requirement of a minimum CEFR Level C1 for English language teachers in Malaysia is aimed at ensuring that teachers are able to teach effectively in the language classroom. For this reason, there is a need for all English language teachers to initiate their own learning. This study also hopes to note that online learning provides opportunities for exciting and innovative experiences by engaging in the learning platform as it employs them with experiential learning strategies (Budhai & Skipwith, 2017).

BIODATA

Szarmilaa Dewie Krishnan is a lecturer at the English Language Teaching Centre (ELTC), Ministry of Education Malaysia. She holds an M.Ed (TESL) from the University of Malaya and currently pursuing her doctorate. As an educator, she is passionate about drama and has won several awards at both the district and state levels. She is a live wire who strives to excel in whatever she undertakes. She has conducted several studies on reading habits, language games and the use of English in Malaysia. Her current interest is in educational research programmes, the teaching and learning of literature, language games, reading and online learning. Szarmilaa currently serves as Assistant Secretary for the Malaysian English Language Teaching Association (MELTA).

Conversation Analysis Data in EFL Class:
A Way to Effective Interaction

Karina V. Borovikova & Yulia V. Krasnoperova
(Amur State University of Humanities and Pedagogy, Russia)

The paper presents the potential of linguistic approach to the study of conversation, i.e. conversation analysis, to be applied in EFL classes. Providing for the fact that "conversation (dialogue)" is the most fundamental form of human interaction, that it is a primary method through which interpersonal relations are formed, maintained, and dissolved, conversation skills formation while teaching students a foreign language is of primary importance. Participating in everyday conversation people very often experience problems managing it, keeping it under control which threaten to embarrass us as well as our interlocutors and, as a consequence, prevent us from reaching our immediate and long-term goals. Thus, it makes the whole process of speech-making ineffective. Classroom observation and analysis showed that this is especially the case with Russian students making up dialogues in EFL class. The present research makes use of the main principles of conversation analysis (Harvey Sacks, Emanuel Schegloff, Gail Jefferson) for their further exploitation in EFL class. It provides the samples of dialogue found in student textbooks as well as in real life. The basic characteristics of an ordinary conversation are described and the analysis tools to study the inner mechanisms of dialogue structure and its functioning are applied. A number of tips and tasks that can be used to analyze and teach how to generate a true-to-life dialogue in class are offered.

BIODATA

Karina V. Borovikova, PhD in Philology, the Head of the Faculty of Philology and Inter-Cultural Communication, Amur State University of Humanities and Pedagogy, FEELTA Affiliate Chair (Komsomolsk-on-Amur). The sphere of interests: intercultural communication, discourse analysis, pragmatics, translation studies.

Yulia V. Krasnoperova, PhD in Philology, the Head of the first foreign language and translation studies Department of Amur State University of Humanities and Pedagogy. The sphere of interests: intercultural communication, argumentation, discourse analysis, pragmatics, strategic behavior, symmetrical and asymmetrical interaction.

English Teachers' Emotional Labor, Discrete Emotions, and Classroom Management Efficacy

Mikyoung Lee
(University of Munich, Germany/Chonnam National University)

With a steady increase in studies regarding teachers' emotions, researchers have realized that emotion management can be considered as an integral part of a teacher's skill-set. It is crucial for teachers to find appropriate strategies for emotion management because managing emotions has been seen as essential in effective teaching. Extending research on teachers' emotions beyond general educational contexts and Western samples, we examined how teachers' emotions correlated with their emotional labor strategies and classroom management self-efficacy with an East-Asian sample in an English teaching context (127 Korean NNESTs). The results showed that surface acting (emotional expressions modification) correlated positively with anxiety and frustration, whereas deep acting (internal feelings modification) correlated positively with enjoyment and pride and negatively with anxiety. Enjoyment and anger correlated positively and frustration negatively with classroom management self-efficacy. Furthermore, enjoyment and frustration were documented as mediators in the relationship between emotional labor strategies and classroom management self-efficacy. The findings suggest that deep acting is linked to experiencing positive emotions, which in turn is positively related to classroom management self-efficacy, whereas surface acting is linked to experiencing negative emotions, which in turn relates negatively to classroom management self-efficacy. This study is meaningful since it investigated the relationships between English teachers' emotional labor strategies, emotions, and classroom management self-efficacy, considering that there are no previous studies in the language teaching context. The finding that English teachers' emotions might explain the association between emotional labor strategies and classroom management self-efficacy highlights the importance of empirical attention on their discrete emotions.

BIODATA

Mikyoung Lee received her PhD in Educational Psychology at University of Munich, MA in TESOL at Sookmyung Women's University, and BA at Yonsei University. She is a guest researcher in the Department of Educational Psychology at University of Munich and a lecturer at Chonnam National University. She is also serving as a Research Committee Chair of KOTESOL and an academic consultant at Editage. Her research interests are students' achievement goals and emotions, and teacher emotions and emotional regulation.

Making CALL More "Teacher Friendly

Thomas N Robb
(Kyoto Sangyo University, Japan)

Students need considerable practice using English and reviewing the various skill areas, and there isn't sufficient time in class for each individual to practice independently the areas. While CALL has the advantage of allowing students to practice what they need, "anytime, anywhere", the practical reality is that only those who are truly motivated will do much study outside of class time. The key to having students study more outside of class is for the instructor to have an efficient means of tracking or confirming what they have or haven't done. This is crucially important for online activities since they leave no paper record that the students can bring into the next class. In this talk we will survey the various ways that teachers can track their students outside study, and how some online activities can be much more "teacher friendly" than others. Suggestions will be given for how to deal with less apps that do not have an efficient tracking feature.

BIODATA

Thomas Robb, Ph.D., Professor Emeritus, Kyoto Sangyo University, Japan is a long-time user of CALL and the Internet, and has created a number of websites and applications for student projects, interactive learning and professional exchange. He is past president of Pacific CALL.

Teacher Learning in Technology-Enhanced Language Teaching: An Activity-Based Approach

Jeong-Bae Son
(University of Southern Queensland, Australia)

Language teachers need to continuously update their knowledge and skills for the effective use of computer-assisted language learning (CALL) activities in their teaching contexts. This paper presents four approaches to teacher development in CALL with a focus on an activity-based approach using fourteen types of online activities that can be used in and out of the language classroom. The types of the online activities include collaboration (e.g., real-time editing, social bookmarking, virtual communities, wikis), communication (e.g., email, forums, social networking, video chats), concordancing (e.g., text analysis), creation (e.g., books, cartoons, databases, diagrams, ePortfolios, graphics, podcasts, posters, videos, websites, word clouds), exploration (e.g., dictionaries, information searching, WebQuests), games (e.g., flash cards, social learning), mapping (e.g., brainstorming, concept/mind maps), presentation (e.g., broadcasting, videos, zooming), reflection (e.g., blogs, journals, timelines, virtual walls), simulation (e.g., virtual worlds), storytelling (e.g., digital stories), surveys (e.g., opinion polls), tests (e.g., dictation, quizzes) and tutorials (e.g., language learning websites, language learning apps). Together with basic activities that can be considered in the CALL classroom (e.g., word processing; using presentation software; using spreadsheets; using databases; using digital resources; using digital cameras; using Internet tools), these online activities can be useful for teachers who wish to design, implement and/or evaluate CALL activities. The paper also presents example tasks for teacher learning, which guide teachers how to experience online language learning activities themselves, and offers discussion questions based on Son's (2018) Exploration-Communication-Collaboration-Reflection (ECCR) model, which leads teachers to gain personal confidence and professional competence in technology-enhanced language teaching.

BIODATA

Jeong-Bae Son, Ph.D., is a teacher educator in Applied Linguistics & TESOL. His areas of specialisation are computer-assisted language learning and language teacher education. He is the President of the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL). He can be reached through his website at <http://drjbson.com/>.

Featured Speeches

DAY 2, JULY 5 (FRIDAY)						
Time	**Place**	**Event**				
11:30-12:00	Cyber Building /Faculty Office Building	*Featured Speech Ⅵ* **(Small Auditorium)** (Moderator: SooJung Min, Kongju National University) (JACET) **Learner Corpus Studies and TESOL in Asia: The ICNALE Project** Shinichiro Ishikawa (Kobe University, Japan)	*Featured Speech Ⅶ* **(Room 606)** (Moderator: Kyung Ja Kim, Chosun University) (ThaiTESOL) **Creating New Values through English Teaching and Learning: Creativity, Innovation and Adaptability** Thanakorn Thongprayyoon (Srinakharinwirot University, Thailand)	*Featured Speech Ⅷ* **(Room 616)** (Moderator: Shinhye Kim, Kemyung University) (JACET) **From English Communication Activity to Overseas Internship Programs** Kenichi Ito (University of Kitakyushu, Japan)	*Featured Speech Ⅸ* **(Faculty Office Building Lecture Room)** (Moderator: JaeHo Choi, Sangmyung University) (CELEA) **Individual Differences and Attainment in Implicit and Explicit Knowledge of English as a Second Language** Yaping Chen (Beijing Foreign Studies University, China)	*Featured Speech X* **(Faculty Office Building Seminar Room)** (Moderator: Jungtae Kim, Pai Chai University) **A Comparative Study of Cultural Orientation in Middle School English Textbooks between China, South Korea and Japan** Xuebo Cui (Yuanbian University, China)

Learner Corpus Studies and TESOL in Asia:
The ICNALE Project

Shin'ichiro ISHIKAWA
(Kobe University, Japan)

Learner corpus studies have the possibility of drastically improving the quality of English education in the world (Granger, 1998). Their impact, however, seems to be less substantial in Asia, which is partly due to the lack of appropriate corpora including L2 outputs by varied learners in Asia. The author, therefore, began the ICNALE (International Corpus Network of Asian Learners of English) project in 2008. After more than ten years of international research collaboration, it has become one of the largest learner corpora. The ICNALE consists of four key modules: Written Essays (Ishikawa,2013), Edited Essays (Ishikawa, 2018a), Spoken Monologue (Ishikawa, 2017), and Spoken Dialogue (Ishikawa, 2018b), and it includes more than 10,000 topic-controlled speeches and essays produced by college students (incl. grad students) in ten countries/ regions in Asia (China, Hong Kong, Indonesia, Japan, Korea, Pakistan, the Philippines, Singapore, Taiwan, and Thailand) as well as English native speakers. By analyzing the ICNALE data quantitatively and qualitatively, we can now identify the features of the L2 outputs by a particular learner group. In this talk, I will introduce some of the lexical and grammatical features seen in L2 English uses by Japanese, Korean, and Taiwanese learners.

BIODATA

Dr. **Shin'ichiro (Shin) Ishikawa** is Professor of Applied Linguistics at the School of Languages & Communication, Kobe University, Japan. His research interests cover corpus linguistics, applied linguistics, TESOL, and SLA. He is a leader in the ICNALE learner corpus project.

Creating New Values through English Teaching and Learning: Creativity, Innovation and Adaptability

Thanakorn Thanakorn
(Srinakharinwirot University, Thailand)

Tangible educational innovation has been greatly mentioned through the development of technological devices to enhance teaching and learning capacities. What makes new values in English teaching and learning is not merely utilizing technological advancement in today's world, yet the empowerment of competent language users through the equipment with required 21st century skills is awaiting to be in focus. There are a significant number of studies in ELT concerning the constructive social change agents for societal changes and other critical issues at the local and global levels. Intercultural communicative competence and global citizenship competence are for competent language users to own in order for effective communication and peacefully living their lives. How to create these new values is controversial and challenging. Bringing concepts of global competence, intercultural competence, media literacy, and so on into English language lessons to align with the outcome-based education is one thing teachers can consider practicing. Compulsory or extra-curricular activities in a course description should be incorporating these concepts into. Language program learning outcomes should not only include content knowledge, but attitudes and skills of learners toward the abovementioned 21st century skills and relevant competences including cross-cultural understanding, collaboration, leadership, creativity and adaptability. Apart from that, in order to successfully achieve these learning outcomes, instructional practices of teachers should conform to different learners' learning styles with an employment of various teaching strategies and changing roles of teachers to be more of facilitators or mentors. Creating new values refers to adapting self and things around to creatively match with innovative circumstances.

BIODATA

Thanakorn Thongprayoon holds an M.A. in TEFL and is pursuing his Ph.D. in Science of Education and Learning Management. He is Associate Dean for Academic Affairs at International College for Sustainability Studies, Srinakharinwirot University. His research interests varies from English language teaching and learning, intercultural communicative competence to media literacy.

"From English Communication Activity to Overseas Internship Programs"

Kenichi Ito
(The University of Kitakyushu, Japan)

Obviously it is impossible to improve English skills if we rely completely on a couple of 90-minute classes per week, even though the classes were so elaborately organized. So we started a project called "Communicative Language Learning Project" with the support of University Co-operative Association of Japan. Several universities joined in this project, including my institute. There students organized English learning circles and lots of students became members. Students recorded the length of time spent in learning English every day. They competed with each other for longer time spent for that purpose. This English communication activity was successful to a certain extent, because students' TOEIC scores developed greatly. But their speaking skills have not developed as expected. Sending students overseas was an option we thought of to improve this situation. Each university in Japan has some sister universities in English speaking countries, and sends a limited number of students there as exchange students. But there are far more students who are not given such opportunities. Furthermore, most students go into business after graduation. So we have developed overseas internship programs ona large scale. In this way we have organized a framework to support college English education.

BIODATA

Kenichi ITO is a professor of The University of Kitakyushu, Japan. His main interests lie in interpreting and cross-cultural communication, as well as teaching English. Currently he teaches several classes on interpreting and interpretation theory, and Anglo-American Studies.

Individual differences and attainment in implicit and explicit knowledge of English as a second language

Yaping CHEN
(Beijing Foreign Studies University, China)

That language learners vary enormously in their second language competence is widely acknowledged and individual differences (IDs) have been found to be the most consistent predictors of L2 learning success. Though age of onset, language aptitude, learning beliefs and motivation are among the most researched IDs, diverse results have been generated. The various ways competence is measured contribute to such diversity. It is our belief that linguistic competence of a second language learner is characterized as comprising both implicit and explicit knowledge, with the former underlying spontaneous speech while the latter serving as a monitor on performance. The present study thus focuses on the effect of the above mentioned IDs of university level Chinese English learners on the two kinds of L2 knowledge. Specifically we ask two questions: Do the participants perform similarly on the measures of different types of knowledge? Is there a relationship between different IDs and the participants' performance on the measures of different types of knowledge? We collected a background questionnaire from our participants requesting information regarding age of onset, learning beliefs and motivation. For language aptitude, we used the 14-item aptitude test in Schmitt et al. (2004). We employed 4 tests as measures of implicit and explicit knowledge of 17 structures in English based on Ellis et al. (2009): an elicited oral imitation test, two grammaticality judgment tests, one timed and one untimed and a metalinguistic knowledge test. We hope the results will provide more explanations on the variability in second language ultimate attainment.

BIODATA

Professor **Yaping CHEN** PhD. of English Linguistics, is the director of the Center for Linguistics in the School of English and International Studies in Beijing Foreign Studies University. From 1995 to 1996, she was a visiting scholar in the Faculty of Education in Griffith University, Australia. She taught English Composition and Understanding Contemporary China as a Fulbright Scholar in North Central College, USA, from 2001 to 2002. Her research interests are primarily in psycholinguistics and second language acquisition.

A Comparative Study of Cultural Orientation in Middle School English Textbooks between China, South Korea and Japan

Xuebo CUI
(Yanbian University, Yanji, China)

In Chinese Compulsory Education English Curriculum Standards (2011), a much more feasible goal that students should learn to introduce Chinese traditional culture and custom in English is added. English education in South Korea and Japan faces the same agenda of how to deal with the relationship between the culture of English-speaking countries and that of the home county, and how to develop national image through inter-cultural communication in English teaching. The English textbook, which is the concomitant of English curriculum standard, is inevitably bound to make changes in cultural background and contents. Therefore, it is important to have a close look at the cultural orientation of English textbooks and the ways of cultural education in different EFL countries. The study chooses three English textbooks to make a comparative analysis, namely *Go for it 7-9* in China, *Middle School English1-3* (Doosan Dong-A)in South Korea and *New Horizon English Course 1-3* in Japan, which take the highest market share and are most widely used in the countries. The analytical model for this research is based on Risager's (1990) Model for cultural contents analysis with necessary adaptation. Through comparative analysis, the author provides some suggestions of how to develop the inter-cultural awareness, and to conduct inter-culture teaching efficiently when using the teaching material, and how to further improve teaching materials in the sense of cultural identity and diversity.

BIODATA

Xuebo CUI is associate professor of English Department and Vice Dean of College of Foreign Languages at Yanbian University in China. She got doctor's degree in Applied Linguistics from De La Salle University in Manila. Her research interests are in bilingual education, English curriculum and language policy.

Workshop and Colloquium

Time	Place	Event	
13:00-14:30	Cyber Building	**KAMALL Workshop** **(Auditorium : Presentation in Korean language)** (Moderator: Hyeyoung Kim, Chung-Ang University) **Introduction to Dialogflow for Developing AI Chabot (I)** Hyejin Yang (Chung-Ang University) **Introduction to Dialogflow for Developing AI Chabot (II)** Dongkwang Shin (Gwangju National University of Education)	**GETA Colloquium** **(Small Auditorium)** (Moderator: Hyesook Park, Kunsan National University) **Revisiting Elementary English Teaching by Class Teachers** Kyounghee Ko (Jeju National University) **Defining Classroom English in Primary English Education** Maria Oh (Jeonju National University of Education) **Issues and Trends in Primary English Literacy Education** Hae-Ri Kim (Seoul National University of Education)
14:30-16:00	Cyber Building	**MEESO Colloquium** **(Auditorium)** (Moderator: JaeHo Choi, Sangmyung University) **Korean Learners' Compliment and Compliment Response in English Chatting** Jae Suk Suh (Ihna University) **English Language Learning and Cultural Understanding for North Korean Students in Korea: Utilizing Skype Videoconferencing** Hyun-joo Lee (Kyonggi University) **Normalizing English Textbooks with TEES** Moongee Jeon (Konkuk University)	**KASEE Workshop** **(Small Auditorium: Presentation in Korean language)** (Moderator: Min-Young Song, Cyber University of Korea) **Applying the Many-Facet Rasch Model Using FACET** Sang-Keun Shin (Ewha Womans University) **Estimating the Generalizability of Test Results Using GENOVA** Youngsoon So (Seoul National University) **Examining the Construct Validity of Tests through Structural Equation Modeling** Jungok Bae (Kyungpook National University)

Time	Place	Event	
13:00-14:30	Cyber Building	**PKETA Workshop** **(Auditorium)** (Moderator: Yunjoo Park, Korea National Open University) **Foreign Language Learning with Virtual Reality and Augmented Reality** **1. Using Augmented Reality Mobile Games in the Foreign Language Classroom** Juhee Lee (Gyeongsang National University) **2. Immersive Language Learning via Virtual Reality** Jayoung Song (Rice University, USA)	**KEES Colloquium** **(Auditorium: Presentation in Korean language)** (Moderator: Judy Yin, Korea National University of Education) **Finding Ways to Optimize the Learning Experience in the Classroom** Sang-Ki Lee (Korea National University of Education) **Cognitive Linguistic Perspectives to Language Learning** Hyun-Bin Hwang (Korea National University of Education) **Language Learning Aptitude as a Key Learner-internal Factor: The Background** Bu-yong Lee (Janggok High School) **Language Learning Aptitude as a Key Learner-internal Factor: Empirical Research I** Jeong-eun Kim (Gangneung Jeil High School) **Language Learning Aptitude as a Key Learner-internal Factor: Empirical Research II** Hyun-Min Park (Imae Middle School) **Effects of Frequency and Types of Input Frequency Distribution** Sang-Ki Lee (Korea National University of Education)

KAMALL Workshop (Presentation in Korean language)

Introduction to Dialogflow for developing AI Chabot

Workshop 1: Hyejin Yang (Chung-Ang University)
Workshop 2: Donwkwang Shin (Gwangju National University of Education)

With the wide spread of using AI chatbot recent years in various fields especially in businesses, there has been an increasing interest in using AI chatbots for the purpose of language education. In light of the growing demand for using AI Chabots in language education, this BYOD (Bring-Your-Own-Device) workshop aims to introduce the utilization of an Application Programming Interface (API) for developing AI Chatbot, especially for English learning.

The workshop consists of two sections (Workshop I & II). Workshop I will explore various types of existing AI chatbots, and how the chatbots could be used for English language learners. It will also introduce representative features and interface of Dialogflow developed by Google. Workshop II will focus more on hand-on practices that enable audiences to build their own chatbot using Dialogflow. The audiences will develop a chatbot that performs a given task from secondary English textbooks. At the end of the workshop, audiences will be able to integrate it into Google Assistant.

BIODATA

Hyejin Yang is a post-doc researcher in the department of English Education at Chung-Ang University.

Dong Kwang Shin is an associate professor in the department of English Education at Gwangju National University of Education.

GETA Colloquium

Revisiting elementary English teaching by class teachers

Kyounghee Ko
(Jeju National University)

At the time when the history of full-scale elementary English education was approaching a decade, Ko(2005) investigated the question of which system to pursue for a more effective elementary school English teaching: the specialist teacher system vs. the class teacher system. The present study revisits the question after another decade. Based on relevant literature, opinions of in-service elementary school teachers, and researcher perspectives from pre-service teacher education , newly added supporting factors for the class teacher system will be presented. Concerted attention of relevant parties to this important issue is called for in order for elementary English to claim its status as a bona fide elementary school subject and substantiate the claims for incorporating English into elementary education.

Defining Classroom English in Primary English Education

Maria Oh
(Jeonju National University of Education)

Ever since primary-school English subject was introduced to Korean national curriculum in 1997, classroom English has been one of the hottest issues in English teaching fields in Korea. Classroom English is the English teachers use to teach his/her students inside as well as outside the classroom. The key points of Classroom English are (1) it should be used to communicate with students at classes; (2) it should be used also to encourage students to listen to, speak, read and write English in and outside classes (Hughes, Moate & Raatikainen, 2008; 배두본, 2002; Willis, 1981; 차경환 이지영, 2018). Some scholars like 차경환·이지영(2018) say that the concept of classroom English mean 'English-only' not 'English-please,' because it emphasizes maximum chances of learning English even outside classes. One major problem to implement classroom English or TEE(Teaching English in English) is that there are many students who are not ready yet to be in these English-only situations because of many possible reasons, such as limited listening skills or limited motivation to learn English. These less-motivated or low-listening-level students do/can not listen to English-only classes and there should be ways to assist these students. I propose that L1 should be used sometimes to help students. How or when L1/L2 could be used effectively will be presented at the conference.

Issues and Trends in Primary English Literacy Education

Hae-Ri Kim
(Seoul National University of Education)

Starting from when English was included in the primary school curriculum in 1997, early literacy education related to effective decoding has been popular among primary school English teachers. Several studies in literacy education also show that in real classrooms, teachers are interested in developing students' reading fluency and comprehension, which are geared to 'learn to read.' More recently, teachers and scholars started to become aware of literature as quality reading material in extensive reading because literature not only develops the target language skills of EFL learners, but also enriches their lives when the learners personally respond to literary texts. Currently, content area reading in which students 'read to learn,' is popular and many studies integrating diverse school subjects and trade books have been conducted. Now, as the national curriculum suggests including creativity, personality education, and critical thinking skills in English class, studies on literacy education tend to be diverse. Another challenge in literacy education is that EFL learners can build better learning communities by helping other EFL learners. These new trends in literacy education will be discussed more in detail through the presentation.

BIODATA

Kyounghee Ko is a professor in Elementary English Education at Teachers' College of Jeju National University, Republic of Korea. Her research interest areas include teacher development, material development, personalization, and teaching English as a global language in the context of elementary English education.

Maria Oh is a professor in English Education Department, Jeonju National University of Education, Jeonbuk, Republic of Korea. Her research interest areas are learner/teacher autonomy in language learning/teaching, teacher development, multimedia-assisted language learning.

Hae-Ri Kim is a professor of the Department of English Education at Seoul National University of Education, Korea. Her teaching and research areas include L2 Literacy Education, Children's Literature in English Education, Content Area Literacy, Drama in Education, Extensive Reading, EFL Materials Development, Teacher Education, and Qualitative and Narrative Research Method. She is doing collaborative work with university instructors and teachers from primary and secondary schools to develop ELT materials using children's literature, EFL teacher training programs, and elementary and middle school English textbooks.

MEESO Colluquium

Korean Learners' Compliment and Compliment Response in English Chatting

Jae-Suk Suh
(Inha University)

The purpose of the paper was to look into pragmatic knowledge of Korean learners in the performance of two speech acts, compliment and compliment response in authentic situations. To this end, data were collected by means of chatting in which 72 students enrolled at one major university in Korea engaged in on-line chatting in English for one semester, and chatting transcripts were analyzed to find characteristics of the two acts realized by the students. The results of the study showed that compliments of Korean students looked formulaic and sounded similar to those of English native speakers though they were limited in a repertoire of syntactic patterns and lexical items. The students also responded to compliments by using non-acceptance strategies more often than acceptance strategies, unlike native speakers. The differences between the two groups were explained mainly by L1 transfer effects in which Korean students made frequent use of their L1 socio-cultural norms during L2 speech act performance. Some suggestions were given to help them overcome such L1 influence.

English Language Learning and Cultural Understanding for North Korean Students in Korea: Utilizing Skype Videoconferencing

Hyun-joo Lee
(Kyonggi University)

This study aims to investigate the effects of utilizing multimodal videoconferencing for North Korean youth students in order to improve their English skills and cultural understanding in the Korean educational setting. The data collection of the study has included in-depth interviews, videoconferencing sessions, and face-to-face instructions. As a result, it has shown that the customized English teaching model for the North Korean students has fostered their English abilities and encouraged them to have positive attitudes to English learning. Considering the fact that English is one of the difficult subjects for the North Korean students, the new English learning context is a valuable way to implement in the English language classroom. Also, the hybrid English language model has promoted the North Korean students to understand the contemporary South Korean cultures. Because the use of English words and the concepts borrowed from Western culture are quite popular in the current Korean society, the newly customized language learning model for the learners can not only facilitate their English learning but also have genuine experiences of Korean society. Therefore, this study sheds light on effective ways to teach English for the North Korean students.

Normalizing English Textbooks with TEES

Moongee Jeon
(Konkuk University)

The main purpose of this presentation is to examine English textbooks using a computer system called TEES to provide a standardized norm for evaluating them. TEES stands for Text & Essay Evaluation System. The presenter of this presentation developed the TEES system in order to analyze and evaluate various types of English corpora. The TEES system analyze corpus data with a wide range of psycholinguistic and linguistic measures. They include basic statistics measures (number of words, number of sentences, mean word length, mean sentence length), text cohesion measures (argument overlap for adjacent sentences, argument overlap for all sentences), text readability scores (Flesch Reading Ease score, Flesch-Kincaid Grade Level score), sentence structure measures (noun density, number of words before main verbs), word feature measures (concreteness, imageability, age of acquisition), word frequency (word frequency score for content words), pronoun measures (first person pronoun, second person pronoun, third person pronoun), and discourse marker measures (additive connectives, causal connectives, temporal connectives). The TEES system is also applied to evaluate English essays written by EFL students in terms of a standardized norm which was created based on a huge size of corpus. Additionally, the TEES system is used for analyzing grammatical errors in English essays and is also applied for representing sentence structure. This presentation presents how to normalize English textbooks with TEES and a demo session of TEES.

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.

Hyun-joo Lee has been teaching English language courses at Kyonggi University. Her main research interests include telecollaboration, ICT-based language learning, teacher education, and English language programs for Official Development Assistance (ODA). She has been conducting several Korean government's teacher education-related research projects.

Moongee Jeon is a professor in the Department of English at Konkuk University, Seoul, Korea. His main research interests include text and discourse analysis, corpus linguistics, textbook evaluation, and intelligent computer systems. He has recently developed TEES and Auto-Kohesion for analyzing English and Korean text and discourse.

KASEE Workshop (Presentation in Korean language)

Applying the Many-Facet Rasch Model Using FACET

Sang-Keun Shin
(Ewha Womans University)

Estimating the Generalizability of Test Results Using GENOVA

Youngsoon So
(Seoul National University)

Examining the Construct Validity of Tests through Structural Equation Modeling

Jungok Bae
(Kyungpook National University)

The purpose of English language testing is to measure the examinee's ability to use English in communicative situations not his/her knowledge of English. Therefore, English language testing should be conducted through performance assessment and not multiple-choice testing. Since performance assessment should be based on a set of scoring criteria, it is important to develop a set of valid scoring rubric and to establish inter-rater reliability. In this workshop, we will examine three types of data analysis methods that are often used in analyzing the usefulness of English performance assessment such as Generalizability Theory, Many-Facet Rasch analysis, and structural equation modeling. First of all, we will review Generalizability Theory which is a statistical analysis that examines the generalizability of measurement results, verifies the influence of the error sources generated in the measurement process, and determines specific measurement conditions for maintaining optimal reliability. Next, we will examine Many-Facet Rasch analysis, a method that allows analysis of rating tendencies such as severity, consistency, and bias, as well as examinee's language ability and difficulty of test tasks. Lastly, this workshop will cover confirmatory factor analysis and structural equation modeling that show the relationships between latent variables and their indicators and verify how the variables are related. This workshop will proceed in the order of reviewing the purpose and steps of each statistical method, analyzing data using statistical programs such as GENOVA, FACETS and EQS, and practicing how to interpret the analysis results.

BIODATA

Sang-Keun Shin is a professor of Applied Linguistics at Ewha Womans University in South Korea. He earned his MA in TESOL and Ph.D. in Applied Linguistics from UCLA. His main research interests are language assessment, multimedia-assisted language teaching, and second language teacher education. His work appeared in Language Testing, TESOL Quarterly, Foreign Language Annals, ELT Journal, Language Learning and Technology, and Learning and Individual Difference.

Youngsoon So is an associate professor at the Department of English Language Education at Seoul National University. Her research interests include integrated language assessment tasks, assessment literacy for language teachers, and classroom-based language assessment.

Jungok Bae had a doctorate in Applied Linguistics with a specialization in Language Assessment, and is a professor at the Department of English Education at Kyungpook National University. She has published articles using structural equation modeling, validation, creative English story writing tasks, and written data collected from those tasks.

PKETA Workshop

Immersive Language Learning via Virtual Reality

Jayoung Song
(Rice University)

For the past decades, computer technology has been increasingly used in all aspects of language learning. One of the recent technologies is Virtual Reality (VR), where learners can experience immersive environment with VR goggles. The use of VR could increase the authenticity of the situation, motivation towards learning, and deeper engagement, which are all critical to successful language learning. Although there is a growing body of research on the pedagogical advantages of VR applications, there is very little specific example on the pedagogical approaches to VR for the teaching and learning of foreign languages. More research and curriculum development is needed to assist educators in developing VR learning environments with theoretical guidelines and instructional principles. In light of this, this presentation will share my curriculum initiative which incorporates 360 VR videos for immersive language learning. The presentation will introduce benefits of VR technologies, highlight relevant learning theories, and provide specific classroom examples. Pedagogical implications and suggestions for the future curriculum design will also be discussed.

Using Augmented Reality Mobile Games in the Foreign Language Classroom

Juhee Lee
(Gyeongsang National University)

Recent research has reported that augmented reality (AR) can increase users' motivation, personalize their needs and interests, provide authentic materials, offer them with interactive and rich experiences, and promote their engagement and deeper levels of learning. Due to these benefits and its potential, AR technology has been used as an innovative tool in education, such as math, science, environment, history, health care, and physical education. In the field of foreign language learning, a handful of scholars have attempted to develop augmented reality mobile games. For example, Mentira (Holden & Sykes, 2011) and Explorez (Perry, 2015) were created to provide outside-of-class opportunities to practice Spanish and French, respectively. Benchmarking these AR mobile games, the presenter has developed a location-based augmented reality mobile game with a platform called ARIS, or Augmented Reality for Interactive

Storytelling. ARIS is a free open-source platform that is designed to be used by nonprogrammers including teachers and researchers. The presenter will share her experience with the development of an AR mobile game and implementation of it in class. Pedagogical implications and practical guidelines related to the development of AR mobile games will be presented.

BIODATA

Jayoung Song received her Ph.D. in Foreign Language Education from the University of Texas at Austin. She is a Korean lecturer at the Center for Languages and Intercultural Communication at Rice University. Her research interest includes Korean pedagogy, language learning via technology, intercultural competence, and language assessment.

Juhee Lee (Ph.D., The University of Texas at Austin) is an assistant professor in the Department of English Education at Gyeongsang National University in South Korea. Her research interests include reading and writing, learner motivation and attitudes, intercultural competence, teacher education, and technology-mediated language learning.

KEES Colloquium (Presentation in Korean)

Some Key Factors Affecting the Language Learning Process

Sang-Ki Lee, Hyun-Bin Hwang, Jeong-eun Kim, & Hyun-Min Park
(Korea National University of Education)

Bu-Yong Lee
(Janggok High school)

Regarding the theories and practices of second language acquisition (SLA), one of the obvious and notable "facts" is that the second language learning situation and the foreign language learning situation are truly different in many ways. English learners in Korea, for example, are typically not provided with a sufficient amount of input, and this appears responsible for the less than satisfactory learning outcomes for many of them. In this colloquium, we try to seek out some ways to optimize the learning experience of the classroom learners. First of all, it is claimed that cognitive linguistic approaches could offer us more valid and reasonable understanding about language and the language learning process, rather than the traditional generative linguistic viewpoint. This should be taken into full account when designing learning materials and classroom activities. Next, we will discuss the roles of input frequency and argue that we should try to provide our students with as much input as possible. Another important (but very complicated) issue we need to discuss are the effects of input frequency distribution. We will see that the balanced and skewed distributions work somehow differently across different learning contexts. Finally, of a myriad of individual learner difference factors, the importance of language learning aptitude in general and working memory capacity (WMC) in particular will be underscored. We will discuss various measures of WMC, and then report some results from a study on the relationship among WMC, L2 proficiency, and L2 reading comprehension.

BIODATA

Sang-Ki Lee obtained his Ph.D. in SLA from the University of Hawaii at Manoa in 2008 and has been teaching at Korea National University of Education since 2009. His current research interests include instructed second language acquisition, usage-based approaches to language learning, and individual learner differences.

Hyun-Bin Hwang is a Ph.D. candidate at Korea National University of Education (KNUE). He has been teaching English at public schools, and is currently working as a supervisor at the Center for In-service Education, KNUE. His research interests include emergentism and

cognitive linguistics, particularly in relation to second language classrooms.

Jeong-eun Kim is a public school English teacher. She is working toward her master's degree at Korea National University of Education (KNUE). Her research interests include individual learner differences in second language acquisition, especially in the area of language aptitude, centered on working memory.

Hyun-Min Park is studying for a Master's degree at Korea National University of Education (KNUE) and has been teaching English in secondary schools. Her research interests are individual learner differences in second language acquisition.

Bu-Yong Lee is an English teacher at Janggok High school. She has been teaching English at a high school level for over 7 years. She completed her graduate studies in English education in 2019. Her research interests include communicative speaking instruction and individual differences in second language learning.

Research Trends

Time	Place	Event			
10:40-11:20	Cyber Building	Research Trends **(Room 301)** (Moderator: Young-Joo Jeon, Mokwon University) **Conversation Analysis and the Teaching and Learning of English: Interactional competence, multimodality, and language development** Josephine Mijin Lee (Ewha Womans University)	Research Trends **(Room 302)** (Moderator: Young Woo Cho, Pai Chai University) **Hidden in the Average: Unearthing Hidden Groups or Patterns from a Dataset Using Cluster Analysis** Hansol Lee & Jang Ho Lee (Korea Military Academy & Chung-Ang University)	Research Trends **(Small Auditorium)** (Moderator: Yuah Chon, Hanyang University) **Research Trends in Corpus Linguistics Research for English Language Learning and Teaching** Choongil Yoon (Dongguk University)	Research Trends **(Room 311)** (Moderator: Sunhee Kweon, Busan University of Foreign Studies) **Developing Intercultural Competence via Mobile-based Telecollaboration and Study-abroad** Juhee Lee (Gyeongsang National University)

Conversation Analysis and The Teaching and Learning of English: Interactional Competence, Multimodality, and Language Development

Josephine Mijin Lee
(Ewha Womans University)

For the last two decades, conversation analysis (CA) has substantially advanced our understanding about the socio-interactional nature of second language (L2) learning, use, and development. CA refrains from importing exogenous theories of learning a priori but focuses on examining the participants' demonstrably visible orientations. By means of conducting fine-grained analyses on interactional data, CA offers empirical traces of the learning behaviors of L2 participants (Markee & Kasper, 2004), illuminating the interactional resources, sense-making practices, and competencies through which participants accomplish L2 learning. Under this perspective, language competence is no longer viewed as a context-independent ability enclosed within an individual's brain; rather, it is a "social enterprise" (Zimmerman, 1999, p. 198) of joint action that is contingent on the temporal unfolding of situated practices.

This presentation will provide an overview of the most recent contributions of CA research and particularly those that have produced implications for the teaching and learning of English. Whereas in the late-1990s, primary interest was placed on showing that L2 participants are competent speakers rather than deficient communicators (Firth & Wagner, 1997), more recent concerns aim to produce a detailed account of L2 interactional development – how language works and develops as a resource for managing and coordinating L2 conduct (Kasper & Wagner, 2014; Pekarek Doehler, 2018; Roever & Kasper, 2018). Drawing on media, classroom, and other types of L2 data, this talk will illustrate how CA-informed research can provide extended insights to L2 interactional competence, multimodality, and ultimately, language development. These findings will also be discussed alongside their pedagogical applications to improving L2 instruction, materials development, and assessment.

BIODATA

Josephine Lee is an assistant professor of English Education at Ewha Womans University in Seoul, South Korea. Her research interests center on applying ethnomethodology and conversation analysis to studies on L2 pedagogy, classroom interaction, and pragmatics. Her recent work has appeared in Applied Linguistics, TESOL Quarterly, Journal of Pragmatics, and Social Semiotics, as well as a book chapter in the edited volume, Conversation Analytic Perspectives on English Language Learning, Teaching, and Testing in Global Contexts.

Hidden in the Average: Unearthing Hidden Groups or Patterns from a Dataset Using Cluster Analysis

Hansol Lee & Jang Ho Lee
(Korea Military Academy & Chung-Ang University)

This presentation introduces a bottom-up statistical approach to grouping L2 learners in terms of selected target variables. This approach (widely known as cluster analysis) has a substantial potential to understand hidden patterns or structures of the given data. In particular, we introduce three types of cluster analysis methods (i.e., hierarchical clustering, partitional clustering, and model-based clustering). By using the data from the previously published study (Lee et al., 2017), we propose that the use of cluster analysis can unearth hidden groups of learners, which could not have been found through group-based statistical methods (e.g., ANOVA, t-test). We conclude by suggesting some implications for future SLA research.

Note: The content of this presentation is based on the following two research articles: (1) Warschauer, M., Yim, S., Lee, H., & Zheng, B. (2019). Recent contributions of data mining to language learning research. *Annual Review of Applied Linguistics, 39*. (2) Lee, H., Warschauer, M., & Lee, J. H. (2017). The effects of concordance-based electronic glosses on L2 vocabulary learning. *Language Learning & Technology, 21*(2), 32-51.

BIODATA

Hansol Lee is an associate professor of English at Korea Military Academy. As an applied linguist, his research interest includes corpus linguistics, language learning, and program evaluation. His work can be found in Applied Linguistics, Annual Review of Applied Linguistics, Child Development, Language Learning & Technology, ReCALL, among others.

Jang Ho Lee is an associate professor in the Department of English Education at Chung-Ang University. His areas of interest are L2 vocabulary acquisition and teachers' code-switching in English classrooms. His work has been published in Applied Linguistics, Language Teaching Research, Modern Language Journal, TESOL Quarterly, ELT Journal, System, among others.

Trends in Corpus Linguistics Research for English Language Teaching and learning: Focusing on Learner Corpus Research

Choongil Yoon
(Dongguk University)

Over the past four decades or so, rapid technological advances and growing availability of corpora have enabled increasingly more robust and diverse research in different areas of EFL/ESL teaching and learning ranging from pedagogical lexicography, through curriculum/materials development and language assessment, to direct use of corpora as learning tools (data-driven learning). One of the major trends observed in corpus-based research in these areas over the years is the emergence of what can be grouped under the umbrella term, 'leaner corpus research' (LCR). Learner corpora, defined as electronic collection of (near-)natural data produced by L2 learners, provide representative data, mostly in large quantities, about what learners actually do in natural communication contexts. Thus, LCR have provided valuable insights informing 1) second language acquisition (SLA) research, potentially overcoming its typical limitations of artificial data from highly controlled tasks, and 2) the development of teaching/learning tools designed for learners' attested difficulties. This presentation aims to offer an overview of LCR for English language pedagogy including its major trends and contribution. It concludes with limitations of LCR as an SLA research method and suggestions for its future directions.

