MEESO 2022

International Conference
Seoul, Korea
HYBRID 22 July

Program Book

Coping With the Paradigm Shift for English Education in the Post-COVID-19 Era

Organized by
Modern English Education Society (MEESO)

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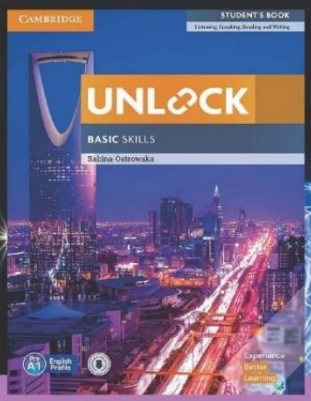

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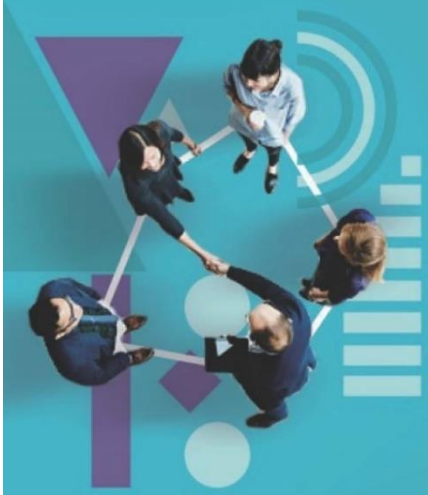

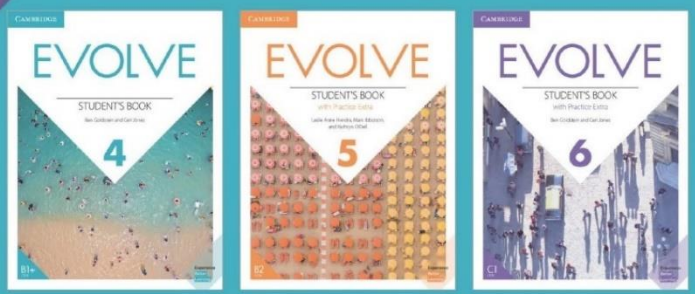

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MEESO 2022

International Conference
Seoul, Korea
HYBRID 22 July

Program Book

Coping With the Paradigm Shift for English Education in the Post-COVID-19 Era

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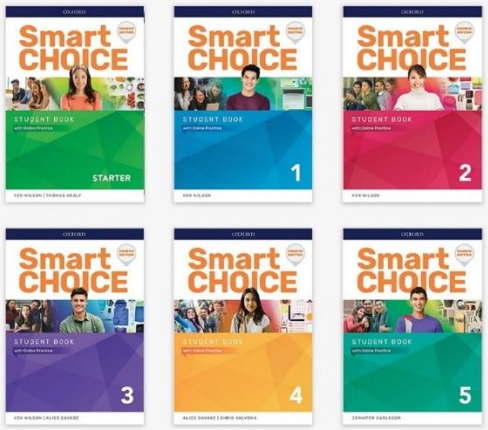

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Welcome

Opening Address

Jayeon Lim
Conference Chair
University of Seoul

Distinguished speakers and honorable guests,

It is my great pleasure to welcome you to the 2022 Modern English Education Society (MEESO) International Conference. Some of us are at the University of Seoul, Seoul, Korea while others further afield either online via zoom or metaverse. Just until a couple years ago, this type of "hybrid" event would have seemed unusual to say the least. Now, we have all grown quite accustomed to having virtual discussions. There are, after all, some advantages to this turbulent period. Indeed, the theme of this conference is "Coping with the Paradigm Shift for English Education in the Post-COVID-19 Era." I hope this will be a valuable opportunity for academic and pedagogic interaction for everyone.

Now, I would like to express my sincere gratitude, on behalf of all MEESO members, to the distinguished keynote speakers, plenary speaker, workshop lecturer, and all presenter and participants. This MEESO conference would not have been possible without your expertise and contribution. We are all eager to hear from you about your ideas and innovations in English education.

I sincerely hope you all will find this experience of learning and networking to be enriching. Thank you once again for your presence and support.

Welcome

Welcoming Address

Hyun Jin Kim
President, MEESO
Cheongju National University of Education

Dear MEESO members, distinguished speakers, honorable guests, and ladies and gentlemen, it is my pleasure to welcome all of you to the MEESO international conference.

This conference is of great significance since it is the first hybrid conference in the history of MEESO. Since the outbreak of COVID-19, schools and universities adopted online teaching; academic organizations adopted online events and meetings. As teachers and researchers, we had new experiences and learned new knowledge: how to overcome challenges and solve the problems. For the past two years, MEESO held online conferences and online workshops. The events were successfully turned into virtual formats, but we have missed personal connection of in-person meetings. We are not completely safe from the pandemic at the moment; however, we know how to get through the current situation by uniting the virtual world and the real one. In this conference, sessions presented at University of Seoul will be shared online too; in-person attendees and virtual participants will meet together at the same time and space by joining the metaverse ZEP. This hybrid conference will show how we can cope with the paradigm shift for English education in the post-COVID-19 era, which is the theme of the conference.

Today we are here to discuss this theme. I hope joining the conference provides us new and valuable insights into English education in the changing situation.

Before I finish the speech, I'd like to express my deepest gratitude to those who make this conference a remarkable one. On behalf of MEESO members I am grateful to Dr. Jungsoo Mok, Dean of Humanities, University of Seoul for providing this wonderful venue. And I'd like to extend my warm gratitude to our keynote, plenary, and workshop speakers and my special thanks to the conference organizing committee: Dr. Jayeon Lim, Dr. You-Jean Lee, Dr. Hyona Park and other committee members for their sincere commitment and dedication.

Dear all, I hope you enjoy the conference and get inspiring ideas for better English education. Thank you very much.

July 22, 2022

Welcome

Congratulatory Address

Jungsoo Mok
Dean of Humanities
University of Seoul

Distinguished speakers and honorable guests,

It is my great pleasure to welcome all of you to the 2022 International MEESO conference. I am very proud to be hosting this year's conference at the University of Seoul. I understand that the Modern English Education Society (MEESO) has provided a consistent platform for presenting new research in English education for over 20 years now. At the same time, the MEESO conference has also focused on the trends and experience of ELT classrooms. Thus, I can see that the programs have successfully found a balance between these two throughout the years.

The theme of this international conference is "Coping with the Paradigm Shift for English Education in the Post-COVID-19 Era", which I think is timely suitable. Through today's conference, I hope all of you will have opportunities to share new research ideas, and interact with colleagues to develop your expertise.

Lastly, I would like to express my deepest gratitude for all those who have contributed so much in preparing for this conference. A special thanks goes to President Hyun Jin Kim and other conference organizing committee members who have arranged such a diverse and vigorous program.

I hope today's conference will provide a valuable experience and wish you all the best.

서울시립대학교 UNIVERSITY OF SEOUL

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- 강의시간
  -현장강의: 수강생의 공강시간에 맞춰 수업 개설
  -온라인강의: 기간 내 무제한 자유 수강
  -원어민 1:1 수업: 원어민 선생님과 스케줄링 후 원하는 시간에 수업 진행
- 출석률과 테스트 성적에 따라서 강의료의 최대 200% 금액 환급
- 영어 / 중국어 / 제 3외국어까지! 다양한 어종 학습 가능

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- 모의 테스트 제공 (약 4만원 상당)
- 온라인 강의 제공 (파고다 토익 인강)
- 강사의 1:1 관리 (질의응답&학습상담)
- 파고다 AI솔루션 오즈랑 FULL SET(5회)

토익

정기토익 목표점수 달성반

과목	토익 730+ 목표반	토익 830+ 목표반	토익 900+ 목표반
수업내용	체계적인 3단계 학습 플로우를 통해 파트별 핵심 유형을 파악하고, 다양한 유형의 문제 풀이로 실전에 대비하는 수업	적중포인트와 핵심만 짚어 시간낭비 NO! 선생님의 노하우가 담긴 핵심 내용과 꿀팁 전수를 통해 단기간 고득점 완성	파트별 실전 전략을 빠르게 정리하여 문제풀이에 적용! 정기토익 실전 대비반!
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수강시간	월수반/화목반 중 선택 수강 → 수강생 공강 시간에 맞춰 수업시간 개설 *수강 신청 후 별도 설문조사가 진행되며, 공강시간이 가장 많은 시간대에 개설		
수강료	28만원(교재비 포함) ⇨ **최대 50만원 환급!**		
환급기준	출석률 90%이상 + 모의테스트 2회 응시(사전/사후) ▶출석장학금 : 환급기준 충족 시 5만원 환급 ▶반액장학금 : 환급기준 + 각 반 목표점수(온라인/정기시험 기준) 달성자 전원 12만원 환급 ▶전액장학금 : 환급기준 + 각 반 목표점수(온라인/정기시험 기준) 달성자 중 상위득점자 2~3명 선정 25만원 환급 ▶두배장학금 : 환급기준 + 각 반 목표점수(온라인/정기시험 기준) 달성자 중 최고득점자선정 50만원 환급(장학금 환급은 교재비 제외 기준)		

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수강시간	▶월수반 / 화목반 중 선택 수강 ▶수강생 공강 시간에 맞춰 수업시간 개설 *수강 신청 후 별도 설문조사가 진행되며, 공강시간이 가장 많은 시간대에 개설	▶수강생 공강 시간에 맞춰 수업 개설 *수강 신청 후 별도 설문조사가 진행되며, 공강시간이 가장 많은 시간대에 개설
수강료	24만원(교재비 포함) ⇨ **최대 44만원 환급!**	46만원(교재비 4권 가격 포함) ⇨ **최대 42만원 환급!**
환급기준	*환급기준 : 출석률 90%이상 + 사후테스트 응시	
	▶출석장학금 : 환급기준 충족 시 4만원 환급 ▶반액장학금 : 환급기준 + 목표점수 획득자 전원 11만원 환급 ▶전액장학금 : 환급기준 + 목표점수 상위 득점자 2명 22만원 환급 ▶두배장학금 : 환급기준 + 최고득점자 44만원 환급	▶출석장학금 : 환급기준 충족 시 7만원 환급 ▶반액장학금 : 환급기준 + 목표점수 획득자 전원 21만원 환급 ▶전액장학금 : 환급기준 + 최고득점자 42만원 환급 (장학금 환급은 교재비 제외 기준)

온라인 강의

파고다 최신 인강과 함께 목표 점수 확실하게 "끝"

PAGODA
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78% 할인

온라인 교안 및 모의 테스트 제공 (약 4만원 상당)

파고다 AI솔루션 오즈랑 FULL SET(5회)

OZ LANG

점수 달성 걱정없이 수강기간 더블로 가!

x2

전담 강사 Q&A 서비스

점수대별 선생님 비법 자료

토익

프로그램	누구나 730+ 목표달성 패키지	누구나 830+ 목표달성 패키지	누구나 900+ 목표달성 패키지
목표점수	700점 이상	800점 이상	900점 이상
패키지 강의 리스트	강좌명		
	▸파고다 토익 700+ 실력완성 (LC, RC) ▸5초만에 해결 파트 5&6 ➡ 총 8개 강좌 143강	▸파고다 토익 800+ 고득점완성 (LC, RC) ▸신토익 벼락치기 2주완성 ➡ 총 8개 강좌 152강	▸파고다 토익 900+ 적중실전(LC,RC) ▸신토익 벼락치기 2주 완성 ▸파고다 토익 시험 직전 마무리 모의고사 ➡ 총 10개 강좌 155강
수강료	소비자가 ~~52만원~~ ⇨ **시립대 특별가 14만원**(교재비 포함) ***최대 22만원 환급**		
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수업내용	▸목표점수에 맞춘 레벨별 수업에서 실전풀이까지 한 번에 정리 ▸VOCA에서 실전모의고사 정리까지 총 5개 과목 진행	▸파고다 1타 강사들의 핵심 강의를 그대로 ▸인강 전담 강사의 카카오톡 실시간 Q&A 진행	
환급기준	▸환급기준 : 출석률 90% 이상 + 모의테스트 2회 응시(사전/사후) **▸출석장학금 : 환급기준 충족 시 2만원 환급 ▸반액장학금 : 환급기준 + 각 반 목표점수(모의시험/정기시험 기준) 달성자 전원 5만원 환급** **▸전액장학금 : 환급기준 + 각 반 목표점수(모의시험/정기시험 기준) 달성자 중 상위득점자 2~3명 선정 11만원 환급** **▸두배장학금 : 환급기준 + 각 반 목표점수(모의시험/정기시험 기준) 달성자 중 최고득점자 선정 22만원 환급 (장학금 환급은 교재비 제외 기준)**		

토익스피킹 & 토플

프로그램	토익스피킹 Lv.6+ 목표달성 패키지	토플 80+ 목표달성반
목표점수	Lv.6+	80점
패키지 강의 리스트	강좌명	
	토익스피킹의 신 레벨별 패키지 & 토익스피킹의 신 발음 강세 ➡ 총 8개 강좌 126강	파고다 토플 스타터 패키지 & 파고다 NEW 토플 80 Plus 패키지 ➡ 총 8개 강좌 128강
수강료	소비자가 ~~59만원~~ ⇨ **시립대 특별가16만원** (교재비 포함) ***최대 28만원 환급**	소비자가 ~~67만원~~ ⇨ **시립대 특별가 25만원** (교재비 포함) ***최대 34만원 환급**
수강기간	**3월 30일(수)~6월 24일(금) / 기간 내 무제한 자유 수강**	
수업내용	토익스피킹 목표달성에 필요한 강의는 모두 담은 맞춤형 강의	단기간 토플 고득점을 위한 각 영역별 전략 학습 / 토플 빈출 유형 정리로 차별화된 학습
환급기준	▸공통사항 : 출석률 90% & 사후 테스트 응시(모의 or 정기) **▸출석장학금 : 환급기준 충족 시 ▸반액장학금 : 환급기준 + 목표점수 획득자 전원** **▸전액장학금 : 환급기준 + 반별 상위 득점자 2명 ▸두배장학금 : 환급기준 + 반별 최고 득점자 (장학금 환급은 교재비 제외 기준)**	

전화&화상외국어

21년 겨울학기 장학금 지급률 95%

원어민 전화&화상외국어

놀랄만큼 쉽고, 믿기 힘들만큼 재미있는 1:1 전화&화상

- 나만의 1:1 회화 선생님 (1개월 무료 제공) — 파고다 AI튜터
- 1:1 맞춤 커리큘럼
- 레벨별 수업 (사전테스트로 레벨배정)
- 자유로운 수업 시간 (원하는 수업 시간 선택 가능)

과목	영어(전화/화상)	중국어	일본어	제3외국어 (스페인어, 프랑스어)
수업내용	프리토킹, 기초회화, 토스, Opic, 영어면접 등 영어에 대한 커리큘럼 총 망라	일반회화, 프리토킹, 실무 비즈니스, 테마별 비즈니스, TSC대비 등	기초~고급 일본어까지 자신의 수준에 맞는 회화 수업 진행상황별 일본어, 정치, 경제, 문화 등 다양한 테마를 주제로하는 프리토킹	흔하게 접할 수 없는 스페인어와 프랑스어를 원어민과의 전화수업을 통해 자신에게 맞는 수준별 학습 진행
수강기간/시간	▸3월 30일(수)~6월 24일(금) / 기간 내 총 16회(주2회or주3회 중 택1) ▸수업 시간은 원어민 강사님과 스케쥴링 후 원하는 시간에 진행			
수강료	전화 10분 ⇨ 8만원 전화 20분 ⇨ 16만원 화상 10분 ⇨ 10만원 화상 20분 ⇨ 20만원	전화 10분 ⇨ 11만원 전화 20분 ⇨ 22만원	전화 10분 ⇨ 14만원 전화 20분 ⇨ 28만원	전화 10분 ⇨ 14만원 전화 20분 ⇨ 28만원
	최대 100% 환급!!			
환급기준	▸출석장학금 : 출석률 90%이상 ▸반액장학금 : 출석률 90%이상 + 사전 대비 사후 테스트 결과 점수 상승자(상위 30%) ▸전액장학금 : 출석률 90%이상 + 사전 대비 사후 테스트 결과 점수 상승자(상위 10%)			

환불규정

화상강의 & 전화외국어	▸개강 전 : 수강료 전액 환불 ▸개강 후 : 학원법[제18조 2항] 규정 준수
온라인강의	▸개강 전 : 수강료 전액 환불 ▸개강 후 : 학습수수료 및 위약금을 차감한 뒤 환불

모의TEST 안내

시험일자			
모의 TOEIC	3월 12일(토) 09:30	모의 HSK 4/5/6급	3월 12일(토) 09:30
	4월 9일(토) 09:30		5월 14일(토) 09:30
	5월 14일(토) 09:30	모의 TOEIC Speaking	4월 6일(수) 16:00
	6월 25일(토) 09:30		5월 4일(수) 16:00
	7월 16일(토) 09:30		6월 1일(수) 16:00

▸모의 TOEIC 응시료 : 3,000원[수강생 무료] → 현금결제만 가능
▸모의 TOEIC Speaking 응시료: 20,000원] → 현금결제만 가능
▸접수처 : https://uos.npagoda.com ※위의 일정은 변동될 수 있으며, 변동 시 사전공고됩니다.

★지금까지 이런 환급반은 없었다! ★

성적에 따라!! 200% 환급
(출석률 90%이상+ 각반 사후 성적 상위 1명)

각반 상위 우수자 100% 환급!!
(출석률 90%이상 + 각반 사후 성적 상위 2~3명)

목표 점수 달성시!! 50% 환급
(출석률 90%이상 + 각반 사후 목표점수 획득(전원))

출석만 해도!! 20% 환급 (출석률 90% 달성시)

*각 장학금별 중복 적용 불가

서울시립대학교 UNIVERSITY OF SEOUL PAGODA 교육그룹
창공관 336호 어학프로그램운영실
02.6490.5740 https://uos.npagoda.com
카카오톡ID: UOSPAGODA

About MEESO

The Modern English Education Society (the 'MEESO') was founded in 2000 as a professional academic body to connect English education theory with field education through a study on theory and method of English education field and to promote mutual friendship among members. As a professional academic body specialized in English education with over 800 regular members at present, MEESO holds domestic and international conferences every year and also publishes academic journals 4 times a year.

Since publication of *Modern English Education*, an academic journal of the MEESO, was launched in 2000, it was selected as a KCI candidate journal in December 2006 and finally selected as a KCI accredited journal in December 2009 to become recognized as a high-quality expert journal. The journal was published 3 times a year up to the 11th volume in 2010 and it became quarterly published (4 times a year) from the 12th volume in 2011, and excellent study results have been published through this journal.

MEESO has invited celebrated scholars at home and abroad since 2000 of its foundation with a help of education specialists and researchers who belong to respective educational institutions to hold a regular conference every year and thus, it has provided not only a forum for debate over English education but also an opportunity to promote friendship among members.

www.meeso.or.kr

About *Modern English Education*

Modern English Education is a refereed, quarterly-published journal of the Modern English Education Society (MEESO), which was first published in 2000. The purpose of the journal publication is to promote academic exchange among researchers and teachers in Korea and abroad who are interested in connecting theory and practice of the learning and teaching of English as a foreign or second language and in broadening their views on English education in general.

Modern English Education welcomes contributions on current theoretical and practical issues as well as research studies in areas including the following:

· Foreign Language Learning and Teaching
· Second Language Acquisition
· Teaching and Learning Language Skills
· Curriculum/Material Development
· Language Evaluation/Testing
· Language Program Planning
· Language Policy
· Teacher Training and Professional Development
· Multimedia-assisted Language Learning and Teaching
· International/Intercultural Communication
· Teaching Young learners
· Corpus-based Language Learning and Teaching

Submission Deadlines and Publication Dates

Modern English Education, a quarterly journal, is published in February, June, September, and December. The 2nd issue is an international issue accepting only manuscript in English. All the manuscripts for *Modern English Education* must follow APA style specifications. For more information on contributing, please refer to the 'Journal Submission Guidelines' of the journal. The submission deadline and publication date for each issue are as follows.

Publication Issue		Publication Date Deadline
Issue 1	February 28	December 31 of the previous year
Issue 2	June 30	April 30
Issue 3	September 30	July 31
Issue 4	December 31	October 31

How to Submit

The manuscript is to be submitted through the MEESO online submission site:
https://dbpiaone.com/MEESO/index.do
Inquiries regarding submission: meesojournal@naver.com

Specifications for Manuscript

· The manuscript should be prepared using MS Word 2000 (or later).

· The manuscript should be written in a double column format, and the length of the manuscript should not exceed 10 pages (20 pages in a single column format). If the limit is exceeded, an extra page charge in addition to the publication charge will be paid by the author(s).

· For more information about submission, go to: https://meeso.or.kr/Journal-Submission-Guidelines

ZEP (Metaverse) & Zoom links

To join the online conference, follow the ZEP link or Zoom links below.

