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한국영어교육학회

2020 KATE International Conference

Multilingual and Multimodal Paradigms in ELT: Towards Developing Methods and Approaches for Practices

July 2-4 (Thursday-Saturday), 2020

The Korea Chamber of Commerce & Industry, Seoul, Korea

Organized by



한국영어교육학회 Korea Association of Teachers of English

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Opening Address



Yuah Chon

Conference Chair, Korea Association of Teachers of English (KATE)

(Hanyang Univ.)

On behalf of the organizing committee, it is a great pleasure for me to welcome you both online and offline to the 2020 KATE International Conference. This year the theme of the Conference is "Multilingual and Multimodal Paradigms in ELT" which is a timely topic for us in the field of English Education knowing that we are driven by various kinds of materials and technologies created and shared by us.

The year 2020 marks the introduction of the first virtual conference ever to be held by KATE due to the global pandemic. However, we have been fortunate enough to hold this conference. I would like to thank our Keynote Speaker—Professor David Nunan, and Plenary Speakers—Professor Hayo Reinders and Professor Christoph Hafner for their patience and understanding in making this virtual conference possible. I would also like to thank our Featured Speakers, representative from our associations, who have joined us to deliver talks and workshops on the state of English education in their respective countries. There has also been contribution from a group of young scholars for research trends and a workshop to give talks on the latest developments in English Education. I would also like to thank all speakers in the concurrent sessions who have joined us from all around the world to make our conference a more transformative experience.

To plan and organize a virtual conference, a significant amount of time and creative energy was needed. As conference chair, I would like to express my sincere gratitude and appreciation to all those who contributed to this technology-assisted conference, which was possible especially under the expert guidance of Professor Haedong Kim. I would like to thank the conference organizing committee, the KATE board members, student volunteers, our sponsors and host. Most of all, I would like to thank all conference attendees, whose participation will make this conference more meaningful.

Wherever you may be, I hope you will be able to join us all throughout the conference for an engaging and rewarding conference, to exchange and discuss the work of the presenters, from the comfort of your computer—being safe and healthy. Thank you.

Welcoming Address



Haedong Kim

President, Korea Association of Teachers of English (KATE)

(Hankuk Univ. of Foreign Studies)

Honorable guests, distinguished speakers, invited scholars, ladies and gentlemen from home and abroad. It is a tremendous privilege for us to welcome you here today to the 2020 KATE International Conference. This is the first time ever for a blended on- and off-line conference in English language teaching and learning in Korea, so the significance and importance of this conference cannot be overestimated.

Last year's 2019 Joint International Conference on English Teaching and Learning was an unprecedented event because it was held with six other leading academic associations in Korea. This year, the 2020 KATE International Conference is another unprecedented event since it provides asynchronous, synchronous and on-site presentations for an interactive conference. As KATE always has been seeking bigger and better ways to serve our members and to improve relationships with other associations in Korea and across the world, this new type of conference seems a timely means to catch up with the current development in a rapidly changing world.

We are very grateful to all the individuals who have contributed to the success of this 2020 International Conference. We feel especially honored to have the distinguished speakers, Dr. David Nunan, Prof. Christoph Hafner, Dr. Hayo Reinders, Dr. Alvin Pang, Dr. Svetlana V. Androsova, Dr. Harumi Manik Ayu Yamin, Dr. Apisara Sritulanon, Ms. Mina Patel, Dr. Song Hua, Prof. Junju Wang and Prof. Yuka Ishikawa. We feel equally privileged to have prominent and dedicated local scholars and honorable presenters from every corner of the world. Our special thanks goes out to the conference committee, led by dedicated Dr. Yuah Chon. Our deepest appreciation also goes to all the sponsors for their continuous support.

We are at the beginning of our conference, with one keynote speech, two plenary speeches, eight featured speeches, one workshop, five colloquiums, four speeches about research trends and 103 concurrent presentations. We believe that we are taking the first step with this digital conference – it has been the road not taken, but will be the path that lies ahead of us in the future. We wholeheartedly thank you for your participation, and hope you all find the conference informative, stimulating and enjoyable. Thank you very much.

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Main Sessions
Day 1 (July 2, Thursday)

Time	Place		Event (*On Site event can also be viewed via Zoom)	Moderator
09:00 - 09:30	(A)Ⓢ	Zoom Rms 1-6	Registration Check	
	Ⓢ	Korcharm Seminar Rm 5		
09:30 - 10:30	(A)Ⓢ	Zoom Rms 1-6	Concurrent On-line and On Site Sessions	
	Ⓢ	Korcharm Seminar Rm 4 & 5 (Zoom Rms 14 & 15)		
10:30 - 10:40	Break			
10:40 - 11:00	Ⓢ	Zoom Rm 1	<i>Opening Address</i> Yuah Chon (Conference Chair) <i>Welcoming Address</i> Haedong Kim (President of KATE)	Tecnam Yoon (Secretary General of KATE)
	Ⓢ	Korcharm Seminar Rm 4 (Zoom Rm 14)		
11:00 - 12:00	(A)	Zoom Rm 1	<i>Keynote Speech</i> Writing as a Thinking Process: Steps to Better Academic Writing David Nunan (Anaheim Univ., USA)	Yuah Chon (Hanyang Univ.)
	Ⓢ Ⓢ	Korcharm Seminar Rm 4 (Zoom Rm 14)	<i>KICE Colloquium I</i> Developing the 2015 Revised National Curriculum of 'Basic English' as a High School Elective Subject Hyung Mi Joo, Sung Hye Kim, Jue-Kyoung Pae (KICE) Inviting Students to Cross Boundaries: Exploration of the Perceived Difficulties of Teachers and Students in Korean High Schools Soyeon Kim (KICE)	Moon Hong Choe (Chonnam National Univ.)
	Ⓢ	Korcharm Seminar Rm 5 (Zoom Rm 15)	Concurrent On Site Sessions	
12:00 - 13:10	Break			
13:10 - 14:00	Ⓢ	Zoom Rm 1	<i>Plenary Speech I</i> Digital Multimodal Composing: How to Address Multimodal Communication Forms in ELT Christoph A. Hafner (City Univ. of Hong Kong, China)	Kyungja Kim (Chosun Univ.)

Ⓢ= On-line Synchronous, (A)= On-line Asynchronous, Ⓢ= Onsite, Ⓢ= Presentation in Korean

14:00 - 14:30	Ⓐ	Zoom Rm 2	Featured Speech I (SEAMEO RELC) Multiliteracies in Curriculum Implementation and Pedagogy in Multilingual Classrooms of Southeast Asia Alvin Pang (SEAMEO RELC, Singapore)	Mijin Lee (Ewha Womans Univ.)
	Ⓢ	Zoom Rm 3	Featured Speech II (FEELTA) Focusing on Connected Speech Processes and Weak Forms as an Approach to Teaching Phonetic Skills: Listening /Watching, Pronunciation Svetlana V. Androsova (Amur State Univ., Russia)	Min Young Song (Cyber Univ. of Korea)
	Ⓢ	Zoom Rm 4	Featured Speech III (TEFLIN) Navigating ESP for Indonesian Security Guards: Course Design, Challenges, and Lessons Learned Harumi Manik Ayu Yamin (Universitas Indonesia, Indonesia)	Young Soon So (Seoul National Univ.)
	Ⓞ	Korcharm Seminar Rm 5 (Zoom Rm 15)	Concurrent On Site Sessions	
14:30 - 14:50	Break			
14:50 - 15:30	Ⓐ	Zoom Rm 1	Workshop Text-mining, Made Easy with KH Coder Dong Kwang Shin (Gwangju National Univ. of Education)	Hyun Jin Kim (Cheongju National Univ. of Edu)
	Ⓐ Ⓚ	Zoom Rm 2	KICE Colloquium II Issues in Providing an Educational Support for Students Transitioning to High school: Focusing on Students' School-based Educational Experiences Jiseon Park (KICE)	Hyun-Woo Lim (Hankuk Univ. of Foreign Studies)
	Ⓞ	Korcharm Seminar Rm 5 (Zoom Rm 15)	Concurrent On Site Sessions	
15:30 - 17:50	ⒶⓈ	Zoom Rms	Concurrent On-line and On Site Sessions	
	Ⓞ	Korcharm Seminar Rm 5 (Zoom Rm 15)		

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Main Sessions
Day 2 (July 3, Friday)

Time	Place		Event (On Site event can also be viewed via Zoom)	Moderator
09:00 - 09:30	ⒶⓈ	Zoom Rms 1-6	Registration Check	
	Ⓢ	Korcharm Seminar Rm 1		
09:30 - 10:00	ⒶⓈ	Zoom Rms 1-6	Concurrent On-line and On Site Sessions	
	Ⓢ	Korcharm Seminar Rm 1 & 2 (Zoom Rm 11 &12)		
10:00 - 10:10	Break			
10:10 - 11:00	Ⓐ	Zoom Rm 1	<i>Research Trends I</i> Introduction to Multimodality in ELT: A Review of Research on Multimodal Composing Practices in L2 Joohoon Kang (Sangmyung Univ.)	Hyun-Ju Lee (Kyungki Univ.)
	Ⓐ	Zoom Rm 2	<i>Research Trends II</i> Effects of Implicit and Explicit Focus on Form on L2 Acquisition of the English Passive Ji-Yung Jung (Sungkyunkwan Univ.)	Sun Min Heo (Chungbuk Univ.)
	Ⓐ	Zoom Rm 3	<i>Research Trends III</i> The Cognitive Processing of Candidates during Video-Mediated Listening Test: What Do We Know about Comprehending Multimodal Input from Eye-Tracking? Seo-Kyung Kwon (KICE)	Ki Taek Kim (Seoul National Univ.)
	Ⓢ	Korcharm Seminar Rm 2 (Zoom Rm 12)	<i>Research Trends IV</i> Critical Review of Approaches to Test Validation Gwan-Hyeok Im (Chungwoon Univ.)	Jin Hwa Lee (Chung-Ang Univ.)
	Ⓢ	Korcharm Seminar Rm 1 (Zoom Rm 11)	Concurrent On Site Sessions	
11:00 - 12:00	Ⓢ	Zoom Rm 1	<i>Plenary Speech II</i> Educational Data Mining and Learning Analytics for Language Teaching and Research Hayo Reinders (Anaheim Univ., USA)	Daehyun Nam (UNIST)

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	Ⓚ Ⓞ	Korcharm Seminar Rm 2 (Zoom Rm 12)	<p><i>KICE Colloquium III</i></p> <p>Cognitive and Affective Features of the High School Students under the 2009 Revised English Curriculum Jun-Shik Kim (KICE)</p> <p>The Development and Field Test of a Computer-based Assessment for English Communicative Competence Moon-Bok Lee (KICE)</p>	Nam Hee Kang (Chung-Ang Univ.)
	Ⓞ	Korcharm Seminar Rm 1 (Zoom Rm 11)	Concurrent On Site Sessions	
12:00 - 13:10	Break			
14:00 - 14:30	Ⓐ	Zoom Rm 1	<p><i>Featured Speech IV</i> (ThaiTESOL)</p> <p>Multilingual, Global Citizens and Workforce Mobility Apisara Sritulanon (Panyapiwat Institute of Management, Thailand)</p>	Keun Huh (Hannam Univ.)
	Ⓢ	Zoom Rm 2	<p><i>Featured Speech V</i> (British Council)</p> <p>Teacher Beliefs, Multi-Modality and Assessment: Implications for the Classroom Mina Patel (British Council, Malaysia)</p>	Jung In Kim (Seoul Theological Univ.)
	Ⓐ	Zoom Rm 3	<p><i>Featured Speech VI</i> (YBU)</p> <p>Application of Formative Assessment to College English Writing Teaching Hua Song (Yanbian Univ., China)</p>	Shinchul Hong (Busan Univ. of Foreign Studies)
14:30 - 15:00	Break			
15:00 - 17:00	ⒶⓈ	Zoom Rms	Concurrent On-line Sessions	

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Main Sessions
Day 3 (July 4, Saturday)

Time	Place		Event (On-line Only)	Moderator
09:00 - 09:30	ⓐⓈ	Zoom Rms 1-10	Registration Check	
09:30 - 11:00	ⓐⓈ	Zoom Rms 1-10	Concurrent On-line Sessions	
11:00 - 11:20	Break			
11:20 - 11:50	Ⓢ	Zoom Rm 1	<i>Featured Speech VII</i> (CELEA) New Developments of English Education Reform in China Junju Wang (Shandong Univ., China)	Kyungja Ahn (Seoul National Univ. of Edu)
	ⓐ	Zoom Rm 2	<i>Featured Speech VIII</i> (JACET) A Comparative Study on Gender Representation in English Textbooks Used in Japan and Korea : A New Approach to Analysis of Gender Representation Yuka Ishikawa (Nagoya Institute of Technology, Japan)	Hyun-Ju Kim (Dankook Univ.)
	ⓐ	Zoom Rms 3-8	Featured Speech I – VI Replay	
11:50 - 12:30	Ⓢ	Zoom Rm 1	<i>General Meeting & Closing Ceremony</i>	Tecnam Yoon (Chuncheon National Univ. of Edu)

* Note 1: All *Keynote, Plenary and Featured Speeches* can be viewed via YouTube immediately after the presentation.

* Note 2: Presentation at Korcham Room Seminar 1, 2, 4 and 5 can be viewed via Zoom room 11, 12, 14 and 15.

Ⓢ= On-line Synchronous, ⓐ= On-line Asynchronous, ⓐ= Onsite, Ⓚ= Presentation in Korean

Keynote and Plenary Speech

Day 1 (July 2, Thursday)				
Time	Place		Event (*On Site event can also be viewed via Zoom)	Moderator
11:00 - 12:00	Ⓐ	Zoom Rm 1	<i>Keynote Speech</i> Writing as a Thinking Process: Steps to Better Academic Writing David Nunan (Anaheim Univ., USA)	Yuah Chon (Hanyang Univ.)
13:10 - 14:00	Ⓢ	Zoom Rm 1	<i>Plenary Speech I</i> Digital Multimodal Composing: How to Address Multimodal Communication Forms in ELT Christoph A. Hafner (City Univ. of Hong Kong, China)	Kyungja Kim (Chosun Univ.)

Day 2 (July 3, Friday)				
Time	Place		Event (*On Site event can also be viewed via Zoom)	Moderator
11:00 - 12:00	Ⓢ	Zoom Rm 1	<i>Plenary Speech II</i> Educational Data Mining and Learning Analytics for Language Teaching and Research Hayo Reinders (Anaheim Univ., USA)	Daehyun Nam (UNIST)

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Writing as a Thinking Process: Steps to Better Academic Writing



David Nunan
(Anaheim Univ., USA)

In this presentation, I discuss the process of developing ideas in and through writing and explore the intricate relationship between thinking and writing. In the course of the presentation, I will present techniques for improving the quality of how we think and write and, in particular, will demonstrate how knowledge of grammar can enhance coherence in written texts, and how improving the precision of our vocabulary choices can improve the clarity of our writing.

BIODATA

David Nunan is Professor Emeritus, University of Hong Kong and Distinguished Research Professor, Anaheim University. He has published over 30 academic books in the areas of curriculum development, task-based language teaching, teacher education, discourse analysis, teaching young learner, and research methods in language teaching and learning. He is a former President of TESOL and is on the Executive Committee of the International Research Foundation for Language Education (TIRF).

Digital Multimodal Composing: How to Address Multimodal Communication Forms in ELT



Christoph A. Hafner
(City Univ. of Hong Kong, China)

Digital media play an undeniably influential role in contemporary communication, facilitating, among other things, new kinds of multimodal forms of representation. However, ELT pedagogy does not always take these multimodal aspects of communication into account in a systematic way. One pedagogical approach that has been developed in the field of ELT in response to developments in contemporary communication practices is known as ‘multimodal composing’ or ‘digital multimodal composing’. This approach proposes to cater to the needs of English language learners in the digital age by engaging with multimodal forms of communication in digital media which are ‘embedded’ alongside the reading and writing tasks that make up the core of traditional approaches to ELT. Empirical studies of the approach suggest that it is capable of enhancing state-of-the-art language teaching methods like task-based language teaching and learning by integrating skills in a meaningful way. In this presentation, I will provide an overview of scholarly work that has been done in developing this approach. I will examine the rationale for the approach, benefits reported and the debate that the approach has sparked in English language teaching and related fields. Drawing on a case study of English language learners in Hong Kong, I will demonstrate what the approach looks like in practice and suggest how it might be implemented in other contexts, in a way that balances multimodal forms of communication with the traditional demands of the English language curriculum.

BIODATA

Christoph A. Hafner is Associate Professor in the Department of English, City University of Hong Kong. He is the President of the Asia-Pacific LSP and Professional Communication Association and the Immediate Past President of the Hong Kong Association for Applied Linguistics. His current research projects investigate digital multimodal pedagogies in language education contexts and the second language socialization processes of law students in Hong Kong. In addition, he has published widely in the areas of English for specific purposes, digital literacies, and language learning and technology. His latest book, *English in the Disciplines: A multidimensional model for ESP course design* (with Lindsay Miller) is published with Routledge (2019).

Educational Data Mining and Learning Analytics for Language Teaching & Research



Hayo Reinders
(Anaheim Univ., USA)

The purpose of this presentation is to introduce the topics of educational data mining and learning analytics, and to explore how they may be relevant to improving learning and teaching, as well as enable new types of research. We will first explore the increasing range of data available to teachers and researchers about our students' language learning journeys, the types and frequency of language input they receive and output they produce, as well as the various types of engagement data we now have access to. We will look at ways in which such data can be gathered, analysed and put to use to improve language learning and teaching.

BIODATA

Hayo Reinders (www.innovationinteaching.org) is TESOL Professor and Director of the doctoral programme at Anaheim University, USA, and Professor of Applied Linguistics at KMUTT in Thailand. He is founder of the global Institute for Teacher Leadership and editor on Innovation in Language Learning & Teaching. He has published 25 books and over 100 articles in the areas of learner autonomy, technology and language teacher leadership.

Featured Speech

Day 1 (July 2, Thursday)				
Time	Place		Event (*On Site event can also be viewed via Zoom)	Moderator
14:00 - 14:30	Ⓐ	Zoom Rm 2	<i>Featured Speech I</i> (SEAMEO RELC) Multiliteracies in Curriculum Implementation and Pedagogy in Multilingual Classrooms of Southeast Asia Alvin Pang (SEAMEO RELC, Singapore)	Mijin Lee (Ewha Womans Univ.)
	Ⓢ	Zoom Rm 3	<i>Featured Speech II</i> (FEELTA) Focusing on Connected Speech Processes and Weak Forms as an Approach to Teaching Phonetic Skills: Listening /Watching, Pronunciation Svetlana V. Androsova (Amur State Univ., Russia)	Min Young Song (Cyber Univ. of Korea)
	Ⓢ	Zoom Rm 4	<i>Featured Speech III</i> (TEFLIN) Navigating ESP for Indonesian Security Guards: Course Design, Challenges, and Lessons Learned Harumi Manik Ayu Yamin (Universitas Indonesia, Indonesia)	Young Soon So (Seoul National Univ.)

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Multiliteracies in curriculum implementation and pedagogy in multilingual classrooms of Southeast Asia



Alvin Pang

(SEAMEO Regional Language Centre, Singapore)

In line with the conference theme, this presentation will look at the EL curriculum implementation of some countries in Southeast Asia with a focus on multiliteracies, and the teaching of multimodal texts used in multilingual classrooms. In keeping up with the current push for multiliteracies in ELT, the EL curricula of countries such as Malaysia, the Philippines and Singapore have placed a strong emphasis on multimodality and multiliteracies. Students are encouraged to engage with ‘rich language’ through a range of semiotic resources, including the use of multimodal texts. The multiliteracies framework would challenge teachers and students to take cultural differences earnestly, especially in multilingual classroom contexts. Drawing on the framework, and the pedagogy of multiliteracies that integrates the four components of situated practice, overt instruction, critical framing and transformed practice (New London Group, 1996), the presentation will examine multimodal meaning-making in the enacted EL curriculum in Singapore’s multilingual classrooms. By looking at how visual literacy is taught and how multimodal texts are used in curriculum implementation and pedagogy, I hope to demonstrate that the multiliteracies framework for interpretations of meanings has provided a rich environment for students to create engaging and interactive learning opportunities for themselves. I also hope to showcase how visualization training programmes to develop the mind’s eye through carefully designed language learning tasks can enhance students’ visual and media literacy in an increasingly multi-modal, multi-dimensional world where we are surrounded by an array of semiotic resources across language and culture.

BIODATA

Dr Alvin Pang is Dean of Training, Research, Assessment & Consultancy Division at SEAMEO Regional Language Centre in Singapore. He has been involved in language teaching and in-service teacher professional development. His areas of professional interest are in curriculum development, multiliteracies, ESP and EMI.

Focusing on connected speech processes and weak forms as an approach to teaching phonetic skills: Listening/watching, pronunciation



Svetlana V. Androsova
(FEELTA, Amur State Univ., Russia)

Working with natural oral speech requires the shift of the focus from canonical phonetic patterns of words to the variability of non-canonical patterns including weak forms resulting from connected speech processes. Speech perception functions through lexical access to a great extent. It means that in our mental lexicon a word is stored in its citation form and various non-canonical context-dependent forms. Traditional teaching methods revolve around the former mostly neglecting the latter. However, non-canonical forms are abundant in oral native Englishes and in a number of non-native ones. For some words with high occurrence rate, citation forms might be the least frequent. To meet learners' needs of building adequate mental lexicon that can be easily accessed, the practice of non-canonical patterns is crucial. Some of the connected speech processes are universal for many Englishes. These include taps/flaps, glottalization and glottaling, vowel and consonant omissions. Another reason to target them is that the changes that they bring to a word can make it unrecognizable for the ear trained only in citation forms. Finding non-canonical word forms in minimally sensible context and arranging them in phonetic exercises is strongly advised during the preparation of any sample for listening or watching. Encouraging learners to perceive non-canonical forms in context and imitate the contexts focusing on these forms will help develop their mental lexicon to the extent necessary for detailed understanding of natural fluent English speech. The same strategy can be applied to other L2s' teaching whether it is Russian or Chinese or Korean.

BIODATA

Svetlana V. Androsova is Professor, The Amur State University. Her research interest is phonetics and phonology (including speech acoustic and speech perception) as well as English language teaching. She is the author of a number of articles, books and coursebooks in the fields. She is also the General Editor of the academic journal "Theoretical and Applied linguistics" published by Amur State University in Blagoveshchensk.

Navigating ESP for Indonesian Security Guards: Course Design, Challenges, and Lessons Learned



Harumi Manik Ayu Yamin
(TEFLIN, Universitas Indonesia, Indonesia)

Despite the vital role of security guards in serving expatriates visiting Asian countries, including Indonesia, very few security guards can speak English well to exchange information and show hospitality. This is also true in the context of university security guards who have to interact with an increasing number of foreign students, lecturers, and guests. This paper examines the implementation of an English for Specific Purposes (ESP) program for teaching speaking skills to a group of Indonesian university security guards. In particular, the paper focuses on how the course was designed, challenges faced by teachers and material developers, and lessons learned from implementing the ESP program. The study shows that designing an ESP course for the Indonesian university security guards was proven to be challenging due to the low level of their proficiency. Having a flexible approach and catering students' language as well as psychological needs turned out to be essential in implementing ESP for university security guards in Indonesia. It is hoped that findings from this ESP course can help future ESP course designers and teachers in planning and teaching an ESP course for students with a low level of proficiency as the situation in the study is likely to occur in not only Indonesia but also other countries where English is spoken as a foreign language.

BIODATA

Harumi Manik Ayu Yamin is a lecturer at English Studies Program, Faculty of Humanities, Universitas Indonesia, where she received her master's degree in Language Teaching. She is currently the Vice Secretary of the Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN). Her research interests include language and identity, interculturality, and ELT material development.

Featured Speech

Day 2 (July 3, Friday)				
Time	Place		Event (*On Site event can also be viewed via Zoom)	Moderator
14:00 - 14:30	Ⓐ	Zoom Rm 1	<i>Featured Speech IV</i> (ThaiTESOL) Multilingual, Global Citizens and Workforce Mobility Apisara Sritulanon (Panyapiwat Institute of Management, Thailand)	Keun Huh (Hannam Univ.)
	Ⓢ	Zoom Rm 2	<i>Featured Speech V</i> (British Council) Teacher Beliefs, Multi-Modality and Assessment: Implications for the Classroom Mina Patel (British Council, Malaysia)	Jung In Kim (Seoul Theological Univ.)
	Ⓐ	Zoom Rm 3	<i>Featured Speech VI</i> (YBU) Application of Formative Assessment to College English Writing Teaching Hua Song (Yanbian Univ., China)	Shinchul Hong (Busan Univ. of Foreign Studies)

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Multilingual, Global Citizens and Workforce Mobility



Apisara Sritulanon
(Thai TESOL, Panyapiwat Institute of Management, Thailand)

Being a multilingual community is actually not new for Thai people. From Ayutthaya to early Rattanakosin periods, Thai people have traded with other countries, such as Japan, Portugal, and France. They have used languages as a means of communication in various business contexts. One evidence is apparent in Thai bank notes circulated during the reign of King Rama IV appearing in four languages: Thai, English, Chinese and Arabic. After the revolution in 1932, the government declared the Thai language as the national language. However, English language is unquestionably perceived as important. As a rule, English has been taught from primary schools in Thailand. Recently, the world has changed rapidly; people are becoming global citizens, resulting in a variety of languages commonly used in international commerce. This change poses a great impact on Thailand Language Policy. Therefore, either Mandarin Chinese or Japanese is considered as a third language which should be taught from secondary to university levels. On my recent visit to a local private school in Central Thailand, I found that the two foreign languages above have been included in its curriculum. A number of students have, as a result won scholarships to the US and China. Moreover, universities like Panyapiwat Institute of Management, which declares itself as a corporate university, has the language policy to promote multilingual learning community among Thai and International students. This could shape and prepare students to become global citizens enjoying workforce mobility opportunities.

BIODATA

Apisara Sritulanon received her doctoral degree in English Language Teaching in 2018. She is currently a full-time lecturer in the Faculty of Education, Panyapiwat Institute of Management. She is interested in second language acquisition, distance education, English for specific purposes, and multilingualism.

Teacher beliefs, multi-modality and assessment: implications for the classroom



Mina Patel
(British Council, Malaysia)

Teaching, as we all know, is not a static practice it is fluid. Inside the classroom there is constant diagnosis of needs, reviewing of progress, re-working of ideas and strategies. From outside the classroom technology is moving at a rate that most of us cannot keep up with. Management encourage change and the use of the latest methodologies and there is always the pressure of scores, grades and success. Sometimes it all feels like a bit of a circus! And if that wasn't enough, we're now talking about multilingual and multimodal paradigms!

