

Korea TESOL 2018  
National Conference

Saturday, May 12  
Kangnam University

# Crossing Borders:

## Korean ELT in the Modern World



Featuring:  
Barbara Hoskins Sakamoto  
(Author: Let's Go)

Dr. Kyung-sook Yeum  
(Sookmyung TESOL)





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## Schedules (at a glance)

### KOTESOL 2018 National Conference Schedule (Morning)

	308	309	310	311	408	409	410	411	
<b>9:00</b>	Registration / Orientation in the Lobby								
<b>10:00</b>	Mangarin + Cutilion: Teaching Research Effectively to HS Students	Gay: Research-Based Curriculum Development - The Process	Shewack: Eastern versus Western Thought and ESL	Breakfast with the SIGs: Meet KOTESOL's Special Interest Groups	Lee, M.: Fun & Practical English for Special Needs Students	Sato: The Case Study of MOOC for Japanese College Students	Le Goaziou: The Stepping Stones' Theory	Lange, Costley + Fanguy: Scaffolding, content complexity, and learning	
	Cheung + Ouyang: Entry Points: Problems, Pitfalls, and Solutions	Griffiths: Learner Autonomy in Teacher Training: New Possibilities	Takesu: Using media literacy to foster critical thinking			Bowyer: Recursive Conversations and L2 Oral Competence		Murdoch + Lim: Use of Korean Students' Given Names	
<b>11:00</b>	Plenary in the Main Hall (B108)								
<b>12:00</b>	Daejeon-Chungcheong Chapter Lunch	International Conference Committee Lunch	Lunch						

## KOTESOL 2018 National Conference Schedule (Afternoon)

	308	309	310	311	408	409	410	411
13:00	Walker: Skills for Publication Success	SPECIAL SESSION Scott Berlin: Developing Your Faculty	Kim: Language Learnability under Test Based English Teaching	Briggs: Machine Translation in the Classroom: Friend or Foe?	Labuschagne: Want More Student Participation? Give Them Time to Think!	Svoboda: M-cubed: Modern Mind Mapping	Warmington: Structures and Sausages	Dzurak: Public Speaking: Techniques and Tips
14:00	Shaffer: APA Styling	FEATURED SPEAKER Yeum, Kyungsook: Global Leadership in TESOL and the Pathways	Christensen: Dynamic Corrective Written Feedback	Rukusin Lee: Online Discussion Forums	SPECIAL SESSION Overbeek + Burton: Unemployment: Take Flight or Double Down?	Finley: Sharpen Your Students!	Johnson: ARPGs for Language Development	Aguiar: Socratic Debate in Conversation Class
15:00		Break	Break		Meet and Greet: Hagwons and More		Break	
15:30	Henderson: Using Playing Cards in the EFL Classroom	FEATURED WORKSHOP Barbara Hoskins Sakamoto + Michael Griffin: Mentoring without Borders	Arevalo: Errors in Students' Written Essays in Universities in Asia	Choi: Using the POD book to Motivate Students' Writing	Magnusson: Reusable Resources for Young Learner Classrooms	Tat + Ellis: Creating Global Citizens	Fusselman: The How and Why of Teaching Storytelling Structure	Breaux: Conversation-based Teaching
16:30	Breckenfeld: Utilizing Songs in the ELT Classroom	Lee, H.: Making Lessons More Real(ia)	Corks: Fixing Grammar Errors	INVITED SESSION Jung: Google Classroom: A paperless, limitless learning-platform	Q&A Panel: Hoskins Sakamoto, Magnusson + Burton Facilitator: Bryan Hale	Racy: Crossing Borders with Project-Based Learning	Naudé: In Search of Balance: Gender, Culture and Bureaucracy	Flores: Matching the Tasks and the Learners' Experience
17:30		Closing Ceremony in the Main Hall (B108)						
		Dinner/Socializing						

# Maps

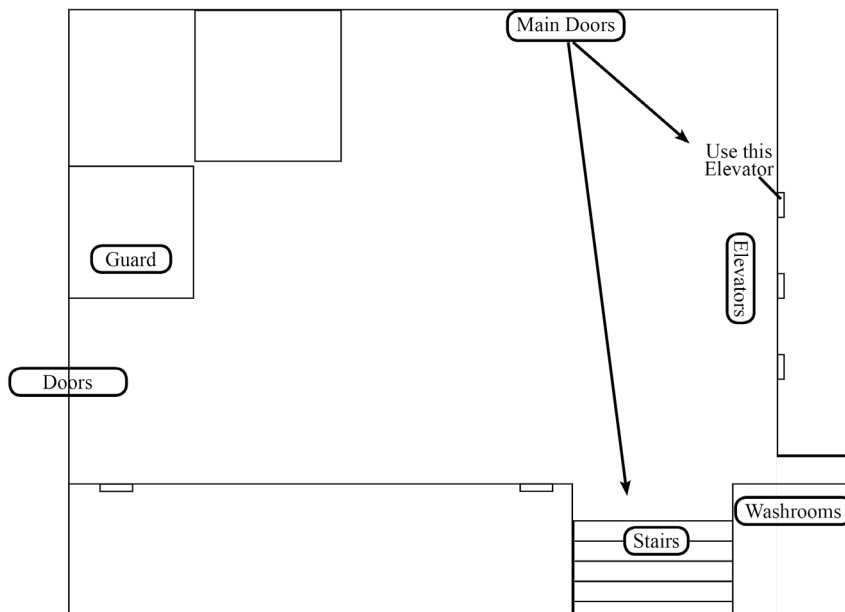
## Finding Us

Walk or drive straight up the hill from Kangnam University Subway Station. After going through the front gate, take the left fork. The conference is in the Shallum Kwan, the first building on your left.



