

Workshop & Plenary Speech

1) September 28(Fri.) Workshop

A. **Aleidine J. Moeller**(University of Nebraska-Lincoln) & Edith S. Greer(University of Nebraska-Lincoln)

Focus Learning with Can-Do Statements: The Power of Student Involvement in the Learning Process

Abstract: Too often learners are seen as subjects of assessment, not users of assessments. Learning targets, expressed in terms of Can-Do Statements provide an important venue for setting learning goals to provide language learners the opportunity to take responsibility for their own learning through the establishment of positive short-and long-term learning goals and to monitor their own learning experiences to ensure accomplishment of these goals. The NCSSFL/ACTFL Can-Do Statements consist of authentic functional language objectives that guide teachers and learners in the language learning process to ensure continual language and intercultural communication development. These Can-Do Statements assist learners in communicating and assessing what and how well they can function in the target language. Aligned with the ACTFL Proficiency Guidelines, learners are actively involved in self-assessment and self-reflection about their own learning ultimately aimed at developing self-regulation and self-efficacy. These Can-Do Statements provide a bridge between the instructional setting and the real-world application of the language learned. Participants will learn about these Can-Do Statements and experience first hand how to implement them to ensure continual language development.

B. **Paul Kei Matsuda** (Arizona State University)

Teaching Writing in Context

Abstract: In today's hyper literate global world, being able to speak multiple language is nothing special. What sets you apart is the ability to communicate effectively in a wide variety of personal, academic and professional contexts—using a wide variety of genres. Yet, the teaching of writing often continue to focus on preparations for writing tests—or grammar exams thinly disguised as writing tests—or a limited sets of classroom genres that has no use outside the classroom or exam contexts. The narrow focus on so-called “academic writing”—or five paragraph essays in response to decontextualized writing prompts—make writing dull for both students and teachers alike. In this workshop, I will discuss the problem of traditional, decontextualized writing prompts, and articulate simple ways to make writing more realistic, meaningful and engaging for both students and

teachers alike.

2) September 29(Sat.) Plenary Speech

A. **Paul Kei Matsuda** (Arizona State University)

The Ownership of Language and Foreign Language Education in the Global Era

Abstract: We live in the global era in which ideas and goods flow relatively freely across national boundaries. Yet, many of the modernist assumptions that were created in the 18th century continues to haunt us. The very term “foreign language” is a good example of how we implicitly embrace and reinscribe the outside status for our students who are learning languages that historically originated from far-away places. This keynote talk will question the ownership of language and its implication for so-called “foreign” language education. For this purpose, I will examine the rise of English as a global language and, despite the growing awareness of its spread and diversity, how it continues to be seen as the language that belongs to certain privileged groups of people. I will then discuss strategies for recognizing and negotiating language differences—strategies for language education in the global era.

B. **Aleidine J. Moeller** (University of Nebraska-Lincoln)

ACTFL--Preparing linguistically and culturally proficient learners for world citizenship

Abstract: Believing that language and communication are at the heart of the human experience, ACTFL provides vision, leadership and support for quality language teaching and learning. In order to improve and expand language learning at all levels of instruction, ACTFL has provided leadership in establishing standards for language teachers and learners and identified guiding principles that promote effective language learning. Successful efforts that ACTFL has assumed and led include advocacy, research, professional development, assessment, publications and annual conventions that attract thousands of language educators from around the world.

C. **Ja Won Lee**(Kookmin University)

Using the concept 'affinity space' to save foreign languages from dying

D. Featured Speech

1) **Paul Kei Matsuda** (Arizona State University): Developing a cutting edge research topic

Abstract: The real challenge for novice researchers (as well as experienced researchers) is finding a viable topic that is worth pursuing. In this presentation, I will share strategies for identifying a viable topic for research publication and how to develop it into a sustainable research program.

2) **Lindsay Herron**(President of KOTESOL): Cultivating cosmopolitan orientations in Korean university students: An initial foray

3) **李红印(Li Hongyin)**(북경대): 词汇知识的叙事表达与二语词汇教学