This presentation will focus on exploring the concept of multimodal paradigms for the ELT classroom and in particular it will focus on the implications of this for language assessment. Firstly, we will look at how the concept of multi-modality has evolved and what it means in reality for teachers and learners in different contexts.

Secondly, we will explore the increasingly popular area of teacher beliefs. It can be argued that regardless of the paradigm, advances in technology and even new methodologies, what happens in the classroom depends very largely on the individual teacher's beliefs about teaching and learning and what they understand to be the core of teaching practice?

Finally, we will look at the role of multimodality in language assessment for the classroom. Assessment is an integral part of teaching and learning and therefore any changes in teaching and learning practice should be reflected in assessment practice

Together this information will then help us to think about implications for teaching, learning and assessment in today's classrooms.

BIODATA

Mina Patel has been working in the field of education for over 25 years as a teacher, trainer, materials writer, project manager and now Assessment Research Manager. Her current work involves working with institutions and academics on assessment-related projects globally, managing assessment research grants, leading on work on impact for Exams and chairing the British Council Language Assessment Literacy Board.

Application of Formative Assessment to College English Writing Teaching



Hua Song
(Yanbian Univ., China)

English plays an overwhelming role in achieving the communication and idea exchange among people. English writing is a skill of output, which can reflect one's comprehensive cultural competence and logic thinking ability. Meanwhile, there is no doubt that English writing is one skill that can be acquired only in a hard and long way. Scientific and effective evaluation can play a great role in writing learning process. This research applies the formative assessment into English writing process tentatively and tries to explore the influence that formative assessment exerts on students' writing proficiency. The author proposed that formative assessment attaches more importance to the process of teaching, with multiple types and tools of assessing to provide timely and effective feedback to facilitate teaching and learning.

BIODATA

Hua, Song, Ph.D, is an associate professor of Yanbian University and her research field includes second language acquisition, English reading and writing.

Featured Speech

Day 3 (July 4, Saturday)				
Time	Place		Event (*On Site event can also be viewed via Zoom)	Moderator
11:20 - 11:50	Ⓢ	Zoom Rm 1	<i>Featured Speech VII</i> (CELEA) New Developments of English Education Reform in China Junju Wang (Shandong Univ., China)	Kyungja Ahn (Seoul National Univ. of Edu)
	Ⓐ	Zoom Rm 2	<i>Featured Speech VIII</i> (JACET) A Comparative Study on Gender Representation in English Textbooks Used in Japan and Korea : A New Approach to Analysis of Gender Representation Yuka Ishikawa (Nagoya Institute of Technology, Japan)	Hyun-Ju Kim (Dankook Univ.)

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

New Developments of English Education Reform in China



Junju Wang
(CELEA, Shandong Univ., China)

The talk will present an overview of what is happening in China regarding English education reform. It will first review the guiding theories and principles that such reform follows, which include outcome-based education, learning-centered approach, whole person education, etc. Then it will introduce some major guidelines and standards that have been newly released by China's Ministry of Education. Specifically, it will elaborate on four national documents including Guidelines of English Education for Undergraduate English Majors, Guidelines of English Teaching for Non-English Major Undergraduates, Standards of English Teaching for Senior-high Students, and China's Standards of English Language Ability. These standards and guidelines involve English education at both secondary and tertiary levels, for both English-major and non-English students, and for both teaching and assessment. Curriculum design, textbook compilation, classroom teaching, as well as tests and examination will be administered within the framework set by the above-mentioned documents of authority. It can be predicted that all these documents will supervise, monitor, and lead the English language teaching and education in China for at least a dozen years. This talk finally point out that the above-mentioned documents are to build up a system that aims at improving students' all-round development in knowledge, skills, ability, and competencies. From a more macroscopic view, the goal of the undergoing English education reform in China is to cultivate talents that can meet the upgraded requirements of social development, and the expectations imbedded in the fundamental questions of "what talents to cultivate, how to cultivate, and for whom talents should be cultivated."

BIODATA

Junju Wang is Professor of Applied Linguistics and Dean of the School of Foreign Languages at Shandong University, China. Her research interests include second language writing, EFL teaching and learning, and EFL teacher development. She is the author and editor of a dozen books, and her over 70 published articles appear in both domestic and international journals.

A Comparative Study on Gender Representation in English Textbooks Used in Japan and Korea: A New Approach to Analysis of Gender Representation



Yuka Ishikawa
(JACET, Nagoya Institute of Technology, Japan)

School textbooks are usually viewed as authoritative and are read repeatedly and thoroughly by students. Gender representation in textbooks is a powerful ideological tool that transmits gender stereotypes in the younger generation. Gender equality is one of the 17 sustainable development goals intended to be achieved by 2030 (UNESCO, 2015). Since the feminist movement launched in the US in the 1960s, great efforts have been made to eliminate gender-discriminatory language and gender stereotypes from school textbooks. Most of the studies on textbooks conducted so far, as UNESCO (2009) claimed, mainly 1) aimed to identify gender stereotyping representation, 2) collected data based on pre-established categories such as high-status/low-status role, and 3) arbitrarily analyzed limited data qualitatively or quantitatively, 4) by focusing on passages or language use, although textbooks contain illustrations and pictures as well. In this paper, we propose a new approach to the analysis of gender representation in textbooks, which allows us to collect data comprehensively, analyze qualitatively and quantitatively both texts and illustrations in depth, identify overall trends, and conduct a comparative study of gender representations in textbooks used in different cultures. The textbooks used in Japan and Korea were screened and authorized by their respective governments. Therefore, it was expected that the surveyed textbooks would avoid introducing pictures and illustrations that might lead to gender stereotypes. The survey results reveal that illustrations and pictures in textbooks represent gender stereotypes and that the proposed framework may effectively measure gender representation in texts and visual images in textbooks.

BIODATA

Yuka Ishikawa is a professor of applied linguistics at Nagoya Institute of Technology and JACET Chubu Chapter President. Her research interests cover gender and language education, corpus linguistics, ESP, and materials development. She has published many academic papers and books on branches of applied linguistics.

KICE Colloquium

Day 1 (July 2, Thursday)				
Time	Place		Event (*On Site event can also be viewed via Zoom)	Moderator
11:00 - 12:00	Ⓞ Ⓚ	Korcharm Seminar Rm 4 (Zoom Rm 14)	<p><i>KICE Colloquium I</i></p> <p>Developing the 2015 Revised National Curriculum of 'Basic English' as a High School Elective Subject</p> <p>Hyung Mi Joo, Sung Hye Kim, Jue-Kyoung Pae (KICE)</p> <p>Inviting Students to Cross Boundaries: Exploration of the Perceived Difficulties of Teachers and Students in Korean High Schools</p> <p>Soyeon Kim (KICE)</p>	Moon Hong Choe (Chonnam National Univ.)
14:50 - 15:30	Ⓐ Ⓚ	Zoom Rm 2	<p><i>KICE Colloquium II</i></p> <p>Issues in Providing an Educational Support for Students Transitioning to High school: Focusing on Students' School-based Educational Experiences</p> <p>Jiseon Park (KICE)</p>	Hyun-Woo Lim (Hankuk Univ. of Foreign Studies)

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Developing the 2015 Revised National Curriculum of 'Basic English' as a High School Elective Subject

Hyung Mi Joo, Sung Hye Kim, Jue-Kyoung Pae
(KICE)

The government announced the reform of the high school system in 2017, which will be implemented in schools starting from specialized high schools in 2022 to all types of high schools in 2025. The current high school system will be changed to be a credit-based system. The high school credit system refers to the curriculum implementation system in which students can select and complete various optional subjects according to their career plans or academic interests and then graduate when their cumulative grades reach the graduation credit requirement. It is, therefore, necessary for schools to provide students with various subjects, which helps students to map out their academic and career path. In order to meet these needs, the curriculum for an elective subject 'Basic English' has been developed.

This presentation introduces the 2015 revised national curriculum of 'Basic English' as a high school elective subject which was just developed in March, 2020. The subject of 'Basic English' follows the characteristics and goals of 'English' of a compulsory subject in high schools; however, it is developed as a subject with the lower level of difficulty than that of 'English.' The development of the new elective subject of 'Basic English' will primarily provide the institutional basis for the implementation of the high school credit system in 2022. More detailed information of 'Basic English' will be provided in the presentation.

BIODATA

Joo, Hyung Mi is a researcher at Korea Institute for Curriculum and Evaluation since 2006. She has conducted various research projects related to the national curriculum development and textbook authorization in collaboration with the Ministry of Education in Korea. Her research interests include curriculum and textbook development, and language policy.

Kim, Sung Hye is a researcher at Korea Institute for Curriculum and Evaluation since 2007. She conducted numerous projects related to curriculum development and language assessment in collaboration with the Ministry of Education in Korea. Her research interests include curriculum development, language testing, and language policy.

Pae, Jue-Kyoung is a researcher at Korea Institute for Curriculum and Evaluation. She has conducted various research projects related to NAEA (National Assessment of Educational Achievement), performance assessment, national curriculum, and others. Her research interests include curriculum development and monitoring, language assessment, teaching writing, and CALL.

Inviting Students to Cross Boundaries: Exploration of the Perceived Difficulties of Teachers and Students in Korean High Schools

Soyeon Kim
(KICE)

Since CLT has taken its place at the heart of English language teaching, many studies have been dedicated to exploring the difficulties of teaching speaking and writing in EFL teaching contexts. However, it is necessary to find new perspectives to understand the difficulties teachers face, since the same difficulties continue to be reported in the ELT literature. As a strand of a larger study conducted through a-year-long collection of data about the perceived difficulties of teachers and students in Korean high schools, this study explores how the two interrelated CoPs of teachers and students negotiate the meanings of difficulties in teaching speaking and writing in Korean high schools. It uses Wenger's Community of Practice (CoP) as a theoretical framework to understand the issues raised, focusing on the concepts of boundaries as sources of mutual learning among teachers and students. In the presentation, the results indicating that there were some similarities in teachers and students perceptions about teachers' difficulties but more disparities between the two will be shared. Contradicting previous studies, Korean high school students' language learning goals were found to be more diversified than the teachers and even the students themselves had expected. Most of all, the presenter will discuss limited boundary crossings, which became the critical reason for both parties holding unexamined assumptions about students' learning goals and misunderstandings about each other. Pedagogical implications to systemically make boundaries as learning places between teacher and student CoPs will be presented.

BIODATA

Soyeon Kim is an associate research fellow at Korea Institute for Curriculum and Evaluation (KICE). Her research interest includes teacher education, teaching of second language writing in EFL countries, and assisting underprivileged students' learning of English.

Issues in Providing an Educational Support for Students Transitioning to High school: Focusing on Students' School-based Educational Experiences

Jiseon Park
(KICE)

The present study examined the current situation regarding middle-to-high school transitioning students with a focus on the needs of these students for learning English at school and analyzed the issues in providing an educational support form them. The examination of the current situation shed light on the type of difficulties that these students experienced, the underlying reasons for these difficulties, and the types of support they needed. The study first investigated the English national curriculum for third-year middle school and first-year high school to understand the difference between students' educational experience in depth. The curriculum was analyzed with regards to the subject matters' goal, content, syllabus, achievement, and evaluation across middle to high school. The analysis suggested specific areas that called for improvement regarding a smooth transition between grade levels and to promote student growth for each of the three subject matters. The current study also investigated the school-based educational experiences of transitioning students by carrying out an online survey. Students in the third-year of middle school and first-year of high school were randomly selected, to answer questions on school English lessons and learning. In total, 1,931 third-year middle school students and 1,191 first-year high school students completed the survey and the results were analyzed statistically. Based on these results, the study discussed the problems of the current school transition system for the education of English and identify issues in providing educational support to improve student's transition experiences.

BIODATA

Jiseon Park is a research fellow at Korea Institute for Curriculum and Evaluation. She has participated in diverse research projects on English education at KICE, from designing test items for national-level educational assessments to investigating low achieving high school students for their learning needs.

KICE Colloquium

Day 2 (July 3, Friday)				
Time	Place		Event (*On Site event can also be viewed via Zoom)	Moderator
11:00 - 12:00	Ⓞ Ⓚ	Korcharm Seminar Rm 2 (Zoom Rm 12)	<p><i>KICE Colloquium III</i></p> <p>Cognitive and Affective Features of the High School Students under the 2009 Revised English Curriculum Jun-Shik Kim (KICE)</p> <p>The Development and Field Test of a Computer-based Assessment for English Communicative Competence Moon-Bok Lee (KICE)</p>	Nam Hee Kang (Chung-Ang Univ.)

Ⓢ= On-line Synchronous, ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Cognitive and Affective Features of the High School Students under the 2009 Revised English Curriculum

Jun-Shik Kim
(KICE)

National Assessment of Educational Achievement (NAEA) is a 20-year-old criterion-referenced test based on the academic standards of the national curriculum. The test is annually administered to assess students' achievement levels in the subject area of Language, Social Studies, Mathematics, Science, and English and to survey the perception of teachers' and students' teaching and learning experience. The test results are used to support the basic academic achievers and improve their achievement and to support education policies and revisions of the national curriculum. The test results of English from the 2015 test to the 2018 test were gathered to identify the achievement features and the perception of teachers' and students' experience under the 2009 revised English curriculum. Overall there is a tendency of a decrease in the test score and a sustained and getting-bigger score gap between cities and other regions. Also, almost all the academic standards of the 2009 revised English curriculum are found to be not 'mastered' by the Basic group and the Below Basic group. Finally, teachers get to change their teaching practice from teacher-oriented ones from group works and students become more positive toward English.

BIODATA

Jun-Shik Kim is a research fellow at Korea Institute for Curriculum and Evaluation (KICE). Currently he is working on the National Assessment of Educational Achievement (NAEA). His research interests are language testing, corpus linguistic, and second language acquisition. E-mail address: junskim@kice.re.kr

The Development and Field Test of a Computer-based Assessment for English Communicative Competence

Moon-Bok Lee
(KICE)

The primary purpose of this study was to develop a prototype of a Computer-Based Assessment for English Communicative Competence (CBAECC) and to apply it in a middle school. Assessment tasks were developed in alignment with the achievement standards of the 2015 English Language Curriculum. The CBAECC was field-tested with one class in a middle school. Students' CBAECC results were graded with five levels such as A, B, C, D, and E. And a student survey and a teacher interview were conducted on their use of the CBAECC. Lastly, some implications were addressed for the possibility of its use in schools.

BIODATA

Dr. Moon-Bok Lee is currently a research fellow at Korea Institute for Curriculum and Evaluation, and is conducting research related to English teaching and learning and assessment. His main research interests include the development of English language curriculum, English teaching and learning materials, and English language assessment.

Research Trends & Workshop

Day 1 (July 2, Thursday)				
Time	Place		Event (*On Site event can also be viewed via Zoom)	Moderator
14:50 - 15:30	Ⓐ	Zoom Rm 1	<p style="text-align: center;"><i>Workshop</i></p> <p style="text-align: center;">Text-mining, Made Easy with KH Coder Dong Kwang Shin (Gwangju National Univ. of Education)</p>	Hyun Jin Kim (Cheongju National Univ. of Edu)

Day 2 (July 3, Friday)				
Time	Place		Event (*On Site event can also be viewed via Zoom)	Moderator
10:10 - 11:00	Ⓐ	Zoom Rm 1	<p style="text-align: center;"><i>Research Trends I</i></p> <p style="text-align: center;">Introduction to Multimodality in ELT: A Review of Research on Multimodal Composing Practices in L2 Joohoon Kang (Sangmyung Univ.)</p>	Hyun-Ju Lee (Kyungki Univ.)
	Ⓐ	Zoom Rm 2	<p style="text-align: center;"><i>Research Trends II</i></p> <p style="text-align: center;">Effects of Implicit and Explicit Focus on Form on L2 Acquisition of the English Passive Ji-Yung Jung (Sungkyunkwan Univ.)</p>	Sun Min Heo (Chungbuk Univ.)
	Ⓐ	Zoom Rm 3	<p style="text-align: center;"><i>Research Trends III</i></p> <p style="text-align: center;">The Cognitive Processing of Candidates during Video-Mediated Listening Test: What Do We Know about Comprehending Multimodal Input from Eye-Tracking? Seo-Kyung Kwon (KICE)</p>	Ki Taek Kim (Seoul National Univ.)
	Ⓞ	Korcharm Seminar Rm 2 (Zoom Rm 12)	<p style="text-align: center;"><i>Research Trends IV</i></p> <p style="text-align: center;">Critical Review of Approaches to Test Validation Gwan-Hyeok Im (Chungwoon Univ.)</p>	Jin Hwa Lee (Chung-Ang Univ.)
	Ⓞ	Korcharm Seminar Rm 1 (Zoom Rm 11)	Concurrent On Site Sessions	

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Text-mining, made easy with KH Coder

Dongkwang Shin

(Gwangju National Univ. of Education)

KH Coder is a freeware developed by Koichi HIGUCHI (2017) for quantitative content analysis or text mining. It is also utilized for computational linguistics. We can analyze a variety of languages such as Catalan, Chinese (simplified), Dutch, English, French, German, Italian, Japanese, Korean, Portuguese, Russian, Slovenian and Spanish text with KH Coder. There are more than 200 English research papers listed in Google scholar that make use of this tool. More than 1,500 academic research papers were published that use KH Coder. KH Coder is a user friendly tool for identifying themes in large unstructured data sets. First of all, it is downloadable as a type of 'exe' file. As such, the user does not have to install the program and thus can directly run the program after downloading and releasing its zip file. In addition, the tutorial based on Higuchi's (2016) study using the text data of Anne of Green Gable could be a useful guide to users who do not have expertise in text mining. In this workshop, we will follow up on the analysis procedure of Higuchi's (2016) study. The program of KH Coder and the data set used in Higuchi's (2016) study are downloadable at <https://github.com/ko-ichi-h/khcoder/releases/download/3.Alpha.17k/khcoder-3a17k.exe>.

BIODATA

Dongkwang Shin is an associate professor at Gwangju National University of Education, South Korea. He had his PhD from Victoria University of Wellington in 2007. His expertise and interest are in applied corpus linguistics and AI-assisted language learning. Email: sdhera@gmail.com

Introduction to Multimodality in ELT: A Review of Research on Multimodal Composing Practices in L2

Joohoon Kang
(Sangmyung Univ.)

Many English language learners (ELLs) have engaged in digitally-mediated multimodal composing practices (e.g., Instagram, Facebook, and YouTube) to communicate with others and express their ideas and opinions. The capabilities to critically read, view, and produce multimodal texts have become increasingly significant for ELLs' social and academic lives. Given that, second language (L2) researchers have recently conducted empirical research to explore ELLs' multimodal composing practices.

This presentation discusses multimodal composing practices in the field of L2 writing. It starts by introducing theoretical constructs of multimodality and accounting for several key terms in the field. It also presents a review of the literature on multimodal composing practices in L2. The review discusses multimodality in the following five subsections: (a) multimodality with digital technologies; (b) multimodality with the EFL context; (c) multimodality with adolescent ELLs; (d) multimodality with in- and out-of-school settings; and (f) multimodality with different genres of writing. In particular, it focuses on one of the most emerging digitally-mediated multimodal composing practices, digital storytelling, in which many ELLs engage in their daily lives.

This review mainly presents the benefits and advantages of engaging ELLs in multimodal composing practices. In addition, it discusses possible challenges and limitations of implementing multimodal composing practices in ELT classroom practices. Given the potential of multimodal composing practices for supporting ELLs' social and academic lives, this presentation provides ELT researchers and practitioners with valuable insights into future directions for multimodal research. Finally, it presents some pedagogical implications of multimodal composing practices in ELT.

BIODATA

Joohoon Kang has gained his Ph.D. in Foreign and Second Language Education at the Ohio State University. He is particularly interested in adolescent English language learners' multimodal composing practices and their adaptive transfer of learning. His latest work on adolescents' writing practices can be found in the TESOL Encyclopedia of English Language Teaching. He currently teaches at Sangmyung University in Seoul, Korea. He can be reached at joohoonkang@gmail.com.

Effects of Implicit and Explicit Focus on Form on L2 Acquisition of the English Passive

Ji-Yung Jung
(Sungkyunkwan Univ.)

Second language acquisition (SLA) research over the past few decades suggests that the effects of implicit and explicit instruction are determined, primarily, by the complexity of the target construction. However, the relationship between these variables has not been established empirically, because a language construction inherently encompasses multiple layers of complexity.

To address this gap, this study investigated the effects of implicit and explicit focus on form (FonF) on second language (L2) acquisition of the English passive, an interface construction encompassing complex mappings between form, meaning, and function. The study employed an experimental design including a pretest, immediate posttest, and delayed posttest, with five treatment sessions between the pretest and posttests. Participants were 99 Korean English as a foreign language (EFL) learners, randomly assigned to an implicit FonF, explicit FonF, or control group. Implicit FonF was operationalized as textual enhancement and explicit FonF consciousness-raising. Five outcome measures were used to examine any changes, or lack thereof, in the participants' knowledge and use of the passive before and after the treatment sessions: grammaticality judgment task, sentence pair task, closed discourse completion task, and spoken and written production tasks.

Both quantitative and qualitative analyses of the data yielded three main findings, which shed important pedagogical implications for L2 grammar instruction. First, implicit FonF had a more significant, beneficial effect than explicit FonF on the overall form-meaning-function mappings encompassed in the passive. Second, the difference was more salient for meaning and function, whereas both types of FonF had almost equal benefits for form; yet, the production tasks exhibited a greater score decrease as for meaning and function over time in both treatment conditions. Finally, whereas higher- and lower-level learners generally exhibited similar mean gain scores on each outcome measure, the former showed noticeably smaller gains on average as for the function of the passive.

BIODATA

Ji-Yung Jung received her Ed.D. in Applied Linguistics from Teachers College, Columbia University in New York. She is an instructor at Sungkyunkwan University. Her current research interests include instructed second language acquisition (ISLA), implicit /explicit knowledge and learning, attention and awareness, linguistic interfaces, language typology, and complexity. (Email: jjjung2260@gmail.com)

The Cognitive Processing of Candidates during Video-Mediated Listening Test: What Do We Know about Comprehending Multimodal Input from Eye-Tracking?

Suh Keong Kwon
(KICE)

Listening is perhaps the most hidden and inaccessible process which makes it hard to be investigated precisely. With the introduction of an eye-tracking method in L2 research, an access to L2 learners' cognitive processes of listening comprehension has become more feasible. This study investigated the cognitive processing of candidates during a listening comprehension where video is presented as part of the test stimuli. Most existing eye-tracking studies looked into learners' reading processes, particularly about their cognitive efforts identified while reading a sentence-level text. Little studies have yet investigated the cognitive process of listening comprehension, particularly with the presence of visual cues provided together with the aural input. In total 117 EFL learners completed a video-mediated listening comprehension test and their test scores and eye-movement data were analysed. Findings showed that the candidates in the video listening condition attended to the visual cues significantly more than the stem and answer choices and performed better than the candidates in the audio-only condition. It was also found that the ways of reading the stem and answer choices were not significantly affected by the presence of the visual cues and the candidates perceived the multimodal input as additional information. In terms of candidates' viewing behaviours, a longer and more frequent viewing of stem, key option, and PPT slides in the academic lecture video led to the improvements in the their test scores while viewing distractors or speakers showed an opposite trend. This study concludes by asserting more work to be carried out on this topic since there are much more variability in listening and multimodal input compared to simple reading or writing.

BIODATA

Suh Keong Kwon, Ph.D., is currently a researcher at Korea Institute for Curriculum and Evaluation (KICE). He received his Ph.D. degree at University of Bristol with the thesis entitled 'The effect of visual cues on test taker's listening comprehension process and performance: An eye-tracking study.' His doctoral thesis was awarded British Council's Assessment Research Awards and was also presented at the 2019 British Council New Directions Conference in Yokohama, Japan. He published his research in *Assessment in Education: Principles, Policy & Practice*, *English Language Teaching*, *Journal of the Korea English Education Society*, *Modern English Education*, *Korean Journal of Teacher Education*, and etc. He also authored a book chapter (in press) published by Cambridge University Press. His main research interests are language testing, technology assisted language teaching and learning, and educational assessment policy.

Critical Review of Approaches to Test Validation

Gwan-Hyeok Im
(Chungwoon Univ.)

The purpose of this presentation is to help validation researchers and language teachers understand test validation framework. To do so, the traditional and contemporary validation approaches will be reviewed from the content, criterion, and construct validation to an argument-based approach to validation.

The traditional approaches to validation focus on evaluating the psychometric property of a test, and validation researchers still adopt the approaches. Ever since Messick (1989) articulated value implications and social consequences, the social dimension of testing has been recognized by validation theorists and researchers (e.g., Bachman & Palmer, 1996, 2010; Chapelle, Enright, & Jamieson, 2008; Kane, 1992, 2006, 2013; Weir, 2005). However, whether and how to integrate these social aspects of a test is still controversy (Fulcher, 2015). This presentation addresses and discusses limitations and strengths of each approach of validation, specifically focusing more on an argument-based approach to validation. Furthermore, some implications will be discussed for future researchers, in terms of defining test constructs, inviting multiple stakeholders and investigating their values, investigating the intended and actual interpretations, decisions, and consequences, and employing multiple methods beyond statistical analyses of test scores. This presentation also proposes a hybrid validation model which evaluates the social dimension of testing through integrating policy analysis framework with an argument-based approach.

BIODATA

Gwan-Hyeok Im, Ph.D., earned his master's degree (with specialization in language testing) at the University of Melbourne, Australia and his Ph.D. (in education assessment) at Queen's University, Canada. His research interests are validity/validation frameworks, sociopolitics of language testing, policy analysis, and English as a lingua franca.

DAY 1

Day 1 (July 2) - Session 1: Teaching Methodologies

Zoom Room 1

Moderator: Bokyung Lee (Myungji Univ.)

Time		Presentation Title and Presenter	Type
Discussant: Jung Hee Hwang (Pyeongtaek Univ.)	09:30 – 10:00	The Effects of Immersed, Implicit, and Explicit Instruction through Yoga on L2 Acquisition of the English Participial Construction Ji-Yung Jung (Sungkyunkwan Univ.)	Ⓐ
	10:00 – 10:30	Idea Connectivity in L2 Peer Response Garrett DeHond (Hankuk Univ. of Foreign Studies)	Ⓐ
Discussant: Myunghee Shin (Hannam Univ.)	15:30 – 16:00	The Effects of Cooperative Output Tasks on Learning of L2 Phrasal Verbs Hyangsook Park (Kyungpook National Univ.)	Ⓐ
	16:00 – 16:30	Unlocking Learner Creativity: The Role of Teachers' Instructions Stewart Gray & Roxy Lee (Hankuk Univ. of Foreign Studies & Annyung Elementary School)	Ⓐ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

The Effects of Immersed, Implicit, and Explicit Instruction through Yoga on L2 Acquisition of the English Participial Construction

Ji-Yung Jung
(Sungkyunkwan Univ.)