ZEP (Metaverse) Link

Session	Invitation Code	ZEP Link	QR Code
Pre-Conference Session (July 21) / All main sessions & poster sessions (July 22)	1150221 (★The **ZEP password** will be noticed on the homepage of the MEESO.)	https://zep.us/play/ykggLp	SCAN ME

Zoom Links

★ Zoom Password: 20220722

Session			Time	Id	Zoom Link	QR Code
Opening Ceremony (9:50-10:00) Keynote Speech I & II (10:00-12:10) Research Ethics Education (12:10-12:30) Plenary Speech (13:20-14:10)				485 777 1044	https://us02web.zoom.us/j/4857771044	Main
Concurrent Sessions I	1	Second Language Acquisition I	09:00-09:50	913 8842 6987	https://uos-ac-kr.zoom.us/j/91388426987	SLA I
	2	Curriculum & Materials I	09:00-09:50	273 150 2495	https://kongju.zoom.us/j/2731502495	Curriculum_
	3	Corpus-Based Instruction	09:00-09:50	396 861 4282	https://us02web.zoom.us/j/3968614282	Corpus

	4	COVID-19 Era Education I	09:00-09:50	730 197 3929	https://us02web.zoom.us/j/7301973929	
Concurrent Sessions II	5	Language & Technology I	13:20-14:35	347 353 5633	https://uos-ac-kr.zoom.us/j/3473535633	
	6	Language Learning & Teaching I	13:20-15:00	927 1204 3471	https://zoom.us/j/92712043471	
	7	Language & Technology II	13:20-15:00	897 5268 5438	https://us02web.zoom.us/j/89752685438	
	8	COVID-19 Era Education II	13:45-15:00	764 371 2601	https://kangwon-ac-kr.zoom.us/j/7643712601	
Concurrent Sessions III	9A	Teaching Practices I	14:20-15:35	983 1495 0960	https://uos-ac-kr.zoom.us/j/98314950960	
	9B	Teaching Practices II	15:35-17:15			
	10	KICE Session	14:20-16:25	918 1932 6482	https://uos-ac-kr.zoom.us/j/91819326482	

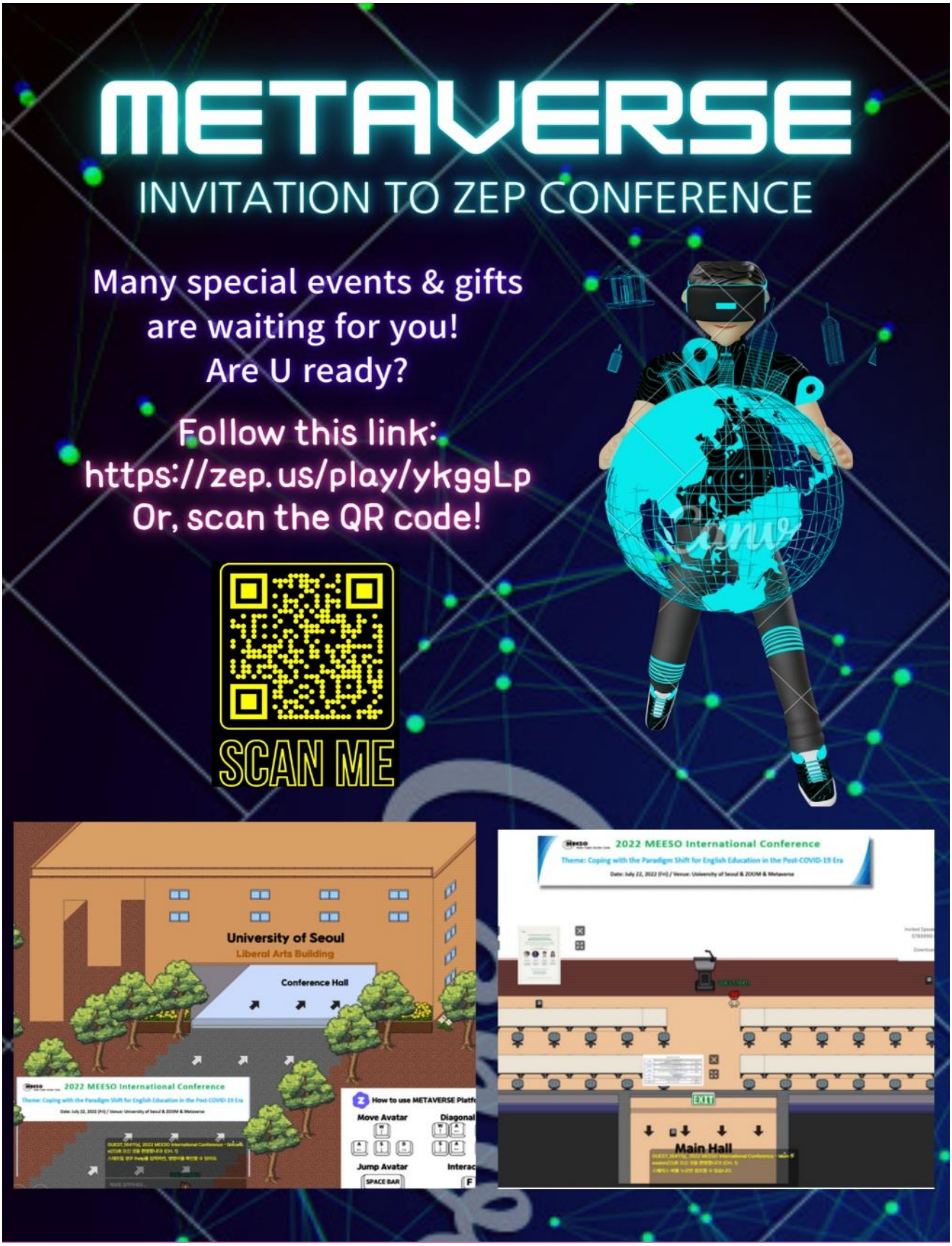
	11A	Language & Technology III	14:20-15:35	930 5181 6788	https://uos-ac-kr.zoom.us/j/93051816788	Tech3 SLA2
	11B	Second Language Acquisition II	15:35-16:50			
	12A	Discourse Analysis	14:20-15:10	814 3165 3221	https://us02web.zoom.us/j/81431653221	Discourse L
	12B	Language Learning & Teaching II	15:10-16:25			
	13A	Language Learning & Teaching III	14:20-16:00	863 6103 6636	https://us06web.zoom.us/j/86361036636	LLT3 Assess
	13B	Assessment/ Evaluation	16:00-16:50			
	14A	Teacher Education/ Curriculum & Materials II	14:20-15:35	325 381 0296	https://us02web.zoom.us/j/3253810296	Teacher Edu
	14B	**Workshop***	15:35-16:15			

*This **online workshop** is about "ESOBB: Mobile App for Inductive Vocabulary Learning for Secondary School Students" presented by Sooin Chun (Dankook Univ.) and Chaewon Im (Etoos Education). The **"Workshop on Metaverse" by Prof. Jieun Kim** will be conducted offline at University of Seoul from 15:10-17:21.

Session	Invitation Code	ZEP Link	QR Code
Poster	1150221 (★The **ZEP password** will be noticed on the homepage of the MEESO.)	https://zep.us/play/ykggLp	SCAN ME

Metaverse (ZEP) Invitation

To join the pre-conference session (July 21) and the conference (July 22), follow the ZEP link. Or scan the QR code.
★The **ZEP password** will be noticed on the homepage of the MEESO.



Guidelines for Attendees, Presenters, and Zoom Chairs

Tips for attendees, presenters, & zoom chairs

Guidelines for Zoom Attendees

- Check the session link carefully and get into the Zoom meeting room before the presentation starts.
- Make sure to mute your microphone when getting into a Zoom meeting room.

- Unmute yourself if you want to give comments or ask questions to presenters. ▶ Click on the microphone icon on the bottom left of the screen.

Guidelines for On/Offline Oral Presenters

- You will be given 25 minutes for your presentation (including Q & A session).
- After a moderator introduces you, you can start.
- Save time for a Q & A session (usually for about 4–5 min.).
- You will get an alert message from the moderator (e.g., 5 min., 3 min., and/or 1 min. alerts). ▶ For Zoom presenters: This alert message will be sent to a chat room message.
- Finish your presentation within the allotted time.

Guidelines for Zoom Chairs

- Get into the zoom link ahead of time. Otherwise, moderators, presenters, and attendees will not be able to get into the zoom meeting room.
- Check if presenters and moderators in your session are present. If not, please contact 2022 MEESO conference committee members (via Kakao Talk group chat room).
- Make sure that all attendees' microphones are mute.
- Write down any important announcements for attendees in a chat room if necessary.
- Ask a moderator to introduce a presenter(s) and remind them of the time limit.
- If a moderator does not show up, please take the role(s) of him/her.
- If any technical difficulties/problems occur, ask for a help immediately through the Kakao Talk group chat room.

Conference Schedule

July 21, 2022

Online Pre-Conference Session: Metaverse (ZEP) Session 4:00 p.m – 5:30 p.m

July 22, 2022

Hybrid Conference 9:00 a.m – 6:00 p.m

July 21	**Online Pre-Conference Session (Metaverse Session): 16:00-17:30** (The schedule is subject to change.)							
July 22	**Onsite**				**Online**			
9:00-9:50	**Onsite Registration** (onsite, Liberal Arts Bldg #301-1)				**Concurrent Sessions I**			9:00-9:50
					SLA I (ZOOM 1)	Curriculum & Materials I (ZOOM 2)	Corpus-Based Instruction (ZOOM 3)	Covid-19 Era Education I (ZOOM 4)
9:50-10:00	**Opening Ceremony** (onsite, #309 / ZOOM-Main / ZEP)							9:50-10:00
10:00-11:00	**Keynote Speech 1:** Shifting the Paradigm Ourselves: Re-Imagining the Language Teaching Profession for the Post-COVID Era **Paul Kei Matsuda (Arizona Univ.)** (onsite, #309 / ZOOM-Main / ZEP)							10:00-11:00
11:00-11:10	Cambridge University Press Presentation (onsite, #309 / ZOOM-Main / ZEP)							11:00-11:10
11:10-12:10	**Keynote Speech 2:** Manufacturing Motivation in Online Language Teaching and Learning With Variety; TEC-VARIETY **Curt J. Bonk (Indiana Univ.)** (onsite, #309 / ZOOM-Main / ZEP)							11:00-12:00
12:00-13:20	**Lunch** (onsite, #301-2) / **Book Display** (onsite, #301-1) **Research Ethics Education** (ZOOM-Main) / **Board Meeting** (onsite, #407)							12:00-13:20
13:20-15:00	**Concurrent Sessions II**				**Plenary Speech:** Using Automated Speech Recognition in Elementary English Education; EBS AI Peng Talk **Sun-Ho Hong (Seoul National Univ. of Education)** **(ZOOM-Main / ZEP)**			**Poster Session (ZEP)** 13:20-14:10
	Language & Technology I (onsite, #308 / ZOOM 5)	Language Learning & Teaching I (onsite, #309 / ZOOM 6)	Language & Technology II (onsite, #301-2 / ZOOM 7)	Covid-19 Era Education II (onsite, #405 / ZOOM 8)	**Concurrent Sessions III**			
					Teaching Practices (ZOOM 9)	**KICE Session** (ZOOM 10)	Language & Technology III (ZOOM 11)	Discourse Analysis (ZOOM 12)
15:10-17:10	**Workshop:** Practices of Learner-Centered Classes Using Metaverse (Gather.Town & ZEP) **Jieun Kim (Catholic Kwandong Univ.) (onsite, #309)**						SLA II (ZOOM 11)	Language Learning & Teaching II (ZOOM 12)
14:20-17:15								
17:20-18:00	**Closing Ceremony & General Meeting (onsite, #309 / ZOOM-Main / ZEP)**							17:20-18:00

Language Learning & Technology III (ZOOM 13)	Teacher Education/Curriculum & Materials II (ZOOM 14)
Assessment (ZOOM 13)	Workshop (ZOOM 14)

Venue: University of Seoul (UOS) & ZOOM & ZEP

Main Program for July 22

9:50-10:00 (onsite, #309 / ZOOM-Main / Metaverse)	Opening Ceremony (Hybrid)	
	Opening Address: Jayeon Lim (Conference Chair) **Welcoming Address**: Hyun Jin Kim (President of MEESO) **Congratulatory Speech**: Jungsoo Mok (Dean of College of Humanities at Univ. of Seoul)	Moderator: Jung Hyun Kim (Inha Technical College)
10:00-11:00 (onsite, #309 / ZOOM-Main / Metaverse)	Keynote Speech I (Hybrid)	
	Shifting the Paradigm Ourselves: Re-Imagining the Language Teaching Profession for the Post-COVID Era Paul Kei Matsuda (Arizona Univ.)	Moderator: Jayeon Lim (Univ. of Seoul)
11:10-12:10 (onsite, #309 / ZOOM-Main / Metaverse)	Keynote Speech II (Hybrid)	
	Manufacturing Motivation in Online Language Teaching and Learning With Variety; TEC-VARIETY Curt J. Bonk (Indiana Univ.)	Moderator: Hikyoung Lee (Korea Univ.)
12:00-13:20	**Lunch (Onsite, #301-2) / Book Display (Onsite, #301-1)** **Research Ethics Education (ZOOM-Main) /** **Board Meeting (Onsite, #407)**	
13:20-14:10 (ZOOM-Main / Metaverse)	Plenary Speech (Online)	
	Using Automated Speech Recognition in Elementary English Education; EBS AI Peng Talk Sun-Ho Hong (Seoul National Univ. of Education)	Moderator: Jongbum Ha (Kumho National Institute of Tech.)
14:20-16:25 (ZOOM 10 / Metaverse)	KICE (Korea Institute of Curriculum and Evaluation) Session (Online)	
15:10-17:10 (onsite, #309)	Workshop (Onsite)	
	Practices of Learner-Centered Classes Using Metaverse (Gather.Town & ZEP) Jieun Kim (Catholic Kwandong Univ.)	Moderator: Jung Hyun Kim (Inha Technical College)
17:20-18:00 (onsite, #309 / ZOOM-Main / Metaverse)	**Closing Ceremony & General Meeting**	Moderator: Jung Hyun Kim (Inha Technical College)

Concurrent Sessions I (Online)

Session I [Second Language Acquisition I]

Venue: ZOOM 1 / Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Sun-Hee Kim (Univ. of Seoul)		
09:00-09:25	**The Translation of Thai Standard Amplifiers Into English** Maliwan Bunsorn · Tongtip Poonlarp (Chulalongkorn Univ.)	Jyi-yeon Yi (Chongsin Univ.)
09:25-09:50	**The Experiences and Perceptions of Educational Support Staff Assisting Afghan Youth in the US** Andrea Rakushin Lee · Michael Hidalgo · Elizabeth Harrison (Austin Peay State Univ.)	Jeonghwa Shin (Korea Military Academy)

Session 2 [Curriculum & Materials I]

Venue: ZOOM 2 / Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Soomin Jwa (Kongju National Univ.)		
09:00-09:25	**Critical Multiliteracies Pedagogy in ESL/EFL Classrooms** Sujin Kim (George Mason Univ.)	Eunsil Bae (Ajou Univ.)
09:25-09:50 (K)*	**Teachers' Perception of Content-Based Instruction Activities in Middle School English Textbooks** Hyun Jung Cho (Sahmyook Health Univ.)	Hyesook Park (Kunsan Univ.)

***K = Korean**

Session 3 [Corpus-Based Instruction]

Venue: ZOOM 3 / Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Ji-Yeon Chang (Myongji Univ.)		
09:00-09:25	**The Role of Language Aptitude in L2 Vocabulary Breadth and Depth: Chinese EFL Learners** Lingjie Tang (Univ. of Seoul)	Younga Lee (Cheongju National Univ. of Education)
09:25-09:50	**Measuring the Lexical Coverage of English Textbooks of Uzbekistan and South Korea Through CEFR** Botirali Khozirov (Univ. of Seoul)	Yuah Chon (Hanyang Univ.)

Session 4 [COVID-19 Era Education I]

Venue: ZOOM 4 / Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Yoonhee Choi (Chongsin Univ.)		
09:00-09:25 (K)	**English Class in Public Schools in the Post-COVID19 Era: Back to Basics** Wonkyung Choi (Seoul Jangpyung Elementary School)	Hyunwoo Kim (Yonsei Univ.)
09:25-09:50 (K)	**University Students' Perception of Nearpod-Assisted Untact Hybrid English Classes** Jongbum Ha (Kumoh National Institute of Technology)	Hyun-Woo Lim (Hankuk Univ. of Foreign Studies)

Concurrent Sessions II (Onsite)

Session 5 [Language & Technology I]

Venue: #308/ ZOOM 5 / Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Donghyun Kim (Kumoh National Institute of Technology)		
13:20-13:45	**An Investigation of Hip-Hop-Based English Education Content for Korean EFL Speakers on YouTube** Jae-hyun Im (Indiana Univ. Bloomington)	Yena Lee (Cha Univ.)
13:45-14:10	**Integrating Machine Translation Into EFL Writing Instruction: A Preliminary Investigation** Minji Kim (Hallym Univ.)	James Matthew (Chungju Univ.)
14:10-14:35	**The Use of Digital Tools in Korean College Students' Peer Reviews in Their Writing** Eunsook Kwon • Shinhye Kim (Keimyung Univ.)	Yoonhee Choi (Chongsin Univ.)

Session 6 [Language Learning & Teaching I]

Venue: #309 / ZOOM 6 / Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Moongee Jeon (Konkuk Univ.)		
13:20-13:45	**Perceptions of Konglish of English Language Users:** **An Analysis of a Reaction Video and its Comments on YouTube** Soojin Ahn (Univ. of Seoul)	Ko-Eun Song (Chung-Ang Univ.)
13:45-14:10	**The Art of Conversation: The Role of Charisma in English Speaking Classes** Keith Woogerd (Univ. of Seoul)	Hikyoung Lee (Korea Univ.)
14:10-14:35	**Creating a Multimedia Book for ESL Learners** Younglong (Rachel) Kim (Oklahoma State Univ.)	Jung Hyun Kim (Inha Technical College)
14:35-15:00 (K)	**Reading Aloud in English Using 'Reading Progress' Based on Natural Language Processing Technology** Eunju Lee (Changdeok Girls' Middle School)	Bo La Kim (Univ. of Seoul)

Session 7 [Language & Technology II]

Venue: #301-2 / ZOOM 7 / Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Yoonjung Kim (Kyungnam Univ.)		
13:20-13:45 (K)	**The Relationship Between College Students' Satisfaction and Learning Styles in Online Asynchronous English Classes** Myong-Kwan Lee (Anyang Univ.)	Chankyu Park (Jungwon Univ.)
13:45-14:10 (K)	**A Study on the Development and Validation of Global Competency Diagnostic Tool for College Students Participating in Global Practical Training Program** Jong-choon Kim (Sahmyook Health Univ.) • Ji-yeon Yeon (Hansung Univ.) • Hyung-gu Kang (Soongsil Univ.)	Yoon Shil Jeon (Hyupsung Univ.)
14:10-14:35 (K)	**Korean EFL Students' Attitudes on the Use of the Machine Translation in L2 Writing Class: The Case of High School Students** Hyun-Myung Seon (Univ. of Seoul)	Eun-hee Nam (Eulji Univ.)
14:35-15:00 (K)	**Is Machine Translation an Evil to English Language Teachers?** Hoyeol Ryu (Hankyong National Univ.)	Gyeonghye Kim (Eulji Univ)

Session 8 [COVID-19 Era Education II]

Venue: #405/ZOOM 8/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Yoo-Jean Lee (Kangwon National Univ.)		
13:45-14:10	**Students' Voices About General English Classes During the COVID-19 Semesters** Seonmin Huh (Chungbuk National Univ.)	Inyoung Shin (Namseoul Univ.)
14:10-14:35	**Sociocultural Problems and Challenges in Zoom Instruction** Kent A. Lee (Pukyong National Univ.)	Hyun-Ju Kim (Dankook Univ.)
14:35-15:00	**Translingual Entanglements of English: An Investigation of English Villages in Korea** Jae-hyun Im (Indiana Univ. Bloomington) • Chulwon Jung (Hankuk Univ. of Foreign Studies)	Hyunjin Kim (Ajou Univ.)

Concurrent Sessions III (Online)

Session 9-A [Teaching Practices I]

Venue: ZOOM 9/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Jiyeon Kim (Jeju National Univ.)		
14:20-14:45	**Teachers' Practices and Learners' Perceptions of Assessment in Online Language Courses** Yunjung Nam (Busan Gangseo High School)	Sung Hui Cheong (Soongsil Univ.)
14:45-15:10 (K)	**Teaching and Learning English in the Metaverse** Min Je Kim (Cheongju Sangdang Elementary School)	Kwangjin Yun (Yanggam Middle School)
15:10-15:35 (K)	**English Class Using AI Pengtok** Jiyoung Lee (Namchuncheon Elementary School)	Jaeho Jeon (Seoul Sanggok Elementary School)

Session 9-B [Teaching Practices II]

Venue: ZOOM 9/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Ji-Yeon Chang (Myongji Univ.)		
15:35-16:00 (K)	**A Study on the Development of Task-Based AI Chatbots for Primary English: With Prevention of Task Interruptions Using a Dialogue Management Algorithm** SeongYeub Chu (Seoul Cheonho Elementary School)	Kyung Ja Ahn (Seoul National Univ. of Education)
16:00-16:25 (K)	**Elementary English Class Using AI Pengtalk** Jiyoon Oh (Seoul Sinseok Elementary School)	Hyewon Kim (Daejeon Neuriul Elementary School)
16:25-16:50 (K)	**Book Club for NNEST (Non-Native English-Speaking Teachers): Voluntary CPD (Continuing Professional Development)** Hye-Ran Yim (Yeouido High School)	Yongkyun Joo (Gwacheon Foreign Language High School)
16:50-17:15 (K)	**Effects of Face-to-Face and Non-Face-to-Face Modes in Elementary English Collaborative Writing Class: Focusing on Writing Skills and Perceptions of Writing** Injeong Hwang (Cheongju Seokyong Elementary School)	SeongYeub Chu (Seoul Cheonho Elementary School)

Session 10 [KICE Session]

Venue: ZOOM 10/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Yonghyo Park (Korea Institute for Curriculum & Evaluation)		
14:20-14:45 (K)	**Empowering and Supporting Schools to Respond to Change: The Recent Trend in English Education Research at KICE** Soyeon Kim (Korea Institute for Curriculum & Evaluation)	Sookyung Cho (Hankuk Univ. of Foreign Studies)
14:45-15:10 (K)	**The New National Assessment of Educational Achievement for the New Generation** Jun-Shik Kim (Korea Institute for Curriculum & Evaluation)	Eun-Joo Lee (Ewha Womans Univ.)
15:10-15:35 (K)	**Analysis of English Achievement in National Assessment of Educational Achievement Through Cognitive Diagnostic Model** Yonghyo Park (Korea Institute for Curriculum & Evaluation)	Eunkyung Hwang (Myungji Univ.)
15:35-16:00 (K)	**Changes in the Perception About the CSAT English due to the Change of the CSAT-EBS Linkage Policy** Hoky Min・Yonghyo Park・Soyeon Kim (Korea Institute for Curriculum & Evaluation)	Hyunsun Im (Korea Univ.)
16:00-16:25 (K)	**Exploring New Directions in Developing English Curriculum Books Based on the 2022 Revised National Curriculum** Sung Hye Kim (Korea Institute for Curriculum & Evaluation)	Junghee Hwang (Pyeongtaek Univ.)

Session 11-A [Language & Technology III]

Venue: ZOOM 11/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Hye-Young Kwak (Korea Univ.)		
14:20-14:45	**Exploring Interactional Competence in Online Communication: Shifting Modes and Mindsets** Sun-Hee Kim (Univ. of Seoul)	Hyun Joo Lee (Kyonggi Univ.)
14:45-15:10 (K)	**AI Chatbot Based Tourism English Learning** Hyung-ji Chang (Sun Moon Univ.)	Yu Kyoung Shin (Hallym Univ.)
15:10-15:35 (K)	**E-Tools-Based Projects for Embodied Learning** Seungmin Lee (Cheongju National University of Education) · Jinyoung Kim (Joam Elementary School)	Kyung Ja Kim (Chosun Univ.)

Session 11-B [Second Language Acquisition II]

Venue: ZOOM 11/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Hyona Park (Soongsil Univ.)		
15:35-16:00	**Analysis of the Use of Gerund and Infinitive in Academic Writing in Engineering** Yasuhiro Okuyama (Hakuoh Univ.)	Min Young Cho (Korea Univ.)
16:00-16:25	**The Use of Corpus and Data-Driven Learning in Polysemy Acquisition** Inseul Hwang (Korea Univ.)	Kum-Jeong Joo (Induk Univ.)
16:25-16:50	**The Role of L2 Proficiency in Korean EFL Learners' English Consonant Clusters** Jayeon Lim (Univ. of Seoul) · Misun Seo (Hannam Univ.)	Jung In Kim (Seoul Theological Univ.)

Session 12-A [Discourse Analysis]

Venue: ZOOM 12/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Myong-Kwan Lee (Anyang Univ.)		
14:20-14:45 (K)	**Pragmatic Discourse Markers in Korean English Learners' Spoken Corpus (KELSC)** Ye-Eun Kwon (Kunsan National Univ.)	Mun-Hong Choe (Chonnam National Univ.)
14:45-15:10 (K)	**Comparing Students' Refusal Strategies in Korean and English:** **The Role of Social Variables** Chaewon Noh (Korea Univ.)	Sun-Young Kim (Mokpo Univ.)

Session 12-B [Language Learning & Teaching II]

Venue: ZOOM 12/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Soojin Ahn (Univ. of Seoul)		
15:10-15:35	**The (In)Consistency Between L2 Willingness to Communicate and Communication Frequency:** **An Explanation With the 2×2 Self-Guides Model** Wanting Wang (Korea Univ.)	Sumi Han (Hallym Univ.)
15:35-16:00	**Effects of Strategy-Based Writing Instruction on Chinese EFL Learners' Writing Anxiety and Enjoyment - A Longitudinal Study** Nan Hu (Chonnam National Univ.)	Na-young Kim (Choengju, Korea Polytechnic IV)
16:00-16:25	**The Teaching of Phonetics and Phonology, Experiences and Challenges With at the University** John Wanjala Wayong'o (Bomet Univ. College)	Tae Hee Choi (Education Univ. of Hong Kong)

Session 13-A [Language Learning & Teaching III]

Venue: ZOOM 13/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Seonmin Huh (Chungbuk National Univ.)		
14:20-14:45 (K)	**Importance-Performance Analysis of Pre-Service Elementary School Teachers' TPACK in English Education** Hyun Jin Kim (Cheongju National Univ. of Education)	Keun Huh (Hannam Univ.)
14:45-15:10 (K)	**Investigating Academic Literacy Development:** **A Case Study of L2 Students in the College Context** Soomin Jwa (Kongju National Univ.)	Jaekeun Lee (Ansan Univ.)
15:10-15:35 (K)	**College English Education for Basic Learning Competency** Suyeon Kim (Anyang Univ.)	Eun Hye Song (Soongsil Univ.)
15:35-16:00 (K)	**Analysis of the Use of English for MICE Purposes** Han Suk Bae (Dong-A Univ.)	Daehyeon Nam (Cyber Hankuk Univ. of Foreign Studies)

Session 13-B [Assessment/Evaluation]

Venue: ZOOM 13/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Suyeon Kim (Anyang Univ.)		
16:00-16:25	**A Coh-Metrix Analysis of English Listening Texts in the National Assessment of Educational Achievement for Middle and High School Students** Jiyoung Lee (Pusan National Univ.)	YeonJoo Jung (Pusan National Univ.)
16:25-16:50 (K)	**Exploring the Decision-Making Process of Korean Pre-Service Secondary English Teachers in EFL writing Assessment** So Young Jang (Kunsan National Univ.) · Myo Young Park (Jeonbuk National Univ.)	Seungmin Lee (Cheongju National Univ. of Education)

Session 14-A [Teacher Education/Curriculum & Materials II]

Venue: ZOOM 14/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Bo-Kyung Lee (Myongji Univ.)		
14:20-14:45 (K)	**Preservice Secondary English Teachers' Experiences on Project-Based Cultural Learning** Mi Kyong Kim (Chodang Univ.)	Joo-Kyeong Lee (Univ. of Seoul)
14:45-15:10 (K)	**A Framework for Developing CLIL Textbooks for Elementary English Classes** Heejeong Ihm (Seoul National Univ. of Education)	Kyu Nam Shim (Cheongju National Univ. of Seoul)
15:10-15:35 (K)	**Preparing a Curriculum for Digital Literacy Which Stimulates English Literacy Development** Bo-Kyung Lee (Myongji Univ.)	In Young Shin (Namseoul Univ.)