BIODATA

Choongil Yoon is Assistant Professor at the Foreign Language Education Center of Dongguk University (Gyeongju Campus). His research areas of interest are EAP/ESP, second language writing and corpus linguistics.

Developing Intercultural Competence via Mobile-based Telecollaboration and Study-abroad

Juhee Lee
(Gyeongsang National University)

The development of intercultural competence is essential not only for foreign language learners but also for those who wish to pursue careers in international workplaces. Despite the benefits of study-abroad on intercultural competence, such opportunities are not always a viable option for many students due to practical constraints. For the majority of non-mobile students, telecollaboration has emerged as an affordable approach to gaining intercultural competence. However, despite the increasing use of telecollaboration, few scholars have paid attention to methodological dimensions or implementation-related issues. Furthermore, although research has shown that exposure to a target culture through telecollaboration can develop intercultural competence, there is yet no definitive evidence as to whether telecollaboration is as beneficial as study-abroad programs. This presentation discusses a two-year project that examined 1) major implementation issues related to mobile-based telecollaboration, including group composition (one-on-one versus multiple-to-multiple) and task design (student-selected versus teacher-assigned); and 2) the impact of mobile-based telecollaboration on perceived intercultural competence, compared to study-abroad and on-campus language study. The results elucidate the pedagogical implications of mobile-based telecollaboration and underscore several points that should be considered when organizing and implementing a class-based telecollaboration project.

BIODATA

Juhee Lee (Ph.D., The University of Texas at Austin) is an assistant professor in the Department of English Education at Gyeongsang National University in South Korea. Her research interests include reading and writing, learner motivation and attitudes, intercultural competence, teacher education, and technology-mediated language learning.

Event

Time	Place	Event
14:00-15:30	**Room 601**	(Moderator: Keeseok Cho, Cyber Hankuk University of Foreign Studies) **Open Discussion with Professor Rod Ellis and Registered Graduate School Students** Rod Ellis (Curtin University)

Open Discussion with Professor Rod Ellis and Registered Graduate School Students

Rod Ellis
(Curtin University (Perth, Australia) and Shanghai International Studies University)

The purpose of this discussion is to provide students the platform through which they can pose questions about second language acquisition, language teaching, and teacher education. As this session is informal in nature, participants are encouraged to direct the flow of conversation. Prior to the discussion, students are encouraged to submit their questions, ensuring that this talk is catered directly to the audience. The casual style of this session lends itself to accessible and unfiltered discussion on relevant topics in the field of second language acquisition.

BIODATA

Rod Ellis is currently a Research Professor in the School of Education, Curtin University in Perth Australia. He is also a visiting professor at Shanghai International Studies University and an Emeritus Distinguished Professor of the University of Auckland. He has recently been elected as a fellow of the Royal Society of New Zealand. He has written extensively on second language acquisition and task-based language teaching. His most recent book is *Reflections on Task-Based Language Teaching* (2018) published by Multilingual Matters.

Thursday, July 4

Day 1 (July 4) **Session 1: Language Policy and Bilingual Education /**
Language Education for Young Learners

Room 606 – Session Chair: Seong – Shik Kim (Jeonju National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Bokyeong Lee (Myungji University) Discussant: Jung Hee Hwang (Pyeongtaek University)	**South Korean High school Students' Perceptions of and Performance in University English Conversation Classes** Shaun Manning & Jeeyoung Song (Hankuk University of Foreign Studies)
	A Case Study of the Impact of Different Language Needs, Korean for Life and English for Study, on International Graduate Students in South Korea Shaun Manning & Mithun Banerjee (Hankuk University of Foreign Studies)
15:10-16:10 Moderator: Bong-Gyu Kim (Mokpo National University) Discussant: Jung In Kim (Seoul Theological University)	**Elementary Students' Strategy Use and Their Perceptions** Eunsook Kwon (Keimyung University)
	Exploring South Korean Elementary EFL Learners' Construction of Investment: The Roles of Student-Centered Instructional Strategies Hyona Park (Indiana University, USA)
16:40-17:40 Moderator: Eun Ju Kim (Hanyang Woman's University) Discussant: Mijin Lee (Ewha Womans University)	**Identity and "(Un)speakable English" in Korean Context** Eun-Yong Kim (Independent researcher)
	A Dictogloss-Based English Teaching Model for Sixth Graders Maria Oh & Chan Mi Jeong (Jeonju National University of Education & Maam Primary School)

South Korean High school Students' Perceptions of and Performance in University English Conversation Classes

Shaun Manning & Jeeyoung Song
(Hankuk University of Foreign Studies)

This study asked: "How prepared are South Korean high school seniors for talking in university English conversation classes?" To address this, three volunteer high school students were invited to participate in a university conversation class that followed a TBLT format (Willis & Willis, 2007). They were interviewed in their mother tongue (Korean) by the second author prior to coming to the class, which was taught by the lead author. None of the three participants reported attending a conversation class in high school or at an after-school academy (hagwon). Their English learning experience focused exclusively on preparing for their school's tests (naeshin) and (later) on preparing for the college entrance test (the CSAT or sooneung), i.e. their learning was focused primarily on reading comprehension, solving grammar exercises, and doing some basic listening comprehension activities. They said that no class time was spent on speaking activities beyond reading dialogs aloud. They were interviewed two more times: immediately after class, and six weeks later (during the summer vacation). All their classroom talk was audio-recorded, transcribed, and analyzed. Before the study, the participants worried about taking English conversation classes in which they would have to spontaneously speak English. This changed after the class, and their positive self-appraisal of their ability to take communicative classes remained six weeks later. However, the transcripts revealed that the participants' task participation depended heavily on assistance (Ohta, 2001) provided by the university students with whom they were grouped. Broader implications for the high-school curriculum and teaching are discussed.

BIODATA

Shaun Manning received his Ph.D. from Victoria University of Wellington, New Zealand. He is an associate professor in the Department of English Linguistics and Language Technology at Hankuk University of Foreign Studies. His research interests include: TBLT, classroom dynamics, collaborative learning, integrated skills development, and feedback.

Jeeyoung Song is a graduate student at Goldsmiths, University of London, studying Luxury Brand Management. Previously, she was an undergraduate student at Hankuk University of Foreign Studies, majoring in Persian language and second majoring in English Linguistics. Her research interests lie in how people identify with objects, events, and experiences.

A Case Study of the Impact of Different Language Needs, Korean for Life and English for Study, on International Graduate Students in South Korea

Shaun Manning & Mithun Banerjee
(Hankuk University of Foreign Studies)

The increasing numbers of students studying abroad in Asia has created a new issue: sometimes the language of instruction is not the language of the host country. In South Korea, many programs are now taught in English. This means that international students whose first language is neither English nor Korean face the dual task of improving their English to the high level of academic proficiency required for coursework, while simultaneously learning Korean to better integrate with society. This study investigates how international graduate students whose first language is neither Korean nor English accomplish this dual-language acculturation while taking a master's degree program taught exclusively in English at a South Korean university. It uses learners' narratives and self-reflections along with semi-structured interviews to investigate the complex cognitive-affective interrelationships among their first language, English as the language of study, and Korean as the language of the host society. Eleven graduate students from South America, Africa, Eastern Europe, and Asia who were studying a master's degree program in international and area studies at a university in Seoul kept a dialog journal for one semester. From this, key themes related to language and acculturation emerged. Then, in-depth reflective interviews were conducted by the second author – an emic participant-observer. The results show overall satisfaction with their course of study and life in South Korea. Although participants reported a strong desire to master Korean in order to integrate better with Koreans, mastering English was generally prioritized for immediate academic reasons.

BIODATA

Shaun Manning received his Ph.D. from Victoria University of Wellington, New Zealand. He is an associate professor in the Department of English Linguistics and Language Technology at Hankuk University of Foreign Studies. His research interests include: TBLT, classroom dynamics, collaborative learning, integrated skills development, and language in use.

Mithun Banerjee is a graduate student studying at the Graduate School of International and Area Studies at Hankuk University of Foreign Studies. She is also an assistant professor in the Department of Linguistics, University of Dhaka, Bangladesh. Mithun's research interests include: plurilingualism in multilingual/multicultural contexts, additional language acquisition, and semiotics.

Elementary Students' Strategy Use and Their Perceptions

Eunsook Kwon

(Keimyung University)

The study is to analyze the English Abstract writing instruction for elementary students with English writing strategy use. The participants in this study were 86 fifth grade students from an elementary school in Daegu, Korea. The English writing instruction focused on six different writing strategies: two meta-cognitive strategies (brainstorming, graphic organizer, re-reading, checklist), one cognitive strategy(translation), and one social strategy(modeling) strategy. The participants completed three guided writing tasks with self-introduction, thank-you note, describing a picture and three free writing tasks with acrostic poems, diary, book report. This study was verified through English background survey, writing strategy survey, writing strategy questionnaire with the interview. The results demonstrated that English writing instruction with writing strategy helped participants improve their writing fluency and enhance their writing performances. It shows that the participants' preference on the writing strategy was brainstorming and modeling the most throughout the writing process. Meanwhile, the participants choose the checklist the least among six writing strategies. Also, it positively influences on participants' perception with writing in English. The writing strategy was helpful to encourage on the language and writing skills during the writing process. Furthermore, the participants' attitude changed in becoming willing in writing, recognizing awareness of their own writing, and becoming more fluent writers.

BIODATA

Eunsook Kwon received her Ph.D. in English Education from Keimyung University in Korea. Her current research interests teaching writing, writing strategies, and writing identity. (Email: gorgeousann@naver.com)

Exploring South Korean Elementary EFL Learners' Construction of Investment: The Roles of Student-Centered Instructional Strategies

Hyona Park
(Indiana University, USA)

Applying Kramsch's (2012) notion of the multilingual learner as a subjective being, this study explores how South Korean elementary students construct their investment (Norton Peirce, 1995) in EFL learning in relation their economic, social, and cultural capital (Bourdieu, 1986; Bourdieu and Passeron, 1977) as these emerge in their interactional patterns in their EFL classroom. Also, it explores how students perceive the introduction of student-centered instructional strategies and how they construct their investment in EFL learning before and after the introduction of these strategies. The setting for the study was a sixth-grade classroom in a public elementary school located in the central district of a major South Korean metropolitan area. Of the twenty-two EFL learners in the class, ten were selected as participants in the study, and of these, three were chosen as focal students on the basis of their status as low-achieving learners. Data collection methods included ethnographic classroom observations, non-structured interviews with the learners, and their writing and drawing artifacts. For data analysis, thematic coding was employed to generate codes based on two interviews with each learner, which were then categorized to generate themes (Saldaña, 2016). Three principal findings emerged: 1) learners' EFL proficiency, peer relations, parental linguistic support, and linguistic support outside of the school provided significant forms of economic, social, and cultural capital in the EFL classroom; 2) the learners' economic, social, and cultural capital played important roles in their linguistic achievement, but were not as relevant to their perceptions of and attitudes toward their EFL learning; and 3) the students reported that student-centered instructional strategies helped them to acquire self-confidence, strong resolve to learn English, and positive attitudes towards EFL learning. The instructional strategies appeared to be particularly effective in promoting the construction of investment by students with relatively low levels of social, economic and cultural capital. The study concludes that short-term applications of student-centered instructional strategies appear to provide some benefits to students who struggle with EFL learning. Implications include recommendations for further research into short-term and long-term applications of student-centered instructional strategies and their relationship to elementary students' construction of investment.

BIODATA

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

Identity and "(Un)speakable English" in Korean Context

Eun-Yong Kim
(Independent researcher)

This paper explores how the notion of "identity" relates to the ambivalence towards speaking English in Korean context by examining English learning practices of North Korean migrants settling in South Korea. I draw on the literature about the ideology of "unspeakable" English (Park, 2009), and the ambivalence towards using English in Korean context (Vasilopoulos, 2015). Several points are discussed in exploring the notion of identity: i) the power of existing social categories of identity (such as nationality, ethnicity), ii) different forms of individual agency in constructing identity, iii) intersectionality of identity categories, and iv) the "third place" identity. Data are drawn from a larger sociolinguistic ethnography of North Korean migrant young adults in South Korean Christian institutions (Kim, 2017). In this paper, I focus on three of the research participants, with whom I tracked their English learning/ career trajectories over two years (2012 – 2014). Data showed several findings; how different identity categories were foregrounded for different individuals, how the categories of North and South Korea were powerful existing categories, how the categories of nationality, religion, and language intersected (national identity and English-speaking identity in particular), and how English-speaking identity became a "third place" identity between the North and the South for some of the North Korean migrants. This shows that identity works at the interface between existing social structure and individual agency, and how identity influences language learner's practices. This paper contributes to a better understanding of the meaning of "identity" and why it matters in second language research.

BIODATA

Eun-Yong Kim is an independent researcher living in Sung-Nam, South Korea. She has worked as English teacher/ researcher in South Korea, China, New York, and Toronto. Her areas of interest include English in Korean context, sociolinguistics of globalization, critical ethnography, North Korean migrants, and Christianity in applied linguistics.

A Dictogloss-Based English Teaching Model for Sixth Graders

Maria Oh & Chan Mi Jeong
(Jeonju National University of Education & Maam Primary School)

The purpose of the current paper is to present how a teacher-researcher practiced dictogloss-based English teaching for two groups of sixth-graders. All dictogloss activities were designed and practiced by the teacher with the first group students in 2015 and the second group in 2019. The following major data-gathering sources were adopted: transcripts of the audio-taped classes, interviews, the students' learning journals, the teacher's observation reports, grammar-related questionnaires. All the data were analyzed according to qualitative study tradition. One major study-result is that Wajnryb(1990)'s four-step (preparation, dictation, restructuring, analysis before modification) dictogloss-based English-teaching model is modified into five step in this study: preparation, listening to new expressions, dictation, restructuring, analysis before modification. That is, new expressions had to be introduced in written forms with Korean translation first, and then in shor spoken forms. Based on the study result, it is suggested that teachers need to spend an ample amount of time to teach new words and expressions in the first preparation step of dictogloss-based English-teaching model for sixth-graders.

BIODATA

Maria Oh has been teaching English and English Teaching Methodology to pre-service primary teachers over twenty years in South Korea. Her current research interests are learner/teacher autonomy and Youtube-Children's Story-based English learning/teaching.

Chan Mi Jeong has been teaching primary school children in Jeonbuk area for six years. She is interested in how to develop primary children's English learning motivation.

Day 1 (July 4) Session 2: Teaching Methodologies / Language Pedagogy
Room 302 – Session Chair: Juhee Lee (Gyeongsang National University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Myeong-Ae Ha (Daejeon University) Discussant: Munhong Choe (Chonnam National University)	**An Investigation of the Relationship between Anxiety, Strategy Use, and Concentration in Reading** Hyang-il Kim (Gangneung-Wonju National University)
	The Effects of Repetition Type, Semantic Relatedness, and Learning Style on Second Language Vocabulary Acquisition Won-Young Koh (Ewha Womans University)
15:10-16:40 Moderator: Hye Kyung Kim (Kumoh National Institute of Technology) Discussant: Myunghee Shin (Hannam University)	**Personalilty-centered English Learning Motivation Inventory for Korean Adult Learners: Conscientiousness and Failure Tolerance** Daekweon Bae (Gyeongnam National University of Science and Technology)
	Task Complexity and Task Closure Effects on L2 Written Performance Jiyong Lee (Inha University)
	Coping with Oral Presentations: Tailor-made Skills Development for Korean Students Judit Nagy & Mátyás Bánhegyi (Károli Gáspár University of the Reformed Church, Hungary & Budapest Business School University of Applied Sciences, Hungary)
16:40-17:40 Moderator: Hyun-joo Lee (Kyunggi University) Discussant: Namhee Kang (Chung-Ang University)	**The Effects of Narrow Reading on L2 Text Comprehension and Vocabulary Acquisition** Eun Young Kang (City University of New York, USA)
	A Study of Emotional Engagement in Critical Reading Class Young-Mee Suh (Sungkyul University)

An Investigation of the Relationship between Anxiety, Strategy Use, and Concentration in Reading

Hyang-il Kim
(Gangneung–Wonju National University)

Previous research investigating the relationship between reading anxiety and reading strategy use, has offered much information on how different levels of anxiety affect readers' strategy use. However, this study finds that there is a fundamental need to illustrate how these two important constructs are related to each other and thereby gain a more profound understanding of complex reading procedures. To this end, the present study first investigated the underlying factors of reading anxiety and its relationship with reading strategy use. Further, it examined how reading anxiety affects the degree to which EFL readers were able to concentrate while reading. A total of 256 Korean university students responded to the Foreign Language Reading Anxiety Scale (FLRAS) and Survey of Reading Strategies (SORS). The result showed that reading anxiety consists of three underlying factors; anxiety while reading in English, confidence in reading, and anxiety when first learning to read English. The first two anxiety factors predicted the use of metacognitive and cognitive strategy use while all three factors supported strategy use. It was also found that anxiety while reading in English did not significantly influence the degree to which EFL readers were able to concentrate.

BIODATA

Hyang-Il Kim is an assistant professor in College of Liberal Arts in Gangneung-Wonju National University, Korea. She studies second language acquisition including reading strategy use, self-efficacy beliefs, and motivation.

The Effects of Repetition Type, Semantic Relatedness, and Learning Style on Second Language Vocabulary Acquisition

Won-Young Koh
(Ewha Womans University)

Upon the importance of vocabulary in L2 (foreign/second language) acquisition, presenting words in semantically related sets (semantic clustering) has long been suggested but yet remained controversial in facilitating learning (Nakata & Suzuki, 2018). The inconsistent result on the effects of semantic clustering led further investigation on how best to categorize words (Wilcox & Medina, 2013). This study aims to examine the effects of semantic clustering on L2 vocabulary learning, with a novel approach of clustering words that are semantically related but has subtle differences in semantic nuance (ex. stroll, stride, stagger). Furthermore, to alleviate possible interferences caused when learning semantically related words simultaneously, the effects of spacing is investigated by either repeating words in either spaced or massed condition. In this study, 50 Korean university students are to study 64 English-Korean word pairs, consisting of eight sets of semantically related words under two conditions: massed or spaced. The massed and spaced group differ in the intervals at which target words are repeated. Both immediate and delayed post-test are conducted to examine the effects of spacing on longer retention of target words, in terms of all three aspects of vocabulary knowledge (form, meaning, use). The findings are expected to be contributive in revealing more effective means to facilitate L2 vocabulary learning.

BIODATA

Won-Young Koh is a PhD student in English education at Ewha Womans University. Her current research interests center on technology-enhanced language learning (TELL) and L2 vocabulary acquisition.

Personalilty-centered English Learning Motivation Inventory for Korean Adult Learners: Conscientiousness and Failure Tolerance

Daekweon Bae
(Gyeongnam National University of Science and Technology)

The purpose of this paper is to validate the English learning motivation inventory for adult reflecting Korean-specific educational contexts and learners' personalities. To this end, 946 students at a local university participated in the questionnaire survey. The validation in this paper made an attempt to incorporate personality factors of Big Five Inventory into the measuring framework as the main subjective feature of motivational orientation that lead to the learning outcome. Validation process includes content experts panel, exploratory factor analysis, confirmatory factor analysis, and the use of reference scale. Considering the English learning experience of Korean adult, conscientiousness, openness, and neuroticism were presumed to be important constructs of Korean adult ELLs' motivation. The results of validation formulated the CAPS inventory model with 4 sub-categories and 23 items. CAPS includes conscientiousness, acceptableness, positiveness, and sensitiveness for English learning. The full list of the CAPS motivation inventory is available in the appendix.

BIODATA

Daekweon Bae works at the English Department of GN-tech in Jinju, South Korea. His academic interest lies in motivational issue of why we learn. He is also interested in bridging and filling the gap between brain science knowledge and English education.

Task Complexity and Task Closure Effects on L2 Written Performance

Jiyong Lee
(Inha University)

Although a major line of task-based research investigates the effects of task condition, such as +/- pre-task planning or post-task activities, the differential effects of open vs. closed tasks have received little attention. An open task has a wide range of acceptable solutions, while a closed has a single or a small, finite set of correct solutions (Long, 1989). Some researchers claim that closed tasks are more beneficial for L2 learning, as learners are less likely to give up, leading to greater negotiation for meaning and language recycling. Because there is little empirical evidence to support such claims, the present study was conducted to investigate the effects of task complexity and task closure on the L2 written performance of 83 Korean learners of English. Task complexity was operationalized as number of elements, and participants were divided into two groups: one that carried out open tasks, and the other that carried out closed tasks. Participants carried out two tasks in which they were required to write a letter about the best location for a certain event. Greater task complexity was found to increase cognitive load shown by learner self-ratings, expert judgments, and time-on-task measures, and a significant task complexity × task closure effect on time-on-planning indicated that the two conditions differed significantly depending on task complexity. Regarding written performance, greater task complexity had significant effects on lexical diversity and proportion of TLU articles. Contrary to previous claims, open tasks were found to elicit greater lexical diversity than closed tasks.

BIODATA

Jiyong Lee completed a Ph.D. in SLA at the University of Maryland with a dissertation on the effects of task complexity, task closure, and cognitive individual differences on L2 writing. Her research interests include task complexity, working memory, language aptitude, and negative feedback. She currently teaches English at Inha University.

Coping with Oral Presentations: Tailor-made Skills Development for Korean Students

Judit Nagy & Mátyás Bánhegyi
(Károli Gáspár University of the Reformed Church, Hungary
& Budapest Business School University of Applied Sciences, Hungary)

Korean students must be adaptable in foreign educational settings where they pursue their studies as international students. In Hungarian tertiary education, Korean students typically underperform at oral presentation tasks. Based on a literature review, our talk at KATE 2017 identified and discussed the most prevalent factors impacting the quality of Korean students' oral presentations including general language proficiency (Lee 2009, Jeon 2005, Kim 2013); socio-cultural values and norms, educational practices and teaching methods different from those of the host culture (Liu 2001, Lee 2004, Shin 2005, Shin 2008, Lee 2009, Kim 2013); and specifics of the in-class learning environment (Tsui 1996, Singelis, Bond, Sharkey and Lai 1999, Kang 2005, Shin 2008, Lee 2009). Relying on this literature review and accommodating the results of a qualitative case study, our talk at KATE 2018 highlighted 9 causes responsible for Korean students' underperformance at oral presentation tasks and considered solutions offered by the literature [Bell (2013), Bolster and Levrai (2013 and 2014), Durfee (2008), Edwards (2013), Hindley and Roberts (2013), Grussendorf (2007), Star (2005), Powell (2011)] and the presenters themselves. Building on these foundations and with a view to increasing Korean students' adaptability to foreign educational settings, this year's teaching demonstration will show how some of the recommended and devised solutions work in practice. In an attempt to contribute to the improvement of Korean students' oral presentation skills, our session will present a selection of innovative practical tasks that have proved useful for Korean students in the Hungarian tertiary educational setting.

BIODATA

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

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

The Effects of Narrow Reading on L2 Text Comprehension and Vocabulary Acquisition

Eun Young Kang
(City University of New York, USA)

Reading in one subject matter, also referred to as narrow reading, is believed to facilitate reading comprehension and thus improve vocabulary, due to the repetition of a topic along with topic-related words. The present study examines how, if at all, narrow reading affects second language (L2) learners' text comprehension and vocabulary acquisition. The study employed a pre-test, post-test, and delayed post-test design, with six treatment sessions between the pre-test and post-test. The participants were sixty-eight EFL learners from two intact Korean high school classes. Each class was randomly assigned to either a narrow reading group or a comparison group: the narrow reading group read narrowly about two topics, while the comparison group read about six different topics including the two narrow reading topics. After the six treatment sessions, each participant took vocabulary and reading comprehension tests, which were followed three weeks later by a similar delayed post-test. These tests measured the acquisition of target words and reading comprehension of two topics: a narrow reading topic and a topic that only the comparison group had read about. The results of the vocabulary and reading comprehension measures were analyzed using a mixed-model ANOVA. It was found that narrow reading of thematically linked texts facilitated participants' reading comprehension of the topic. However, the reading comprehension emerging from narrow reading did not transfer to comprehending different topics. With regard to vocabulary acquisition, participating in narrow reading led to greater receptive and productive vocabulary gains than reading thematically unrelated topics.

BIODATA

Eun Young Kang holds a doctorate in Applied Linguistics from Teachers College.

A Study of Emotional Engagement in Critical Reading Class

Young-Mee Suh
(Sungkyul University)

This study is an exploratory case study of how university students in an English critical reading class participated in educational action projects and were changed to active readers. The students in the class were taught how to read texts in English with critical perspective by the teacher and invited to connect what they discussed about the readings in the class to action outcomes as a group project. The reading class was managed in a flexible mode with the following four phases: comprehension check-up, personal connection, critical questioning and student-initiated action phases. The students as a group presented how they understood the readings, what kinds of personal emotions they had while reading the texts in addition to what they discussed with critical questions of the readings. They then reported what they did outside the classroom to foster themselves as truly active citizens in their local circumstance. Their group reports and project products were collected and analyzed into themes using qualitative method. The findings and educational implications are reported and discussed.

BIODATA

Young-Mee Suh received her Ph.D. from Indiana University at Bloomington majoring in teaching English as a second/foreign language. She has taught university students in Korea and now is a visiting professor at Sungkyul University. Her research interests are critical intercultural citizenship education and teaching critical reading and writing in an EFL context.

Day 1 (July 4) Session 3: Cross-cultural Communication / Teacher Education

Small Auditorium – Session Chair: In – Ok Kim (Chuncheon National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: HyunSook Go (Ulsan University) Discussant: Shinchul Hong (Busan University of Foreign Studies)	**Korean EFL Speakers' Translingual Negotiation Strategies in CMC Contexts: Translingual Practices in Online Marketplaces** Jae-Hyun Im & G Yeon Park (Indiana University Bloomington, USA & The Catholic University of Korea)
	Korean Students' Intercultural Competence Development through Telecollaborative Learning Keong Yeun Ku (Keimyung University)
15:10-16:40 Moderator: Hyun-Woo Lim (Hankuk University of Foreign Studies) Discussant: Soomi Han (Hallym University)	**Primary English Teacher-Researchers' Motivation** Kyungja Ahn (Seoul National University of Education)
	Reconstructing Language Identity through Heritage Language Learning: Narratives from Korean-American College Students Yun-Sun Shin (Korea Maritime University)
	Pre-Service EFL Teachers' Readiness in Computer-Assisted Language Learning and Teaching Moonyoung Park & Jeong-Bae Son (Chinese University of Hong Kong, China & University of Southern Queensland, Australia)
16:40-17:40 Moderator: Jae-Eun Park (Kangnam University) Discussant: Tae Youn Ahn (Korea National Sport University)	**Development of the Translingual Graduate Writers' Inventory of Strengths in the US Context** G Yeon Park (The Catholic University of Korea)
	Incorporating Project-Based Learning in Primary School English Classrooms in Korea Sung Hye Kim (Korea Institute for Curriculum and Evaluation)

Korean EFL Speakers' Translingual Negotiation Strategies in CMC Contexts: Translingual Practices in Online Marketplaces

Jae-Hyun Im & G Yeon Park
(Indiana University Bloomington, USA & The Catholic University of Korea)

This study explores how Korean speakers and their English speaking interlocutors employ the four translingual negotiation strategies of envoicing, recontextualization, interactional activity, and entextualization (Canagarajah, 2013) to communicate in online marketplaces. Drawing methodologically upon discourse analysis, specifically conversation analysis (Lester & O'Reilly, 2019) and theoretically upon literacy as a translingual practice (Canagarajah, 2013), four computer-mediated communication (CMC) data sets were analyzed. Findings are as follows: 1) Korean speaker's envoicing strategy was used by revealing his non-native English speaker status. This softened the impression of discourtesy caused by his low level of English proficiency. It sets the co-constructed conversation stage where English speaking counterparts would be implicitly requested to speak more intelligibly to the other non-native English speakers; 2) recontextualization strategy was presented through emojis and emoticons expressing speakers' feelings to turn a business transaction into a friendly conversation between translingual speakers from different cultures. Moreover, English speaker's transliteration and translation of the counterpart's language, regardless of errors, were another recontextualization strategy, resulting in friendly atmosphere for both speakers; 3) interactional strategy was observed when speakers did not share a culturally-bounded speech act of "conversation closers." Misalignment was partially solved by mutual efforts to close their online conversation; and, 4) entextualization strategy was shown from the asynchronous communication to confer on appropriate ways to translate Korean into English by depending on other online community members. This monitoring strategy helped his entextualization process. Thus, this study shows the characteristics of online real-time chat understood from the perspective of translingualism.

BIODATA

Jae-hyun Im is a PhD candidate at Indiana University Bloomington. His research interests lie in English teacher identity, Hip-Hop based English education, Hip-Hop localization, and discursive psychology.

G Yeon Park is a graduate of the Department of Literacy, Culture, and Language Education at Indiana University and a lecturer and researcher at the Catholic University of Korea. Her research interests are in translingual practice among multilinguals, English as a second or foreign language (ESL/EFL) academic writing, and literacy education in Rwanda.

Korean Students' Intercultural Competence Development through Telecollaborative Learning

Keong Yeun Ku
(Keimyung University)

Understanding the target language culture is a crucial component of second language learning and the 2015 Revised Korean National Curriculum of English emphasizes intercultural competence (IC) as one of the core competencies for all levels of schools. Reflecting the importance of IC in teaching and learning English, a telecollaborative culture project was designed for upper primary school students and the students' level of IC was measured to show the effectiveness of the project in developing students' IC. A total of 281 Korean students at Year 5 and 6 in six primary schools in a metropolitan city in Korea participated in the study and they were divided into an experimental and a control group for comparison. The students in the experimental group joined in the telecollaborative culture project for 7 months from May to December, 2018, sharing information on a variety of conversation topics with their Australian friends. The Fantini's Intercultural competence scale (2007) was modified to measure the participants' IC. Pre-task and post-task surveys were conducted with the two groups and the results showed that the students in the telecollaorative culture project developed higher levels of IC and more specifically they achieved a higher score in the various elements of IC (knowledge, attitude, skills, and awareness). The findings suggest the benefits and possibilities of utilizing a telecollaborative culture project with young learners in promoting intercultural competence.

BIODATA

Keong Y. Ku, PhD. is an assistant professor at Keimyung University where she teaches English teaching methodology courses for pre- and in-service English teachers in South Korea. She is also a co-director of Global LYNCs project, a telecollaboration program for primary and secondary school students with support of several research grants. Her research focuses on telecollaborative instructional model and its benefits on primary and secondary school students. She has presented and published nationally and internationally on these topics.

Primary English Teacher-Researchers' Motivation

Kyungja Ahn
(Seoul National University of Education)

The study aims to explore how the motivation of elementary English teacher-researchers changed over time and the factors that affected their motivation and motivational change. The participants were four doctoral students and six master's students who were all elementary teachers. The doctoral students were registered in a class on theory and practice in primary English education taught by the researcher and conducted research for their final papers. The master's students carried out research for their master's thesis supervised by the researcher. Pre- and post-survey responses, autobiographical essays, reflective journals, and interviews were collected and qualitatively analyzed using content analysis. The findings are as follows: First, the participants went through motivational change such as demotivation and remotivation, and the change revealed similarities and differences across the participants. Second, the factors that influenced the participants' teacher-researcher motivation and motivational change include (1) research factors such as the characteristics and topics of the participants' research and the burden put on the research as a requirement to complete their graduate course or master's degree, (2) institutional factors such as students, peer teachers, and administrators, (3) personal factors such as the relationship with the research advisor, peer graduate students, and support from family members. In particular, in case the teacher-researchers carried out action research, their motivational change was more directly influenced by their students' reactions to instruction. Important implications for teachers, teacher researchers, and policy makers regarding English teacher education and English teachers' professional development are discussed.

BIODATA

Kyungja Ahn is an associate professor in English Education Department at Seoul National University of Education. She received her Ph.D. in Applied Linguistics from Pennsylvania State University. Her research interests include second language teacher education, second language teaching and learning, second language writing, and language planning and educational policy.

Reconstructing Language Identity through Heritage Language Learning: Narratives from Korean-American College Students

Yun-Sun Shin
(Korea Maritime University)

Conceptualizing identities as socially fluid, transferable, and dynamic has been widely accepted especially for the past two decades in the field of linguistics, education, anthropology and so on. However, only a few studies have focused on issues of heritage language learners especially for Korean-American heritage language learners. The purpose of this study is to investigate the language identities of Korean heritage language learning college students and their language learning practices through the collection of narratives. By exploring student`s narratives on heritage language learning experience, this study contributes to the practical knowledge about the language identity development of Korean-American heritage learners and of the role of heritage language learning experiences in the process of language identities formation.

BIODATA

Yunsun Shin received her PhD in Language and Literacy at the University of Illinois at Urbana-Champaign. She taught public schools in the US and West Virginia University. She is currently teaching as an instructor at Korean Maritime University. Her research interests include linguistic, ethnic identities, heritage language learning, and bilingual education.

Pre-Service EFL Teachers' Readiness in Computer-Assisted Language Learning and Teaching

Moonyoung Park & Jeong-Bae Son
(Chinese University of Hong Kong, China & University of Southern Queensland, Australia)

Computer-assisted language learning (CALL) plays a crucial role in second/foreign language education. Enormous changes in technology and the growing emphasis on 21st century skills raise a concern about English as a foreign language (EFL) teachers' competence in CALL more than ever. In response to the mounting concern, this study investigates pre-service EFL teachers' readiness in the use of CALL in the Hong Kong context. It explores the experiences and self-efficacy of the participants in respect to the evaluation of the current English teacher education curriculum for CALL in Hong Kong and factors affecting the participants' acceptance and willingness to use CALL. The study adopted the naturalistic qualitative approach utilizing the methodology of narrative inquiry. Semi-structured in-depth interviews and the co-construction of narratives focusing on the stories of six pre-service EFL teachers were utilized to reveal the reality of the teachers' perceptions, beliefs, and experiences regarding the use of technology. The interviews were conducted with each of the participating teachers to initially draw out themes and then investigate the themes further. The themes derived from the narrative inquiry were closely related to individual experiences with CALL as learners and internal and external factors affecting the use of CALL in and out of the classroom. The findings of the study provide insights into the significance of language teacher education in CALL and ways of fostering pre-service EFL teachers' knowledge and skills for the implementation of CALL. Practical implications are made for effective teacher training for CALL in EFL contexts.

BIODATA

Moonyoung Park, Ph.D., is an Assistant Professor in the Faculty of Education at the Chinese University of Hong Kong. His research has been focused on aviation English, computer-assisted language learning, task-based language teaching/assessment, and curriculum and instructional design.

Jeong-Bae Son, Ph.D., is a teacher educator in Applied Linguistics & TESOL. His areas of specialisation are computer-assisted language learning and language teacher education. He is the President of the Asia-Pacific Association for Computer-Assisted Language Learning (APACALL). He can be reached through his website at <http://drjbson.com/>.

Development of the Translingual Graduate Writers' Inventory of Strengths in the US Context

G Yeon Park
(The Catholic University of Korea)

This study aims to develop the Translingual Graduate Writers' Inventory of Strengths (TGWIS) and to test its reliability and validity as a tool to determine the particular strengths and resources of international graduate writers in the US. Previous studies of L2 learning have paid more attention to negative psychological and affective dimensions such as foreign language learning anxiety and writing apprehension. In response to the need particularly psychological and social dimensions of international graduate academic writers in English, the TGWIS was developed. Based on the conceptual frameworks of translingualism, embodied self, Strength-Centered Therapy, positive psychological perspectives and growth mindset, the TGWIS V.10 was developed with eight psychological and social components (N=509). I tested the validity and reliability of the TGWIS as an instrument to promote a positive perspective on translingual academic writers by employing exploratory factor analysis (n=249) and confirmatory factor analysis (n=260). The final measurement model of the TGWIS V.10 is consisted of four factors with 16 items: Interest and motivation to pursue graduate academic writing (GAW) in English (5 items; α = .84), self-confidence in GAW in English (5 items; α = .80), perceived professional value of GAW in English (3 items; α = .73), and using translingual resources in GAW in English (3 items; α = .74).

BIODATA

G Yeon Park is a graduate of the Department of Literacy, Culture, and Language Education at Indiana University and a lecturer and researcher at the Catholic University of Korea. Her research interests are translingual practice among multilinguals, ESL/EFL academic writing, and literacy education in Rwanda.

Incorporating Project-Based Learning in Primary School English Classrooms in Korea

Sung Hye Kim
(Korea Institute for Curriculum and Evaluation)

This study aims to develop English teaching materials for the 5th and 6th grades of primary school based on the 2015 Revised English National Curriculum of Korea. Through the incorporation of project-based learning, materials are designed to reflect the changes in the new curriculum. The study suggests that projects can be used to promote speaking in primary EFL (English as a foreign language) classrooms. Projects can enhance motivation as they deal with topics that are related to students' everyday life such as dream jobs, travel, and school life. Students can also gain autonomy by conducting projects on their own using diverse methods such as surveys and self-managing classroom activities. In addition, in project-based classes, it is possible to utilize digital storytelling, simulation, content and language integrated learning in communicative ways. Projects also enable continuous assessment as students' progress can be observed and their performance can be evaluated through periodic speaking and writing tests. Another advantage of project-based classes is that since they are composed of lessons and activities of different levels, teachers can select those appropriate to the level of their students and school situation. These aspects of project-based learning and other implications are discussed in this presentation.

BIODATA

Sung Hye Kim is a research fellow of Korea Institue for Curriculum & Evaluation, KICE.

Day 1 (July 4) **Session 4: Applied Linguistics / Miscellaneous Presentation**

Room 304 – Session Chair: JinSuk Kim (Seoul National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: JeeEun Kim (University of Seoul) Discussant: Yoon-Ah Rho (Kookmin University)	**Uncovering the Notions of Fear and Desire in English Learner's Visualization of Identities and Communities** So-Yeon Ahn (City University of Hong Kong, China)
	Challenges in ELT: A Teacher Association Research survey in Nepal Bhim Lal Gautam & Motikala Dewan (Central Department of Linguistics, Nepal)
15:10-16:40 Moderator: Ji Young Nam (Korea Polytechnic University) Discussant: Jeonghwa Shin (Korea Military Academy)	**A Comparative Study of Research Limitation Sections of Local and International Applied Linguistics Journals** Soyeon Kim & Sang-Keun Shin (Ewha Womans University)
	A Corpus Analysis of TED Edu and Its Implications for English Language Teaching and Learning Sumi Han & Cheyoung Park (Hallym University)
	New Trend in Language Testing: Automated Scoring of Students' Writing and Speaking Samples Taejoon Park (Korea Institute for Curriculum and Evaluation)
16:40-17:40 Moderator: Jin Hwa Lee (Chung-Ang University) Discussant: Heejeong Oh (Seoul Women's University)	**Harry Potter and the Professor's Assignments: Second Language Learning from Hogwarts** Pamila J. Florea (Sungshin Women's University)
	Representation of Antiquena in Kinaray-a Songs George Ulit (Philippine Normal University, The Philippines)

Uncovering the Notions of Fear and Desire in English Learner's Visualization of Identities and Communities

So-Yeon Ahn
(City University of Hong Kong, China)

The study examines the transformation of English language learner (ELL) identities and explores the common underlying attitudes, values, and ideologies. In tandem with the general view of English learning as a vital path to success, English is understood to help individuals fulfil individual desires (Motha & Lin, 2014), achieve upward mobility on the social ladder (Park, 2009), and access and participate in the information flow (Canagarajah, 2006). Though English is taught and used as a foreign language in South Korea, South Korea has demonstrated its growing investment and interest in English education (Jeon, 2009). It is in such an educational, cultural, and societal climate that the question of how ELLs view their current selves and envision their imagined, possible ELL identities arises.

This study investigates the imagined ELL identities and communities in comparison with the construction of 'past/current' identities. Grounded on the notion of imagined communities and identity (Pavlenko & Norton, 2007), the study explores the drawings and written descriptions of 35 Korean undergraduate students who present their expected or desired transformation of identity and communities taking place through English learning. A multimodal analysis was employed to unravel the multiple and fluid attributes of ELL identity from its visual and narrative elements (Jewitt, 2009; Kress, 2010). The findings yield insights into the goals, orientations, and dispositions of ELLs towards English learning and themselves. The study captures the formation of identities concentrating on emotion, particularly the under-researched notion of fear, and contribute to the theoretical grounding of the study of identity.

BIODATA

So-Yeon Ahn is an Assistant Professor at City University of Hong Kong, where she conducts research on the multimodal analysis of language teacher and language learner identity construction and societal ideologies. Her recent work has appeared in Language Awareness and Applied Linguistics Review.