Despite strenuous research endeavors over decades, the issue of which type of instruction best promotes second language acquisition (SLA) still remains unresolved. To address this gap, the present study investigated the effects of immersed, implicit, and explicit instruction implemented through yoga exercises on second language (L2) acquisition of the English participial construction. The study employed a quasi-experimental design including a pretest and posttest, with two treatment sessions between the two tests. The participants were 204 Korean English as a foreign language (EFL) students in an urban senior high school, assigned to an immersed, implicit, or explicit instruction group, or a control group. Immersed instruction only involved yoga exercises; implicit instruction included exposure to visually enhanced participial constructions embedded in a script during yoga; explicit instruction comprised of metalinguistic rule explanations provided after yoga. Written Korean-English translation tasks were implemented to examine the participants' use of the participial construction before and after the treatment sessions. Considering the categorical and verbalizable rules encompassed in the participial construction, it was hypothesized that explicit instruction would have the greatest benefit, followed by implicit instruction, and then by immersed instruction. However, the results of the translation tasks indicated the opposite. Immersed instruction had the most significant effect, followed by implicit instruction, and finally by explicit instruction. These findings suggest that language immersion, when involving a medium (e.g., yoga) enabling efficient mappings between form (e.g., the participial construction) and meaning (e.g., actions and postures), may effectively trigger grammatical development, and more effectively than other pedagogical techniques.

BIODATA

Ji-Yung Jung received her Ed.D. in Applied Linguistics from Teachers College, Columbia University in New York. She is an instructor at Sungkyunkwan University. Her current research interests include instructed second language acquisition (ISLA), implicit /explicit knowledge and learning, attention and awareness, linguistic interfaces, language typology, and complexity. (Email: jjjung2260@gmail.com)

Idea Connectivity in L2 Peer Response

Garrett DeHond

(Hankuk Univ. of Foreign Studies)

Since the 1980s, researchers have investigated peer response characteristics for revealing sociocultural and cognitive qualities of the activity. While such coding schemes have diversified over time to accommodate such concepts as interacting dimensions (Liu and Sadler, 2003) and triangulation (McGroarty and Zhu, 1997), critical questions regarding the complex relationships among unique ideas remain. Part of this difficulty stems from the construction of units of analysis - often clausal or sentential units - given that researchers often isolate or strictly categorize ideas based on participants' linguistic choices. In this study of digital L2 peer response data, the researcher examined peer response commentary on two English essay drafts, written by 27 undergraduate students at a Korean university. For this study, discourse patterns were examined in terms of distinct moves: namely, identifying targets, directing actions, appreciating ideas, requesting outcomes and situating context. The researcher also examined these moves in terms of analysis unit 'tiers', ranging from clausal to paragraph levels, and also compared comment units to identifiable revision practices. While student writers were found to have responded to fewer than 50% of peer response comments through revisions, both the response comment variety and subsequent revision practices indicate complex and varied practices from these participants.

BIODATA

Garrett DeHond is an assistant professor in the Department of English Linguistics and Language Technology at Hankuk University of Foreign Studies. He is also a doctoral candidate in Education at the University of California, Davis. His primary research interests include L2 writing, feedback and response, digital affordances and discourse analysis.

The Effects of Cooperative Output Tasks on Learning of L2 Phrasal Verbs

Hyangsook Park
(Kyungpook National Univ.)

The present study aims to investigate the effects of cooperative output tasks on learning of L2 phrasal verbs (PVs). For this study, seventy-two Korean university students were divided into two groups: pair (P) and individual (I). Each group was asked to learn 16 PVs either in a cloze (C) or an editing (E) condition. The students had four learning sessions over four consecutive weeks. The learning effects and retention were measured through receptive and productive tests in two posttests. The findings revealed that the P group consistently outperformed the I group, but significant differences were found only in the delayed posttests. Comparing the two tasks, the students performed better in the C condition than in the E condition, and the differences were significant in the two posttests. The retention rates in the P group were higher than in the I group. The results suggest that cooperative learning provides learners with the opportunities to actively engage in learning processes, such as recognizing erroneous knowledge and reaching correct decisions. Comparing the C and E conditions, the retention rates in the E condition were higher than in the C condition. It can be assumed that relevant cues for PVs are elaborated and organized while searching for errors in the sentences. This helps learners generate more cues and reinforce memory traces, which slows down the rate of forgetting. These findings support the superior effects of cooperative output tasks in L2 PVs learning.

BIODATA

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

Unlocking Learner Creativity: The Role of Teachers' Instructions

Stewart Gray & Roxy Lee

(Hankuk Univ. of Foreign Studies & Annyung Elementary School)

All learners can be creative. As such, the role of English teachers in learner creativity is one of support and encouragement. The question is, what sort of teacher instructions most effectively promote learner creativity? This presentation will offer some answers to this question. The basis for this presentation is an experimental research project conducted by the two presenters in their respective teaching contexts: public elementary-school and undergraduate EFL classes in Korea. The project's aim was to determine the effect of teacher instructions on students' creative output. The presenters, working in their separate contexts, each gave curriculum-appropriate creative activities to students in four separate classes. Inspired by creative cognition ideas presented by Prof. Kim Kyungil of Ajou University, they delivered the instructions for these activities in four different ways: (1) resource-related instructions first, (2) objective-related instructions first, (3) both sets of instructions at once, and (4) objective-related instructions followed by obligatory resource exchanging. They then conducted a blind, pairwise comparison analysis on the resulting student work to determine which instructional approach led to the most creative output. Attendees can expect to come away with practical insights into the effective delivery of instructions to promote creativity among English learners of all ages. As part of this, they will also see examples of curriculum-matched creative activities for both age groups, and be given insights that may help them design activities for their own teaching contexts.

BIODATA

Stewart Gray is an English teacher at Hankuk University of Foreign Studies and a Ph.D. student at the University of Leeds. He has worked as a teacher educator and a speaking assessor. His interests include creativity and critical thinking in EFL, language and identity, and reflective practice.

Roxy Lee is an English teacher at Annyung Elementary School. She completed her MA TESOL at Dankook University. She is also the vice-president of the Yongin chapter of Korea TESOL. Her academic interests include creativity, critical thinking, and critical pedagogies.

Day 1 (July 2) - Session 2: Language and Technology

Zoom Room 2

Moderator: Hyekyeng Kim (Kumoh National Institute of Technology)

Time		Presentation Title and Presenter	Type
09:30 – 10:00 Discussant: Mijin Lee (Ewha Womans Univ.)		The Impact of Using an Intelligent Personal Assistant on Foreign Language Learning: A Case Study of Young EFL Learner in Korea Hyangeun Ji, Jung Won Jo, Soyeon Park (Hankuk Univ. of Foreign Studies)	Ⓢ
Discussant: Moon Hong Choe (Chonnam National Univ.)	15:30 – 16:00	Developing a Community of Inquiry for L2 Peer Response Garrett DeHond (Hankuk Univ. of Foreign Studies)	Ⓐ
	16:00 – 16:30	The Incorporation of Mitigation Strategies in Peer Response to L2 Writing through Blended Learning at a University Level Jihoon Pyo & Chung Hyun Lee (Hankuk Univ. of Foreign Studies)	Ⓐ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

The Impact of Using an Intelligent Personal Assistant on Foreign Language Learning: A Case Study of Young EFL Learner in Korea

Hyangeun Ji, Jung Won Jo, Soyeon Park
(Hankuk Univ. of Foreign Studies)

Alexa and Siri, the two most leading intelligent personal assistants (IPAs), are both known to increase the opportunities for oral practice and enhance self-awareness in language learning (Dizon, 2017; Molden, 2015; Shinagawa, 2012). Although educational researchers have shown an increased interest in IPAs due to the accessibility and the potential as a learning tool, much less is known about how IPAs are used in L2 classrooms (Dizon & Tang, 2019). To address the gap, this case study involves a sixth-grade male student, with a novice level reading and speaking proficiency. He had been instructed by the second author for one and a half years before the first intervention started. A 60-minute EFL lesson was given to the student twice a week for a total of five sessions. The learner freely asked questions to Google Assistant during reading and speaking activities and used Google Assistant-based word game app as reading material. We investigated how the learner interacts with an IPA and how it can impact the learner's perception of language learning. For the first intervention, the triangulated data from learning log, classroom observation, and the interview revealed the learner's increased interest and motivation in learning triggered by its visual support, prompt answers, and the resemblance to human interaction. The results of the remaining four sessions and the implications of the study will be discussed at the conference.

BIODATA

Hyangeun Ji earned a master's degree at Hankuk University of Foreign Studies, Korea. Her research interests include computer-mediated language learning, virtual learning environment, teacher education, and instructional technology. An EFL teacher and former IT professional, she holds a bachelor's degree in computer science engineering from Ewha Womans University, Korea.

Jung Won Jo is an EFL teacher in Korea. She earned her BA in general education at the University of the Cumberland, USA and is a graduate student at Hankuk University of Foreign Studies, Korea. Her research focuses on vocabulary acquisition, reading comprehension, and

game-based learning for young language learners.

Soyeon Park received her BA in English language and literature at Tsinghua University and MA in TESOL at Hankuk University of Foreign Studies. She studies Korean education at Cyber Hankuk University of Foreign Studies. Her research interests include SLA in EFL/KFL contexts, blended and distance learning, and classroom conversation.

Developing a Community of Inquiry for L2 Peer Response

Garrett DeHond

(Hankuk Univ. of Foreign Studies)

Community of inquiry (CoI) research concerns the discovery of social, cognitive and teacher presence characteristics exhibited in the process of blended or digital course phenomena. One aspect of this research interest is an exploration of practical inquiry, which describes critical thinking conducted through problem solving and socialization. In L2 writing contexts, peer response activities have clear potential for practical inquiry, though to date an investigation of CoI in L2 peer response has seen little presence in the literature. An important observation regarding CoI's definition of practical inquiry is how it emphasizes discussion of problem solving over evaluation and suggestion in general terms, as is often seen in L2 peer response research. This case study will explore classroom artifacts, discourse items and survey results for a Korea-based L2 English writing course where digital peer response was employed. The purpose of this investigation is to determine how the instructor and students enabled opportunities to observe successful practical inquiry through peer response. While artifacts will indicate the instructor's attempts at creating productive teacher presence throughout the activity, response discourse will indicate the students' cognitive and social presence, and a post-activity survey will encourage students' reactions and reflections regarding all three presence categories. The subsequent data analysis will accompany suggestions for improving practical inquiry and activity design which can be visited in future studies.

BIODATA

Garrett DeHond is an assistant professor in the English Linguistics and Language Technology (ELLT) department at Hankuk University of Foreign Studies (HUFS), and is also a doctoral candidate in Education at the University of California, Davis. His main research interests are L2 writing feedback and response, discourse analysis and digital or blended learning environments.

The Incorporation of Mitigation Strategies in Peer Response to L2 Writing through Blended Learning at a University Level

Jihoon Pyo & Chung Hyun Lee
(Hankuk Univ. of Foreign Studies)

Peer response has been substantiated as an effective instructional strategy in improving students' L2 writing. This activity is often regarded as face-threatening acts where reviewers can conflict with each other in identifying problems and offering alternatives to enhance L2 writing skills. Mitigation strategies, the modification of an illocutionary act, can be face-saving devices in maintaining group harmony in peer response. The roles of mitigation strategies in peer response to L2 writing, however, are still inconclusive in the EFL context. This study aimed to examine students' perceptions and incorporation of mitigated peer feedback in L2 writing through a blended learning environment. Qualitative data were gathered for ten weeks, with 20 students who attended an English writing course at B university. They were required to compose four writing assignments and conduct peer response in Google Docs. Their writing assignments and recordings of peer responses were analyzed to explore how the students incorporate mitigated peer feedback in their revision in L2 writing. Students' reflective journals and interviews were also scrutinized to examine their perceptions of mitigation strategies in peer response to L2 writing. The findings of the study are as follows: First, the students actively interacted with each other with employing mitigation strategies and incorporated mitigated peer feedback in their revision, while showing the improvement of L2 writing abilities. Second, the participants reported positive perceptions of mitigation strategies in peer response to L2 writing. Finally, conducting a true experiment with the instructional model used in the study is suggested for future research.

BIODATA

Jihoon Pyo is an M.A. student in the graduate school of education at Hankuk University of Foreign Studies.

Chung Hyun Lee is a professor in the department of English Education at Hankuk University of Foreign Studies.

Day 1 (July 2) - Session 3: Teacher Education / Teaching Four Skills

Zoom Room 3

Moderator: Sang Bok Park (KICE)

Time		Presentation Title and Presenter	Type
09:30 – 10:00 Discussant: Hye Won Shin (Hankuk Univ. of Foreign Studies)		Lexico–Grammar Features of Successful Academic Writing in Expository Essays: A Systemic Functional Investigation of Transitivity, Grammatical Metaphor, and Theme Eunhee Seo (George Mason Univ. Korea)	Ⓢ
Discussant: Nam Hee Kang (Chung–Ang Univ.)	15:30 – 16:00	Improving TESOL Pre–Service Teachers Skill Sets in another Developing Country Chin Li Yeun (Univ. of Nottingham, Malaysia)	Ⓐ
	16:00 – 16:30	Pre–Service Teachers’ Understanding of Disciplinary Languages and Literacies: Analysis of Curricular Adaptation Assignments for Math, Science, and Social Studies Lessons Shim Lew & Nicole Siffrinn (Univ. of West Florida & Univ. of Georgia, USA)	Ⓐ
	16:30 – 17:00	The Role of Morphological Awareness in Korean High School Students’ English Reading Comprehension Eun Joo Kim (Sahmyook Health Univ.)	Ⓐ
	17:00 – 17:30	Reading Literature in English: Does Knowledge of Stylistics Lead to Deep Learning? Sakae Suzuki (Tokyo Woman's Christian Univ.)	Ⓢ

Ⓢ= On–line Synchronous, Ⓐ= On–line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Lexico-grammar Features of Successful Academic Writing in Expository Essays: A Systemic Functional Investigation of Transitivity, Grammatical Metaphor, and Theme

Eunhee Seo
(George Mason Univ. Korea)

This study investigates the linguistic features of academic writing produced by Korean freshmen pathway students in a cross-border educational context. Drawing on Systemic Functional Linguistics (SFL) theory, the students' expository essays that explore different linguistic and rhetorical characteristics of various genres in the pathway composition course that focuses on integrating language instruction into composition pedagogy are analyzed. Sixteen samples of student essays that represent three different levels of writing performance and proficiency (A, B, and C) are qualitatively analyzed to examine the degree of the exploitation of ideational and textual metafunctions manifested by transitivity (process types), grammatical metaphor (noun phrases), and Theme across different levels of writing proficiency. In addition, the connection between student levels of writing proficiency and the degree of utilization of such metafunctions will be explored. The benefit of SFL-based approaches to Second Language (L2) writing instruction will be discussed as a way of developing more explicit knowledge about language to be successful academic writers across disciplines in a cross-border educational context.

BIODATA

Eunhee Seo is Assistant Professor of the English for Academic Purposes (EAP) Program and the EAP Program Coordinator at George Mason University Korea. She earned her doctorate from Temple University, Philadelphia in the United States. Her research interests are SFL-based Second Language (L2) writing pedagogy, discourse analysis, and teacher education.

Improving TESOL Pre-Service Teachers Skill Sets in another Developing Country

Chin Li Yeun

(Univ. of Nottingham–Malaysia, Malaysia)

In this “show and tell” session, the presenter will share her experience in organising an outreach project which aimed to provide opportunities for pre-service teachers to work with children from rural communities in Vietnam. The pre-service teachers conducted several task-based language learning sessions in collaboration with Volunteer House, an NGO which provides free English language classes. The project’s aims were to improve learner’ motivation, improve the learning space and provide teacher training for volunteer teachers serving there. The feedback gained from the children and the teachers were positive, but the biggest impact was seen in the pre-service teachers who were involved in the project. The presenters opine that effective teacher-training programmes should include more experiential learning opportunities for pre-service teachers to equip them with the skill-sets to think critically and creatively.

BIODATA

Li Yeun's journey into the world of teaching began with her sights on working with young children. Li Yeun had previously taught at University Putra Malaysia, Serdang campus where she coordinated and vetted exam papers for a few English language modules. In UPM, Li Yeun was also involved as a co-supervisor for pre-service teacher practicum experience. At present, she is the Director of English Language Education at the Centre for English language and Foundation Education, in University of Nottingham Malaysia. Li Yeun is instrumental in enhancing student experience, so she has been managing Summer or Winter Programmes for students to be more active in mentoring and project management.

Pre-service Teachers' Understanding of Disciplinary Languages and Literacies: Analysis of Curricular Adaptation Assignments for Math, Science, and Social Studies Lessons

Shim Lew & Nicole Siffrinn

(Univ. of West Florida & Univ. of Georgia, USA)

Disciplinary literacy and linguistic knowledge is critical in content learning (Fang & Schleppegrell, 2008; Moje, 2008). English for Speakers of Other Languages (ESOL) endorsement programs, which prepare content-area teachers to work with multilingual learners, have attempted to implement disciplinary literacy through the Sheltered Instruction Observation Protocol (SIOP) and Systemic Functional Linguistics (SFL) (e.g., Gebhard, 2019); however, there has been limited scholarship on teachers' understanding of the language demands of schooling, further reifying Pettit's (2011) claim that there is a "poverty of language learning" in teacher education. This study, therefore, aims to examine pre-service teachers' (PSTs) understanding and implementation of disciplinary language and literacy by analyzing 100 curricular adaptation assignments designed by PSTs in introductory ESOL courses. Drawing from a comparative case study at two universities in the southeastern U.S., a qualitative content analysis revealed that while PSTs at both universities demonstrated an understanding of the basic language demands of content learning, they often relied on quick-fix accommodations such as translated texts instead of scaffolding the linguistic components of their lessons. PSTs using SFL, however, were more likely to focus on disciplinary language demands, specifically in relation to writing. In conclusion, this study points to a need to expand and unify language learning approaches not just in the context of language and literacy teacher education but also in the context of PSTs' discipline-specific methods courses.

BIODATA

Shim Lew is an Assistant Professor in the Department of Teacher Education and Educational Leadership at the University of West Florida. Her research focuses on multilingual youth education, teacher education for multilingual learners, bilingual education, and science language and literacy education.

Nicole Siffrinn is a postdoctoral instructor and researcher in the Department of Language and Literacy Education at the University of Georgia. Her work focuses on disciplinary literacy in pre- and in-service teacher education.

The Role of Morphological Awareness in Korean High School Students' English Reading Comprehension

Eun Joo Kim
(Sahmyook Health Univ.)

Based on the morphophonemic features of English morphology, the present study investigated the relationship between morphological and phonological awareness and its interplay among vocabulary knowledge and reading comprehension. One-hundred and twelve Korean-speaking tenth-grade high school students participated in this study and took tests on the three types of morphological awareness (i.e., compounding, inflectional, and derivational), two types of phonological awareness (i.e., rhyme and phoneme), vocabulary knowledge, and reading comprehension. Structural equation modeling was used for the analysis. The results indicated that morphological awareness made a unique, direct contribution to reading comprehension, as well as an indirect contribution via vocabulary knowledge. Further analysis revealed only the partial mediation between morphological awareness and reading comprehension, thereby indicating the importance of vocabulary knowledge to support morphological awareness in reading comprehension. Pedagogical implications are also discussed.

BIODATA

Eun Joo Kim is currently a lecturer at Sahmyook Health University. Her main research interests lie in second/foreign language reading comprehension and dyslexic children's literacy development (Email: eunjoo421@gmail.com).

Reading Literature in English: Does Knowledge of Stylistics Lead to Deep Learning?

Sakae Suzuki

(Tokyo Woman's Christian Univ., Japan)

Recently, the use of literature for language teaching has been marginalized because of the advent of communicative and practical language teaching. Empirical research examining the use of novels in language teachings is scant. This paper reports on an empirical study concerning the students' perceptions of the role of literature and their changes after taking the class of English novel focusing on stylistics. The action research was implemented in Research Project Study Abroad class (22 students) at TWCU following six steps including problem identification, preliminary investigation, hypothesis, plan intervention, outcome and reporting. Margaret Mahy's novel "Chocolate Porridge" was chosen as a text. The result shows that (1) learners' positive attitudes toward reading English novels increased and that (2) with knowledge of stylistics, learners developed aesthetic reading via language awareness. The findings elucidate the acceptance of English novels as an invaluable source of increasing learners' language awareness.

Sakae Suzuki is a professor at Tokyo Woman's Christian University in Japan. She obtained an MA in TESOL from Teachers College, Columbia University and Ed.D from Temple University. Her research interests include learners' beliefs, motivation and learners' narratives. She published articles on visual narratives and presented at international conferences such as BAAL and KOTESOL. Her article on visual narratives, 'Drawings reveal the beliefs of Japanese university students' appeared in the book titled 'New Directions in Language Learning Psychology', Springer in 2016.

Day 1 (July 2) - Session 4: Curriculum and Materials Development /Assessment

Zoom Room 4

Jae Eun Park (Kangnam Univ.)

Time		Presentation Title and Presenter	Type
Discussant: Tac Youn Ahn (Korea National Sport Univ.)	09:30 – 10:00	Target Needs for ESP Course in Marine Navigation Safety Engineering – A Case Study at Vietnam Maritime University Hong Anh Nguyen (Vietnam Maritime Univ., Vietnam)	Ⓐ
	10:00 – 10:30	A Case Study on Content and Language Integrated Learning for an EFL After-School Class in a Korean Middle School Eunsook Kwon & Shinye Kim (Keimyung Univ.)	Ⓐ
Discussant: Yoon-Ah Rho (Kookmin Univ.)	15:30 – 16:00	Developing Students’ Lifelong Learning Skills in an Academic English Course for Undergraduates Ellie Yuen-yi Law (Hong Kong Baptist Univ., China)	Ⓐ
	16:00 – 16:30	Assessing Audience Awareness in L2 Academic Writing: Effects of Audience-Specification on Korean EFL Learners’ Writing Test Performance Jee Eun Kim (Ewha Womans Univ.)	Ⓢ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Target Needs for ESP Course in Marine Navigation Safety Engineering – A Case Study at Vietnam Maritime University

Nguyen Hong Anh
(Vietnam Maritime Univ., Vietnam)

In response to the lack of research on multi-word collocations and discipline-specific collocations, the current study set to develop a list of specialized collocations in Coastal and Offshore Engineering (COE), due to the strong demand of the field. The study determined lexical collocations from a 9.4-million-word specialized corpus comprising textbooks, research articles, and professional magazine news written in English across 34 subfields of COE. The collocation extraction started with the identification of COE keywords (nodes), either one-word or multi-word lexical items. Then, the collocates of each keyword were identified as the lexical items which associate with the keyword within a ± 4 span. The extraction method of keywords and collocations combined both quantitative approach (calculating and comparing the frequency, distribution, Log-Likelihood, MI score, and t-score) and qualitative approach (checking semantic completion and grammatical relation between constituents of every collocation) with the support of two collocation extraction tools: WordSmith 7.0 and Sketch Engine. The final results displayed a list of COE collocations (2-5 words) with details on the collocation number, the composition and validity of the list, as compared to the collocation lists found in previous studies in the literature. The COE collocation list served as the raw material for lexicographers to produce dictionaries of specialized collocations and a source for compiling technical vocabulary practice books.

BIODATA

Nguyen Hong Anh is a lecturer of English at Vietnam Maritime University. She is attending the PhD. program of English language Education at Hanyang University, Seoul, Korea. Her major publications involve syllabus design, material development and corpus-based vocabulary research.

A Case Study on Content and Language Integrated Learning for an EFL After-School Class in a Korean Middle School

Eunsook Kwon & Shinhye Kim
(Keimyung Univ.)

This study develops a CLIL curriculum for an EFL after-school English class for a Korean middle school and investigates 11 first-year middle school students' perceptions of CLIL lessons in a metropolitan city in Korea. The CLIL instruction focused on English integrated with seven different subjects for seven weeks. A mixed method was employed with questionnaires and participants' review logs to gain an understanding their perspectives of CLIL lessons. The findings show the CLIL curriculum based on the 5Cs framework led to students learning English and different subject content simultaneously, and improved the perception of learners' cognition towards contents and communicative competence. Also, the topics and activities in the CLIL lessons motivated participants to join in them actively. With teacher's careful control of the level of English and the use of their first language, participants' reluctance and anxiety in acquiring English. CLIL lessons encouraged participants to use their prior knowledge about a topic. With many interesting activities including group work, this curriculum raised participants' confidence and meaningful communication with many interesting activities and group works. In addition, participants enriched their use of new words and English in general. They also felt that CLIL lessons led to the improvement in all four skills. All participants commented on the positive responses toward the CLIL lessons although they experienced difficulties in some parts. Further studies are needed to include the assessment of the CLIL lessons. The curriculum needs to be developed to take into consideration the students' interests and their English proficiency.

BIODATA

Eunsook Kwon received her Ph.D. in English Education from Keimyung University in Korea. She is an instructor at Keimyung University. Her current research interests teaching writing, writing strategies, writing identity and connecting reading and writing, and content and language integrated learning(CLIL).

Shinhye Kim is a professor of Keimyung University in Korea.

Developing Students' Lifelong Learning Skills in an Academic English Course for Undergraduates

Ellie Yuen-yi Law
(Hong Kong Baptist Univ., China)

Promoting independent lifelong learning has been an important educational goal in both secondary and higher education because access to formal education is always finite but the pursuit of lifelong learning is essential in modern societies. This paper reports on the findings of a study which examined learners' development of lifelong learning skills after attending an academic English course which has an integrated self-access language learning (SALL) component in a Hong Kong university. The SALL component required students to create a personalised language learning plan, select language learning materials and methods which are suitable for their own language learning goals and learning styles, monitor and evaluate their own language learning progress, and reflect on their SALL experience. By administering pre- and post-course questionnaire surveys (n=163) and conducting two post-course focus group interviews (n=8) with the course participants, it was found that a majority of the learners developed a range of lifelong learning skills, namely metacognitive skills, decision-making skills, problem-solving skills, affective and social strategies, which are crucial for independent lifelong learning. This study also found that the learners were able to apply the independent learning skills in their postgraduate studies and/or their first job 1.5 years after they had graduated from the university. In the presentation, the scaffolding tasks which were used to support the learners in doing SALL will be shared.

BIODATA

Ellie Law is a senior lecturer at the Language Centre of Hong Kong Baptist University. She teaches courses on academic writing and speaking. Her research interests are learner autonomy, self-access language learning and language assessments.

Assessing Audience Awareness in L2 Academic Writing: Effects of Audience-Specification on Korean EFL Learners' Writing Test Performance

Jee Eun Kim
(Ewha Womans Univ.)