Session 14-B [Workshop]

Venue: ZOOM 14/Metaverse

Time	Presentation Title and Presenter(s)
[Session Chair] Bo-Kyung Lee (Myongji Univ.)	
15:35-16:15 (K)	**ESOBB: Mobile App for Inductive Vocabulary Learning for Secondary School Students** Sooin Chun (Dankook Univ.) • Chaewon Im (Etoos Education)

Poster Presentations

Session Chair: Myeong-Hee Seong (Eulji Univ.) **Venue: Metaverse (ZEP)**

Time (13:20-14:20)	Presentation Title and Presenter(s)
01	**The Effects of an Extracurricular Program in Non-Face-to-Face College General English** Myeong-Hee Seong (Eulji Univ.) · Gyeonghye Kim (Eulji Univ)
02	**College Students' Perceptions and Attitudes Toward Their Online English Reading and Writing Classes** Myeong-Hee Seong (Eulji Univ.) · Eun-hee Nam (Eulji Univ.)
03	**Efficiency of Blended E-learning and Asynchronous Learning for Korean University Students** Inyoung Shin (Namseoul Univ.)
04	**A Preliminary Study on Critical Reading and Writing to Create Sustainable English Writing Programs: The Cases From a High School and Undergraduate English Class Activities** Bo La Kim (Univ. of Seoul) · Yoo-Jung Lee (Jeodong high school)

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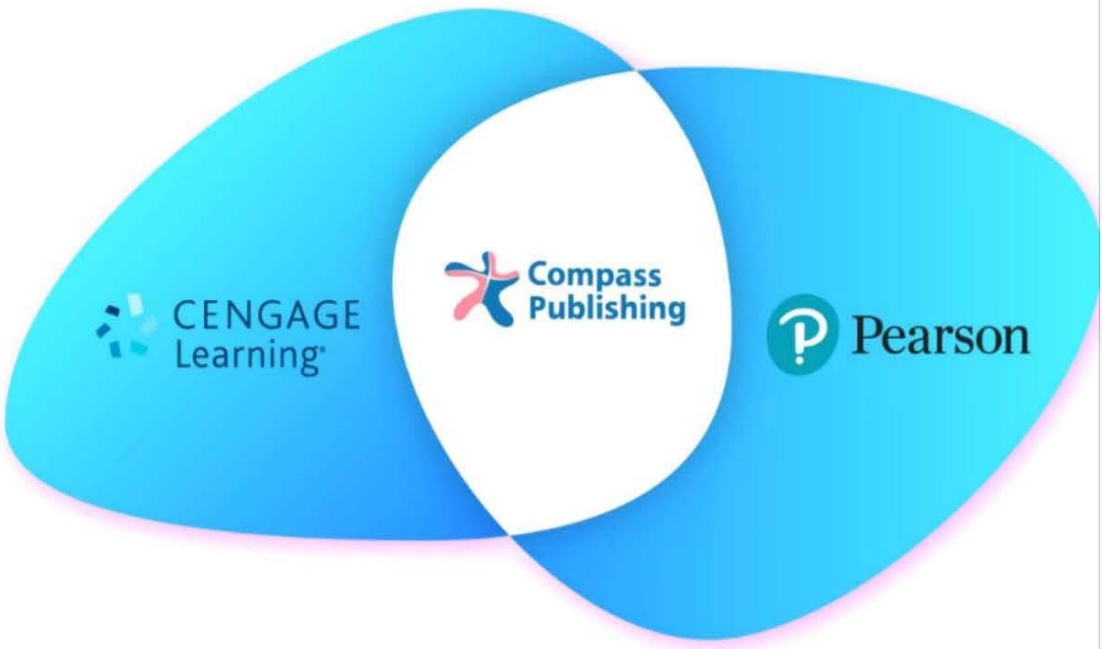

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Keynote Speaker I

Shifting the Paradigm Ourselves: Re-Imagining the Language Teaching Profession for the Post-COVID Era

Paul Kei Matsuda
Arizona State University
pmatsuda@asu.edu

Abstract
The COVID-19 pandemic has changed our lives in various ways—some more serious than others—and it will likely leave a lasting mark on all of us. In fact, the future remains uncertain. Although the world is slowly opening up, and restrictions are gradually being removed, the number of infections is rising again as we speak. Although people have been discussing the post-covid era for some time, it may take some more time before we can safely declare the end of the COVID era. This uncertainty makes planning challenging, creating a sense of helplessness. Assuming there will soon be a post-COVID era, it will probably mean different things to different people. Some teachers will be in denial and try to get back to pre-COVID-era practices—as if nothing has happened. Others will surrender and accept the "new normal"—whatever it means. I propose to take the third, more agentive approach—to shift the paradigm ourselves by facing the challenges and seizing the opportunities opened up by the pandemic thus far. Instead of accepting the future that is given to us, I prefer to work toward designing one. In this keynote talk, I will take stock of some of the changes that took place during the COVID hiatus to help us reimagine new possibilities for language teaching and professional development.

Keyword
Post-COVID Pedagogy; Professional Development; Agency

Biodata
Paul Kei Matsuda is Professor of English and Director of Second Language Writing at Arizona State University. He has published widely on issues related to language, writing, identity and professional development. He is founding chair of the Symposium on Second Language Writing and editor of the Parlor Press Series on Second Language Writing. He is also a former president of the American Association for Applied Linguistics. Paul has given numerous keynote talks and lectures, and taught writing courses and graduate courses all around the world. While the pandemic has led to a dramatic decrease in the amount of his international travel, it has not succeeded in slowing him down.

Keynote Speaker II

Manufacturing Motivation in Online Language Teaching and Learning With Variety: TEC-VARIETY

Curtis J. Bonk
Indiana University Bloomington
cjbonk@indiana.edu

Abstract
Given the recent COVID-19 disruption, we are now provided with an opportunity to reimagine teaching and learning across all education sectors, subject areas, and age levels including English language classrooms. The time has come to awaken the creative talents of learners long dormant in traditional instruction and then celebrate these talents when they are on display. As imagination and inventiveness are fostered in different online learning tasks and activities, learner motivation is explicitly on display when learners suggest authentic projects and possibilities and then work nonstop to meet the highest standards of success. Motivation is apparent when English language learners don't simply write a paper but generate and annotate multimedia books and open educational resources for their global peers. And motivation is nonstop in global collaborations and cultural exchanges with peers from other countries and cultures with events that are rich in perspective taking, empathy, sharing, critical thinking, debate, and varied forms of social exchanges. And when done, these same learners are asking for yet more such relevant and meaningful projects and problems to engage in. Some might suggest such activities are simply part of a decades long dream for more personalized and individualized instruction, when, in fact, they signify the myriad educational transformations occurring around the world right now. In this session, Professor Curt Bonk of Indiana University will detail dozens of ways that English language teachers can manufacture such pedagogically-rich transformations with his TEC-VARIETY framework. With this framework, any teacher can create learning environments filled with a warm and comfortable tone that fosters a sense of belonging and wellbeing. In such classrooms, there is also extensive encouragement, curiosity, variety, autonomy, relevance, interactivity, engagement, and sufficient tension, intrigue, and controversy, yielding innovative products never previously dreamt of. In this talk, Professor Bonk will highlight dozens of examples and ideas for English language instructors related to the TEC-VARIETY. Fortunately, his popular free e-book highlighting this framework is available to download at: http://tec-variety.com/. In addition, Curt Bonk and his colleague Dr. Elaine Khoo from New Zealand recently created a free online course for "Motivation and Supporting Online Learners" that highlights and updates their TEC-VARIETY framework at https://www.colvee.org/.

Keyword
motivation, engagement, empowerment, online interaction, English language learning, transformation, creativity

Selected References

Bonk, C. J., & Khoo, E. (2014). *Adding some TEC-VARIETY: 100+ activities for motivating and retaining learners online*. OpenWorldBooks.com and Amazon CreateSpace. Note: Free eBook available at: http://tec-variety.com/; available in paperback: http://www.amazon.com/dp/1496162722/

Bonk, C. J., & Zhang, K. (2008). *Empowering online learning: 100+ activities for reading, reflecting, displaying, and doing*. San Francisco, CA: Jossey-Bass. (Book homepage: http://www.trainingshare.com/courseWeb/book.php)

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Pawan, F., Daley, S., Kou, X., & Bonk, C. J. (2022). *Engaging online language learners: A practical guide*. DC: TESOL. Available: https://bookstore.tesol.org/engaging-online-language-learners--a-practical-guide-products-9781942799931.php

Biodata

Educational technologist **Curtis J. Bonk** is the author of nearly 400 publications and has given close to 2,000 talks around the world. He is a former software entrepreneur, certified public accountant, corporate controller, and educational psychologist, and currently is an award-winning writer, highly published researcher, an awardee in innovative teaching with technology, and an internationally acclaimed presenter. A professor in the School of Education and adjunct in the School of Informatics at Indiana University (IU), Curt teaches psychology and technology courses. In 2020, he was awarded the IU President's Award for Excellence in Teaching and Learning Technology — and in 2021, Curt Bonk received the David H. Jonassen Excellence in Research Award. In April 2022, the American Educational Research Association named him a 2022 AERA Fellow for his exceptional contributions to, and excellence in, education research. That same month, the IU School of Education recognized his leadership and extensive work around the globe with an International Engagement award. Curt can be found at http://curtbonk.com/ and reached at cjbonk@indiana.edu.

Plenary Speaker

Using Automated Speech Recognition in Elementary English Education: EBS AI PengTalk

Sun-Ho Hong
Seoul National University of Education
shong@snue.ac.kr

Abstract
In this talk, it is argued that although various artificial intelligence digital service programs have been developed and used in society due to the development of artificial intelligence technology and automated speech recognition or voice dialogue-based technology in the era of the 4th industrial revolution, there are still few proper teaching and learning methods based on these technologies in English education field. Although the Ministry of Education emphasizes improving the English education environment, effective English learning services are not sufficient yet. However, recently, the development of chatbot programs based on the artificial intelligence technology and the automated speech recognition or voice dialogue-based technology leads us to find the relevant English teaching and learning methods at this time, which may help students overcome the problems of weak speaking abilities due to input-oriented achievement standards that English curriculum has so far in Korea. Reviewing some problems of the achievement standards of the English subject in the 2015 revised English education curriculum, I will discuss how to improve students' speaking skills and suggest a desirable change in the achievement standards. In addition, as the automated speech recognition English chatbot tools, this talk introduces 'inClass' student application, which is based on natural language processing (NLP) technology originated by ETRI, and 'AI PengTalk', an EBS AI English speaking learning program. Considering the two artificial intelligence digital programs, I will discuss the future direction and change of elementary English education in Korea.

Keyword
artificial intelligence, automated speech recognition, voice dialogue-based technology, natural language processing, 'inClass', 'AI PengTalk'

Selected References

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Biodata

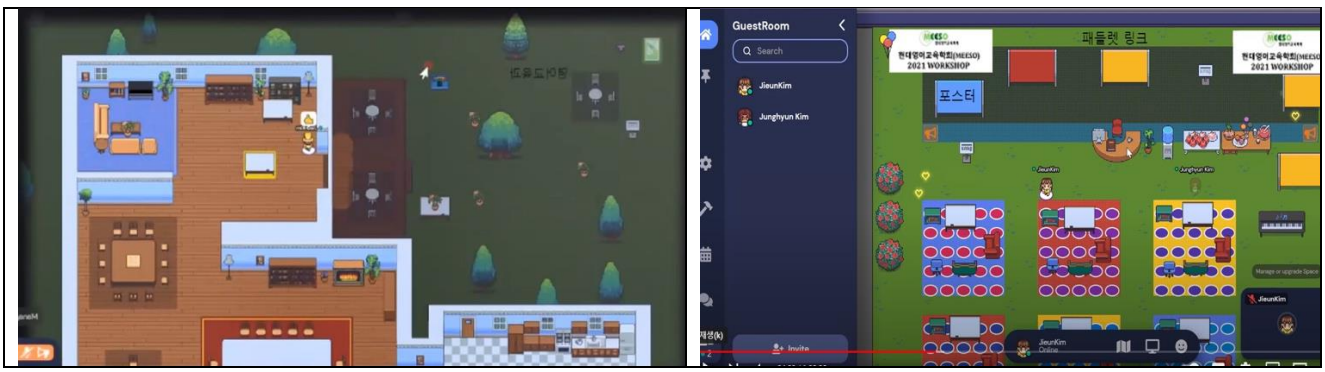
Sun-Ho Hong is a professor at Seoul National University of Education. His research interests include syntax, semantics, corpus linguistics, language acquisition and EFL pedagogy. He is the vice president of the Korea Association of Primary English Education.

Workshop Speaker

Practices of Learner-Centered Classes Using Metaverse (Gather.Town & ZEP)

Jieun Kim
Catholic Kwandong University
jieunjim@cku.ac.kr

This lecture introduces practical methods for student-centered classes with active interaction and communication in Gather.Town and the ZEP platform. Participants will practice skills such as opening a classroom, managing learners, conducting team-oriented activities, linking and using online teaching tools, and interacting with learners so that they can be effectively applied to actual classes.



Biodata
Professor Ji-Eun Kim is conducting research on competency-oriented English education using Edu-Tech.

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Presenters' Abstracts & Bios

Concurrent Sessions I

Session 1

Second Language Acquisition I

Venue: ZOOM 1/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Sun-Hee Kim (Univ. of Seoul)		
09:00-09:25	**The Translation of Thai Standard Amplifiers Into English** Maliwan Bunsorn · Tongtip Poonlarp (Chulalongkorn Univ.)	Jyi-yeon Yi (Chongsin Univ.)
09:25-09:50	**The Experiences and Perceptions of Educational Support Staff Assisting Afghan Youth in the US** Andrea Rakushin Lee · Michael Hidalgo · Elizabeth Harrison (Austin Peay State Univ.)	Jeonghwa Shin (Korea Military Academy)

The Translation of Thai Standard Amplifiers Into English

Maliwan Bunsorn & Tongtip Poonlarp
Chulalongkorn University
wanmalee@hotmail.com / tongtip@hotmail.com

Abstract
This study aims to explore cross-language intensification in affirmative sentences by examining the translation of standard amplifiers, words that scale upward towards an assumed norm to emphasize a quality of any entities, from Thai into English. The data comprises 602 parallel concordance lines with 17 intensifying patterns, which were drawn from a corpus of eight works of fiction in Thai and their English translations translated by qualified translators. The analysis of the data found that in the English translation, English amplifiers (e.g. very, really) were found with the highest frequency, followed by intensified lexemes and comparative and superlatives respectively. The findings suggest that the tendency to transfer standard amplifiers was through lexical (TL amplifiers, intensified lexemes, emphasizing adjectives) and syntactic means (comparatives and superlatives, exclamatory constructions, and metaphors), and that the selection was made in accordance with the context. Compared with the Thai standard amplifier maak2 'much-many', the linguistic devices used in the English translations tend to reveal a stronger force of intensity. The findings can provide pedagogical implications in translations. They, for instance, can raise students' awareness of the various linguistic forms used in transferring intensity expressed in the source text and also provide norms in translating amplifiers from Thai to English, which might be useful for students in translation programs. In addition, students may realize that if a literary work loses the expressivity of feelings or emotion, it becomes uninteresting and lacks vivacity, thus losing appeal to the TL reader.

Keyword
standard amplifiers, maak2, intensification

Selected References

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Biodata

Maliwan Bunsorn was a Ph.D. Candidate of English as an International Language (EIL), Chulalongkorn University. Her research interests include a corpus-based translation research. She was under the supervision of Assist. Prof. Dr.Tongtip Poonlarp. Currently, she is a university lecturer at Rajamangala University of Technology Tawan-OK Chakrabongse Bhuvanarth Campus.

The Experiences and Perceptions of Educational Support Staff Assisting Afghan Youth in the US

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Abstract
This presentation discusses the experiences and perceptions of educational support staff who assist Afghan youth during their transition to life in the United States. Additionally, it examines the English language experiences of Afghan youth and their perceived academic and social needs. Participants had the option to complete an open-ended survey (n = 3) or be interviewed (n = 5). Data analysis centered on thematic coding of dominant responses. In terms of the highlights of working with Afghan youth, predominant themes that emerged include relationship building and the rewarding nature of the experience working with them. Major challenges discussed among educational support staff include cultural differences, with a significant subtheme being gender role and norm differences between the Afghan and U.S. cultures. A significant theme related to English language classroom challenges includes the lack of English language proficiency and preparation. Participants also provided examples of teaching strategies that they use in the classroom with a major theme being using strategies beyond basic instruction and explanation. This includes the use of visuals, supplementary resources, gestures, activities, and motions. In terms of strategies for improving the transition to life in the US, participants discussed providing tutoring and academic support, focusing on communication with parents, building relationships, using technological tools, providing a safe and comfortable environment, having empathy and concern, promoting equity, learning about background and culture, having support in local languages, assisting with homework, building confidence, and ensuring proper academic placement. Finally, participants discussed the major academic and social needs of Afghan youth. A prevalent academic theme was the importance of communication skills and language ability while a major social theme was the importance of socializing with others.

Keyword
English language experiences, Afghans, refugee youth, integration experiences

Selected References
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Biodata
Andrea Rakushin Lee is an assistant professor in the Department of Educational Specialties at Austin Peay State University in the US.

Michael Hidalgo is a doctoral student in the EdD program in educational leadership at APSU and specializes in youth studies.

Elizabeth Harrison is a doctoral student in the EdD program in educational leadership at APSU and serves as the international student coordinator.

Presenters' Abstracts & Bios

Concurrent Sessions I

Session 2

Curriculum & Materials I

Venue: ZOOM 2/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Soomin Jwa (Kongju National Univ.)		
09:00-09:25	**Critical Multiliteracies Pedagogy in ESL/EFL Classrooms** Sujin Kim (George Mason Univ.)	Eunsil Bae (Ajou Univ.)
09:25-09:50 (K)	**Teachers' Perception of Content-Based Instruction Activities in Middle School English Textbooks** Hyun Jung Cho (Sahmyook Health Univ.)	Hyesook Park (Kunsan Univ.)

Critical Multiliteracies Pedagogy in ESL/EFL Classrooms

Sujin Kim
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Abstract
This study argues for enacting a synthesis of critical literacy pedagogy and multiliteracies pedagogy as *critical multiliteracies pedagogy (CMP)* in ESL/EFL classrooms. Enactment of CMP can enhance English language teaching and learning in global contexts. That is, these meaning-based practices that reflect new ways of inviting learners to engage with language and literacy are relevant in U.S. and international classrooms with bi-multilingual learners. The session discusses ways to introduce CMP in ESL/EFL settings through documenting how an international professional development (PD) program aimed to enhance and promote these practices with Korean English teachers working with adolescent multilingual learners. The overarching research question was: How have Korean English teachers' perception and practice of critical multiliteracies pedagogy changed during and after PD? Expanding the notion of critical literacy pedagogy by integrating visions and practices of multiliteracies pedagogy for ELs around the world, the study highlights how the increasing availability of new media has shifted the traditional print-based notion of literacy towards multimodal and participatory approaches to literacy education (Cope & Kalantzis, 2009; Kim, 2018; Kress, 2000; New London Group, 1996). Next, the study shares how the PD was designed and implemented to enhance the Korean English teachers' understanding of CMP. Finally, participants' perceptions and implementation of CMP during and after the PD will be shared with implications for teachers of English in ESL/EFL contexts as well as for integrating CMP into TESOL teacher education programs.

Keyword
Critical multiliteracies pedagogy, teacher professional development, multilingual learners

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The New London Group (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Education Review, 66*(1), 60-92.

Biodata
Sujin Kim is an assistant professor at George Mason University. Her main research interests include culturally and linguistically responsive pedagogy for multilingual learners, content-language integrated education, critical multiliteracies pedagogy, and critical discourse analysis in education research.

Teachers' Perception of Content-Based Instruction Activities in Middle School English Textbooks

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Abstract
‘창의융합형 인재 양성’을 목표로 하는 2015 개정 교육과정은 다양한 교과목에서 융합 교육을 강조하고 있다. 영어과 교육과정도 영어 의사소통 능력 함양과 더불어 창의적인 사고를 배양하는 것을 목표로 정하고 있으며, 영어 교과서에도 타 교과와 연계한 융합 활동이 수록되어 있다. 이 융합 활동은 각 단원의 주제와 다양한 지식과 기술을 적절하게 연결하여 '창의적 융합 교육'이라는 목표에 부합하도록 설계되었으나 연계된 교과목의 종류가 사회, 도덕, 기술.가정 등 일부 과목에 편중되어 학생들의 다양한 관심사를 반영하지 못하는 한계점을 가진다. 또한, 명확한 언어목표나 내용 어휘가 제공되지 않아 영어 의사소통 능력 함양의 측면에서는 영어교육과정을 전적으로 반영하지는 못하였다. 활동은 대부분 모둠원과 상호작용을 통해 이루어지도록 구성되어 학생들이 교실에서 사용하는 언어의 종류와 영어 능력 수준에 따라 학습 결과는 다르게 나타날 수 있다(조현정 & 임자연, 2021). 본 연구에서는 교과서에 수록된 융합 활동에 대한 교사들의 인식과 현장에 어떻게 적용되고 있는지를 알아보기 위해 현직 중학교 영어교사를 인터뷰하였다. 인터뷰 결과를 통해 과정 평가가 중시되는 2015 개정 교육과정에서 융합 활동은 필수적이라는 인식도 있지만, 필요성을 느끼지 못한다는 인식도 있음을 확인하였다. 실제 운영 모습 또한 학생들의 관심사과 영어 수준을 반영하여 적극적으로 운영하는 교사도 있지만 전혀 운영하지 않는 교사도 있었다. 융합 활동을 시행하는데 어려움을 주는 요소로는 시간 부족, 지필 평가, 학생의 개인 영어 능력 차이 등이 있었다.

Keyword
중학교 영어교과서, 융합활동, 교사인식

Selected References
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조현정, 임자연. (2021). 2015 개정 교육과정에 따른 중학교 영어 교과서의 융합활동에 관한 분석 연구. *영어어문교육*, *27*(4), 119-138.

Biodata
Hyun Jung Cho is a lecturer at Sahmyook Health University.

Presenters' Abstracts & Bios

Concurrent Sessions I

Session 3

Corpus-Based Instruction

Venue: ZOOM 3/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Ji-Yeon Chang (Myongji Univ.)		
09:00-09:25	**The Role of Language Aptitude in L2 Vocabulary Breadth and Depth: Chinese EFL Learners** Lingjie Tang (Univ. of Seoul)	Younga Lee (Cheongju National Univ. of Education)
09:25-09:50	**Measuring the Lexical Coverage of English Textbooks of Uzbekistan and South Korea Through CEFR** Botirali Khozirov (Univ. of Seoul)	Yuah Chon (Hanyang Univ.)