Challenges in ELT: A Teacher Association Research survey in Nepal

Bhim Lal Gautam & Motikala Dewan
(Central Department of Linguistics, Nepal)

Nepal is a multilingual, multiethnic and multicultural country with diverse nature and geography. English language teaching in Nepal has a long history although it was officially only started in the twentieth century. English is being taught and learned differently in different settings, based on curricula and educational policies which have been changed frequently by different politics and governments in the history of Nepal. This preliminary survey of the current ELT situation is based on data collected during the NELTA (Nepal English Language Teachers' Association) International conference in February (15-17), 2018 in Kathmandu, Nepal. The survey was administered to 150 English language teachers who were presenters and participants of the conference. The collected data were analyzed qualitatively to identify key challenges in classroom teaching in the Nepalese context. The problems were organized thematically, along with identification of classroom implementations that teachers themselves suggest to overcome the challenges. This 'Teacher Association Research' project (Smith and Kuchah 2016) focuses on specific challenges in teaching English in a diverse context which can be a model for EFL Teacher Association Research in other parts of the world. The main objective of this survey was to uncover the real problems and challenges in a developing country context like Nepal where students come from different ethnic and linguistic backgrounds, and to discover and share what teachers themselves feel can be appropriate solutions.

BIODATA

Bhim lal Gautam is a senior lecturer and researcher at the central department of linguistics,Tribhuvan University.He is the past president(2014-2016) of linguistic society of Nepal and a central committee member and the research coordinator of NELTA(Nepal English Language Teachers' Association).

Motikala Dewan works at Central Department of Linguistics.

A Comparative Study of Research Limitation Sections of Local and International Applied Linguistics Journals

Soyeon Kim & Sang-Keun Shin
(Ewha Womans University)

Most studies have research limitations because it is difficult to conduct a research perfect in every aspect. When research limitations are not presented in a research paper, readers might think that the researcher have overlooked the limitations of the research in the course of designing, conducting, and analyzing the research. On the other hand, if research limitations are described as if there are critical flaws in the research, readers will have doubts about the value of the research. Studies that specifically compare the limitations section in published research papers are hard to find. Most studies merely mention research limitations in passing in the course of analyzing the discussion and conclusion sections. The goal of this study was to analyze whether there are any differences in the content, form, position and rhetorical structure of research limitations presented in published research articles in international and domestic journals. Analysis results showed that almost all the articles in international and domestic journals present research limitations. In addition, a four-move structure was identified, including introductory sentence for the first move, presentation of limitations for the second move, discussion of limitations for the third move, and proposal for future studies for the fourth move. Every move included either a statement that would not depreciate the value of the research because of its limitations or one that emphasize the value of the research. Lastly, it was found that articles in international journals use more diverse mitigation strategies than articles in domestic journals in presenting research limitations.

BIODATA

Soyeon Kim is a MA student in Applied Linguistics program at Ewha Womans University. Her research interests include genre analysis, English writing instruction, and materials development.

Sang-Keun Shin is a professor of Applied Linguistics at Ewha Womans University in South Korea. He earned his MA in TESOL and Ph.D. in Applied Linguistics from UCLA. His main research interests are language assessment, multimedia-assisted language teaching, and second language teacher education. His work appeared in Language Testing, TESOL Quarterly, Foreign Language Annals, ELT Journal, Language Learning and Technology, and Learning and Individual Difference.

A Corpus Analysis of TED Edu and Its Implications for English Language Teaching and Learning

Sumi Han & Cheyoung Park
(Hallym University)

In this study, we took a corpus-based approach to investigating lexical and textual features of TED Edu, a text corpus of educational videos from http://ed.ted.com, for providing instructional implications to English language teachers and researchers. TED Edu with a total of 732 scripts obtained as of May 6th, 2019, which was split into 12 categories (e.g., health, mathematics, psychology, science-technology). Specifically, we targeted three categories of Science-Technology, Health, and Mathematics. First, the results of the lexical analysis using Compleat Lexical Tutor showed that the vocabulary used in the mathematics scripts was much easier than that of the science-technology scripts and the vocabulary used in the health scripts was the most difficult. The percentages of AWL words and Off-List Words were the lowest for the mathematics scripts. Second, the results of the textual analysis using readability measures showed that Science-Technology was the most difficult to read and Mathematics was the easiest. The readability of each text from each area was also examined and textual differences due to parts-of-speech information were also found across the three areas. Based on the findings of the corpus analysis, instructional implications and venues for future research are presented.

BIODATA

Sumi Han received her PhD in applied linguistics from Northern Arizona University. She is currently working as an assistant professor at Hallym University and a member of Digital Humanities Collaboratory at Hallym. Her research interests include corpus linguistics, computational linguistics, and language testing.

Cheyoung Park is a senior majoring in English and Language and Litearture and will complete her teaching certificate this year.

New Trend in Language Testing: Automated Scoring of Students' Writing and Speaking Samples

Taejoon Park
Korea Institute for Curriculum & Evaluation (KICE)

Performance assessment, a form of testing that actually requires students to perform tasks (e.g., producing actual writing or speaking samples) rather than select a right answer from a number of choices, has been increasingly gaining popularity over the years in the field of language education because some constructs such as writing and speaking abilities can be best assessed in this manner. Although there are many obvious benefits to using performance assessment rather than multiple choice tests when evaluating students' writing and speaking abilities, there are also some drawbacks. The problems with performance assessments include scoring time, scoring costs, and problems with the inconsistency of human raters. One solution for overcoming these drawbacks of performance assessments is the use of automated scoring programs.In this presentation, some examples of automated scoring programs designed to score students' writing and speaking samples will be presented, including the prototype programs developed by Korea Institute for Curriculum and Evaluation (KICE) in collaboration with outside partners who had expertise in this field. In the first half of this presentation, the process through which the automated scoring programs were developed will be described in detail in terms that can be readily understood by language teachers. In the second half, examples of some methods for evaluating or validating these automated scoring programs will be presented, including the percentage of exact and adjacent agreements, discrepant scoring, correlations, rater severity analysis, and generalizability theory analysis.

BIODATA

Taejoon Park works at Korea Institute for Curriculum & Evaluation (KICE).

Harry Potter and the Professor's Assignments: Second Language Learning from Hogwarts

Pamila J. Florea
(Sungshin Women's University)

Multiple studies have shown that much of second language learning is influenced by a student's intrinsic motivation. This dynamic power can be pulled into service for students to learn and practice another language if as educators we are willing to meet the students in the place that they love. A multi-billion dollar franchise, most students know the story of Hogwarts and The Boy Who Lived. In fact, the Harry Potter series has been touted as a magical force that has brought children back to reading. In the midst of this spike in reading, there is also self-expression through social media, vlogging, fanfiction, etc. Students are studying and learning and applying what they know to talk about the things they love – but not necessarily in the educational setting. English Through Harry Potter is a course offered through a Korean university and has found a student body eager to interact in English about a topic they love, excited about analyzing vocabulary through learning the plays on words and puns that JK Rowling used in her novels, and ready to use their knowledge to create projects that sing to their hearts – all while following academic rigeur. This paper shares the process by which students analyzed and updated a piece of writing, created storyboards, wrote dialogue, and then finally brought it to life on screen in a creative and unique video project. A step by step manual to guide other educators in creating similar assignments will be shared in the appendix.

BIODATA

Pamila J. Florea, MA, M.Ed. is an Assistant Professor at Sungshin Women's University. She received her MA (Psychology) at LaSalle University, USA and M.Ed. through Framingham State University, USA. Her main research interests are in spontaneous production skills, the use of creativity, and the juncture where learning and joy meet.

Representation of Antiquena in Kinaray-a Songs

George Ulit

(Philippine Normal University, The Philippines)

The aim of the study is to investigate song lyrics of Kinaray-a. Specifically, it will look for the answers to the following questions: (a) What descriptive words and phrases are used by composers in describing the women of Antique?; (b) What are the roles and stereotypes of an Antiqueña?; and (c)What Antiqueño culture is/are reflected in Kinaray-a songs? The study uses a qualitative design. The study employs twenty-eight (28) Kinaray-a songs with words and phrases that describe a woman. One hundred fifty seven (157) words and phrases are extracted from the lyrics of these songs. The materials are collected through Google wherein Original Kinaray-a Music (OKM) are uploaded and some are asked by the researcher from his friends through social media site which is Facebook. Most of the OKM songs are written, sang and interpreted by men and few songs are sang and interpreted by women. Kinaray-a songs are translated literally. After which, actual or free translation is made. Then, the songs are analyzed using discourse analysis. The result shows that the roles played by Antiqueña include a wife, a mother, a sister, a girlfriend, a worker, a daughter, a leader and a beauty queen. Further analysis of songs reveals that women are stereotyped as beautiful, respectable and honorable, homemaker who are caring and nurturing, independent and dependent on men. Moreover, Antiqueño culture towards women is also revealed. They like and love beautiful women, respect women, value women who knows how to do household chores, someone who is caring and nurturing, salute independent women.On the other hand, patriarchy and men power are manifested in the lyrics of Kinaray-a songs.

BIODATA

George Ulit was once the Chairperson of English in University of Antique Tario-Lim Memorial Campus. Last June 2018, He was granted on study leave to pursue his doctorate degree at Philippine Normal University (PNU), Taft Avenue, Manila as a Faculty Development scholar. Since he was enrolled in PNU graduate school, he started making research for my curriculum is doctoral degree by research.

Day 1 (July 4) Session 5: Second Language Acquisition / Language and Technology
Room 305 – Session Chair: Kyeong – Ouk Jeong (Hanam University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Jie Young Kim (Chung-Ang University) Discussant: Myong-Kwan Lee (Anyang University)	**Hong Kong Cantonese ESL Learners' Problems with the Definite Generic** Alice Yin Wa, Chan (City University of Hong Kong, China)
	A Narrative Frame Analysis of Korean College Students' L2 Motivational Self Shinhye Kim (Keimyung University)
15:10-16:10 Moderator: JungHee Kim (Baeksuk Unviversity) Discussant: MoonBok Lee (Korea Institute for Curriculum and Evaluation)	**The Effect of Early Partial-immersion English Education on the Ultimate Attainment of L2 Grammatical Sensitivity-Focusing on Korean English-only Kindergartens** Eun Kyoung Lee (University of Maryland, College Park, USA)
	Promoting Creativity Among L2 English Learners in Universities Hyun-Ju Kim, Stewart Gray, & Christopher Lange (Dankook University, Hankuk University of Foreign Studies, & Dankook University)
16:40-17:40 Moderator: Hyang-ki Jung (Gimcheon University) Discussant: MoonWoo Lee (Hanyang University)	**The Effects of Online Planning on CAF in L2 Spoken and Written Tasks: With Two Studies** Nayoung Kim (Yonsei University)
	Learner Autonomy in EFL Reading Using Digital Technology at Secondary School Level Heewon Choi, ChungHyun Lee (Hankuk University of Foreign Studies)

Hong Kong Cantonese ESL Learners' Problems with the Definite Generic

Alice Yin Wa, Chan
(City University of Hong Kong, China)

This paper discusses the problems that Hong Kong Cantonese ESL learners have with the definite generic. Generic reference, which refers to a whole class of entities, can be represented by different articles in the English article system. The use of the + a singular noun, as in The dinosaur is extinct, is one way of showing generic reference. Known as the definite generic, the + singular is commonly used when we want to make a generalization about a class which has a certain defining characteristic. However, this generic use of the often poses problems to ESL learners of English. A research study was implemented to investigate ESL learners' knowledge and use of the definite generic, including a background questionnaire which elicited respondents' explicit knowledge of the English article system, a cloze passage task which required participants to supply the most suitable article for each of 50 blanks given in two passage contexts , a grammaticality judgment task which required participants to judge the grammaticality of 60 sentences regarding the use of the definite article, and a truth value judgement task which required participants to judge the truth value of 40 test statements about some given story contexts. About 80 Cantonese ESL learners of English participated in the study. The results of the study show that many learners are unaware of the definite generic, thinking that the + singular must be referring to a specific entity and that generic reference can be represented by the + plural. More pedagogical efforts are needed to alert learners to the correct use of the definite generic.

BIODATA

Alice Y.W. Chan is an Associate Professor at the Department of English, City University of Hong Kong. Her research interests include second language acquisition, English grammar, English phonetics and phonology, and lexicography.

A Narrative Frame Analysis of Korean College Students' L2 Motivational Self

Shinhye Kim
(Keimyung University)

The purpose of the study is to explore how Korean college students view English and their Ideal L2 self and Ought-to L2 self in the process of learning English. As narrative inquiry has been recognized as a methodological tool to investigate how learners make sense of their personal experience, the study attempted to illustrate how learners narrate their and Ideal L2 self and Ought-to L2 self in their stories of learning English. Using the narrative frames (Barkhuizen & Wette, 2008) and interviews, learner narratives were collected from 34 Korean college students. The findings show that the participants viewed themselves as unsatisfactory learners who have been struggling between their Ideal L2 self and Ought-to L2 self lacking specific strategies to narrow the gap between their two selves. The results imply that Korean learners of English need to be encouraged to establish clear image of Ideal L2 self and to act upon their L2 learning environment to maintain their motivation in learning English.

BIODATA

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

The Effect of Early Partial-immersion English Education on the Ultimate Attainment of L2 Grammatical Sensitivity-Focusing on Korean English-only Kindergartens

Eun Kyoung Lee
(University of Maryland, College Park, USA)

The present study examined whether short-term immersive L2 exposure at an early age can be beneficial in developing sensitivity to morphosyntactic errors in online auditory L2 processing. Participants were 41 Korean learners of English who had either attended an English-only kindergarten (n = 19) or begun learning English in 3rd grade elementary school (n = 22), and a control group of native English speakers (n = 12). All participants performed a speeded auditory grammaticality judgment task, which included five target features: articles, short-distance plural -s, long-distance plural -s, third person -s, and verb subcategorization. The results showed that the English-kindergarten group performed with greater accuracy on the GJT than the late-instruction group for articles, long-distance plural -s, and third-person -s. There was no significant difference in reaction times between the learner groups. Native English speakers showed greater accuracy and faster reaction times than both learner groups. A further qualitative inspection of individual performance in relation to participants' language backgrounds showed that even among learners with comparable L2 learning experience, those who had attended an English-only kindergarten tended to score higher on the online auditory GJT than those who had begun learning English in an instructional setting at a later age. In combination, these findings suggest that a brief partial L2 immersion experience at an early age can be beneficial for developing sensitivity to subtle morphosyntactic errors in L2 auditory processing, although native-like sensitivity is difficult to attain even for early L2 learners.

BIODATA

Eun Kyoung Lee is an M.A. student in the Second Language Acquisition department at the University of Maryland, College Park. She has a B.A. in English Language Education from Seoul National University. Her main research interests include second language acquisition/processing, psycholinguistics, and teaching English as a second language.

Promoting Creativity Among L2 English Learners in Universities

Hyun-Ju Kim, Stewart Gray, & Christopher Lange
(Dankook University, Hankuk University of Foreign Studies, & Dankook University)

The focus of this presentation is a research project conducted by three professors to explore methods of promoting creative expression among L2 English speakers studying in universities in South Korea. Creativity is a highly prized ability in the modern world, but as yet, research establishing the effectiveness of classroom approaches intended to promote creativity is sparse, particularly in the field of second language education. This is unfortunate, as creativity is in fact an key aspect of second language learning and use. This presentation details the results of a project conducted to clarify the ways in which particular facets of activity design can encourage and support creative thinking and expression among L2 English-learning undergraduate students. This project, conducted in several undergraduate classes with students of varying English levels, involved the experimental implementation of specially designed 'creative' activities, with post-activity student surveys used to gather participants' perceptions of the activities' effectiveness in supporting their creativity. Attendees of this presentation will learn the results of the aforementioned project, and as such will come away with a clarified sense of how activities can be designed to maximise creativity among L2 students. This presentation will be of particular interest to researchers interested in creativity, as well as to practicing language teachers interested in enhancing the degree of creative thought and expression in their own classes.

BIODATA

Hyun-Ju Kim is a professor of English at Dankook University in South Korea, where she teaches undergraduate and graduate courses in TESOL, language testing, and applied linguistics. She has recently worked as a visiting scholar in the US where she has worked on several research projects on SLA and creativity in language education. She received her PhD in the program of Foreign Language and ESL Education at the University of Iowa. Her research interests are in World Englishes, L2 assessment, and the integration of World Englishes perspectives into the non-native speakers' English language proficiency tests.

Stewart Gray is an English teacher at Hankuk University of Foreign Studies, a graduate of the Dankook University MA TESOL program, and a Ph.D. student at the University of Leeds. His research interests include language and identity, reflective practice, critical thinking, and critical pedagogies. Contact: ec_391@hotmail.com

Christopher Lange is a visiting professor in the Department of British and American Humanities at Dankook University in South Korea. His publications focus on group work, instructional design, cognitive load, and motivation within online environments. He earned a PhD in Education from Kongju National University in South Korea in 2017.

The Effects of Online Planning on CAF in L2 Spoken and Written Tasks: With Two Studies

Nayoung Kim
(Yonsei University)

This presentation is based on my two studies (Kim, 2017a, 2018) about online planning in L2 spoken and written tasks. The first study will be briefly introduced before moving to the second one. It examined the effects of different planning on CAF in L2 written tasks and its findings were that online planning improved greater syntactic complexity whereas no planning led to greater accuracy in intermediate learners' writing. The second study investigated the effects of online planning on CAF in different modality, L2 spoken and written tasks. 80 Korean undergraduates performed two tasks in a laboratory setting: a proficiency-assigning spoken task and a randomly assigned main task (online planning groups in the spoken and written tasks & no planning groups in the spoken and written tasks). The findings were that no planning group improved accuracy and fluency in the spoken tasks and fluency in the written tasks compared to online planning groups. In addition, the spoken tasks increased fluency and the written tasks increased accuracy more than their counterparts. In the end, the relations and limitations of two studies will be discussed.

BIODATA

Nayoung Kim, Ph.D., a lecturer has earned her Ph.D. in second language acquisition from Sookmyung Women's University. She has worked as a lecturer more than ten years in college and she is currently working at Yonsei University. Her main interests include task-based language teaching, psycholinguistics, L2 classroom discourse, and curriculum/materials development.

Learner Autonomy in EFL Reading Using Digital Technology at Secondary School Level

Heewon Choi & ChungHyun Lee
(Hankuk University of Foreign Studies)

Even if teens today generally face no difficulties in using digital technology for everyday social and entertainment purposes, the extent to which they can make effective use of it for their own learning has not yet been fully understood. As reading is one of the most approachable language inputs in an English as a Foreign Language (EFL) learning environment, the proposed presentation intends to explore the learner autonomy in reading with digital technology at a secondary school level. Involving a total of 275 middle school students in Korea, the research was carried out in a mixed method. The survey questionnaire and the interviews focused on examining the learner autonomy and the perspectives on the use of digital technology in autonomous reading. The results identified 60.4% percent of the participants as autonomous learners in reading with digital technology. The level of learner autonomy was also positive. However, they seem to possess somewhat lukewarm attitudes towards the use of digital technology in autonomous reading. While recognizing the usefulness of it, they were neither interested nor motivated in incorporating digital technology into their own EFL reading. The grade comparisons throughout the study have shown that the negative perspectives were especially apparent in the third grade. It is imperative that educators promote the students' enjoyable reading by exposing them to a variety of useful digital resources and monitoring their progress.

BIODATA

Heewon Choi is currently a M.A. candidate in English Education at Hankuk University of Foreign Studies (HUFS), Seoul, Korea (hchoi250@naver.com).

Chung Hyun Lee is a professor at department of English Education, Hankuk University of Foreign Studies (HUFS), Seoul, Korea (chlee04@hufs.ac.kr).

Day 1 (July 4) **Session 6: Language and Technology**

Room 306 – Session Chair: Jungok Bae (Kyungpook University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Keun Huh (Hannam University) Discussant: You-Jean Lee (Kangwon National University)	**Using Corpora for Grammar Teaching and Learning** Jackie F. K. Lee (The Education University of Hong Kong, Hong Kong)
	Implementing Flipped Classroom in Elementary Pre-service Teachers' ESL Teacher Education Yong-Jik Lee (Far East University)
15:10-15:40 Moderator: Ki Taek Kim (Gyeongin National University of Education) Discussant: Chongil Lee (Seoul National University of Science and Technology)	**The Impact of Writing Diary and Corrective Feedback on Primary School Students' Writing Ability** Yeongsook Jung (Cyber Hankuk University of Foreign Studies)
16:40-17:10 Moderator: Gyoomi Kim (Semyung University) Discussant: Jukyung Lee (University of Seoul)	**A Practical Guideline for Mobile-mediated Task Based Language Learning (TBLT)** Chulwon Jung & Jae-hyun Im (Hankuk University of Foreign Studies & Indiana University Bloomington, USA)

Using Corpora for Grammar Teaching and Learning

Jackie F. K. Lee
(The Education University of Hong Kong, Hong Kong)

Corpus linguistics has offered a new approach for us to understand how authentic language is used across different registers in society and how a language has changed over time. With the advent of technology, various large, freely-available online corpora have been created to offer insight into variation in English and linguistic features which would not be uncovered if based on our intuition alone. The increasing importance of corpora in linguistic research among language professionals, however, has not yet been realized by many school teachers. The aim of this teaching demonstration is to build up teachers' knowledge of how to use corpora to increase their teaching effectiveness and to enhance their own command of English. In the demonstration, I will show the participants how to use corpora to improve grammar instruction and how to integrate corpus-based discovery activities into the instructional design for the development of the four language skills. Example unit plans will be presented. I will also introduce the two approaches to incorporating corpora in grammar teaching and learning. They are the 4Is (inquiry, investigation, interaction and induction), and the 4Ps (presentation, problem solving, practice and production). The participants will also learn how to build a simple learner corpus to help their students spot and correct errors.

BIODATA

Jackie F. K. Lee is Associate Professor at the Education University of Hong Kong, where she is responsible for teaching grammar courses to undergraduate and postgraduate students. She is currently the Head of the Department of Linguistics and Modern Language Studies.

Implementing Flipped Classroom in Elementary Pre-service Teachers' ESL Teacher Education

Yong-Jik Lee
(Far East University)

Flipped learning has recently emerged as an innovative instructional method that continues to grow in the education field. An advantage of flipped learning is that the teacher is able to redirect instructional time to allow for more collaborative and hand-on activities for the students (Bergmann & Sams, 2012). Additional benefits include improvement of students' motivation and learner autonomy (Hamdan et al, 2013). Little research, however, has been conducted in order to examine the effectiveness of the flipped learning method for English language learners (Muldrow, 2013; Marshall, 2014) as well as in regards to elementary pre-service teachers' ESL teacher education (Egbert et al.,2015).

This study explores what is conveyed to elementary pre-service teachers about being a teacher of ELLs when implementing a flipped learning classroom. Through analysis of instructors' interviews, pre-service teachers' focus-group interviews, and ESL microteaching videos, preliminary data analysis suggests that the flipped learning method helped the course instructor by reframing and diverting instructional time to allow for practical applications of ESL teaching methods. In addition, due to the flipped learning methods, the pre-service teachers were not only given opportunities to practice ESL pedagogy during class, but were also able to receive instant feedback from their instructor and classmates. However, further analysis of the ESL teaching demonstrations suggests that pre-service teachers needed more practice to accommodate their ELLs based on the language proficiency levels. This study highlights the strengths and challenges of implementing flipped learning in elementary pre-service teachers' ESL teacher education.

BIODATA

Yong-Jik Lee received his PhD from the University of Florida focusing on ESOL/Bilingual Education. His research interests include preservice teachers' ESOL teacher education and flipped learning.

The Impact of Writing Diary and Corrective Feedback on Primary School Students' Writing Ability

Yeongsook Jung
(Cyber Hankuk University of Foreign Studies)

This case study of two Korean 3rd graders of elementary school in EFL surrounding started to answer the following 4 questions and find more effective and efficient ways to improve student writing proficiency. The study questions are below.

1. What kind of errors do 3rd graders of elementary school make frequently?
2. After keeping diaries, was there any progress in students writing fluency and sentence complexity?
3. After teacher written corrective feedback or self-editing was used, was there any improvement in students writing accuracy?
4. After editing-checklist was used, was there any change in error reduction?

First, the results of error analysis showed that two 3rd students made the most errors in the use of indefinite and definite articles and noun plurals. The following errors were verb tense, subject verb agreement, conjunction capitalization and punctuation. The heterogeneous errors such as noun choice, preposition, and awkward expressions were followed. Secondly, both showed the positive progress in writing fluency and sentence complexity after keeping English diaries. Thirdly, both showed the positive improvement in writing accuracy after teacher corrective feedback or student self editing was used. The answer to the final question was that the Editing checklist was effective to one of the students, who had been provided with teacher corrective feedback, but not to the other one, who had self-edited.

The result of this study showed that teachers should recognize the errors of students' writing, understand the developmental stage and motivate students to enjoy writing by providing different feedbacks, depending on student proficiency and aptitude. Secondly, it showed that proper corrective feedback in time was necessary for student writing proficiency. Teachers should provide proper feedback in time because some untreatable and heterogeneous errors, such as conjunction capitalization and punctuation, noun choice, preposition, and awkward expressions could be fossilized unless they were treated properly. Thirdly, self-editing prevents teachers from consuming time and energy and promotes learner-centered learning, reducing the psychological burden of students on teacher correction on their private diaries. Therefore, I think it will be more effective if self-editing is motivated according to students proficiency, learning condition, and psychological needs, and so on. Lastly, I suggest that more researchers and teachers study various self-editing ways, such as editing checklists, in order to find more effective and efficient ways to reach the goal of English writing proficiency in EFL environment.

BIODATA

My major was an English Education in Inha university and last summer I graduated from Tesol graduate school of cyber university of foreign languages. I have taught English for 20 years in private institutions and now I am writing a book about English learning and teaching.

A Practical Guideline for Mobile-mediated Task Based Language Learning (TBLT)

Chulwon Jung & Jae-hyun Im

(Hankuk University of Foreign Studies & Indiana University Bloomington, USA)

The youth today, often called digital natives (Prensky, 2001) and i-generation (Twenge, 2017), are more familiar with using digital technology for everyday literacy practices. Along with much research on the advantages of smart devices on learning, Choi(2012), for example, argued that these devices can offer many educational benefits to EFL learners. In this vein, this research proposes a practical guideline to use mobile-mediated Task-Based Language Teaching (TBLT). The example task, we suggest, is to create flyers and posters that advertise Korean popular cultures to global citizens with smartphones. This student-centered, multimodal literacy practice is expected to develop students' ability to write in English and to communicate with speakers with diverse linguistic and cultural backgrounds. The lesson consists of four consecutive steps. The instructor informs students of how they should make posters and flyers in advance and encourage them to search for various resources, such as onlines dictionaries and Google translators with their mobile phones. Next, students make their own flyers and posters with their classmates. Third, a final product is evaluated between classmates in a different group first and uploaded on SNS such as Facebook and Instagram. Lastly, students wait for online feedback, also partially reflecting the evaluation of their final product. Teacher makes a final assessment by combining a process of all students' involvement, peer evaluation and SNS reponses. This reduces much burden of teachers, lowers affective filter of students, facilitates peer-to-peer interaction and develops their intercultural competence with many speakers all over the world.

BIODATA

Chulwon Jung is a Phd student in the English Linguistics department at Hankuk University of Foreign studies in Korea. His academic interest include Second language writing, Intercultural Rhetoric, Critical Discourse analysis, and Student identity.

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

Day 1 (July 4) **Session 7: Teaching Methodologies**

Room 308 – Session Chair: Jaewoo Shim (Chonbuk National University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: KyungHee Go (Jeju National University) Discussant: Ji-Yeon Chang (Myongji University)	**Extensive Reading in Korea & Japan; A Study of Contrasts** Thomas N. Robb (Kyoto Sangyo University, Japan) **The Contribution of Morphological Awareness and Morphological Processing to Korean Secondary-school Students' English Vocabulary Knowledge and Reading Comprehension (Video Presentation)** Eun Joo Kim (Korea University)
15:10-16:10 Moderator: Kyungja Ahn (Seoul National University of Education) Discussant: Sangmin Lee (Kyunghee University)	**Different Perceptions of Motivational Strategies in the Chinese EFL Teaching Context** Chunguang Tian (Chonbuk National University) **A Study of Interactional Listening Strategies and L2 Listening Ability: Structural Equation Modeling Approach** Maya Hyunjeong Lee (Chonbuk National University)
16:40-17:40 Moderator: Kyung Sook Kim (Hanyang University) Discussant: InSun Hyun (Hansung University)	**Exploring the Relationship between Creativity, Second Language Learning, and the EFL Curriculum: A Longitudinal Ethnographic Analysis** Vincent Greenier (University of Aberdeen, UK) **Implementation of a Project-based Language Learning Program for Art College Students** Punahm Park & Eisenhower Lee (Seokyeong University)

Extensive Reading in Korea & Japan; A Study of Contrasts

Thomas N. Robb
(Kyoto Sangyo University, Japan)

The presentation will attempt to convince the audience that additional practice outside the classroom is essential for learning a language. The presentation will give practical ideas for how teachers, or preferably entire curricula, can implement an ER program for their students without adding additional work to the already over-burdened teacher. MReader, a free browser-based program that gives students short, randomized quizzes and awards them with a cover of each passed book on their own personal page will also be introduced.

BIODATA

Thomas N. Robb, Ph.D., Professor Emeritus, Kyoto Sangyo University, Japan is a long-time user of CALL and the Internet, and has created a number of websites and applications for student projects, interactive learning and professional exchange. He is past president of Pacific CALL.

The Contribution of Morphological Awareness and Morphological Processing to Korean Secondary-school Students' English Vocabulary Knowledge and Reading Comprehension (Video Presentation)

Eun Joo Kim
(Korea University)

While the importance of morphological knowledge has received much attention, the two subconstructs—morphological awareness and morphological processing—of morphological knowledge has not been much studied. Having these two subconstructs and replicating Carlisle's (2000) experimental tools, this study deeply explored the relationships between awareness of morphology and morphological processing, as well as the relationship of vocabulary knowledge and reading comprehension. In addition, two shared aspects, which are morphological transparency and frequency, are also focused. The sample consisted of 62 secondary-school students (27 in the eighth grade and 35 in the tenth grade), whose performance with compounding awareness, inflectional awareness, vocabulary knowledge, and reading comprehension was tested with the test for morphological awareness, Test of Morphological Structure (TMS), and the test for morphological processing, Word Reading Test (WRT). Results revealed that the students performed differently in terms of morphological transparency and frequency, as well as that only the morphological awareness (measured by TMS), not the morphological processing (measured by WRT), could explain unique variances both in vocabulary knowledge and reading comprehension after the role of compounding awareness, and inflectional awareness were controlled for. Some pedagogical implications are addressed for Korean English language learners.

BIODATA

Eun Joo Kim is a literacy professional. She earned her doctoral degree in English Education at Korea University in 2018. Her research interests lie in second language reading comprehension, children's early literacy development, and dyslexic children's English learning (Email: eunjoo421@gmail.com).

Different Perceptions of Motivational Strategies in the Chinese EFL Teaching Context

Chunguang Tian
(Chonbuk National University)

Most of the research of motivational strategies focused on examining EFL teacher views about a number of motivational strategies (Alrabai, 2011; Cheng and Dörnyei, 2007; Dörnyei and Csizér, 1998; Guilloteaux, 2013). Other studies focused on the effectiveness of the teachers' use of specific motivational strategies on student motivation (Guilloteaux and Dörnyei, 2008; Moskovsky, Alrabai, Paolini, and Ratcheva, 2013; Papi and Abdollahzadeh, 2012). There is significantly less research examining the perceptions of the students about the effectiveness of particular motivational strategies (Deniz, 2010). In addition, very little research has been conducted to compare the views of both students and teachers towards L2 motivational strategies within the same context (Ruesch, Bown, and Dewey, 2012).

The purpose of the current research is to explore the different perceptions of both EFL teachers and students in Chinese EFL teaching context. Based on the previous studies of motivational strategies, two versions (teacher version and student version) of the same questionnaire adapted from Cheng and Dornyei (2007) were administered to 1330 students and 255 teachers from three universities. They were asked to rate the importance of total 48 micro-strategies in English classrooms. The results of logistic regression showed that teachers attached more importance to such macro-strategies as "proper teacher behavior", "promoting learners' self-confidence" and "promoting learners' goal orientedness", while students to "pleasant classroom climate", "presenting tasks stimulating" and "promoting learners' autonomy". The research findings shed new light on the beliefs of both EFL teachers and students about motivational strategies and provided pedagogical implications for EFL teachers in Chinese English teaching context.

BIODATA

Chunguang Tian, Ph.D. candidate of English Education at Chonbuk National University, Lecturer of English at Binzhou University, Shandong Province, P.R. China. The major interests are individual differences in English language learning, corpus linguistics and teacher education. He has published 10 articles in journals and presented academic studies at internal conferences.

A Study of Interactional Listening Strategies and L2 Listening Ability: Structural Equation Modeling Approach

Maya Hyunjeong Lee
(Chonbuk National University)

The purpose of this study was to investigate the factors which contribute to Korean university EFL students' listening ability in interpersonal communication. The study sought to obtain an empirically motivated framework of the strategy variables and the degree to which they might predict L2 listening ability. In addition, it attempted to identify common sequences of activities which learners generally follow when listening in interpersonal communication and to compare it with Anderson's conceptual framework for the first language listening process. Data came from a total of 230 undergraduate university students enrolled in required English conversation courses. The results showed that the Final Structural Model reveals a close interrelationship among the variables within Anderson' (1995) model but it comprehensively specifies listening process in cognitive, interactional and other paralinguistic levels. In particular, it demonstrated that negotiation for meaning while listening and getting the gist directly affected the participants' L2 listening ability; scanning prosodic and phonological features and scanning syntactic features indirectly influenced L2 listening ability; and nonverbal strategies both directly and indirectly affected L2 listening ability. From the model, it was found that although nonverbal strategies had a negative direct effect on L2 listening ability, when mediated by other cognitive and social factors, they had a positive indirect effect. To conclude, this study has made an important theoretical contribution to knowledge by exploring causality between the strategy variables and L2 listening ability and the findings provided significant insights to understand the complex nature of L2 listening process.

BIODATA

An experienced teacher and teacher trainee, **Maya Hyunjeong Lee** has been working in second and foreign language education at the university level in the States, China, and South Korea for over 15 years. Her research interests are second language acquisition, learner strategies and listening and writing pedagogy.

Exploring the Relationship between Creativity, Second Language Learning, and the EFL Curriculum: A Longitudinal Ethnographic Analysis

Vincent Greenier
(University of Aberdeen, UK)

Although curricular reform in Korea since the 1990s have called for more communicative approaches to teaching English, and recent policy developments have emphasised creativity in all of education, a focus on creative, interactive learning in the English as a Foreign Language (EFL) classroom has been difficult to implement in practice. The aim of this exploratory study was to examine how the curricular approach inhibited and/or encouraged creativity and emergent language use in learning English. The study investigates two separate groups of Korean middle-school students enrolled in two different EFL curricula over the course of one year. One group was assigned to a Project-based Learning curriculum and the other to a more traditional textbook-driven curriculum. Although some studies have examined the correlation of creativity and second language proficiency by comparing assessments of these competencies, this is the first ethnographic, longitudinal investigation of creativity in a classroom setting. Based on the extensive empirical data, the findings report critical differences between the two groups in: 1) the teacher and learners' interactions in the classroom; 2) how the learning materials are used; and 3) learners' perspectives on creativity in language learning. Additionally, the findings suggest that the novel analytical framework created for this study, an adaptation of the "Systems Model of Creativity" proposed by Csikszentmihalyi (1999), can be a useful research tool for further exploration of creativity in language learning and can act as a guide to help teachers and students better activate their creative capacities in the EFL classroom.

BIODATA

Vincent Greenier is a Lecturer in Linguistics and TESOL at the University of Aberdeen (Scotland). He holds a PhD in Language Teaching and Learning from the University of Auckland and has been a teacher for 15 years, including time in South Korea, New Zealand, and now the UK.

Implementation of a Project-based Language Learning Program for Art College Students

Punahm Park & Eisenhower Lee
(Seokyeong University)

This study investigated the impact of an art project-based language program for art-major university students in Korea. This research integrated the subject-matter (art) learning in the English language learning class to help art students make video resumes/showcases which is a real-world task to prepare for the global job market. This study explored the 15-week project of making their performance or showcase reels in Art English Communication class. In order to analyze the students' language improvement and perceptions of the project-based language learning, the researchers administrated the pre- and post-questionnaire and the pre- and post-TOEIC speaking test to art-major students. A total of 98 art students, mostly sophomores in an art college were assigned to an experimental group (N=49) and a control group (N=49) to compare the performance of an art based learning program versus a conventional language learning program. For the in-depth research, the researchers also observed the students' project in the class and interviewed the students' experiences of making their performance or showcase reels. The results showed that there was no statistically significant improvement in their speaking skills through their art projects. However, the questionnaire and interview data revealed positive students' perceptions of doing the art project, making their resumes and reels. Overall, the students displayed their motivation and engagement towards their art project.

BIODATA

Punahm Park is an assistant professor and co-director of General English Education Program at Seo Kyeong University, South Korea. Having done research on curriculum development and implementation in the EFL context, she now focuses on developing an art project-based language program. She has had a strong interest in content-based language teaching.

Eisenhower Lee is an assistant professor of General English Education Program (GEEP) at SeoKyeong University in Seoul, South Korea. His work focuses primarily on English teaching, digital art, and the entertainment industry. During his free time, he likes to play badminton and was a former US national badminton player.

Day 1 (July 4) **Session 8: Language Technology / Teacher Education**

Room 309 – Session Chair: DongJoo Lee (Korea National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Myung Jae Kang (Yeoju University) Discussant: Chae-Eun Kim (Chosun University)	**Systemic Functional Linguistic Approach to Analyzing the Roles of Gestures for Online English Teaching** Jiyoung Yi (Chung-Ang University) **Analysis of Conversation with Two Artificial Intelligence (AI) Speakers** Heyoung Kim (Chung-Ang University)
15:10-16:40 Moderator: Nahkbohk Kim (Korea Nazarene University) Discussant: Chung-O Kim (Kwanju Woman's University)	**Effects of the ASR-embedded Dictionary App Use on College Students in EFL Pronunciation Class** Ilsun Hyun (Hansung University) **The Effect of Automated Writing Evaluation (AWE) Feedback on Writing Performance** Young-Ju Lee (Hanbat National University) **Challenges and Strategies: English Teachers' Continuing Professional Development at Application-Oriented Universities in China** Zhijie Zhang (Northeast Normal University)
16:40-17:40 Moderator: Eunju Moon (Pai Chai University) Discussant: Tecnam Yoon (Chuncheon National University of Education)	**The Use of Technology Support Vocabulary Development of English Language Learners** Lindamulage Chaturi Nisansala Silva & Palliyaguruge Sakuni Amanda Dushyanthi Thelikada (Keimyung University) **An Empirical Study on the Effectiveness of the Teachers' Motivational Strategies on Chinese Students' English Learning Motivation Changes** Yanxia Wang (Keimyung University)

Systemic Functional Linguistic Approach to Analyzing the Roles of Gestures for Online English Teaching

Jiyoung Yi
(Chung-Ang University)

The purpose of this study is to analyze the roles of instructional gestures as a way of teacher's communicative meaning making for teaching English online. Initially Systemic Functional Linguistics (SFL) views language as a social semiotic system and it has been employed often to analyze spoken and written texts in general; however, today's scholars like the New London Group members make use of the SFL framework to understand the nature of instructional communication through various modes (i.e., speech, gesture, eye contact, movement, 3D visual, non-linguistic sound) and facilitate today's students' multiliteracies. The original framework of SFL includes three metafunctions such as ideational, interpersonal, and contextual. Each of the metafunctions enables individuals to make meanings in communicational contexts by providing social, semiotic, and semantic choices in using linguistic expressions. Specifically, the ideational metafunction concerns entities, participants, and events in the world and their processes in action; the interpersonal metafunction is related to interactions between participants and their distance; and the textual metafunction reveals the map of organization or construction of what the previous two metafunctions offer. By applying the SFL framework, it makes possible for us to see what types of instructional gestures (ideational) are used by an English teacher from which stance (interpersonal) in which meaning making context (contextual).

BIODATA

Jiyoung Yi has a Ph.D. in literacy and language education and is currently working at Chung Ang University. Her research interests include Systemic Functional Linguistics (SFL) and multimodal approach to English teaching and learning.