Despite the widely accepted view that audience awareness, or consideration of the intended audience, is a critical part of any effective writing, writers' ability to write audience-considerate writings is not generally assessed in L2 writing assessments (Cumming, 2013; Yu, 2013). That is, L2 writing assessments in general have yet to incorporate the ability to write audience appropriate texts into the writing construct. The present study attempted to address this issue by developing a writing assessment that includes audience-specification in the writing task and rates audience awareness as a separate rating criterion. Simultaneously, the study sought to explore a much neglected area of research, that of Korean EFL learners' ability to address audiences in their writing. The test performances of Korean EFL writers of intermediate and advanced L2 proficiency on the developed audience-specified writing test were examined. The participants' produced better writings when the intended audience was someone familiar as opposed to someone who they did not feel close to. When the audience was someone who had either more or similar level of topical knowledge, the participants were shown to perform better when the audience was their classmates who had similar level of knowledge on the topic. Statistical analyses conducted showed that the learners' language proficiency had significant effect on their ability to write to audiences who were either familiar or unfamiliar. The results of the study provide significant implications for assessing audience awareness in L2 writing assessments, and Korean EFL learners' awareness of different dimensions of audience.

BIODATA

Jee Eun Kim is a PhD student majoring in English Education at Ewha Womans University. Her current research interests include language testing and L2 writing instruction.

Day 1 (July 2) - Session 5: Teaching Young Learners / Discourse Analysis / Sociolinguistics / Pragmatics

Zoom Room 5

Moderator: Eunkyung Sung (Cyber Hankuk Univ. of Foreign Studies)

Time		Presentation Title and Presenter	Type
Discussant: Jue-Kyoung Pae (KICE)	09:30 – 10:00	The Impact of L1 on the Development of English Phoneme Awareness in the Korean EYL Context: From the Learners' Perspectives Heeyang Park (Seoul National Univ.)	Ⓞ
	10:00 – 10:30	Multilingual and Multicultural Approach to Teaching English for Gifted Children Jinkyu Park (Daegu Univ.)	Ⓢ
Discussant: Sung Hye Kim (KICE)	15:30 – 16:00	Young ELLs and Elementary English Teachers' Perceptions on Multimodal Media Production Tecnam Yoon (Chuncheon National Univ. of Education)	ⒶⓀ
	16:00 – 16:30	Native Speakerism and the Multiple Identities of One Male English Enthusiast: Narrative Inquiry into a Trajectory of English Learning and Teaching Youngjoo Seo & Hyona Park (Pukyong National Univ. & Keimyung Univ.)	Ⓐ
	16:30 – 17:00	Global English Ideologies and Communities: A Korean Perspective Colum Ruane (Macquarie Univ., Australia)	Ⓐ
	17:00 – 17:30	Fear and Desire in English Learner's Construction of Imagined Identities and Communities So-Yeon Ahn (KAIST)	Ⓞ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

The Impact of L1 on the Development of English Phoneme Awareness in the Korean EYL context: From the Learners' Perspectives

Heeyang Park
(Seoul National Univ.)

This talk presents the perspectives of primary-school-aged Korean English language learners (ELLs) regarding how their L1 (Korean in this case) literacy acquisition affected their English phoneme awareness development. This talk draws upon a wider research that documented the successes and challenges for young Korean ELLs when they take instruction in English decoding in the EFL context. Data were collected through a four-month exploratory intervention in 2017 with a mixed-level class of 14 children, aged eight to ten, in Seoul, Korea. This intervention was exploratory in nature and there was no control group. A wide array of mostly qualitative instruments were utilized to collect and triangulate data from the children, including tests, child interviews, student work in class and at home, informal talks and a research journal. The research findings show that a certain degree of phonemic sensitivity had already been developed in Korean despite apparently no prior instruction in Korean phoneme awareness, which many learners applied to simple English phoneme awareness tasks. Some of learners, however, were not explicitly aware of the fact that they have already obtained phonemic sensitivity. The findings also show the challenges that young Korean ELLs faced when recognizing vowel and final consonant sounds and conducting the sophisticated English phoneme awareness tasks. Suggestions for materials development, teaching practice and teacher education are discussed.

BIODATA

Heeyang Park is a PhD candidate in the Centre for Applied Linguistics at the University of Warwick, UK. She is also a freelance teacher and author, and TEYL trainer for primary English teachers and parents. Heeyang's research interests encompass early English literacy development, teacher and parent education, and home-school connections.

Multilingual and Multicultural Approach to Teaching English for Gifted Children

Jinkyu Park
(Daegu Univ.)

People in South Korea believe that English should be taught in English, especially for young children. With this strong belief, Korean parents are trying their best to help their children learn English in English-speaking environments as soon as possible. This is particularly true in gifted English programs here in South Korea. Many teachers who teach English for gifted children assume that gifted children can learn faster and better in English-only environments, and English should be taught in English. However, English teachers may have to think more about teaching English in gifted programs from multiple perspectives to meet their special needs. This paper delves into some issues related to gifted English programs, and looks for a better way to help gifted children learn English more effectively and more productively. In this paper, some of the core perspectives will be reviewed in order to provide a more creative and critical approach to gifted English education. The perspectives are from developmental psychology, language acquisition, and gifted education. A sample activity will be given to show how to teach gifted children from these perspectives.

BIODATA

Jinkyu Park received his ph. D in Language Education and have been teaching English for over 20 years in high schools and universities, until 2017 in Seowon university, Cheongju. He is now studying at Daegu rehabilitation engineering for the handicapped and old people. He had taught gifted children in Soonchunhyang University and Hanmin High school until 2018.

Young ELLs and Elementary English Teachers' Perceptions on Multimodal Media Production

Tecnam Yoon

(Chuncheon National Univ. of Education)

The purpose of this research study is to identify the perceptions of both primary ELLs and English teachers on MMP(Multimodal Media Production)-embedded English instruction at a primary English class. In order to answer this question, 192 primary ELLs and 2 English teachers participated in this research. A questionnaire survey was administered to the focal participants and an open-ended interview was conducted with 2 teachers, respectively. The results show that overall perceptions on MMP were comparably high among ELLs, and there was significant difference between genders, grades and English levels in terms of learning interest. Teachers' interview revealed that MMP would trigger deeper understanding of the lesson and ELLs' voluntary active class participation by heightening motivation, self-confidence and interest in learning English. To sum up, the implementation of MMP-embedded English instruction has positive pedagogical effects for young ELLs to learn English since it may promote essential literacy skills in the 21st century as well as affective domains.

BIODATA

Tecnam Yoon is an associate professor of English education at Chuncheon national university. His research agenda centers on applying new technologies to TEFL, using interactive multimedia, web-/AI-based language learning, or CALL/MALL software. He is also interested in developing multilmodality, literacy practices and alternative pedagogies.

Native Speakerism and the Multiple Identities of One Male English Enthusiast: Narrative Inquiry into a Trajectory of English Learning and Teaching

Youngjoo Seo & Hyna Park
(Pukyong National Univ. & Keimyung Univ.)

With the worldwide spread of English there have been numerous calls for a paradigm shift from teaching English as foreign language to teaching English as a global language. This movement has led to the dramatic increase of English-medium instruction (EMI) in college courses in an effort to achieve internationalization of Korean higher education. In this paper the impact of EMI on the professional identity of the authors as two nonnative English-speaking instructors in Korean universities and factors influencing their self-perception are examined. We adopted duoethnography as a method of research to examine our own reflective practices and pedagogical approaches to English language teaching for insights into the professional and personal issues of EMI instructors in Korean higher education and to learn how duoethnographic methods can aid teachers in understanding themselves and their professional identities. As action research, multiple forms of data were collected including reflective journals, classroom observations, students' interviews, and researcher dialogues. By juxtaposing our personal narratives, we identified EMI instructors' roles as resource providers, translators, controllers, and role models. Our teacher identities were also found to be associated with multiple factors, such as professional agency (teacher identity), personal language ideologies, and institutional identity. The findings are discussed to provide information on how to support the development of educational language policies for achieving feasible and effective strategies for teaching in EMI settings in higher education and for the professional development of nonnative EMI teachers.

BIODATA

Youngjoo Seo obtained her PhD in language education at Indiana University. She is a lecturer in the department of division of undeclared and exploratory majors at Pukyong National University, South Korea. Her research interests include language policy, language ideology, bilingual/multilingual education, language teacher/learner identity, and critical pedagogy.

Hyna Park received her PhD at Indiana University Bloomington in 2019 and is currently a lecturer at Keimyung University in Daegu. Her research interest encompasses young learners' language learning investment, student-centered instructional strategies, subjectivity, and capital.

Global English Ideologies and Communities: a Korean perspective

Colum Ruane
(Macquarie Univ., Australia)

The continued proliferation of English worldwide, in which many aspects of pop culture have been infiltrated, has given rise to a global network of familiarity and continuity. While globalisation is a favoured term to describe these intensified global relations, Beck's (2002) Cosmopolitan Perspective captures a view that frames individuals and their local communities as uniquely involved in the formation of a global community. This study is in response to current globalising trends in which more informed perspectives, as an outcome of increased global mobility, allow for a more critical analysis of English's position within local contexts, and how it and its users interrelate with respect to global aspirations and integration. Specifically, this study examined the ideological positioning of English within South Korea – a context with salient globalisation prospects and strong emphasis on English education. It examined seven Korean students who are pursuing English for professional careers, allowing for more nuanced insight from a cohort actively engaged with English as a global language. A number of key insights were observed that bring into focus how contemporary English users are forming a sense of global community through their unique engagement with the world. While findings shine a spotlight on the Korean education system, they also have implications for English education worldwide. More awareness needs to be employed in terms of understanding contemporary English learners' more active global engagement. How educational institutes adapt to that reality and forge programmes that reflect language mobility beyond the classroom are issues that need to be addressed.

BIODATA

Colum Ruane completed his PhD in Applied Linguistics in 2019 with a focus on cosmopolitanism and English ideologies. His interests include, among many, World Englishes, linguistic imperialism, ELF, global identity, language learning beyond the classroom, and English as an international language. He currently works at Macquarie university.

Fear and Desire in English Learner's Construction of Imagined Identities and Communities

So-Yeon Ahn

(City Univ. of Hong Kong, China)

In the climate of change and the reshaping of local and global communities, questions arise as to how individuals can make sense of themselves in relation to English, and how they view the impact of English on their life and career. Although many studies have attended to the notions of desire and motivation, there has been less discussion of how fear plays a role in the pursuit of language learning and imagination for the future. Grounded in the understanding that fear as a primary, foundational emotion can impact learning, the study explores how these English learners envision themselves when confronted with the fear of failing to acquire and become proficient in English. The study examines in which ways does emotion, particularly the notion of fear and desire, play a role in the formation of imagined English-speaker identities and communities. Grounded on the notion of imagined communities and identity (Pavlenko & Norton, 2007), the study explores the drawings and written descriptions of 35 Korean undergraduate students who present their imagination of identity and communities taking place through English learning. A multimodal analysis was employed to unravel the multiple attributes of ELL identity from its visual and narrative elements (Kress, 2010). The findings yield insights into the goals, orientations, and dispositions of ELLs towards English learning and themselves. With primary emotions including happiness and fear, the study captures how such emotional facets play a role in the shaping of learner identity and further influence learners' decisions and their pursuit of language learning.

BIODATA

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

Day 1 (July 2) - Session 6: Miscellaneous

Korcharm Seminar Room 4 (Zoom Room 14)

Moderator: Hyun Woo Kim (Yonsei Univ.)

Time		Presentation Title and Presenter	Type
Discussant: Shin Chul Hong (Busan Univ. of Foreign Studies)	09:30 – 10:00	Peer Review Circles: Refining Feedback for Improved EFL Writing Shaun Justin Manning (Hankuk Univ. of Foreign Studies)	Ⓞ
	10:00 – 10:30	The Effects of Positive Psychology Intervention (PPI) on Young Korean EFL Learners' oral Fluency, Affective Domain and Engagement In Ji Chun (Ewha Womans Univ.)	Ⓞ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Peer Review Circles: Refining Feedback for Improved EFL Writing

Shaun Justin Manning
(Hankuk Univ. of Foreign Studies)

Despite the great amount of research on peer review in the EFL writing process, there remain some under-researched aspects, including how interaction among reviewers and how requiring the writer to listen silently until the review is completed change the nature and uptake of the feedback provided. Having multiple reviewers discuss another student's written work was hypothesized to improve identification of problematic parts and help refine suggestions to improve the draft. Requiring the writer to wait silently and 'overhear' the review was expected to allow more points to be raised in the review by preventing writers cutting off the reviewer to argue about or explain the first item mentioned. The study took place in three different sections of a freshman writing class in a South Korean university. It was a Quant-Qual two-semester mixed methods case study, with the first semester a quasi experiment comparing peer-review dyads (one reviewer) and peer review circles (two reviewers), and dyads with a 'listen-first' requirement. The second semester tracked individuals from the first semester as they continued their EFL writing careers. Student drafts, peer review sessions, and post-writing reflections were analyzed for feedback given at surface, discourse, and executive levels; consensus or lack thereof; uptake of feedback; and the writer's impressions of the process. Results suggest that multiparty review with a mandatory listening period – the 'Peer Review Circle' (Manning & Jobbitt, 2019), produced more concrete suggestions; more talk; more uptake of the suggestion into the final draft; and greater satisfaction with the review process.

BIODATA

Shaun Justin Manning received his Ph.D. from Victoria University of Wellington, New Zealand. He is an associate professor in the Department of English Linguistics and Language Technology at Hankuk University of Foreign Studies. His research interests include: TBLT, EFL writing, AWE applications, classroom dynamics, collaborative learning, and learner identity

The Effects of Positive Psychology Intervention (PPI) on Young Korean EFL Learners' oral Fluency, Affective Domain and Engagement

In Ji Chun
(Ewha Womans Univ.)

Language learning is a lifelong process involving multiple factors such as age, motivation and learning environment. For young learners in an EFL setting, first, promoting positive psychology through PPI (Positive Psychology Intervention) is especially critical as young learners' emotional needs are greater than older learners. Second, providing an authentic setting to practice verbal communication is much needed for students. Thus, the present study investigated the effects of positive psychology intervention on 20 young Korean language learners. The participants were divided into two groups: an experimental and a controlled group that were divided into two bands based on oral proficiency. The study aimed to measure speaking fluency, affective domains and engagement through speaking classes. The content for the experimental class was centered on PERMA (positive emotions, relationship, meaning, and achievement). Multiple sets of data were collected: speaking fluency and holistic oral proficiency measures through pre and post interviews, affective domains and students' level of engagement through video recordings. The results were analyzed by a native speaker teacher and non-native speaker teacher. The teachers' written comments about the students' performances and students' written responses within the questionnaires were also taken into consideration. Both groups showed positive results, however, the experimental group showed more significant improvement in their oral fluency measures in pre and post interviews as well as mean measures from the daily assessments. The following results prove the importance of both positive psychology intervention speaking lessons on young learners' oral fluency, level of affect, and engagement.

BIODATA

In Ji Chun is an English education major graduate student at Ewha Womans University. I grew up in an international environment and started to understand the effects of different learning settings on learners. My interest areas are psychological aspects of education such as motivation, engagement and self in language learning.

Day 1 (July 2) - Session 7: Miscellaneous

Korcharm Seminar Room 5 (Zoom Room 15)

Moderator: Jae Seok Yang (Daegu National Univ. of Education)

Time		Presentation Title and Presenter	Type
Discussant: Yunjeong Choi (Korea Univ.)	09:30 – 10:00	Reading Instruction Intervention for EMI Class-takers Yvette Murdoch & Jiyoung Cho (Hongik Univ. & The Catholic Univ. of Korea)	Ⓞ
	10:00 – 10:30	Improving ESL Students' Speaking Ability Through Instructional Scaffolding Lelanie Basco (The Univ. of Suwon)	Ⓞ
Discussant: Hoky Min (KICE)	11:00 – 11:30	Phrasal Verb Use in Korean EFL Learners' Expressions: A Corpus-Based Study Mee-Jee Kim (Seoul National Univ.)	Ⓞ
	11:30 – 12:00	An Analysis of Error Types in Korean EFL Learners' Writings: Based on the ACCESSS Error-tagged Learner Corpus Yong-hun Lee (Chungnam National Univ.)	Ⓞ
14:00 – 14:30 Discussant: Soyeon Kim (KICE)		Teacher Educators' Reflection on Multilingualism in USA and Korea Hoe Kyeong Kim & Hyunhee Cho (SUNY Binghamton Univ., USA & Daegu National Univ. of Edu)	Ⓞ
Discussant: Bo-Kyung Lee (Myongji Univ.)	14:50 – 15:20	Examining the feasibility of using text-to-speech technology in listening comprehension tests Taejoon Park (KICE)	ⓄⓀ
	15:20 – 15:50	Ideology and Emerging Language Identities: A study of the South Korean Univ. Context Michael Rabbidge (Hankuk Univ. of Foreign Studies)	Ⓞ
	15:50 – 16:20	A New Conceptualization of Multidimensionality of Lexical Competence and its Implication on ELT Yunjeong Choi (Korea Univ.)	Ⓞ
	16:20 – 16:50	The Effects of English Dubbing Activity with Explicit Pronunciation Instruction Focused on Connected Speech Features and Intonation on Middle School Students' English Pronunciation and Speaking Proficiency So-Jin Yang (Ewha Womans Univ.)	Ⓞ
	16:50 – 17:20	Interlanguage of Child Learners of L3 English: Focusing on Be-Insertion Kyuhee Jo (Ansan Wongok Elementary School)	Ⓞ
	17:20 – 17:50	Philosophy of Ellen White and Modern ESL Philosophy Compared Koot van Wyk (Kyungpook National Univ.)	Ⓞ

Ⓞ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Reading Instruction Intervention for EMI Class-takers

Yvette Murdoch & Jiyoung Cho
(Hongik Univ. & The Catholic Univ. of Korea)

Prior to university, Korean students will rarely have been exposed to English as the Medium of Instruction (EMI). For most of their primary and secondary school learning, students are taught English in the Korean language and continuously practice selecting correct answers in order to succeed on schools tests and later on the Korean Scholastic Ability Test (KSAT). However, in order to succeed in the 4th Industrial Revolution, EMI class-takers, future global leaders, need learning approaches that reduce impediments to content learning discussed in EMI studies and better prepare 21st Century competencies. This presentation discusses Korean first year university EMI class-takers' satisfaction with the use of literature circles to supplement their learning experience and understanding of course content knowledge.

BIODATA

Yvette Denise Murdoch is an associate professor in the Department of English Education at Hongik University, Seoul, Korea. She has a profound professional and personal interest in contributing to the betterment of the EMI and English Education teaching-learning environments.

Jiyoung Cho is an assistant professor at The Catholic University of Korea, Catholic College. She is currently managing and creating curriculum for and working as an foreign language instructor in Catholic College.

Improving ESL Students' Speaking Ability Through Instructional Scaffolding

Lelanie Basco
(The Univ. of Suwon)

This action research aimed to determine the students' level of speaking skill before and after instructional scaffolding and to ascertain the most helpful scaffolding strategy for the students. Participants in this study were the students from four ESL classes. Four scaffolding strategies were used and an evaluation sheet was given to the students at the end of the four sessions. The results revealed that the students have medium level speaking skill before and after instructional scaffolding. However, an increase in the students' average score after the instructional scaffolding sessions was evident. Making conversation from the question cards is the most helpful scaffolding strategy for the students. This study concluded that instructional scaffolding is an effective way to improve students' speaking skill. It is a recommendation to continue using instructional scaffolding in teaching all language skills. Specifically, the use of questions cards for speaking tests and activities should be maintained and encouraged. Vocabulary learning should also be allocated more time during ESL classes.

BIODATA

Lelanie M. Basco is an Assistant Professor in the International College of The University of Suwon. She has a Ph.D. in Education and has decades of experience in teaching. She is a research enthusiast who believes that research is a significant component of teaching and learning. Her research interests are focused on factors that affect and innovations that improve language teaching and learning.

Phrasal Verb Use in Korean EFL Learners' Expressions: A Corpus-Based Study

Mee-Jee Kim
(Seoul National Univ.)

This research examines learners' usage of Phrasal Verbs (PVs) by employing learners' corpora representing Korean-speaking learners' spoken and written production. Based on previous research, 24 particles selected and concordance lines for each PV particle in two registers using Sketch Engine were analyzed. Both frequency and semantic usage are analyzed to ensure a higher reliability of the results. The results show the quite different from native speakers' usage of PVs. Specifically, Korean-speaking learners syntactically underused PVs in both spoken and written register. In addition, examining each excerpted PV in both speech and writing, a relatively similar tendency of particles, verbs, and PVs emerged. Semantically, Korean-speaking learners used about half the PVs with aspectual meanings, following by directional and idiomatic meanings in both speech and writing. This study focused on a cross-register analysis specifically in Korean students' spoken and written PV usage in English. By investigating Korean students' current usage of PVs in each register, it might be a preliminary source in figuring out their current status regarding PVs to represent future teaching material developments.

BIODATA

Mee-Jee Kim is a Ph.D student at Seoul National University in Korea. Her research interests are predominantly on pragmatic corpus field and students' productive skills such as speaking and writing. She is currently conducting the research on transition period of students in English teaching and learning.

An Analysis of Error Types in Korean EFL Learners' Writings: Based on the ACCESSSS Error-tagged Learner Corpus

Yong-Hun Lee
(Chungnam National Univ.)

There are some learners corpora for Korean EFL learners, such as Yonsei English Learner Corpus (YELC), the learner corpus of Kyungpook National University, the Gachon English learner corpus, and so on. However, most of them are not error-tagged corpora. In this paper, an error-tagged corpus will be introduced whose name is the ACCESSSS Error-tagged Learner Corpus, which is compiled in the Academic Center for Corpus-based English Studies and Statistical Solutions (ACCESSSS; accesss.or.kr). This error-tagged corpus is constructed with traditional error-tagging methods plus deep-learning. A total of 1,100 English compositions are included in the corpus, and the texts are categorized into three levels (low, medium, and high). In the first step, the corpus is error-tagged with the traditional methods, and the errors are tagged using error-detecting software (such as Grammarly). In this step, most errors are related to spelling and grammar. In the next step, the errors related to word choice and styles are detected with deep-learning algorithms. The algorithms of word embedding and document embedding are utilized to detect the errors. This paper explores the following three topics: (i) how the ACCESSSS Error-tagged Learner Corpus is designed and compiled, (ii) which types of errors are frequently observed in Korean EFL learners' writings, and (iii) how the errors change as the level goes up from low to high.

BIODATA

Yong-Hun Lee is an instructor at Chungnam National University and the president of the Academic Center for Corpus-based English Studies and Statistical Solutions (ACCESSSS). He is also the compiler of the ACCESSSS Error-tagged Learner Corpus (for Korean EFL Learners) and a researcher in corpus linguistics and AI (machine/deep learning).

Teacher Educators' Reflection on Multilingualism in USA and Korea

Hoe Kyeung Kim & Hyunhee Cho
(SUNY Binghamton Univ., USA & Daegu National Univ. of Education)

This study applied duoethnography to explore TESOL teacher educators' experiences on multilingualism. Through interactive journaling and sharing reflection, the two teacher educators in the US and Korea re-constructed their understanding of multilingualism and experienced a change in their perception from monolingualism to multilingualism. Two conclusions were drawn from this study. First, native speakerism was still working as a dominant view in TESOL, and it had a great impact on nonnative teachers' identities and their teaching confidence. Second, doing duoethnography gave the participants the opportunity to re-recognize the problems of the existing native speakerism, reflect on their respective circumstances and reconstruct their identity as teachers educators. Based on the research results, we are proposing teacher education to put multilingualism into practice.

BIODATA

Hoe Kyeung Kim is an Associate Professor of the Department of Teaching, Learning and Educational Leadership at SUNY Binghamton University. She is a coordinator of the MA TESOL program and teaches SLA, Methods & Assessment for ELLs, Content-based ESL Curriculum & Instruction and Global Contexts for TESOL.

Hyunhee Cho is a professor at the department of English Education in Daegu National University of Education, South Korea. She teaches qualitative research methodology and storytelling in English instruction. Her research interest includes theme-based instruction, language creativity, and classroom interaction in EFL settings.

Examining the feasibility of using text-to-speech technology in listening comprehension tests

Taejoon Park

(KICE)

Listening is a very crucial skill to be learned in second or foreign language classrooms because it is essential for the development of spoken language proficiency. The purpose of this study was to examine the feasibility of using text-to-speech (TTS) technology in listening comprehension tests in lieu of using human native speakers of English. That is, the current study aims to explore whether or not synthesized voices generated by TTS programs can be a viable alternative to human voices when making audio clips for English listening comprehension tests.

For the purpose of this study, an intact group comparison design, that is, a pre and post-test between groups design, was employed. After confirming that the students in both groups (a TTS-generated audio group vs. a human-recorded audio group) are equivalent in terms of their listening ability through the pre-test, the test scores of one group and those of the other group were compared through the post-test. Right after the administration of the post-test, the students in the TTS-generated audio group were asked to complete a questionnaire in order to further explore various issues involving using TTS-generated audio clips for listening comprehension tests. In this presentation, how the TTS-generated audio group (experimental group) performed in comparison with the human-recorded audio group (control group) on the post-test will be explained in detail. The implications of the results of this study for classroom-based listening tests will also be discussed.

BIODATA

Dr. Park majored in applied linguistics at Columbia university, US and is currently a researcher at Korea Institute for Curriculum and Evaluation (KICE). His current research interests include listening comprehension tests and computer-assisted language learning.

Ideology and Emerging Language Identities: A study of the South Korean University Context

Michael Rabbidge
(Hankuk Univ. of Foreign Studies)

South Korea, under the influence of globalization, is in the midst of a change that could see the dominant monolingual discourse challenged. This presentation discusses research that employed the constructs of investment, capital, ideologies and identity to see how ideologies, such as globalization and neoliberalism, may be influencing the language learning identities of university students studying English in the South Korean university context. The use narrative frame data collection methods coupled with asynchronous interviewing techniques, reveals that the ideologically driven, symbolic capital value that English represents for the majority students is potentially changing how said university students and their instructors view the students' language learning identities. These findings raise a number of questions in regards to the growing presence of multilingualism within South Korea and its continued growth in the global era.

BIODATA

Michael Rabbidge has been involved with English education in both South Korea and New Zealand for the past 20 years. He currently lectures graduate and undergraduate students at HUFSS in Seoul, where he researches issues related to range of issues, including language identity.

A New Conceptualization of Multidimensionality of Lexical Competence and its Implication on ELT

Yunjeong Choi
(Korea Univ.)