The Role of Language Aptitude in L2 Vocabulary Breadth and Depth: Chinese EFL Leaners

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Abstract
Although several studies have been conducted to investigate how foreign-language aptitude contributes to the breadth and depth of L2 learners' vocabulary knowledge, further studies with different levels of learners are required. Besides, no research on the effects of subdivided language aptitude (i.e., associative memory, phonemic coding, and grammar inferencing) on vocabulary breadth and especially on vocabulary depth with three-word association types exists. This study investigates the role of foreign language aptitude in Chinese EFL learners' vocabulary breadth and depth at different levels to fill the research gaps mentioned above. Sixty Chinese college-level learners were divided into two proficiency groups based on their English test scores for the Chinese College English Test. They completed three online-drive tests: the Vocabulary Levels Test (VLT), the Word Associates Test (WAT), and the LLAMA Test for language aptitude. The results of all the above tests were analyzed by some statistical analyses (i.e., a descriptive statistical analysis, and Pearson correlation analysis). It is expected that language aptitude, vocabulary breadth, and vocabulary depth (i.e., word association types) vary according to learners with different English proficiency. The higher the proficiency, the higher the language aptitude, the larger the vocabulary breadth, and the richer the vocabulary depth. Meanwhile, language aptitude of the high-proficiency group is expected to have a strong positive relationship with vocabulary breadth and vocabulary depth, whereas that of the low-proficiency group may appear to be relatively random. Besides, associative memory and grammar inferencing abilities are expected to be closely related to vocabulary breadth. Phonemic coding ability will likely be strongly correlated with vocabulary depth (e.g., phonological association).

Keyword
L2 vocabulary breadth and depth, language aptitude, Chinese EFL learners

Selected References

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Milton, J., & Ebrary, I. (2009). *Measuring second language vocabulary acquisition*. Multilingual Matters.

Ortega, L. (2009). *Second language acquisition*. Hodder Education.

Biodata

Lingjie Tang is a graduate student at University of Seoul.

Measuring the Lexical Coverage of English Textbooks of Uzbekistan and South Korea Through CEFR

Botirali Khozirov
University of Seoul
botiralix@gmail.com

Abstract
English textbooks are an important resource for both Uzbek and Korean middle school English classes. The purpose of this study is to measure the lexical coverage of middle school English textbooks in Uzbekistan and South Korea at the pre-intermediate (6th and 7th year) level of education by using the Common European Framework of Reference for Languages (CEFR). The primary focus of the current study is corpus linguistics. To that purpose, all Uzbek and Korean textbooks were converted to text format in required to eliminate formatting characteristics and make them compatible with the analytic software. The Range and AntWord Profiler programs were used to examine the corpus of books (2005). Frequency software was used to extract the CEFR (Common European Framework of Reference for Languages) corpus. The CEFR vocabulary and word types' availability and unavailability were investigated. Data were compared based on word size, type, and CEFR corpus. The investigation revealed a gap in the vocabulary introduced by both English books in Uzbekistan and South Korea. The CEFR corpus's word types and vocabulary were insufficient in comparison to the required standard. In comparison, the corporal size, word types, and CEFR corpus vocabulary in South Korean English textbooks were found to be more than that accessible in Uzbekistan English textbooks.

Keyword
CEFR, corpus linguistics, word size, type, token words, textbooks

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Yu, M., & Renandya, W. A. (2021). A corpus-based study of the vocabulary profile of high school English textbooks in China. LEARN *Journal: Language Education and Acquisition Research Network, 14*(1), 28-49.

Biodata

Botirali Khozirov is a PhD student at the Department of English Language and Literature, the University of Seoul.

Presenters' Abstracts & Bios

Concurrent Sessions I

Session 4

COVID-19 Era Education I

Venue: ZOOM 4/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Yoonhee Choi (Chongsin Univ.)		
09:00-09:25 (K)	**English Class in Public Schools in the Post-COVID19 Era: Back to Basics** Wonkyung Choi (Seoul Jangpyung Elementary School)	Hyunwoo Kim (Yonsei Univ.)
09:25-09:50 (K)	**University Students' Perception of Nearpod-Assisted Untact Hybrid English Classes** Jongbum Ha (Kumoh National Institute of Technology)	Hyun-Woo Lim (Hankuk Univ. of Foreign Studies)

English Class in Public Schools in the Post-COVID-19 Era: Back to Basics

Wonkyung Choi
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Abstract
The purpose of this talk is to present some considerations English teachers in public schools have to make in the Post-COVID-19 era. The presentation first reviews unexpectedly unprecedented teaching-learning environments that teachers and students were confronted with as a result of the COVID-19 pandemic since 2020. It also introduces how teachers have coped with this turmoil by sharing the presenter's personal experiences as well as by exemplifying the research papers that he had published during the pandemic. First, there have been quite a few state-of-the-art online platforms widely available in English classrooms. Second, many attempts have been made to use AI chatbots that can help learners get involved with online class settings. Last, there have been growing attentions to new technologies like Metaverse, VR (virtual reality) and AR (augmented reality). The presentation tries to seek some considerations that English teachers should adhere to: the nature of imparting knowledge and the learner-centered approach to English teaching in schools (Mayer, 2009). It especially emphasizes that teachers should firmly maintain the basics of teaching English from learners' perspectives and also have a high level of digital literacy. In other words, they should be equipped with so-called TPACK (technological, pedagogical content knowledge) (Koehler & Mishra, 2009), along with pedagogical and content knowledge that have been traditionally highlighted as necessary by language teachers (Shulman, 1986).

Keyword
English class in public schools, Post-COVID-19, teaching knowledge, learner-centered approach

Selected References

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Shulman, L. S. (1986). Those who understand: knowledge growth in teaching. *Educational Researcher*, *15*(2), 4-14.

Biodata

Dr. Wonkyung Choi received his PhD in English Language and Linguistics from the University of Birmingham, UK in 2020. He has been an English teacher in public elementary schools since 2004. He is currently teaching as a part-time lecturer as well in Cheongju National University of Education. His research area includes corpus linguistics, language testing, and multimedia-assisted language learning.

University Students' Perception of Nearpod-Assisted Untact Hybrid English Classes

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Abstract
With the purpose to explore the optimal online English class model, this study examined students' perception on video and untact realtime hybrid classes. Participants numbered 146 students from three different English courses at a university in South Korea. Classes were composed of four modules, each consisting of two video and one untact realtime class sessions. During the untact realtime class session, Nearpod was used as the main platform to enhance students' communication and participation. At the end of the semester, students completed a written survey regarding their perception on each of the video and untact realtime classes as well as overall management. The results showed the students were satisfied with each of the class sessions and overall management, while no significant differences were found between class, year, or sex. The results also showed the deactivation of cameras did not affect their perception during the video sessions, while registering a positive effect in the untact realtime class sessions. Their favorite online class structure was found to be a video and untact realtime hybrid class model as the one used in the current study. The findings suggest that Nearpod can provide pedagogical benefits under systematic organization within and between online sessions.

Keyword
Online hybrid English class, Nearpod, students' perception, communication, participation

Selected References

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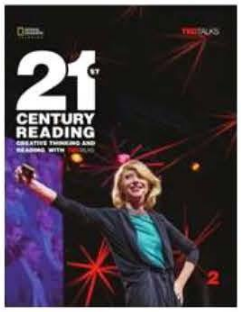
Kim, H-S., Cha, Y., & Kim, N-Y. (2021). Students' perspectives on pre-recorded video lectures versus video-conferencing lectures in the untact era. *Journal of Research in* Curriculum *& Instruction, 25*(2), 164-178.

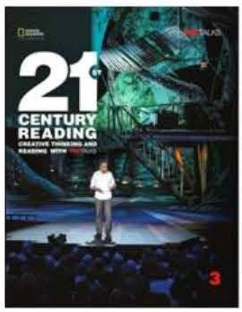
Biodata

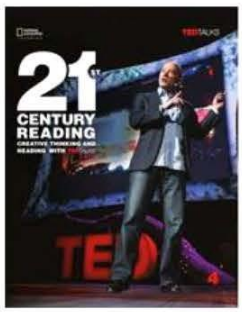
Jongbum Ha is a professor at Kumoh National Institute of Technology. His research interests include technology-assisted language teaching and learning, second language acquisition, and individual differences in SLA. Currently, he is the dean of Liberal Arts and Teaching Training at Kumoh National Institute of Technology.

CENGAGE Compass Publishing

TED TALKS Creative Thinking and Reading with TED TALKS







21st Century Reading

Reading

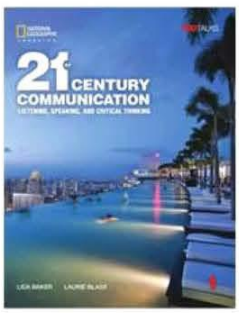
4 Levels

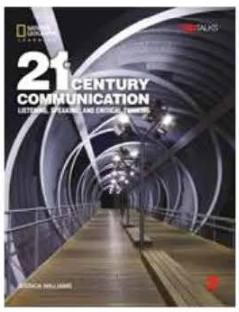
(CEFR) A1 – B2

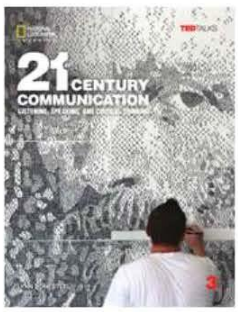
American English

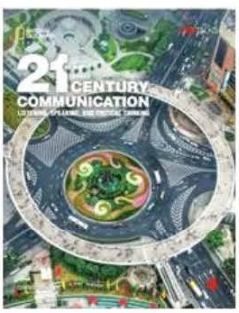
- **Critical and Creative Thinking skills** – including analysis, evaluation, synthesis, reflection, inference, and problem-solving – are fully integrated into every unit, to help learners develop academic skills.
- **Scaffolded reading and vocabulary tasks** guide learners to a better understanding of the key ideas, skills, and language.
- **TED Talks** use authentic language, delivered by experts in their field, providing learners with models of English that are real and relevant to their academic studies.

TED TALKS Using TED TALKS to develop 21st Century skills









21st Century Communication

Listening & Speaking

4 Levels

(CEFR) A2 – C1

American English

- **TED Talks** are used to develop essential 21st century skills, including **critical thinking, collaboration, and visual literacy.**
- **Speaking, pronunciation, and presentation skills**, inspired by TED speakers, prepare learners to speak confidently in any situation.
- **Extended listening based on real-world situations and TED Talks** provide listening and note-taking practice.

Presenters' Abstracts & Bios

Concurrent Sessions II

Session 5

Language & Technology I

Venue: #308/ZOOM 5/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Donghyun Kim (Kumoh National Institute of Technology)		
13:20-13:45	**An Investigation of Hip-Hop-Based English Education Content for Korean EFL Speakers on YouTube** Jae-hyun Im (Indiana Univ. Bloomington)	Yena Lee (Cha Univ.)
13:45-14:10	**Integrating Machine Translation Into EFL Writing Instruction: A Preliminary Investigation** Minji Kim (Hallym Univ.)	James Matthew (Chungju Univ.)
14:10-14:35	**The Use of Digital Tools in Korean College Students' Peer Reviews in Their Writing** Eunsook Kwon • Shinhye Kim (Keimyung Univ.)	Yoonhee Choi (Chongsin Univ.)

An Investigation of Hip-Hop-Based English Education Content for Korean EFL Speakers on YouTube

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Indiana University Bloomington
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Abstract
Hip-hop and Black culture in general have rarely been regarded as a beneficial resource for English as a foreign language (EFL) educators as partly seen from the lack of academic discussion. To showcase how hip-hop-based education in the US (Love, 2014; Petchauer, 2009) has been localized in Korea, this presentation based on Im's (2022) research explores the ways hip-hop is used in an online discourse, YouTube, to teach English to Korean EFL learners. Analyzing YouTube content that materialized hip-hop and Black culture as teaching sources, the findings show that hip-hop gives Korean learners unique opportunities to learn various linguistic characteristics of English and mainly American culture that probably have less been dealt in the public educational setting. As for language, hip-hop is used to teach hip-hop specific vocabulary, localized English, the translanguaging of vocabulary pronunciation, and rap rhyming poeticism. As for culture, hip-hop content explains the cultural tension between Asian and Black communities in the US and provides an Asian woman's firsthand narratives about Black culture. The current study suggests that hip-hop can benefit Korean EFL learners in many ways in which teachers as well as learners would be expected to develop intercultural understanding, part of which was what public education seems to have missed. It also urges more academic endeavor for in-depth research on the best ways to utilize hip-hop in the Korean EFL context and to provide practical guidelines to practitioners.

Keyword
Hip-hop, Black culture, YouTube

References
Im, J. (2022). Hip-hop and English education for Korean EFL learners: An investigation of hip-hop English content on YouTube. *Modern English Education, 23*(1), 15-27.
Love, B. L. (2015). What is hip-hop-based education doing in nice fields such as early childhood and elementary education? *Urban Education, 50*(1), 106-131.
Petchauer, E. (2009). Framing and reviewing hip-hop educational research. *Review of Educational Research, 79*(2), 946-978.

Biodata
Jae-hyun Im has recently finished his doctorate degree from Indiana University Bloomington. He is interested in identity research, hip-hop and English education, and translanguaging. His publications can be found in *Applied Linguistics Review*, *Journal of Language, Identity, and Education*, and *Journal of Multicultural Discourses*.

Integrating Machine Translation into EFL Writing Instruction: A Preliminary Investigation

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Abstract
This is a preliminary study to investigate English as a Foreign Language (EFL) students' use of Google Translate (GT) and post-editing skills in English writing. Students' use of GT was examined through four steps of writing, and perceptions of GT and Revision Workshops were also examined through surveys and a semi-structured interview. A total of 12 university students participated in a 4-day English writing session which included GT as a learning tool and Revision Workshops for post-editing skills. They were encouraged to compose four writing drafts based on one-paragraph of Korean. In Teaching Session 1 and 2, the students carried out the writing tasks without any reference to GT output or Revision Workshops. In sessions 3 and 4, they wrote the third and fourth drafts after GT output and Revision Workshops were offered. The different drafts were analyzed with error classification and four analysis steps based on the research questions. A pre-survey and a post-survey were implemented, and the interview proceeded to provide the students' more detailed perspectives on the study. The findings showed: (a) GT output was helpful for the students to revise errors in their writing; (b) unrevised errors still remained though GT output was offered; (c) the students actively adopted paraphrasing skills in Draft 4 after they learned post-editing skills; and (d) the students habitually produced spoken language in the fourth draft after Revision Workshops and could not notice the errors in GT output. It was concluded that GT output and post-editing skills contributed to the quantity and quality of EFL students' English writing. The survey and interview also showed the students' satisfaction with MT and willingness to use it in their future writing. The study concludes by providing implications, limitations, and suggestions for future studies.

Keyword
Machine Translation, post-editing skills, English writing. EFL students

Selected References
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Biodata
Min-Ji Kim is a student studying TESOL at Hallym Graduate School. Her research interests include English teaching with technology, student-centered learning, and the development of curriculum and materials.

The Use of Digital Tools in Korean College Students' Peer Reviews in Their Writing

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Abstract
The study is to identify the use of digital tools in Korean college students' peer reviews. Twenty-six sophomore students from a class on the understanding of elementary education. It collected both quantitative and qualitative data: C-test, writing drafts, peer-review writing survey, and an open-ended written questionnaire. The findings demonstrate that the students used the seven digital tools: Padlet, Grammarly, Google Docs and Microsoft Words, Mural, Zoom, Lextutor, and Copykiller. The students used Padlet the most and Copykiller the least. Based on the surveys, although the students still felt their writing task was difficult about writing task and were afraid of providing suggestions to peers, they gained a more positive perspective toward the peer review project with increased self-confidence and motivation. During the peer review process, they were able to exchange their thoughts and ideas in a collaborative way, make their attitudinal change, and engage in the project actively. The writing experience made students improve their critical thinking skills, and they used digital tools for the writing and improved their digital literacy. They were ready to write in English and deal with digital tools independently.

Keyword
peer review, digital tools, process writing, EFL college students, Students' perception

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Hyland, K. (2019). *Second language writing.* Cambridge University Press.

Biodata
Eunsook Kwon received her Ph.D. in English Education from Keimyung University in Korea. She is a guest assistant professor in Institute of Humanities at Keimyung University. Her current research interests teaching writing, writing strategies, and digital tools.

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

* This work was supported by the Ministry of Education of the Republic of Korea and the National Research Foundation of Korea (NRF-2021S1A5B5A16075837).

Presenters' Abstracts & Bios

Concurrent Sessions II

Session 6

Language Learning & Teaching I

Venue: #309/ZOOM 6/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Moongee Jeon (Konkuk Univ.)		
13:20-13:45	**Perceptions of Konglish of English Language Users: An Analysis of a Reaction Video and its Comments on YouTube** Soojin Ahn (Univ. of Seoul)	Ko-Eun Song (Chung-Ang Univ.)
13:45-14:10	**The Art of Conversation: The Role of Charisma in English Speaking Classes** Keith Woogerd (Univ. of Seoul)	Hikyoung Lee (Korea Univ.)
14:10-14:35	**Creating a Multimedia Book for ESL Learners** Younglong (Rachel) Kim (Oklahoma State Univ.)	Jung Hyun Kim (Inha Technical College)
14:35-15:00 (K)	**Reading Aloud in English Using 'Reading Progress' Based on Natural Language Processing Technology** Eunju Lee (Changdeok Girls' Middle School)	Bo La Kim (Univ. of Seoul)

Perceptions of Konglish of English Language Users: An Analysis of a Reaction Video and its Comments on YouTube

Soojin Ahn
University of Seoul
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Abstract
This study aims to analyze how Konglish (Korean English) is perceived in a reaction video and its comments on YouTube. Based on the nethnographic approach, a short video that shows native English speakers' reactions to Konglish on the selected YouTube channel *Korean Englishman* was analyzed through the critical discourse analysis. About 2500 comments of the video, which were written by various English language users both in English and Korean, were also analyzed by the thematic analysis. The analysis showed that the video mainly presented two typical figures of personhood (Park, 2021a, 2021b) around the discourse of Konglish: the native speaker reacting to Konglish with puzzlement and amusement, and the overhearer of Konglish trying to enlighten the Korean English user on the native speaker's way of using English. However, an atypical figure of the native speaker identifying the systematic rules of Konglish was also presented. The analysis of the comments further showed that the most of the English language users were aligned with the figure of the overhearer of Konglish whereas some of them showed critical views on delegitimization or self-deprecation, the notion of Koreans as being lack of English competence. The findings of this study provide several pedagogical implications on how to view the discourse around the issue of Konglish and how to use interactive online platforms as mediational tools for language users' critical discussions.

Keyword
Konglish, Korean English, critical discourse analysis, figures of personhood, YouTube

Selected References
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Park, J. S-Y. (2021a). Figures of personhood: Time, space, and affect as heuristics for metapragmatic analysis. *International Journal of the Sociology of Language,* 272, 47-73.
Park, J. S-Y. (2021b). Konglish as cultural practice: Reconsidering the English language in South Korea. *International Journal of TESOL Studies, 3*(3), 138-152.
Rüdiger, S. (2018). Mixed feelings: Attitudes towards English loanwords and their use in South Korea. *Open Linguistics, 4*(1), 184-198.

Biodata
Soojin Ahn is a visiting professor in the Division of General English at the University of Seoul. Her current research interests include second language writing, language and identity, computer-assisted language learning, and teacher education.

The Art of Conversation: The Role of Charisma in English Speaking Classes

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Abstract
This presentation will be about the role of charisma in university-level English-as-a-second-language courses that focus on conversation and speaking skills. Creating and sustaining motivation is essential for any second language learner or teacher, and understandably a lot of focus on this has been directed towards content selection. However, this presentation will argue that good content is not enough to instill motivation in an adult ESL classroom; additionally, it is necessary to help students develop charisma and charm while using a second language. The problem is simple: even highly motivated students can produce uncreative, awkward conversations, even concerning topics they truly care about. Statements can seem out of place, follow-up questions are irrelevant or awkward, and conversations devolve into a series of singular, alternating sentences and mistimed interruptions. Conversations like these, no matter what the topic or level of interest, do little to improve fluency. The challenge here is great because it can even occur for native speakers of a language. Afterall, good conversation is an artform. Most people have had exchanges that were uninteresting: the other speaker may have interrupted at inappropriate times, asked uninspired follow-up questions, or prematurely tried to change the topic or talk about themselves. On the other hand, most people have also experienced the opposite: their interlocutor waited to interject at helpful times, put thought and creativity into their follow-up questions, and showed real interest in learning new information, instead of simply waiting for their chance to speak. Conversations like this do improve fluency while also increasing motivation (regardless of content), and it should be incumbent on instructors to at least address these skills and techniques in an adult ESL classroom. Of course, some aspects of charisma vary greatly across different cultural landscapes and social situations; however, this presentation will argue that some methods are effective in any situation and will give examples of them. Finally, it will argue that the benefits of addressing charisma in an adult ESL course extend beyond language acquistion for the student and thus increase motivation in a secondary way. Valuable social skills are learned that can be applied towards events all across a student's life: a future workplace setting, a trip abroad, or even a first date. When students are taught and expected to utilize charisma when they engage in the art of conversation, their motivation to study naturally increases and their acquisition of second-language fluency comes along for the ride.

Keyword
English language textbooks, motivation, conversation skills

Biodata
Keith Woogerd is an invited professor at The University of Seoul, where he has over a decade experience teaching English as a second language. He has devised courses and developed curriculums across a wide variety of topics and skills, including but not limited to: "College English," "English Through Film," "Academic Writing" (for Master's Thesis candidates), and "Business English."

Creating a Multimedia Book for ESL Learners

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Abstract
While researchers claim that religious or spiritual content has potential to be a great textbook for English as a Second Language (ESL) learners (Park, 2020; Yoo, 2019), there are few spiritual or religious learning materials in South Korea (Choe & Lee, 2014; Yoo, 2019). Meanwhile, creating a quality learning material is a complex process (Allen & Sites, 2012; Jones & Richey, 2000; Khan & Joshi, 2006). A multimedia book to teach English for Korean students has been designed, created, and currently used in teaching English to Korean students. This presentation aims to describe the components that were used to create this multimedia book using the Bible. This study was guided by the Successive Approximation Model (SAM) as SAM suggests a systematic way to design and develop learning materials effectively and efficiently, and it also emphasizes prototyping in its design process as an iterative process (Allen & Sites, 2012; Jung et al., 2019). In the presentation, the multimedia tools used in the book such as Word-Wall and Padlet will be introduced. Suggestions and implications for future research also will be discussed.

Keyword
English language textbooks, multimedia book, SAMl, the Bible for ESL

Selected References
Allen, M. W., & Sites, R. (2012). *Leaving ADDIE for SAM: An agile model for developing the best learning experiences*. American Society for Training and Development.

Choe, Y., & Lee, S. H. (2014). Development and application of English bible study materials: A case of pre-service christian English teachers' service learning. *The Journal of the Korea Contents Association*, *14*(4), 480-490.

Jones, T. S., & Richey, R. C. (2000). Rapid prototyping methodology in action: A developmental study. *Educational Technology Research and Development*, *48*(2), 63-80.

Jung, H., Kim, Y., Lee, H., & Shin, Y. (2019). Advanced instructional design for successive E-learning: Based on the successive approximation model (SAM). *International Journal on E-Learning*, *18*(2), 191-204.

Khan, B. H., & Joshi, V. (2006). E-learning who, what and how? *Journal of Creative Communications*, *1*(1), 61-74.

Park, E. (2020). Theoretical background of English bible school for children and its case study. *Theology and the World*, *2020* (98), 287-312.

Yoo, M. (2019). A study on the meaning and collocation for make used in NIV English bible. *Asia Culture Academy of Incorporated Association, 10*(3), 633-643.