Analysis of Conversation with Two Artificial Intelligence (AI) Speakers

Heyoung Kim
(Chung-Ang University)

This study aims to investigate the possibility of using artificial intelligence (AI) chatbots in English class of secondary schools in Korea. Two AI speakers, Google Home and Amazon Echo were tested and compared with three diffferent L2 task types particularly designed for AI chatbot conversation (Kim, 2018). The tasks were about exchanging small talk, asking for information, and solving problem, adopted from middle and high school English textbooks. The audio recorded conversation were transcribed and analyzed quantitatively in order to examine success rate, vocabulary, readability index, and the length and the amount of information from the chatbot. Quanlitative analyses were also carried out to examine the difficulty of the vocabulary, the adequacy and quality of the conversation with the chatbot. The results revealed that both chatbots showed a high success rate of 86% or more in carrying out the given tasks, and provided adequate responses to the participant's questions. Next, 97% of the vocabulary used by the chatbots was included in the recommended vocabulary level of English class curriculum in Korea. Furthermore, the Google assistant was more user-friendly than Alexa as its utterance was easier for them to comprehend. Google assistant also presented excellence in responding to the participant's ambiguous questions. Finally, this study provided practical suggestions for integrating chatbots into English class curriculum, and for future development in AI speakers as tools for foreign language education.

BIODATA

Heyoung Kim is professor of English Education Department at Chung-Ang University. Her recent research interests are mobile-assisted language learning, artificial intelligence chatbots, and open learning platforms for L2 professoinals. She is currently working on the Korea National Reseach Foundation(NRF) funded project "Building Big Data Corpora for AI Chatbot in Foreign Language Learning."

Effects of the ASR-embedded Dictionary App Use on College Students in EFL Pronunciation Class

Ilsun Hyun
(Hansung University)

Teaching English pronunciation has been neglected (Cheng, 1998; Harmer, 2007; Morley, 1991; Wei, 2006), but ASR (automatic speech recognition) technology has been utilized in providing corrective feedback and teaching of EFL students' English pronunciation (Coniam, 2002; Lambacher, 1999; Levis, 2007). Nevertheless, not much research has discussed the effects of ASR-assisted English pronunciation instruction on foreign language learners' pronunciation practice and learning (Bissett & Ma, 2015; Kim & Kim, 2016; Kim & Lee, 2003). This study explored the effects of the ASR-embedded dictionary app in training self-correction among EFL college students. The students divided into the ASR-assisted feedback group (n=20), the Peer-feedback group (n=20) participated in self-training and correcting English pronunciation for 6 weeks. Additionally, a follow-up questionnaire and interviews were conducted. The results found that although little improvement in the post-test scores among those who worked in the ASR-assisted feedback group, it was noteworthy that the students showed a positive attitude toward the ASR-embedded dictionary app in acquiring intonation, self-training and learning English pronunciation principles.

BIODATA

IlSun Hyun is Assistant Professor of Hansung University and her research interests include L2 teaching methods, L2 pedagogy and L2 assessment.

The Effect of Automated Writing Evaluation (AWE) Feedback on Writing Performance

Young-Ju Lee
(Hanbat National University)

In this small-scale case study, a popular online writing evaluation service, Criterion, developed by ETS, was integrated into writing instruction in an EFL classroom in a Korean university. This study examined the pedagogical effectiveness of Criterion feedback in that context. Specifically, this study investigated the extent to which students' writing error rate decreased over the course of two papers, as well as the way individual students dealt with incorrect feedback (i.e., Criterion-induced errors) in revising essays. Furthermore, the students' perceptions of the benefits of the feedback were examined. The results showed that normalized error frequency decreased from paper 1 to paper 2, indicating short-term writing development. Although beginner-level students had difficulties identifying errors and correcting them, intermediate- and advanced-level students understood and benefited from the feedback. It seems that intermediate or higher English proficiency level (i.e., a Criterion score of 4 or above) is the prerequisite for benefiting from Criterion feedback. As students' Criterion scores increased, their ability to identify and make successful changes in response to incorrect feedback improved. The findings serve to indicate the potential value of automated writing evaluation (AWE) use in the EFL context, but need to be supplemented by more research with a larger sample in a similar context.

BIODATA

Young-Ju Lee received her Ph.D. from the University of Illinois at Urbana-Champaign, specializing in language assessment. She is currently working as an associate professor in the Department of English Language and Literature at Hanbat National University. She is interested in writing development, writing assessments, and qualitative and quantitative validation studies.

Challenges and Strategies: English Teachers' Continuing Professional Development at Application-Oriented Universities in China

Zhijie Zhang
(Northeast Normal University)

The application-oriented development of local universities has become a trend in China since 2014. To develop the students' practical skills become the most important task of Application-Oriented Universities (AOU). Since the changing needs of English learners drive teachers to improve themselves, furthermore College English Teaching Requirements was promulgated in 2017. To achieve that, English teachers apply to kinds of activities such as in-service training programs to develop them in terms of Continuing Professional Development (CPD). What are the views and practices of English teachers on their CPD? What skills or competences do they need for CPD? What elements/factors can be included for English teachers' CPD at AOU? To answer these questions, this research firstly made a survey on 26 General English teachers at an AOU in China through questionnaires which involve professional knowledge, professional competence, emotional attitude, etc. The questionnaire covers five dimensions including CPD experience; perception on the effectiveness of current CPD programs; beliefs and attitudes of CPD; difficulties of CPD; needs and expectations of future CPD. Secondly, the researcher interviewed 10 teachers in terms of different teaching years and attitudes on CPD. Thirdly, the research proposes the necessary abilities required by the English teachers in modern English education and puts forward the CPD path of English teachers from five dimensions including adoption of scientific and appropriate teaching methods, effective curriculum design, development of teachers' language skills, scientific research ability and application of modern teaching facilities etc. It aims to provide reference for the construction of English teaching faculty for other universities.

BIODATA

Zhijie Zhang is professor and vice-dean of Foreign Language Teaching Department at Tonghua Normal University, China. Now she is a PhD Candidate of Northeast Normal University majoring in Education Management, China. And a PhD Candidate of Keimyung University majoring in English Education, Korea. Her expertise and interest are in English teaching and teachers' development.

The Use of Technology Support Vocabulary Development of English Language Learners

Lindamulage Chaturi Nisansala Silva & Palliyaguruge Sakuni Amanda Dushyanthi Thelikada
(Keimyung University)

The purpose of this study is to investigate the role of using modern technology in learning English as a foreign language.This study will be discuss how an online reading program influences Korean EFL learners' reading ability. The hypothesis of this paper is how an online reading program be used to support English language learners vocabulary development? More specifically word level, sentence level and paragraph level. To examine the research question this study will be used mixed method research. The paper analyzes above research question under the mixed method approach.

BIODATA

Lindamulage Chaturi Nisansala Silva works at Keimyung University.

Palliyaguruge Sakuni Amanda Dushyanthi Thelikada works at Keimyung University.

An Empirical Study on the Effectiveness of the Teachers' Motivational Strategies on Chinese Students' English Learning Motivation Changes

Yanxia Wang
(Keimyung University)

In China, non-English Major college students are required to learn English for two years in class. During the two years' study, the students' English learning motivation will change, especially after passing the CET4 (College English Test 4). And motivation is one of the most important factors affecting English learning. So for EFL teachers, motivation strategies used in class are of special importance to students' English learning. However, in English classroom teaching, the students' motivation changes are often neglected, that is, the choices of motivational strategies should be also changeable according to the students' motivations in different stages to learn English. The empirical study will be conducted from the perspective of both teachers and students, focusing on the effectiveness of motivation strategies. It will combine the methods of questionnaire, classroom observation and interview to explore the actual effect of motivation strategies used by teachers and try to find out the suitable motivation strategies for students' different types of English classroom teaching in China. The purpose of this paper is to study 1. What is the actual effect of the motivation strategy for teachers? 2. How do teachers use motivation strategies to effectively motivate students' different English learning motivation? 3. What's the difference of motivational strategies for students' different motivations? The author will propose the effective teaching mode, multimedia network-assisted teaching environment and learning evaluation methods to stimulate the students' learning motivation. The conclusions will be helpful to improve the effectiveness of college English teaching and provide useful guidance and inspiration for college English classroom teaching.

BIODATA

Yanxia Wang is an EFL teacher in Tonghua Normal University in China. And now she is a PhD Candidate in Keimyung University, majoring in Education. Her research focuses on second language teaching and learning. (Email: wangyanxia_sophia@163.com   Tel.: +8613943590282)

Day 1 (July 4) **Session 9: Language Pedagogy / Second Language Acquisition**

Room 310 – Session Chair: Sang – Ki Lee (Korea National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Nayoung Kim (Sehan University) Discussant: Eunjung Kim (Daegu Haany University)	**Perceived Language Learning during Task-based Inter-cultural Interactions** Scott Aubrey (The Chinese University of Hong Kong, China)
	Teaching Business Cases in a Foundation Program: A Content and Language Integrated Approach Mattia Miani (University of Nottingham Ningbo, China)
15:10-16:40 Moderator: SooYeon Kim (Anyang University) Discussant: Heejeen Kim (Cyber Hankuk University of Foreign Studies)	**A Qualitative Study of Student-student Dialogic Interaction in the Context of Linguistic Problem-solving** Junghee Hwang (Pyeongtaek University)
	Investigating Phonological Awareness as Predictors of English Learning in Taiwan Military ChiangChiang Oyang (National Cheng Kung University, Taiwan)
	Complex Argument Structure Constructions in L2 English: A Usage-based Approach to Exposure, Production, and Comprehension Min-Chang Sung & Hyunwoo Kim (Gyeongin National University of Education & Seoul National University)
16:40-17:40 Moderator: Seonmin Huh (Chungbuk National University) Discussant: Heekyung Kim (DongSeo University)	**Verb Usages in Child L2 English: Developmental Changes in the Production of Accurate and Inaccurate Forms** Sun Ja Lee & Munhong Choe (Chonnam National University)
	Teachers' and Learners' Preferences for Corrective Feedback on Spoken Errors Hyangsoook Park (Kyungpook National University)

Perceived Language Learning during Task-based Inter-cultural Interactions

Scott Aubrey
(The Chinese University of Hong Kong, China)

This presentation will report on a study that investigated how task-based interactions between international and domestic (Japanese) university students in an EFL classroom led to perceived language learning. Thirty-six Japanese EFL learners completed two oral collaborative tasks with either another Japanese learner (intra-cultural interaction) or a non-Japanese English speaker (inter-cultural interaction). Data took the form of audio-recorded task performances and self-reported learning charts. New linguistic items that were noticed by learners during the performances and reported on their learning charts were traced back to episodes where the items emerged in interaction. Results indicated that learners in both conditions were more likely to report learning language when they occurred in conjunction with language-related episodes (LREs) that were complex, resolved with uptake, and focused on spelling and pronunciation. While inter-cultural interactions resulted in a much higher overall percentage of learning claims emerging from LREs, intra-cultural interactions resulted in a higher proportion of preemptive LREs and incorrectly resolved LREs that led to claims of learning. After results are reported, the presenter will discuss three implications of these findings on classroom instruction: (1) instructional strategies that promote the kind of learner interaction that leads to language learning, (2) the use of self-reported learning charts as a post-task reflection activity to raise learners' awareness of language issues, (3) and the benefits of task-based inter-cultural contact in EFL classrooms.

BIODATA

Scott Aubrey, PhD, is an assistant professor at the Chinese University of Hong Kong, Department of Curriculum and Instruction. His research interests include L2 motivation, task-based language teaching, and computer-mediated L2 writing instruction. His publications have appeared in such journals as TESOL Quarterly, Language Teaching Research, and JALT Journal.

Teaching Business Cases in a Foundation Program: A Content and Language Integrated Approach

Mattia Miani
(University of Nottingham Ningbo, China)

The presentation deals with the challenges of teaching business cases to preliminary year students in a British international university in Mainland China, where the medium of teaching is English and students are not native speakers of the language. The experience is based on the re-development of a module called Introduction to Business and Management that is delivered every year to around 700 students and is part of the suite of modules offered to preliminary years students by the University's Centre for English Language Education. The presentation will illustrate the language and content integrated approach that has been developed to answer the specific needs of the students, combining language concerns and the use of a classic case method approach. The presentation will show how both language and cultural challenges have been addressed in the development of an original approach. The presentation will also show how the current learning strategy has been developed using a multi-stakeholder instructional design approach including ongoing dialogue with students, colleagues teaching academic English modules and other levels of the University to ensure constructive alignment across the all the components of the module.

BIODATA

Mattia Miani is the academic team leader of the business modules delivered by the Centre for English Language Education at the University of Nottingham in Ningbo, China. He is a certified instructional designer and and experienced educator having taught in international universities in Vietnam and China.

A Qualitative Study of Student-student Dialogic Interaction in the Context of Linguistic Problem-solving

Junghee Hwang
(Pyeongtaek University)

The study reports on a small-scaled study conducted in Korean EFL writing classes. The aim of the study was to understand how Korean EFL students dialogically interact in attempting to solve their linguistic problems. From a sociocultural perspective, cognition and knowledge including L2 are dialogically constructed. Based upon this theoretical frame, a number of L2 studies on interaction claim that peer-peer dialogic interaction in which students are engaged in solving linguistic problems provides opportunities for second language learning. However, despite the increasing interest in interaction occurring in the context of linguistic problem solving, there is little research that presents an analysis of the quality of students' dialogue in such interaction. Recognizing this paucity, the current study examined the dialogic interaction of six university students doing editing tasks via an in-depth, descriptive analysis. Unlike promising findings in the L2 literature in relation to the role of dialogic interaction, this study does not show any robust evidence that learners' knowledge about language was dialogically built. Also, it demonstrates that interactional features in the dialogue were often non-collaborative. These findings suggest that it is important that researchers and teachers have realistic expectation of student-student interaction, which may include an intricate nature.

BIODATA

Junghee Hwang is an Associate Professor at Pyeongtaek University in Korea. She received her Ph.D. from the UCL Institute of Education (IOE). Her primary research interests include instructed Second Language Acquisition, L2 writing and written feedback, and student-student classroom interaction.

Investigating Phonological Awareness as Predictors of English Learning in Taiwan Military

ChiangChiang Oyang
(National Cheng Kung University, Taiwan)

The purpose of the study is to examine the PA for military school students in Taiwan. In general, military school students regard English courses as a "minor" or a "secondary" subject in comparison with their professional major courses (Huang, 2008). In Taiwan, military school students pay less attention to English study or relevant English learning in and out of school. Therefore, it is extremely important for English teachers in military school to find out a possible effective way to reinforce their students' English abilities and to enhance their English-learning interest. However, the English performance of most students in military school is considered lower than the average. As a result, before the innovative teaching methods are discussed, the low English performance to the cadets should be taken care first. Furthermore, the low achievement students' need was neglected not only in civilian schools but also in the military school. When most teachers trying to explore or create new teaching methods for an effective and efficient teaching and learning environments, the problems for the low achievements still required to discuss. To begin with, the study plans to explore the low achievement students' performance in PA. It also aims to investigate what language skill the students hold toward their English learning of listening and reading corelated PA or not. it is hoped that the study may provide EFL teachers and students in military school in Taiwan with an alternative way in English instruction and English learning.

BIODATA

ChiangChiang Oyang is now a PhD student in National Cheng Kung University in Taiwan. He is also a full time lecturer in Taiwan Air force institute of technology who has been teaching English for more than 8 years.

Complex Argument Structure Constructions in L2 English: A Usage-based Approach to Exposure, Production, and Comprehension

Min-Chang Sung & Hyunwoo Kim
(Gyeongin National University of Education & Seoul National University)

Usage-based models of language learning posit that languages are learned from usage, through cognitive endeavors such as entrenchment, categorization, and generalization (Goldberg, 2006). This input-driven language learning process is argued to guide language learner to integrate a variety of verbs with a set of argument structure constructions (hereafter, constructions). The present study tests the usage-models in the EFL context by examining how Korean EFL learners acquire English constructions with different types of verbs. To this aim, we analyzed learners' production and comprehension of two complex constructions–resultative (e.g., Tom painted the wall white) and ditransitive (e.g., Lucy gave him a pen)–containing either a high frequency verb (e.g., make, give) or a low frequency verb (e.g., paint, pass). Our preliminary results from a corpus analysis showed that lower proficiency learners relied heavily on high frequency verbs while higher proficiency learners employed various types of verbs in their production of these two constructions. Similarly, results from an acceptability judgment task revealed greater acceptance for constructions with higher frequency verbs than those with lower frequency verbs, and this tendency decreased with increasing learner proficiency. These findings suggest that Korean EFL learners develop their abilities to expand their choice of verbs with English constructions as their proficiency increases, supporting the usage-based language learning process.

BIODATA

Min-Chang Sung is a full-time lecturer at Gyeongin National University of Education. His research interest includes second language acquisition, construction grammar, English instruction, and corpus linguistics.

Hyunwoo Kim is a full-time lecturer at Seoul National Univers ity. His research interest includes second language acquisition, psycholinguistics, bilingual processing, and cognitive linguistics.

Verb Usages in Child L2 English: Developmental Changes in the Production of Accurate and Inaccurate Forms

Sun Ja Lee & Munhong Choe
(Chonnam National University)

In this study, a Korean child's acquisition of L2 English verbal morphology was observed for one year with a focus on the types and distributions of target-like forms (TLs) and non-target-like forms (NTLs) in the written language. A coding scheme was developed in an inductive way to classify and analyze all the TLs and NTLs, and the frequencies and accuracy rates of each verb usage were recorded periodically. Moreover, an exhaustive reference list of non-random NTLs produced by the child was compiled for comparison with other studies. Using the Hierarchical Cluster Analysis, the distributions of TLs and NTLs of each verb type and its associate morphemes were investigated in terms of co-occurrence and non-occurrence patterns. The accurate and inaccurate instances of subject-verb agreement, copula and auxiliary verbs, and tense-aspect conjugations were counted for an analysis of the relationship between frequency and accuracy in use. The study found that the inflected copula is was the most frequent and extensively distributed verb form, and other content verbs in the guise of present tense forms were produced equally frequently regardless of their regularity in conjugation. A large number of NTLs were found in the use of copula be in past tense and subject-verb agreement markers. A close examination of the repeatedly occurring NTLs confirmed the observation of Unsworth (2008) concerning frequency effects on accuracy, but taking into account the redundant use and omission of be and distinguishing aspect from tense suggested a different sequence from that of the Natural Order Hypothesis in Dulay and Burt (1974). All in all, the child's acquisition process of English verbal morphology was not consistent with the previous research into child L1 and adult L2 acquisition of grammatical morphemes. One conclusion of the study is that the child's L2 development is neither linear nor unidirectional, but rather manifests a complex interplay between L1-L2 grammatical concepts and linguistic forms.

BIODATA

Sun Ja Lee has a doctoral degree student who is interested in English dyslexia and language acquisition.

Munhong Choe is a professor of Chonnam National University teaching in L2 acquisition.

Teachers' and Learners' Preferences for Corrective Feedback on Spoken Errors

Hyangsoook Park
(Kyungpook National University)

This study investigates teachers' and learners' opinion about and preferences for corrective feedback (CF) on spoken errors in adult EFL classrooms. For the study, 134 Korean college students and 16 experienced native English-speaking teachers participated in the survey questionnaires, which included the necessity, types of errors and CF, and timing. The students were assigned to either a high-proficiency (HP) or a low-proficiency (LP) group based on their TOEIC scores. The results revealed that both the teachers and students believed that errors, especially systematic errors, should be treated and that CF was an effective way in improving accuracy in spoken English. In addition, the students pay attention to their teachers' CF in order to notice and correct their erroneous utterances and thus improve their speaking skills, regardless of their proficiency levels. In terms of types of CF, the students in the LP group preferred implicit CF: repetition (60%) and clarification requests (60%), whereas those in the HP group preferred both implicit (explicit correction, 70%) and explicit CF (meta-linguistic feedback, 50%). It suggests that more proficient learners tended to favor various types of CF and were more conscious about their teachers' CF than less proficient learners. The three most frequent types of errors treated by the teachers were pronunciation, vocabulary, and grammar. The teachers tended to encourage their students to correct their own errors with various types of CF and by avoiding interrupting their students' speaking. The findings suggest that properly employed CF can benefit learners at all proficiency levels.

BIODATA

Hyangsook Park is a lecturer in English Education Department at Kyungpook National University. Her research interests include second/foreign language teaching and learning, second language acquisition, learning strategies, working memory, and foreign language anxiety.

Day 2 (Friday, July 5)

Day 2 (July 5) **Session 1: Language Policy and Bilingual Education**

Room 606 – Session Chair: Chongwon Lee (Chungnam National University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Young-sook Ryoo (University of Seoul) Discussant: Jeehye Kim (Korea National University of Education)	**Experiential Learning in the English-Medium Instruction Classroom: Perspectives of Engineering and Business Students** Victoria Kim (Ulsan National Institute of Science and Technology)
	The Medium and Long-term Plan for the School-level EFL Education in Korea Mikyung Kim, Moonbok Lee, & Suhkeong Kwon (Korea Institute for Curriculum and Evaluation)

Experiential Learning in the English-Medium Instruction Classroom: Perspectives of Engineering and Business Students

Victoria Kim
(Ulsan National Institute of Science and Technology)

English-medium instruction (EMI) for academic subjects is gathering momentum in the universities around the world at an unprecedented rate, and South Korea is no exception. The introduction of EMI into Korea has been accelerated by a number of factors. However, the effectiveness of that policy is still under discussion due to the limited English proficiency level of both faculty and students, minimal interaction and participation among students, pedagogical issues, and so forth. While research in EMI field has grown in recent years, there is still much to be investigated. This study examined engineering and business students' perceptions regarding the effectiveness of EMI, level of comprehension and motivation in the university courses in general, as compared to the ones specifically towards the mandatory Innovation & Entrepreneurship course. The ways of improving students' subject knowledge, motivation and attitudes towards EMI were explored, too. Data sources include a student questionnaire and focus group interviews. Findings indicate that extensive teacher feedback on all course assignments, experiential learning activities, and active interaction with students have improved learners' subject matter knowledge and enhanced their motivation. In addition, the level of understanding of the learners exposed to extensive feedback and experiential learning is significantly higher than of those studying in the lecture-type learning environment. The results of the study may be applied to other EMI contexts.

BIODATA

Victoria Kim is a Visiting Associate Professor of Business Communication at UNIST School of Business Administration, where she teaches at both undergraduate and graduate levels. Her main academic interests are related to business communication; English-Medium Instruction (EMI); assurance of learning; English for Specific Purposes (ESP); and technology-assisted language & content learning.

The Medium and Long-term Plan for the School-level EFL Education in Korea

Mikyung Kim, Moonbok Lee, & Suhkeong Kwon
(Korea Institute for Curriculum and Evaluation)

The purpose of the study is to the actual status of EFL education in Korean school classrooms and establish a medium-term plan to improve Korean EFL education. This study carried out nation-wide survey on the number of class hours, the target proficiency level, English education policy, etc. This study examined the tripartite relationships about the results among students, teachers and parents. Based on the research findings, this study suggested English education policy in general and classroom English teaching in particular.

BIODATA

Mikyung Kim works at Korea Institute for Curriculum and Evaluation.

Moonbok Lee is a research fellow at KICE. His research interests include English education policies, EFL teaching, materials and methods in ELT, English language curriculum.

Suhkeong Kwon works at Korea Institute for Curriculum and Evaluation.

Day 2 (July 5) **Session 2: Assessment and Evaluation**

Room 302 – Session Chair: Junkyu Lee (Hankuk University of Foreign Studies)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Youngsoon So (Seoul National University) Discussant: Jungjin Kang (Kyungin National Unviersity of Education)	**The Impact of the High Stakes English Evaluation Examination System on the Korean Teachers' Professional Identity** Youngjoo Seo (Indiana University Bloomington, USA)
	Validation of New TEPS: What Does it Take to Revise an Existing Test? Heesung Jun, Euijin Lim, & Youngmi Lee (Seoul National University)

The Impact of the High Stakes English Evaluation Examination System on the Korean Teachers' Professional Identity

Youngjoo Seo
(Indiana University Bloomington, USA)

According to educational specialists, the current evaluation system of the College Scholastic Ability Test (CSAT), known as the Korean SAT, particularly its role in college, cte admissions has caused many social issues for high school students. under the current admission system. Students from high socio-economic family backgrounds get higher scores in the English subject component compared to than those from lower class income families because of the greater financial investment the former can make in their children's English education. In an effort to solve those problems, in 2018 the Korean Ministry of Education has started to applying an absolute evaluation to the CSAT partially in the subjects of history and English since 2018, but this has resulted in lots of great controversy among current high school English teachers. for some reasons. To investigate the effects of changeds in the CSAT assessment system in CSAT on English teachers' professional identity and their teaching approaches., Using case study as a research method, I conducted semi-structured interviews with the three experienced teachers in Korean high schools. The findings of this study show that the newly changed assessment in the CSAT caused created a burden to for practicing current English teachers who were had become accustomed to the existing evaluation system over the years. Also, they have expressed doubts about the effectiveness of that adopting absolute assessment would reduce the deep-rooted educational inequality of the current Korean educational system. On the other hand, they assumed that this newly adopted assessment might help to improve English communication skills not placing so much pressure on students to achieve high scores and enabling teachers to provide through multiple authentic tasks in the English classroom. not placing too much pressure on students to achieve good grades. The findings suggest that, given such ambivalences. It is time to ask ourselves what is a more fundamental solution is needed to solve the problem of unequal educational opportunities. Rather than changing the evaluation system in the CSAT, We need to re-consider how to promote educational equalities with effective approaches to in English teaching and learning, process, not with a partial change in evaluation systems.

BIODATA

Youngjoo Seo is a PhD candidate in the department of Literacy, Culture, and Language Education at Indiana University, U.S.A. She worked as a college English teacher in South Korea. Her research interests include language ideology, language policy, and professional development of language teachers in ESL/EFL contexts.

Validation of New TEPS: What Does it Take to Revise an Existing Test?

Heesung Jun, Euijin Lim, & Youngmi Lee
(Seoul National University)

Since the first administration of TEPS in 1999, there have been many important changes in the fields of English language teaching and assessment. The emergence of new information and communication technology has drastically changed the ways we communicate in English. This has also made it necessary to re-conceptualize the assessment construct of English (language) proficiency. To respond to such changes in the related fields and also TEPS test-takers' feedback that had accumulated for more than 15 years, a series of research projects were undertaken to revise the original TEPS during the years of 2016-2018. The TEPS test specification was revised based on results of not only domain and needs analyses but also psychometric analyses of the original TEPS data. Major changes included a reduction in the number of items and testing time and the addition of new item types (e.g., testlets) and more authentic passage formats (e.g., e-mails, instant messages, online newspaper articles). This talk gives an overview of what it took to revise the original TEPS and presents various pieces of validity evidence that have been collected from pilot and field tests for the New TEPS. The difficulty, discrimination, reliability, and inter-section correlations of the New TEPS are compared to those of the original TEPS. Results of confirmatory factor analyses are also presented and discussed along with post-test survey results. Lastly, the talk concludes with research plans for the further stabilization of the New TEPS.

BIODATA

Heesung Jun is Senior Researcher at the TEPS Center, Language Education Institute (LEI), Seoul National University (SNU), where she works on the development and validation of English proficiency tests, including the TEPS and its family of tests. Her research interests include integrated writing assessment tasks and computer-assisted language testing.

Euijin Lim is Senior Researcher at the TEPS Center of SNU's LEI and also serving as Head of the Measurement and Statistical Research Department. Her research interests include test equating, item response theory, and generalizability theory.

Youngmi Lee is Principal Researcher at the TEPS Center of SNU's LEI and also serving as Head of the Research and Development Department.

Day 2 (July 5) **Session 3: Teaching Methodologies**

Small Auditorium – Session Chair: Hyewon Lee (Korea Institute for Curriculum and Evaluation)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Myungsoo Park (Sangmyung University) Discussant: Meekyung Kim (Korea Institute for Curriculum and Evaluation)	**Effects of Pragmatic Instruction and Feedback Regarding the Speech Act of Suggestion** HyeKyeng Kim (Kumoh National Institute of Technology**)**
	The Analysis of Writing Tasks for High School Students in Korea: From the Perspective of Process-Genre Based Approach Eonsung Na (Baeksuk Middle School)

Effects of Pragmatic Instruction and Feedback Regarding the Speech Act of Suggestion

HyeKyeng Kim
(Kumoh National Institute of Technology)

Despite the global interest in L2 pragmatic instruction, there are only a few empirical studies investigating the effects of pragmatic instruction on Korean learners of English. To bridge this gap, the present study aimed to investigate the effects of different types of pragmatic instruction and feedback regarding the speech act of suggestions on the students' production. The total of 132 students from two universities in South Korea participated in the present study, and were randomly divided into four different instructional groups-explicit instruction with explicit feedback, explicit instruction with implicit feedback, implicit instruction with explicit feedback, implicit instruction with implicit feedback groups. A repeated measure MANOVA showed that there was a significant difference among scores of pretest, immediate posttest, and delayed posttest for each instructional group (p=.000), also demonstrating that the combined effects of each type of instruction and feedback were effective over time. Additionally, all the interventional groups showed that the effects of each treatment was effective and sustained over time while there were some disparities in mean scores from immediate posttest to delayed posttest depending on groups. The results call for the further analysis of the transcribed data as well as highlight the need for L2 pragmatic instruction in Korean classrooms.

BIODATA

Hyekyeng Kim is an assistant professor in Kumoh National Institute of Technology, South Korea. Her interests lie in interlanguage pragmatics, intercultural communicative competence, as well as diverse topics in SLA.

The Analysis of Writing Tasks for High School Students in Korea: From the Perspective of Process-Genre Based Approach

Eonsung Na
(Baeksuk Middle School)

The process-genre based approach, which emphasizes the writing process, genre, and context, has emerged as an alternative method of writing instruction, one which strives to bridge the gap between process and genre. It is of great importance, therefore, to examine how faithfully newly developed writing tasks for Korean high school students reflect the research-based principles of process-genre pedagogy. For the study, I analyzed the writing tasks in ten textbooks for 1st and 2nd year high school students in terms of process, genre, and context competency. With respect to the latter, the focus was narrowed to audience, considering its impact on textual and linguistic forms. Results showed that prewriting activities mostly helped to scaffold the organization of ideas, rather than generate them, and in the post-writing phase editing was not targeted in some writing task. Also lacking was both a diversity of genres and subgenres and genre awareness activities. In addition, few writing tasks targeted the development of audience awareness through specific activities. The study suggests ways to improve writing tasks, for example, by using a more diverse range of prewriting activities tailored to the specific traits of different genres and subgenres and developing a curriculum reflecting a notion of genre for secondary EFL students. It also calls for more attention to be paid to the contextual factor of audience in writing tasks.

BIODATA

Eonsung Na finished her M.A study in department of ELT Materials Development at International Graduate School of English in February, 2019. She is currently an English teacher in a secondary school. Her main interests include writing instructions, critical literacy, and systemic functional grammar.

Day 2 (July 5) **Session 4: Teaching Methodologies**

Room 304 – Session Chair: Moongee Jeon (Konkuk University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: SungHee Park (Korea Polytechnic University) Discussant: Nayoung Kwon (Konkuk University)	**An Analysis of Grammarly Feedback on Different Proficiency Level Students' Writing** Mi-Lim Ryoo (Korea Maritime University)
	Loanwords: Familiarity, Frequency, and Recall of Corresponding English Words Chieko Kawauchi (Kurume University, Japan)

An Analysis of Grammarly Feedback on Different Proficiency Level Students' Writing

Mi-Lim Ryoo
(Korea Maritime University)

For the last decade, the use of online automated grammar checking tools, Grammarly in particular, has steadily grown among institutions and businesses as well as individuals. In the case of Grammarly, advertised as the world's most accurate online grammar checker, over 10 million people are actively using it on a daily basis as of 2018. The present study investigates the feedback of Grammarly on Korean EFL students' writing at different proficiency levels. Grammarly has a platform that is used free of charge by putting a limited length of text in the input box and a commercial premium version that organizes the errors in contextual spelling, grammar, punctuation, sentence structure, style, and vocabulary enhancement. For this study, Grammarly Premium is used. The purpose of the study is to present specific problem areas of different English proficiency students in their writing, if any, using online automated feedback program. To this end, 61 essays were collected and divided into two groups (lower and upper) based on the Toeic scores of the writers. It is hoped that the findings of the study provide English teachers more practical information as to what he/she should focus on more with students at different proficiency levels.

BIODATA

Mi-Lim Ryoo is a professor in the department of English Language and Literature at Korea Maritime & Ocean University. Her research interests include Second Language Writing, Corpus Linguistics, and English for specific purposes.

Loanwords: Familiarity, Frequency, and Recall of Corresponding English Words

Chieko Kawauchi
(Kurume University, Japan)

This study investigated whether loanword familiarity differed from English word familiarity and affected the recall of corresponding English words. Twenty-three frequent and 37 infrequent loanwords were selected from the Japanese corpus, all of which have corresponding Japanese katakana words as well as original Japanese words in common usage. As a pre-test, 53 students were asked to fill out the target English words in a sentence. Then, they were provided a questionnaire showing a list of these English words along with katakana and Japanese definitions (e.g., risk; リスク; 危険) and asked to judge their degree of familiarity. Immediately after this familiarity questionnaire, post-, delayed- and post-delayed tests were provided. Results indicated that loanword familiarity was significantly higher than that of corresponding English words for high frequency loanwords, but not for low frequency loanwords. Moreover, longer loanwords among high frequency words were judged significantly more familiar than shorter loanwords. Regarding the recall of corresponding English words, loanword frequency did not make any difference. However, when recalls of the most and least familiar 10 loanwords were examined, corresponding English words for the most familiar loanwords were recalled significantly more often than those for the least familiar loanwords in all the tests. In particular, the post-test scores after the familiarity questionnaire significantly increased, suggesting the katakana and Japanese information provided in the questionnaire helped the association between English and loanwords. Loanwords should provide a useful input for increasing L2 vocabulary knowledge in EFL situations.

BIODATA

Chieko Kawauchi is Professor at Kurume University, Kurume, Fukuoka, Japan and the recipient of the 2005 JACET Award for Outstanding Academic Achievement. She received her Ph. D. in Linguistics from Lancaster University, UK. Her current research interests include vocabulary learning and learning strategies, focusing on the effect of loanwords.

Day 2 (July 5) **Session 5: Assessment and Evaluation / Second Language Acquisition**

Room 305 – Session Chair: Hyunsong Chung (Korea National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: WooYoung Park (Korea Polytechnic University) Discussant: Sang-Gu Kang (Cheongju University)	**A Study of CSAT English Tests as Criterion-referenced Tests: With Regard to Lexical Richness** Hyunoo Lee (Inha University)
	Bi-directional Transfer in Chinese EFL Learners' Narrative Skills I-Ru Su (National Tsing Hua University, Taiwan)

A Study of CSAT English Tests as Criterion-referenced Tests:
With Regard to Lexical Richness

Hyunoo Lee
(Inha University)

Given a significant difference in the variance of scores recorded by the examinees of the 2018 and 2019 CSAT English tests, this paper addresses the question of whether the two tests differ with respect to lexical sophistication (the distribution of advanced words) and lexical density (the portion of content words), comparing the traditional measure of lexical diversity (the type-token ratio, TTR) of the test materials. As for lexical sophistication, chi-square tests show that there is a significant difference between the listening sections of the tests but that there is no significant difference between the reading sections of the tests. The difference between the listening sections was due to the fact that the 2018 test used more high frequency words and less low frequency ones than the 2019 test. As for lexical density, chi-square tests show there is no significant difference not only between the listening sections but also between the reading sections. Comparison of the TTRs, ranging from .31 to .32 for the listening sections and .35 to .36 for the reading ones, shows that the two tests are virtually the same in terms of lexical diversity. To conclude, the facts reported about lexical richness cannot be taken as a factor that may cause the two tests to differ in item difficulty.

BIODATA

Hyunoo Lee is Professor of English Language Education at Inha University, where he has taught after receiving his PhD from UCLA in 1993. His research interests include syntax, semantics, speech acts, and second language learning. Within second language learning, he has worked on how English relative clauses and infinitival clauses are presented in the secondary school textbooks in Korea and has recently written articles on syntactic complexity, speech acts, and lexical richness displayed by high school English textbooks in Korea and high-stakes tests like College Scholastic Ability Test.

Bi-directional Transfer in Chinese EFL Learners' Narrative Skills

I-Ru Su
(National Tsing Hua University, Taiwan)

Language transfer in second language acquisition has traditionally been regarded uni-directional, that is, influence from L1 to L2. However, in recent years more and more research has suggested that cross-linguistic influence can occur bi-directionally and that there is an intricate relationship between the L2 user's language systems. Most of these studies have mainly focused on the linguistic competence of the L2 user. An interesting but rarely explored area is the L2 user's narrative competence, which extends beyond language ability. The present study attempted to address the issue of bi-directionality of language transfer in narrative competence among foreign language learners. Using the "frog story" picture book as a prompt, the present study examined oral narratives of Chinese EFL learners and compared them to those of English and Chinese native controls. The participants' narrative renditions were compared in terms of the use of narrative structure, evaluative devices, and referential strategies. The results evidenced bi-directional transfer in EFL learners' narrative skills. Moreover, the EFL learners appeared to differentiate their two narrative repertoires to some extent, particularly in the use of referential strategies. The results of the study provided insights into the characterization of the multi-competent mind (i.e., two languages in one mind) of the foreign language learner.

BIODATA

I-Ru Su is a professor in the Department of Foreign Languages and Literature of National Tsing Hua University in Taiwan. Her research interests mainly lie in second language acquisition. Her current research focus is on bi-directional language transfer in adult foreign language learners.

Day 2 (July 5) Session 6: Second Language Acquisition

Faculty Office Building Lecture Room – Session Chair: Kyunghyon Pyo (Dankook University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Yujong Park (Sungkyunkwan University) Discussant: Suja Kang (Pai Chai University)	**The Impacts of Study Abroad Experience on Affective Aspects of Language Learning** Jaeho Choi (Sangmyung University)
	Comparison of Influencing Factors on Willingness to Communicate among Korean Students Jaeho Choi, Younghoon Kim, Sohyun Lee, & Joo Seomun (Sangmyung University)

The Impacts of Study Abroad Experience on Affective Aspects of Language Learning

Jaeho Choi
(Sangmyung University)

Language teachers need to continuously update their knowledge and skills for the effective use of computer-assisted language learning (CALL) activities in their teaching contexts. This paper presents four approaches to teacher development in CALL with a focus on an activity-based approach using fourteen types of online activities that can be used in and out of the language classroom. The types of the online activities include collaboration (e.g., real-time editing, social bookmarking, virtual communities, wikis), communication (e.g., email, forums, social networking, video chats), concordancing (e.g., text analysis), creation (e.g., books, cartoons, databases, diagrams, ePortfolios, graphics, podcasts, posters, videos, websites, word clouds), exploration (e.g., dictionaries, information searching, WebQuests), games (e.g., flash cards, social learning), mapping (e.g., brainstorming, concept/mind maps), presentation (e.g., broadcasting, videos, zooming), reflection (e.g., blogs, journals, timelines, virtual walls), simulation (e.g., virtual worlds), storytelling (e.g., digital stories), surveys (e.g., opinion polls), tests (e.g., dictation, quizzes) and tutorials (e.g., language learning websites, language learning apps). Together with basic activities that can be considered in the CALL classroom (e.g., word processing; using presentation software; using spreadsheets; using databases; using digital resources; using digital cameras; using Internet tools), these online activities can be useful for teachers who wish to design, implement and/or evaluate CALL activities. The paper also presents example tasks for teacher learning, which guide teachers how to experience online language learning activities themselves, and offers discussion questions based on Son's (2018) Exploration-Communication-Collaboration-Reflection (ECCR) model, which leads teachers to gain personal confidence and professional competence in technology-enhanced language teaching.

BIODATA

Jaeho Choi is assistant professor of English Education Dept. at Sangmyung University.

Comparison of Influencing Factors on Willingness to Communicate among Korean Students

Jaeho Choi, Younghoon Kim, Sohyun Lee, & Joo Seomun
(Sangmyung University)

As the communicative language learning and teaching is favored in English teaching in Korea, the importance of student participation in communication has been emphasized. The participation of communication is known to be dependent to the willingness to communicate (WTC). This study focuses on WTC and the factors that influence on WTC. For the ecological understanding of WTC and the related factors, this study interviewed students and teachers from elementary school to college. Nine teachers and fifteen students participated in interviewed from Seoul and other areas. The semi-structured interviews were conducted to explore various factors on WTC. The research asked participants' experiences and perceptions oft their English use and study. Their WTC was explored in terms of influencing environments and beliefs. The interviews were audio-recorded and transcribed for analysis. Qualitative approach was employed to extract the concepts and categories from the transcribed data. The categorized concepts were further examined to see relationship between the concepts. Through the qualitative analysis, several importance relationships were extracted from the data. The findings show the different understanding WTC of students depending of grade levels and students or teachers.

BIODATA

Jaeho Choi is assistant professor of English Education Dept. at Sangmyung University.

Younghoon Kim is student English Education Dept. at Sangmyung University.

Sohyun Lee is student English Education Dept. at Sangmyung University.

Joo Seomun is student English Education Dept. at Sangmyung University.

