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The Third AILA East-Asia and 2016 ALAK-GETA Joint International Conference

*“ELT and Applied Linguistics in a Globalizing Asia:
Opportunities and Challenges”*

September 9-11, 2016

**International Conference Hall (Building 7) &
Auditorium (Building 4)
Honam University, Gwangju, KOREA**

Organized by

The Applied Linguistics Association of Korea
Global English Teachers Association

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Day 2 Program

Auditorium, Building 4 & Building 6, Sept. 10 (Sat.)

Plenary Sessions (Auditorium, Building 4)

10:30- 11:15	<p>Plenary Session I</p> <p style="text-align: center;">Daniel Perrin (Zurich University of Applied Sciences, Switzerland) <i>Applied Linguistics in a Globalizing World: The Case of Professional Writing and the Digital Literacy Shift</i></p> <p style="text-align: right;">Moderator: Jihyeon Jeon (Ewha Woman's University, Korea)</p>
11:15- 12:00	<p>Plenary Session II</p> <p style="text-align: center;">Hyukseung Kwon (Seoul National University, Korea) <i>Recent Trends of English Corpus Linguistics in Korea</i></p> <p style="text-align: right;">Moderator: Chae Kwan Jung (Korea Institute for Curriculum & Evaluation, Korea)</p>
17:10- 17:55	<p>Plenary Session III</p> <p style="text-align: center;">Gabriele Kasper (University of Hawaii at Manoa, USA) <i>The Social Life of Methods: Knowledge Production in Applied Linguistics</i></p> <p style="text-align: right;">Moderator: Jaemyung Goo (Gwangju National University of Education, Korea)</p>

Featured Sessions

14:00- 14:40	<p>Featured Session I (Room 6303, 3rd Floor, Building 6)</p> <p style="text-align: center;">Terauchi Hajime (Pres., JACET, Japan) <i>Applied Linguistics in Japan: Past, Present, and Future</i></p> <p style="text-align: right;">Moderator: Jangho Lee (Chung-Ang University, Korea)</p>
14:00- 14:40	<p>Featured Session II (Chinese Zone, 2nd Floor, Building 6)</p> <p style="text-align: center;">Jiangyu Zhang (CELEA, China) <i>The L3 Acquisition of English Psych Predicates in the L2 Chinese Context by Uyghur College Students</i></p> <p style="text-align: right;">Moderator: Yunjoo Park (Korea National Open University, Korea)</p>
14:00- 14:40	<p>Featured Session III (Room 6301, 3rd Floor, Building 6)</p> <p style="text-align: center;">Dararat Khampusaen (Thai TESOL, Thailand) <i>Raising Ethical and Moral Concerns on Plagiarism by EFL/ESL University Students</i></p> <p style="text-align: right;">Moderator: Sunhee Choi (Jeonju University, Korea)</p>

	<p>Featured Session IV (Room 6311, 3rd Floor, Building 6)</p> <p style="text-align: center;">Svetlana Strokova (FEELTA, Russia) <i>Cultural Education in Russia Through Authentic Signs and Notices</i></p> <p style="text-align: right;">Moderator: Eun Gyong Kim (KAIST, Korea)</p>
	<p>Featured Session V (Room 6312, 3rd Floor, Building 6)</p> <p style="text-align: center;">M. Zaim (TEFLIN, Indonesia) <i>An Integrated Model of Intensive and Extensive Reading in Teaching Reading for EFL University Students</i></p> <p style="text-align: right;">Moderator: Daehyeon Nam (UNIST, Korea)</p>
	<p>Featured Session VI (Auditorium, Building 4)</p> <p style="text-align: center;">Dongeun Lee (Pres., IAKLE, Korea) <i>A Discussion of Discourse Glossing in Korean Learners' Corpus [in Korean]</i></p> <p style="text-align: right;">Moderator: Young Yun (Honam University, Korea)</p>
	<p>Featured Session VII (English Zone, 2nd Floor, Building 6)</p> <p style="text-align: center;">Lyndsay Herron (Pres. KOTESOL, Korea) <i>Ten Tech Tools to Ease Teachers' Lives [Workshop]</i></p> <p style="text-align: right;">Moderator: David Shaffer (Chosun University, Korea)</p>

Roundtable (Auditorium, Building 4)

15:00-16:50	<p>Cross-cultural Communication: Opportunities and Challenges</p> <p>Daniel Perrin (Zurich University of Applied Sciences, Switzerland) Soo Im Lee (Ryukoku University, Japan) William Littlewood (Hong Kong Baptist University, Hong Kong) Mae-Ran Park (Pukyong National University, Korea)</p> <p style="text-align: right;">Moderator: Mae-Ran Park (Pukyong National University, Korea)</p>
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Featured Session 5**An Integrated Model of Intensive and Extensive Reading in Teaching Reading for EFL University Students****M. Zaim**

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The vast amount of information available on the internet makes Reading become more important than ever before. It is possible to say that reading is not a guarantee for someone success but success will be harder to come without becoming a skilled reader. Teaching Reading in EFL setting has always been problematic. This is due to the fact that most students have limited amount of vocabulary, limited opportunity to read, limited access to reading material for practice and low motivation to read. Meanwhile, most of Reading lessons resolved around reading passages and answering comprehension questions which looked more like testing Reading rather than teaching Reading. Moreover, most teachers were not concerned on promoting reading outside of the classroom as a means of practice and expect the students to be able to read without any difficulties. Fluency in Reading, as a matter of fact, is the result of thousands of hours of meaningful Reading. The problems mentioned above, lead the writer to develop a model that integrates intensive reading with extensive reading. The intensive reading is designed to teach reading skills and strategies which are needed to become skilled readers. The Extensive reading is designed as a means of practicing the skills and strategies that are taught in the classroom as well as to develop fluency, improve vocabulary and motivation to read. This paper will elaborate intensive reading, extensive reading and the integrated model of the two concepts as well as current practice and future possibilities.

Biographical Data

M. Zaim is a professor linguistics at Department of English Language Education, State University of Padang, Indonesia. He has done some researches on Linguistics and language Teaching on Minangkabau, Mentawai, Indonesian, and English language. He has presented some papers on some international conferences and seminars in South Korea, Malaysia, China, and Indonesia. His research interests are on linguistics, teaching methods and strategies, and assessment.