Biodata
Younglong (Rachel) Kim is a PhD candidate in educational leadership and policy studies at Oklahoma State University. Currently, she is a graduate research associate and a director of the learning center. She has taught diverse students including K-12 students, pre-service teachers, adults, and Korean-American students in the US and Korea.

Reading Aloud in English Using 'Reading Progress' Based on Natural Language Processing Technology

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Abstract
The purpose of this class is to improve the reading ability of EFL learners in the first year of middle school by using a program called Reading Progress based on AI technology. In the Korean elementary school 5th and 6th grade English subject achievement standards, there is a reading achievement standard that 'students can read easy and simple sentences aloud with appropriate stress, rhythm, and intonation'. Although the first graders of middle school are expected to have already achieved the corresponding achievement standard, it is sometimes observed that the first graders of middle school did not achieve the achievement standard because they did not have enough opportunities in the elementary school class. Therefore, in order to understand the level of achievement in reading, we conducted a diagnostic evaluation using the Reading Progress program for first-year middle school students. In addition, in order for the students to read and process the meaning by dividing the given text into meaning chunks, the students were asked to read the learned reading text repeatedly several times. The program automatically analyzes students' performance in terms of fluency and accuracy. The report provided after the evaluation includes the results of comparative analysis of each student's performance results and the class average. A recent program update provides a function that automatically analyzes words that students find difficult to read for each task and allows students to listen to the pronunciation of the difficult words immediately after the task and follow them. This process allows teachers to provide individual and specific feedback to each student within the classroom. An effective hybrid class is possible in that the teacher can conduct face-to-face interview-type assessments with the students at the same time while all students do individualized assignments in the classroom. In this presentation, there will be a detailed discussion on the hybrid class composition along with class examples.

Keyword
Reading aloud, AI, NLP, Hybrid learning

Selected References
Klimova, B. F., & Kacetl, J. (2015) Hybrid learning and its current role in the teaching of foreign languages. *Procedia - Social Behavioral Sciences, 182*, 477-481.

Biodata
Eunju lee is an English teacher at Changdeok Girls' Middle School in Seoul. Her research interests include feedback in EFL class, and AI-based education. Currently, she is in a master's course in AI Convergence Education at Seoul National University.

Presenters' Abstracts & Bios

Concurrent Sessions II

Session 7

Language & Technology II

Venue: #301-2/ZOOM 7/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Yoonjung Kim (Kyungnam Univ.)		
13:20-13:45 (K)	**The Relationship Between College Students' Satisfaction and Learning Styles in Online Asynchronous English Classes** Myong-Kwan Lee (Anyang Univ.)	Chankyu Park (Jungwon Univ.)
13:45-14:10 (K)	**A Study on the Development and Validation of Global Competency Diagnostic Tool for College Students Participating in Global Practical Training Program** Jong-choon Kim (Sahmyook Health Univ.) · Ji-yeon Yeon (Hansung Univ.) · Hyung-gu Kang (Soongsil Univ.)	Yoon Shil Jeon (Hyupsung Univ.)
14:10-14:35 (K)	**Korean EFL Students' Attitudes on the Use of the Machine Translation in L2 Writing Class: The Case of High School Students** Hyun-Myung Seon (Univ. of Seoul)	Eun-hee Nam (Eulji Univ.)
14:35-15:00 (K)	**Is Machine Translation an Evil to English Language Teachers?** Hoyeol Ryu (Hankyong National Univ.)	Gyeonghye Kim (Eulji Univ)

The Relationships Between College Students' Satisfaction and Learning Styles in Online Asynchronous English Classes

Myong-Kwan Lee
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Abstract
The purpose of this study is to investigate how satisfied college students are with online asynchronous English classes and find out the relationship between their learning styles and their satisfaction with the classes. Due to the social situation caused by COVID-19, education is often implemented in an online environment. Such an online environment in formal education has brought about a change in teaching-learning methods. For learners, different learning environments and teaching-learning methods may have different effects depending on individual characteristics of learners. This study was conducted on thirty-three Korean college students for 15 weeks. The students' satisfaction with the class was examined to find out their overall perceptions and attitudes. Also, the relationship between the students' satisfaction with the class and their learning styles was analyzed. The results were as follows. First, online asynchronous English classes had a positive effect on the students' satisfaction. That is, the students showed positive perceptions and attitudes toward the classes. Second, all of the students with the learning styles, diverging, assimilating, converging, and accommodating, showed positive satisfaction with the online English classes. The ranking of the learning styles with high class satisfaction was in the order of diverging, assimilating, accommodating, and converging. The students with diverging showed statistically significant differences in class satisfaction from the students with converging, and accommodating. This finding indicates that teachers should consider learners' characteristics with various learning styles to design more effective online classes. Based on the findings, the pedagogical implications and future directions of the study were discussed.

Keyword
online English class, online asynchronous learning, learning styles, satisfaction

Selected References

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Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge University Press.

Stockwell, G., & Reinders. H. (2019). Technology, motivation and autonomy, and teacher psychology in language learning: Exploring the myths and possibilities. *Annual Review of Applied Linguistics, 39*, 40-51.

Biodata

Myong-Kwan Lee is a professor at Anyang University. Her research interests include ICT-based English, student centered learning, classroom-based action research, EFL pedagogy, and English for specific purposes.

A Study on the Development and Validation of Global Competency Diagnostic Tool for College Students Participating in Global Practical Training Program

Jong-choon Kim, Ji-yeon Yeon, & Hyung-gu Kang
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Abstract
The purpose of this study is to develop a global competency diagnostic tool that can measure the global competency of college level of students who participate in global practical training program and verify its effectiveness. To develop the diagnostic tool, first, analysis of prior research, interviews with students and field experts participating in global practical training program, written review, and expert opinions were collected from 1,011 participants. Preliminary and main investigations were conducted using the component factors and diagnostic items for each factor derived from this, and the suitability of the measurement model was secured through statistical analysis such as exploratory factor analysis, confirmatory factor analysis, and reliability analysis. The final diagnostic tool developed was composed of five factors and a total of 25 items were confirmed with 5 items for each factor. The diagnostic tool developed through this study is meaningful in that it is a new diagnostic tool to evaluate educational performance for securing competitiveness in the global era and strengthening overseas employment capabilities. It is expected to contribute to the development of overseas job competency.

Keyword
Global competency, global competency diagnosis tool, overseas employment capability, global practical training program

Selected References
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Ministry of Education, Policy Research on the Development Direction of the Global Practical Training Program, (2016) https://www.moe.go.kr/

Biodata
Kim, Jong-choon is a professor at Sahmyook Health University. His research interests include Global Competency, Extensive Reading and English for specific purposes. He is currently the director of International Affairs Center.

Yeon, Ji-yeon is a research progressor of Life long education R&D Center at Hansung University. Her research interests include Teaching Methodology, Curriculum Design and Global Competency.

Kang, Hyung-gu is an adjunct professor of Graduate School of Education at Soongsil University. His research interests include Learning Experience, Self-directed Learning and Global Competency.

Korean EFL Students' Attitudes on the Use of the Machine Translation in L2 Writing Class: The Case of High School Students

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Abstract

Machine Translation (MT) such as *Google Translate* and *Naver Papago* have has an important role in L2 learning. On the early era of the MT, it was neglected by learners due to its errors. However, by the time 2016, when *Google* introduced Neural Machine Translation approach using Artificial Intelligence (AI), the accuracy of the translation has increased. In EFL settings, which is classroom-based English learning environments, Machine Translation (MT) has provided both learners and teachers with innovative means to learn English. Also, it has given dilemma including plagiarism and to what extent can be considered as learner's actual proficiency. With these ground-breaking challenges, the aim of this research was to study high school students' perceptions and attitudes on the use of MT in English writing class and suggest a pedagogical implication on the effective use of MT. This study gathered qualitative data using questionnaire to 173 students at a high school located in Seoul. The survey questions included students' use of MT and their degree of satisfaction. Also, students' level of expectations and affective aspects were asked in the questionnaire. Based on the findings, most students who responded the survey used MT to search the meaning of the unknown English words and to translate L1 sentences into English ones. While anxiety level caused by L2 learning was reported to be lowered, whether the level of learning interest and accomplishment was increased or not remained uncertain. The use of MT in English learning has considered as an irresistible trend and that would be continued because of the development of MT technology. This technological momentum will give unprecedented questions and considerations to teachers and learners of L2 continuously.

Keyword

Machine Translation, L2 Writing

Selected References

Ahn, Soojin & Chung, Eun Seon (2020). Students' perceptions of the use of online machine translation in L2 writing. *Multimedia-Assisted Language Learning*, 23(2), 10-35.

Groves, M. & Mundt, K. (2015). Friend or foe? Google Translate in language for academic purposes. *English for Specific Purposes*, 37, 112-121.

Im, H.-J. (2017). The university students' perceptions or attitudes on the use of the English automatic translation in a general English class: Based on English writing lessons. *Korean Journal of General Education, 11*(6), 727-751.

Lee, Giin & Lee, Byungmin. (2021). Characteristics of eight Korean EFL young adults' L2 writing using machine translation programs. *Multimedia-Assisted Language Learning, 24*(2), 34-58.

Biodata

Hyun-Myung Seon is an instructor at University of Seoul.

Is Machine Translation an Evil to English Language Teachers?

Hoyeol Ryu
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Abstract
Google has opened a new era of foreign language communication with the introduction of Google Neural Machine Translation (GNMT) in 2016. Compared to the preceding statistical machine translation, GNMT reduced translation errors by about 80 percent in all language pairs and approached to the translation quality by professional human translators in some language pairs. However, it seems that it is not welcomed by those who adhere to the conventional SLA paradigm. They are reluctant to integrating it to their research and pedagogy practice and eagerly to explain why they have to do so. They illustrate that students' abusive use of GNMT has affected their second language learning effort very negatively. This view is really short-sighted and misleading. Since GNMT and second language learning pursue the same goal of breaking language barriers and they are simply different tools for the same goal, those adhering to the conventional SLA paradigm need to realize that their occupation may be replaced by GNMT sooner or later in the future. One of the duties of second language teachers at present should include teaching students how to achieve the goal by actively integrating GNMT into their instruction.

Biodata
Dr. Ryu has been teaching TESOL and applied linguistics for 25 years at Hankyong National University, Anseong, Gyeonggi Province. His research interest areas include teaching English composition, composition theories for L2 writers, and socio-political aspects of SLA. Recently he has been focusing on machine translation as the ultimate instrument to language barriers and on maximizing its effectiveness for L2 users.

Presenters' Abstracts & Bios

Concurrent Sessions II

Session 8

COVID-19 Era Education II

Venue: #405/ZOOM 8/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Yoo-Jean Lee (Kangwon National Univ.)		
13:45-14:10	**Students' Voices About General English Classes During the COVID-19 Semesters** Seonmin Huh (Chungbuk National Univ.)	Inyoung Shin (Namseoul Univ.)
14:10-14:35	**Sociocultural Problems and Challenges in Zoom Instruction** Kent A. Lee (Pukyong National Univ.)	Hyun-Ju Kim (Dankook Univ.)
14:35-15:00	**Translingual Entanglements of English: An Investigation of English Villages in Korea** Jae-hyun Im (Indiana Univ. Bloomington) · Chulwon Jung (Hankuk Univ. of Foreign Studies)	Hyunjin Kim (Ajou Univ.)

Students' Voices About General English Classes During the Covid-19 Semesters

Seonmin Huh
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Abstract
The purpose of this research is learning about Korean and Chinese students' experiences in their general English classes during the Covid-19 semesters. Due to the Covid-19 pandemic, students in Korea and China were forced to take online English classes and gradually got back to face-to-face classes. Previous research discussed the advantages and disadvantages of online education and the factors impacting the success of online education (Anwar et al., 2020). Research with language courses during the Covid-19 reported rather lack of communication and productive learning in online education and students' preference toward face-to-face English learning experiences (Tratnik et al., 2019). Also, students' oral productive skills of English seemed to be either weakened and not developed as expected within general online education as well as forced online education during the Covid-19. Therefore, it is imperative for us to understand what students thought of their online and face-to-face English learning experiences when the classes target to develop their oral communication skills. 302 Korean and 337 Chinese students participated in the survey on their perceptions of face-to-face and online learning experiences in their English courses. Ten Korean students volunteered to interview with the researcher to share their perceptions. Students generally prefer face-to-face learning experiences as they believed that their speaking practices and connections to professors were stronger in face-to-face settings. Students shared their difficulties with online education and struggles during the Covid-19 semesters. This presentation will discuss educational implications about online and face-to-face education for English oral communication skills.

Keyword
The Covid-19, general English program, students' perceptions

Selected References

Anwar, A., Mansoor, H., Faisal, D., & Khan, H. S. (2020). E-learning amid the COVID-19 Lockdown: Standpoint of medical and dental undergraduates. *Pakistan Journal of Medical Science*, *37*(1), 217-222.

Listayani, L. (2021). Indonesian freshmen's challenges in collaborative learning during COVID 19 pandemic: A reflection of a procedural writing class. *Arab World English Journal(AWEJ) Special Issue on Covid 19 Challenges*, 1, 307-331.

Tratnik, A., Urh, M., & Jereb, E. (2019). Student satisfaction with an online and a face-to-face business English course in a higher education context. *Innovations in Education and Teaching International*, *56*(1), 36-45.

Biodata

Seonmin Huh is from Korea and got her Ph.D degree from Indiana University, Bloomington in U. S. A. Her major was literacy education. Seonmin has 11 years teaching experience in higher educational contexts in the U.S.A. and Korea. Her research interests encompass critical pedagogy, literacy education, and English program development.

Sociocultural Problems and Challenges in Zoom Instruction

Kent A. Lee
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Abstract
During the pandemic of the past two years, language instructors have had to embrace Zoom based instruction, whether enthusiastically or reluctantly. Familiar challenges have arisen with active student participation in Zoom classes. As students tune out or turn off cameras, common advice typically advocates requiring students to turn on audio and video and participate, or finding ways of making Zoom sessions more interesting.
However, several recent studies in psychology and sociology have indicated inherent problems in the medium that may be less amenable to such advice. These include issues of self-consciousness and self-awareness of personal appearance and self-presentation, particularly for female students who have been enculturated to focus on such matters. These studies also implicate the social dynamics of the medium, such as the on-screen interface that adversely affect teacher-student and student-to-student interactions, and that exacerbate the self-presentation issues.
This talk will report on a mixed qualitative and quantitative study of Zoom based classes to examine these factors, as well as other factors such as students' and instructors' backgrounds and gender identity. Possible ways to mitigate these problems will be explored.

Keywords
Online instruction, virtual meetings, language technology, Zoom fatigue

Selected References
Fauville, G., Luo, M., Queiroz, A. C., Bailenson, J. N., & Hancock, J. (2021). Zoom exhaustion & fatigue scale. *Computers in Human Behavior Reports*, *4*, 100119.
Shockley, K. M., Gabriel, A. S., Robertson, D., Rosen, C. C., Chawla, N., Ganster, M. L., & Ezerins, M. E. (2021). The fatiguing effects of camera use in virtual meetings: A within-person field experiment. *Journal of Applied Psychology*, *106*(8), 1137.

Biodata
Kent A. Lee is a professor at Pukyong National University in Busan. His research interests include cognitive linguistics, applied phonology, and topics in educational psychology such as motivation in learning.

Translingual Entanglements of English: An Investigation of English Villages in Korea

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Abstract
English village is an immersion program in Korea that is designed for Korean learners of English to acquire and learn the English language and global culture in a more natural English speaking environment. While its popularity has recently been decreasing, English village still arguably functions as an imagined English learning community that provides Korean English learners with an affordable language learning opportunity and diversifies their meaningful language learning experience. Drawing upon Pennycook's (2020) translingual entanglements of English, this study explores three English villages in Korea to make visible how they can be realized as a translanguaging space (Li, 2018) specifically for Korean English education. Analyzing a corpus of multiple data sets including English villages' webpage descriptions, their online teaching content, and ethnographic fieldnotes, this study found three original and translingually oriented educational prospects. They include 1) the tolerance and acceptance of localized English (e.g., Konglish) and interlanguage as sources of Korean English learners' repertoires; 2) the discursive construction of an "exotic" environment that disrupts geopolitical boundaries of named countries and languages, and 3) an opportunity to experience cultural diversity through interactions with people and semiotics that would rarely be included in public education. In this localized English educational discourse, those involved in the village including learners and teachers from different linguistic and cultural backgrounds and linguistic landscape that seek to reflect various cultures worldwidely discursively construct a hybrid, translingual circle of English (Pandey, 2019) in which learners can invest in their English user identities (Dewaele, 2018).

Keyword
English village, translanguaging, entanglement

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Biodata
Jae-hyun Im has recently finished his doctorate degree from Indiana University Bloomington. He is interested in identity research, hip-hop and English education, and translanguaging.

Chulwon Jung is a PhD candidate at Hankuk University of Foreign Studies and currently teaches at Seojeong University. His research interests include second language writing and World Englishes.

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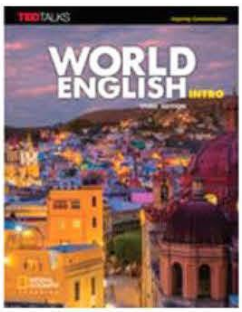

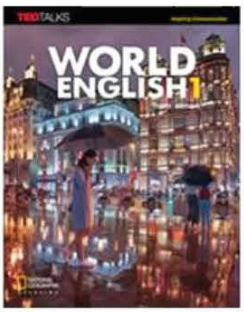

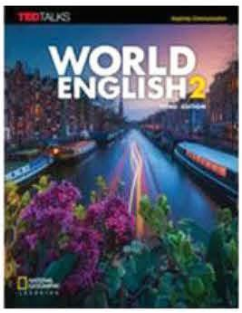

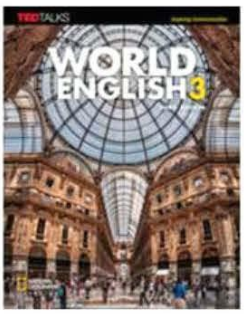

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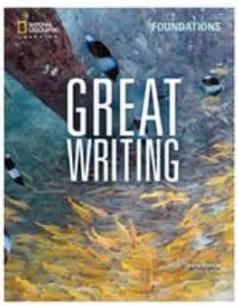

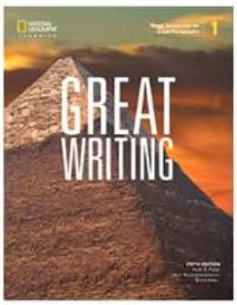

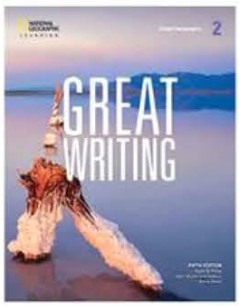

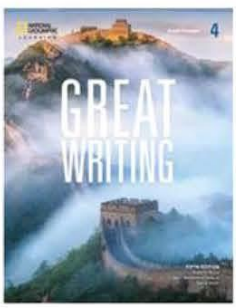

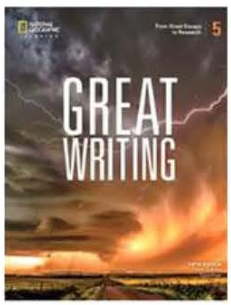

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Presenters' Abstracts & Bios

Concurrent Sessions III

Session 9A

Teaching Practices I

Venue: ZOOM 9/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Jiyeon Kim (Jeju National Univ.)		
14:20-14:45	**Teachers' Practices and Learners' Perceptions of Assessment in Online Language Courses** Yunjung Nam (Busan Gangseo High School)	Sung Hui Cheong (Soongsil Univ.)
14:45-15:10 (K)	**Teaching and Learning English in the Metaverse** Min Je Kim (Cheongju Sangdang Elementary School)	Kwangjin Yun (Yanggam Middle School)
15:10-15:35 (K)	**English Class Using AI Pengtok** Jiyoung Lee (Namchuncheon Elementary School)	Jaeho Jeon (Seoul Sanggok Elementary School)

Teachers' Practices and Learners' Perceptions of Assessment in Online Language Courses

Yunjung Nam
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Abstract
The purpose of this study is to explore assessment practices of teachers and learners' perceptions towards assessment in language courses taught online at universities in the US, focusing on the context of emergency remote teaching (ERT) during the COVID-19 pandemic. While the global health crisis accelerated the digitalization of education (Damsa et al., 2021), it also posed new challenges in instruction and assessment in terms of validity, practicality, and security of assessments in online language education. To understand the challenges in the specific context, this study explored the following research questions: 1) What are language teachers' beliefs and practices of assessment in ERT? 2) How do students perceive assessment in ERT?
The data were collected through online surveys (117 teachers and 79 learners) and individual interviews (4 instructors and 4 learners). The participants include teachers and learners of English as a Second Language (ESL) courses offered online during Fall 2020 semester. For data triangulation, course syllabi and assessment materials were also collected and analyzed. Major findings suggested that teachers utilized the strategies to redesign assessment tasks, while showing heightened concerns about test security. Teachers also reported the use of more diverse ways of feedback communication. Learners believed that immediate and individualized feedback was beneficial for learning, echoing the findings in Gikandi et al. (2011) and Sun (2014). However, learners wanted more opportunities to practice interactive and spontaneous communication. Findings of this study provide pedagogical implications for language teacher education to enhance teachers' expertise in assessment through reflecting on the ERT experiences. They also illustrate the need to investigate how language learners can be better supported in the process of the assessment cycle in online environments.

Keyword
English as a second language, emergency remote teaching, classroom language assessment

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Biodata
Yunjung Nam completed a PhD degree in the Department of Applied Linguistics and ESL at Georgia State University. Her research interests include classroom-based assessment, assessment literacy, stakeholder perceptions in language assessment, and teacher education.

Teaching and Learning English in the Metaverse

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Abstract
The world is undergoing a period of great change due to COVID-19, and the education community is also greatly affected by this change. The form of class has been changed from face-to-face class to blended or remote class, and also the communication methods between teachers and students have been changed. In particular, due to this change in the teaching method, teachers in the field have become interested in various e-tools, and many attempts and efforts have been made to incorporate them into class. The growth of EduTech, represented by metaverse, artificial intelligence, and educational big data, is increasing faster than before. In addition, interest and demand for "digital transformation" centered on front-line companies are increasingly moving to the educational field. In fact, the Ministry of Education established a plan to promote digital transformation in the education sector this year, and set about 1.5 trillion won in the budget. The purpose of this paper was to investigate which EduTech platforms can be used in elementary English education sites and study which platforms can be used most appropriately. The research questions were: What is the EduTech platform that can be used in English class? How can we use the EduTech platform for English class? How can learning data obtained through the EduTech platform be utilized?

Keyword
EduTech, metaverse, gamification, learning data

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Biodata
Min Je Kim is a teacher at Cheongju Sangdang Elementary School. His research interests include EduTech, metaverse, immersive contents, AI and chatbot, leaning big data

English Class Using AI PengTalk

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Abstract
There have been various discussions on how to teach English effectively in the elementary school field. As one of them, there was a discussion on the necessity of English education using artificial intelligence, but there were many restrictions related to the establishment of various infrastructure. During COVID-19, remote and real-time classes became important and the environment that can use artificial intelligence in English education was constructed in a short period. The tablet PC and laptop are provided to students, so they can use it easily, a WIFI environment has been established, and students' ability to use various remote platforms has also improved. At this time, AI PengTalk, a voice-based English learning app created by the Ministry of Education and EBS, began its service in April 2021. AI PengTalk is a good tool for self-directed English learning in the COVID-19 era so there is a high interest in how to effectively use AI PengTalk in elementary school. In this presentation, 1. What is AI PengTalk? What kind of learning contents does AI PengTalk offer? 2. How to use AI PengTalk in English class for elementary school students. 3. What do the students think about AI PengTalk? Through this, hope that know about AI PengTalk and apply it to English classes in Elementary school.

Keyword
AI PengTalk, English education using artificial intelligence, self-directed learning

Selected References
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Biodata
Jiyoung Lee is a teacher at Namchuncheon elementary school in Chuncheon, Gangwon-do. Since 2021, She has been the president of 'AI PengTalk support group' of the Gangwon-do Office of Education and has been conducted training for teachers to use AI PengTalk.