The multidimensionality of word knowledge has received substantial theoretical support both in L1 and L2 settings, and this has often been conceptualized as the best-known distinction between breadth and depth (Read, 2004). However, such conceptualization does not seem to successfully capture what is called accessibility of word knowledge (Cremer & Schoonen, 2013), which refers to learner's efficiency to activate or access the knowledge available in one's mental lexicon. In other words, learners need to have not only various dimensions of word knowledge available for language use, but also to access the knowledge with speed, which would allow more cognitive resources for better language use, particularly for higher-level comprehension. Drawing on both distinctions of word knowledge (i.e., breadth vs. depth and availability vs. accessibility), this study examined the validity of the hypothesized conceptualization of lexical competence, by empirically testing out multiple construct models to see whether the proposed dimensions of word knowledge are indeed distinct as unique constructs. 116 high school students in South Korea participated in the study and took multiple sets of vocabulary tests. A series of confirmatory factor analyses was conducted to examine the factor structure of different dimensions of word knowledge and their respective accessibility measured in the six lexical competence measures. Findings and implications are discussed in relation to ELT in L2 context.

BIODATA

Yunjeong Choi is currently a lecturer at Korea University and Gyeongin National University of Education, South Korea. Her research interests include language and literacy development, language assessment, and multimedia-assisted language learning in L2 contexts.

The Effects of English Dubbing Activity with Explicit Pronunciation Instruction Focused on Connected Speech Features and Intonation on Middle School Students' English Pronunciation and Speaking Proficiency

So-Jin Yang
(Ewha Womans Univ.)

The purpose of this study is to investigate the effects of combining English dubbing activity and explicit pronunciation instruction on second-grade Korean students' English pronunciation and speaking proficiency. To this end, a total of three research questions were posed, and answers to the research questions were examined using a total of 30 Korean second-grade middle school students. The results demonstrate that the implementation of English dubbing activity is effective in improving the overall English pronunciation of students, particularly on pronunciation features as deletion, reduction, linking, and intonation. Furthermore, the implementation of English dubbing activity has positively affected students' attitudes and perceptions toward English learning. On the other hand, the English dubbing activity has not significantly affected the overall speaking proficiency of students but positively influenced on students' speaking fluency. Research implications were also discussed.

BIODATA

So-Jin Yang has graduated from De La Salle University, located in the Philippines, with a bachelor's degree in Secondary English Teaching in 2014. After a few years of working as an English teaching instructor in Korea, she currently finished her master's degree in Ewha woman's university in English Language Teaching.

Interlanguage of Child Learners of L3 English: Focusing on Be-Insertion

Kyuhee Jo

(Ansan Wongok Elementary School)

The nontargetlike be-insertion of learners of L2 English has been widely reported in the L2 research (e.g., Ahn, 2006; Ionin & Wexler, 2002; Kim, 2011; Yang, 2014) considering the learners' interlanguage development. The phenomenon can be explained by two different accounts. On the one hand, the Topic Marker Account suggested the inserted be is a topic marker transferred from the topic-prominent language such as L1 Korean, on the other hand, the Tense-Agreement Account showed the evidence of inserted be carries functional categories such as tense/agreement morpheme, and there has been no consensus reached regarding the common errors the learners tend to easily make (Nam, 2019). In this study, the issue of nontargetlike be-insertion was investigated in the context of L3 acquisition, which is a relatively new field of language acquisition. To this end, the two groups of child learners of L3 English with different L1s (either Chinese or Russian), but the same L2 (Korean) were examined concerning their nontargetlike be-insertion in the elicited production task. The results were firstly explored considering the two different accounts of the phenomenon (i.e., the Topic Marker account and the Tense-Agreement Account), and those were secondly discussed based on the current models of L3 acquisition (i.e., the Cumulative Enhancement model, the L2 Status Factor model, the Typological Primacy model, the L1 Factor account, the Dominant Language account and the Scalpel / Linguistic Proximity model) which focused on the role of linguistic transfer from L1 or/and L2.

BIODATA

Kyuhee Jo, an Ed.D., is a teacher at Ansan Wongok Elementary School. His research interest includes second / third language acquisition, multilingualism, individual differences, and language teaching and learning.

Philosophy of Ellen White and Modern ESL philosophy Compared

Koot van Wyk
(Kyungpook National Univ.)

ESL is one of the branches of general education which also these days focus on para-education issues like the role of the teacher towards the student or the student towards the teacher. H. Reinders (1999-2020) and others focused on a number of these issues like learning beyond the classroom; critical leadership; learning and preparing for retirement; the effect of choice on affective engagement; games and ESL and teaching research ethics. Just when we think we are original, here comes a Victorian Age lady, Ellen White, with elementary school educational background wrote a book Education touching upon the very same issues Reinders and others are currently suggesting. A comparison will be made between the 1903 philosophy and the modern ESL philosophy on these issues.

BIODATA

Koot van Wyk majored in Comparative Semitic Linguistics at the University of South Africa, and Biblical Archaeology at Rikkyo University, Japan and is also a conjoint lecturer of Avondale College/University, Australia. He is currently a visiting Professor at Kyungpook National University at the Center of Language Education, Sangju Campus, South Korea in the field of ESL for University Students. His wife is dr. Sookyong Kim who holds a Phd from Andrews University, Michigan and is teaching Lifelong English in combo with her husband for the Sangju Community for over a decade. She is a housewife and her dissertation was published by Cambridge Scholars Publishing.

DAY 2

Day 2 (July 3) Session 1: Teaching Methodologies

Zoom Room 1

Moderator: Jae Seok Yang (Daegu National Univ. of Education)

Time		Presentation Title and Presenter	Type
09:30 – 10:00 Discussant: Yunjeong Choi (Korea Univ.)		The Effects of Dictionary App Use on College-Level Korean EFL Learners' Narrative and Argumentative Writing Haewon Pyo (Hankuk Univ. of Foreign Studies)	Ⓐ
Discussant: Bo-Kyung Lee (Myongji Univ.)	15:00 – 15:30	Investigating the Impact of a Word Cloud Pre-Reading Activity on Secondary EFL Learners' Reading Comprehension Dahye Yang & Hyun Jung Kim (Bongdam High School & Hankuk Univ. of Foreign Studies)	Ⓐ
	15:30 – 16:00	Trends in Teenagers' Mobile Assisted Learning Aram Cho (Kennesaw State Univ., USA)	Ⓐ
	16:00 – 16:30	Teaching What Learners and Employers Need: Two-stages of Task-based Needs Analyses for an ESP Program Kichan Park (Univ. of Maryland, College Park, USA)	Ⓢ
	16:30 – 17:00	Writing Tutors' Use of Withdrawal as a Strategy During Writing Tutorials Sookyung Cho, Dahee Kim, Cheol Baek, Hyeon-Ji Lee (Hankuk Univ. of Foreign Studies)	Ⓢ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

The Effects of Dictionary App Use on College-Level Korean EFL Learners' Narrative and Argumentative Writing

Haewon Pyo

(Hankuk Univ. of Foreign Studies)

Studies of a dictionary app in EFL learners' composition are limited in language education research. This study investigated this issue in the view of genres. Two groups of 45 EFL undergraduates participated in the study. One group performed two genre-based writing tasks, narrative and argumentative, with the help of a dictionary app and the other without it. The written outcomes were rated on five components of writing such as vocabulary, grammar, content, organization, and communicative achievement. Lexical diversity and lexical sophistication of each text were measured and words written after dictionary look-up were examined in both accuracy of use and parts of speech. The results found that in the dictionary use condition, scores of vocabulary improved significantly in both genres. The diversity of vocabulary appeared to increase with dictionary aid, but not necessarily in sophistication. These changes were generally apparent in the narrative genre. Accuracy analysis revealed up to 60% of errors were detected in words written after dictionary look-up and the probability of error occurrence was noticeable in the argumentative genre, where the ratio of verb use was high. Implications for further studies are suggested.

BIODATA

Haewon Pyo is a lecturer in the Department of English for Interpretation and Translation at Hankuk University of Foreign Studies. Her research interests include second-language writing, writing and dictionary use, and vocabulary education.

Investigating the Impact of a Word Cloud Pre-Reading Activity on Secondary EFL Learners' Reading Comprehension

Dahye Yang & Hyun Jung Kim

(Bongdam High School & Hankuk Univ. of Foreign Studies)

The aim of this study was to investigate the effectiveness of word cloud pre-reading activities on the reading comprehension of Korean secondary English as a foreign language (EFL) learners. The study further examined whether the impact of the word cloud activities varied across learners' different reading ability levels. A total of 278 Korean high school students participated in the study. They were randomly assigned to the experimental and control groups. In the pre-reading stage, the experimental group was provided with word cloud activities, while the control group was given textbook-based activities. In the while-reading stage, both groups read the same reading text on a weekly basis for five weeks. Following a pretest-posttest design, the researchers administered a multiple-choice reading comprehension test once a week right after the pre-reading stage to compare how the different pre-reading activities affected the learners' reading comprehension. The findings indicate that the word cloud pre-reading activities led to significantly larger gains in L2 reading comprehension, relative to the textbook-based pre-reading activities. The experimental group showed a narrower range of experienced difficulty regarding the different types and constructs of the test items, compared to the control group. However, an overtime comparison of the experimental group's reading comprehension across the five tests showed no significant difference in all of the three different reading ability levels. The findings suggest pedagogical implications for teaching and learning reading in a high school context.

BIODATA

Dahye Yang earned an M.A. in TESOL from the Graduate School of TESOL at Hankuk University of Foreign Studies in Seoul, Korea. Currently, she is an English teacher at Bongdam High School in Gyeonggi province, Korea. Her research interests include multimedia-based learning, EFL reading instruction, and learning-oriented assessment.

Hyun Jung Kim earned an Ed.D. in Applied Linguistics from Teachers College, Columbia University. Currently, she is an associate professor of the Graduate School of TESOL at Hankuk University of Foreign Studies in Seoul, Korea. Her research interests include second and foreign language assessment, learning-oriented assessment, and language test validation.

Trends in Teenagers' Mobile Assisted Learning

Aram Cho

(Kennesaw State Univ., USA)

Despite the fact that the majority of teenagers and young adults use smartphones, little research has studied English Learners' (ELs') actual mobile phone language practices, specifically, how and why ELs use their smartphones as language learning assistant devices (Godwin-Jones, 2008). Drawing from New Literacies Studies (Gee, 2004, 2010; Kress, 2003), the primary purpose of this qualitative study was to explore ELs' perceptions of mobile-assisted language and literacy practices, and to document ELs' literacy practices through their mobile devices. Participants were ELs aged from 15 to 21. Data were analyzed using constant comparison, looking across participant interviews to generate themes. Several important findings emerged. First, participants utilized various applications/features for language learning, and their mobile device practices were inextricably linked to their social practices through their use of mobile phones. Second, participants intentionally used mobile devices as tools to translate, capture class notes, and seek out auxiliary materials to support their learning in school. Third, ELs' reported that their transition from their home country to the US, resulted in a shift in their personality and identity and their mobile devices provided an emotional support. This study extends current literature and explains how mobile devices play an essential role in ELs' lives in and out of school.

BIODATA

Aram Cho is a lecturer at Kennesaw State University. Her current interests include multimodal approaches in language classroom teaching/ mobile language learning/ technologies in language classroom. She can be reached at acho8@kennesaw.edu.

Teaching What Learners and Employers Need: Two-stages of Task-based Needs Analyses for an ESP Program

Kichan Park

(Univ. of Maryland College Park, USA)

This paper demonstrates the procedures of two phases of a task-based needs analysis, which are essential for implementing an English for professional purposes program in the framework of Task-Based Language Teaching (Long, 2015). The first phase of the needs analysis, identifying learners' target task, was performed to collect information necessary for syllabus design while using multiple sources (literature, domain experts and their conversation counterparts) and methods (literature review, unstructured interviews, semi-structured interviews and a questionnaire survey) for triangulation of data. The second stage of the needs analysis was then performed to develop materials required to teach how to successfully accomplish an identified target task. For this part of the needs analysis, multiple authentic oral language samples occurring in learners' target workplaces were collected, analyzed and synthesized to develop a prototypical script modeling an effective performance of the target task. Along with the procedures of each phase of the needs analysis, the types of information these two needs analyses can provide and a way of making use of the collected data for syllabus design will be discussed. Finally, a comparison of the outcomes of the analysis of discourse (i.e., the second stage of needs analysis) and commercial textbooks will present advantages of the materials development through task-based needs analyses.

BIODATA

Kichan Park is an PhD student in the Second Language Acquisition program at University of Maryland. His research interests include Task-Based Language Teaching (TBLT), cognitive processes of second language acquisition and bilingual language processing.

Writing Tutors' Use of Withdrawal as a Strategy During Writing Tutorials

Sookyung Cho, Dahee Kim, Cheol Baek & Hyeon-Ji Lee
(Hankuk Univ. of Foreign Studies)

This study aims to explore how Korean writing tutors use withdrawal, that is, withdrawing or cancelling the feedback they gave, as a strategy of giving writing feedback and what the purpose of such strategy is. So far, studies on interactions between writing tutors and tutees have usually been restricted to those of L1 (first language) tutors and non-native tutees. Recently, a few studies started to see how ESL (English as a second language) tutors interact with their tutees, but there have not been many attempts to examine how EFL (English as a foreign language) tutors work with their tutees. Because they may not feel as competent as L1 tutors or ESL tutors, however, EFL tutors may use a different strategy when interacting with their EFL tutees. To examine such difference, this study audio-recorded 11 writing tutorials conducted by four Korean writing tutors throughout a semester and also interviewed them. The analysis of the recorded data reveals that all the tutors frequently used a strategy of withdrawal. The interviews with the tutors confirm that tutors' use of this withdrawing strategy may represent their uncertainty and doubtfulness they have as EFL writing tutors, who are neither native speakers of English nor writing instructors themselves. These findings will help to understanding Korean writing tutors' interactions with their tutees and thus provide guidance on their tutor training. Further studies will be required to see whether this withdrawing strategy affects tutees' actual behaviors of revision by examining their incorporation of tutor feedback in their writing.

BIODATA

Sookyung Cho is an associate professor at Hankuk University of Foreign Studies, Seoul, Korea. Sookyung Cho has a strong interest in second language writing, in particular, English language learners' perceptions and attitudes towards feedback, including tutor, peer, teacher, and computer feedback.

Dahee Kim is a Phd student in the English Linguistics department at Hankuk University of Foreign Studies, Seoul, Korea. Her research interests include second language writing, tutor-tutee Feedback, and multi literacy.

Cheol Baek is one of the writers taking part in this study. He belongs to Hankuk University of Foreign Studies, Seoul, Korea, where he is working to get a doctoral degree. The area in which he is interested is teachers' perception regarding giving a feedback to students. In order to widen his point of view, he has researched many teachers in the field of English education.

Hyeon-Ji Lee is a Ph.D. student at Hankuk University of Foreign Studies. She is a lecturer at Seojeong College (2019-now) and Joint Forces Military University (2018-now). Her current research interests included English for Specific Purposes (ESP), second language writing, and English education.

Day 2 (July 3) - Session 2: Teacher Education

Zoom Room 2

Moderator: Hye Ok Park (International Graduate School of English)

Time		Presentation Title and Presenter	Type
09:30 – 10:00 Discussant: Jun-Shik Kim (KICE)		Conversation-Based Learning: The Right Method for the Right Goal Gunther Breaux (Korea Univ., Retired)	Ⓞ
Discussant: Seo Kyung Kwon (KICE)	15:00 – 15:30	Perception and Identity of English Teachers as Teacher Learners Kyungja Ahn (Seoul National Univ. of Education)	Ⓢ
	15:30 – 16:00	College English Teachers' Continuing Professional Development – A Case Study in a Blending Learning Context Zhijie Zhang (Northeast Normal Univ., China)	Ⓢ
	16:00 – 16:30	Exploring Adult Basic English Learners' Writing Workshop: Teaching English Writing to Korean Adult Beginners Seonhee Park (Hankuk Univ. of Foreign Studies)	ⓄⓀ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Conversation-Based Learning: The Right Method for the Right Goal

Gunther Breaux
(Korea Univ., Retired)

Stop the insanity. Grammar-based English is failing another generation of students. Speaking ability should be the result of a decade-long English education. However, grammar became the goal because grammar is easy to objectively test in large numbers. Once grammar became the goal, grammar became the best route to that goal. This may be a fair way to select school and job applicants, but it's the wrong goal. And, it's poor English education. With videos and ten years of data, this presentation details Conversation-Based Learning from first-day placement test to last-day improvement data. This is Conversation-Based Learning: Students do the book at home and speak in class. The method is Writing for Speaking. Students write what they will say and talk about what they wrote. Students sit in pairs and have speed dating conversations. They get a new topic every week and a new partner every seven minutes. Everybody speaks half the time, and half the time their partner is a better speaker. After two weeks students relax and start to self-correct. The better speakers provide gentle language gain. The self-transcribed conversation test completes the system. Students get extensive personal feedback, and teachers get accurate grading and improvement data. What about mistakes? It's a conversation class, not a mistakes class. The best tennis players in the world make mistakes all the time. They self-correct. Conversation-Based Learning uses self-correction and allows human nature to take its course. An education is preparation for life and life is not a grammar test.

BIODATA

Gunther Breaux has taught English conversation to Korean university freshmen for 23 years. He's the author of several EFL textbooks, and has presented at international conferences in China, Korea, Japan, England and the U.S. His original thought and contribution to English Education is Conversation-Based Learning. PlanGBro@gmail.com

Perception and Identity of English Teachers as Teacher Learners

Kyungja Ahn
(Seoul National Univ. of Education)

This study aims to examine the perceptions and identities of pre-service elementary English teachers as teacher-learners in an undergraduate course taught by the researcher. Sixteen pre-service teachers majoring in elementary English education participated in the study. The data included the participants' initial and final survey responses and pre-service English teacher portfolios that included their reflections on teacher development over the semester, teaching philosophy, plans for professional development, as well as all the artifacts they produced in the pre-service teacher education course. All the data were analyzed qualitatively through content analysis. It was found that the pre-service teachers revealed different types of teacher-learner identities: learners of English language, learners of teaching English, learners of teaching elementary students, and learners of teaching in general. They perceived their development in terms of extensive and in-depth theoretical and practical knowledge for teaching English for elementary school students. Individual differences were also found among the participants depending on their prior learning and teaching experiences as well as teacher beliefs and confidence in English language and teaching English. Important implications for pre-service English teachers, English teacher educators, and policy makers surrounding elementary English education and teacher education are discussed.

BIODATA

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

College English Teachers' Continuing Professional Development - A Case Study in a Blending Learning Context

Zhijie Zhang

(Northeast Normal Univ., China)

To develop the students' English practical skills in large scale College English class become the most important task of College English teachers' in Application-Oriented Universities (AOUs). Since the changing needs of English learners drive teachers to improve themselves, furthermore the Guidelines on College English Teaching was promulgated in 2017. To achieve that, College English teachers build a Blending Learning(BL) team and apply to kinds of activities such as in-service training programs to develop them in terms of Continuing Professional Development (CPD). So in such a context, what are the views and practices of English teachers on BL in their CPD? What skills or competences do they need for BL? What elements/factors can be included for English teachers' CPD at AOU? To answer these questions, this research firstly interviewed a BL team which includes 10 teachers for their perceptions and practices in College English BL , Secondly, observed 8 teachers' classroom teaching; Finally, the research proposes the necessary abilities required by the English teachers in modern English education and puts forward the CPD path of English teachers from five dimensions including adoption of scientific and appropriate teaching methods, effective curriculum design, development of teachers' language skills, scientific research ability and application of modern teaching facilities etc. It aims to provide reference for the construction of English teaching faculty for other universities. Key words: Blending Learning (BL); Application-Oriented Universities (AOUs); Continuing Professional Development (CPD)

BIODATA

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

Exploring Adult Basic English Learners' Writing Workshop: Teaching English Writing to Korean Adult Beginners

Seonhee Park
(Hankuk Univ. of Foreign Studies)

The purposes of this study are: 1) to investigate whether writers' workshops have a positive effect on the Korean ESL novice adult learner's ability to write in English, 2) to examine whether writers' workshops contribute positively to the basic adult learner's confidence in English composition. Six Korean adult learners with a basic level of English proficiency participated in this study. Five of the members were female and one was male. Their ages ranged from 38 through 58. All six participants had studied English in public schools more than 15 years ago. In this study, the participant asked and responded to questions, including those pertaining to personal information, learning background, and confidence required. This was done during pre- and post- interviews to determine how participants improve in writing accuracy, fluency, and confidence through the writers' workshop. Since the 'ten perfect sentences' activity was required for the pre- and post-test, it was recommended that the test time be strictly kept to 30 minutes. The writers' workshop consisted of four parts: an initial draft, a reading class, a peer-feedback period, and a revision period. The entire writers' workshop consisted of two sessions. The findings of the study are that all participants' writing improvement and increased accuracy could not be confirmed. Also, during the 4 weeks in the writers' workshop, all of the participants showed a gradual improvement in their confidence in English composition whether they had experience writing in English previously or not. Also, their preference for English composition increased.

BIODATA

Seonhee Park graduated from Hankuk University of Foreign Studies with a master's degree. She is interested in second language writing, and ELT methodology to Adult Beginners.

Day 2 (July 3) - Session 3: Teaching Four skills / Assessment

Zoom Room 3

Moderator: Onsoon Lee (Dong-A Univ.)

Time		Presentation Title and Presenter	Type
09:30 – 10:00 Discussant: Joohoon Kang (Sangmyung Univ.)		Teaching and Testing Primary Spoken English through Interactive Activities Based on the Goal-Oriented Chatbot Seong Yeub Chu (Seoul Cheonho Elementary School)	ⒶⓀ
Discussant: Shaun Justin Manning (Hankuk Univ. of Foreign Studies)	15:00 – 15:30	Engaging Multimodality for the Improvement of Korean University Students' Oral Presentation Skills Judit Nagy & Matyas Banhegyi (Károli Gáspár Univ. of the Reformed Church in Hungary & Budapest Business School Univ. of Applied Sciences)	Ⓐ
	15:30 – 16:00	Reading Motivation and Reading Proficiency of Vietnamese EFL College Learners: Does Reading Motivation Matter? Linh Thao T. Nguyen (Hanyang Univ.)	Ⓐ
	16:00 – 16:30	The Development of Analytic Assessment Criteria for University Students' Oral Presentations in the Foundation English Courses Payupol Suthathothon (Chiang Mai Univ., Thailand)	Ⓢ
	16:30 – 17:00	High School Students' and Teachers' Perceptions of an English Proficiency Test for Intermediate-Level Learners Euijin Lim, Heesung Jun, Youngmi Lee, Yoo-Ree Chung, and Yong-Won Lee (Seoul National Univ.)	Ⓢ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Teaching and Testing Primary Spoken English through Interactive Activities Based on the Goal-oriented Chatbot

Seong Yeub Chu
(Seoul Cheonho elementary school)

This presentation covers the background of the artificial intelligence(AI) chatbot, brief introduction of the Dialogflow API, and examples of using AI chatbots in the classroom for teaching and assessing young learners' spoken English. Google has developed a platform, called Google Cloud Platform, that provides different application programming interfaces(API) that support people who want to create a specific application for diverse purposes. Among the APIs, the Dialogflow is an API for building goal-oriented chatbots based on artificial intelligence, and natural language processing technologies. This will be the main theme of the speech. The overall contents of the presentation are as follows: First of all, the background knowledge of an AI chatbot, natural language processing(NLP), the Dialogflow API, and its functions will be introduced to help audiences understand overall contents of the research well. Secondly, actual examples of practicing spoken English, facilitated by AI chatbots, and the way how to incorporate the chatbots into the classroom will be delivered. In the example activities, students will use the expressions learned in the classroom to have a real conversation with the AI chatbots, and video clips related to these activities will be shown. Furthermore, the way of using a history function that records conversations between a student and a chatbot will be delivered. It will make instructors effectively and efficiently assess students' spoken English. Finally, the rubrics for testing the learners' spoken English while they have interactions with the chatbot tasks will be introduced.

BIODATA

Seong Yeub Chu is a teacher at Cheonho elementary school in Seoul. He is studying for a master's degree in elementary English education in Cheongju National University of Education and serving as a board member in KAPEE(Korea Association of Primary English Education) and KELTA(Korea English Language Testing Association). He has certificates of Python from the University of Michigan and TESOL part 1 from Arizona State University.

Engaging Multimodality for the Improvement of Korean University Students' Oral Presentation Skills

Judit Nagy & Matyas Banhegyi

(Károli Gáspár Univ. of the Reformed Church, Hungary & Budapest Business School Univ. of Applied Sciences, Hungary)

Based on a brief literature review, our talk at KATE 2017 discussed the most influential factors that impact the quality of Korean students' oral presentations. These include: general language proficiency (Lee 2009, Jeon 2005, Kim 2013); socio-cultural values and norms, educational practices and teaching methods different from those of the host culture (Liu 2001, Lee 2004, Shin 2005, Shin 2008, Lee 2009, Kim 2013); and specifics of the in-class learning environment (Tsui 1996, Singelis, Bond, Sharkey and Lai 1999, Kang 2005, Shin 2008, Lee 2009). Relying on the literature review and supported by the results of our qualitative case study, our talk at KATE 2018 highlighted 9 causes why Korean students underperform at oral presentation tasks and listed solutions available in the literature [Bell (2013), Bolster and Levrai (2013 and 2014), Durfee (2008), Edwards (2013), Hindley and Roberts (2013), Grussendorf (2007), Star (2005), Powell (2011)] and developed by the presenters themselves. As a follow-up to our 2019 Joint International Conference talk, this presentation focuses on the aspects that accommodate multimodal meaning construction as solutions to successful oral presentations. The most extensively used coping strategies recommended to Korean students include the use of prompts and speaking notes for delivering the presentation, anticipating and preparing for the audience's questions, as well as properly reacting to such queries. Regarding these strategies, our presentation will introduce a selection of practical tasks that have proved useful for the improvement of Korean students' oral presentation skills in the Hungarian tertiary setting.

BIODATA

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

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

Reading Motivation and Reading Proficiency of Vietnamese EFL College Learners: Does Reading Motivation Matter?

Linh Thao T. Nguyen
(Hanyang Univ.)

This study was designed to explore the underlying factors motivating EFL college students to read in English. The role of both L1 and L2 reading motivation in predicting L2 reading proficiency was also investigated. In addition, there was an examination of whether reading proficiency would have an impact on how learners demonstrated their reading motivation. With the participation of 293 Vietnamese college students, the major instrument used was an adapted version of the Motivation for Reading Questionnaire (MRQ) with semi-structured interview data as a supplementary source of interpretation. Statistical analysis provided a four-factor solution for motivation to read in English: intrinsic motivation, utility value, reading compliance and reading efficacy. The prominent predictors of L2 reading proficiency were identified to be L2 intrinsic motivation and utility value of L2 reading. The study also found that reading proficiency played a significant role in the formation of intrinsic motivation, utility value and a moderate role in reading compliance. Pedagogical findings are suggested for promoting L2 reading motivation.