Day 2 (July 5) **Session 7: Language and Technology**

Room 308 – Session Chair: Do Hyung Ryu (Kookmin University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Jisun Park (Korea Institute for Curriculum and Evaluation) Discussant: Sunhee Kweon (Pusan University of Foreign Studies)	**Teaching Digital Imprisoned Students by Digital Imprisoned Teachers in a Digital Imprisoned World** Koot van Wyk (Kyungpook National University)
	Integrating Accuracy, Fluency, and Complexity in Students' Writing Development Chongwon Park (Pukyong National University)

Teaching Digital Imprisoned Students by Digital Imprisoned Teachers in a Digital Imprisoned World

Koot van Wyk
(Kyungpook National University)

The whole world has become one big prison. Thanks to Steve Jobs. Unseen chains connect the left hand and right hand of all smartphone users and it is a fact that none of them can rid themselves of it further than their arm for even longer than 10 minutes before their eyes need to check something. Trapped. And that is not only the students, it is the teachers, and not only the teachers, also their parents and the university administration and government department of Education and the whole world. Then there is the cognitive part of it. As E. Tufte said about Power Point problems in a series of books like The Cognitive Style of Powerpoint, Visual Display of Quantitative Information, Envisioning Information, Visual Explanations, and Beautiful Evidence: it is sequential, evil, it corrupts absolutely, it is like a drug prescription that does not really work, format is more important than content, the presenter overpowers the reader, graphics can distort and manipulate the audience, it routinely disrupts, dominate and trivialize content. Smartphone is not remote from these problems. Fox anchor for technology Steve Hilton said that Smartphones make people zombies. Paul Virilio for example, talked how CNN would be like houndsdog running to capture images and bring it to headquarters where they will choose what to show the public. The images can then be shown to the public and to the soldiers fighting there where the images are coming from. There is for Virilio both the field of battle and the field of perception. As Paul Valéry explained in 1935 that the novelty of our present situation consists in the unprecedented nature of the questions themselves, not of the solutions, in the statement of the problems, not the answers to them. Smartphone utilization is a serial flashing by clicking producing a serial array of images of diverse topics and trends or surprises, but they are shortlived by the cognitive system. Nothing receives proper analysis and conclusions are on the surface creating the false perception that the person who clicked on it is now also knowledgeable about that subject in toto. A small segment of the total is considered enough to know all. It is the same with people who do not want to have anything to do with religion. A three-generational class design is one that includes storybooks for those who in grandfather's days still read storybooks, a powerpoint test for those who are in father's generation and a smartphone movie of the storybook for those who are millennials. Storybook design is really the solution to the problem in a digital age. For Education it is the theatre of the absurd (A. Camus) and we need to find our way first and then turn around to teach others how to navigate out of this mess of cognitive bombardment of nonsense in duplication. The brain is a baby and we need to take care of it otherwise it turns into a monster. And then the students. How does one educate a trapped society cognitively trapped by fashionable nonsense? Triviality, speedy conclusions, speedy decisions, surface solutions for deep problems. It is all about time, space, attitude of both the teacher and student, adaptability, empathy, cross-cultural misunderstandings, SOS ropes and the standard elevator.

BIODATA

Koot van Wyk is a holder of two doctoral degrees, one from the University of South Africa in South Africa and one from Rikkyo University in Japan. He is married to Dr. Sookyoung Kim and worked since 2009 at Kyungpook National University in the Department of Liberal Education. He had experience teaching ESL in Japan and South Korea. He was educated for some of his degrees in South Africa, others in the United States of America, and completed one in Japan. Like most ESL teachers, he taught all levels in both Japan and South Korea.

Integrating Accuracy, Fluency, and Complexity in Students' Writing Development

Chongwon Park
(Pukyong National University)

This presentation aims at looking at the students' linguistic development as well as their awareness on the timely issues of future dilemmas of living together with synthes. Pre and post test on words, middle and final exam on the content of the course will be administered to monitor their progress. Classroom observation and interview with some of the students will be conducted. Considering the nature of this presentation, limited scope of the results will be shared to make better of the continuous course of teaching English through media. Participants of the conference are more than welcomed to suggest the future direction of my teaching English through media.

BIODATA

Chongwon Park works at Pukyong National University.

Day 2 (July 5) **Session 8: Cross-cultural Communication / Classroom observation**

Room 309 – Session Chair: Eunkyung Sung (Cyber Hankuk University of Foreign Studies)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Juhyun Back (Busan National University of Education) Discussant: Sun-Young Kim (Mokpo National University)	**A Comparative Study of Intercultural Communicative Competence between Korean and Japanese University Students: Focus on Intercultural Sensitivity, English Learning Motivation, and the Use of English-language Media** Eun-Jung Park & Mae-Ran Park (Pukyong National University)
	EFL Context Translanguaging: A South Korean Example Michael Rabbidge (Hankuk University of Foreign Studies)

A Comparative Study of Intercultural Communicative Competence between Korean and Japanese University Students: Focus on Intercultural Sensitivity, English Learning Motivation, and the Use of English-language Media

Eun-Jung Park & Mae-Ran Park
(Pukyong National University)

The purpose of this study was to investigate the influencing factors of intercultural communicative competence, which consists of intercultural communicative competence, intercultural sensitivity, learning motivation and the use of English media. For the study, 89 Korean and 70 Japanese college students participated in the survey specifically to find out any similarities and differences of influencing factors of intercultural communicative competence between Korean and Japanese students. Second, it sought to explore whether the variables such as majors, TOEIC scores, and experiences of living in different countries would have any effects on the factors of intercultural communicative competence measured by the answers to the four sections in the questionnaire survey between Korean and Japanese students. Based on the statistical analyses, the following results were shown: First, Korean college students showed a higher intercultural communicative competence, intercultural sensitivity, and learning motivation than those of the Japanese college students. Also, a comparison between Korean and Japanese students with low TOEIC scores and non-English majors showed that Korean students were higher than Japanese students in terms of their intercultural communicative competence and intercultural sensitivity. Furthermore, comparing the Korean students with Japanese counterparts who have been overseas showed that the Korean group had a higher intercultural communicative competence, intercultural sensitivity, and learning motivation. Possible reasons behind the current results were considered and methodological and pedagogical implications were discussed.

BIODATA

Eun-Jung Park has obtained her Ph.D. in English education at Pukyong National University in Korea. Her fields of interest are ELT methodology and cross-cultural communication. She has taught English in colleges in Korea for several years.

Mae-Ran Park is a professor at Pukyong National University, Korea. Her research interests include ELT methodology, materials development, and professional development. She is the immediate past president of the Pan-Korea English Teachers Association. She served as a visiting professor at Ritsumeikan University, Japan, Monash University, Australia, and Harvard University, U.S. She has given numerous presentations in Japan, Australia, Malaysia, India, Thailand, the Philippines, Singapore, Hong Kong, Vietnam, China, Russia, Indonesia, and Macao. She can be reached at mrpark@pknu.ac.kr.

EFL Context Translanguaging: A South Korean Example

Michael Rabbidge
(Hankuk University of Foreign Studies)

Translanguaging has become a prominent focus for SLA researchers invested in promoting a more positive understanding of the role a first language can have in second or other language learning. This is because translanguaging is said to support a heteroglossic language ideology which chooses to embrace and value more inclusive understandings of bilingualism. To do this it moves away from traditional understandings employed by codeswitching and interprets bi or multi language use in terms of a single repertoire rather than the switching between discrete linguistic codes. Translanguaging is also said to have transformative power for language learners by promoting criticality and creativity. This study uses the translanguaging ideology to understand EFL context language use in order to move away from certain English language ideologies which have been described as imperialistic. Based on qualitative research that involved both interviews and classroom observations, this presentation discusses translanguaging strategies used by practicing teachers in South Korean elementary schools. It discusses how these teaching strategies provided or denied spaces for their learners to develop positive bilingual identities. Extracts are used to reveal the linguistic elements within the teachers' translanguaging strategies that promoted potential transformative ability of translanguaging. It also reveals linguistic elements which tended to inhibit translanguaging's supposed transformative potential. Implications for English language teaching in EFL contexts such as South Korea are then discussed.

BIODATA

Michael Rabbidge works in the English education department of Hankuk University of Foreign Studies. His research interests favor sociocultural influences, and his recent works include the positive influence that translanguaging can have in EFL contexts, as well as the roles teacher identities and beliefs play in language teaching.

Day 2 (July 5) **Session 9: Language Pedagogy / ELT Curriculum and Material Design**

Room 310 – Session Chair: Jue-Kyoung Pae (Korea Institute for Curriculum and Evaluation)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Inyoung Shin (Namseoul University) Discussant: YoungHwan Kwon (Pusan National University of Education)	**The Innovative Use of Authenticity in TESOL in Challenging Times** Peter Byun (Alliant International University, USA)
	Introduction of a Preliminary College English Program with Multimedia for University Entrants Bo-Kyung Lee (Myongji University)

The Innovative Use of Authenticity in TESOL in Challenging Times

Peter Byun

(Alliant International University, USA)

The purpose of this demonstration is to give the audience opportunities to see innovative applications of authenticity in TESOL, especially to incorporate various authentic materials in ESL classes through technology. Buendgens-Kosten (2013) emphasizes the importance of authenticity in both second language acquisition (SLA) and computer-assisted language learning (CALL) and discusses authenticity in terms of three domains: linguistic, cultural, and functional authenticity. First, the present demonstration will introduce the three domains of authenticity briefly in relation to SLA and CALL so that they may be applied in ESL/EFL classes innovatively. The demonstration will also help audience experience the value and effect of authenticity for English learning through some hands-on activities. In addition, the demonstration will provide the audience with various ideas of incorporating authenticity in ESL/EFL classes, especially showing how to combine authenticity with technology to make ESL/EFL classes effective and interesting in the challenging times of TESOL. The activities that will be presented involve authentic and interesting advertisements, signs, linguistic blending, and cultural aspects of America. For example, an activity called Crazy Classroom English Activity involves an interesting dictionary with funny definitions of English vocabulary that is used in the classroom in US. The definition of homework in the dictionary, for example, is "something for which there are 6,874 reasons to forget to bring it to school" or "My cat ate it. Then my dog ate the cat." All the topics and materials will be presented to and discussed with the audience in connection with their applications in ESL/EFL classes.

BIODATA

Peter Jinsuk Byun is an associate professor in the TESOL program of Alliant International University. He received his Ph.D. in Linguistics with a focus on SLA from the University of Illinois at Urbana-Champaign. His research interests include input, interaction, output, automaticity in SLA, and the development of TESOL/TEFL programs.

Introduction of a Preliminary College English Program with Multimedia for University Entrants

Bo-Kyung Lee
(Myongji University)

This presentation aims at introducing a preliminary college English program for university entrants which was implemented at a private university during a week in January 2019. Recently, colleges are trying to provide the new students with some opportunities to experience college education before the beginning of semester. English is one of the major subjects which are considered essential in college general education, so English is, for the most part, included in the preliminary college program. Therefore, there have been calls for the development of appealing and motivating English program to have many students join the program. In this context, the researcher developed and implemented a preliminary college English program using multimedia for 2019 university entrants. This presentation deals with the development and implementation of the program, the feedback from the students, and the discussion of improvement.

BIODATA

Bo-Kyung Lee is an associate professor of Myongji University. She teaches students English in Bangmok College of General Studies. She got a Ph. D. in TESOL and her interests include ELT materials development and multimedia assisted language learning.

Day 2 (July 5) **Session 10: Language Education for Young Learners**

Room 616 – Session Chair: Sang Bok Park (Korea Institute for Curriculum and Evaluation)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: ChoungA Shin (Dongguk University) Discussant: YunHil Go (Chungnam National University)	**English Language Teaching Curriculum to Develop Elementary School Learners' Creativity and Willingness to Speak in English Incorporated by Creative Musical English and Content-based ESP Curriculum** Sung Hui Cheong (Soongsil University)
	Teaching English to Young Learners through Stories and Assessing their Abilities Mitsue Allen-Tamai, Mamiko Ide, & Mai Tsukahara (Aoyama Gakuin University, Shogakkan Shueisha Production, & Aoyama Gakuin University, Japan)

English Language Teaching Curriculum to Develop Elementary School Learners' Creativity and Willingness to Speak in English Incorporated by Creative Musical English and Content-based ESP Curriculum

Sung Hui Cheong
(Soongsil University)

This curriculum study shows how creative-musical-English-based curriculum motivated elementary as well as early-childhood learners' willingness to speak a new language in Korean, American, and Australian context. In-service teacher trainees in Korea, who had been trained by ESP-TESOL, creative musical English, and content-based curriculum in Korea went to elementary and early childhood classrooms in the U.S.A. and Australia to complete their teacher practicum. This teacher-training curriculum was developed to promote student-teachers'core-competency of understanding and teaching content area in English for the early-childhood and elementary school settings. The program incorporated teaching science, social studies, art, musical and e-learning to improve learner motivations for early-childhood children in any context. After performing actual teaching practicum for the children in these three different contexts, the student-teachers wrote reflection journals and used them as an enhancement of their competency of global awareness and teaching content area in English. This study found that the content-area teachers who were less-confident in English were also able to teach their content knowledge in English in school settings in foreign countries based on the well-organized interdisciplinary ESP and convergence curriculum.

BIODATA

Sung Hui Cheong is a coordinator at ESP TESOL, the Graduate School of College of Education at Soongsil University, Seoul, Korea. She also taught at Duk Sung Women's University, Korean MinJok Leadership Academy and Hankuk Academy of Foreign Studies. After earning a M.A and a Ph.D at the Department of Foreign and Second Language Education at the Ohio State University in 2007, she has conducted various studies focusing on English for specific purpose, teaching methodology, curriculum development, L2 writing and speaking, literacy, assessment in L2 writing, teacher education, socio-cultural studies and NES vs NNES issues. She is currently serving as a board member of ESP Korea Association, Pan-Korea Teachers Association, and The English Teachers Association in Korea.

Teaching English to Young Learners through Stories and Assessing their Abilities

Mitsue Allen-Tamai, Mamiko Ide, & Mai Tsukahara
(Aoyama Gakuin University, Shogakkan Shueisha Production, & Aoyama Gakuin University, Japan)

The Ministry of Education in Japan will finally implement English classes in public elementary schools from April, 2020, since it has realized the importance of English education for the future of children. However, compared to other Asian countries, the quality and quantity of English education in public education is at a considerably lower level and so the number of children learning English in the private sector is increasing. In this presentation, the presenters will introduce the story-based curriculum, a holistic and integrative approach to teaching English through stories and discuss how it was implemented in one of the largest private English teaching sectors in Japan. Learners first listen to a story and then they are taught to recite the story with a simplified manuscript which comprises rhythmic lines and songs. Finally, the written manuscript is given to the learners and they start reading it by using their gained orality. They will also report on how they measured the students' ability through this curriculum. The main presenter created two kinds of criterion-referenced tests and administered one to 1,321 children, ages from 7 to 9, and the other to 1,190 children, ages from 8 to 12. She will report on how the participants developed their knowledge of vocabulary and expressions and understanding discourse. All the items were analyzed extensively based on Classical Item Theory, such as IF, ID, D-index and B-index. The effect of age, gender and the length of learning will be discussed, too.

BIODATA

Mitsue Allen-Tamai (Ed.D) is a professor at Aoyama Gakuin University in Japan. She has been teaching courses at both the undergraduate and graduate school levels to train students to become English teachers of young children. Her main research interest is literacy development among young EFL learners.

Mamiko Ide is a chief director of the educational department at Shogakkan Shueisha Production, which has a division of teaching English to young children.

Mai Tsukahara is a program coordinator of Shogakkan Shueisha Production as well as a doctoral student.

Day 3 (Saturday, July 6)

Day 3 (July 6) Session 1: Applied Linguistics / Teaching Methodologies
Room 606 – Session Chair: Youngmi Kim (Kyung Hee University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Eunsook Shim (Sangji University) Discussant: Punam Park (Seokyeong University)	**A Comparison of Formality in CSAT Reading Passages Before and After the Introduction of Criterion-referenced Evaluation** Ji-Yeon Chang (Myongji University)
	How to Teach the Compare/Contrast Essay to High School Students in EFL Contexts using Literature: A Case Study of One EFL Writing Course in South Korea Youngjoo Seo & Changhyun Kim (Indiana University Bloomington, USA & Gwacheon Foreign Language High School)
11:20-12:20 Moderator: Miran Yang (Dong-ah Institute of Media and Arts) Discussant: Eunsil Bae (Ajou University)	**Perception of Writer Voice in Academic Writing: A Comparative Study of Native and Non-native Teachers of English** Seongyong Lee & Hohsung Choe (BNU-HKBU United International College, China & Hankuk University of Foreign Studies)
	An Experiment in Learner-centered Vocabulary Building Andrew Griffiths (Daejeon Education Training Institute)
13:30-15:30 Moderator: ChongIm Yang (Daejeon University) Discussant: Jiyoung Bae (Kongju National University)	**The Effectiveness of the Factors Affecting Listening Comprehension in Korean Classrooms: A Meta-analysis** Hyunjung Kim & Unkyoung Maeng (Ajou University)
	The Dimensions of Reading Motivation of Chinese College EFL Learners and Their Causal Effects on Perceived Reading Proficiency Daowei Liu, Jaewoo Shim & Heechul Lee (Chonbuk National University)
	Distribution of Academic Vocabulary in Phonetics/Phonology Research Articles: A Corpus-Based Study Je-Young Lee & Hye Jin Lee (Jeonju University & Wonkwang University)
	Exploring the Relationship among English Readability Indices: Using Graded Readers in ER-Central Eunsol Shin (Incheon National University)

A Comparison of Formality in CSAT Reading Passages Before and After the Introduction of Criterion-referenced Evaluation

Ji-Yeon Chang
(Myongji University)

Unlike previous CSAT research which usually focused on its syntactic and lexical features, the present study aimed to compare the degree of formality of 2016-2019 CSAT reading passages. To compute the degree of formality, the respective z-scores of referential cohesion, deep cohesion, narrativity, syntactic simplicity, and word concreteness were obtained for each reading passage, using Coh-Metrix (version 3.0). A score of formality was then computed based on the formality formula, (referential cohesion + deep cohesion – narrativity – syntactic simplicity – word concreteness)/5, presented by Graesser, et al. (2014). Independent t-tests were conducted to examine whether or not there were any significant differences in formality. It was found that there were no significant differences between two consecutive academic years, 2016 vs. 2017 and 2018 vs. 2019. In particular, no difference was found between the criterion-referenced (2018-2019) and norm-referenced (2016-2017) tests.

Graesser, A. C., McNamara, D. S., Cai, Z., Conley, M., Li, H., & Pennebaker, J. (2014). Coh-Metrix measures text characteristics at multiple levels of language and discourse. The Elementary School Journal, 115(2), 210-229.

BIODATA

Ji-Yeon Chang is an associate professor in the College of Future Convergence at Myongji University.

How to Teach the Compare/Contrast Essay to High School Students in EFL Contexts using Literature: A Case Study of One EFL Writing Course in South Korea

Youngjoo Seo & Changhyun Kim
(Indiana University Bloomington, USA & Gwacheon Foreign Language High School)

Teaching the compare/contrast essay by having to EEFL learners write about the similarities and differences between two topics is very rewording since it can improve students' their critical thinking skills and raise their , students may feel confidence as writers. t once they complete writing tasks about similarities and differences between two subjects. Despite these positive impacts, of learning compare/contrast essay, however, English teachers are struggling with aspects of teaching writing skills ranging from selecting subjects topics, which is a critical step, to explaining cue words or providing model sentences. The purpose of this study is to introduce the an effective way of teaching the compare/contrast essay to high school students in EFL contexts using literary works through the demonstration of by demonstrating the development and implementation of teaching materials for English learners using literary works. Moreover, this study aims to examines the effectiveness of using of literary texts on for the development of students' integrated language skills, as they engaging with multiple tasks in the classroom and demonstrate how EFL students can benefit from instruction which that integrates comprehension and production skills. This study was carried out at the Foreign High School in throughout the whole 2018 academic year 2018 in four classes comprising of 2nd grade year high schools consisting of 87 upper-intermediate level of students. The two literary texts "Araby" and "동백꽃 (Camellia)" were chosen and used for as teaching tools such as for in-class reading, group discussions, guided writing practice, and composition of final essays for performance assessment. The results of the study have shown that incorporating using literature incorporated in teaching materials can have positive effects on developing integrated skills of language learners. What is more Equally important, literature texts offer is providing 'sources' for writing, which helps students improve critical thinking and practice compare/contrast rhetoric, and develop four skills of language in the EFL settings.

BIODATA

Youngjoo Seo is a PhD candidate in the department of Literacy, Culture, and Language Education at Indiana University, U.S.A. She worked as a college English teacher in South Korea. Her research interests include language ideology, language policy, and professional development of language teachers in ESL/EFL contexts.

Changhyun Kim is an English teacher at Gwacheon Foreign Language High School, South Korea. He earned a master's degree in TESOL at Hankuk University of Foreign Studies, Korea. His research focuses on material development and syllabus design in language teaching.

Perception of Writer Voice in Academic Writing: A Comparative Study of Native and Non-native Teachers of English

Seongyong Lee & Hohsung Choe
(BNU–HKBU United International College, China & Hankuk University of Foreign Studies)

It has been accepted that voice as a social construct is relevant to academic writing in terms of reader's rhetorical construction of writer identity (Matsuda & Tardy, 2007). The present study examines whether readers' nativeness in English can be a meaningful factor for their perception of writer identity in academic genre. A mixed method of quantitative and qualitative research was used to explore how native and non-native English teachers perceived writer voice. Forty two native English-speaking professors and fifty six non-native professors from applied linguistics and composition area rated a L2 writer's academic essay based on holistic scoring method and complete a survey questionnaire about their perception of writer voice. Among the participants, six professors participated in follow-up interviews for their deep voice. The result showed that while there was no difference in holistic scoring, a gap between the two groups was found in aspects of writer identity, factors for rating, effect of guessing on rating, and advice for academic writing. Interviews reveal that non-native teachers of English were more sensitive to a writer's nativeness of English than native teachers and that while a native group paid primary attention to rhetoric and organization, a non-native group focused on grammar and content.

Reference

Matsuda, P. K., & Tardy, C. M. (2007). Voice in academic writing: The rhetorical construction of author identity in blind manuscript. English for Specific Purpose, 26(2), 235-249.

BIODATA

Seongyong Lee is assistant professor of English at BNU-HKBU United International College. His research interests lie in applied linguistics, second language acquisition, second language writing, and world Englishes.

Hohsung Choe is professor at Hankuk University of Foreign Studies. His research interests are in second language writing, English learner identity, and world Englishes.

An Experiment in Learner-centered Vocabulary Building

Andrew Griffiths
(Daejeon Education Training Institute)

This lecture will detail an activity involving student-centered vocabulary building where learners were given the liberty to choose the lexis they learned as well as the responsibility to teach it to one another. The activity took place on a six month in-service teacher training course with high-level language learners. Learners began by discussing a pre-arranged topic together in small groups; while talking, they would find some words that they wished to use which they knew in their L1 but not in their L2. These became known as 'Mwoji' (Korean for 'What's that?'') moments and formed the basis for the lexical items they would learn and teach one another. These 'mwoji' moments and the English lexis that they yielded were then taught to other trainees following Larsen-Freeman's model for teaching vocabulary (Celce-Murcia & Larsen-Freeman, 2015). The rationale for the activity was based on the idea that such student-elicited vocabulary, emerging from an already established shortfall in the trainee's language proficiency, would offer a more useful set of lexical items for future usage than predetermined lexis set by a textbook or teacher.

Action research on the activity was carried out by eliciting feedback from the learners which then fed into improved versions of the activity in subsequent courses. This lecture will describe the activity in detail, explain the successes and challenges encountered thus far as well as possible future directions for the activity, and offer advice for teachers wishing to try something similar in their own classrooms.

BIODATA

Andrew Griffiths is a teacher trainer for the Daejeon Education Training Institute. He has been teaching for over ten years and holds a CELTA as well as an MA in TESOL from the University of Nottingham. He specialises in learner autonomy and student-centered learning.

The Effectiveness of the Factors Affecting Listening Comprehension in Korean Classrooms: A Meta-analysis

Hyunjung Kim & Unkyoung Maeng
(Ajou University)

Many experimental studies have reported factors affecting English listening comprehension in Korea. The reported results, however, do not specifically deal with how effective the factors are in improving English listening comprehension. Therefore this quantitative meta-analysis study aims to investigate the effectiveness of the factors (vocabulary, sound discrimination, syntactic ability, background knowledge, and listening strategy) on the improvement of listening comprehension in Korean EFL classrooms. Through a comprehensive search on multiple electronic data bases, 117 primary studies were selected and 133 samples were coded into CMA software (ver. 2.2.056) to calculate effect sizes by computing Hedge's g. The results of this study showed that vocabulary learning, sound discrimination training, grammar education, activation of background knowledge, and listening strategy training all contribute to effectively improving listening comprehension ability in Korean EFL classrooms. More specifically, syntactic ability had the greatest effect on listening comprehension (ES=.816, p=.012). This study also examined if there are differences in how these five listening factors improve the listening comprehension ability of learners depending on their age. According to the results, vocabulary learning, sound discrimination training, grammar education, activation of background knowledge, and listening strategy training were found to be effective enhancing listening comprehension of adults, high school students and elementary school students. However, in the case of middle school students, it was close to the small effect size (ES=.379, p=.000) based on Cohen's meta-analysis standard. Detailed findings and pedagogical suggestions are presented.

BIODATA

Hyunjung Kim is a Ph. D student of Ajou university. Currently, she published her papers in the meta-analysis of the factors affecting listening comprehension and the effect of listening instruction in Korean context. She has a plan to explore the causal relationship among the factors affecting the improvement of listening comprehension ability in Korean EFL classrooms.

Unkyoung Maeng is a professor of Secondary English Education at Ajou University Graduate School of Education. She 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.

The Dimensions of Reading Motivation of Chinese College EFL Learners and Their Causal Effects on Perceived Reading Proficiency

Daowei Liu, Jaewoo Shim & Heechul Lee
(Chonbuk National University)

Reading motivation is a complex and multifaceted construct and it affects the cognitive processes and strategy use in reading comprehension. Most of the researches of reading motivation focus on children's L1 acquisition and the study about adults' L2 reading motivation is relatively scarce. This study with 283 Chinese college second year students aims to explore and quantify the causal effects between English reading motivation and perceived reading proficiency. A questionnaire containing 38 items with 6-point Likert scale is used to detect the students' reading motivation dimensions and measure their self-perceived reading proficiency. Items with low standard regression weights identified by confirmatory factor analysis are removed. The final structure equation model shows that Chinese students' reading motivation model structure is different from the previous studies. The model indicates that intrinsic motivation and extrinsic motivation explain only 29% of the students' self-perceived English reading proficiency. This result implies that although binary classification of motivation is concise, it ignores the complexity of L2 reading motivation. More factors may be included to improve the model fit. The study simultaneously confirms that there is a positive correlation between intrinsic motivation and L2 reading proficiency. This result also shows that in Chinese culture students are educated to respect teachers and obey their teaching arrangements, but compliance may weaken their extrinsic motivation, making them lack creativity and facing challenges negatively. EFL teachers should pay attention to stimulating students' intrinsic motivation in teaching and developing their creativity and autonomy.

BIODATA

Daowei Liu, a Ph.D student from English Education Department, College of Education, Chonbuk National University. In China, he is an English teacher of Faculty of Foreign Studies of Jiangxi University of Science and Technology. His research interests focus on second language acquisition and TESOL.

Distribution of Academic Vocabulary in Phonetics/Phonology Research Articles: A Corpus-Based Study

Je-Young Lee & Hye Jin Lee
(Jeonju University & Wonkwang University)

The purpose of this study is to provide a technical vocabulary list in English for academic purposes(EAP) by constructing and mining a specialized corpus of phonetics and phonology research articles. To this end, a Phonetics/Phonology Research Article Corpus(PPRAC), containing a million running words, was established from research articles on phonetics and phonology, published during the last five years, from 2013 to 2017. The word distribution analysis indicated that GSL accounted for 71.53%, and AWL covered 11.08% of the PPRAC, meaning that the coverage of the combined GSL and AWL word lists was approximately 82.61% of the tokens in the PPRAC. The type-token ratio, a well-known measure of textual lexical variation, in the PPRAC was 2.36 indicating a rather low lexical diversity. Moreover, extracted from the PPRAC, a total of 372 specialized words for the fields of phonetics-phonology were developed. The technical vocabulary list developed in this paper is expected to offer practical and tailored help in understanding and teaching English phonetics and phonology.

BIODATA

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

Hye Jin Lee received her bachelor's in English education within three years (145 credits in total), and pursued to earn her M.A. in TESOL. HyeJin earned her doctorate in Foreign and Second Language Education from the State University of New York at Buffalo. Her research interests include teacher training and professional development, World Englishes, and teaching English as a foreign language.

Exploring the Relationship among English Readability Indices: Using Graded Readers in ER-Central

Eunsol Shin
(Incheon National University)

The purpose of this research is to develop Korean lexile for graded books offered by ER-Central, a website of extensive reading communities with more than 1000 graded readers for free. This study also aims to verify how the level of ER-Central is well matched against calculated Korean lexile for Korean EFL learners.

BIODATA

Eunsol Shin is a Ph.D. candidate in English education at Korea National University of Education and currently serving as a general officer of KEERA, Korean English Extensive Reading Association. She is also an language instructor of English education department at Incheon National University.

Day 3 (July 6) **Session 2: Cross-cultural Communication / Language Education for Young Learners**

Room 301 – Session Chair: MiAe Park (Chuncheon National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Jinhee Yeh (Yong-in Songdam College) Discussant: Jihyeon Byeon (Hannam University)	**Healing through Literature Class : Beyond 1st and 2nd Language** Jong Woo Choi (Ewha Girls' High School) **English Learning: the Need for a new Direction for the Future Generation** Yvette Denise Murdoch & Jiyoung Cho (Hongik University & The Catholic University of Korea)
11:20-12:20 Moderator: Eun Sok Won (Mokwon University) Discussant: Changkyu Sung (Mokwon University)	**Empowering World Englishes in English Language Teaching** Hyun-Ju Kim (Dankook University) **Creativity in Practice: Principles and Insights for Teachers of Young EFL Learners** Roxy Lee & Stewart Gray (Korea National Open University & Hankuk University of Foreign Studies)
13:30-15:00 Moderator: KyungA Yeon (Mokwon University) Discussant: NamHee Kim (Chosun University)	**Creating a New Focus on Close Reading for Young Learners** Jared McKee (Silla University) **Academic Socialization of International Students in Korea: Cultural Identity, Teacher's Role and Group/pair Work** Nodira Ruzmetova & Jungyin Kim (Chonbuk National University) **Ready, Action! Implementing Story Drama into EFL English Classroom** Ahra Cho (International Graduate School of English)

Healing through Literature Class :
Beyond 1st and 2nd Language

Jong Woo Choi
(Ewha Girls' High School)

Foreign language Instruction is an intellectual blessing in that it cultivates us to take a view of humans and worlds in a wider perspective, going beyond mother tongue. Unfortunately, such a strength has been thought to be overshadowed by rote learning and test-based learning for university/college entrance and job seeking.   However, the emergence of the 4th Industrial Revolution is challenging that tendency to consider foreign language instruction as simply instrumentality or superficial communication. It is actually an opportunity that foreign language education in Korea will take a leap forward. That is, this transformation in the purpose of the foreign language instruction can justify the change of view, which leads us to look at the foreign language instruction at a deeper level where it can help human's own value and growth. If our classroom goes with that type of the language learning, a clue to healing against our intellectual/emotional trouble can be given. For its own sake, if texts consisting of literature, which is so-called classics whether old-time or contemporary, is applied relevantly to the present trend, foreign language instruction will be a precious experience making it possible to heal learners cross-linguistically.

BIODATA

Jong Woo Choi teaches English at Ewha Girls' High School. He is mainly interested in differentiated instruction.As a means of achieving the instruction, he has applied multimedia use. Faced with the emergence of the 4th Industrial Revolution, he has also looked for alternatives to foreign language classroom.

English Learning: the Need for a new Direction for the Future Generation

Yvette Denise Murdoch & Jiyoung Cho
(Hongik University & The Catholic University of Korea)

No matter how good a teacher believes their teaching is or how good it has been evaluated to be, instruction alone cannot lead to successful student learning. However, joint effort towards the class objective by the instructor and the students could ultimately lead to good learning. The education environment is vast, so this paper will look at English as its used in university, in particular the English as the Medium of Instruction environment, herein EMI. In particular, this paper will draw on my personal experience of working as an EMI instructor to suggest how to improve the individual communicative competency of students through a method that is flexible and integrates both Korean and international students. While I have used a similar methodology for other EMI courses such as media literacy in English, cross-cultural business, teaching listening and speaking to EFL students, English reading, only the EMI course, Exploration of Korean Culture, will be the focus of this paper. I hope the approach highlighted in the paper will resonate with other instructors across the Peninsula and result in positive change. Materials and instructional pedagogy are only effective if they are designed with the learner in mind. The approach presented here, if implemented fully, could reduce dependence on one-directional lecture learning, test-based learning, make the classroom more student-centred, promote student autonomy, increase active participation, ease cross-cultural understanding, broaden perspectives, and prepare students with skills needed outside the classroom.

BIODATA

Yvette Denise Murdoch teaches in the Department of English Education at Hongik University in Seoul, Korea. She has a profound professional and personal interest in contributing to the betterment of the EMI and English Education teaching-learning environments.
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Jiyoung Cho is an assistant professor at The Catholic University of Korea, Catholic College. She is currently managing and creating curriculums for and working as an instructor in the General English Program Coordinator for International Language Education Center.

Empowering World Englishes in English Language Teaching

Hyun-Ju Kim
(Dankook University)

The spread of English in this global world is simply not a big issue since more and more people in the world are using English or want to learn English as an international language for various purposes. This exploratory study will discover the extent to what college students' and teachers' perceptions of World Englishes (WEs) in language learning and testing. For many years, much literature in language testing has emphasized on validity issues and much research has been conducted concerning rater effect on test scores. However, the potential variables that might have affected rating behaviors such as attitudes toward WEs in language testing from actual language users have been little attention paid. In addition, learners of English who are being tested on their English do not have much power and often end up with following American English or British English and taking English tests in dissatisfaction. Many English learners argue that they need English for international communication and they often talk with non-native English speakers from China, Japan, India, etc. Therefore, we need to consider the attitudes toward WEs from English learners, teachers, and testers more academically and applicably in language assessment. In other words, we need to reconsider which standards English teachers and testers should follow when they teach and test English learners' proficiency. The present research will address two main questions: (1) Is there a significant difference in the attitudes toward WEs in language learning and teaching between English learners and teachers at college? (2) Is there a significant interaction between their English educational backgrounds and their attitudes toward WEs? The data for this study will be collected from the students in the department of English and the instructors in the program of general education at college who have taught the English language for more than two years in Korea. The results from this research will help inform L2 test developers and researchers about the extent to which the variables such as English language backgrounds and the perceptions of WEs affect the attitudes toward WEs in English testing. Based on the findings in this study, the implications related to English language assessment will also be discussed.

BIODATA

Hyun-Ju Kim is a professor of English at Dankook University in South Korea, where she teaches undergraduate and graduate courses in TESOL, language testing, and applied linguistics. She has recently accepted visiting scholarships in the US where she has worked on several research projects on SLA and Language Testing. She received her PhD in the program of Foreign Language and ESL Education at the University of Iowa. Her research interests are in World Englishes, L2 assessment, and the integration of World Englishes perspectives into the non-native speakers' English language proficiency tests.

Creativity in Practice: Principles and Insights for Teachers of Young EFL Learners

Roxy Lee & Stewart Gray

(Korea National Open University & Hankuk University of Foreign Studies)

How can English teachers incorporate creativity into their teaching practice? The purpose of this presentation is to offer an answer to this question. In the field of education at present, "creativity" is receiving a great deal of attention. Some commentators are describing creativity as one of the most important things teachers (including English teachers) should be encouraging students to develop. However, classroom teachers interested in bringing creativity into their practice face two considerable obstacles: (1) no universally accepted definition of creativity exists for English teachers to use, and (2) "creative" classroom activities may be seen to take time away from more fundamental language learning activities. This presentation concerns the efforts of two English teachers (the presenters) to overcome these obstacles and design creativity into their teaching. The basis of this presentation is a classroom research project involving student-created materials in an elementary-age, beginner-level EFL class. While working with a group of young Korean students, the two presenters created a literature-supported, practical definition of creativity, designed and implemented a series of EFL/creativity classes, and employed a number of assessment procedures to encourage students' concurrent English practice and creative expression. Attendees will come away with a workable definition of creativity for their own classrooms, as well as theoretical and practical insights that will allow them to design creative classes/activities/courses that will suit the particular aims of their own teaching context.

BIODATA

Roxy Lee is an elementary school English teacher and a Korea National Open University student. She has an MA TESOL from Dankook University. Her research interests include critical thinking, creativity, and extensive reading. She is a member of Korea TESOL's reflective practice and social justice groups. Contact: roxy369@naver.com

Stewart Gray is an English teacher at Hankuk University of Foreign Studies, a graduate of the Dankook University MA TESOL program, and is a Ph.D. student at the University of Leeds. His research interests include language and identity, reflective practice, critical thinking, and critical pedagogies. Contact: ec_391@hotmail.com

Creating a New Focus on Close Reading for Young Learners

Jared McKee
(Silla University)

What are the best approaches to teaching literacy to young learners? This past fall semester and winter camp at my alternative school in Paju, I focused with my students on close reading techniques that prepared students to read a variety of different texts and to do more in-depth study at the middle and upper elementary level. In this teaching presentation, I would like to explain how I created a literacy program for my alternative school with a focus on middle and upper elementary students. I will elaborate on the technique of close and analytic reading of a text in the classroom, how students grew in their understanding of reading, and how they developed their mindset to do self-study and extensive reading outside of school. Certain techniques were employed, including the bilingual method of memorizing key English words with their Korean equivalents. Students would also look for information within the text and answer comprehension questions. With regular assessment on comprehension, students were able to memorize stories and key sentences that would help their English fluency in speaking, as well. Students would do a further discussion with the teacher in class and speak in English. In addition to the academic techniques, I used a variety of interactive and kinesthetic activities to help students to engage with the texts they were reading. Summarizing was a part of their comprehension of a text. Likewise, re-reading a text was used in the class. As students became familiar with texts, they became more comfortable with doing close-reading as a habit. I deeply hope students will use these literacy skills for the rest of their lives.

BIODATA

Jared McKee is (going to be) an assistant professor of English at Silla University. He start(ed) his new position in March. Previously (currently), he was an English teacher at Wisdom Global School in Paju, where he taught literature and reading and writing skills to elementary and secondary students.

Academic Socialization of International Students in Korea: Cultural Identity, Teacher's Role and Group/pair Work

Nodira Ruzmetova & Jungyin Kim
(Chonbuk National University)

The purpose of this study is to investigate the factors which inform five international students' academic socialization in a Korean EFL classroom. These factors are ideologies that are culturally informed, teacher's role, and group/pair work among international students. This study shows that international students' cultural ideology and their personal beliefs can influence their academic socialization process in a foreign country. Moreover teacher's role specifically may inform their empathy towards students and teacher's own pedagogical practices. In this study, academic socialization process involves adaptation in a foreign classroom and group participation. Semi-structured and structured interviews, class observations and field notes are the main sources for data collection. Participants are exchange students from five different countries, Ukraine, Kazakstan, Phillipine, Vietnam and China. Each focal student has a unique impression of and experience in this program, and these are highlighted by the similarities and differences seen in ways they participate and make sense of the courses and negotiate and construct their cultural identities. The findings suggest further examining the institutional level issues of foreign students to meet their needs and expectations. In addition, the study suggests pedagogical implications for teachers who teach foreign students in Korea by focusing on group/pair work teaching methods and ways they inform students' developing identities and participation in the classroom.

BIODATA

Nodira Ruzmetova is currently a graduate student in the Department of English Education at Chonbuk National University. Jungyin Kim is an assistant professor in the Department of English Education at Chonbuk National University.

Jungyin Kim works at Chonbuk National University.

Ready, Action! Implementing Story Drama into EFL English Classroom

Ahra Cho
(International Graduate School of English)

Reading storybooks has proven to be one of the best ways to promote second language acquisition in young learners. Also, teaching English in a creative way can free students from the pressure and stress of test-focused language learning ubiquitous in the South Korean context. A combination of storybooks and drama techniques, Story drama, enables kids to see beyond the books by creating their own stories while role-playing and improvising the originals. Through Story drama, teachers and parents can take story reading to a new level by giving young learners chances to use their creative imagination which can accelerate the language learning process. This presentation looks at the impact of Story drama in young learners' English classrooms in South Korea. Attendees will be guided through the major issues and benefits that have arisen as a result of Story drama and introduced to the obstacles that English teachers have when teaching Story drama in EFL settings. Future directions will be displayed which aim to provide English teachers with practical ways that can adopt story drama methodology with English storybooks in their classrooms. This poster session will help to gain a deeper understanding of the Story drama teaching skills and its influences on English language education in South Korea, as well as an increased awareness of current trends of teaching English creatively using Story drama.