Presenters' Abstracts & Bios

Concurrent Sessions III

Session 9B

Teaching Practices II

Venue: ZOOM 9/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Ji-Yeon Chang (Myongji Univ.)		
15:35-16:00 (K)	**A Study on the Development of Task-Based AI Chatbots for Primary English: With Prevention of Task Interruptions Using a Dialogue Management Algorithm** SeongYeub Chu (Seoul Cheonho Elementary School)	Kyung Ja Ahn (Seoul National Univ. of Education)
16:00-16:25 (K)	**Elementary English Class Using AI Pengtalk** Jiyoon Oh (Seoul Sinseok Elementary School)	Hyewon Kim (Daejeon Neuriul Elementary School)
16:25-16:50 (K)	**Book Club for NNEST (Non-Native English-Speaking Teachers): Voluntary CPD (Continuing Professional Development)** Hye-Ran Yim (Yeouido High School)	Yongkyun Joo (Gwacheon Foreign Language High School)
16:50-17:15 (K)	**Effects of Face-to-Face and Non-Face-to-Face Modes in Elementary English Collaborative Writing Class: Focusing on Writing Skills and Perceptions of Writing** Injeong Hwang (Cheongju Seokyong Elementary School)	SeongYeub Chu (Seoul Cheonho Elementary School)

A Study on the Development of Task-Based AI Chatbots for Primary English: With Prevention of Task Interruptions Using a Dialogue Management Algorithm

SeongYeub Chu
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Abstract
This study aimed to develop task-based AI chatbots for primary English that prevent task interruptions based on a dialogue management algorithm. The participants were 18 students from an elementary school located in Seoul. The results were as follows. Firstly, two strategies for dialogue management were determined by referring to previous research: negotiation of meaning and context management. Dialogflow API was used to build the AI chatbots applying the algorithm. Entity, Prompt, and Context, among the API's various functions, were mainly used to implement the dialogue management algorithm. Secondly, the discourse transcript between the chatbots and learners was analyzed according to the two strategies. Above all, the negotiation of meaning strategy was implemented well to prevent the interruption of communication by providing different prompts, including corrective feedback. Next, the context management strategy was also activated properly to resolve dialogue breaks by providing scaffoldings and transforming topics. However, some recognition errors occurred during the communication due to the chatbots' incomplete recognition rate of Korean young language learners' spoken English. Hence, there need to be in-depth studies on the measures to make up for these problems. Nevertheless, the current study may encourage further research on developing AI chatbots for various tasks by preventing task interruptions.

Keyword
artificial intelligence chatbot, dialogue management algorithm, dialogflow, negotiation of meaning, context management

Selected References

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Biodata

SeongYeub Chu is a teacher at Seoul Cheonho Elementary school. His research interests cover AI chatbot-based English language teaching, learning, and assessment. He has been studying learning analytics using machine learning and deep learning. He participated in the AI Pengtalk development project, an AI-based spoken English practice system for young language learners, led by the Ministry of Education and the Korea Educational Broadcasting System.

Elementary English Class Using AI Pengtalk

Jiyoon Oh
Seoul Sinseok Elementary School
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Abstract
The purpose of this presentation is to show how to use AI pengtalk in elementary school English class. At the same time it aims to investigate the effects of using AI Pengtalk activities in English lessons on elementary English learners' affective domain and their perceptions of using AI chatbots. The participants were 114 elementary students in the 5th grade. The students participated in sixteen English lessons using Pengtalk from April to June in 2022. Participants' affective aspects were collected from the pre- and post- surveys, and their perceptions were collected from the post-survey. It was found that elementary students' interest, attitude, and confidence in English learning improved after participating in English lessons using AI Pengtalk. In addition, many students showed positive answers to the continuous use of AI Pengtalk in English lessons. Specifically, it seemed that AI technology enhanced learners' linguistic awareness and that Chatbot lessons helped learners engaged during tasks. These results can be a cornerstone of using AI chatbots in English lessons to facilitate learners' affective aspects in English learning.

Keyword
AI Pengtalk, edu-tech, chatbot

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Oh, J., Lee, S., Jeon, J., and Hong, S. (2022). The role and application of AI Pengtalk in elementary English education. *The Journal of Korea Elementary Education, 33*(2), 35-50.

Biodata
Jiyoon Oh is a teacher at Seoul Sinseok Elementary School and doctoral student majoring in Elementary English Education at Seoul National University of Education. Her research interests include CALL, MALL, technology, and edu-tech based learning.

Book Club for NNEST (Non-Native English-Speaking Teachers): Voluntary CPD (Continuing Professional Development)

Hye-Ran Yim
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Abstract
The continuing professional development(CPD) for EFL language teachers in public education mainly resorts to the online or offline language learning and teaching training programs, which require extra time and effort but yield a temporary effect of enhanced motivation and a feeling of recharge.
In the EFL context of little contact in the real-time exchange of target language, Non-Native English Speaking Teachers(NNEST) could exhaust themselves with the desperate pursuit of the training programs or limit their language use within the classroom in reality.
For the sustainability and productivity of individual efforts on CPD, the book club of English teachers at school can be the best alternative for its accessibility and practicality.
The English book club, where the participants expose themselves regularly to authentic, qualified, time-tested, reader-proved language resources ranging from classics to modern literature, can be the right place for lifelong learning for personal growth as well as the on-site CPD.
Reading, summarizing, posing issues to discuss, and free discussion entirely in English on the book chosen based on the participants' preferences and needs make the experience amusing enough to continue and profoundly engaging to overcome self-perception of NNEST. Consequently, it helps the teachers feel the joy of language learning which will surely be contagious to their students to make them the best language learner model that no native speaker teacher can replace.

Keyword
English book club, NNEST, motivation, voluntary CPD

Biodata
Hye-Ran Yim is a teacher at Yeouido High School. She's been teaching English in public secondary schools. She was a lecturer in the SOME (Seoul Metropolitan Office of Education) in-service training programs for English teachers (2009-2018). Her interest is in the self-identity of NNEST and reclaiming it as a language learner model for the students.

Effects of Face-to-Face and Non-Face-to-Face Modes in Elementary English Collaborative Writing Class: Focusing on Writing Skills and Perceptions of Writing

Injeong Hwang
Cheongju Seokyong Elementary School
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Abstract
With the development of computer and information processing technology, there is a big change in the field of education, and the non-face-to-face teaching method has been widely applied due to the influence of COVID-19. However, it was argued that the learning effect in the non-face-to-face method was inferior to the traditional face-to-face method. With this in mind, this study investigated the effects of face-to-face and non-face-to-face activities in elementary English cooperative writing classes on writing skills and perception of writing learning. To this end, collaborative writing activities were devised and applied to the sixth graders in an elementary school in a face-to-face and non-face-to-face mode. To compare their effects, we investigated writing skills (fluency and accuracy) and perception of writing learning (interest, importance, confidence, participation, writing experience). The results of the study are summarized as follows. First, from the students' opinions, interactions were promoted in face-to-face and non-face-to-face mode, and interactions necessary for learning were found. Second, face-to-face and non-face-to-face mode had a significant effect on improving fluency and accuracy. Third, the students who participated in face-to-face mode had a positive increase in perception of writing learning. On the other hand, in non-face-to-face mode, the perception was lowered. These results may provide important implications for grasping the pros and cons of conducting classes in a face-to-face or non-face-to-face mode.

Keyword
collaborative writing, elementary English

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Biodata

Injeong Hwang is a teacher at Seokyong Elementary School. Her research interests include EFL pedagogy, the effects of interaction on writing learning, collaborative writing, writing skills and perceptions of writing.

Presenters' Abstracts & Bios

Concurrent Sessions III

Session 10

KICE Session

Venue: ZOOM 10/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Yonghyo Park (Korea Institute for Curriculum & Evaluation)		
14:20-14:45 (K)	**Empowering and Supporting Schools to Respond to Change: The Recent Trend in English Education Research at KICE** Soyeon Kim (Korea Institute for Curriculum & Evaluation)	Sookyung Cho (Hankuk Univ. of Foreign Studies)
14:45-15:10 (K)	**The New National Assessment of Educational Achievement for the New Generation** Jun-Shik Kim (Korea Institute for Curriculum & Evaluation)	Eun-Joo Lee (Ewha Womans Univ.)
15:10-15:35 (K)	**Analysis of English Achievement in National Assessment of Educational Achievement Through Cognitive Diagnostic Model** Yonghyo Park (Korea Institute for Curriculum & Evaluation)	Eunkyung Hwang (Myungji Univ.)
15:35-16:00 (K)	**Changes in the Perception About the CSAT English due to the Change of the CSAT-EBS Linkage Policy** Hoky Min • Yonghyo Park • Soyeon Kim (Korea Institute for Curriculum & Evaluation)	Hyunsun Im (Korea Univ.)
16:00-16:25 (K)	**Exploring New Directions in Developing English Curriculum Books Based on the 2022 Revised National Curriculum** Sung Hye Kim (Korea Institute for Curriculum & Evaluation)	Junghee Hwang (Pyeongtaek Univ.)

Empowering and Supporting Schools to Respond to Change: The Recent Trend in English Education Research at KICE

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Abstract
The Korea Institute for Curriculum and Evaluation (KICE) is the national body responsible for educational studies related to curriculum development, textbook qualification, classroom-based assessment and national testing, and materials development for teaching and learning in K-12 schools in Korea. This presentation will examine English education studies conducted in 2021 and 2022 at KICE, discussing the main research focuses in these years and directions for future research. The main theme for 2021 and 2022 was found to be 'empowering and supporting schools to respond to change.' In 2021, the second year of the COVID-19 pandemic, studies were conducted to improve the National Assessment of Educational Achievement test (NAEA) (Lee at el., 2021) and assist English teachers to respond to changes due to the pandemic (e.g., Kwon at el., 2021). Also, studies related to policy changes for the High School Credit System (Joo at el., 2021) and the College Scholastic Ability Test were carried out. In 2022, KICE researchers continue to assist schools and teachers to respond to changes in the educational environment in Korea. As part of this effort, curriculum development studies at a national level are being carried out to prepare for the rapidly shrinking population in Korea as well as to reflect the idea of education for sustainable development. In the national assessment division at KICE, studies into a national level assessment based on a computer assisted system, iNAEA, and studies analyzing NAEA through a cognitive diagnostic model are being conducted. It is expected that this opportunity to share the research trends at KICE will open the door to discussion of future directions for research at KICE as well as to revitalize collaboration between researchers at KICE and other researchers in K-12 and higher education in Korea.

Keyword
research trend, English education, curriculum development, national tests, classroom-based assessments

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Biodata
Soyeon Kim is an Associate Research Fellow at KICE (Korea Institute for Curriculum and Evaluation). Her research interests include teacher education, teaching of second language writing in EFL countries, and assisting underprivileged students' learning of English.

The New National Assessment of Educational Achievement for the New Generation

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Abstract
The study reports how the new computer-based English test has been validated for the 2022 electronic National Assessment of Educational Achievement (*e*NAEA). Having set the primary goal of transition as enhancing the test validity as to reduce the gap between what the test measures and what the real world requires, the study has searched for the ways to introduce innovative item types for the *e*NAEA English tests. As a result, we have come up with a range of test item types suitable for *e*NAEA English tests, composed of two dimensions: test-taker's response actions and test materials with which a test-taker interacts. Equipped with the new item types, the new test was piloted to the 373 high school students. A survey of those students and interviews with nine high school students was also conducted. The comparison between the pilot test and the 2020 NAEA test suggests the gap between the correct answer rates of the two tests is as little as from one percent point to six percent point. The performance time spent on each *e*NAEA test item seems reasonable with the average of one minute and 30 seconds. The perception of the students participated in the survey and the interview confirms the findings. The results suggest the new test item types for the *e*NAEA can be utilized with some credit though more explorations for a full credit are necessary.

Keyword
National Assessment of Educational Achievement, computer-based test, innovative test items

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Biodata

Jun-Shik Kim is a research fellow at Korea Institute for Curriculum and Evaluation (KICE). He has participated mostly in developing national level tests such as National English Ability Test (NEAT), National Assessment of Educational Achievement (NAEA), and College Scholastic Ability Test (CSAT). His research interests are language testing, corpus linguistics, and second language acquisition.

Analysis of English Achievement in National Assessment of Educational Achievement Through Cognitive Diagnostic Model

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Abstract
This study is purposed to categorize students' characteristics of English achievement of National Assessment of Educational Achievement (NAEA) and provide students with customized feedback based on the characteristics. For the purpose, this study applies cognitive diagnostic model in analyzing the results of 2021 NAEA. In the analysis of cognitive diagnostic model, this study extracts cognitive attributes from both an English test of 2021 NAEA and achievement standards of national curriculum, and then develops Q-matrix with the cognitive attributes and the English test of 2021 NAEA. This study will discuss on pedagogical implications of the categorization of students' characteristics of English achievement and the customized feedback.

Keyword
NAEA, English achievement, Cognitive Diagnostic Model

Selected References
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Biodata
Yonghyo Park (Ph.D.) is an associate researcher at KICE. Currently he is working on National Assessment of Educational Achievement (NAEA). His research interests include L2 reading strategies and meta-analysis.

Changes in the Perception about the CSAT English due to the Change of the CSAT-EBS Linkage Policy

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Abstract
This study examines the change in the perception of the teachers at school about the College Scholastic Ability Test (CSAT) English due to the change in the CSAT-EBS linkage policy. From the 2022 academic year, the CSAT-EBS linkage policy has been changed. In other words, the linkage rate was reduced approximately from 70% to 50%, and the linkage method was also changed. Around 700 high school English teachers were sampled nationwide and they responded to questionnaires about the change of the difficulty of and preparation for the CSAT English due to the change in the CSAT-EBS linkage policy. According to the results, most of the respondents expected that the CSAT English would become difficult due to the change of the linkage policy, and they think the same way after the implementation of the 2022 CSAT. The difficulties of the questions whose linkage method is changed were basically predicted differently according to item types, and this pattern persisted after the test. Lastly, it was expected that although the reduction in the EBS linkage rate has less impact on the decrease in teaching and learning focused on EBS-linked textbooks in at school, it seems to be perceived that it will put more pressure on students to prepare for the CSAT English. And it was found that the expectation has been also realized after the implementation of the 2022 CSAT.

Keyword
CAST, CSAT-EBS linkage policy, test, assessment, national level

Biodata
Hoky Min (Ph.D.) is an Associate Research Fellow at KICE (Korea Institute for Curriculum and Evaluation). The areas of academic interest include language assessment and language acquisition.

Yonghyo Park (Ph.D.) is an Associate Research Fellow at KICE (Korea Institute for Curriculum and Evaluation). Currently he is working on National Assessment of Educational Achievement (NAEA). His research interests include L2 reading strategies and meta-analysis.

Soyeon Kim (Ph.D.) is an Associate Research Fellow at KICE (Korea Institute for Curriculum and Evaluation). Her research interests include teacher education, teaching of second language writing in EFL countries, and assisting underprivileged students' learning of English.

Exploring New Directions in Developing English Curriculum Books Based on the 2022 Revised National Curriculum

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Abstract
The Ministry of Education announced a timeline to develop curriculum textbooks in connection with the 2022 Revised National Curriculum. These textbooks will be sequentially implemented at elementary, middle and high schools from 2024. This study explores new directions to develop English curriculum books that reflect the 2022 Revised National Curriculum and function well as textbooks for the future. Considering the important role of compilation systems in textbook development, this study examined the publishing system applied to English subjects based on the 2015 Revised Curriculum. It was found that English subjects were categorized as authorized books, and English textbooks (including digital textbooks) and teachers' guides were reviewed under the policy of providing diverse and quality textbooks. In order to set the direction for textbook development which is compatible with the revamped textbook system, the goals of the 2022 Revised National Curriculum were analyzed. The new curriculum aims at promoting competences centered around student-agency and autonomy. Following the introduction of the high school credit system, the new curriculum will restructure high school electives and dictate contents appropriate for students. The textbook policy will also reflect digital -based innovation in school education in the curriculum and a growing focus on the development of various digital contents that can overcome the limitations of printed textbooks.

Keyword
English language textbooks, textbook authorization, textbook policy

Selected References

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Biodata

Sung Hye Kim is a researcher at Korea Institute for Curriculum and Evaluation. She has conducted various research projects related to national curriculum, and textbook evaluation. Her research interests include curriculum development, textbook evaluation and language policy.

Presenters' Abstracts & Bios

Concurrent Sessions III

Session 11A

Language & Technology III

Venue: ZOOM 11/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Hye-Young Kwak (Korea Univ.)		
14:20-14:45	**Exploring Interactional Competence in Online Communication: Shifting Modes and Mindsets** Sun-Hee Kim (Univ. of Seoul)	Hyun Joo Lee (Kyonggi Univ.)
14:45-15:10 (K)	**AI Chatbot Based Tourism English Learning** Hyung-ji Chang (Sun Moon Univ.)	Yu Kyoung Shin (Hallym Univ.)
15:10-15:35 (K)	**E-Tools-Based Projects for Embodied Learning** Seungmin Lee (Cheongju National University of Education) · Jinyoung Kim (Joam Elementary School)	Kyung Ja Kim (Chosun Univ.)

Exploring Interactional Competence in Online Communication: Shifting Modes and Mindsets

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Abstract
In response to recent trends in recognizing the importance of intercultural online communication, the study examines how participants themselves collaboratively construct their own language and culture learning opportunities without the presence and intervention of an instructor. By focusing on the processes in which they work together to deal with interactional problems triggered by asymmetries in linguistic and cultural knowledge, the study pays close attention to how objects of learning naturally emerge and are resolved in their ongoing interaction. To capture incidents of interactional competence, a fine-grained analysis of recorded synchronous online interaction is employed. Findings show that when participants experience a halt in interaction either in production or reception, they made use of various interactional resources at their disposal as well as the assistance of others, demonstrating joint efforts in overcoming knowledge asymmetries and generating learning opportunities. The study sheds light on how a shift in mindset is needed to understand successful engagement in interaction that engenders intercultural experience. Instead of being obsessed with participants' varying levels of English proficiency and different lingua-cultural backgrounds as causes for miscommunication, educators should focus more on the relevance of differential knowledge and their situated achievements, viewing participants as competent users of English. It also presents an instance in which establishing international networks and partnerships among higher education institutions and promoting communicative programs can encourage participants to parlay their interactional competence into practical use in contributing to meaningful and successful intercultural online communication.

Keywords
Online communication, intercultural, knowledge asymmetry, learning opportunities

Selected References

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Young, R. F. (2011). Interactional competence in language learning, teaching, and testing. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning Volume II*. (pp. 426-443). Routledge.

Biodata

Sun-Hee Kim a lecturer in the Division of General English at the University of Seoul and in the Department of English Language and Literature at Korea University. Her recent research interests lie in L2 users' interactional accomplishments in intercultural online communication and textbook discourse analysis in relation to identity construction.

AI Chatbot Based Tourism English Learning

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Abstract
This study is aimed at suggesting the AI Chatbot based Tourism English Instruction for English learners to develop communicative competence in English. For the research, AI Chatbot based Tourism English instructions are divided into three models, classes with Chatbot (model 1), inter-subject convergence Chatbot classes (model 2), and classes targeting Chatbot (model 3). The designed instructions were conducted during the semester (15 weeks). In Model 1, students were asked to perform tasks through making a conversation with Chatbot. In Model 2, the team teaching with a professor of the department of Computer Science was conducted. Students were asked to build the Hotel English Chatbot as a team project with students from the department of Computer Science. In Model 3, three weeks were allotted to the Model 2 class as the form of a special lecture to learn about the basic information of R analysis and Python program. As a result, in Model 1, it was found that the tasks of sharing small talk, acquiring knowledge and requesting information were performed successfully. In Model 2, as a result of team project, students develop the Hotel English Chatbot, which provides the Chatbot dialog in the situation of hotel reservation. In Model 3, information on R analysis and Python program was delivered through a special lecture, and students showed the beginning level of understanding of Big Data. In addition, the improvement of learners' communicative competence in English through the chatbot-based tourism English instruction was measured through a questionnaire on the Intercultural Communicative Competence Scale (Chen & Starosa, 2000), and a significant increase was reported. In short, although some limitation should be regarded, the present study suggests that AI chatbot based Tourism English instruction is worthy of facilitating the communicative competence for ESP learners.

Keyword
AI Chatbot, ESP, Intercultural Communicative Competence

Selected References

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.

Chen, G. M., & Starosa, W. J. (2000). The development and validation of the intercultural communication sensitivity scale. *Human Communication, 3,* 1-5.

Biodata

Hyung-ji Chang is a professor at Sun Moon University. Her research interests include intercultural communicative competence and English for specific purposes. Currently, she is the chief editor of the English Teachers Association in Korea.

E-Tools-Based Projects for Embodied Learning

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Abstract
Embodied cognition perspectives regard no fracture between cognition, the agent's body, and real-life context in learning. It emphasizes the role of sensory and motor functions in cognition itself. Multi-sensory experiences strengthen the context for learning to foster students' learning. E-tools enable various multi-sensory learning experiences which might elicit elementary students' embodied learning. Therefore, using E-tools in a language class is supposed to be effective in Elementary English learning. It's also crucial that learning activities should be a learner-centered and collaborative way in the stance of constructivism. This paper aimed to investigate the effects of E-Tools-based projects in elementary English language classrooms. The current case of English instruction was designed to give insights into: What E-tools are effective for language learning? How are they applied to Elementary English class? What are the effects of E-tools-based projects, including learners' affective factors? For these purposes, collaborative projects using E-tools like Jamboard, Book Creator were designed and applied to 5th and 6th grade English classrooms. This paper also showed the process of developing E-tools-based projects and how to implement them in English classes. Qualitative data were gathered via teacher's observation, the project outcomes, and student questionnaires. Based on the findings, learning activities using E-tools would be optimal were suggested for collaborative learner-centered learning through multi-sensory performance. Eventually, embodied learning would be adequate in learning English in an Elementary English classroom. The pedagogical implications and future directions of the study were discussed.

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Lantolf, J.(2000). Introducing sociocultural theory. In J. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 1-26). Oxford University Press.

Biodata
Seung-min Lee is a professor at Cheongju National University of Education. His research interests include classroom-based action research, student centered learning, EFL pedagogy, and interaction based on constructivism. He was the general affairs director of the Korea Association of Primary English Education. Currently, he is the ledger of education research institute of C.N.U.E.

Jinyoung Kim is a teacher at Daegu Joan Elementary school. Her research is focused on action research in Elementary English Teaching and Task-Based-Language Learning. Currently, she teaches English to 5th and 6th-grade students.

Presenters' Abstracts & Bios

Concurrent Sessions III

Session 11B

Second Language Acquisition II

Venue: ZOOM 11/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Hyona Park (Soongsil Univ.)		
15:35-16:00	**Analysis of the Use of Gerund and Infinitive in Academic Writing in Engineering** Yasuhiro Okuyama (Hakuoh Univ.)	Min Young Cho (Korea Univ.)
16:00-16:25	**The Use of Corpus and Data-Driven Learning in Polysemy Acquisition** Inseul Hwang (Korea Univ.)	Kum-Jeong Joo (Induk Univ.)
16:25-16:50	**The Role of L2 Proficiency in Korean EFL Learners' English Consonant Clusters** Jayeon Lim (Univ. of Seoul) · Misun Seo (Hannam Univ.)	Jung In Kim (Seoul Theological Univ.)