BIODATA

Linh Thao T. Nguyen works as English language teacher at Vietnam Maritime University, Vietnam. She did her M.A. degree in Management of Language Learning at the University of Greenwich, London, UK. Currently, she is doing her Ph.D. at Hanyang University. Her research interests include EFL reading and writing, motivation, and critical pedagogy.

The Development of Analytic Assessment Criteria for University Students' Oral Presentations in the Foundation English Courses

Payupol Suthathothon
(Chiang Mai Univ., Vietnam)

This research objective is to develop analytic assessment criteria for more effective assessment of students' oral presentations of Foundation English IV, which includes 001204 (English for Health Sciences), 001205 (English for Science and Technology) and 001206 (English for Humanities and Social Sciences) courses at Chiang Mai University, Thailand. The sample was drawn from 22 groups of three students each who took one of the three courses. The instrument employed was the newly established analytic assessment criteria. The data was analyzed using the FACETS program. Based on the analysis of differences in each rater's score of each group's oral presentation, it was found that all raters' scores using analytic assessment criteria to grade each presentation were slightly different compared with the raters' scores using the previously established holistic assessment criteria. In terms of analysis of each minor category in both analytic and holistic assessment criteria, it was evident that the raters' scores of each category were not significantly different when following the analytic assessment criteria. It is therefore recommended that the experimental analytic assessment criteria should be partially adjusted and utilized extensively in evaluating students' oral presentations.

BIODATA

Payupol Suthathothon received his Master of Arts in TEFL. He is currently teaching English as Assistant Professor in Business Communication and Foundation English courses at Faculty of Humanities, Chiang Mai University, Thailand. His research interests include English for specific purposes, task-based language teaching and e-learning.

High School Students' and Teachers' Perceptions of an English Proficiency Test for Intermediate-Level Learners

Euijin Lim, Heesung Jun, Youngmi Lee, Yoo-Ree Chung, and Yong-Won Lee
(Seoul National Univ.)

The TEPS (Test of English Proficiency developed by Seoul National University) is a general-purpose English test designed to assess Korean EFL learners across a wide range of proficiency levels. An important strength of the test is its excellent discriminating power for advanced-level English language learners. However, needs analysis and test-taker feedback over the years have consistently pointed to a growing need for a localized test with good discriminating power among intermediate-level test takers. With this as a background, a series of research projects was undertaken to develop a new intermediate-level English proficiency test targeting secondary school students, civil service exam candidates, and job seekers in Korea. The main goals of the current presentation are: (a) provide brief descriptions of these studies and (b) discuss the results and findings from these studies. A tentative design framework was created for the new test based on domain and needs analyses, a Delphi study, and a review of existing language tests. Subsequently, a pilot test form was assembled and administered to over 1,000 high school and adult test takers. The test takers also completed a post-test survey questionnaire. We further conducted an expert survey of 30 English education/assessment experts and high school English teachers regarding their perceptions about the pilot test. In our presentation, we will focus on discussing the results of both the pilot test and post-test survey data analyses along with their implications, particularly in terms of the relevance and appropriateness of the test form for the targeted proficiency level of the test takers.

BIODATA

Euijin Lim is a senior researcher at the TEPS Center, Language Education Institute, Seoul National University, where she works on scoring and quantitative research for the TEPS and its family of tests. Her research interests are equating, item response theory, and generalizability theory.

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

Youngmi Lee is a principal researcher and head of the Test Research and Development Department at the TEPS Center, Language Education Institute, Seoul National University, where she works on the production and quality control of the TEPS and its family of tests.

Yoo-Ree Chung is a senior researcher at the TEPS Center, Seoul National University. She has earned a Ph.D. degree in applied linguistics at Iowa State University and recently taught courses in statistics for linguistics, Korean language assessment, and academic writing at Yonsei University. Her research interests include test validation and computer-assisted language testing.

Yong-Won Lee is a professor of English linguistics in the Department of English Language and Literature at Seoul National University. He is currently serving as Director of TEPS Center and Executive Director of TEPS Council. His research interests include multi-faceted analyses of writing and speaking assessments, diagnostic language assessment, and automated essay and speech evaluation.

Day 2 (July 3) - Session 4: Corpus / Cross-Cultural Communication

Zoom Room 4

Moderator: Hyung Chong Yoo (Dong-ah Institute of Media and Arts)

Time		Presentation Title and Presenter	Type
09:30 – 10:00 Discussant: Jiyoung Cho (The Catholic Univ. of Korea)		Lexical Diversity and Metadiscourse in TED Talks Eun Sun Kim (Hanyang Univ.)	ⒶⓀ
Discussant: Lelanie Basco (The Univ. of Suwon)	15:00 – 15:30	Language and Body Language: A Learner–Corpus Study Shin'ichiro Ishikawa (Kobe Univ., Japan)	Ⓐ
	15:30 – 16:00	Pedagogic Suggestions for Teaching Sight Translation to Student Interpreters Sulyoung Hong (Hankuk Univ. of Foreign Studies)	Ⓢ
	16:00 – 16:30	Question Clusters in Conversational English and Russian Classes in China: Students' Involvement into the Classroom Discussion and the Course Assignment Creation Igor Smerdov (Shijiazhuang Univ., China)	Ⓐ
	16:30 – 17:00	Development of Interactional Competence : Greetings and Topic Initiations Gee Young Song (HanKuk Univ. of Foreign Studies)	Ⓐ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Lexical Diversity and Metadiscourse in TED Talks

Eun Sun Kim
(Hanyang Univ.)

With the increasing use of EMI (English as a Medium of Instruction) at the tertiary level, EFL learners' comprehension skill to be able to understand lectures is equally becoming important as the teachers' language skills to deliver effective lectures. To this end, this study aims to investigate a number of lexical measures (e.g., Vocab Profile, Measure of Textual Lexical Diversity) and use of metadiscourse in TED Talks to provide pedagogical implications for helping L2 learners develop strategic competence in understanding lectures in English as a foreign or second language. While TED Talks are online academic lectures that are drawing more attention for its accessibility and topical variety, the study adopts a corpus-based approach in the analysis of TED Talks by drawing on computational tools (e.g., RANGE COCA-BNC 25000, AntConc, Coh-metrix). The results are expected to demonstrate how the range of lexis and metadiscourse may contribute to improving L2 learners' ability to deal with spoken texts in general and academic lectures in particular academic lectures.

BIODATA

Eun Sun Kim is Ph.D student of English Education, Hanyang University and can be reached via +82 10 2612 1289 and jamtta@gmail.com.

Language and Body Language: A Learner-Corpus Study

Shin'ichiro Ishikawa
(Kobe Univ., Japan)

Learners' L2 outputs are often evaluated in terms of complexity, accuracy, and fluency (Skehan, 1998). Among these three elements, fluency plays a particularly important role when non-native speakers communicate in English as a Lingua Franca (ELF), which puts an emphasis on intelligibility and smooth interaction. Thus, many studies have discussed how fluently learners with different L1 backgrounds and/or at different L2 proficiency levels speak (Ishikawa, 2020), but very few of them have paid due attention to another type of fluency, namely learners' effective use of body language. L2 English speakers, as well as L1 English speakers, communicate not only with verbal means but also with non-verbal means including gaze, posture, hand gestures, and varied body movements (Busa, 2015). Body language conveys much meaning in communication, and L2 speakers are expected to be sufficiently fluent not only in terms of their L2 use but also in terms of their body language use. However, the body language use of L2 English learners in Asia has not been wholly studied to date and much has remained ambiguous. Therefore, using the ICNLAE Spoken Dialogue, a newly compiled L2 English interview corpus (Ishikawa, 2019), which includes both transcripts and videos, the current study aims to clarify the relationship between two kinds of fluency seen in Asian learners' L2 speeches.

BIODATA

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

Pedagogic Suggestions for Teaching Sight Translation to Student Interpreters

Sulyoung Hong
(Hankuk Univ. of Foreign Studies)

This study set out to present a pedagogic model for teaching sight translation to student interpreters for enhancing their consecutive and simultaneous interpreting skills. The importance of sight translation cannot be overlooked in that it is not only an effective teaching method for interpretation training but also a form of professional interpreting frequently performed in the field. However, more often than not, sight translation at graduate schools of translation and interpretation is taught mainly in simultaneous interpretation classes only. Sight translation is an excellent tool for training students in text analysis and instant verbal linguistic transfer. Recommending that a balance should be struck for teaching sight translation for both consecutive interpreting and simultaneous interpreting, the current study suggests how to differentiate teaching for the two varying forms of interpretation. The pedagogic model mainly focuses on techniques of sentence segmentation, reformulation, extraction of sense, meaning unit identification, anti-interference, and linear and non-linear gazing.

BIODATA

Sulyoung Hong is adjunct professor of the Korean-English Department at Hankuk University of Foreign Studies' Graduate School of Interpretation & Translation. From March 2013 to Feb. 2017, she worked as assistant professor at Ewha Womans University Graduate School of Translation & Interpretation. She holds a master's and Ph.D. degree from HUFSS GSIT. Her current research focus is on T&I pedagogy, practice and qualitative research.

Question Clusters in Conversational English and Russian Classes in China: Students' Involvement into the Classroom Discussion and the Course Assignment Creation

Igor Smerdov
(Shijiazhuang Univ., China)

We discuss a localized model of teaching Oral English and Conversational Russian in the framework of the “local interpretation” of the teaching materials. The teaching framework is a synthesis of the two basic components: the well-known Western approaches such as the communicative language teaching, task-based language teaching (TBLT) and student-centered approach. The local contexts are based on Le’s “three I’s model of learning to teach - imitation-indigenization-innovation” (Le, 2004). The teacher’s speaking time is minimized due to the fact that the students are familiar with the topics, so the teacher just corrects pronunciation occasionally. Students talk more than 95 % of the class time as they get tasks familiar to them in everyday life, so they produce their own messages as “free as well as controlled production” (Ellis, 2005). The model is suitable for teaching Conversational English to students of different departments majoring in all subjects. We also use the same approach teaching Conversational Russian at the Russian Department, the teaching materials are translated into Russian by students. We describe the details of such localized teaching approach, provide examples of the indigenized teaching materials based on the students' daily life, analyze the benefits of this approach such as focus on local details, also disadvantages, e.g. difficulties of transferring the teaching materials within China. Conclusion: the more local materials are involved, the more chances to cause a class/group/pair discussion. The best questions are the “what” type of enquiries, and learners are easily involved into the question making and translation process.

BIODATA

Igor Smerdov. PhD in Philosophy since 2002. Taught Conversational English, Literature, Writing and Russian in Chinese universities since October 2002 and published a few books and articles on modern Chinese lifestyle and academic environment in Russian and English. Currently a foreign teacher of English and Russian at Shijiazhuang University, China.

Development of Interactional Competence : Greetings and Topic Initiations

Gee Young Song
(HanKuk Univ. of Foreign Studies)

This longitudinal study shows how six beginning level participants developed their interactional competence through interactions with their teacher and other participants over the period of eight months. The data was collected from the interactions in L2 English class and even before and after class where participants could talk more naturally. Using conversation analysis, how moment-by-moment changing greetings, topic initiations, reactive tokens and alignment occur are analyzed. The results show all the participants orient to such interactional practices in L2. I discuss the contribution of this study to assessing L2 interactional competence and pedagogical implications for teaching interaction practices in class.

BIODATA

Gee Young Song is a doctoral candidate in TESOL Department at HUFs. My interests include conversation analysis, interactional analysis and language teaching.

Day 2 (July 3) - Session 5: Teaching Grammar and Vocabulary

Zoom Room 5

Moderator: Do Hyung Ryu (Kookmin Univ.)

Time		Presentation Title and Presenter	Type
09:30 – 10:00 Discussant: Paul Roger Friesen (Korea Nazarene Univ.)		Implementing Teaching of Collocations in EFL Classes: A Corpus-Based Approach Using Original and Translated Literary Texts Geonha Kim (Pusan National Univ.)	Ⓐ
Discussant: Nahk Bohk Kim (Korea Nazarene Univ.)	15:00 – 15:30	The Effects of L2 Instructions on Improving Learners' Knowledge of Collocations: A Meta-Analysis Hansol Lee & NaRae Kim (Korea Military Academy)	Ⓞ
	15:30 – 16:00	A Corpus-Based Extraction of Technical Collocations in Coastal and Offshore Engineering Hong Anh Nguyen (Vietnam Maritime Univ., Vietnam)	Ⓢ
	16:00 – 16:30	What do English-language Animated Movies Teach us about Vocabulary Education? Min-Chang Sung & Kitaek Kim (Gyeongin National Univ. of Education & Seoul National Univ.)	Ⓐ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Implementing Teaching of Collocations in EFL Classes: A Corpus-based Approach Using Original and Translated Literary Texts

Geonha Kim
(Pusan National Univ.)

The aim of this research was to raise awareness of learning collocations in EFL classes. In contrast to most collocation studies, which focus on the semantic properties of collocational combinations and their distribution in certain contexts, this study attempted to determine its practical application in actual language classes. First, based on the premise that L1 transfer and the arbitrary nature of collocations are the main reasons EFL students struggle to learn collocations, this study adopted literary texts in which consistent story flow (story grammar) enabled learners to conceptualize the natural contexts of target collocations and authors' intentions when using them. Second, it utilized Antconc and COCA programs to enable nonnative EFL teachers to predict and assess student errors in the light of natural language use. This was later supported by the research results as the most crucial stage of teaching collocations, since, as part of the lexical approach, teachers provide repetitive and optimal exposure to collocations, enabling students to acquire and categorize them in their mental lexicons. Third, students' collocational acquisition was assessed using a recall and recognition test. Finally, students' cognitive and affective attitudes were evaluated using a survey test. By implementing collocational instruction and its results, I emphasize the need for repetitive exposure to collocations in a meaningful and consistent context, discuss the limitations, and provide further suggestions through quantitative and qualitative analyses based on professional experience.

BIODATA

Geonha Kim is a PhD student majoring in English Education (Minor, English Linguistics) at Pusan National University. She holds an MA and a BA (Minor, Psychology) in English Education from PNU. She teaches English in high school. Her research focuses on the development of literacy skills in multi-level EFL classes.

The Effects of L2 Instructions on Improving Learners' Knowledge of Collocations: A Meta-Analysis

Hansol Lee & NaRae Kim
(Korea Military Academy)

This presentation reports a meta-analysis about the effects of L2 instructions on improving learners' knowledge of collocations.

BIODATA

Hansol Lee is a professor of Korea Military Academy.

NaRae Kim is teaching at Korea Military Academy.

A Corpus-based extraction of Technical collocations in Coastal and Offshore Engineering

Hong Anh Nguyen
(Vietnam Maritime Univ., Vietnam)

This is a pilot study on developing a list of specialized collocations in English professional books to serve the English-Medium Instruction at VMU and the compilation of specialized dictionaries. The study collected specialized books in Coastal and Offshore engineering to build the specialized corpus. The collocation extraction started with the identification of keywords in Coastal and Offshore engineering, then identified their collocates within a ± 3 span. The extraction method combined a quantitative approach (calculating and comparing the frequency of occurrence for each keyword and collocation) and qualitative approach (analyzing syntactic structure and semantics) for every keyword and collocation. The final result displayed 21,760 collocations (2-5 words) of high frequency from the original 3.06-million-word corpus."

BIODATA

Hong Anh Nguyen is a lecturer of English at Vietnam Maritime University. She is attending the PhD. program of English language Education at Hanyang University, Seoul, Korea. Her major publications involve syllabus design, material development and corpus-based vocabulary research.

What do English-language Animated Movies Teach us about Vocabulary Education?

Min-Chang Sung & Kitaek Kim

(Gyeongin National Univ. of Education & Seoul National Univ.)

English-language animated movies such as *Frozen* and *Shrek* are popular among Korean primary students and thus have great potential as authentic educational materials for the EFL learners. In particular, the movies contain a variety of words and expressions that are appropriate to the learners in multiple aspects such as vocabulary levels, semantic transparency, and non-violent contents. Noting these benefits of English-language animated movies for vocabulary education, the present study seeks for less-discussed but important aspects of English vocabulary education that Korean primary students need. To this end, we built a corpus of 25 movie scripts from three international animated-movie producers and identified the 500 most frequent expressions in the corpus. When these frequent expressions were analyzed with reference to 800 primary-English words designated by the Korean national curriculum (MOE, 2015), we were able to find three directions for animated-movie-based vocabulary education: a) begin with students' usage experiences, b) highlight pragmatic functions, and c) teach lexical meanings. The findings lead us to suggest a few implications for English vocabulary education in primary schools.

BIODATA

Min-Chang Sung is an assistant professor at the Department of English Education, Gyeongin National University of Education, S. Korea. His teaching and research interests include second language acquisition, form-focused instruction, corpus linguistics, and AI-based chatbots.

Kitaek Kim is an associate professor at the Department of English Education, Seoul National University. His research interests include second language acquisition, heritage language acquisition, and L3 acquisition.

Day 2 (July 3) - Session 6: Second Language Acquisition / Culture

Zoom Room 6

Moderator: Hyebae Yoo (Incheon National Univ.)

Time		Presentation Title and Presenter	Type
09:30 – 10:00 Discussant: Taejoon Park (KICE)		Better Materials of Polysemy for Japanese Learners of English Maiko Kimura & Hiroko Arao (Mukogawa Women's Univ. & Mie Univ., Japan)	Ⓐ
Discussant: Hyunhee Cho (Daegu National Univ. of Education)	15:00 – 15:30	Evaluating the Impact of Human Genomics in English Literature Mi-Ryung Han (Incheon National Univ.)	ⒶⓀ
	15:30 – 16:00	Comparative and Adaptive Studies of a Written Text and a Video Text: Text Analysis and Video Analysis of Never Let Me Go Seunghyun Hwang (Incheon National Univ.)	Ⓐ
	16:00 – 16:30	Understanding of Viruses: Gene Therapy in Movies Jung-Yong Yeh (Incheon National Univ.)	ⒶⓀ
	16:30 – 17:00	Life in the Shadows: Loss and Posthuman Bildung in Kazuo Ishiguro's Never Let Me Go Nami Shin (Incheon National Univ.)	Ⓐ
	17:00 – 17:30	A Study on the Use of Biotechnology in English Literature Chae Kwan Jung (Incheon National Univ.)	Ⓐ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Better Materials of Polysemy for Japanese Learners of English

Maiko Kimura & Hiroko Arao
(Mukogawa Women's Univ. & Mie Univ., Japan)

One of the barriers for acquisition of English for Japanese learners is 'polysemy'. In this research, the authors focus on beginning level of learners to find out how they add new extra meanings to the polysemy they already learned. The key word is 'Mental Lexicon'. The result of a questionnaire is included in this research and proposal of the new method is shown.

BIODATA

Maiko Kimura teaches English at Mukogawa Women's University, Japan.

Hiroko Arao teaches English education at Mie University, Japan.

Evaluating the Impact of Human Genomics in English Literature

Mi-Ryung Han
(Incheon National Univ.)

Since the 19th century, genomic technologies including cloning, eugenics, and mutations have been appeared in many literary and cultural arts due to advances in science and technology. In particular, cloning, 'the artificial creation of a human being', has been an interesting topic for novels and films. A novel, 'Never let me go' is a 2005 dystopian science fiction by British author Kazuo Ishiguro, and the film was released in 2010. It is a dystopian tale about a society in the 1950's which created human clones in order to erase disease and extends the future lifespan of human past 100 years. Based on a scientific history of cloning, it was impossible to clone human being in the 1950's. In reality, therapeutic cloning is a commonly discussed type of human clone in order to conquer disease. As of November 2019, there is an active area of medical research for therapeutic cloning which would involve cloning cells from human, but is not started in medical practice anywhere in the world. Current study has evaluated the way how science fictions are oversimplified, unrealistic, and what are their bioethical issues.

BIODATA

Mi-Ryung Han received her PhD in Epidemiology from Vanderbilt University, USA. Her main research interests are modeling and analyzing genomics big data using bioinformatics algorithms. Her current research focuses on finding genetic alteration relevant to breast cancer, ovarian cancer, endometrial cancer, and psychiatric disorders.

Comparative and Adaptive Studies of a Written Text and a Video Text: Text Analysis and Video Analysis of Never Let Me Go

Seunghyun Hwang
(Incheon National Univ.)

Kazuo Ishiguro, Nobel Prize-winning British author, published *Never Let Me Go* (2005). *Time* magazine designated the fiction as the best novel of 2005 and one of the 100 best English-language novels. This well-known novel portrays the clones' stories of donating their organs to humans, which eventually resulted in their deaths. Based on this original story of biological technology and ethics, Mark Romanek directed a film adaptation in 2010. In this research, I will compare how these two different media with different texts deliver the basic story. I will analyze the written text of the fiction by utilizing text analytics then choose keywords pertaining to biotechnologies and life ethics as text analysis. These keywords will be selected through text analysis centering at the keyness of the fiction, or major themes. In comparison with this text analysis, on the written text I will analyze the screenplay and the video text with synaesthetic signs then choose the significant scenes connected to the keywords identified from the original fiction. Through this comparison, I aim to develop an adaptation theoretical perspective or approach to the visual text adaptation of the written text.

BIODATA

Seunghyun Hwang is an assistant professor in English Language and Literature at Incheon National University, South Korea. Since 2017, he has collaborated with the theatre company Two Moments. He earned his PhD in Theatre at The Ohio State University. His research interests are in British Renaissance theatre, Modern British and American theatre, and adaptation. His scholarly articles have appeared in various academic journals including *Canadian Review of American Studies*, *Womens' Studies: An inter-disciplinary journal*, and *American Studies in Scandinavia*.

Understanding of Viruses: Gene Therapy in Movies

Jung-Yong Yeh
(Incheon National Univ.)

Although the science of virology has evolved roughly in parallel with the art, e.g., cinema, since 1990s, the relationship between art and science remains inconsistent. This is particularly important in our time, because the public's perceptions and, accordingly, their reactions are significantly influenced by their view on scientific truth as presented by the media. Generally, virological subjects on the concept difficult to understand or specific nomenclature used in science can easily alienate nonspecialists although viruses seem to be a specialty that can offer cinema the required suspense. Apart from random biographies of virologists and retellings of stories about great viral infectious disease epidemics from the past, most films focus on the dangers presented by outbreaks of unknown viral agents that originate from acts of bioterrorism, from laboratory accidents, or even from space. Memories of great epidemics and continuously available information on new epidemics and dangerous viruses have embedded in the public a sense of awe about viral infection or virus, itself, a prerequisite for cinematic success. In this brief presentation, gene therapy biotechnology using genetically modified viruses in films will be reviewed and the various trends on gene therapy technology in films will be discussed.

BIODATA

Jung-Yong Yeh received his PhD in virology from Konkuk University, Seoul, South Korea. His main research interests include emerging and zoonotic infectious diseases. His current research focuses on the interface between microbial pathogenesis and the host cellular response.

Life in the shadows: Loss and Posthuman Bildung in Kazuo Ishiguro's *Never Let Me Go*

Nami Shin
(Incheon National Univ.)

The Bildungsroman has been understood as a genre about socialization. Coming-of-age tends to be seen as a process of social integration and assimilation. Through the process of Bildung, one becomes a member of a society or nation. Drawing upon the insights of critical discourse on the Bildungsroman, this paper examines how Kazuo Ishiguro's novel *Never Let Me Go* (2005) adopts and re-envision the genre in order to invite critical reflection upon the social and ethical implications of human cloning as a form of biotechnology that introduces cloned forms of life into society. By focusing on the narrative style of the novel's narrator, Kathy H., a clone figure that grows up to serve a carer and donor, I am particularly interested in the way the process of growth in *Never Let Me Go* is deeply informed by feelings of loss and social marginalization. More specifically, this paper will closely examine how the language Kathy uses in order to recollect and describe her childhood as a student at Hailsham aims to recuperate a sense of communal belonging that she increasingly loses once she leaves the place in order to become a carer.

BIODATA

Nami Shin received her PhD in English Literature from Rutgers University, US. Her main research interests include twentieth- and twenty-first century literature, narratives and theories of diaspora and migration, ethnic studies, postcolonial and globalization studies, science and culture, and memory studies.

A Study on the Use of Biotechnology in English Literature

Chae Kwan Jung
(Incheon National Univ.)

Both the realms of literary and cultural arts have had a long-spanning interaction with various forms of technologies in worlds both real and imagined. In particular, literature has served as a medium in predicting the future of society and introducing complex science and technology to the general public that would otherwise be difficult to understand. For instance, a group of Russian scientists, who have been influenced by the Russian philosopher and literary scholar Nikolai Fyodrv's transhumanism, could better concentrate on developing bio-artificial organ transplants and position Russia as pioneers in the global artificial organ industry. This example shows how literature can serve as both as a starting point and a catalyst towards creative inspiration. This study has attempted to compile a corpus of English literature accumulated over the past hundred years and examines the ways in which biotechnology has been described in English literature.

BIODATA

Chae Kwan Jung received his EdD in Applied Linguistics and English Language Teaching from Warwick University, UK and is Assistant Professor at the Department of English Language and Literature, Incheon National University, South Korea. His research interests include Corpus Linguistics, English for Specific Purposes, Material & Curriculum Development, Technology Assisted Language Learning, Language Testing, Computer Assisted Translation, and English Education in North and South Korea.

Day 2 (July 3) - Session 7: Miscellaneous

Korcharm Seminar Room 1 (Zoom Room 11)

Moderator: Junkyu Lee (Hankuk Univ. of Foreign Studies)

Time		Presentation Title and Presenter	Type
09:30 – 10:00 Discussant: Yonghyo Park (KICE)		The Effects on Learning Improvement through Smart Education System Jeong Im Seo (Cyber Hankuk Univ. of Foreign Studies)	ⓄⓀ
Discussant: Jiseon Park (KICE)	10:10 – 10:40	Tips for Pre-Service TOEIC Teachers Hwanho Lee (Cyber Hankuk Univ. of Foreign Studies)	ⓄⓀ
	10:40 – 11:10	Incorporating Flipped Homework into Multi-Modal FL class Misun Kim (Defense Language Institute Foreign Language Center, USA)	Ⓞ
Discussant: Soomi Han (Hallym Univ.)	11:10 – 11:40	Learning or Cheating? Proofreading in the Writing Center in the US Juhi Kim (Miami Univ., USA)	Ⓞ
	11:40 – 12:10	Anxiety and Motivation of English Conversation Students Paul Roger Friensen & Nahk Bohk Kim (Korea Nazarene Univ.)	Ⓐ

Ⓞ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

The Effects on Learning Improvement through Smart Education System

Jeong Im Seo

(Cyber Hankuk Univ. of Foreign Studies)

Originally, I tried to experiment with how the students' learning ability improved through the construction of a smart classroom and to present the results. However, due to the COVID-19, the 8-week video lessons make it impossible to experiment, so I will announce the effect of learning improvement when I have a chance later. Instead, I would like to introduce why you need a smart classroom and various tools to build a smart classroom.