BIODATA

Ahra Cho is an instructor of English book storytelling and M.A. student in English Materials Development at the International Graduate School of English, Seoul, Korea. She holds degrees in English and Child Education. She has taught English through reading from very young learners to high school students. She also worked as an English storyteller for a long time. Her research interests in ELT include early literacy, teaching synthetic phonics, and story drama.

Day 3 (July 6) **Session 3: Assessment and Evaluation**

Room 302 – Session Chair: Young – A Lee (Cheongju National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Seo Young Yoon (Baekseok University) Discussant: KyuChul Shin (Far East University)	**A Comparative Study on the Vocabularies Seen in Engineering Papers Written by Professional Researchers and Graduate Students** Yuka Ishikawa (Nagoya Institute of Technology, Japan)
	When Less is More: Korean EFL High School Learners' Performance on the Fill-in-the-blank Questions in Korean CSAT Ji Eun Kim & Byungmin Lee (Seoul National University)
11:20-12:20 Moderator: ChungIl Yoon (Dongguk University) Discussant: Dong-Jin Shin (Jeonju University)	**Different Lengths of Pre-task Planning Time on Speaking Test Performance** Jinseon Koo & Sang-Keun Shin (Ewha Womans University)
	Developing the Assessment Standards of the High School Career Selective Subjects Eunjung Woo, Yonghyo Park, & Sung Hye Kim (Sangil Girls' High School & Korea Institute for Curriculum and Evaluation)
13:30-15:30 Moderator: Kang-Young Lee (Chungbuk National University) Discussant: Eun Young Shin (Sunchon National University)	**Using Virtual Reality for Listening Assessment: Effects on Test Performance and Test-takers' Perception of Test Usefulness** Areum Lee (Ewha Womans University)
	Washback Effects on the Change of English CSAT to the Criterion-referenced System Hyesang Park (Yangjae Highschool)
	Rater Effects on L2 Oral Assessment: Focusing on Accent Familiarity Mi Sun Park (Teachers College, Columbia University, USA)
	Assessing Lingua Franca Interactional Competence Hyeran Kim (Ewha Womans University)

A Comparative Study on the Vocabularies Seen in Engineering Papers Written by Professional Researchers and Graduate Students

Yuka Ishikawa
(Nagoya Institute of Technology, Japan)

Graduate students majoring in engineering are usually required to write Master's thesis with an English abstract. Various learning materials for academic writing are available now; however, few studies have been conducted to clarify the linguistic features of the abstract written by graduate students. We created tree corpora: a corpus of abstracts written by professional researchers, Japanese students, and Korean students in the engineering fields. Results of the study showed that students tend to use third-person pronoun and present tense be verb more frequently than researchers.

BIODATA

Yuka Ishikawa is Professor, Graduate School of Engineering, Nagoya Institute of Technology. She received her Master's Degree in Education from Kobe University and her Ph.D. in Language and Culture from Hiroshima Jogakuin University. Her research interests include language and gender, corpus linguistics, ESP, and language teaching.

When Less is More: Korean EFL High School Learners' Performance on the Fill-in-the-blank Questions in Korean CSAT

Ji Eun Kim & Byungmin Lee
(Seoul National University)

The fill-in-the-blank question has been recognized as one of the most significant question types in Korean CSAT in terms of difficulty and frequency. The previous studies on the fill-in-the-blank questions suggested that the learners would not read the given text from the beginning to the end. The validity of the question type can be questioned if test-takers do not complete the reading task in a reading comprehension test. However, no studies have yet investigated the actual effect of this strategic reading behavior. To investigate the learners' performance on the fill-in-the-blank question, 279 high school students with four English levels answered the eighteen fill-in-the-blank questions. The texts from original test items were modified into four versions of different text lengths. The multilevel logistic regression presented the opposite trends depending on the English levels; the lowest ability learners performed the worst on the longest text, on which the highest ability learners displayed the best performance. However, the performance of the highest ability group on the longest text was not significantly different from their performance on the second shortest text. The performances of the two mid-level groups were not significantly different irrespective of the text length. Thus, reading the full text didn't provide the additional benefit, while the second shortest text led to the highest performance for all learner groups. This study proposes that the validity of the fill-in-the-blank question is highly doubtful; this particular question has been proven likely to induce test takers to draw on test-taking strategies instead of reading ability.

BIODATA

Ji Eun Kim is currently an M.A. student at Seoul National University, majoring Foreign Language Education in English. She also has been working as an English teacher since 2011. During her career, she did many action research. Her research interest includes second language reading and second language reading assessment.

Byungmin Lee is a professor at the Department of English Language Education at Seoul National University. He is interested in foreign language learning and education, L2 literacy and reading comprehension, English curriculum, and bilingual policy.

Different Lengths of Pre-task Planning Time on Speaking Test Performance

Jinseon Koo & Sang-Keun Shin
(Ewha Womans University)

Speaking performance evaluations should primarily reflect test-takers' speaking abilities. If a test-takers' speaking performance fluctuates because of factors other than an examinee's own speaking abilities, the examination would not be truly valid. In order to enhance speaking tests' overall validity, it is important to acknowledge the potential impact of a number of variables which may sometimes be overlooked. The purpose of this study is to look primarily at the effects that different amounts of pre-task planning time have on speaking test performance. An integrated speaking test's structure is complex and requires immediate information processing by the test-taker. Because of this, integrated speaking tests are well suited for use in studying how test-takers' test performance fluctuates, or is influenced by, a variety of factors other than a students' speaking knowledge and skills. The factors that this study has looked at are as follows: the length of pre-task planning time, the rhetorical structure of the reading passage given, test wiseness, and prior topical knowledge. These are all significant factors that may affect performance. In this research study, Korean college students were invited to take integrated speaking tests in order to look at how their performance differed by the variables of rhetorical structure of reading passages and test wiseness, when test-takers were assigned differing amounts of planning time in integrated speaking tests.

BIODATA

Jinseon Koo is a doctoral student of Ewha Womans University. Her research interests include English speaking assessment.

Sang-Keun Shin is a professor of Applied Linguistics at Ewha Womans University in South Korea. He earned his MA in TESOL and Ph.D. in Applied Linguistics from UCLA. His main research interests are language assessment, multimedia-assisted language teaching, and second language teacher education. His work appeared in Language Testing, TESOL Quarterly, Foreign Language Annals, ELT Journal, Language Learning and Technology, and Learning and Individual Difference.

Developing the Assessment Standards of the High School Career Selective Subjects

Eunjung Woo, Yonghyo Park, & Sung Hye Kim
(Sangil Girls' High School & Korea Institute for Curriculum and Evaluation)

This study aims to develop assessment standards and tools for English Literature classes in high schools. As one of high school career-related electives, English Literature is a newly included subject in the 2015 National English Curriculum of Korea with the learning goal of enhancing students' English reading ability through works written by native English speaking authors. In order to reflect the aims of the subject in the National Curriculum, it is necessary to develop guidelines on how to evaluate students' achievement and understand the characteristics of each achievement level. The current study presents benchmark achievement levels for evaluation and their descriptions to help teachers understand how they should develop evaluation criteria for their classes. The evaluation standards are defined as expected levels that indicate what students know and what they can do in terms of 'high', 'intermediate,' and 'low'. As for achievement standards for the reading and writing domains of the subject, a three-level grading system of A/B/C is suggested, instead of the five-level grading system of A/B/C/D/E used for other high school subjects. This is to lessen the burden of evaluation and to have a class in which the main purpose of reading skill building is well reflected. As for assessments tools, multiple choice and short-answer type questions are avoided while examples of performance assessment for speaking and writing including descriptive writing, oral presentation and essay writing are suggested.

BIODATA

Eunjung Woo (M.A.) is an English teacher at Sangil Girl's High School. She has been involved in many projects related to curriculum development, classroom teaching, and language assessment. Her research interests include classroom-based action research, English for Specific Purposes, and classroom pedagogy.

Yonghyo Park (Ph.D.) is an Associate Research Fellow at Korea Institute for Curriculum and Evaluation (KICE). Currently he is working on the criterion-referenced English test for College Scholastic Ability Test (CSAT). His research interests include L2 reading strategies and meta-analysis.

Sunghye Kim (Ph.D.) has been a researcher at Korea Institute for Curriculum and Evaluation since 2007. She has conducted numerous projects related to curriculum development and language assessment in collaboration with Ministry of Education in Korea. She has been on the Board of Directors in Korea Association of Teaching. Her recent research interests focus on learning strategies, curriculum development, language testing, and language policy.

Using Virtual Reality for Listening Assessment: Effects on Test Performance and Test-takers' Perception of Test Usefulness

Areum Lee
(Ewha Womans University)

This study will examine whether virtual reality can be a valid listening test platform and whether VR can increase the authenticity and validity of listening tests in an EFL context. To investigate the effects of VR, a VR listening test will be developed and conducted for Korean EFL test takers; whether VR is a valid testing mode will be explored by comparing it with other listening test modes: audio and video format tests. Although there have been many attempts to make valid listening tests which have provided test takers with visual input, (Baltova, 1994; Ockey, 2007; Rost, 2011; Wagner, 2008; 2010b, Weir, 2005), the effects of using a virtual reality platform are much less clear when assessing L2 test takers' listening comprehension. Furthermore, research on VR itself has lagged behind that of language learning or testing, and many areas remain unexplored. VR technology is still reported to be one of the least published research topics in the technology-based learning and assessment field (Hsu et al., 2012; Lin & Lan, 2015; Wang & Vásquez; 2012). VR technology can be a great tool for providing learners with an authentic and immersive setting. By constructing a valid VR listening test, this study can contribute to our better understanding of the effects of virtual reality on Korean EFL test-takers' listening test performance and the perceptions they have on virtual reality listening tests.

BIODATA

Areum Lee is a graduate student from Ewha Womans University majoring in English education. She has completed a masters degree in TESOL at Monash university. Her research interest is language assessment and multimedia language education.

Washback Effects on the Change of English CSAT to the Criterion-referenced System

Hyesang Park
(Yangjae Highschool)

"Backwash" or "washback" is the prominent concept in the field of language testing and teaching. The results of the examinations play a significant role in setting educational standards of an institution. The washback influences not only the syllabus or the curriculum but also how to teach. College Scholastic Ability Test(CSAT, hereafter) is a high-stakes exam which carries powerful consequences in Korea. Since 2017, the ministry of education has adopted an absolute grading system grading in the CSAT English section. The purpose of this study was to explore the extent to which washback effects was induced by the change of English CSAT to the criterion-referenced system. This paper presented teachers' perspectives in relation to their teaching practices and areas which the new CSAT has impacted on the teaching context. Questionnaires, classroom observations, exam question item analysis, and interview method were employed to investigate the relationship between testing and teaching. A qualitative approach was adopted to conduct this study and the collected data were analyzed using descriptive statistics. Findings did not demonstrate any significant difference in terms of the change in the curriculum nor teaching contexts. However, this research provides new insights into possible changes in the school curriculum, strengthening students' production skills. By implementing more speaking and writing oriented lesson, learners' communicative needs will be more easily fulfilled and their communicative competence will be significantly enhanced.

BIODATA

Hyesang Park is a Yangjae Highschool English Instructor and a Ewha Womans University PhD student.

Rater Effects on L2 Oral Assessment: Focusing on Accent Familiarity

Mi Sun Park
(Teachers College, Columbia University, USA)

The present study examined the effects of rater characteristics, in particular, raters' familiarity with a foreign accent, on the assessment of second language (L2) pronunciation. Forty-three teachers speaking English as their native language were divided into three groups according to their self-reported degrees of familiarity with Korean: Heritage, Familiar, and Unfamiliar. The raters assessed the perceived degrees of foreign accents and global proficiency of speech samples produced by 40 Koreans speaking English as their L2. The ratings made on nine-point numerical scales were analyzed in terms of inter-rater reliability and rater severity. While the three rater groups overall showed high inter-rater reliability, the findings suggested that prior exposure to foreign-accented speech may prevent raters from assigning ratings consistently. Comparison of the rater severity measures of the three groups revealed that the Heritage raters were more lenient than the non-heritage (i.e., Familiar and Unfamiliar) raters in evaluating the degrees of foreign accents and global proficiency. The Familiar and Unfamiliar raters were more severe, but the differences between the groups were not significant. Implications for the assessment of L2 speech are discussed.

BIODATA

Mi Sun Park is an Ed.D. candidate in Applied Linguistics and TESOL and adjunct instructor of academic speaking at Teachers College, Columbia University. Her research interests include development of second language pronunciation and its relationship with phonological awareness and memory.

Day 3 (July 6) Session 4: Second Language Acquisition / Language Pedagogy

Small Auditorium – Session Chair: Jaehak Chang (Kangwon National University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Nari Lee (Ajou University) Discussant: Eunhye Song (Soongsil University)	**The Effect of Teachers' Use of Motivational Strategy on Students' Motivational Level** Seri Son & Seongwon Lee (Jinju Girls' High School & Gyeongsang National University)
	A Comparative Analysis of Teaching and Non-teaching Track EFL Teachers' Motivation for English Learning Young Gyo Cho (Kyungnam University)
11:20-12:20 Moderator: Sunjung Lee (University of Seoul) Discussant: Changwon Shin (Jeju National University)	**A Sense of Competition is Facilitating or Debilitating?: The Role of Competitive Motivation on Korean High School Students' English Learning** Yoon-Kyoung Kim (Chung-Ang University)
	Perception of Lexical Stress and Sentence Focus by Korean-speaking and Spanish-speaking L2 Learners of English Dong-Jin Shin (Jeonju University)
13:30-15:30 Moderator: Sung-Min Lee (Korea National University of Education) Discussant: Kyunam Shim (Cheongju National University of Education)	**Mobile-supported English Coaching for Korean University Students** Young Woo Cho (Pai Chai University)
	Narrative Study of a High School English Teacher's Experience of Teaching "Araby"to ESL/EFL learners: Reflections and Implications Youngjoo Seo & Changhyun Kim (Indiana University, USA & Gwacheon Foreign Language High School)
	The Survey of Learner Perceptions of L2 Language Learning Held by Chinese College Students Yin Yu (Chonbuk National University)
	The Impact of Visual Cues on Test-takers' Cognitive Processes in L2 Listening Test: An Eye-tracking Study Suh Keong Kwon (Korea Institute for Curriculum and Evaluation)

The Effect of Teachers' Use of Motivational Strategy on Students' Motivational Level

Seri Son & Seongwon Lee
(Jinju Girls' High School & Gyeongsang National University)

The main purpose of the present study is to examine whether teachers' use of motivational strategies bring positive effects on the enhancement of learners' motivation. This study also tried to find out whether learners' English competence and their early motivational levels affect the results. In addition, the study explored if the strategies used either frequently or infrequently in the field show different results in students' motivational level when applied equally in the lesson.

 In the beginning stage of the study, a pilot test was conducted with students who were not the participants of the main study to see if the students can answer the questionnaire properly and also to see if there are items that need to be modified. After feasibility was verified through the pilot test, motivational strategies were selected according to their frequency of use by surveying English teachers at school. In this way, eight strategies, four of which are reported to be used most frequently and the other four are reported to be used least frequently, were finally chosen to be used in the experiment. As the semester began, participants' early motivational levels were measured and their English test scores were collected. Then four experimental lessons were given to students in five classes during normally scheduled class time which was fifty minutes in length. In each of the four lessons, eight motivational strategies were intentionally used while teaching. At the end of each lesson, students were asked to answer a questionnaire asking about the effects of each of the eight motivational strategies. After all experimental lessons finished, students' motivational levels were measured again using the same questionnaire that was administered before the experimental lessons began to see if there was a change in their motivation level. In addition, the teacher observed one specific student and recorded her verbal or non-verbal responses in journals while teaching. And finally, based on the data analysis, students in each class who showed the most and the least improvement of motivation were interviewed for a qualitative interpretation.

The results show that the teachers' use of motivational strategies led to the enhancement of students' learning motivation in general. However, students' English competence did not bring a statistically meaningful difference in the effects of motivational strategies. In other words, students with higher English competence did not show any better improvement in their motivational level and vice versa. Meanwhile, in terms of students' early motivational levels, students with lower motivational level showed more improvement. In addition, all eight motivational strategies proved to be effective in enhancing students' motivation, regardless of the actual frequency of use in the field. This may mean that teachers should try to employ low-frequency motivational strategies more often.

In conclusion, using motivational strategies by a teacher had positive effects on the enhancement of learners' motivation and helped them change their attitude toward learning English.

BIODATA
Seri Son is a graduate student who has been teaching English for 10 years. She is working at a high school and interested in 'Learner Motivation'.
Seongwon Lee is Professor of Gyeongsang National University.

A Comparative Analysis of Teaching and Non-teaching Track EFL Teachers' Motivation for English Learning

Young Gyo Cho
(Kyungnam University)

This study compared teaching and non-teaching track pre-service EFL teachers' motivation and self-competency in learning a second and foreign language (L2) in a way to examine the effect of prospective status of teaching profession in mediating the differences between the groups in the criterion measures (motivation, self-competency and attained proficiency in L2). A total of 57 (28 teaching and 29 non-teaching) students enrolled in a pre-service teacher education program were measured on their L2 learning motivation (based on Dornyei, 2005), self-competency and L2 proficiency. These data were entered into correlation analyses and two-way ANOVA models to see the influence of the categorical variables (gender and profession) on the criterion measures. The study shows that the non-teaching group was noticeably stronger than the other group in preventive side of instrumentality and ought-to L2 self. Attained proficiency revealed significant correlations with both aspects of instrumentality in the non-teaching group, but not in teaching track students. The strength of instrumentality in non-teaching students was also verified in regression analyses where instrumentality in either form served as the best predictor of attained proficiency in this group. Further, the analyses of variance indicated significant main effects for profession status on both motivational intention and the attained proficiency, but not on L2 self-competency. Neither significant main effect for gender nor significant interaction effect between gender and profession on the dependent variables was obtained.

BIODATA

Cho Young Gyo is an assistant professor at English education department, Kyungnam University. Her research interests include language learning motivation, L2 writing and World Englishes.

A Sense of Competition is Facilitating or Debilitating?: The Role of Competitive Motivation on Korean High School Students' English Learning

Yoon-Kyoung Kim
(Chung-Ang University)

Competitive motivation has been reported to function among Korean high school students as a desire to prevail over, or not to fall behind, others in and by learning English. This study focuses on high school EFL learners' profiles regarding their levels of competitive motivation and the ideal L2 self, in order to look into the optimal levels of competitive motivation to play a facilitating role in their English learning. A total of 753 high school students were asked to complete a questionnaire survey focusing on competitive motivation, the ideal L2 self, motivated L2 learning behavior, and perceived English achievement levels, on the basis of 100. By using cluster analyses and one-way ANOVAs, it was revealed that the learners with higher levels of competitive motivation and the ideal L2 self showed the greatest levels of motivated behavior and English achievement. The lowest levels of criterion measures were found among the students with lower levels of competitive motivation and the ideal L2 self. More importantly, students with stronger ideal L2 self and lower competitive motivation exhibited higher levels of motivated behavior and English achievement than those with stronger competitive motivation and lower ideal L2 self. Furthermore, no significant differences were found in motivated behavior and English achievement between those with moderate levels of the ideal L2 self and higher competitive motivation, and those with moderate levels of the ideal L2 self and lower competitive motivation. Based on the results, the appropriated level of competitive motivation as a supporting role is discussed.

BIODATA

Yoon-Kyoung Kim currently teaches in the Department of English Education at Chung-Ang University. Her research interest is focused on individual differences, especially changes in L2 learning motivation and demotivation through motivational interventions. Her recent studies have been published in System, the Asia-Pacific Education Researcher (TAPER), and Asia TEFL.

Perception of Lexical Stress and Sentence Focus by Korean-speaking and Spanish-speaking L2 Learners of English

Dong-Jin Shin
(Jeonju University)

The current study investigates the extent to which the phonological features of a first language (L1) influence the perception of prominence among students of a second language (L2). Considering that Spanish has word-level stress and phrase-level prominence while Korean has only phrase-level accent, we examined how these cross-linguistic differences in the native language influence the processing of an L2 (here, English) lexical stress and sentence focus. In this study, 32 Spanish learners of English and 38 Korean learners of English completed a lexical stress and a sentence focus oddity test. The results revealed that having lexical stress and phrasal accent in the L1 facilitates the acquisition of L2 prominence, but that differences in how this information is instantiated in the L1 may have a negative effect in its acquisition.

BIODATA

Dong-Jin Shin currently teaches at Jeonju University.

Mobile-supported English Coaching for Korean University Students

Young Woo Cho
(Pai Chai University)

This presentation reports on a project where 17 Korean university TESOL majors participated in a course on second language acquisition. The purpose of this project was to explore learners' perceptions of the effects of coaching integrated into a conventional teaching-training instructional sequence. In this course, the learners participated in two regular lecture sessions for 13 weeks (the teaching module). After each lecture module, they participated in group discussions, and wrote reflective journals (the training module). Then, they joined two one-on-one coaching sessions (one face-to-face and one mobile-based) and one group coaching session. KakaoTalk was used as the means for mobile coaching for its accessibility and convenience. The coaching process consisted of five major steps: icebreaking, goal setting, reality check, option search, and action planning for English learning. The data consisted of the audiorecordings and chatscripts from the coaching dialogues, reflective journals, two written reports, and a final questionnaire. The results overall indicated positive effects of the teaching-training-coaching approach for reconstructing their knowledge about English learning. A majority of the learners reported that coaching was helpful for stimulating their introspective process and also for boosting their motivation for executing their action plans for English learning. Face-to-face coaching was found to be advantageous for timely session progress whereas mobile-based coaching was effective for giving learners enough time for producing responses. These findings suggest that the effectiveness of face-to-face coaching for English learning can be reinforced though the supportive roles of mobile-based coaching. Implications are discussed for developing effective methodology for English coaching.

BIODATA

Young Woo Cho is an associate professor in the Department of TESOL·Business English at Pai Chai University in South Korea. Professor Cho specializes in instructed SLA, English coaching, and multimedia-assisted language learning. His current research revolves around coaching methodology for English learning in a technology-supported environment.

Narrative Study of a High School English Teacher's Experience of Teaching "Araby"to ESL/EFL learners: Reflections and Implications

Youngjoo Seo & Changhyun Kim
(Indiana University, USA & Gwacheon Foreign Language High School)

Literature serves as a powerful teaching tool for language learners in the EFL setting (McKay, 1982; Stern, 1991; Lazar, 1993). However, English teachers face several challenges when introducing English fiction into an ESL/EFL English class with the lack of the appropriate teaching resources. Therefore, this study is an exploration of the teaching experiences and reflections of one EFL teacher who taught an James Joyce's short story "Araby," chosen for its main themes depicting an adolescent boy's love and disillusionment, throughout the 2018 academic year in a Korean high school located in Gyeonggi Province. Data included a semi-structured interview eliciting the teacher's reflections and the written works produced by students. Findings derived from thematic analysis of the interview transcript demonstrate the importance of the teacher's active involvement throughout the whole teaching process, including selection of the teaching materials, preparation of the syllabus based on the national and school curriculum requirements, devising strategies to promote learners' understanding, and creating rubrics for formative assessment. Despite some challenges in terms of assessment and finding effective ways of using literary texts to improve English writing skills, learning English with English literature can capture students' attention, provide authentic language input in a natural way, and integrate the four language skills in the English classroom. The study suggests that appropriate teacher training and teaching materials to achieve desirable learning outcomes from teaching English literature to EFL students.

BIODATA

Youngjoo Seo is a PhD candidate in the department of Literacy, Culture, and Language Education at Indiana University, U.S.A. She worked as a college English teacher in South Korea. Her research interests include language ideology, language policy, and professional development of language teachers in ESL/EFL contexts.

Changhyun, Kim is an English teacher at Gwacheon Foreign Language High School, South Korea. He earned a master's degree in TESOL at Hankuk University of Foreign Studies, Korea. His research focuses on material development and syllabus design in language teaching.

The Survey of Learner Perceptions of L2 Language Learning Held by Chinese College Students

Yin Yu
(Chonbuk National University)

Language learning beliefs, as part of individual differences in second language acquisition, have drawn much attention of English language researchers and teachers. Elaine Horwitz firstly used the term "beliefs" to refer to the language learners' preconceived notions about language learning in 1987, and she made a questionnaire of "Beliefs about Language Learning Inventory" (BALLI). Wenden suggests that teachers should try to gain an understanding of their learners' beliefs about language learning. Ellis directly illustrates the interrelationship between beliefs, strategies and learning outcome. Therefore, investigating learner beliefs is significant for efficient instructions on language learning.

A total number of 399 freshmen who were non-English major learners of different colleges in Cangzhou Normal University participated in the study. They were asked to complete the questionnaire "BALLI" consisting of five parts: the beliefs about foreign language aptitude, difficulty of language learning, the nature of language learning, learning and communication strategies and learner motivation and expectations. Descriptive analysis on language learning belief would explain the students' attitudes to English learning from a general perspective.

The analysis of the quantitative data led to the following findings: First of all, it can be indicated that instrumental beliefs are held by most students. 62.4% of them study English for passing examinations while the participants who are interested in English accounts for 37.6%. Second, most students believed they were able to learn English well and motivated to improve their spoken-English. Furthermore, they thought the most important goal of English learning was for communication instead of mastering grammar rules.

BIODATA

Yin Yu is PhD student from Education College of Chonbuk National University, majored in English Education. Yin has got involved in a practical project "a study of college English teaching mode based on the concept of micro lesson", and has published several articles in Chinese famous journals.

The Impact of Visual Cues on Test-takers' Cognitive Processes in L2 Listening Test: An Eye-tracking Study

Suh Keong Kwon
(Korea Institute for Curriculum and Evaluation)

This study examines the extent to which inclusion of visual cues in a listening comprehension test has an impact on L2 learners' cognitive processes and test performance. Previous studies have explored the effect of visuals in a listening test, mainly by comparing test scores between audio and video-based tests. However, no studies have yet investigated the test takers' cognitive processes during the listening comprehension test, particularly in a video-mediated condition. This study employs an eye-tracking technology as a main data collection method, and investigates the viewing behaviours in processing both the video and the items in a computer based video-mediated listening comprehension test. In total 117 EFL learners in Korea participated in this study and their listening test scores and eye-movement data were analysed to examine the extent to which test-takers interact with the visual cues in a listening test, and how that has an effect on their listening test performance. Findings indicate that test takers in video condition spent more than half of the test time viewing the visual cues and outperformed the audio-only condition. The effect of video on test takers' cognitive processes and listening test performance did not vary by the type of item or language proficiency. Overall, this study has corroborated new empirical evidence to provide arguments about how providing visuals in L2 listening tests can be a construct-relevant decision, particularly in an EFL context.

BIODATA

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

Day 3 (July 6) Session 5: Language and Technology

Room 304 – Session Chair: YoonHee Choi (Chongshin University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Eunjoo Lee (Ewha Womans University) Discussant: Meejin An (Pai Chai University)	**Path Analysis of FL Learners' Attitudes to Language MOOCs** Xiaoteng Yin (Binzhou Medical University, China) **Augmented Reality-Mediated Second Language Vocabulary Instruction** Hyang Eun Ji & Hye Won Shin (Hankuk University of Foreign Studies & Impact Research Lab)
11:20-12:20 Moderator: JaeKeen Lee (Ansan University) Discussant: YoungJu Oh (Kunsan National University)	**The Possibility of Using AI in Language Teaching** Hiroyuki Obari (Aoyama Gakuin University, Japan) **The Effectiveness of Inquiry Language learning Using Tangible-type Contents** Kirang Ha (Cyber Hankuk University of Foreign Studies)
13:30-15:30 Moderator: Je-Young Lee (Jeonju University) Discussant: Myung Ock Won (Chinju National University of Education)	**The Strategy Use Instruction for Developing Learner Autonomy through Blended Learning in L2 Listening Class** Sunyoung Park & Chunghyun Lee (Hankuk University of Foreign Studies) **Investigating University Students' Autonomy for Improving Speaking Proficiency for in a Mobile-Assisted Blended Learning Environment** Jiun Baek (Joongbu University) **The Effects of Flipped Learning in a College ESP Class and Learners' Perceptions** Yuhwa Lee (Keimyung University) **What Effects the Smart Blended Learning Has on 4 English Skills and Self-efficacy of Elementary School Students** Donghyun Kim & Yunjoo Park (Korea National Open University Graduate School)

Path Analysis of FL Learners' Attitudes to Language MOOCs

Xiaoteng Yin
(Binzhou Medical University, China)

Language MOOCs are gaining popularity due to its large scale, free participation, distance learning and distributed courses. Despite these advantages, language MOOCs were still not readily accepted as a common learning resource by FL learners. As such, the purpose of this study was to explore the factors affecting FL learners' attitudes to using language MOOCs. 356 Chinese university FL learners were recruited to enroll in one or two English MOOCs offered by three Chinese MOOCs providers. In the present study, Technology Acceptance Model (TAM) was utilized and extended to hypothesize seven factors to explain FL learners' attitudes--perceived usefulness (PU), perceived ease of use (PEU), subjective norms (SNs), motivation (MO), interaction among peers (IPs), course design (CD) and previous online learning experiences (POLE). The results of this path analysis showed that 73.9% of variance of FL learners' attitudes could be explained by this research model and FL learners' PU, PEU, SNs, MO, PLOE had a statistically significant effect on their attitudes to MOOCs adoption. The findings in this study not only made contributions to TAM by adding five new exogenous variables to this model, but also filled the gaps in the literature by exploring factors affecting FL learners' attitudes to language MOOCs adoption.

BIODATA

Xiaoteng Yin, Ph.D, graduated from Education College of Chonbuk National University, majored in English Education. Yin has chaired one provincial researching project--- A Path Analysis of Chinese students' Attitudes to Language MOOCs, and published several articles in Chinese famous journals.

Augmented Reality-Mediated Second Language Vocabulary Instruction

Hyang Eun Ji & Hye Won Shin
(Hankuk University of Foreign Studies & Impact Research Lab)

In recent years, augmented reality (AR) has opened new opportunities with great potential to promote constructive learning in second language (L2) classrooms. AR affords the ability to overlay real-world content with computer-generated perceptual information, enhancing learners' visual perception of the environment and promoting a more tangible approach to learning that is increasingly recognized by educational researchers (Gandolfi, Ferdig, & Immel, 2018). But whether this instructional technology impacts learning in classroom contexts, particularly with regard to L2 vocabulary learning, is not well known. In the current study, we aimed to explore the effectiveness of two instructional interventions, picture-based instruction (PI) and augmented reality-based instruction (ARI), which were designed to help young L2 learners acquire receptive vocabulary skills. A randomized controlled study design with Korean speaking children (N = 64, mean age = 10.3) was used to examine the treatment effects of these two interventions. Participants in the PI group were taught vocabulary words explicitly using picture activities, while participants in the ARI group used a tablet PC application to interact with virtual content in which target vocabulary words were embedded. The control group received business-as-usual classroom instruction. Using a hierarchical linear modeling analysis, we found that the PI and ARI groups performed better than the control group on an immediate vocabulary posttest. The PI and ARI groups' pretest-to-delayed vocabulary posttest gains were moderate to high and main effects were significantly better than the control group. There were no differences, however, between the performances of the ARI and PI groups.

BIODATA

Hyang Eun Ji is a graduate student at Hankuk University of Foreign Studies. She received her B.S. degree in computer science engineering from Ewha Womans University. Her research interests include CALL (Computer Assisted Language Learning) and educational technology. She now teaches high school students at a private institute in Korea.

Hye Won Shin is a research scientist at Impact Research Lab. Her research interests include L2 vocabulary learning, corrective feedback in writing, and instructed SLA.

The Possibility of Using AI in Language Teaching

Hiroyuki Obari
(Aoyama Gakuin University, Japan)

The focus of this study is on assessing the use of the AI speakers Google Home Mini and Amazon Echo Dot as part of a training program with flipped learning, to help ascertain their effectiveness in improving the English language skills. The participants of the study were twenty-four native speakers of Japanese, all third-year students studying at a private university in Tokyo. Carried out over four months from September 2018 to January 2019, the technologies utilized in the study included Google Home mini, ATR CALL Brix, Facebook, Line, and other online materials. The students were divided into eight separate groups, with half of the groups using Google home mini and the half using Amazon echo dot. The students were required to study English for four months with the help of the AI speakers and to document their experiences in writing, at times recording their thoughts using a smartphone. At the end of the program, the students of all eight groups gave a presentation of their impressions of the flipped lesson training using the AI speakers, with the overall indicating the practice had a positive effect on their English language skills. The pre- and post-training TOEIC results also showed the flipped learning program had assisted the students in improving their English proficiency from the mean score of 433 (SD:101) CFER A2 level to 619 (SD:114) CEFR B1 level and acquiring the 21st-century skills through collaboration with AI, ICT, and mobile technologies during the 4-month period. Additionally, a post-course questionnaire revealed the students were much impressed by the use of AI speakers as a part of their daily routine to study English and that it significantly impacted their perspective on how to study English.

BIODATA

Hiroyuki Obari is Professor and a director of Foreign Language Centre at Aoyama Gakuin University. He obtained Ph.D. in Computer Science from the University of Tsukuba and M.A. in TESOL from Columbia University. He was a visting research fellow at University of Oxford (2017, 2018, 2019). He specializes in CALL, Educational Technology, and Worldview Study.

The Effectiveness of Inquiry Language learning Using Tangible-type Contents

Kirang Ha
(Cyber Hankuk University of Foreign Studies)

The purpose of this experimental study is to examine the effects of content-based English language learning using tangible-type contents such as Virtual Reality (VR) or Augmented Reality (AR). To achieve this objective, the content of English-science was modified and supplemented referring to the science textbook of the fifth grade students in Korea elementary school and an American textbook 'The plant'. The student participants were divided into the experimental group and the control group. The research participants were 42 from fifth and sixth graders, 21 students being in each group. The experimental group was taught by using tangible-type contents and the control group was taught by textbook based instruction for 4 weeks. The results of the study design were analyzed by t-test. The major findings of this study are as follows: First, there is no significant difference in acquisition of vocabulary between two groups. However, textbook based instruction group accomplished higher achievement than tangible-type contents based instruction group. Second, there are significant difference between two groups in interest of lesson and flow of learning. However, in the interest of lesson taken by participants themselves, tangible-type contents based instruction is more effective than textbook based instruction. In conclusion, the use of tangible-type contents to learn English-science can have positive effects on integrated curriculum.

BIODATA

Kirang Ha achieved M.A. degree in TESOL at Cyber Hankuk University of Foreign Sudies in 2018. Her research interests include multimedia-assisted content-based instruction, Content and language integrated learning (CLIL) and convergence education.

The Strategy Use Instruction for Developing Learner Autonomy through Blended Learning in L2 Listening Class

Sunyoung Park & Chunghyun Lee
(Hankuk University of Foreign Studies)

For successful autonomous learning, it is essential to provide learners with enough opportunities for initiating and taking responsibility for their learning. In terms of the cooperation between a teacher and learners, autonomous learning is different from self-study or independent learning. Thus, the teacher needs to help the learners develop strategies for autonomous learning to achieve their goals efficiently. The strategy use instruction in L2 listening through blended learning can offer many training opportunities in strategy use and promote autonomous listening. The present study aims at investigating the effects of strategy use instruction on developing learner autonomy in L2 listening skills through blended learning. By examining levels of learner autonomy, second, the most useful strategies that contribute to successful autonomous listening are found in the study. The participants were 60 secondary school students in Korea. They were divided into two groups-the experimental and control groups, and two different instructions were used for teaching each group. For the experimental group, the teacher trained the learners to use the strategies for learner autonomy to improve listening skills in a blended learning environment. Class observations, the learner autonomy questionnaires, and reflective journals were used and analyzed. The results showed that the experimental group was found to be effective in the development of learner autonomy and L2 listening skills. The most useful strategies were awareness, planning-evaluation, learner knowledge, etc. A larger sample size of students and the application of a proper model for autonomous listening are recommended for further research.

BIODATA

Sun-young Park is a Ph.D. student in the department of TESOL at Hankuk University of Foreign Studies (rjfla@daum.net). She is interested in L2 listening, blended learning, and learner autonomy.

Chung Hyun Lee (corresponding author) is a professor in the department of English Education at Hankuk University of Foreign Studies (chlee04@hufs.ac.kr). He is a former president of the Korea Association of Multimedia-Assisted Language Learning (KAMALL).

Investigating University Students' Autonomy for Improving Speaking Proficiency for in a Mobile-Assisted Blended Learning Environment

Jiun Baek
(Joongbu University)

Students in Asian EFL contexts often find spoken English difficult due to not having enough exposure and opportunities for practice. Multiple methods and tools were employed by many researchers to improve this. One of the more popular ways in this past decade that has been increasingly investigated is the incorporation of mobile devices. Common problems of these past implementations were related to the fact that despite the potential the mobile tools offered, it was seldom realized in real classes. Blended learning, which attempts to maximize practice and promote autonomous learning seems to be a popular way in attempting to realize that potential. This study employed a blended learning environment using mobile devices and a social networking app to investigate students' performances and autonomy in English speaking classes. Participants in this study were comprised of 120 intermediate English students at a university in Korea, using Kakaotalk to discuss and summarize lesson contents and to serve as a medium for peer and teacher feedback. Classroom observations, reflective journals and interviews were used to evaluate students' autonomy, and an experiment using a pre-test and a post-test was used to assess the Mobile-Assisted Blended Learning's (MABL) effectiveness. The findings of this study showed mixed results for student autonomy, since although some students indicated positive changes in their self-regulation, others did not. The results of the experiment showed significant improvements to their speaking performance. Larger sample size of the students and incorporation of a framework to measure learner autonomy are recommended for further research.

BIODATA

Jiun Baek is an assistant professor teaching English in Joongbu University.

The Effects of Flipped Learning in a College ESP Class and Learners' Perceptions

Yuhwa Lee
(Keimyung University)

The purpose of this study is to identify the effectiveness of students' English vocabulary acquisition by using flipped learning in ESP (English for Special Purpose) classes at a college. In addition, the study attempted to examine the learners' perceptions and their class satisfaction with the flipped learning-based lessons. For this research, 90 participants majoring in Police Administration at a junior college took four tests on their English vocabulary proficiency during one semester. They also took pre- and post-surveys on how they felt about the flipped learning classes and how satisfied they were with them. The findings of the data analysis indicated that there was statistically significant difference in the mean scores on vocabulary tests, showing the improvement of vocabulary proficiency related to their major. In addition, flipped learning class has a definitely positive influence on students' learning participation and course satisfaction, helping to lead to students to self-directed learning for ESP class. Based on these results, this study highlights the importance of the new teaching method flipped learning for ESP college classes.

BIODATA

Yuhwa Lee has received ph.d at Keimyung University and has been working as an instructor. She has interests in teaching methods and teacher identity.

What Effects the Smart Blended Learning Has on 4 English Skills and Self-efficacy of Elementary School Students

Donghyun Kim & Yunjoo Park
(Korea National Open University Graduate School)

The purpose of this study is to examine the effects of the smart blended learning on elementary students' 4 English skills and their self-efficacy in Bucheon, a typical small and medium-sized city in Gyeonggi Province. For this purpose, five 5th graders were chosen in a private institute, and they took English classes using smart devices and textbooks. The students were asked to learn and memorize new vocabularies using an application named 'CLASS CARD.' Before reading, they were told to search and upload some information and background knowledge related to the articles to the mission board in an application named 'Class123,' and after reading, they were asked to write some English sentences on the board and got online feedbacks from the teacher. Students were encouraged to write comments and click 'likes' on other students' posts. The expecting results were summarized in three points. First, students could study English whenever and wherever they had time. This convenience would encourage students to study more proactively and efficiently. Second, students would build extensive background knowledge so that they could read their textbooks more easily and interestingly. Finally, students' self-efficacy would be improved by receiving 'likes' and comments from others. If blended learning which uses this strategy and similar applications is diffused and adopted by more teachers in small and medium-sized cities in Korea, it can make lots of lower class students learn English more efficiently and have an improved sense of self-efficacy.

BIODATA

Donghyun Kim worked on a master's degree in the Department of Practical English at Korea National Open University. He has taught English in private institutes since 2007.