Analysis of the Use of Gerund and Infinitive in Academic Writing in Engineering

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Abstract
This study aims to analyze the use of gerunds and infinitives in academic writing in engineering. The main reason for choosing this topic is my 14 years of experience of teaching English at a college of technology (KOSEN), where my goal was to improve students' ability for presenting their research in English. In this connection, the use of gerunds and infinitives is among the most difficult topics for Japanese and other EFL learners to master. For example, Kitikanan (2011) pointed out that Thai students have low proficiency in the use of both types of verbal complements, and Ko (2021) reported low achievement in gerund use by Korean intermediate EFL learners. Huddleston and Pullum (2002) explained that infinitival "to" descends historically from the preposition "to" and is associated with a goal. Modern infinitives still commonly involve temporal projection into the future. By contrast, the gerund is commonly associated with what is current and actual. Wallwork (2013) warned that gerunds must not be used to talk about an aim, objective, or target, where infinitives must be used instead. In this study, we analyzed the use of gerunds and infinitives in the same small corpus used in our previous research, containing about 120,000 words in total, compiled from 21 research articles published in four major journals in mechanical engineering. We found that among the verbs frequently appearing as infinitives were "determine," "obtain," "find," and "model," and those appearing as gerunds included "use," "increase," "test," and "consider." We also found that most of the former verbs that appeared as gerunds (e.g., determining) were followed prepositions such as "by" and "for." This may be due to a grammatical rule that the gerund must be used when a verb comes after a preposition.

Keyword
academic writing, small corpus, gerund, infinitive

Selected References
Huddleston, R., & Pullum, G. K. (2002). *The Cambridge grammar of English language.* Cambridge University Press.
Kitikanan, P. (2011). Thai EFL students' ability to use the gerund and to-infinitive. *International Journal of the Humanities*, *9*(2), 279-290.
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Wallwork, A. (2012). *English for research: Usage, style, and grammar.* Springer.

Biodata
Yasuhiro Okuyama is a professor at Hakuoh University, Japan. His research interests include ESP, Academic writing, English teaching materials, and ICT use for English education.

The Use of Corpus and Data-Driven Learning in Polysemy Acquisition

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Abstract
This study explores the efficacy of Data-Driven-Learning (DDL) using concordance in acquiring polysemous word knowledge. Polysemy whose known familiar dictionary definition may be used in unfamiliar circumstances with diverse meanings. As a result, many L2 students struggle to use vocabulary effectively and flexibly in a variety of situations. (Boulton & De Cock, 2017). Traditional Learning (TL) methods such as dictionaries and online translators, in contrast, have failed to raise the learner's awareness of meanings beyond the first two or three of a polysemous word's meanings. However, for learners to recognize their different meanings in unfamiliar circumstances, they must be exposed to enough contexts that highlight their various meanings. (Kuiper et al., 2017). As a result, DDL is recommended as a way to solve the disadvantages of TL. 25 participants from each learning group (DDL, TL) were compared in terms of their improvement in polysemous word knowledge after different learning treatments. For the polysemous word knowledge, both explicit and implicit knowledge have been measured. The results indicated that the DDL group outperformed in explicit knowledge and slightly in implicit knowledge of a polysemous word. In contrast, there was no significant difference in retention between the two groups. This discovery has implications for language learning and education, with corpus-assisted learning in polysemous words as a potential pedagogical tool. As a result, it is suggested that more DDL exercises be created and that corpus resources be used in the classroom in both direct and indirect methods to help students improve their lexical knowledge.

Keyword
Polysemy, Data-Driven learning, Concordances

Selected References
Boulton, A. & De Cock, S. (2017). Dictionaries as aids for language learning. In P. Hanks & G.-M. de Schryver (Eds.), *International handbook of modern lexis and lexicography*. Springer.
Kuiper, K., Fromont, R., & Gerhard, D. (2017). Polysemy and word frequency: A replication. *Journal of Research Design and Statistics in Linguistics and Communication Science, 4*, 144-155.

Biodata
Hwang Inseul is a postgraduate student at Korea University, Department of English Language and Literature. She is currently teaching English at CDI Institution. She is interested in second language acquisition, and language education. Upon completion of her MA studies, she intends to apply for Ph.D. to further her knowledge of Language and Education toward a career as a researcher and an educator.

The Role of L2 Proficiency in Korean EFL Learners' English Consonant Clusters

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Abstract
This study investigated the role of L2 proficiency in the production of English consonant clusters by Korean EFL learners. Specifically, the study compared L2 production of high and low proficiency Korean EFL learners in their production of biconsonantal clusters with an onset liquid. The results indicated that there was a significant influence of L2 proficiency level. On Korean EFL learners' production. For instance, unlike high level learners, low level learners showed differences when the biconsonantal clusters were a part of loanwords such as influenced by the loanword pronunciation of the words such as *outle*t and *online*. Additionally, factors such as the manner of the first consonant and liquid type involved in consonant clusters and the word frequency also showed significant effects. Also, the high level learners' production accuracy did not show any significant difference according to the manner of pronunciation of the first consonant. However, the low levels learners exhibited significantly lower production accuracy when the manner of the first consonant was a stop than when it was a nasal. The results also indicated that most errors occurred with respect to the nasalization or lateralization of a stop consonant before a liquid. Overall, the results indicated that low level learners' production was more influenced by their L1 phonological rules. Thus, L2 proficiency level was a significant factor in Korean EFL learners' production of biconsonantal clusters.

Keyword
English consonant clusters, L2 sound production, L2 proficiency

Selected References
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Seo, M., & Lim, J. (2016). Korean learners' production of English sound contrast: Focusing on word-final /ʃ/ and /ʃi/. *The Journal of Asia TEFL 13*(1), 16-30.

Biodata
Jayeon Lim is a professor at University of Seoul. Her research interests include second language acquisition, L2 vocabulary acquisition and L2 sound perception and production.

Misun Seo is a professor at Hannam University. Her research interests include phonetics, phonology and L2 sound perception and production.

Presenters' Abstracts & Bios

Concurrent Sessions III

Session 12A

Discourse Analysis

Venue: ZOOM 12/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Myong-Kwan Lee (Anyang Univ.)		
14:20-14:45 (K)	**Pragmatic Discourse Markers in Korean English Learners' Spoken Corpus (KELSC)** Ye-Eun Kwon (Kunsan National Univ.)	Mun-Hong Choe (Chonnam National Univ.)
14:45-15:10 (K)	**Comparing Students' Refusal Strategies in Korean and English: The Role of Social Variables** Chaewon Noh (Korea Univ.)	Sun-Young Kim (Mokpo Univ.)

Pragmatic Discourse Markers in Korean English Learners' Spoken Corpus (KELSC)

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Abstract
This study investigates pragmatic discourse markers in Korean English Learners' Spoken Corpus (Jung, 2021)*. In order to analyze features of pragmatic discourse markers in Korean English Learners' Spoken Corpus (KELSC), I examined frequently used pragmatic discourse markers (PDM) in KELSC using Lancsbox 6.0 (Brezina et al., 2021). Korean adult learners often use specific PDMs in KELSC such as *okay*, *like*, and *so*. The PDMs *so* and *yeah* are shared collocates of *okay* and *like* in KELSC. There are also differences in PDM usages across the proficiency. The research questions are: (1) Are there any preferences of PDM that Korean adult learners frequently use? (2) Are there similar or different features of PDM usage of KELSC depending on proficiency levels? (3) Are there similar or different PDM patterning between KESLC and a comparable native corpus? Based on the findings, future research directions of PDM in learner spoken corpus are discussed.

Keyword
Korean English Learners' Spoken Corpus (KELSC), Pragmatic discourse markers, Lancsbox 6.0

Selected References

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Biodata

Ye-Eun Kwon is a teaching professor at Kunsan National University. Her research interests include learner corpus and teacher education.

* KELSC is the only representative Korean spoken learner corpus available for research upon request. It was compiled with spontaneous speech collections with 237 participants among ten colleges across the regions of S. Korea during 2021. I would like to express my deepest gratitude for providing important sources.

Comparing Students' Refusal Strategies in Korean and English: The Role of Social Variables

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Abstract
A number of L2 research on refusal attempted to identify characteristics of refusal strategies adopted by a certain group of language learners, vis-à-vis native speakers. However, there has been little research on the direct comparison of refusal strategies in their L1 and L2 adopted by the same group of speakers. This study, therefore, examines politeness strategies adopted by Korean students when they speak in either English or Korean. In particular, this study focuses on the role of social variables of status and distance in refusal strategies. 135 female Korean high school students completed a discourse completion test (DCT) which presents eight situations that differ in terms of status and distance from the interlocutor. This DCT was performed in Korean and English, respectively. The analysis of students' responses in DCT showed that Korean students preferred indirect strategies such as excuse or regret in both English and Korean regardless of social variables. Moreover, Korean EFL learners are not influenced by the social variables when employing refusal strategies. Learners' refusal strategies do not seem to be insensitive to the interlocutor's status, rather they use more direct refusal for higher status. Moreover, when the interlocutors were equal status and unfamiliar, the learners tend to use an indirect strategy more frequently. According to Brown and Levinson (1987), the degree of politeness in speech increases or decreases linearly. However, in this study, Korean learners made more negotiation into relatively uncertain social relationships (e.g., non-intimate, status-equals friends) that follows Wolfson's Bulge theory (1986). The present study helps us understand the patterns of refusal with regard to social variables and realize politeness in Korean EFL settings. Thus, this research highlights the need for teaching pragmatics in the EFL context to enable the learners to engage in successful communication using appropriate strategies in given situations.

Keyword
Speech act, refusal, politeness, social variables

Selected References
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Biodata
Korea university, Department of English Language and Literature, M/A

Presenters' Abstracts & Bios

Concurrent Sessions III

Session 12B

Language Learning & Teaching II

Venue: ZOOM 12/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Soojin Ahn (Univ. of Seoul)		
15:10-15:35	**The (In)Consistency Between L2 Willingness to Communicate and Communication Frequency: An Explanation With the 2×2 Self-Guides Model** Wanting Wang (Korea Univ.)	Sumi Han (Hallym Univ.)
15:35-16:00	**Effects of Strategy-Based Writing Instruction on Chinese EFL Learners' Writing Anxiety and Enjoyment: A Longitudinal Study** Nan Hu (Chonnam National Univ.)	Na-young Kim (Choengju, Korea Polytechnic IV)
16:00-16:25	**The Teaching of Phonetics and Phonology, Experiences and Challenges With at the University** John Wanjala Wayong'o (Bomet Univ. College)	Tae Hee Choi (Education Univ. of Hong Kong)

The (In)Consistency Between L2 Willingness to Communicate and Communication Frequency: An Explanation with the 2×2 Self-Guides Model

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Abstract
Willingness to communicate in a second language (L2 WTC), as the last stage before language use (MacIntyre, 1994; MacIntyre, Babin & Clement, 1999; MacIntyre, Clément, et al., 1998), has been widely studied as an important predictor of the frequency of L2 use. However, there was a lack of evidence in past studies regarding the factors that contribute to the gaps between these two stages. The present study aims to apply the updated motivation theory – Papi et al's (2019) 2×2 self-guides model (ideal L2 self own/other, and ought-to L2 self own/other), to explain the consistency and inconsistency between the general L2 WTC (high/low) and the actual L2 use (high/low frequency of communication) in EFL settings. A combination of quantitative (survey) and qualitative (interview) methods were used, and a sample of 480 Chinese college students from 80 universities in China participated in the survey and xx of them were interviewed. The findings of the survey revealed why high WTC learners often fail to achieve actual language production and why low WTC learners can exceed that expected communication frequency from the perspective of motivation. The interviews were conducted to explore some other potential variables to avoid one-sidedness and unicity of the study. As learners' English communication ability in EFL settings begins to be taken more seriously, at the same time, the theories of motivation from the perspective of the self-concept are emerging. This study would be an essential contribution to the literature both on L2 WTC and motivation. In addition, the findings would also have pedagogical implications that help the teachers better understand their language learners psychologically and aid the learners' learning.

Keyword
L2 WTC, L2 self-guides, ideal L2 self, ought-to L2 self, EFL learners

Selected References
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Biodata
Wanting Wang is a Ph.D student at Korea University. Her research interests include classroom-based conversation analysis, willingness to communicate in a second language, and L2 motivation.

Effects of Strategy-Based Writing Instruction on Chinese EFL Learners' Writing Anxiety and Enjoyment – A Longitudinal Study

Nan Hu
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Abstract
While research into strategy-based instruction and language learning emotions has been thriving over decades as respective domains, research on how strategy-based writing interventions may influence learners' writing anxiety and enjoyment has largely remained unexplored. Hence, this longitudinal study aims to investigate how Chinese undergraduate EFL learners' writing anxiety and enjoyment have changed after a one-semester-long strategy-based writing instruction. The experimental group (N=55) received a 6-step writing strategy teaching cycle designed based on a needs analysis, while the control group (N=51) received conventional instruction focusing on linguistic knowledge. Participants' levels of writing anxiety and enjoyment were assessed by pretest, immediate posttest, and delayed posttest emotion questionnaires. Qualitative data collected from students' diaries and semi-structured interviews helps triangulate the underlying factors of quantified emotional traits. Results showed that strategy-based writing instruction exerted a more enduring effect on reducing students' cognitive writing anxiety and increasing private enjoyment than the traditional approach. Thematic analysis further demonstrated the root causes of writing anxiety and the main sources of writing enjoyment. The findings will serve classroom pedagogy via contributing to the body of strategy-based instruction and emotion in general, and L2 writing, anxiety, and enjoyment in particular.

Keyword
Strategy-based Instruction, Chinese EFL learners, writing anxiety, writing enjoyment

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McRae, K., & Gross, J. J. (2020). *Emotion regulation. Emotion*, *20*(1), 1-9.

Biodata
Nan Hu is a PhD candidate and research assistant at Chonnam National University. Her research interests include Instructed Second Language Acquisition and EFL writing.

The Teaching Phonetics and Phonology, Experiences and Challenges With Students at the University

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Abstract
Phonetics and phonology as aspects of teaching the English language, are essential and fundamental to successful English communication for English students. While teaching and practicing concepts like pronunciation, intonation, stress, and articulation the teacher has to pay close attention to how they pronounce the words for learners to understand. In most cases, the learners observe the lips of the teacher as they pronounce the words for them the get the word correctly. Grammar and vocabulary are key components of effective communication, but their impact is greatly reduced without the ability to pronounce them clearly and correctly and add emotional weight and context through variances in pitch and rhythm. For example, in English, a fall/rise pattern of intonation adds crucial information to the speaker's statement, namely the desire for a response or confirmation from the other. Without awareness and means to activate this additional layer of speech, an English learner is ultimately handicapped in their communication. While their word choice and sentence structure may be impeccable, they are still missing an integral aspect of the English language. The emotional undercurrents provided by stress, intonation, and articulation carry as much, if not more, meaning than the vocabulary itself. Through consistent practice and mastery of articulation, vocabulary is ultimately formed out of the emotional core of what one wishes to communicate. Phonetics and phonology in English comprehension can also be perceived in skillful deliveries of the many speeches that people deliver. These delivered speeches without stress, intonation, or other phonological components, would fall flat and carry little meaning even to native English speakers! But when these components are woven in, the same words are suddenly capable of drawing tears, eliciting laughter, or provoking an endless range of understanding and emotional responses from the audience. Nevertheless, the Covid 19 era paused a lot of challenges to both teachers and students at the university during the virtual classes.

Keyword
Phonetics and phonology, pronunciation, lip observation, articulation, effective communication.

Selected References

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Goodell, E. W., & Michael S.-K. (1990). From phonemes to words, or from words to phonemes: how do children learn to talk? Poster presented at the International Conference on Infant Studies, Montreal.

Guion, S. G. (1998). The role of perception in the sound change of velar palatalization. *Phonetica, 55*, 18-52.

Author

Dr. John Wanjala Wayong'o is a lecturer of English Language Education in the School of Education, Bomet University College, Kenya. He is the acting head of unit, Quality Assurance and Data Management. His research interests include English teaching and learning to English second language students, ensuring quality in English online classes and scaffolding in writing skills.

Presenters' Abstracts & Bios

Concurrent Sessions III

Session 13A

Language Learning & Teaching III

Venue: ZOOM 13/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Seonmin Huh (Chungbuk National Univ.)		
14:20-14:45 (K)	**Importance-Performance Analysis of Pre-Service Elementary School Teachers' TPACK in English Education** Hyun Jin Kim (Cheongju National Univ. of Education)	Keun Huh (Hannam Univ.)
14:45-15:10 (K)	**Investigating Academic Literacy Development: A Case Study of L2 Students in the College Context** Soomin Jwa (Kongju National Univ.)	Jaekeun Lee (Ansan Univ.)
15:10-15:35 (K)	**College English Education for Basic Learning Competency** Suyeon Kim (Anyang Univ.)	Eun Hye Song (Soongsil Univ.)
15:35-16:00 (K)	**Analysis of the Use of English for MICE Purposes** Han Suk Bae (Dong-A Univ.)	Daehyeon Nam (Cyber Hankuk Univ. of Foreign Studies)

Importance-Performance Analysis of Pre-Service Elementary School Teachers' TPACK in English Education

Hyun Jin Kim
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Abstract
As the importance of applying technology in English education has increased and online and blended learning has expanded, current educational practices suggest that teachers need to develop their Technological Pedagogical Content Knowledge (TPACK) (Koehler & Mishra, 2008) and implement this knowledge in their teaching practices. But a considerable number of teachers have difficulty in applying this knowledge appropriately and feel the need to develop it in a way that technology being implemented must deliver the content and support the pedagogy to enhance students' understanding and learning. The teacher education programs for both in-service and pre-service teachers should reflect this current needs. The present study aims to analyze pre-service elementary school teachers' TPACK in English education. One hundred twenty-six pre-service elementary school teachers including 5 different majors were asked to respond to the TPACK survey (Schmidt, et al., 2009) measuring six areas such as Content Knowledge, Pedagogical Knowledge, Technological Knowledge, Pedagogical Content Knowledge, Technological Pedagogical Knowledge, and Technological Content Knowledge. Their responses were collected and analyzed by applying Importance-Performance Analysis (IPA) based SWOT analysis: The pre-service teachers' perceptions about the importance and performance in TPACK were compared in terms of SWOT. The results of IPA suggest how to develop teacher training strategic plans based on students' satisfaction about their teacher knowledge and how to determine priority areas for improvement of their knowledge.

Keyword
Technological Pedagogical Content Knowledge (TPACK), pre-service elementary school teacher

References
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Schmidt, D. A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S. (2009). Technological pedagogical content knowledge (TPACK), *Journal of Research on Technology in Education*, *42*(2), 123-149.

Biodata
Hyun Jin Kim is a professor at Cheongju National University of Education. Her current research interests include teacher education, teacher cognition, and teaching methodology. She has a lot of experience of training pre-service and in-service elementary school English teachers and developing English textbooks and national English tests.

Investigating Academic Literacy Development: A Case Study of L2 Students in the College Context

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Abstract
Students' engagement in writing mediates their academic literacy development as they become initiated and socialized into disciplinary communities (Casanave, 2002; Prior, 1998). With a focus on the mediating role of writing, the present study investigates the ways in which two L2 students forge an early understanding of academic discourse when they carry out writing tasks across the curriculum as nonmajors. Using qualitative analysis, the research examined student writing in general education courses, course materials, and student interviews. The researcher analyzed data in search of developmental signs, that is, the points at which students acquired or reshaped their literacy practices according to disciplinary expectations. Study findings show that the features of writing tasks frame the ways in which students conceptualize disciplinary expectations, which manifested in three ways: Knowledge-telling, Inferential Search, and Identity Construction as a Member. The relationship between academic literacy and writing tasks points to the importance of course materials and design, a variable to consider for improving instruction. Based on the findings, the present study discusses implications for teaching and research in L2 writing.

Keyword
Academic literacy development, L2 writing practice, disciplinary literacy, writing across the disciplines

Selected References

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Casanave, C. P. (2002). *Writing games: Multicultural case studies of academic literacy practices in higher education*. Lawrence Erlbaum.

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Spack, R. (1997). The acquisition of academic literacy in a second language. *Written Communication, 14*, 3-62.

Biodata

Soomin Jwa is Assistant Professor of English Education at Kongju National University. She received a Ph.D. in the Second Language Acquisition and Teaching (SLAT) interdisciplinary doctoral program at the University of Arizona. Her research interests include second-language writing, genre studies and pedagogy, academic literacy development, and teacher education, and her work has been widely published in journals such as *Journal of English for Academic Purposes, Journal of Language, Identity, and Education, Journal of Multilingual and Multicultural Development, English Teaching: Practice and Critique, and Computers and Composition*.

College English Education for Basic Learning Competency

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Abstract
고등교육의 기회가 일반화되는 보편적 교육의 혜택을 누리면서도 영어 기초학습능력 부진은 우리나라 초등, 중등뿐 만 아니라 고등교육에서도 심각한 문제로 대두되고 있는 현실이다. 최근 교육부의 교육통계에 따르면, 70% 이상이 대학 진학률을 보여주고 있는데 이런 높은 대학진학률에도 불구하고 학생들의 기초학습부진은 심각한 문제로 대두되고 있는 추세이다. 기초학습능력 부진은 전공학업 부진과 6.39%에 이르는 중도탈락률과도 높은 상관관계가 있는 것으로 보이며 그 비율은 계속 증가하는 추세에 있다. 각 대학들이 겪고 있는 이러한 문제들을 해결하기 위해 각 학교는 여러 프로그램들을 통해 기초학습역량 향상을 위해 노력해 오고 있지만 그 성과분석은 미비하다. 그러므로, 본 연구를 통해 대학생 영어 기초학습역량 신장을 위한 교수와 학생 등 수요자 요구조사, 수요 맞춤형 기초학습능력 진단, 기초학습능력과 학업성적과의 상관관계 등을 분석하여 대학생들 기초학습능력 강화 방안을 제안하고자 한다. 연구 질문은 다음과 같다: 1) 대학생 교수자와 영어 학습자의 대학생 기초학습능력 및 지원에 대한 인식, 필요성 등 요구는 무엇인가? 인식과 요구는 학생의 전공별, 입학형태별, 출신고교별로 차이가 있는가? 2) 영어 기초학습능력지원 비교과수업 참여 이후에 대학생들의 영어 기초학습능력은 향상되었는가? 본 연구에서 제시한 방안은 체계적인 교양 영어 기초학습능력지원 모형을 제시할 것으로 기대된다.

Biodata
Suyeon Kim is the Dean of Liberal Arts College at Anyang University. Her research interests focus on classroom interaction, discourse analysis, and non-verbal aspects.

Analysis of the Use of English for MICE Purposes

Han Suk Bae
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Abstract
The status and use of English in the travel industry are topics of intense interest for ESP (English for specific purposes) researchers, however, most previous research has been conducted within the field of education, with little data from the professional world. The present study aims to focus on the professionals in the Meeting, Incentive Tour, Convention, and Exhibition and Event (MICE) industry and their use of English. The study participants were recruited from four different types of organizations: MICE planning companies, MICE facility companies, MICE service companies, and MICE supporting institutions. About 50 MICE professionals participated in the present study survey and the frequency of their English use, oral and written English communication genre, and the perceived importance of English usage in the MICE industry were quantitatively analyzed. Results showed that English is the very often used communication tool in the MICE industry and the effective English communication skill of the MICE professionals increases not only their work efficiency but also customers' satisfaction with their services. Proposal writing, oral presentation, and e-mail communication were the most frequent types of English discourse genres in the MICE industry for attracting foreign customers to Korean venues. In particular, prompt and accurate e-mail communication with foreign customers is the most difficult and important skill for the MICE professionals' work success. Implications for educational practices and further research were also discussed.

Keyword
English for Specific Purposes (ESP), MICE Industry

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Tang, H. -W. V., Chang, K., & Yin, M. -S. (2014). Prioritizing factors affecting the implementation of a MICE professional English program. *Open Journal of Social Sciences*, *2*, 103-108.

Biodata
Han Suk Bae is an assistant professor at Dong-A University. Her research interests include English for specific purposes, biliteracy development, multi-media assisted language learning, and research methodology.