BIODATA

Jeong Im Seo is a graduate student of TESOL Graduate school in Cyber Hankuk University of Foreign Studies, running private educational institution in Pyeongtaek that teaches English elementary and secondary students.

Tips for Pre-Service TOEIC Teachers

Hwanho Lee

(Cyber Hankuk Univ. of Foreign Studies)

In Korean society where English is not the native language, various tests are being conducted to verify English proficiency. TOEIC test is one of the most widely used in universities and enterprises. In this workshop, I will share the skills for TOEIC lectures, the overall understanding of the TOEIC test, the tendency of the TOEIC test, the approach and tips for each part, and the real story from TOEIC classroom. This session will be informative to especially those who have a plan to teach TOEIC in the near future or who have recently started TOEIC class.

BIODATA

Hwanho Lee is a graduate student of TESOL Graduate school in Cyber Hankuk University of Foreign Studies. He is presently teaching an Advanced TOEIC Class at YBM, Jong-ro, Seoul.

Incorporating Flipped Homework into Multi-Modal FL class

Misun Kim

(Defense Language Institute Foreign Language Center, USA)

Meaningful learning occurs when learners actively transform passive information to knowledge constructed and personalized with personal application and value. In order to promote meaningful learning, there should be a significant shift away from the typical teacher-centered instruction toward student-centered instruction. Flipped class is one of the effective pedagogical approaches which make this shift possible, because it is blended learning where the traditional instruction is flipped by moving the lectures outside the classroom, by shifting towards more student-centered learning, and by bringing more dynamic interactions into the classroom (Strayer, 2012). Flipped classroom provides students first exposure to the content of the lecture before class, so that students are prepared to participate in more interactive activities which engage students in higher-order thinking skills of Bloom's taxonomy such as problem-solving, analyzing, discussion and debates (Davies et al. 2013; Fulton 2012; Kim et al. 2014; Mayer 2002). As communicative technology enhances language learning environment conducive for active and interactive learning, nowadays it is easy to observe multi-modality operating in contemporary learning materials or textbooks—typography, visual still/moving image, written/spoken language, audio, graphs, media, and so on. In a flipped class, technology or multimodal resources are used to leverage, improve and create interest and learning. In order to make flipped class successful and to achieve participatory classroom atmosphere, homework should be multimodal to motivate students to let them complete homework and fully prepared for the class. My presentation will demonstrate how to effectively design and implement flipped homework in EFL/ESL situation and provide ideas on how to design and create multimodal language class by adopting flipped homework for different levels of EFL/ESL classes. Bloom, B.S. (Ed.) (1956) *Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain*. New York; Toronto: Longmans, Green. Kim MK, Kim SM, Khera O, Getman J (2014) The experience of three flipped classrooms in an urban university: an exploration of design principles. *Internet High Educ* 22:37–50 Davies RS, Dean D, Ball N (2013) Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educ Technol Res Dev* 61(4):563–580 Fulton K (2012) Upside down and inside out: flip your classroom to improve student learning. *Learn Lead Technol* 39(8):12–17 Mayer RE (2002) Rote versus meaningful learning. *Theory Pract* 41(4):226–232 Strayer JF (2012) How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learn Environ Res* 15:171–193

BIODATA

Misun Kim is currently working as an associate professor in Defense Language Institute Foreign Language Center, (Monterey, CA). I have earned both my Ph.D. degree in second language education (in 2010) and the TEFL certificate (in 2006) from the University of Arizona in Tucson. My doctorate dissertation focuses on reading strategy instruction for ESL learners.

Learning or Cheating? Proofreading in the Writing Center in the US

Juhi Kim
(Miami Univ., USA)

The writing center in the US has been focusing its instruction on the process-oriented collaboration via conversation. No proofreading during the tutorial in this light is one of the major policies that have represented the instructional philosophy of the writing center. However, the needs and concerns that the second language clients constantly bring to the Center about fixing the grammar errors in their writings have been in conflict with the Center's instructional philosophy that pursues the long-term development of the tutees' writing ability. The tension between the tutor and the tutee during the tutorial about the proofreading issue invoked the debate between proofreading and grammar instruction and the effectiveness of grammar instruction for L2 writers. In this regard, this study investigates how proofreading is enacted during the actual tutorial and how it is transformed into instruction in their talk-in-interactions during the writing tutorial. By examining their talk and interaction during the tutorial between the L1 tutor and the L2 tutee through turn-by-turn analysis, this study aims to shed light on L2 writers' writing practice in a one-to-one, face-to-face tutorial and develop an understanding of the contemporary writing center's pedagogy of writing instruction.

BIODATA

Juhi Kim received her Ph.D. in Foreign, Second and Multilingual Language Education in The Ohio State University and taught in Miami University in the US. Her research interests include discourse analysis, L2 interactional competence, CA-for-SLA, interlanguage pragmatics, second language writing and development.

Anxiety and Motivation of English Conversation Students

Paul Roger Friesen & Nahk Bohk Kim
(Korea Nazarene Univ.)

This study analyzes the challenges of motivating South Korean university students to participate in their English Conversation classes. This study aim is to determine the degree of students' anxiety and its effect on their motivation to learn English. This study consists of students of various majors taking English Conversation as a mandatory course for graduation at a South Korean university. Instruments used to analyze the participants are three-fold: surveys, interviews, and observations recorded by the instructor during class time. These tools will enable the documentation of responses creating a hypothesis issues for students' anxiety and lack of motivation, or higher drive to study language. One conclusion is students require more individualized attention based on their anxiety and perceived ability. Students will challenge their anxiety at the conclusion of the semester by teaching L1 in L2. Supervision will be provided by a Korean Professor and comprise 15% of their final grade.

BIODATA

Paul Roger Friesen, Korea Nazarene University, MA TESOL, Leadership PhD. Research interest focuses on Communication efficacy for ESL/ EFL students. 20 Years' experience at University level. A focus has been on basic elements of communication. Recent research reflects the 7AIQ dialogue framework for longer and more enjoyable language exchanges.

Nahk Bohk Kim, Associate Professor, Department of Flight Business English at Korea Nazarene University, is an author of numerous articles on chunks & chunking, corpus-based language teaching, and teaching of English collocations.

DAY 3

Day 3 (July 4) - Session 1: Teaching Methodologies

Zoom Room 1

Moderator: Youngmi Kim (Kyung Hee Univ.)

Time		Presentation Title and Presenter	Type
Discussant: Ji-Yung Jung (Sungkyun kwan Univ.)	09:30 – 10:00	Middle School Students' Perception on Using Drama in English Classroom Ha Jung Kim (Chosun Univ.)	Ⓐ
	10:00 – 10:30	Extensive Reading in EFL contexts: How Do EFL Learners Perceive Use of Extensive Reading in Korean University Classrooms? Ji Hye Kim (Dongguk Univ.)	ⒶⓀ
	10:30 – 11:00	Paradigm Shift in English Pronunciation Classes: From Native-like English Accent to English as a Lingua Franca Ehean Kim (Pennsylvania State Univ., USA)	Ⓢ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Middle School Students' Perception on Using Drama in English Classroom

Ha Jung Kim
(Chosun Univ.)

The purpose of this study was to investigate Korean middle school students' attitudes and satisfactions in American TV drama class. Four EFL students completed a likert scale questionnaire about attitudes toward and satisfaction with the American TV drama class. The drama class was planned to develop English 4 skills through authentic materials. The study results showed that the participants attended the drama class instruction three times during three weeks. An interview with all participants starting on March 12th was conducted by the questions about interest and participation in class. The study showed students' attitudes toward and satisfaction with drama class were positive. Furthermore, their satisfaction with the class was increased. First, students' attitudes toward American TV drama class were improved positively class by class. The study also found that the students improved interests, self-confidence, and a sense of accomplishment in English. The students also felt familiar with English language. The students were satisfied with American TV drama class enhanced the four skills. Also, it was becoming more and more increasing to take a class in students' effort and interest in each 4 skills. The study results from the questions and likert data enhancing English four skills. They also showed interest and active participation in taking the drama class. Based on the study findings pedagogical implications are suggested. The purpose of this study was to investigate Korean middle school students' attitudes and satisfactions in American TV drama class. Four EFL students completed a likert scale questionnaire about attitudes toward and satisfaction with the American TV drama class. The drama class was planned to develop English 4 skills through authentic materials. The study results showed that the participants attended the drama class instruction three times during three weeks. An interview with all participants starting on March 12th was conducted by the questions about interest and participation in class. The study showed students' attitudes toward and satisfaction with drama class were positive. Furthermore, their satisfaction with the class was increased. First, students' attitudes toward American TV drama class were improved positively class by class. The study also found that the students improved interests, self-confidence, and a sense of accomplishment in English. The students also felt familiar with English language. The students were satisfied with American TV drama class enhanced the four skills. Also, it was becoming more and more increasing to take a class in students' effort and interest in each 4 skills. The study results from the questions and likert data enhancing English four skills. They also showed interest and active participation in taking the drama class. Based on the study findings pedagogical implications are suggested.

BIODATA

Ha Jung Kim majored in English Language and Literature at Chosun University and received a master's degree in English education. She has gained experience as a teacher in secondary schools and is currently teaching General English at a university.

Extensive Reading in EFL contexts: How Do EFL Learners Perceive Use of Extensive Reading in Korean University Classrooms?

Ji Hye Kim
(Dongguk Univ.)

This study aims to explore EFL learners' perceptions toward extensive reading (ER) in EFL university contexts. Korean university students in an EFL context participated in a two-hour reading course for 15 weeks, which is based on an in-class ER approach. With analysis of collected data from individual interviews and a course evaluation questionnaire conducted at the end of the semester, the results of this study indicated that the students in ER classes positively perceived ER regardless of the fact whether or not they took the ER classes for the first time. In particular, those who experienced ER for the first time reported their enjoyment of an ER approach as a new way of learning English. In addition, most participants in this study were favorable toward the ER classes in terms of linguistic and affective domains. However, difficulties and suggestions emerged in the ER classes were also noted from the participants' responses. These findings of the present study suggest the value of incorporating ER into EFL contexts to EFL learners' perceptions.

BIODATA

Ji Hye Kim received her Ph.D. in English Education from Hanyang University and has been teaching in Dongguk University Gyeongju Campus since 2014.

Paradigm Shift in English Pronunciation Classes: From Native-like English Accent to English as a Lingua Franca

Ehean Kim

(Pennsylvania State Univ., USA)

This presentation aims to debunk English pronunciation myths which were made under traditional English native speakers' point of view and suggest alternative English pronunciation teaching strategies for English as a lingua franca. A couple of decades ago, native-like accent myth dominated English education which made L2 learners frustrated and damaged language learners' affectivity and confidence. Critical period or sensitive period was an insurmountable challenge for mastering English native-like pronunciation. English no longer uses only for inner and outer English speaking countries but uses among different L1 speakers as a lingua franca. Intelligibility and comprehensibility are more important than accentedness as the number of L2 English speakers outnumber that of L1 English native speakers. Regarding intelligibility, phonemes' functional loads are not the same, which means higher functional loads' mistakes made by L2 language learners need to be treated first in class (Catford, 1987). Furthermore, phonemes or segmentals are one of several cues that serve to identify words. The focus of English teaching should move from phoneme-level to word-level since phonemes are influenced by contexts such as stress, syllables, and the sounds that come after them. Yoshida (2016) argued that teaching individual sounds is not so important but "intonation, stress, prominence, and rhythm should be emphasized above all" (p.3). In addition, each phoneme has many variants even among native English speakers. These variations represent language speakers' identities as a tool of solidarity to their discourse communities, and they are used to manifest language learners' identities as well.

BIODATA

Ehean Kim is a teaching faculty in the Department of Spanish and Intensive English Communication Program at the Pennsylvania State University. He is also a graduate student studying Teaching English as a Second Language at the same university. His research interests include computer-assisted language learning, polyglots, language acquisition and multilingualism.

Day 3 (July 4) - Session 2: Language and Technology I

Zoom Room 2

Moderator: Hyun Jung Kim (Hankuk Univ. of Foreign Studies)

Time		Presentation Title and Presenter	Type
Discussant: Na Rae Kim (Korea Military Academy)	09:30 - 10:00	Teaching English Using Intelligent Technology Media Arum KaraMoi Kim (Cyber Hankuk Univ. of Foreign Studies)	Ⓐ
	10:00 - 10:30	The Use of Google Tools for Teaching of Converged Global Citizenship Education in Upper Grade L2 Elementary Learners Seon Ye Lee (Cyber Hankuk Univ. of Foreign Studies)	ⓈⓀ
	10:30 - 11:00	The Effects of Interactive Technology on Classroom Engagement in Remote Classrooms Young-Ju Ahn & Jaclyn Eichenberger (Cyber Hankuk Univ. of Foreign Studies & Harvard Univ., USA)	ⓈⓀ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Teaching English Using Intelligent Technology Media

Arum KaraMoi Kim

(Cyber Hankuk Univ. of Foreign Studies)

This study how education using intelligent media has an effect on improving academic achievement by making learners enjoyable. This study conducted learning using intelligent media in a four-week experiment. The evaluation of the definitional effectiveness was compared and analyzed for changes in interest in English classes. Based on the communication function-oriented sentence, the single experiment group conducted a lesson using intelligent media for each class in the deepening process. As a result of the study obtained through the experiment class, significant positive results were obtained in the SPSS T-test. This study showed an improvement in the learner's academic interests, so the English lessons using intelligent media increased the learner's interest in the English subject. Based on the results of these studies, future studies need to diversify the design of English lessons incorporating intelligent media and English education, and attempt to integrate the target ages in various ways.

BIODATA

Arum KaraMoi Kim is a MA TESOL at Cyber Hankuk University of Foreign Studies and Chief of Erin English HLC (Home Learning Center) at Osan. Her research interests include intelligent robot, media, and ICT.

The Use of Google Tools for Teaching of Converged Global Citizenship Education in Upper Grade L2 Elementary Learners

Seon Ye Lee
(Cyber Hankuk Univ. of Foreign Studies)

In the age of globalization, Global Citizenship Education, GCED, is the education designed to nurture talented people who can live together. Research is needed not only for the development of cognitive capabilities such as English communication skills, but also for the way of teaching English departments through non-cognitive learning integrated with GCED to lead learners to live together with the right values.

In this study, we proposed the way of teaching English Education for the senior elementary students with GCED by using Google Tools, and wanted to find out the way of effects that GCED integrated teachings have on the senior elementary students did in regards to affectiveness.

The results of GCED integrated teaching using Google Tools have had a positive impact among learners and increased their interest and confidence. Also, it showed that it had a positive influence on the cultivation of the world's citizens' awareness which is required to live together.

BIODATA

Seon Ye Lee completed her MA TESOL at Cyber Hankuk University of Foreign Studies. She has been teaching for 17 years and is interested in English Education, Global Citizenship Education and picture books.

The Effects of Interactive Technology on Classroom Engagement in Remote Classrooms

Young-Ju Ahn & Jaclyn Eichenberger

(Cyber Hankuk Univ. of Foreign Studies & Harvard Univ., USA)

In Asia, knowing how to speak English opens more career opportunities. Yet, the educational system is designed for reading/writing test prep and rote learning. ChatENG is a speaking-focused English education company that connects trained U.S. teachers to small groups of kids in Korea through remote instruction. Grounded in the latest research from Harvard which shows that dialogue-rich classrooms accelerate language development (Uccelli, 2016; Snow, 2005) and engaged students learn more effectively (Gallegos & Nakashima, 2018), the ChatENG model is primed for results. In a pilot study across 150+ classes, ChatENG trained teachers to deliver an original, discussion based curriculum using engaging educational technologies such as VR and 3D Images. Early results showed the efficacy of the program. On average, students mastered 88% of target vocabulary and sentence frameworks. Moreover, students enjoyed the program: 83% of students rated ChatENG more favorably than other English classes and all ChatENG students liked using tech to learn. ChatENG's unique dialogic methods and technology integration demonstrate the need to rethink traditional Confucian classrooms. Through ChatENG, Korean children were provided with a high-quality, speaking-focused solution that is hard to find anywhere else. Whereas most other language learning classes in Korea focus on reading and writing, or speaking in a limited capacity, ChatENG offered a holistic solution that builds self-efficacy and accelerates language skills. Through interactive and immersive technologies, ChatENG classes are engaging, online learning environment where students are encouraged to discuss and interact with their peers. While younger students learn best in small on-site groups, older, more experienced students can take their class fully online with no loss in learning efficacy. ChatENG is a US company and provides services to US public and private schools. All programs have been developed by current students and graduates of Harvard Graduate School of Education.

BIODATA

Young-Ju Ahn(Vivian) is a marketing director of ChatENG. She received the M.A. TESOL at Cyber Hankuk University of Foreign Studies. She was a learning guidance counselor at the Gyeonggi-do office of Education's Learning Clinic Center division.

Jaclyn Eichenberger is the Cofounder and Chief Content Officer of ChatENG. She has expertise in EFL and ESL teaching, edtech, and educational research. Jaclyn holds an Ed.M. in Language and Literacy from Harvard University and a B.A. in TESOL and Linguistics.

Day 3 (July 4) - Session 3: Language and Technology II

Zoom Room 3

Moderator: Hye-ryeong Hahn (Seowon Univ.)

Time		Presentation Title and Presenter	Type
Discussant: Hansol Lee (Korea Military Academy)	09:30 - 10:00	Adolescent EFL learners' Multimodal Composing Practices with Different Genres of Writing in an After-School Program Joohoon Kang (Sangmyung Univ.)	Ⓐ
	10:00 - 10:30	Research of Grammatical and Lexical Features from Middle School Students' Online English Writing Work and Awareness for Online Media Jimin Park (Hankuk Univ. of Foreign Studies)	Ⓢ
	10:30 - 11:00	A Study on Improving English Learning Motivation through Transmedia Do Hyung Ryu (Kookmin Univ.)	ⒶⓀ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Adolescent EFL learners' Multimodal Composing Practices with Different Genres of Writing in an After-school Program

Joohoon Kang
(Sangmyung Univ.)

Multimodality has recently attracted attention in the field of L2 literacy on account of a growing recognition of the significance of the multiple semiotic modes in communication and meaning-making. Yet, little research has been conducted to explore how adolescent English as a Foreign Language (EFL) learners engage in multimodal composing practices. Besides, despite the relative abundance of research on English Language Learners (ELLs)' narrative multimodal compositions, their argumentative multimodal composing practices have barely been examined. Hence, I conducted a research study to investigate the nature of adolescent EFL learners' multimodal composing practices with different genres of writing. Over one academic semester, I collected multiple sources of data. I employed a coding-oriented analysis for the data collected, drawing upon the inductive approach. Drawing upon the semiotic approach, I also conducted a multimodal text analysis for the students' multimodal videos and their storyboards. The present study demonstrated that the participants' perceptions of multimodal composing practices seemed positively reshaped and transformed, even though they encountered several difficulties while creating their multimodal products. Further, the researcher found that some participants showed the different processes of creating multimodal products, in terms of their topic selection/change, storyboard construction, and editing phase. The last finding of the study is that their use and orchestration of multiple semiotic modes seem to be determined and shaped by the creator, the audience, and the genre of writing. The present study has thus extended our understanding of adolescent L2 writers' multimodal composing practices, in particular in the EFL context.

BIODATA

Joohoon Kang has recently gained his Ph.D. in Foreign and Second Language Education at the Ohio State University. He is particularly interested in adolescent English language learners' multimodal literacy practices and their adaptive transfer of learning. He is currently teaching at Sangmyung University in Seoul, Korea.

Research of Grammatical and Lexical Features from Middle School Students' Online English Writing Work and Awareness for Online Media

Jimin Park

(Hankuk Univ. of Foreign Studies)

This study is to analyze online and offline English writing samples collected from 1st grade middle school students to investigate effectiveness of online media. And also analyze awareness for online media from participants. 119 middle school students participated in this study, and they were each given the task of writing a letter in English. In this study, two types of analyzing tool were used to elaborate analyze: teacher's marking and computational analyze. This study investigated grammatical features of language using the level of each article error, the type of article errors and 11 types of indices of Coh-Metrix. And this study investigated lexical features using 10 types of indices of Coh-Metrix. Specifically, the English writing text consisted of three levels classified by the level of students' errors when using articles to comprehend effectiveness of online media more definitely. A total of 119 English writing samples were collected from participants. And after finishing grading, finally 45 samples were collected from the online group and 46 samples were collected from the offline group. And this study examined different linguistic features of each student's writing pattern using 21 types of Coh-Metrix indices. Finally, this study identified what variables influence the success of online English writing from the perspective of each group of learners. The major findings of this study are: (1) The article errors level of the offline group were higher than the on-line group. However, there was no significant difference. The study also showed omission errors for articles were the most frequent of any errors. (2) The 4 types of grammatical features were shown more clearly when using offline media. (3) Variables related to learner characteristics, environments, instructors, learning activities and psychological support were more influential to the online group. To sum up, although learners aware of effectiveness of online tool related to aspects of technological and domain features, offline media is useful for achievement for grammar. Pedagogical implications for English writing education are discussed. Teachers should focus on learners' errors and consider the best way of teaching English accurately and properly. Considering the diverse variables related to English writing, teachers need to find methods to better harmonize classic materials and multimedia technology. In conclusion, pedagogical implications are provided on how to utilize classic and multimedia technology for effective English instruction.

BIODATA

Park Jimin received her Master degree in the Department of English Education from Hankuk University of Foreign Studies in Korea. In 2020, She starts her teaching career at a Korean middle school. Her research interest includes Multimedia-Assisted Language Learning.

A Study on Improving English Learning Motivation through Transmedia

Do Hyung Ryu
(Kookmin Univ.)

In parallel with our rapidly changing society and fast-growing technologies, the preferences and propensities of students show an infinite variety in learning as well as playing and doing hobbies. It is critical to understand the present young students better and to have totally new points of view about the teaching and learning process. It's not enough to make students participate in various activities and teach them based on fragmentary, learner-centered methods. The aspects of digital usage and cultural differences of young people in one society are multifaceted, and therefore pop culture media are mixed and activated in different ways. For example, the stories in literary works are expanded into comic books, webtoons, movies, TV dramas, YouTube videos and other media and, based on these, young people make and sing rap songs, musicals or exhibit related photographs in galleries. This way of activating, incorporating, amalgamating, converging communications between various multimedia and cultures found in digital media technologies, is called Transmedia. Transmedia, which is similar to, but not exactly the same concept as Crossmedia, reflects creative, progressive and advanced expanding worldviews and universal concepts related to cultural aspects, being beyond an OSMU(One Source Multi Use) approach, remaking popular contents through switching their genres. Students who are accustomed to recent digital worlds have different concentration abilities and fields and degrees of interest, enthusiasm, and significance; therefore, they are reluctant to be forced in educational settings. In the past, most students were patient and tended to endure linear and monotonous teaching customs regardless of their personal features and characteristics. Now, students should not be forced to learn according to the previous concept of learning, because, in Korea, they show demotivation in learning English. They know the importance of learning English in Korean society, but at the same time it is commonly found that most students lose their will and motivation for learning English, displaying a kind of learned helplessness. Therefore, the purpose of this study is to present a teaching method for improving English learning motivation using the transmedia approach.

BIODATA

Do Hyung Ryu is an associate professor of the College of General Education at Kookmin University. She also has taught English education at the Graduate School of Education. She teaches courses in methodology, materials development, and English through films. Her research interests are m-learning, technology-based language teaching, pragmatics, and literacy.

Day 3 (July 4) - Session 4: Language and Technology / Teacher Education

Zoom Room 4

Moderator: Yoon-kyoung Jo (Mokpo National Univ.)

Time		Presentation Title and Presenter	Type
Discussant: Youngjoo Seo (Pukyong National Univ.)	09:30 - 10:00	Suggestions for Classroom Activities Using Animated Movies in the Digital Era Yoon-Ah Rho (Kookmin Univ.)	ⒶⓀ
	10:00 - 10:30	Identities of Pre-Service Teachers of English Language Learners Se Jeong Yang (Bradley Univ., USA)	Ⓐ
	10:30 - 11:00	EFL? ESL?: The Role of English in a Multilingual and Multimodal Network Jin Kyeong Jung (Texas Tech Univ., USA)	ⓈⓀ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Suggestions for Classroom Activities Using Animated Movies in the Digital Era

Yoon-Ah Rho
(Kookmin Univ.)

The use of movies, especially animated movies, for EFL learning is nothing new. Research has shown that, as an English teaching material, animated movies offer authentic language and cultural input for students. In addition, the fantastic and imaginary elements and intriguing plots of animated movies can help stimulate student engagement in activities. However, to ensure successful learning, it is essential to adjust teaching materials to meet the needs of particular learners even when using the same animated movies. Current learners are so-called digital natives—individuals who were born and raised surrounded by various technological devices, and whose lives are strongly affected by them. Because of this close relationship with technology, digital natives think differently and have different learning styles than members of previous generations. Therefore, teaching materials that combine various media and technology devices (for example, smartphone apps, various websites, and YouTube video clips) rather than only using animated movies will more effectively immerse current learners in the learning process. This presentation suggests concrete classroom activities using animated movies for digital native students.

BIODATA

Rho, Yoon-Ah is an assistant professor at Kookmin University in South Korea. She has taught English for more than ten years at the college level. She is especially interested in teaching and learning English through media, such as movies, animated movies, and American TV dramas. She has delivered several presentations at international and national conferences addressing related themes. Dr. Rho has also delivered special lectures for teachers and pre-teachers in secondary school.

Identities of Pre-Service Teachers of English Language Learners

Se Jeong Yang
(Bradley Univ., USA)

As previous studies show, teaching experience is highly related to teacher identity in teacher development (Morgan, 2004; Pavlenko, 2003; Song, 2016). However, in teacher training programs, it is not easy to have diverse experiences outside of school practicums where settings for teaching English language learners could be limited (Warford & Reeves, 2003). In order to fill this gap, the current research provided pre-service teachers with teaching experiences online. The current study examined how online interactions with English language learners affect pre-service teachers' teacher identities and how identities can evolve through teaching experiences. Using a mixed-method approach (Creswell, 2003), the current study included 33 pre-service teachers—undergraduate-level students in a teacher education program. They participated in online blogging, and completed reflective diaries, interview data and questionnaires. Interesting findings include the online contexts helped the pre-service teachers develop their agency as teachers, which affected their views toward traditional and online teaching. The pre-service teachers exercised their teacher identity while developing teaching skills and critical thinking. This online teaching opportunity not only provided teaching English language experience but also learning cultural knowledge.

BIODATA

Se Jeong Yang is an assistant professor at Bradley University. She teaches TESOL methodologies and language development. Her research interests include CALL, language learners' identity, intercultural competence, teacher education, and telecollaboration. She is also interested in international partnerships and study abroad programs.