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

Day 3 (July 6) Session 6: ELT Curriculum and Material Design

Room 305 – Session Chair: JongBum Ha (Kumoh National Institute of Technology)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Jin Young Lee (Seoul National University of Science and Technology) Discussant: KyungOk Yeon (Korea Air Force Academy)	**An Analysis of Language-Skill-Integrated Activities in Fourth Grade Elementary English Textbooks** Hyo Jun Jung (Korea National University of Education)
	Teaching EFL Speaking in the Flipped Classroom Sujin Kim (Chonnam National University)
11:20-12:20 Moderator: Hye Won Lee (Korea Institute for Curriculum and Evaluation) Discussant: KyeBoon Lee (Pai Chai University)	**Investigation of AI Chabots in Language Learning Education** Daniel Bailey (Konkuk University)
	Scientific Writing for Graduate Students in Mathematics Seonmin Park (KAIST)
13:30-15:00 Moderator: Jayeon Lim (University of Seoul) Discussant: MiSun Lee (Hanyang University)	**Willpower and Practice: Two Important Factors in Learning English** Jakir Hossain (InterContinental Dhaka, Bangladeshi)
	Reconstruction of the National Curriculum of English to Improve Students' Competencies in Preparation for the Reunification Bo-Kyoung Cho & Young-Joo Jeon (Korea Institute for Curriculum and Evaluation & Mokwon University)
	Implementing Big Ideas of the 2015 Curriculum of English through PCK Young-Joo Jeon & Bo-Kyoung Cho (Mokwon University & Korea Institute for Curriculum and Evaluation)

An Analysis of Language-Skill-Integrated Activities in Fourth Grade Elementary English Textbooks

Hyo Jun Jung
(Korea National University of Education)

The purpose of this study was to analyse language-skill-integrated activities in fourth grade elementary school English textbooks. In order to achieve the purpose of this study, English textbook activities from four different publishers were analysed. Each textbook has 12~14 chapters and each chapter consists of four lessons. Activities which integrated two or more language-skills were further analysed in two categories. The first is activity sharing such as individual, pair, group, and whole class activities. The second is activity type such as game, song, role-play, task, practice, and comprehension work. The findings are as follows. First, the first and second lessons consisted of listening or listening plus speaking with more diverse integration of skills in the third lesson. Second, in terms of activity sharing analysis, individual work made up the highest proportion (50.4%), followed by pair work (29.5%). Finally, in terms of activity type analysis, practice activities were given 274 times, which was the highest proportion, followed by tasks which were given 113 times. Authors of English textbooks in the future should consider including activities which integrate two or more language-skills, as well as pair or group activities for interaction, and diverse activities like games, songs, and role-play.

BIODATA

I have been teaching elementary school students for 11 years. I received my master 's degree in elementary English education at Korea National University of Education. I am interested in the field of English textbook analysis and I wrote several 3rd-6th grade elementary English textbooks.

Teaching EFL Speaking in the Flipped Classroom

Sujin Kim
(Chonnam National University)

Although it is one of the most popular pedagogies in the field of education, most research on flipped learning only focus on the ways to flip the classroom, its effect on written performance of the learners, such as writing, grammar, and reading comprehension, and the general perception of this approach. There is little empirical research on the relationship between the flipped learning and individual differences of the adult EFL learners in relation to their speaking competence. In order to add to the lack of data in this aspect, an experiment was conducted with a total of twelve native Korean speakers for three months. Of the participants, six were assigned to the control group with a traditional face-to-face lecture, whereas the other six were in the experimental group where they participated in the flipped class. The pre-, immediate post- and delayed post- test scores of learners with similar learner variables in each group were compared, and the teacher's journals of each class were analyzed to find out what caused the difference in their test scores. To examine the relationship between the learner differences and the flipped learning, the learner variables, the test scores, the surveys answers, as well as the follow-up interview of each participant in the experimental group were also analyzed. The findings demonstrate that participants with higher motivation, metacognition, and social strategy not only reported more improvements in their speaking test scores but also perceived the flipped learning approach more positively than those with lower scores in these criteria.

BIODATA

My name is **Sujin Kim**. I currently graduated from Chonnam National University majoring in English education. As my passion lies in this field, it would be an honor for me to have the chance to present my research in this conference.

Investigation of AI Chabots in Language Learning Education

Daniel Bailey
(Konkuk University)

The first goal of this workshop is to explore and instruct the use of Machine Messengers on writing performance. Machine-messengers act as virtual messaging programs that help second-language (L2) English students communicate in English and use writing strategies related to planning, monitoring, and evaluating. Artificial Intelligence (AI) programs supported with dialogue-trees (i.e., close-ended answer/response programs) are often used as a communication guide in role-play video games, AI-based marketing, and education apps (Rollings, & Ernest, 2006), but little is known about the effect of these AI messaging programs in the context of second language acquisition. The same techniques programmers use to allow AI programs to communicate with users will be applied to L2 writing instruction. When interacting with an AI program, the student is given options of what to say and makes subsequent choices until the lesson ends. In this workshop, the use of machine-messengers designed from the AI program ALICE (Artificial Linguistic Internet Computer Entity) will use a combination of pedagogically driven close-ended options and pre-programmed open-ended responses that will create a virtual learning experience. Machine-messenger dialogues will engage students within interactive stories, help students generate and organize ideas, and more. Similar machine messenger programs have been successful at helping language learners with vocabulary acquisition.

BIODATA

Daniel Bailey has been teaching English in South Korea for fourteen years. He currently works as an English professor at Konkuk University and recently received his Ph.D. in Education Technology from Korea University. His research interests currently revolve around online writing and technology-assisted language learning.

Scientific Writing for Graduate Students in Mathematics

Seonmin Park
(KAIST)

English has influenced all fields of society as the primary language of communication worldwide. Based on this phenomenon, researchers in mathematics are also asked to publish their papers in English in order to share their knowledge with other researchers from various language backgrounds. Therefore, a scientific writing course for graduate students majoring in mathematics has been developed in a university in South Korea. First of all, the needs analysis questionnaire was distributed to both master and doctoral students to investigate their interests in English scientific writing and challenges they face. In addition, math professors and a language professor analyzed and discussed the students' writing. The results showed that a separate scientific writing course should be designed for math graduate students because the structure of writing in mathematics differs from that of other scientific research papers. After the needs analysis, a scientific writing class was implemented for 16 weeks. The curriculum includes from general linguistic features of formal writing to how to operate Latex which is commonly used in math papers. The presentation will demonstrate the details of the curriculum and contents. Furthermore, students' achievement will be presented through writing samples. Finally, the presentation will examine the course evaluation indicating the students' positive perspective on the course and their suggestions.

BIODATA

Seonmin Park is a professor of humanities and social sciences (HSS) at Korea Advanced Institute of Science and Technology (KAIST). She received her Ph.D. in applied linguistics from Northern Arizona University. Her research interests are ESP, corpus linguistics, vocabulary, ESL/EFL curriculum development and teacher training.

Willpower and Practice: Two Important Factors in Learning English

Jakir Hossain
(InterContinental Dhaka, Bangladeshi)

English has become an essential medium of international communications in the present world. There are various types of obstacles to develop the field of English learning and teaching in the Asian countries like Bangladesh. This paper would reveal some of the prominent obstacles and some probable ways of solutions. Among the solutions 'willpower' and 'practice' are mostly emphasized in this paper. Without the willpower and enough practices, all the methodologies and efforts of learning English may go in vain. This paper is an attempt to enhance the willpower and practice regarding English Language learning as well as teaching. As "Where there is a will, there is a way", many methodologies may come for English Language learning, if will is there, i.e., if a strong willpower of learning is there. So this paper may be one of the important research pieces for the alleviation of English Language learning and teaching problems in the Asian contexts. As willpower and practice of the concerned learners and teachers are strongly suggested here, this paper may also help to implement new methods and curriculum for English language learning and this is how ELT in Asia can get a new dimension.

BIODATA

Jakir Hossain is an MA in Applied Linguistics & English Language Teaching (ELT)from the State University of Bangladesh, Dhaka, Bangladesh. He likes the language related studies and research works. His areas of interest are Learning and Teaching English in easy ways.

Reconstruction of the National Curriculum of English to Improve Students' Competencies in Preparation for the Reunification

Bo-Kyoung Cho & Young-Joo Jeon
(Korea Institute for Curriculum and Evaluation & Mokwon University)

The purpose of this research is to analyze how the current national curriculum of English can improve students' competencies for the upcoming reunification in Korea. Comparing to other subjects, English does not seem to consider this issue. With the analysis of English curriculum, this research can identify problems of curriculum and suggest reconstructions of it for the reunification. This research also provides possible ways of teaching and learning reunification in English classes. Finally, it suggests empirical and feasible educational policies for the educational department and educational policy makers.

BIODATA

Bokyung Cho works for Korea Institute for Curriculum and Evaluation. He has conducted several researches on national curriculum and educational policies as well as developed English test items for secondary English teacher selection examinations, public official selection examinations, etc. He has also taught students at undergraduate and graduate levels. The teaching areas have been English testing and assessment, statistics, curriculum developing, educational policies. He achieved his Ph.D. from Pennsylvania State University and worked for Center for Applied Linguistics.

Young-Joo Jeon has her Ph. D. in English education and has been a professor of English education department at Mokwon University. Shs had taught English in several middle and high schools for 15 years before. She has been involved in many different government projects in English education policy, teaching methodology and classroom observation. She has published books on classroom English and high-school English textbooks.

Implementing Big Ideas of the 2015 Curriculum of English through PCK

Young-Joo Jeon & Bo-Kyoung Cho
(Mokwon University & Korea Institute for Curriculum and Evaluation)

The core of the 2015 Curriculum of English is said to be based on competency and Big idea. The 2015 Curriculum of English, however, might not reflect the concept of Big idea. A Big Idea is a statement of an idea that is central of education, one that links numerous educational understandings into a coherent whole. In the 2015 Curriculum of English, Big Idea is expressed as 'core concept'. We suggest PCK(Pedagogical Content Knowledge) be used to adapt and realize Big Idea in the 2018 Curriculum of English in our presentation.

BIODATA

Young-Joo Jeon has her Ph. D. in English education and has been a professor of English education department at Mokwon University. Shs had taught English in several middle and high schools for 15 years before. She has been involved in many different government projects in English education policy, teaching methodology and classroom observation. She has published books on classroom English and high-school English textbooks.

Bokyung Cho works for Korea Institute for Curriculum and Evaluation. He has conducted several researches on national curriculum and educational policies as well as developed English test items for secondary English teacher selection examinations, public official selection examinations, etc. He has also taught students at undergraduate and graduate levels. The teaching areas have been English testing and assessment, statistics, curriculum developing, educational policies. He achieved his Ph.D. from Pennsylvania State University and worked for Center for Applied Linguistics.

Day 3 (July 6) Session 7: Classroom Observation / Teacher Education

Room 308 – Session Chair: MiSook Kim (KyungHee University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Jung Wan Lim (Daegu University) Discussant: Sun Lee (Gongju National University of Education)	**Anxiety and Motivation of English Conversation Students in the EFL Korean University Setting** Nahk-Bohk Kim & Brent Dirks (Korea Nazarene University & Myongji University)
	Assessing Native English-speaking Teachers' Understanding About Second Language Learning and Teaching Processes Jiyoon Lee, Hye Won Shin, James Brawn, & Juhyun Do (University of Maryland, USA, Impact Research Lab, Hankuk University of Foreign Studies, & Kyungpook National University)
11:20-12:20 Moderator: Young-Ah Gye (Chung-Ang University) Discussant: Seungmin Lee (Cheongju National University of Education)	**A Study of Developing an Observation Scheme for Student-centered English Language Teaching** Kyungsuk Chang, Byeong-Cheon Lee, & Eunyoung Lim (Korea Institute for Curriculum and Evaluation)
	21st Century Essential Skills for Teachers Wargajeshta Mudiyanselage Shamali Priyadarshani Jayaratne (Ministry of Education, Sri Lanka)
13:30-15:30 Moderator: Hee-Jeong Ihm (Seoul National University of Education) Discussant: YoungJu Lee (Hanbat National University)	**A Study of English Novice Teachers' Socialization** Kyung-Suk Chang (Korea Institute for Curriculum and Evaluation)
	Pre-Service Primary Teachers' Perceptions on Primary English Teaching Professionalism Maria Oh (Jeonju National University of Education)
	Developing Critical Thinking and Communication Skills in high School Literature Class Sukyung Seo (Sejong Global High School)
	Tracing Changes in English Teachers' Identity and Practice through Peer-coaching Seonyoung Park (Taebong Elementary School)

Anxiety and Motivation of English Conversation Students in the EFL Korean University Setting

Nahk-Bohk Kim & Brent Dirks
(Korea Nazarene University & Myongji University)

The purpose of this presentation is to comparatively analyze English Conversation anxiety on the one hand and motivation on the other as observed in eight English Conversation courses during the spring semester. A general anxiety survey would be conducted at the beginning, middle and end of the semester, targeting thirty students enrolled in various English Conversation 1 courses taught by the same instructor. For further follow-up, in-depth interviews would be conducted with eight students, one from each class, who exemplify high levels of anxiety and low levels of motivation throughout the semester. The results are as follows: First, according to the initial survey, participants feel less nervous and more excited about the possibility of improving their English Conversation skills through this class. Thus, their motivation would be quite high at the beginning. As time goes by, students would indicate greater anxiety and less motivation. Secondly, regardless of gender, students with more experience interacting with non-Koreans exhibited lower anxiety and higher motivation whereas their counterparts were more anxious and had less motivation. In an attempt to overcome anxiety, students were exposed to the ultimate in anxiety, teaching a five-minute mock Korean lesson in English in front of their peers. The results indicate that students felt the most anxious prior to their presentations but the most satisfied about their ability to communicate in English. These findings demonstrate an imperative need to develop applicable strategies for overcoming anxiety and increasing motivation in EFL contexts.

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, Studied at KongJu National University, University of Hawaii, Ruskin University in Cambridge, and ChungNam National University.

Brent E. Dirks, Assistant Professor, Bangmok College of General Studies, Myongji University Science Campus has presented several times on the subject of English Conversation classes ranging from Platonic philosophy and teaching English as a foreign language to free-talking and the challenges of getting students to communicate effectively, studied at Eastern Nazarene College, Northwest Nazarene University and Nazarene Theological Seminary.

Assessing Native English-speaking Teachers' Understanding About Second Language Learning and Teaching Processes

Jiyoon Lee, Hye Won Shin, James Brawn, & Juhyun Do
(University of Maryland, USA, Impact Research Lab, Hankuk University of Foreign Studies, & Kyungpook National University)

The present study explored the readiness of native English-speaking teachers (NESTs) who were recently recruited for the English Program in Korea (EPIK). The EPIK is a government-sponsored program that has, since 1995, recruited native-speaking English teachers. The program aims to support the development of English proficiency and cultural understanding of both Korean learners and teachers through co-teaching between NESTs and local Korean English teachers (EPIK, 2013). Reviewing recent research studies on English language education in South Korea, Moodie and Nam (2016) addressed concerns regarding the effectiveness of the program. Moodie and Nam reported NESTs' undefined roles in classroom, limited contribution in secondary school English education, and low cost-effectiveness of the program. While NESTs' roles and contribution to English education are questioned, we still have a limited understanding about their initial readiness. To respond to the dearth of information, we investigated 248 NESTs' educational credentials and initial readiness. As teacher-readiness can be defined in varied ways, we operationalize it as their understanding of second language learning and teaching processes. During their orientation and initial training session, we administered a survey of demographic information as well as 15 items that was composed of 8 items measuring NESTs' perceptions of second language learning processes, and 7 items measuring their beliefs about second language teaching processes. The preliminary findings revealed that their readiness was significantly related to their prior English language teaching experience. We also found that their language teaching experience greatly impacts their understanding of second language teaching, but not second language learning.

BIODATA

Jiyoon Lee works at University of Maryland in USA.

Hye Won Shin is a research scientist at Impact Research Lab. Her research interests include L2 vocabulary learning, corrective feedback in writing, and instructed SLA.

James Brawn is an assistant professor at Hankuk University of Foreign Studies. His research interests include language assessment, materials development, and teacher education.

Juhyun Do received her doctorate from the Ohio State University. She currently teaches at Kyungpook National University. Her research interests focus on language learning in EFL settings, NES/NNES teacher education and identity development, and academic writing

A Study of Developing an Observation Scheme for Student-centered English Language Teaching

Kyungsuk Chang, Byeong-Cheon Lee, & Eunyoung Lim
(Korea Institute for Curriculum and Evaluation)

The aim of this study is to develop an English teaching observation scheme to be used as a learning tool that helps teachers pursue their professional development. The literature on language teacher development and classroom observation was reviewed to draw theoretical premises underlying the observation scheme. A questionnaire survey was administered to gather information on the current situation of using English language classroom observation schemes, and to identify teachers' needs to support their use of observation schemes. The observation tool was developed in accordance with the demands identified from the analysis. The tool is composed of three main categories: lesson planning, learning and teaching, and assessment. The learning and teaching category are divided into learning objectives, interaction, classroom management, and use of English. Under each (sub)category are relevant criteria for teaching. The tool is characterized by its attention to students' engagement, contextualized learning, process-oriented assessment, cultivating students' and key competencies. Importantly the tool is designed to encourage teachers' self-reflection, leading to empowerment and professional development. Some suggestions are proposed for using the scheme as a learning tool for pre-/in-service teacher education and training.

BIODATA

Kyungsuk Chang has been a researcher at Korea Institute for curriculum and Evaluation since 2002. She had teaching experience at a school and universities, and teacher training experience at local offices of education. Her research interests are language policy, school-based teacher professional development, class observation, action research, and global educational cooperation.

Byeongcheon Lee has been a researcher at a researcher at Korea Institute for curriculum and Evaluation since 2006. He had teaching experience at schools and universiries, and teacher training experience at local offices of education. His research interests are curriculum, computer-assisted language learning, pedagogy, and language policy.

Eunyoung Lim has been a researcher at a researcher at Korea Institute for curriculum and Evaluation since 2011. She is specialized in psychometrics. She had teaching and research experience at different educational institutions. Her research interests are College Scholastic Ability Test, performance assessment, and aligning curriculum and assessment.

21st Century Essential Skills for Teachers

Wargajeshta Mudiyanselage Shamali Priyadarshani Jayaratne
(Ministry of Education, Sri Lanka)

This session introduces the 21st century essential skills such as critical thinking & problem solving, creativity & imaginations, Communication & collaboration, Digital Literacy & Leadership through interactive activities. The participants will be given opportunity to explore the importance of the essential skills as a 21st century teacher while engage in activities. The introduction of the above mentioned skills will be done through games, songs group activities by using active learning methods. The session also includes "Think , Pair , Share " technique to introduce critical thinking and problem solving , guessing game to introduce communication and Collaboration, engage in a quick demonstration of participants to introduce creativity and imagination, practical body movement to introduce leadership, and introduce digital literacy using the mobile phone of the participants with active participation .They are also given the first hand experience to cater to the different learner styles and promote learner Autonomy while engage in the activities. The session will be conducted using power point presentation and active teaching methods.an activity book " "21 Activities to develop 21st century essential skills in students' written by the presenter will also be introduced for the continuous professional development of teachers/ Lecturers.

BIODATA

I work as a lead trainer to the Ministry of Education and a UK validated trainer of the British Council Sri Lanka. I also work as a Global Master trainer of Aflatoun International of the Netherland. Have BA (English) PGDE, MA in English, Mphil and completed many training courses overseas and presented papers at numerous international conferences.

A Study of English Novice Teachers' Socialization

Kyung-Suk Chang
(Korea Institute for Curriculum and Evaluation)

There is a paucity of research on socialization of English novice teachers that has influence on their career. Six themes are identified as significant in novice teachers' socialization process: relationship with pupils, teaching, rapport with colleagues, support from headteachers and parents, and expectations from general public. 99 secondary Englisht novice teachers participated in the survey. The analysis of their responses to the questions under each category reveals contraints, challenges and pitfalls in becoming a secondary English teacher, which have been neglected but are gaining more attention from different stakholders. The study is concluded with some implications for novice teacher training and development policy and practice.

BIODATA

Kyungsuk Chang has been a researcher at Korea Institute for Curriculum and Evaluation since 2002. She had teaching experience at a secondary school and universities. Her research interests are curriculum, foreign language policy, teacher education and global educational development.

Pre-Service Primary Teachers' Perceptions on Primary English Teaching Professionalism

Maria Oh
(Jeonju National University of Education)

This is a study to present 74 pre-service primary school teachers' perceptions on good English teaching at primary school levels. Their written answers on two questions ('what is good English classes at primary school levels?', 'what are the teacher roles at good primary-school English classes?') were collected and analyzed to study their perceptions. The study participants are J teachers' college juniors. They took part in the study while taking a class "English Teaching Methods and Practice for Primary School Children" in the Spring 2019. They learned various teaching methods and presented micro-teaching individually to practice whatever they learned at the class. The study results will be presented at the conference.

BIODATA

Maria Oh has been teaching English and English Teaching Methodology to pre-service primary teachers over twenty years in South Korea. Her current research interests are learner/teacher autonomy and Youtube-Children's Story-based English learning/teaching.

Developing Critical Thinking and Communication Skills in high School Literature Class

Sukyung Seo
(Sejong Global High School)

In the course 'Reading British and American Literature' taught in the second semester of 2018 to the 1st grader of Sejong global high school, students learn how to read an English novel in a purposeful, critical, and meaningful way. They practice extensive reading with specific purposes: look for a main ideas using skimming strategy; look for specific information using scanning strategy; guess the meaning from the context; make discussion questions; make an inference; understand/imagine/predict about the character development and plot development; and connect the story with their real life or socio-cultural context.

After reading a literary text out of class, the students share their ideas, perspectives, and experiences in a reading circle, which will help them to make a critical approach to what they have read. They share their different ideas, feelings, and perspectives in Reading Circle as a role taker of Discussion Leader, Word Master, Literary Highlighter, Connector, or Character Illustrator. In the process of RC, they practice the following critical thinking skills: a) examining different perspectives based on individually different cultural contexts, b) thinking without biases or prejudices, c) distinguishing facts from opinions, d) imagining and exploring alternatives, and e) delivering a message with clarity, accuracy, and fairness.

When RC is finished, the students have a silent session reflecting upon their performance and contribution in class, which help them with meta-cognitive skills like setting a goal, planning, managing their learning process. Also, students write a reading partner journal in pairs as an out-of-class assignment, in which they check their understanding of the text and further share their ideas, feeling, and perspectives by summarizing and asking and answering comprehension check-up questions and thought-provoking questions.

The ultimate goal of this teaching and learning model in high school literature reading class is not only developing critical thinking but also gaining communication skills. Throughout the RC and reading journal, the students are expected to practice making clear and focused questions; getting their messages across; listening actively; asking for clarification; requesting more information; sharing points of view, knowledge, or experience; recognizing the emotional side; and offering alternatives/suggestions.

BIODATA

Sukyung Seo is English Teacher in Sejong Global High School and doctoral studentin Department of English Language Education in Korea National University of Education.

Tracing Changes in English Teachers' Identity and Practice through Peer-coaching

Seonyoung Park
(Taebong Elementary School)

This qualitative multiple case study observed the peer coaching process and tracked the changes in four elementary school English teachers as they participated in peer coaching. The purpose of this study is to investigate the patterns and processes involved in peer coaching interactions, as well as the changes in teachers' identities and pedagogical approaches.

Four participants were divided into teams of two teachers who participated in peer coaching for a period of eight months. The peer coaching took place in a five-stage cycle involving pre-instruction coaching, class observation, post-instruction coaching, planning of action, and action. Data were collected from multiple sources including interviews, lesson plans, classroom observations, peer coaching observations, teachers' self-reflective essays and field notes. Data were analyzed using constant comparative methods as well as narrative inquiry methods.

The key findings of the peer coaching were as follows: First, participants opened themselves up to vulnerability based on confidentiality and were aware of the disjuncture between their beliefs and their lessons, which led them to undergo self-transformation. Second, the construction of teachers' identities was affected by communication with peers and dependent upon the sociocultural context. Third, participants experienced gradual changes in their pedagogy throughout the process of peer coaching.

The findings of the study suggest peer coaching as a catalyst to empower teachers to reflect on their classroom practice. The findings also indicate that teacher identity and emotions need to be considered in teacher education. This study is expected to contribute to the field of L2 teacher education research and promote collaborative and collegial learning environments in school.

BIODATA

Teacher **Seonyoung Park**, works at Taebong elementary school in Gwangju. She received her Ph.D. in English education from Chonnam national university, South Korea. Her main professional interests are in teacher development and peer coaching.

Day 3 (July 6) Session 8: Language Pedagogy / Second Language Acquisition

Room 309 – Session Chair: SooOk Kwon (POSTECH)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: HyungJi Chang (Sun Moon University) Discussant: Jungyin Kim (Chonbuk National University)	**The Trends of the Research on English Reading for the Past 20 Years through Keyword Analysis** Jyun Bang (Busan Metropolitan City Institute for Gifted Education & Promotion)<hr>**A Study on a Reconstruction of English Education Based on the Theory of Subject-Matter Education** Kyong-Hahn Kim (Korea National University of Education)
11:20-12:20 Moderator: Sooin Chun (Dankook University) Discussant: In Lee (Jeonju National University of Education)	**The Effects of a Short-Term Intensive English Program in the Development of Incoming College Students' Core Competencies** Myeong-Hee Seong (Eulji University) **A Qualitative Perspective to Explore Identity Negotiation of Chinese English-major Undergraduate Students in a Reading Workshop** Howard Cheng & Jungyin Kim (Chonbuk National University)
13:30-15:00 Moderator: Nam-Sook Jeong (Seoil University) Discussant: Inwhan Lee (Woosong Information College)	**English Village Where College Students Help Younger Students** Hiroki Uchida (Akita International University, Japan)<hr>**Self Esteem and Adjusting with Disability** Lotfi Ahmed (UAE University, Canada)<hr>**Fostering Critical Reading and Creative Writing in English Classroom** Rizqi Khoirunnisa & Yuanita Tri Sapdani (Putera Sampoerna Foundation, Indonesia)

The Trends of the Research on English Reading for the Past 20 Years through Keyword Analysis

Jyun Bang

(Busan Metropolitan City Institute for Gifted Education & Promotion)

The purpose of this study was to analyze the trends of English learning through mobile devices for the last 19 years (from 2000 to 2018) by utilizing key word-network analysis methods. For the analysis of English research regarding mobiles device use in Korea, 130 papers including published papers in journals and MA thesis and Ph.D. dissertations were found in digital data bases like RISS, KISS, DBPIA, NDSL, KISTI, and national Assembly Library. The key words were extracted from the abstract of the papers and analyzed for keyword frequency and central network analyses through the Netminer 4.0. First, the key words such as "mobile learning," "mobile application" "vocabulary learning", "m-learning," and "mobile App" were the highest frequent key words. Second, it was found that "elementary school students" and "university or college learners" were one of the most significant words with regards to learners' levels. Finally, it was known that "vocabulary or word learning" and "speaking practices" were found as important keywords among English four skills. In the end, the pedagogical implications should be offered for the future study of English learning through mobile devices.

BIODATA

Jyun Bang is a Ph.D. of English education. He taught English at various universities like Busan University of Foreign Studies, Busan National University of Education, and Inje University. His Interests in English education field are English education, English teacher training, the psychology of English language education, gifted English language learners.

A Study on a Reconstruction of English Education Based on the Theory of Subject-Matter Education

Kyong-Hahn Kim
(Korea National University of Education)

This paper develops a model of the curriculum in the department of English education based on the theory of pedagogical content knowledge (PCK) and action research (AR). There exist discrepancies between theory and practice in English education in Korea, that is, between English curriculum and its application to public school environments (Kim, 2014; Kim et al, 2017, 2018; Butler, 2011; Jeon, 2009; Sakui, 2004). In order to tackle the issue, it is necessary to establish a new direction that gives more focus to a type of English education in college which is operated on a field-centered, teacher-oriented English curriculum. Subject matter education, including English education, is a characteristic of practical disciplines, which means that theoretical knowledge the preliminary teacher acquired in the college curriculum is actually completed in a form of practical knowledge in the process of applying it in the field of school. Accordingly, more research should be done where emphasis is placed on the actual practical knowledge in English education. First, we need to restructure the teacher's content knowledge as an indicator of his or her unique expertise in the field, that is, the pedagogical content knowledge (PCK), which includes both theoretical and practical knowledge of the teacher. Second, it is necessary to provide students with the capacity to do action research. The key to developing the teacher's practical knowledge lies in his or her capacity to start from self-directed reflection about the problems with teaching contents and methods (PCK) and to solve them continuously through actual practice in school (AR) (Kim et al, 2018). Action research should be systematically learned at the time of the preliminary teacher through the restructuring of the English department curriculum. In order for English education to be restructured into a curriculum that reflects such practical knowledge through the application of the concept of PCK and AR, it is indispensable to reduce a substantial portion of the current theory- and content-oriented curriculum in the English department, which will eventually contribute to the solution of the current separation of theory and practice in English education.

BIODATA

My name is **Kyong-Hahn Kim**, working for the department of English education in Korea National University of Education in Cheongju. I am interested in literature education, culture education, and extensive reading.

The Effects of a Short-Term Intensive English Program in the Development of Incoming College Students' Core Competencies

Myeong-Hee Seong
(Eulji University)

This study investigates the effects of a 2 week intensive English program in the aspects of students' core competencies: English Communication Ability, Self-Directed Competency, Community Competency, and Knowledge and Information Literacy Competency. The program was non-credit and was held for incoming students at a university in Korea in January, 2019. The data for this case study was collected through a questionnaire completed by 33 students and was analyzed quantitatively and qualitatively. The results showed that all four competencies of the participants were improved after the English program. The results also revealed that Community Competency was the highest in the pre and post and was improved the most. The results indicated that a short term English program is effective in the aspects of developing college students' core competencies. It is necessary to continuously monitor the effects of the program in the aspects of core competencies. The pedagogical implications and future directions of the study were discussed.

BIODATA

Myeong–Hee Seong received her Ph.D. in the Department of English Language and Literature from Korea University in Korea. Currently, she is a professor at Eulji University. Her research interests include action research for effective implementation of the curriculum, and exploring ways to improve learners' mastery of grammar, reading, writing and speaking skills. She was the former president of the Modern English Education Society.

A Qualitative Perspective to Explore Identity Negotiation of Chinese English-major Undergraduate Students in a Reading Workshop

Howard Cheng & Jungyin Kim
(Chonbuk National University)

The purpose of this study is to examine how Chinese English-major students learn new identities as they participate in an English reading workshop. Particular focus is placed on the students' everyday speech act as the unit of analysis. The significance of the small scale research is to investigate:1) the process of how Chinese English-Major undergraduate students design and implement the idea of a 'community of practice' and 2) how members in the workshop present their self-identities in the context of English reading workshop activity. The anticipated contribution of this project is that it may shed light on understanding factors that motivates students and assist in their participation in the reading workshop so that students gain better understanding of cross-cultural literacy.

BIODATA

Howard Cheng is a graduate student in the Department of English Education at Chonbuk National University. Jungyin Kim is an assistant professor in the Department of English Education at Chonbuk National University.

Jungyin Kim works at Chonbuk National University.

English Village Where College Students Help Younger Students

Hiroki Uchida
(Akita International University, Japan)

English Village (EV) is a three-day English learning program designed and developed at Akita International University, which accommodated more than 1,600 participants (mostly senior high school students) in the last four years. This is unique in that the whole program is designed and implemented by the undergrad/grad students. Participants believe that the EV program is for improving their communicative skills in English language, which is also true, but they never realize the other main purpose of the program: to reduce their anxiety in the English classroom. The Foreign Language Classroom Anxiety Scale or FLCAS (Horwitz, 1986) has been adopted to measure the participants' anxiety levels. The result of survey over the four years shows that the EV program has successfully achieved its goal. The number of the learners with high/moderately high anxiety has been significantly reduced (from 47.0% to 19.2%). This presentation is in workshop-style, the first half of which outlines the structure of the EV program, and in the second half, we demonstrate some activities from the program to show how students' mental barrier is melted away. EV has been developed also for the purpose of teacher training. In this program, the undergraduate/graduate students learn to give the learners positive feedback, which helps students lower their' anxiety level. The statistical results of the survey using FLCAS conclude our practicing research.

BIODATA

Hiroki Uchida started his teaching career at a Japanese high school in 1989. He taught students on various proficiency levels for nine years, and he stepped into his new field of teacher training. He is currently teaching at Akita International University, and is Dean of Graduate School.

Self Esteem and Adjusting with Disability

Lotfi Ahmed

(UAE University, Canada)

Why is self esteem relevant to teachers? Educators should be aware and familiar with their students' basic developmental processes and changes associated with them in order to serve them better. The workshop helps participants understand the concept of self-esteem, definitions and terminology related to SE, its development among sighted students and students with disabilities, the ups and downs of self-esteem and the client's adjusting process.

Tips on how to improve students' self esteem will be discussed and shared. External as well as internal Sources of self esteem will be discussed with an activity on how to identify students with high self esteem and those with low self esteem. Then, I will outline the major characteristics of high self esteem and strategies to maintain it. Then, I will give tips on how to identify students with low self esteem show strategies to enhance their self esteem which may hinder focus in class and proper learning. The type of disability I will focus on in my presentation is students with vision loss: low vision and blind. I will give a brief overview of visual impairment and how it affects learning and self esteem. I will mention sociological, and psychological implications of visual impairment. I will discuss how to develop and maintain a healthy self esteem among students both sighted and visually impaired. Finally, I will talk about the different phases of adjusting with disability and enhancing self esteem

BIODATA

Lotfi Ahmed is an EFL teacher and special needs educator at the United Arab Emirates University. He presented on cross-cultural communication, student development and special needs education in Tunisia, Malaysia, Canada, USA, Japan, Qatar, UAE, China, and more recently in Oviedo, Spain.

Fostering Critical Reading and Creative Writing in English Classroom

Rizqi Khoirunnisa & Yuanita Tri Sapdani
(Putera Sampoerna Foundation, Indonesia)

Are our teachers and schools fostering critical thinking and creativity in their classroom? In an era where creativity and critical thinking are seen as a connection to the imagination and invention, teachers need to come up with various fresh ideas and strategies to cope with the challenges. Furthermore, the vast changes in economy and technology have made the needs to think critically, and solve a problem creatively inevitable. A 21st Century English classroom means a learning environment where students are able to infer information from certain text and eventually questioning, comparing and analysing what has written in the text. Having this stimulus, students are expected to hone their writing skill by arguing, exploring, explaining and creating a piece of writing which truly shows the quality of their ideas. However, some teachers are still clueless on what to do in their classroom to improve their students' critical reading and creative writing skill. This workshop attempts to answer this challenge by exploring various teaching reading and writing strategies emphasize in Creativity and Critical Thinking as a part of 21st Century skills. Scaffolding strategies, questioning techniques, as well as teaching strategies like Readers' Theatre, Literature Circle and Discussion Web, will be delved into through hands on activities during the session. Participants of this workshop will found out how each of this strategy stimulate learners' critical thinking and creativity, and how suggested pre-activities, activities and post-activities be used within the strategy will eventually improve students' reading and writing skills.

BIODATA

Rizqi Khoirunnisa is a Project Leader and Teacher Trainer in School Development Outreach-Putera Sampoerna Foundation (SDO-PSF), an organization that focuses on schools development program and facilitates teachers' professional development. She had been teaching English in Sampoerna Academy Palembang (SMAN Sumatera Selatan) and Sampoerna Academy Malang (SMAN 10 Malang) for the past few years. Currently her responsibility in Sampoerna Foundation are developing a teacher training program, facilitating teacher training and managing a training and school development program in some schools in Indonesia. She is actively involved in various conference, including ASIA TEFL and RELC, as workshop presenter.

Yuanita Tri Sapdani works at Putera Sampoerna Foundation.

Day 3 (July 6) **Session 9: Language Policy / Language Pedagogy**

Room 310 – Session Chair: SoonDo Baek (Kookmin University)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Sung Hui Jung (Soongsil University) Discussant: Jyeun Lee (Woosong University)	**Need Analysis of Learner-centered English Program for Mature University Students** Gum-Lan Lee & Unkyoung Maeng (Kangnam University & Ajou University)
	The Effect of EDD Checklist-based Diagnostic Feedback on Korean EFL Learners' Performance on TOEFL Independent Writing Tasks Yumi Ko (Seoul National University)
11:20-11:50 Moderator: Daehyeon Nam (Ulsan National Institute of Science and Technology) Discussant: Hakmoon Lee (Hanbat National University)	**Validating the Construct of Graphic-Prompt Writing Tasks within an Argument-Based Framework** YunDeok Choi (Sungkyunkwan University)
13:30-15:30 Moderator: Young Gyo Cho (Kyungnam University) Discussant: Ho Lee (Chung-Ang University)	**The Effect of L1 Usage in EFL Teaching on Korean Students' Production** Jan Mathys DeBeer, Patricia Ninniss, & Cyril Reyes (Woosong University)
	Co-operation of Teacher Professional Identity and Metacognition over Pedagogical Problem-solving Processes Insuk Han (Shin-Jeong High School)
	Development and Validation of an Instrument to Measure Korean English Teachers' Motivational Strategies Mi Hye Eom (Chonbuk National University)
	English Class Using NE Debate Program Cheonwoo Lee (Cheongwon Girls' High school)

Need Analysis of Learner-centered English Program for Mature University Students

Gum-Lan Lee & Unkyoung Maeng
(Kangnam University & Ajou University)

Korean society is rapidly progressing into an aging society at a rate that can not be found. In recent years, the demand for learning among older learners is increasing and various programs for them are being requested. It is a time when there is an urgent need for interest in education for older learners. In light of these trends, there has been a growing interest in L2 studies for older learners. But much of the research related to L2 learning so far has been focused on children and young learner and research on older L2 learners tend to be overlooked. In order to improve the English proficiency of the elderly learners, it is necessary to study the elderly learners' characteristics such as educational programs and teaching and learning materials reflecting their needs.

The purpose of this study is to investigate the needs of older learners' general English course and to propose suggestions for designing an effective English program for older learners. Questionnaires and semi-structured interviews were conducted to collect the data and they were analyzed by using basic statistical and qualitative data analysis methods. The results of this study attempted to identify the special needs of older learners and to suggest some points to consider when operating a customized program to improve the English achievement of older learners.

BIODATA

Gum-lan Lee concluded a course work for a doctoral degree at Ajou University. In 2018, a study was conducted to analyze the perceptions and needs of mature university students for learner-centered English program. She has plan to develop a customized English program for older learners.

Unkyoung Maeng is a professor of Secondary English Education at Ajou University Graduate School of Education. She 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.

The Effect of EDD Checklist-based Diagnostic Feedback on Korean EFL Learners' Performance on TOEFL Independent Writing Tasks

Yumi Ko
(Seoul National University)

Diagnostically-oriented rating scales for writing assessment have been investigated as a promising approach to generating diagnostic feedback for test-takers in essay-based writing assessments in recent years (Alderson, 2005; Alderson & Huhta, 2005; Lee, 2015; Kim, 2010; Knoch, 2009). However, very little effort has been made thus far to assess the validity of such rating scales in terms of capturing the writers' strengths and weaknesses in real testing contexts and to examine its effectiveness in improving the test-takers' writing skills. Against this background, the present study aims to: (a) investigate the validity of the Empirically-derived Descriptor-based Diagnostic (EDD) Checklist initially developed by Kim (2010), based on the essays written for independent writing tasks of the TOEFL iBT along with its applicability in the Korean EFL writing assessment contexts, (b) examine the instructional effects of the EDD feedback on Korean EFL learners' writing, and (c) observe the general perceptions of Korean EFL learners and raters about the EDD checklist and its diagnostic feedback. A total of 53 Korean EFL learners were assigned to one of three groups according to their placement test scores. Each group received different combinations of diagnostic feedback: (a) self-evaluation (no feedback), (b) the EDD (written diagnostic) feedback, and (c) the EDD (written diagnostic) feedback combined with additional oral explanations. As for the instrument of the writing test experiment, TOEFL independent writing tasks were used. The test-takers' writing scores and diagnostic feedback were generated based on the EDD checklist and the rating rubrics for the TOEFL iBT independent writing tasks. The computer programs R, MS Excel, and Google Spreadsheet were used to prepare data for analysis, and SPSS was used to conduct basic psychometric analyses of the data, such as item analysis, reliability, and correlational analyses and also inferential statistical analysis, such as ANOVAs. This study found that the EDD checklist was generally applicable in Korean EFL context in that the diagnostic scheme generated students' strengths and weaknesses from a reliable and valid existing writing task. However, its validation and effectiveness showed mixed results. First, discrimination indices, reliability, and validity were generally at moderate to high level, but mechanics and grammatical knowledge dimension scores required more investigation. Second, repeated measures ANOVA proved that there was no significant difference among different feedback groups, but the EDD composite mean scores and students' survey result implied that diagnostic feedback group had positive effect on Korean EFL students' writing tasks.

BIODATA

Yumi Ko received an MA at Seoul National University and a BA at Sookmyung Women's University. Her general research area is English Language Assessment, and she is currently interested in Diagnostic Language Assessment (DLA) and Feedback.