Presenters' Abstracts & Bios

Concurrent Sessions III

Session 13B

Assessment/Evaluation

Venue: ZOOM 13/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Suyeon Kim (Anyang Univ.)		
16:00-16:25	**A Coh-Metrix Analysis of English Listening Texts in the National Assessment of Educational Achievement for Middle and High School Students** Jiyoung Lee (Pusan National Univ.)	YeonJoo Jung (Pusan National Univ.)
16:25-16:50 (K)	**Exploring the Decision-Making Process of Korean Pre-Service Secondary English Teachers in EFL writing Assessment** So Young Jang (Kunsan National Univ.) · Myo Young Park (Jeonbuk National Univ.)	Seungmin Lee (Cheongju National Univ. of Education)

A Coh-Metrix Analysis of English Listening Texts in the National Assessment of Educational Achievement for Middle and High School Students

Jiyoung Lee
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Abstract
The current study examines the differences of English listening texts in the National Assessment of Educational Achievement (NAEA) for middle and high school students in terms of descriptive measures, lexical diversity, word information, syntactic complexity, and readability level using Coh-Metrix. Few studies have compared the English tests of the NAEA for middle and high school students. It is necessary to investigate whether the text difficulty maintains in the NAEA for both middle and high school students each academic year respectively, and whether the text difficulty systematically rises as the school level goes up. For the current study, 169 NAEA English listening texts were collected from the five consecutive years from 2015 to 2019. The four research questions regard the differences of two tests in descriptive measures, readability level and linguistic features, and the changes of the five consecutive years in each test. Except for two indices of descriptive measures, most indices did not show any significant differences of the two tests although the targets' proficiency level of English is different according to their school level. The detailed results and the educational implications will be discussed.

Keyword
National Assessment of Educational Achievement, English listening texts, Coh-Metrix

Selected References

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McNamara, D. S., Graesser, A. C., McCarthy, P. M., & Cai, Z. (2014). *Automated evaluation of text and discourse with Coh-Metrix*. Cambridge Press.

Biodata

Jiyoung Lee received her Ph.D. in foreign language education from Pusan National University in 2020. Her academic interests include corpus linguistics, meta-analyses, L2 reading and writing.

Exploring the Decision-Making Process of Korean Pre-Service Secondary English Teachers in EFL writing Assessment

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Abstract
The aim of this study is to investigate what kinds of aspects Korean pre-service secondary English teachers would pay attention to in essay scorings. Additionally, the results were compared to those of experienced teacher raters. In this study, 27 Korean pre-service secondary English teachers participated in a short rater training session before conducting essay scorings. In essay scorings, they were asked to assign their scores on the basis of the guidelines for scoring an instructor provided, and leave their comments on each essay. Participants' performance was evaluated from quantitative and qualitative perspectives. For this, their consistency was estimated by FACETS and their comments were also analyzed based on descriptive statistics using SPSS. The results revealed that most of the participants showed a consistency between their understanding on the scoring guidelines and their performance in ratings. They consistently gave a score in their ratings despite a lack of prior experience in ratings. Secondly, they tended to assign a score on essays by focusing on four assessment criteria. According to current literature, experienced teacher-raters tended to give a score with their own internal standards. It indicates that teaching experience would be one of the critical factors which positively or negatively affect teachers' performance in assessing essays. It was suggested that pre-service teacher education programs for secondary English teachers need to provide a curriculum to enhance an understanding of performance assessments, and build confidence in assessment-related practices for future Korean teachers of English.

Keyword
Pre-service secondary English teachers, raters' decision process, teacher training

Selected References

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Eckes, T. (2008). Rater types in writing performance assessments: A classification approach to rater variability. *Language Testing, 25*(2), 155-185.

Sahan, O. & Razi, S. (2020). Do experience and text quality matter for raters' decision-making behaviors? *Language Testing, 37*(3), 311-332.

Biodata

So Young Jang is currently working as a faculty at the general English course, Kunsan National University. She specializes in language assessment, in particular, analysis of rater reliability and validity in rating process.

Myo Young Park is a lecturer at the department of English Education in Jeonbuk National University. She is interested in language assessment and has recently studied rater reliability in writing assessment.

Presenters' Abstracts & Bios

Concurrent Sessions III

Session 14A

Teacher Education/Curriculum & Materials II

Venue: ZOOM 14/Metaverse

Time	Presentation Title and Presenter(s)	Moderator
[Session Chair] Bo-Kyung Lee (Myongji Univ.)		
14:20-14:45 (K)	**Preservice Secondary English Teachers' Experiences on Project-Based Cultural Learning** Mi Kyong Kim (Chodang Univ.)	Joo-Kyeong Lee (Univ. of Seoul)
14:45-15:10 (K)	**A Framework for Developing CLIL Textbooks for Elementary English Classes** Heejeong Ihm (Seoul National Univ. of Education)	Kyu Nam Shim (Cheongju National Univ. of Seoul)
15:10-15:35 (K)	**Preparing a Curriculum for Digital Literacy Which Stimulates English Literacy Development** Bo-Kyung Lee (Myongji Univ.)	In Young Shin (Namseoul Univ.)

Preservice Secondary English Teachers' Experiences on Project-Based Cultural Learning

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Abstract
In accordance with the changing scope of culture learning (CL), i.e., intercultural knowledge development, since the 1990s onwards, this study intends to explore the potential of CL through project work concerning intercultural knowledge construction and its experiences within a preservice English teacher education. In other words, the research employs project-based learning (PBL) as a tool to incorporate the principles of constructivism and experiential education. This study modified Stoller's (1997) PBL model into a seven-step sequence, which was embedded in the midst of a CL course for eight weeks. The study used three data sources collected from eleven participants: group projects, weekly journals, and post-project written reflections. The results are as follows. First, students showed intercultural knowledge construction by: 1) producing four projects, each for a cultural topic of Korean, American, and other international cultures; and 2) expressing they built deep intercultural knowledge, understood the interwoven nature of culture, and developed genuine interest in the cultures. Second, the study identified four perceived PBL's benefits: metacognitive skills practice, language practice, student-centered active learning, and integration of PBL theory and practice. Finally, PBL's challenges were identified: many time-consuming tasks, insufficient language competence, unfamiliar cultural topics, and being unaccustomed to student-centeredness. (197 words)

Keyword
project work/ intercultural knowledge construction,/benefits/ challenges

Selected References
Stoller, F. (1997). Project work. A means to promote language content. *Forum*, *35*(4), 1-10.

Biodata
Mi Kyong Kim is an assistant professor in the Department of Liberal Arts at Chodang University, Chonnam, South Korea. Her primary research interest is critical theory in English Language Teaching (ELT). Dr. Kim is currently researching Project-Based Learning (PBL) and translanguaging practices on ELT in Korea.

A Framework for Developing CLIL Textbooks for Elementary English Classes

Heejeong Ihm
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Abstract
Under the 2015 curriculum, which focuses on the development of core competencies required in the future, interest in elementary English classes integrated with the curriculum is increasing. Content and Language Integrated Learning (CLIL), a teaching approach that focuses on both content and language, not only internalizes learners' language skill but also teaches subject-related skills so that practical English communication skills can be developed. Despite many studies on CLIL education, it is difficult to find textbooks that are professionally produced in accordance with the educational principles of actual CLIL education. Therefore, this study attempted to develop a CLIL textbook model that considers CLIL teaching principles and strengthening learners' competencies, focusing on two factors: content learning and language learning. For this research purpose, the teaching principles and textbook development principles of CLIL education suitable for the domestic English education environment were derived through a review of previous research. In addition, four types of CLIL textbooks were analyzed to find out what improvements were made in terms of these principles. As a result of the analysis, problems such as imbalance between content languages, insufficient scaffolding support, and lack of language output activities were found. By synthesizing the teaching, textbook development principles, and textbook improvement plans, six factors to be considered for CLIL textbook development and a textbook development model were finally proposed. The textbook model, which schematizes the teaching and learning flow of one unit of the CLIL textbook and scaffolding support elements involved in class activities, consists of four stages: language, content-oriented text understanding activities, content-based language output, and self-evaluation. In conclusion, CLIL textbooks should maintain a balance between content and language learning and play a role as a comprehensive learning support system. In addition, in-depth research on appropriate scaffolding support activities and elements of textbooks should be conducted for elementary English learners with low language levels. Finally, it is expected that research and support on the CLIL teaching method will continue with a new teaching approach to elementary English education tailored to the rapidly changing educational environment.

Keyword
CLIL, material development, textbook

Selected References
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Ball, P., Kelly, K., & Clegg, J. (2019). *Putting CLIL into practice*. Oxford: Oxford University Press.
Mehisto, P. (2012). Criteria for producing CLIL learning material. *Encuentro, 21*, 15-33.

Biodata
Heejeong Ihm is a professor at Seoul National University of Education. Her research interests include CLIL, textbook evaluation and analysis, technology assisted language learning.

Preparing a Curriculum for Digital Literacy Which Stimulates English Literacy Development

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Abstract
We have recently undergone so much rapid transition to digital technology in our teaching and learning environment especially since the COVID-19 pandemic. Students are required to cope with digitalized information every day and therefore, they need to have a certain level of digital literacy to interpret, analyze, and evaluate the digital information. In this context, a strong demand for curriculum development for digital literacy is on the rise in universities. This presentation deals with preparing a multidisciplinary curriculum for digital literacy, which eventually stimulates English literacy development. First, what digital literacy means and why it should be taught to students could be discussed. Then, what should be included in the curriculum is followed. Lastly, what role English subject could play in the curriculum and how English language literacy could be expanded with well-organized experiences and activities will be presented. The curriculum development process is now ongoing with transdisciplinary collaboration, so the presentation includes the author's initial step research.

Keyword
Digital literacy, multiliteracies, Literacy, Curriculum development

Selected References
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The New London Group (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, *66*(1), 60-92.

Biodata
Bo-Kyung Lee is an associate professor of Bang-mok College of Basic Studies in Myongji University. She is responsible for academic English reading and writing courses. Her research interests include ELT materials development, ELT materials evaluation, Multimedia-assisted language learning, and Digital Literacy.

Presenters' Abstracts & Bios

Concurrent Sessions III

Session 14B

Workshop

Venue: ZOOM 14/Metaverse

Time	Presentation Title and Presenter(s)
[Session Chair] Bo-Kyung Lee (Myongji Univ.)	
15:35-16:15 (K)	**ESOBB: Mobile App for Inductive Vocabulary Learning for Secondary School Students** Sooin Chun (Dankook Univ.) • Chaewon Im (Etoos Education)

ESOBB: Mobile App for Inductive Vocabulary Learning for Secondary School Students

Sooin Chun & Chaewon Lim
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Abstract
The mobile application, ESOBB (English School of Busy Bees), is developed for secondary school students to learn inductive vocabulary learning based on corpus data. Its development project, which has been funded by the government for two years, aims to help students conduct the Data-Driven Learning (DDL) effectively. It is designed to help secondary school learners with relatively lower English proficiency, compared to adult learners, reduce the burden of inductive learning and increase the accessibility to its learning activities. It will also motive them toward the discovery learning. The application consists of three learning stages. The first stage is beginning for learners to choose the target word; the second is inductive learning using frequency graphs, KWIC image, and concordance citations; the third is concluding on the findings by writing an inductive report. According to the study results (Chun, 2019), learners learn how to conduct inductive vocabulary learning in a short period and understand the effectiveness of the application in their learning. They showed positive attitude toward the use of the application. This application proposes a new online learning method different from the existing ones for vocabulary learning. By achieving the goal of Data-Driven Learning, it will be beneficial for learners to improve the cognitive skills as well as vocabulary knowledge through the discovery learning method. It will focus them on the process of recognition and reasoning and promotes them to become a little researcher or investigator.

Keyword
data-driven learning, inductive learning, mobile learning, vocabulary learning, corpus-based language learning

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Biodata
Sooin Chun is an assistant professor at Dankook University. She is a head professor of the department of English Language Education of the Graduate School of Education in Cheonan campus. Her research interests include e-language learning, multimedia-assisted language learning, Corpus-based English language education, Online materials development, digital literacy & English language education, English for specific purposes.

Chaewon Lim is a manager at Etoos Edu with an MA in English Education from Chung-Ang University. His research interests include mobile-assisted language learning and virtual learning environments.

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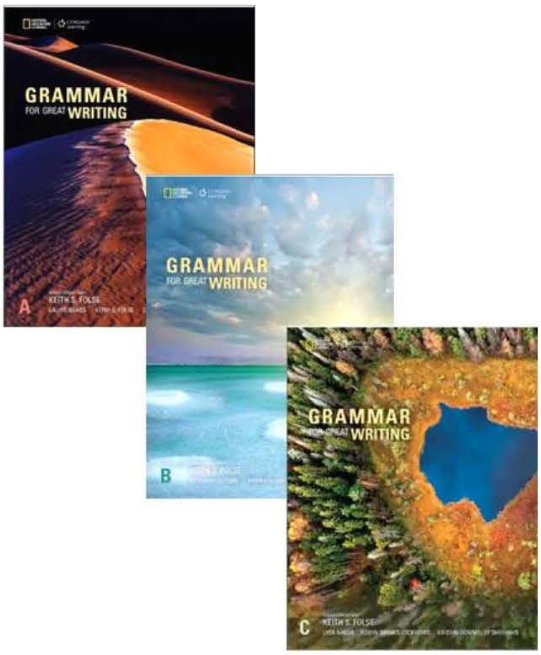

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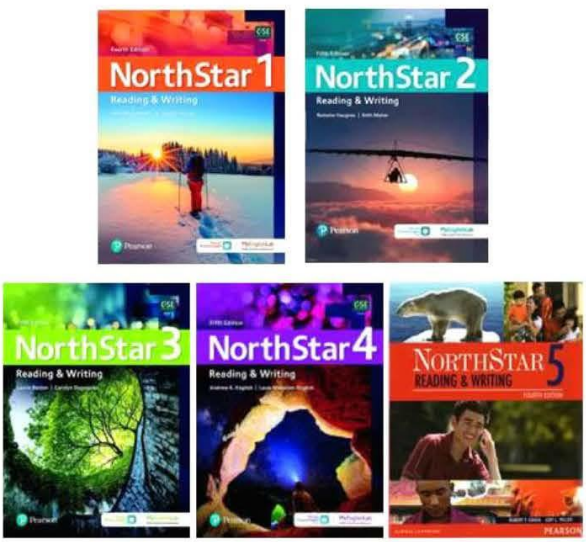

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Presenters' Abstracts & Bios

Poster Sessions

Session Chair: Myeong-Hee Seong (Eulji Univ.)
Venue: Online (ZEP)

Time (13:20-14:20)	Presentation Title and Presenter(s)
01	**The Effects of an Extracurricular Program in Non-Face-to-Face College General English** Myeong-Hee Seong (Eulji Univ.) · Gyeonghye Kim (Eulji Univ)
02	**College Students' Perceptions and Attitudes Toward Their Online English Reading and Writing Classes** Myeong-Hee Seong (Eulji Univ.) · Eun-hee Nam (Eulji Univ.)
03	**Efficiency of Blended E-learning and Asynchronous Learning for Korean University Students** Inyoung Shin (Namseoul Univ.)
04	**A Preliminary Study on Critical Reading and Writing to Create Sustainable English Writing Programs: The Cases From a High School and Undergraduate English Class Activities** Bo La Kim (Univ. of Seoul) · Yoo-Jung Lee (Jeodong high school)

The Effects of an Extracurricular Program in Non-Face-to-Face College General English

Myeong-Hee Seong & Gyeonghye Kim
Eulji University
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Abstract
The non-face-to-face curriculum, which began with the COVID-19, has revealed some unexpected problems, including a lack of communication between instructors and learners and poor academic performance. To solve these problems, the effects of the extracurricular course were investigated by linking the non-curricular course with the regular curriculum under non-face-to-face situations. We used a mentoring program as a non-curricular course and gave learners who were learning in a situation separated from the instructor the opportunity to communicate with the instructor. The survey and interviews were used focused on the learners' satisfaction with a mentoring program, learning outcomes, and the program improvement suggestions. And we found that mentoring enabled one-on-one communication between learners and their instructors. And also mentoring played a positive role in strengthening learners' English reading ability as the participants' scores in English reading improved significantly after mentoring. Mentoring could be a way to solve the problem of academic decline caused by non-face-to-face classes. The pedagogical implications are suggested in terms of the effective mentoring program.

Keyword
non-face-to-face, mentoring program, communication, English reading ability

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Yeon, J., & Ahn, J. (2021). Management state and direction of improvement of offline extracurricular activities due to COVID-19. *The Journal of Humanities and Social Science, 12*(3), 2245-2257.

Biodata

Myeong-Hee Seong is a professor at the Faculty of Liberal Arts, Eulji University in Korea. Her main research interests include classroom-based action research, intercultural communication, and material development.

Gyeonghye Kim is a lecturer at Eulji University. Her research interests are Shakespeare and English teaching methods.

College Students' Perceptions and Attitudes Toward Their Online English Reading and Writing Classes

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Abstract
This study paid attention to the characteristics of online classes under the COVID-19 pandemic and was designed to find out the responses of students to online classes conducted in 2021. Ahead of the return from online classes to face-to-face classes, it aims to reflect on students' attitudes and perceptions of online classes and present discussions on post-COVID-19 classes by examining the degree of satisfaction of students in English reading and writing classes. In order to achieve this, the research was implemented for 15 weeks with 394 university students. The research questions set up for the research purpose are as follows: in online English reading and writing classes, what is the interaction 1) between learners and instructors?, 2) between the learner and the teaching content?, 3) between learners?, 4) between the learner and the system? and finally, what is the satisfaction level with English reading and writing learning? Based on the results, some suggestions are made, and discussion points for English reading and writing classes post COVID-19 were proposed.

Keyword
COVID-19 pandemic, English reading and writing class, online teaching and learning

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Myeong-Hee Seong is a professor at the Faculty of Liberal Arts, Eulji University in Korea.

Eun-Hee Nam is a lecturer at Eulji University. Their main research interests include classroom-based action research, intercultural communication, and material development.

Efficiency of Blended E-learning and Asynchronous Learning for Korean University Students

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Abstract
The efficiency and satisfaction of online learning has become a major cause of concern, particularly as the COVID-19 outbreak resulted in online learning a crucial option for learners in educational contexts worldwide. This study aimed to compare the efficiency of an asynchronous video (AV) class and a blended e-learning (BE) class. To this end, it attempted to practice the AV class and BE class at a university in Korea for a semester and examined academic performance and perceptions of AV and BE participants. A pre-test and post-test of English proficiency and a questionnaire were used as research tools. It was found that students of the BE class showed higher academic performances and perceived better in terms of class satisfaction, efficiency and appropriateness than those of the AV class. This result indicates the BE classes appear to provide a more efficient online class model for student.

Keyword
Performance, Perception, Blended e-learning, Asynchronous Learning, Korean University students

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Hrastinski, S.(2008). Asynchronous and synchronous e-learning, *Educause Quarterly, 4,* 51-55.

Biodata
Inyoung Shin is a professor at Namseoul University. Her research interests include e-learning and English for specific purposes.

A Preliminary Study on Critical Reading and Writing to Create Sustainable English Writing Programs: The Cases from a High School and Undergraduate English Class Activities

Bo La Kim & Yoo-Jung Lee
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Abstract
The purpose of this paper was to make suggestions on integrating critical reading and writing skills in English education applying multimedia. The research questions were: Do the students stay focused to understand and analyze information through reading? Do the students use critical thinking skills to create their output beyond the text? How can multimedia resources help students understand the cultural context and language implications in critical English reading and writing class? In this study, qualitative data were gathered from two cases of English class activities. First, we looked into a series of reading and process writing activities conducted as a performance assessment from a tenth-grade "High School English" class students. Secondly, the data was gathered from the college students' critical reading activity in the "Advanced English Reading" class. About 60% of the students were seniors, and sophomore and junior students accounted for 20%, respectively. Ninety percent of the students majored in languages (English and Korean), except 10% of the students. Based on the findings, topics that would be optimal were suggested to create integrated critical reading and writing activities in English language teaching. The pedagogical implications and future directions of the study were discussed. (300 words)

Keyword
Critical reading, English writing, multimedia medium, cultural context, sustainable activity

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Smith, C. (2013). Creative writing as an important tool in second language acquisition and practice. *The Journal of Literature in Language Teaching*. *2*(1), 11-18.

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Bo La Kim is a visiting professor at the University of Seoul. Her research interests include diversity & inclusion in education, communication skills, education policy, and English for academic purposes. Currently, she teaches "Academic English" courses for graduate students to instruct writing articles, thesis, and dissertations in English.

Yoo-Jung Lee is a teacher at Jeodong High School. She is interested in increasing student motivation by integrating four skills and enhancing production skills using process-based evaluation in teaching/learning English. Currently, she is studying English Education at the Graduate School of the Korea National University of Education.

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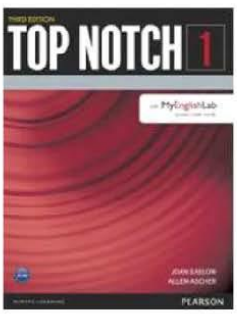

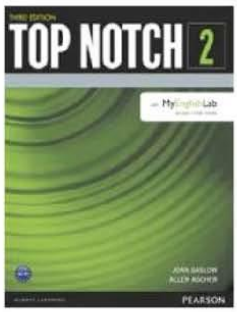

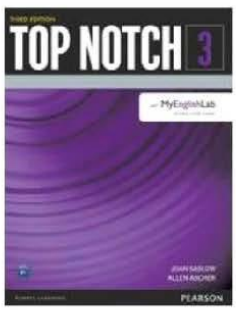

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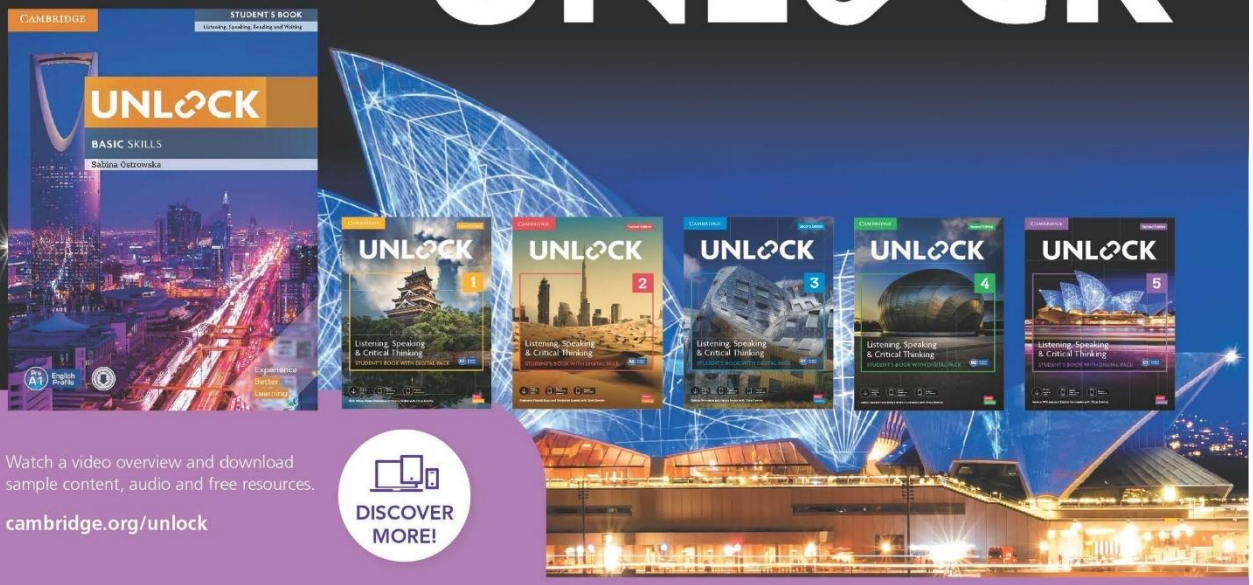

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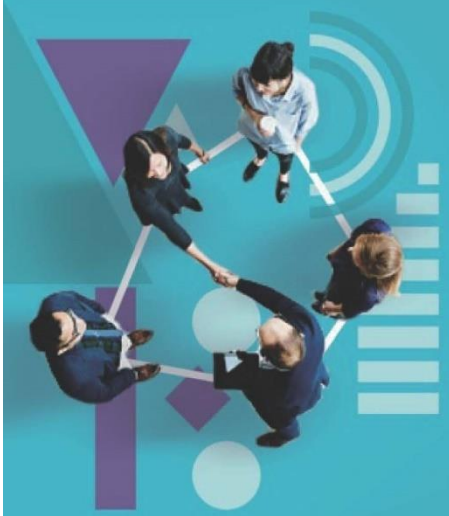

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