EFL? ESL?: The Role of English in a Multilingual and Multimodal Network

Jin Kyeong Jung
(Texas Tech Univ., USA)

In this digitally interconnected world, the boundary between EFL and ESL is blurred as many people communicate virtually across borders. This transnational, digital context calls attention to the complicated role of English in a global network where young people communicate across linguistic, cultural, and geographical differences. When they communicate in the transnational space, “language is no longer the carrier of all meaning” (Kress, 2000, p. 339) as they orchestrate meaning with multi-modes. This paper will explore the conference theme by examining Korean high school students’ language use in the networked context to understand the role of English and its implications for English language teaching. New Literacy Studies provides a holistic theoretical perspective for this study to promote an understanding of multiple language and literacy practices as socially and culturally situated (Street, 2003). Over one semester, a group of Korean high school students participated in a global online writing community for youth as an after-school English program. The students engaged in dynamic interactions and collaborations with one another through multimodal and multilingual writing beyond their local classrooms and communities. In this design-based study (Brown, 1992), multiple data sources (i.e., multimodal writing, videos that students created, interviews, survey, field notes, group chats) were gathered from the classroom and the online space. The results of qualitative analysis (Charmaz, 2014) highlight the importance of teaching and learning English in a connected environment with authentic audiences as the students used English as part of their linguistic repertoires.

BIODATA

Jin Kyeong Jung is an Assistant Professor of Language, Diversity & Literacy Studies at Texas Tech University. Dr. Jung received her Ph.D. in Literacy, Culture, and International Education from the University of Pennsylvania. Her research interests include digital literacies, education in global contexts, multilingual learners' language and literacy practices.

Day 3 (July 4) - Session 5: Teacher Education

Zoom Room 5

Moderator: Ji-Eun Kim (Catholic Kwandong Univ.)

Time		Presentation Title and Presenter	Type
Discussant: Hyona Park (Keimyung Univ.)	09:30 - 10:00	The Comparison Between Native and Non-Native English Teachers' Influence on English Speaking Anxiety of Middle School and University Students Yoon Joo Nam (Hankuk Univ. of Foreign Studies)	Ⓢ
	10:00 - 10:30	How to Start and Run Small Private English Institute Min Seon Roh (Cyber Hankuk Univ. of Foreign Studies)	Ⓢ
	10:30 - 11:00	Using Explicit Instruction to Teach the English Article System and Reference Representation Alice Yin Wa Chan (City Univ. of Hong Kong, China)	Ⓢ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

The Comparison Between Native and Non-Native English Teachers' Influence on English Speaking Anxiety of Middle School and University Students

Yoon Joo Nam

(Hankuk Univ. of Foreign Studies)

This present study is conducted to investigate native and non-native teachers' influence on students' English speaking anxiety. There were a lot of researches about students' perceptions and satisfactions on native and non-native teachers, but not many on their influence on students' English learning. Thus, the purpose of this study is to compare the English speaking anxiety of young teenage learners(middle school students) and adult learners(university students) and help them lower their speaking anxiety.

BIODATA

Yoon Joo Nam is currently studying English Education at Hankuk University of Foreign Studies Graduate School. Her current research interests are native & non-native teachers and English learning anxiety.

How to Start and Run Small Private English Institute

Min Sun Roh

(Cyber Hankuk Univ. of Foreign Studies)

I would like to introduce the starting of the tutoring center and the way the program is run for private and diplomatic camps that conduct classes in small groups with students. I would like to introduce how to utilize the program that is currently being used within the special curriculum of the tutoring center (small private English institute) and guide you on how to teach effectively.

BIODATA

Min Sun Roh is a graduate student of TESOL Graduate school in Cyber Hankuk University of Foreign Studies.

Using Explicit Instruction to Teach the English Article System and Reference Representation

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

This paper discusses the use of explicit instruction in the teaching of the English article system and reference representation. The difficulties that ESL/EFL learners often encounter in the use of English articles will be reviewed, and constructive ways to help learners solve their problems will be offered. It is observed that learners encounter problems not just in their choice of English articles in a certain context but also in their use of English articles for representing different references. Learner performance may also be deceptive, as accurate article selections may be led by inappropriate assumptions. In order to enhance learners' explicit knowledge of the English article system and to eradicate their misconceptions, explicit analyses using metalinguistic explanations should be introduced in an ESL/EFL classroom. The use of different structures for showing genericity, which is among one of the most prevalent learner problems, should be highlighted. Teachers should also draw learners' attention to the distinction between definiteness and specificity so as to eradicate their confusion between the two technical concepts. Not only should explicit instruction be used in class, but self-learning resources, such as learners' dictionaries, should also be used to supplement teaching and learning, especially when the judgements of noun countability is at issue. With enhanced awareness of the subtlety of the English article system, learners will be able to master English article use more competently.

BIODATA

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

Day 3 (July 4) - Session 6: Teaching Young Learners I

Zoom Room 6

Moderator: Nayoung Kwon (Konkuk Univ.)

Time		Presentation Title and Presenter	Type
Discussant: Eunsook Kwon (Keimyung Univ.)	09:30 - 10:00	Research on Various Group Activities for Higher Grader Elementary School Students Junglae Cho (Cyber Hankuk Univ. of Foreign Studies)	Ⓢ
	10:00 - 10:30	CLIL and EFL setting in Korean young learner Soo Hyun Jin (Cyber Hankuk Univ. of Foreign Studies)	Ⓢ
	10:30 - 11:00	Corpus Using Gamification in High School English Classroom Woo Ri Jeon (Cyber Hankuk Univ. of Foreign Studies)	ⒶⓀ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Research on Various Group Activities for Higher Grader Elementary School Students

Junglae Jo

(Cyber Hankuk Univ. of Foreign Studies)

This presentation reports the study on various group activities for 5th and 6th graders in an elementary school.

BIODATA

Junglae Jo completed his MA TESOL at Cyber Hankuk University of Foreign Studie and is teaching English at Yangseo Elementary School.

CLIL and EFL setting in Korean young learner

Soo Hyun Jin

(Cyber Hankuk Univ. of Foreign Studies)

CLIL is a term that is extensively used in Europe but it is often adopted far beyond Europe, too (for example Asia and South America). It has been described as the ‘ultimate communicative methodology’. Since late 1990, Korean researchers, teachers and teacher trainers tried to apply this approach to young learners at school. However, EFL context like Korea has been facing some limitations because CLIL is mostly about integrating second language not foreign language. Another problem is teaching time in target language. It is less than what learners need to have. Despite of these limited situations, CLIL teaching in EFL context should be carried on and its valuable methods would give meaningful communicative lessons and motivations to learners. In this research presentation, some practical and sustainable process of lesson will be introduced and it will be helpful for teachers and trainers in CLIL field in Korea.

BIODATA

Soo Hyun Jin has graduate TESOL Graduate school from Cyber Hankuk University of Foreign Studies last year and still been teaching EFL young learners in Korea.

Corpus Using Gamification in High School English Classroom

Woo Ri Jeon

(Cyber Hankuk Univ. of Foreign Studies)

This lesson was to teach pattern grammar, “have you ever + past participle” including data-driven learning Activities based on Lexical Approach. The lesson was inclined to teach skills of vocabulary, listening, speaking, writing, and grammar. The target students were the 24 first graders of high school who failed to meet the basic standards. The level of the lesson was generally recommended to teach 2nd graders of middle school. The target language was present perfect(Have you ever + past participle?). The corpus tools used in the lesson were Lextutor and Longman English to Korean Dictionary. The gamification tools used in the lesson were Quizlet and Padlet Dashboard. The students were seated depending on their levels and were supposed to cooperate to work better even though they are underachievement students. In the 10 minute pre-activities, students were able to listen to “have you ever+pp?” by watching a video clip on YouTube(a K-pop star group, EXO’s promotional video for tourism in S. Korea, “Have you ever?”) and to match the correct meanings and expressions of “have you ever+pp?” on YouTube by Quizlet Card Learning. In the 30 minute while-activities, students were able to learn “have you ever+pp?” by teacher explanation with PPT and work together to complete the sentences of “have you ever+pp?”, referring to the Lextutor and Longman English Korea Dictionary(DDL Activity) They were able to ask questions of “have you ever+pp?” to those in other groups.(Interview Activity) Then, they were able to post their works on the Padlet Dashboard and to write their friends’ experiences on the Padlet Dashboard. In the 5 minute post activity, students were able to match the correct meanings and expressions of “have you ever+pp?” by joining Quizlet Live Group Battle Game. Through the lesson, students were able to learn pattern grammar “have you ever + past participle?” having fun by doing data-driven learning activities based on Lexical Approach combined with gamification. In order to increase students' participation in learning and their learning efficiency, I think it’s good to have student-centered lessons that are incorporated with proper gamification and corpus tools if necessary.

BIODATA

Woori Jeon is a graduate student of TESOL Graduate school in Cyber Hankuk University of Foreign Studies, teaching high school students. Her lesson interests include teaching English grammar using Corpus combined with Gamification for underachievement students of 1st graders of High School.

Day 3 (July 4) - Session 7: Teaching Young Learners II

Zoom Room 7

Moderator: Dongkwang Shin (Gwangju National Univ. of Education)

Time		Presentation Title and Presenter	Type
Discussant: Shinhye Kim (Keimyung Univ.)	09:30 – 10:00	A Study of Elementary School Students' Literacy Improvement Using Wordclouds Ga Young Choi (Chuncheon National Univ. of Education)	ⒶⓀ
	10:00 – 10:30	Parents' Perceptions about Their Children's English Private Education Eun Ji Han & Kyung Ja Kim (Chosun Univ.)	ⒶⓀ
	10:30 – 11:00	Using Wordclouds for Elementary School Students: Its Effects in the Changes of Vocabulary and Affective Domains Kyeongo Seok (Chuncheon National Univ. of Education)	ⒶⓀ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

A Study of Elementary School Students' Literacy Improvement Using Wordclouds

Gayoung Choi
(Chuncheon National Univ. of Education)

The purpose of this research study is to explore literacy improvement of primary English learners using wordclouds. In order to answer this question, one Korean English teacher, One American English teacher, and 86 5th grade students participated in this research. The 86 students had read 3 stories which not only consists of English expressions and vocabularies appropriate for their level, but also includes written texts, visual elements and audio sounds based on online learning and digital devices. The 5th grade students were divided into two groups which are control and experimental group. The control group was learned new vocabulary and expressions through wordcloud activities and the experimental were taught with the traditional learning activities. Both pre/post English tests of vocabulary and expression as well as survey questionnaires on the affective domains were conducted to gather and analyze data. The results revealed that wordcloud activities helped the students to improve their literacy skills. To sum up, wordclouds activity can be suggested a way of multimodality learning in the 21st classroom.

BIODATA

Gayoung Choi is a teacher at Gangneung's Namsan Elementary School. She is studying for a Master's degree in English education at Chuncheon National University.

Parents' Perceptions about Their Children's English Private Education

Eun Ji Han & Kyung Ja Kim
(Chosun Univ.)

This presentation reports the results from a survey and interviews about parents' perceptions about their children's English private education.

BIODATA

Eun Ji Han is a PhD student of English education at Chosun University.

Kyung Ja Kim is a professor at Chosun University.

Using Word clouds for Elementary School Students: Its Effects in the Changes of Vocabulary and Affective Domains

Kyeongo Seok
(Chuncheon National Univ. of Education)

Word clouds activity is suggested as a way of multimodality learning in 21st classroom. Multimedia is more common in daily life, especially for students, however learning vocabulary has been adhered to traditional method based on printed text. As the need of new vocabulary learning, this study is to explore a way of learning vocabulary using Word Clouds and its effect in affective domains. This 8-week pilot study was conducted with 43 students in Gangwon Province. 4th year students were divided into two groups which are control and experiment group. The control group was learned necessary vocabulary for their level through Word clouds activities and the experiment group used the traditional method. Both pre-/post vocabulary tests, as well as survey questionnaires on the affective domains were implemented to gather and analyze data. The results showed that word cloud activities helped them to improve their vocabulary capacity. In addition, their responses on the questionnaire revealed that the learning vocabulary using word cloud enticed them to get deeply involved in learning and they developed self-confidence in learning the English language. This study suggests further the using of word clouds in English classroom, not only for learning vocabulary but also reading.

BIODATA

Kyeongo Seok is a team manager in research and development department of Hankuk University of Foreign Studies' Language Laboratory.

Day 3 (July 4) - Session 8: Miscellaneous III

Zoom Room 8

Moderator: Sun-Young Lee (Cyber Hankuk Univ. of Foreign Studies)

Time		Presentation Title and Presenter	Type
Discussant: Youngmi Kim (Kyung Hee Univ.)	09:30 - 10:00	Analysis of Note-taking Patterns and Learner's Perceptions of Note-taking in Academic Listening Sun Ha Park (Woongji Accounting and Tax College)	Ⓐ
	10:00 - 10:30	Using Pop Culture in the EFL classroom Ji-Hyun Lee (KooKmin Univ.)	ⒶⓀ
	10:30 - 11:00	Child's Learning English as a Foreign Language at Home Environment: A Case Study of a Korean Mother as Her Child's First English Teacher Jung Eun Kim (Chung-Ang Univ.)	ⓈⓀ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Analysis of Note-taking Patterns and Learner's Perceptions of Note-taking in Academic Listening

Sun Ha Park
(Woongji Accounting and Tax College)

This study explores college students' note-taking patterns and the student's perceptions of note-taking in academic English listening. Forty college freshmen students participated in the study. They took a 16-week academic English class and took notes three times: the fourth, ninth, and fourteenth weeks. The participants were divided into upper and lower groups according to the pre-English proficiency test, and their notes were analyzed by the following areas: the number of total words, the number of content words, the number of test questions answerable from the notes, the number of symbols and numbers, and the frequency of abbreviations. Each criterion was checked by repeated measure ANOVA. The results showed that there is a significant difference depending on the groups and time. During the interview, the students stated that note-taking was necessary for reviewing in academic English. However, even the students with high language proficiency felt that note-taking was really challenging due to the lack of time.

BIODATA

Sun Ha Park is an associate professor of Woongji Accounting and Tax College. Her research interests include listening strategy, English for academic purposes, vocabulary acquisition and comprehensive listening.

Using Pop Culture in the EFL classroom

Ji-Hyun Lee
(Kookmin Univ.)

This study investigated the effects of using popular culture to teach and learn English in the EFL classroom. Popular culture has a powerful influence on all of us. New media using 2.0 tools (e.g., social media, vlogs, and blogs) has made popular culture accessible to audiences who enjoy it. Post-millennials (a.k.a. Generation Z), who are often students in university classrooms, have grown up enjoying and consuming pop culture across multiple media channels. This generation is familiar with franchises like the Marvel Cinematic Universe and the Harry Potter series. They have autonomously researched these franchises in depth, which has turned them into information hunters and gatherers (Jenkins, 2003). An experiment was conducted focusing on these characteristics displayed by students learning English. Four franchises (MCU, the Twilight series, the Harry Potter series, and the Disney franchise) were used as materials. Prior to class, the teacher provided information about the franchises and asked students to research information on designated themes. During class, the students delivered presentations on the information they hunted down through multi-platforms such as Google, YouTube, vlogs, and articles. After the presentations, students read a text on the assigned themes and wrote down their opinions on the topic provided by the teacher. The students performed at a significantly higher level in reading and writing achievement post-tests than in the pre-tests. Moreover, a survey conducted after the experiment revealed that the students had increased confidence in their reading and writing activities.

BIODATA

Ji-Hyun Lee is currently an assistant professor in the department of General Education at Kookmin University. Her interests include teaching English using multimedia such as films, TV shows, and graphic novels.

Child's Learning English as a Foreign Language at Home Environment: A Case Study of a Korean Mother as Her Child's First English Teacher

Jung Eun Kim
(Chung-Ang Univ.)

Many people even younger children in Korea learn English and they want to improve their English skills. This English fever has been already known in other countries in that the phenomenon of highly interest in English learning even at home sometimes introduced in previous study (Hahm, 2009; Kang, 2014; Lan, Torr, and Degotardi, 2013). Child's English learning at home so called 'English learning taught by mother' was a big issue for about ten years among mothers who had a young child (Hahm, 2009). This study was aimed at investigating how Korean mothers help their child in learning English at an early age at home environment in an EFL setting. As a case study, a mother who had two daughters participated in this study and semi-structured interviews informal conversations, video recordings, and materials which were used by the mother such as storybooks, media, and textbooks for triangulation. According to its findings, the participated mother had a reason of her child's enjoyment of using English, and goal of reading books with lower grade level. To achieve this goal, the mother played roles as an experience provider, a resource provide, and a mediator and areas focusing on English learning at home were related to improve phonics and reading skills with phonics worksheets, story or picture books, and various online media. For English learning, she paid attention to filling out worksheets or reading books although other various activities did sometimes mainly due to time constraints.

BIODATA

Jung Eun Kim is in a Ph D program at English Education Department in Chung-Ang University. She had taught students at elementary and secondary levels almost ten years. With her teaching experiences, Kim got TESOL Masters' degree both Temple University in the U.S. and Hankuk University of Foreign Studies. Her interests are multilingualism, online learning, English learning for young children.

Day 3 (July 4) - Session 9: Miscellaneous IV

Zoom Room 9

Moderator: Yu-Jean Lee (Kangwon National Univ.)

Time		Presentation Title and Presenter	Type
Discussant: Min-Chang Sung (Gyeongin National Univ. of Education)	09:30 - 10:00	The Awareness Research of Private Education Instructors to Elementary School Students' 'Read Aloud'– Focused on the Brain Based Learning Nayul Kim (Cyber Hankuk Univ. of Foreign Studies)	Ⓢ
	10:00 - 10:30	How To Melt Clouds And Dance With The Moon Jerry Waxman (Hawai'i Department Of Education, USA)	Ⓐ
	10:30 - 11:00	Developing Teacher Identity through Experiences and Challenges of Non Native English Speaking EFL Teachers in South Korea Lindamulage Chaturi Nisansala Silva (Keimyung Univ.)	Ⓐ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

The Awareness Research of Private Education Instructors to Elementary School Students' 'Read Aloud' -Focused on the Brain Based Learning

Nayul Kim

(Cyber Hankuk Univ. of Foreign Studies)

The purpose of the study was to review the effect of read aloud known as one of the effective reading method and English private institution tutors' awareness to the elementary students' read aloud based on the brain based learning. The study also suggested several practical ways for the elementary students' integrated English ability improvement to read aloud based on the brain based learning. For the awareness research, we requested the survey to 105 Korean private tutors who are teaching English for elementary students including 45 graduated school of TESOL students of Cyber Hankuk University of Foreign Studies. The survey was categorized as three sections; the awareness of English education of elementary level, the awareness of read aloud, and the awareness of the correlation of read aloud and brain based learning. This study was different from the previous researches in that the study mainly focused on students' read aloud apart from teachers' read aloud. Furthermore, the study discussed read aloud focused on the perspective of the brain based learning as the scientific evidence. Practical tools or materials such as voice recording activities and online based read aloud programs can be used as blended learning to motivate students. And various reading methods in read aloud are needed including echo reading, pair reading, share reading, choral reading, and guided reading based on brain scientific evidence and brain based learning principles to achieve integrated English ability improvement for EFL elementary students.

BIODATA

Nayul Kim majored in TESOL from Graduate School of TESOL at Cyber Hankuk University of Foreign Studies, Korea.

How To Melt Clouds And Dance With The Moon

Jerry Waxman

(Hawai'i Department Of Education, USA)

"Speak with heart and people listen. Teach with heart and they learn." Are you willing to be a hero? With all the high-tech solutions these days, our students absolutely need human teachers more than ever. This hands-on, minds-on workshop involves a seven-step journey (perhaps a bit dangerous) to find the teacher in you while challenging some of our core concepts of education. When we release ourselves from conventional barriers, we are better able to guide our students to higher levels of achievement than most people have ever believed is possible. By workshop's end you will have the tools to experience the true rewards of teaching. You may even discover what it means to melt clouds and dance with the moon.

BIODATA

Jerry Waxman has used innovative teaching strategies to accelerate learning in ESL and other subjects in the U.S., South Korea, Japan, China, Thailand, and Israel. His TeachWithHeart.com website encourages teachers to actualize their own success and inner peace by teaching with heart.

Developing Teacher Identity through Experiences and Challenges of Non Native English Speaking EFL Teachers in South Korea

Lindamulage Chaturi Nisansala Silva
(Keimyung Univ.)

This research try to explore how experiences and challenges support to facilitate teachers' identities among the Non native English Speaking EFL teachers in TESOL program in south Korea. Now a days many EFL teachers studying TESOL program due to gain better understanding and teacher training in EFL context. My interest is to explore what challenges and experiences NNES EFL teachers gain from the TESOL program and how do teachers develop their identity during the program. In this research I try to address these research questions. 1: What experiences do Non native English Speaking EFL teachers perceived from the TESOL teacher training program? 2: What are the challenges face by NNES EFL teachers during the TESOL teaching training program? 3: How do NNES EFL pre service teachers from develop their teacher identity through experiences and challenges during the TESOL teacher training program? And for this research I will follow a qualitative research method and 4 EFL teachers will be the participants. All are female teachers and two EFL Korean teachers and two teachers from Philippine and Sri Lanka. In this study to gather data research tools will be used as interviews, observations and discussions.

BIODATA

Lindamulage Chaturi Nisansala Silva has successfully completed master's degree in English Education from Keimyung University. She is interested in Teacher Identity and Technology based teaching and motivation. She has worked as an English language teacher at a International school in Sri Lanka and worked as a volunteer teacher in South Korea.

Day 3 (July 4) - Session 10: Miscellaneous V

Zoom Room 10

Moderator: Jyi-yeon Yi (Chongshin Univ.)

Time		Presentation Title and Presenter	Type
Discussant: Youngmi Kim (Kyung Hee Univ.)	09:30 - 10:00	Korean L1 Children's Interlanguage in L2 English Verbal Inflection: An Error Analytic Perspective Sun Ja Lee & Mun-Hong Choe (Chonnam National Univ.)	Ⓢ
	10:00 - 10:30	Integrating Multiliteracies Practices Into Teacher Education: An Insider's View Tran Thi Hieu Thuy (Vietnam National Univ., Vietnam)	Ⓢ

Ⓢ= On-line Synchronous, Ⓐ= On-line Asynchronous, Ⓞ= Onsite, Ⓚ= Presentation in Korean

Korean L1 Children's Interlanguage in L2 English Verbal Inflection: An Error Analytic Perspective

Sun Ja Lee & Mun-Hong Choe
(Chonnam National Univ.)

This study investigated a Korean L1 child's developmental knowledge and use of English verbal inflection in the Korean EFL context where learning is based almost exclusively on input materials with little exposure to output and interaction opportunities. The emergence and development of the child's interlanguage were closely examined by analyzing the occurrences and frequency changes of (non-)target-like verb forms and their appropriateness in the given discourse context. Data were collected for 12 months from the child's uninstructed spontaneous compositions (average T-units per composition: 12.07) and analyzed across four time periods. Three coding schemes were developed in a largely inductive manner to classify accurate forms, inaccurate forms, and formally accurate but functionally inappropriate forms, respectively. The learner's characteristic error patterns and changes through time were discussed in comparison with the findings from the literature of English monolingual and ESL acquisition.

BIODATA

Sun Ja Lee is working at Chonnam National University, Korea.

Mun-Hong Choe is Associate Professor in the Department of English Education, Chonnam National University, Korea. His main academic interest is in Korean L1 learners' acquisition and processing of English morphosyntax.

Integrating Multiliteracies Practices Into Teacher Education: An Insider's View

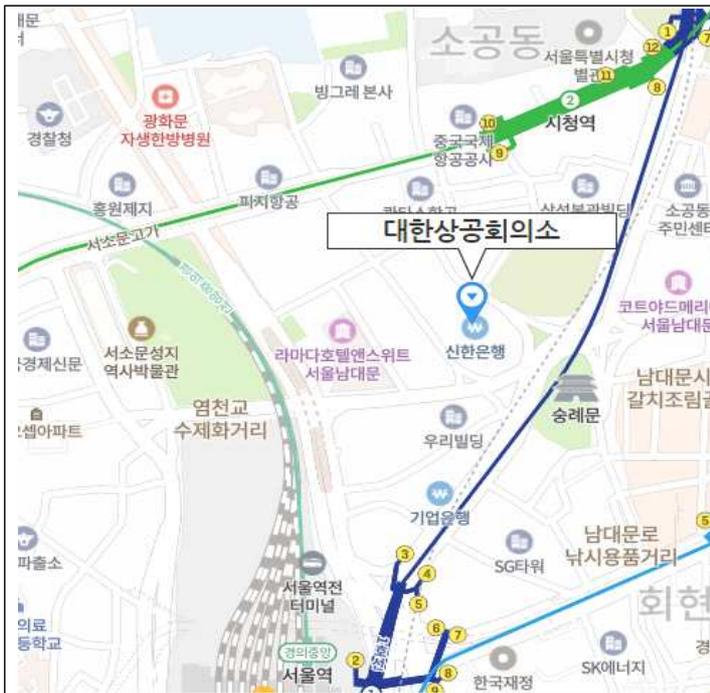
Tran Thi Hieu Thuy
(Vietnam National Univ., Vietnam)

The radical shift from page to screen (Kress, 2010, p. 6) has innovated the definition of literacy. While the experience of teaching and learning is intrinsically multisemiotic and multimodal, with various meaning-making resources like images, drawing, music and so on having long been of common use in the classroom, a new role in the hand of language teachers and teacher educators is that “we must work to develop a culture of possibilities that engage and build upon the new literacies that students bring with them to class daily” (Sanders & Albers, 2010). However, research has pointed out that a significant percentage of teachers remain unconfident about and underprepared for multiliteracies practices (Chandler, 2017; Coyle, Yanez & Verdu, 2010), and that systemic actions in initial teacher education should be taken to cultivate in would-be-teachers knowledge about multiliteracies and skills to teach multimodally. This paper looks into the possibility of incorporating multimodal practices in language teacher education at a university in Vietnam. It describes a multimodal lesson of the author in the course Introduction to English Language Teaching Methodology (Bachelor program) and maps lesson steps with four components of multiliteracies approach to education - situated practice, overt instruction, critical framing, and transformed practice (New London Group, 1996). Then, an informed evaluation of what has advantaged and disadvantaged the integration of multimodal pedagogies is made from the author's experience as a teacher educator when conducting this lesson. Implications for multimodal practices to be incorporated effectively in language teacher education in Vietnam are also discussed.

BIODATA

Tran Thi Hieu Thuy is a teacher trainer at University of Languages and International Studies – Vietnam National University. She is certified by the Educational Testing Service (USA) as its master trainer of Propell TOEIC Workshops. Her research interests include teacher education, integrated teaching, and multimodal analysis. She is working towards her Doctoral Degree in English Linguistics. She can be contacted via thuyth@vnu.edu.vn & tranhieuthuy@yahoo.com.

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