Validating the Construct of Graphic-Prompt Writing Tasks within an Argument-Based Framework

YunDeok Choi
(Sungkyunkwan University)

Compared with other types of integrated writing tasks (e.g., reading-to-write), graphic-prompt writing (GPW) tasks, which measure test takers' writing ability to incorporate visual graphic information into their writing, have been researched to a limited extent and relatively little is known about the construct of the tasks. Thus, this study validated the construct of computer-based GPW tasks developed for English placement test purposes, taking an argument-based approach. Specifically, the research investigated the relationship between the construct of the GPW test and that of the writing portions of standardized English tests (TOEFL iBT and IELTS), and the effects of the academic writing ability (construct-relevant factor) and graph familiarity and test mode preference (construct-irrelevant factors) on the GPW test scores. Composite scores of the graphic-prompt writing test, writing scores on the standardized English writing tests, responses on the Graph Familiarity (Xi, 2005) and Test Mode Preference (Lee, 2004) questionnaires, collected from 85 ESL students studying at a large mid-western university in the U.S., were submitted to disattenuated correlation and multiple regression analyses. Results indicated the GPW test and the other writing tests tapped into different aspects of the same underlying construct (academic writing ability), as the scores of the measures had a moderately strong positive correlation (r_{cr} =. 51). In addition, only the standardized English writing test scores were a significant predictor of the GPW test scores, explaining approximately 23% of the variability in the GPW test scores, when responses on the two questionnaires were held constant. This result suggests the GPW test scores reflect test takers' academic writing ability rather than their graph familiarity and test mode preference. This study sheds light on the nature of the construct measured by the GPW test and has implications for the use of the GPW test for academic writing assessment.

BIODATA

YunDeok Choi holds a Ph.D. in Applied Linguistics from Iowa State University. Her specializations include ESL/EFL writing and speaking performance assessment, as well as test development and validation. She is currently teaching graduate courses (e.g., Language Testing and Program Evaluation, Research Methods) at Sungkyunkwan University and International Graduate School of English in Seoul, Korea.

The Effect of L1 Usage in EFL Teaching on Korean Students' Production

Jan Mathys DeBeer, Patricia Ninniss, & Cyril Reyes
(Woosong University)

This presentation reports on the work of the Woosong Joint Research Project (WJRP). The WJRP studies the effect of a comparative language approach to a verbs-lesson on sentence production of university students. Hypothesis statement: We predict a greater probability of accurate sentence production when instructors compare L1 and L2 in grammar instruction, instead of an exclusive use of L2 in the classroom. The applicability of the findings affects the approach to foreign instructor orientation and lesson preparation. We choose as experiment to look at an area of verb usage. We observe a difference in the usage of the verb "to be" between English and Korean. In Korean, the verb "to be" is only used in sentences with a subject and a noun, for example, "John is a doctor." When a sentence is formed with a subject and adjective, for example, "John is happy.", the verb "to be" is omitted in Korean. In English, the verb "to be" is used for both instances. In the experimental group, we teach the usage of "to be" and show the difference with Korean. In the control group, the usage of the verb "to be" is taught with both adjectives and nouns, without reference to the difference with the Korean. Other differences between Korean and English verb format that will be shown in experimental group and not in control group: Subject-noun/adjective verb-order. Subject + be-verb + adjective in English, corresponds with Korean Subject[subject marker neun] + adjective[adjective marker leul]. Last mentioned can easily be confused with the continuous tense in English, so one strategy will be to distinguish between "be"-verbs and "other" verbs.

Research Questions:

Does a comparative linguistics approach to a verbs-lesson help (Korean) University students to produce better sentences?

How does the student's knowledge of the differences between verb structures of L1 and L2 affect outcomes/production?

Does explicit teaching of the differences between verb structures of L1 and L2 make a difference in the outcomes of a post test?

How does the teacher's knowledge of the differences between the L1 and L2 of learners affect the learning outcomes of EFL students?

What are the advantages of comparative language education/orientation for the learning process?

BIODATA

Jan Mathys deBeer has been an educator for more than 20 years. He is the Research Coordinator of the Woosong Joint Research Project (WJRP) for 2019. He studied education, psychology, philosophy, and theology in South Africa, and holds a Ph.D. in the Science of Religion. He reports at this conference about the work of the WJRP.

Patricia Ninniss works at Woosong University.

Cyril Reyes works at Woosong University.

Co-operation of Teacher Professional Identity and Metacognition over Pedagogical Problem-solving Processes

Insuk Han
(Shin-Jeong High School)

Teaching requires teacher's iterative pedagogical problem-solving processes, including a series of planning, implementing, and evaluation. Teacher's commitment to these activities are decided by his/her professional identity (PI) with its pursuit of identity-congruent actions and identity verification. Thus, depending on their PIs, teachers differently engage in their daily problem-solving, and use metacognitive skills for the success of this in different ways. Based on the comprehension of the relationship between teachers' PI and metacognition operation over a problem-solving process, a trajectory of teacher pedagogical problem-solving can be illustrated. As regards, based on the narrative approach, problem-solving processes of five English teachers with variant PIs and metacognitive skills are introduced. Some suggestions are offered for teacher education via problem-solving-based professional learning.

BIODATA

Insuk Han majored in ELT in her B.A. in Korea, MA in Australia, and PhD in UK. Her research interest lies in curriculum internationalisation in higher education, teacher professional identity, curriculum reform, developing socioculturally appropriate pedagogies, and comprehending teacher identity, metacognition and problem-solving process.

Development and Validation of an Instrument to Measure Korean English Teachers' Motivational Strategies

Mi Hye Eom
(Chonbuk National University)

The purpose of this study is to develop and validate the scales of motivational strategies for Korean English teachers. Through these scales, the additional purpose of this study is to examine how Korean English teachers' motivational strategies influence students' academic achievements. As studies on English teachers' motivational strategies have rarely been performed in Korea, this study is meaningful in playing an important role as part of English teachers' motivational strategies in our country. Moreover, the work to systematically develop and validate scales for Korean English teachers' motivational strategies has a signigicant value of its own.

The subjects of this study were 489 students attending male academic high schools located at a small to medium city in Jeollabuk-do, who were classified into a group for exploratory factor analysis and a group for confirmatory factor analysis. That is, this study classified 247 students into group A for exploratory factor analysis and 242 students into group B for confirmatory factor analysis through random sampling. First of all, through its exploratory factor analysis on the 247 students of the sample (A group), this study extracted the five main factors of motivational strategies of Korean English teachers. Then, the first and second confirmatory factor analyses on the 242 students of the sample(B group) were performed.

In conclusion, based upon these results, this study presented educational implications for further studies on motivational strategies in korean English teachers. Korean English teachers should steadily study and develop motivation methods appropriate for their students' levels and characteristics to continuously try to use them in the actual classrooms. Moreover, through the results of this study proving that there were differences in teachers' motivational strategies according to grades, it is necessary to study, develop, and spread teachers' motivational strategies appropriate to students' levels and characteristics by school classes, by genders, and by regions.

BIODATA

Mi Hye Eom has worked as English teacher for 26 years and received Ph.D. degree from Chonbuk National University.

English Class Using NE Debate Program

Cheonwoo Lee
(Cheongwon Girls' High school)

An English debate lesson leads students to explore a variety of topics and logically express their thoughts on topics. Students can have confidence in English discussion through the process of analyzing knowledge and information on various topics.

BIODATA

Cheonwoo Lee teaches at Cheongwon Girls high school and works as EBSe public relations teacher

Day 3 (July 6) **Session 10: Miscellaneous Presentation / ELT Curriculum and Material Design**

Room 311 – Session Chair: Dongkwang Shin (Gwangju National University of Education)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Hyun-Ju Kim (Dankook University) Discussant: Yoonkyung Lee (Wonkwang University)	**"Mothers are betting their lives on their children's English education!" Experiences of Korean Mothers' Competition** Hee Jeong Oh (Seonyoo Middle School) **Interplay between Reading Types and Contexts during L2 Sentence Comprehension** YooLae Kim & Jeong-Ah Shin (Dongguk University)
11:20-12:20 Moderator: Bonsuk Goo (Korea University) Discussant: Bokmyung Chang (Namseoul University)	**An Introduction to the Cyber Graduate School of TESOL** Kelsey Ulrich-Verslycken (Cyber Hankuk Graduate School of TESOL) **Mobile-based Flipped Teaching·Learning Model for Primary School L2 Spoken English Class** Eun Bee Kim (Kangwon National University)
13:30-15:00 Moderator: Hye Won Shin (Hankuk University of Foreign Studies) Discussant: So Young Chang (Kunsan National University)	**English Learning with 3D Printing** Younnglong Kim & Soojae Yang (Oklahoma State University, USA & Hankuk University of Foreign Studies) **Let Learning Bloom: Self-assessing Lesson Plans for Student Goals and Creative Use of Material** Pamila J. Florea & Terrill Reid McLain (Sungshin Women's University & Hankuk University of Foreign Studies) **A Comparative Analysis of Learning Strategies in English Textbooks in Japan and Taiwan: From Elementary School to Senior High School** Wei-Tung Wang (Meiji University, Japan)

"Mothers are betting their lives on their children's English education!" Experiences of Korean Mothers' Competition

Hee Jeong Oh
(Seonyoo Middle School)

Although abundant literature has explored the phenomenon of Korean families' investment and sacrifice for children's study abroad, focusing on families' life experiences and children's language learning, little research has explored pressure on Korean mothers to secure their children's English education. Extending previous research on the effects of globalization and drawing on symbolic capital (Bourdieu, 1986), this study explores Korean mothers' perspectives on their children's English education. The data were drawn from in-depth interviews with 15 Korean middle-class mothers, five from each of three categories of study abroad: "wild-geese" families, "parachute-kids," and "summer-camp" study abroad experiences. The study used modified grounded theory (Charmaz, 2006) as the analytic framework for the data. The key finding is the identification of an emerging subculture of tense competition among middle-class mothers in the social field of Korea. Mothers have to be equipped with resources and capital to be able to enter the competition for their children's English education. In addition, the study documents how the unequal distribution of resources, access, and opportunities for English education (Blommaert, 2010) in Korea reinforce the asymmetry of power relations among mothers. Implications from this study for policy makers and educators include improving public education approaches to teaching English as well as understanding the emotional impact on Korean mothers.

BIODATA

Hee jeong Oh (M. A., Hanyang University, Seoul, Korea) is a recent PhD graduate in the Department of Teaching and Curriculum at the University of Rochester, Rochester, New York. Her research interests include parental/family engagement in English education, process assessment, literacy as pedagogy for L2 learners, and teacher education.

Interplay between Reading Types and Contexts during L2 Sentence Comprehension

YooLae Kim & Jeong-Ah Shin
(Dongguk University)

It has been argued that L2 learners' syntactic processing is shallow and fragile, but even they have possibilities to overcome their weak syntactic representations and have more concrete syntactic processing. Therefore, the present study examined how Korean-English learners process the relative and reduced relative clauses depending on the types of reading (e.g., silent reading and APS reading, where readers can imagine hearing a voice while they are reading a text silently (Zhou & Christianson, 2016)) with two different contexts (e.g., 1-NP-referent context and 2-NP-referents context; the contexts contained either one referent or two referents) using a self-paced reading task. The results of this study showed that the APS reading strategy affected Korean learners' online processing. Compared to the silent reading, the reading times were shorter when they read the ambiguous sentences with the APS method. In addition, the main effect of contexts was found, indicating that readers read the relative clauses faster within the 2-NP-referents condition than the 1-NP-referent condition. Also, interaction effects between methods and contexts were observed: participants who were in the APS reading group read the 2-NP-referents condition faster than the 1-NP-referent condition. With these foundations, APS reading can be one way to improve L2 learners' reading skills, especially with their syntactic processing by building more detailed syntactic structure with faster reading rates and accurate comprehension. Therefore, these results can be present some pedagogical implications for efficient reading processing in L2 reading instruction. Also, it can provide the basic direction for further research and possibilities that APS method can be utilized as a reading strategy in second language education.

BIODATA

YooLae Kim is in her PhD course at Dongguk University interested in second language acquisition, and psycholinguistics.

Jeong-Ah Shin received her PhD in educational psychology from the University of Illinois at Urbana-Champain. She is an associate professor in the Department of English at Dongguk University in Korea. Her fields of research center on second language learning and processing by employing psycholinguistics and corpus linguistic methods.

An Introduction to the Cyber Graduate School of TESOL

Kelsey Ulrich-Verslycken
(Cyber Hankuk Graduate School of TESOL)

This presentation will consider all of the different platforms that professors in the Cyber Graduate School of TESOL have at their disposal to develop and present content for the students in the program. These platforms include the internal Learning Management System (LMS), offline colloquiums and classes, and other school events. First, this presentation will examine each platform one by one and consider their potential as a method of instruction. This presentation will then consider how each of these platforms encourages students to engage and interact with the material as well as with their peers and professors, fostering a strong social community outside of the anonymity of cyberspace. We will consider each platform in turn and analyze how students are able to engage through each one.

BIODATA

Kelsey Ulrich-Verslycken is an Assistant Professor of English with the Cyber Graduate School of TESOL. Her research interests focus primarily on language usage, including but not limited to culture and communication, nonverbal signaling in language use, and strategies to promote second language output.
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Mobile-based Flipped Teaching·Learning Model for Primary School L2 Spoken English Class

Eun Bee Kim
(Kangwon National University)

The main goal of this study is to develop a mobile-based flipped teaching learning model(MFTM) for primary school L2 spoken English classes and to do a preliminary experiment on MFTM in L2 spoken English classes. Particularly, it addresses the question of whether MFTM based learning can improve the production of L2 spoken English compared to Non MFTM based learning for elementary school L2 spoken English students. Twelve students participated in this preliminary experimental study which they were assigned to one of two groups. The study followed a pretest/posttest design. According to the results of the dependent samples t-tests, no differences among each groups on the pretest $p = 0.02$ and there are statistically meaningful difference among each group on posttest $p = .33$. The overall success of the MFTM group on production measures suggests that this type of learning is propitious for the development of L2 spoken English. We attribute this result to at least two main factors. First, it is possible that the total of 10 min of classroom interaction were not sufficient for learners to acquire /f/ in production. The phoneme /f/ is highly complex for Koreans. This may affect its acquisition, particularly in an experiment in which no emphasis was given to the development of perceptual skills. Secondly, the mobile ASR technology provided immediate feedback, reinforcement via orthography, input manipulation and repetition, the effects of an explicit focus on the target form. Lastly, Mobile-based flipped Teaching method connected ASR learning to classroom communicative language learning that stimulated reinforcement and motivation.

BIODATA

Eun Bee Kim. Public school teacher in Hwang-Gi Elementary school. Born in 1974. Five years of teaching experience as a homeroom teacher and three years of teaching experience as an English teacher. Graduate Student in Kangwon National Univ. Bachelor degree in English Literature and Language in Kangwon National Univ. Master degree in Sports Science in Gangwon National Univ. Teacher Certification in Chuncheon National University of Education.

English Learning with 3D Printing

Younnglong Kim & Soojae Yang
(Oklahoma State University, USA & Hankuk University of Foreign Studies)

3D printing creates artifacts based on 2D designs. 3D printing is one of the transformative technologies that has impacts to our lives. For example, 3D printing built ten houses within one day ((Elsewhere, 2014) and created customized body parts (Sprey, 2014; O'Reilly, 2016). Educational institutions begin to set up 3D printing as an educational technology (Porter, 2016; Garcia et al, 2018). As an innovative English lesson, 3D printing will be used for English learning. This study will present an English lesson where students use 3D printing in learning English. Among many 3D printing tools, Tinkercad.com, an open (free) educational resource, will be used in the lesson. The purpose of the lesson is to lead a student to be an empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicators, and global collaborator which are International Society for Technology in Education (ISTE) standards for students. This presentation is expected to contribute English Education in a creative way.

BIODATA

Younglong Kim is a Ph.D student in the Educational Technology department at Oklahoma State University, where she also teaches an undergraduate applications of educational technology course and works at the Emerging Technologies & Creativity (ETC) Research Lab. Her research interests center on providing practical help to teachers and students.

Soojae Yang has been taught English over 10 years in and outside of South Korea. Currently, while studying in a master program in Hankuk University of Foreign Studies, she is teaching English to elementary students by using technology to improve students' speaking skills. Integrating storytelling, project-based learning, and game-based learning also have been used in her class.

Let Learning Bloom: Self-assessing Lesson Plans for Student Goals and Creative Use of Material

Pamila J. Florea & Terrill Reid McLain
(Sungshin Women's University & Hankuk University of Foreign Studies)

In the 1960s, Benjamin Bloom identified and classified several areas of learning to describe the learning process. A new way of thinking about learning, over the years, his taxonomy has been criticised and revised and in some places replaced by Marzano's Taxonomy which also likens learning to different levels but which focuses more on meta-cognition and learning. The purpose of each of these different taxonomies is to support educators in understanding how students receive and use what is taught to them in the classroom. In essence; "How do I know that the student understands the lesson and can use it? "Educators may be asking if their methods are effective, and may not be certain if they are achieving the goals they have in mind. This paper will address that concern. We will support educators in identifying the goals they want their students to achieve and giving them opportunities to show mastery of a concept as well as creative use of it. We will share how to use the taxonomies and will supply the reader with a self-assessment form to use in the comfort of their own offices. We will take the reader through a self-assessment using our own lessons for examples. At the end of the process, the educator will have a firm plan of action for assessing their own lesson plans, verifying student learning, and practical ways for students to use what they learned in real-world ways.

BIODATA

Pamila J. Florea, MA, M.Ed. Works at Sungshin Women's University. She has an MA in Human Services Psychology and a Masters of Education. She was a child psychotherapist, working with abused and neglected children. Research interests include spontaneous production skills, creativity use, and the juncture where learning and joy meet.

Terrill Reid McLain, MBA, MET, works in the Global Business and Technology Department at Hankuk University of Foreign Studies. He has an MBA in International Business and a Master of Educational Technology. His research interests include many dimensions of human communication that merge aspects of business, culture, and technology.

A Comparative Analysis of Learning Strategies in English Textbooks in Japan and Taiwan: From Elementary School to Senior High School

Wei-Tung Wang
(Meiji University, Japan)

Japan and Taiwan share similarities in the objectives of the curriculum guidelines. Those objectives are to cultivate communicative abilities in four skills, to foster interest and autonomy in English learning, and to increase intercultural understanding. Learning strategies help learners not only develop language proficiency but also foster learner autonomy. Therefore, learning strategies could support learners and teachers to achieve the objectives of the curriculum guidelines. This study aims at exploring the learning strategies in the authorized English textbooks in Japan and Taiwan as well as investigating whether or not the authorized English textbooks reflect the objectives of the curriculum guidelines in Japan and Taiwan. From the perspective of continuity, 22 authorized English textbooks from elementary school to senior high school in Japan and 60 authorized English textbooks from elementary school to senior high school in Taiwan were analyzed based on Chamot's (2009) strategy taxonomy. The results indicated that the learning strategies in the textbooks changed from cognitively-undemanding to cognitively-demanding as the academic year increases from elementary school to senior high school. Moreover, the changes in the use of metacognitive strategies and the social strategies at each academic stage showed that there are gaps between the curriculum guidelines and the authorized English textbooks in Japan and Taiwan. Suggestions on materials development were also discussed in terms of the continuity of English education from elementary school to senior high school.

BIODATA

Wei-Tung Wang is a PhD student in the Graduate School of Global Japanese Studies at Meiji University. Her research interests include curriculum, vocabulary, language policy, learning strategies, and materials development.

Day 3 (July 6) Session 11: Teaching Methodologies / Language and Technology

Room 616 – Session Chair: Sung Hye Kim (Korea Institute for Curriculum and Evaluation)

Time	Presentation Title and Presenter
09:30-10:30 Moderator: Namhee Kim (Hanyang Cyber University) Discussant: Youngsook Chong (Cheongju National University of Education)	**The Effectiveness of Gamified Reading Program for Korean Elementary Students** Jung-Hye Choi (Walden University)
	Student Perceptions of Group Essay Projects in a Tertiary Institution Wenli Wu (Hong Kong Polytechnic University, China)
11:20-12:20 Moderator: Dongho Kang (Seoul National University of Science and Technology) Discussant: Chaekwan Chung (Korea Institute for Curriculum and Evaluation)	**A Study on Error Corrections in College Students' Writing by Using Automated Writing Evaluation Systems: Grammarly and Pigai** Cao Di & Mi-Lim Ryoo (Korea Maritime & Ocean University)
	A Correlation between L2 Comprehensibility and English Proficiency of Korean Adult EFL Learners Minchae Shin & Junkyu Lee (Hankuk University of Foreign Studies)
13:30-15:30 Moderator: Jiyheyon Ma (Chonnam National University) Discussant: Hyun-Woo Lim (Hankuk University of Foreign Studies)	**The Effectiveness of Vocabulary Learning Tasks with Glosses Based on Technique Feature Analysis** Jae-young Lee & Hye-Jin Lee (Seoul Younglim Elementary School & Wonkwang University)
	Needs Analysis and Wordlist Development in Military University Chiangchiang Oyang (National Chengkung University, Taiwan)
	Game-based Learning for Vocabulary: Empowerment, Experiences, and Self-efficacy So-Hee Kim (Korea University)
	Engage Them! Use an App in Your Next Learning Activity Herminigildo Garrobo (Gimcheon University)

The Effectiveness of Gamified Reading Program for Korean Elementary Students

Jung-Hye Choi
(Walden University)

This study investigated the impact of a gamified reading program for 3rd and 4th elementary school students in the English classroom. The gamified reading program was designed for enhancing the decoding skills such as reading sight words and short and long vowel combination words. A total of 169 3rd and 4th graders participated in the experiment and compared to the pretest and posttest. A ten-minute-long gamified session was given once a week for 12 weeks. The results revealed similar positive effects of the gamified reading program compared with the pretest and posttest. The findings showed that gamified reading program could increase the young learners' decoding skill effectively. Furthermore, the results provided empirically-based support for improving decoding skills in the short term as well as in the public-school environment.

BIODATA

[Gamified Language Learning eXperience (LLX) Designer]

1. Ed. D. candidate: Walden University (USA)
2. Founder & Instructor: "Choi's English Literacy School & Library"
3. Director: Neuronetism (AI-based Language R&D Center)
4. English education & game literacy professional development instructor
5. Serious Games and Gamification Division chairperson of Korea Game Society
6. MOOC instructor: Udemy (USA)

Student Perceptions of Group Essay Projects in a Tertiary Institution

Wenli Wu
(Hong Kong Polytechnic University, China)

Proposal: The aim of the research presented here is to understand and evaluate the impacts of collaborative writing approach teaching on associate degree students' group essay project writing at one Community College in Hong Kong. Using Mulligan and Garofalo's (2011) collaborative writing approach as a theoretical support of this research, the presenter will do a comparative study to see the differences between using process approach in teaching group project writing and using collaborative writing approach in teaching group project writing. Both quantitative and qualitative data are to be analysed to answer the research assumption, which is adopting collaborative writing approach will better develop students' confidence and competence in using English within the academic contexts. This research is also an extension of a study that granted research funding by the college in year 2014. The previous study discovered that in MOOC (Massive Open Online Courses) aided academic English learning, success mostly depends on learning context. In other words, well-designed learning resources, effective feedback from tutors and peer support play important roles in enhancing students' English writing competence. This study will use data from previous research and data from the proposed research to investigate whether collaborative writing approach can enhance students 'group project writing competence.

BIODATA

Wenli WU is currently a lecturer of Bilingual Communication from the Division of Language and Communication, PolyU Hong Kong Community College. She received her PhD in education from the Institute of Education, University of Warwick, England. Her current research interests include cross-cultural and intercultural communication, English for academic studies and using new technology in teaching and learning.

A Study on Error Corrections in College Students' Writing by Using Automated Writing Evaluation Systems: Grammarly and Pigai

Cao Di & Mi-Lim Ryoo
(Korea Maritime & Ocean University)

The advance of language processing technologies and internet technologies has brought up automated writing evaluation (AWE) systems accessible to students for language and content evaluation with automated scores. With an increasing use of AWE systems, concerns about the instructional and assessment value of AWE in writing error corrections have been raised. The literature shows positive evidence for the reliability of AWE on error corrections. However, since writing accuracy is a significant and challenging matter, it is instrumental to examine the results of AWE error corrections on writing accuracy between different AWE systems. Thus, the present study used quantitative analysis to investigate how Grammarly that was originally designed for native speakers of English and Pigai created by Chinese programmers for Chinese users evaluate EFL students' writing. The purpose of the study is to examine possible relationships between the scores and the number of errors in students' writing in Grammarly and Pigai.

BIODATA

Cao Di is a doctoral student in the department of English Language and Literature at Korea Maritime & Ocean University. His research interests include Corpus Linguistics and English for specific purposes.

Mi-Lim Ryoo is a professor in the department of English Language and Literature at KMOU. Her research interests include Second Language Writing, Corpus Linguistics, and English for specific purposes.

A Correlation between L2 Comprehensibility and English Proficiency of Korean Adult EFL Learners

Minchae Shin & Junkyu Lee
(Hankuk University of Foreign Studies)

One of the final objectives of learning a second language (L2) is to be able to communicate effectively and efficiently, and especially for adult L2 learners, it is important to set realistic goals, prioritizing understanding over nativelikeness. In spite of the importance in comprehensibility, only a few studies have investigated the relation between adult learners' speech production rated by native listeners and their proficiency levels such as listening and reading skills. Thus, the purpose of this study is to figure out how complex L2 comprehensibility in learners' L2 speech is connected with their overall language skills especially in EFL setting. Timed picture descriptions from 75 Korean adult L2 learners were analyzed by 2 native inexperienced speakers based on the degree of comprehensibility, and it was submitted to L2 proficiency test score analyses. Results suggest that it is deemed necessary for L2 adult learners of various English proficiency skills to teach speaking according to their L2 comprehensibility to enhance the comprehensibility, of their L2 speech.

BIODATA

Minchae Shin is a Ph.D. student majoring in TESOL at HUFS. Junkyu Lee is an Associate Professor of English Education at HUFS.

Junkyu Lee works at Hankuk University of Foreign Studies(HUFS).

The Effectiveness of Vocabulary Learning Tasks with Glosses Based on Technique Feature Analysis

Jae-young Lee & Hye-Jin Lee
(Seoul Younglim Elementary School & Wonkwang University)

This study is a partial replication of Zou, Wang, Kwan, & Xie (2018). It was designed to examine the effectiveness of vocabulary learning tasks with gloss based on Nation and Webb's (2011) Technique Feature Analysis. Technique Feature Analysis was proposed as a comprehensive framework to investigate the effectiveness of vocabulary learning tasks by quantifying each task. This study compares vocabulary tasks to verify the predictability of the framework as well as to explore the differential effect of gloss types. Additionally, time-on-task is considered to understand the task efficiency. Ninety-eight EFL 5th grade students from a public elementary school in Seoul, Korea, participated in the study. They were assigned to one of four tasks with different gloss types inducing similar or different scores of Technique Feature Analysis: Reading comprehension with text and picture glosses, reading comprehension with text and self-image glosses, reading plus gap-fill with text-only glosses, and reading plus gap-fill with text and picture glosses. To measure the receptive word knowledge, a modified Vocabulary Knowledge Scale was used immediately after the treatment and two weeks later. The results provided partial support for Technique Feature Analysis on the initial vocabulary learning. It suggests further investigation about the impact of imaging aspect in Technique Feature Analysis. On the medium-term vocabulary retention, the differential effects of tasks faded. When time-on-task was considered, the task effects were similarly detected on the initial learning but diminished on the medium-term vocabulary retention. The implications are discussed in light of L2 vocabulary learning and Technique Feature Analysis.

BIODATA

Jae-Young Lee received a B.A. degree in elementary education from Seoul National University of Education and a M.A. degree in ELT materials development at International Graduate School of English. She is currently an English teacher in a public elementary school. Her interests include vocabulary learning and storytelling.

Hye-Jin Lee works at Wonkwang University.

Needs Analysis and Wordlist Development in Military University

Chiangchiang Oyang
(National Chengkung University, Taiwan)

The need for Taiwanese military to learn the English language has been extended significantly; the awareness of military terminologies has been sharply increased in the military. There are abundant of materials on military English, but only a few military English materials are being utilized by military officers in applicatory reality-orientated tasks. The purpose of this study is to discover the needs and develop a wordlist for the military. Identifying the purpose and the needs for learning is a critical step, because it allows the military personnel to improve their language skills as well as their job performance for military purposes within a corporate environment. English for Specific Purposes (ESP) is concerned with learning the specific language suited to a particular workplace context and it is about acquiring work-related English skills based on immediate needs. The study attempts to investigate the specific needs through questionnaires and interviews with participants from the military and in order to develop an authentic wordlist tailored to situation-specific military fields. The wordlist identified in this study offers language learners and instructors authentic material when learning Military English.

BIODATA

The presenter is a lecturer in Air force institute of technology in Taiwan. He is also a Ph.D student in national cheng kung university who had more than 8 years teaching experience.

Game-based Learning for Vocabulary: Empowerment, Experiences, and Self-efficacy

So-Hee Kim
(Korea University)

Digital technology has some affordances not available within a traditional English language classroom, and these might be used to great advantage. Among the benefits for language learners of using technology, game-based learning, which refers to using game elements to teach a specific skill or attain a certain goal, can elicit engagement, increase learners' satisfaction, and provide effective feedback in English classroom. In addition, educational games allow English language learners to reinforce knowledge, promote motivation, develop self-efficacy, and solve problems. Thus, learners can build positive development to acquire language while enhancing their own experiences to gain knowledge in self-learning. Through this learning process, English learners can create empowerment to accomplish tasks. Considering that vocabulary is a critical component of English language learning, and academic vocabulary is more challenging to learn than social language, this session introduces free-to-play web browser games as sources, such as Quizlet, Kahoot, and Socrative, for engaging vocabulary learning activities that can be used in various academic settings in higher education. Participants discover how they can create interactive games. It also explains gamed-based learning sequences, 1) rules, 2) goals and objectives, 3) outcomes and feedback, 4) competition, challenges 5) interaction, and 6) construct knowledge based on Prensky (2001)'s key structural elements of games. This presentation may suggest English language learners' potential gaming ecology related to language proficiency and gaming experiences.

BIODATA

So-Hee Kim has a PhD in English education from Korea University and has been teaching media literacy, English language and culture in higher education. She is currently a member of the editorial review board for TESOL Journal. Her interests include multimodal literacy, computer-assisted language learning, and autonomous learning.

Engage Them! Use an App in Your Next learning Activity

Herminigildo Garrobo
(Gimcheon University)

Using worksheets can be a good activity for learning grammar and vocabulary. However, we may add variety to it by leveraging the affordances of internet resources like Kahoot! or Rewordify to name just two. In this presentation, it shall be demonstrated how employing digital applications in the classroom may help teachers turn materials into engaging activities that go beyond filling in missing words or grammatical units. Using some apps, it shall be shown how one can design gamified digital activities that may feature other learning aspects such as teamwork, collaboration, fun, play and competition. Attendees may bring their smartphones or tablets for hands-on practice and participation using some of the apps to be introduced.

BIODATA

Hermin Garrobo, MA is a graduate student at Kyung Hee University Global Campus in Suwon, South Korea. He also teaches General English classes at Gimcheon University. His recent fascination includes integrating gamification and multimedia learning management tools in his classes. He has taken the Kahoot! certification program and enjoys taking mooc courses.

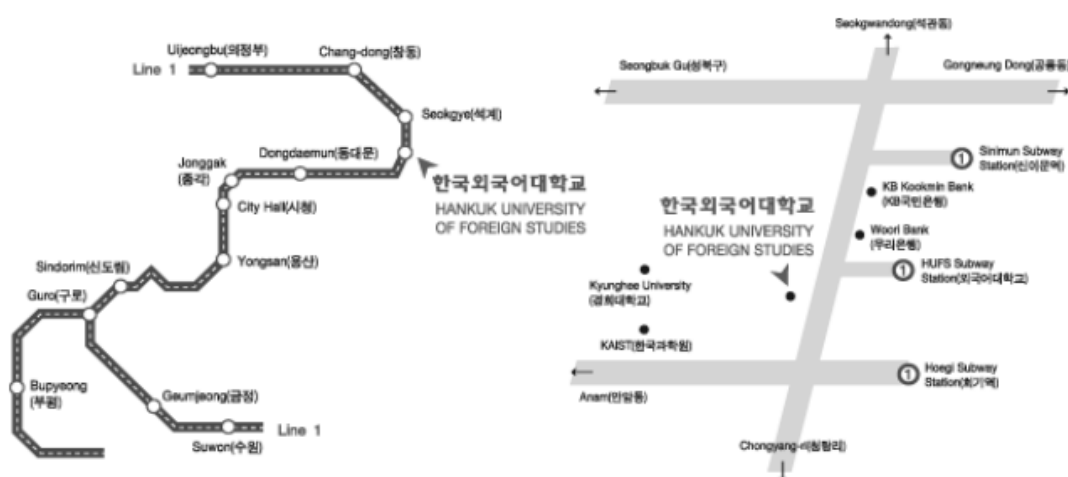# Site Map

Direction Guide

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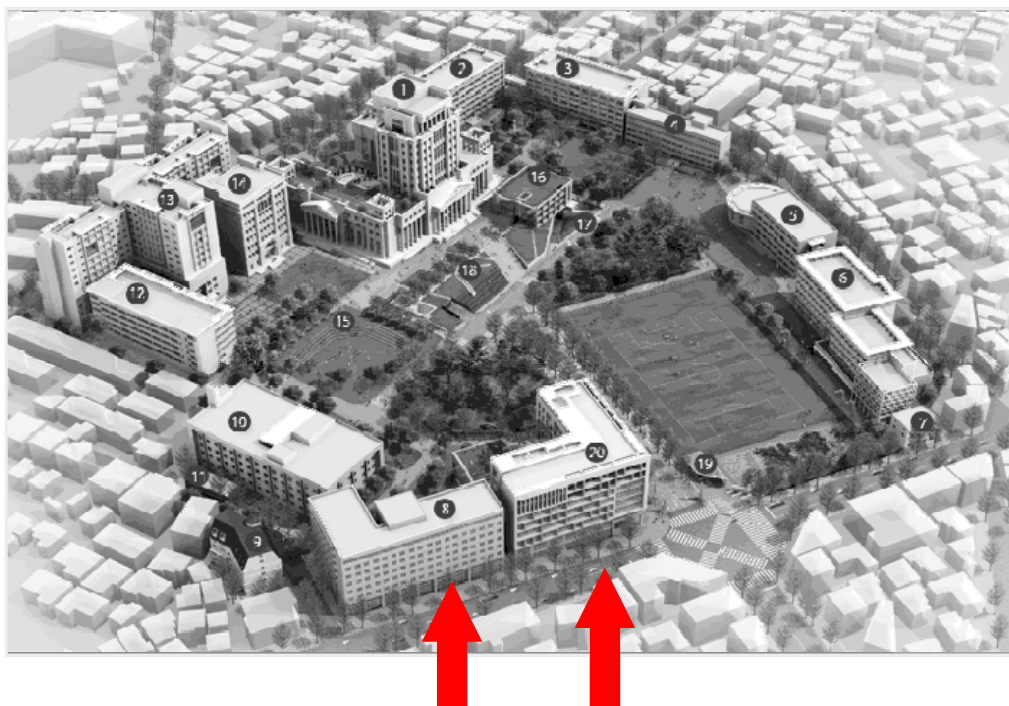

Transportations

Subway Map of Metropolitan Seoul (Showing Location of Seoul)
Subway Line 1, Hankuk University of Foreign Studies Subway Station (3-minute walk to main entrance)

・Bus : 120, 147, 261, 273, 1222

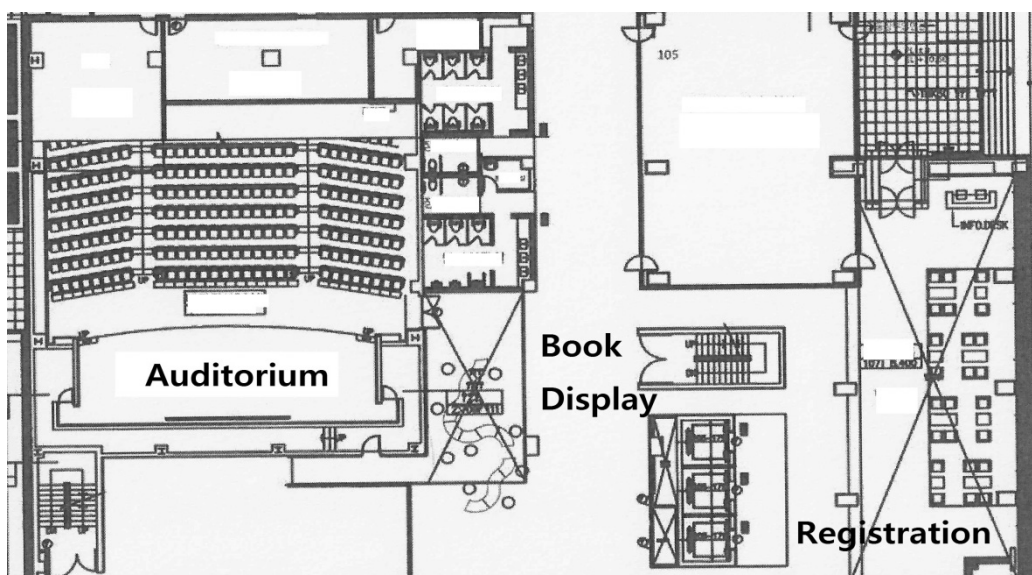・Subway: Line No. 1, Hankuk University of Foreign Studies Station
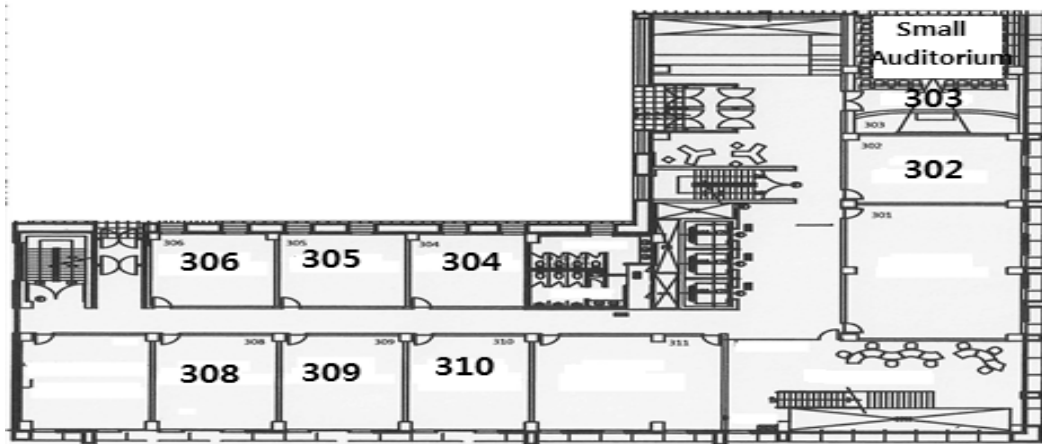
Conference Venue: Campus Map

Faculty Office Building I (2nd Floor: Cafeteria)   Cyber Building (1st, 3rd and 6th Floors)
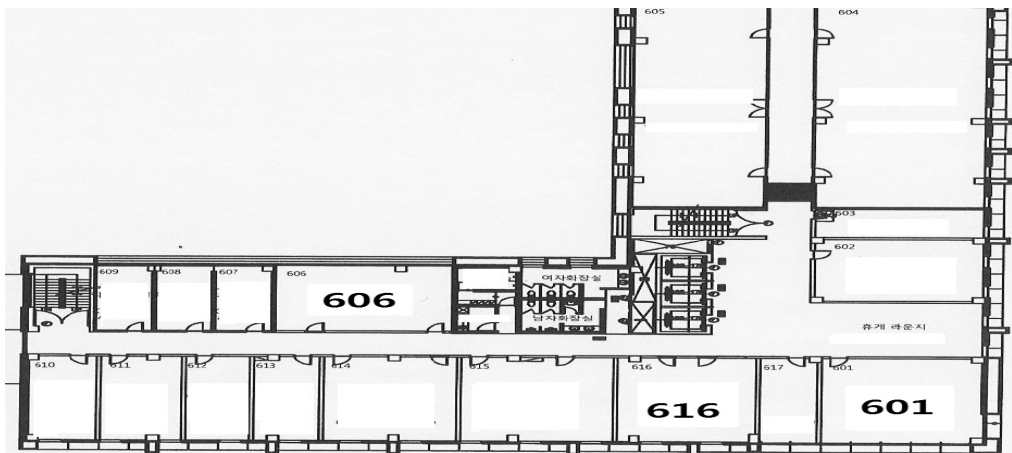
Cyber Building: Floor Map

1st Floor

3rd Floor

6th Floor

Faculty Office Building I: Floor Map

2nd Floor: Cafeteria