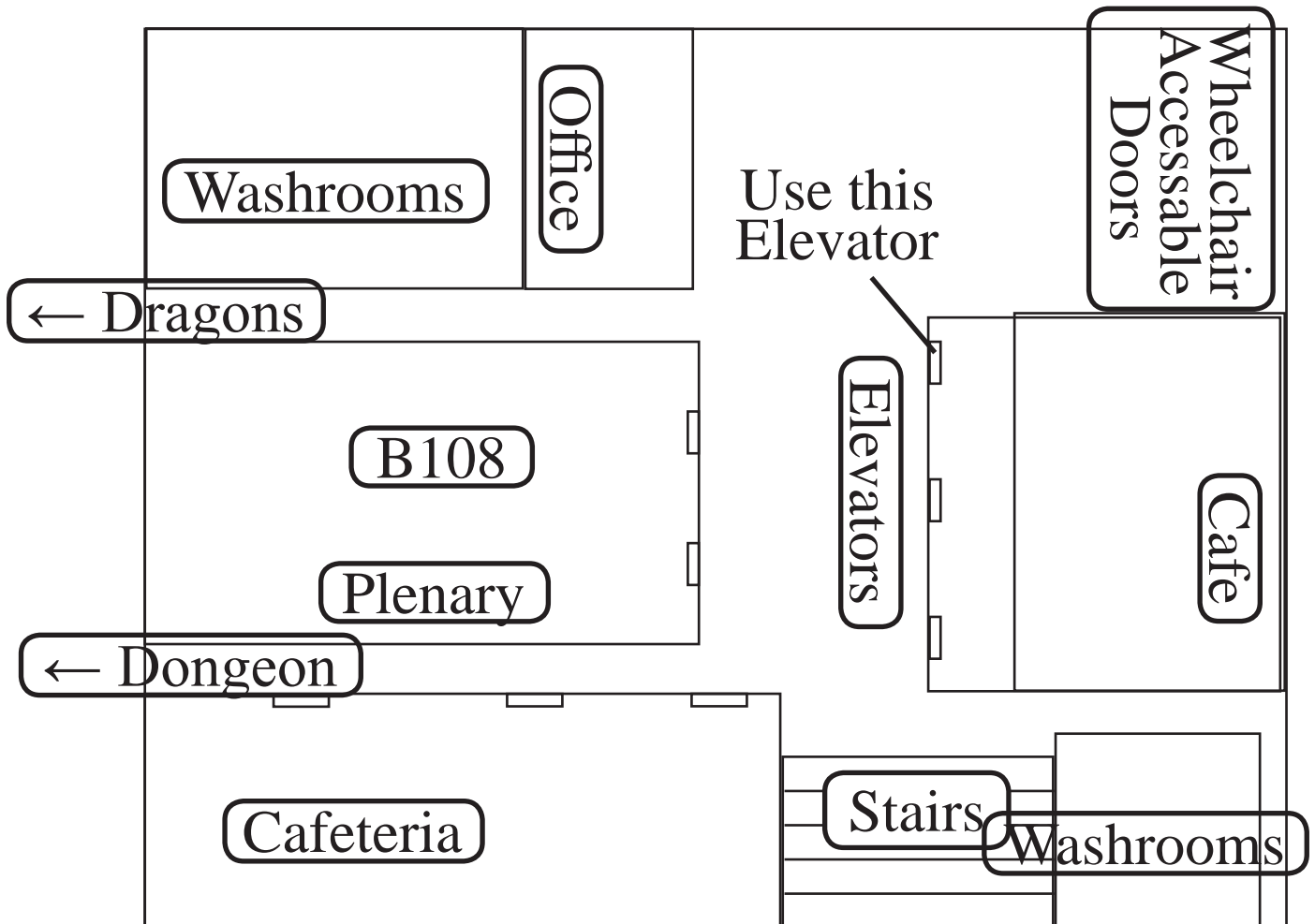
## Arriving at the venue (Lobby)

Go to the elevators or the stairs to get to B1, 3F or 4F



## Floor Maps

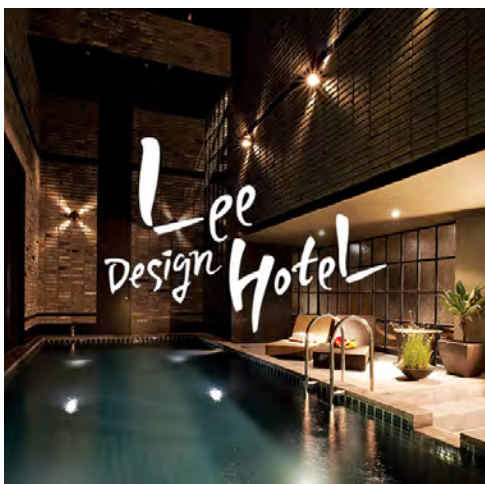
### Floor B1



### Looking for a place to stay?

The Lee Design Hotel is about a 10 minute drive (a couple of subway stops) from Kangnam University and if you

1. Say you are with KOTESOL conference in Kangnam university.
2. Book thru the phone call



They will give you

Free breakfast (normally 10,000won/person)

Cheaper rate

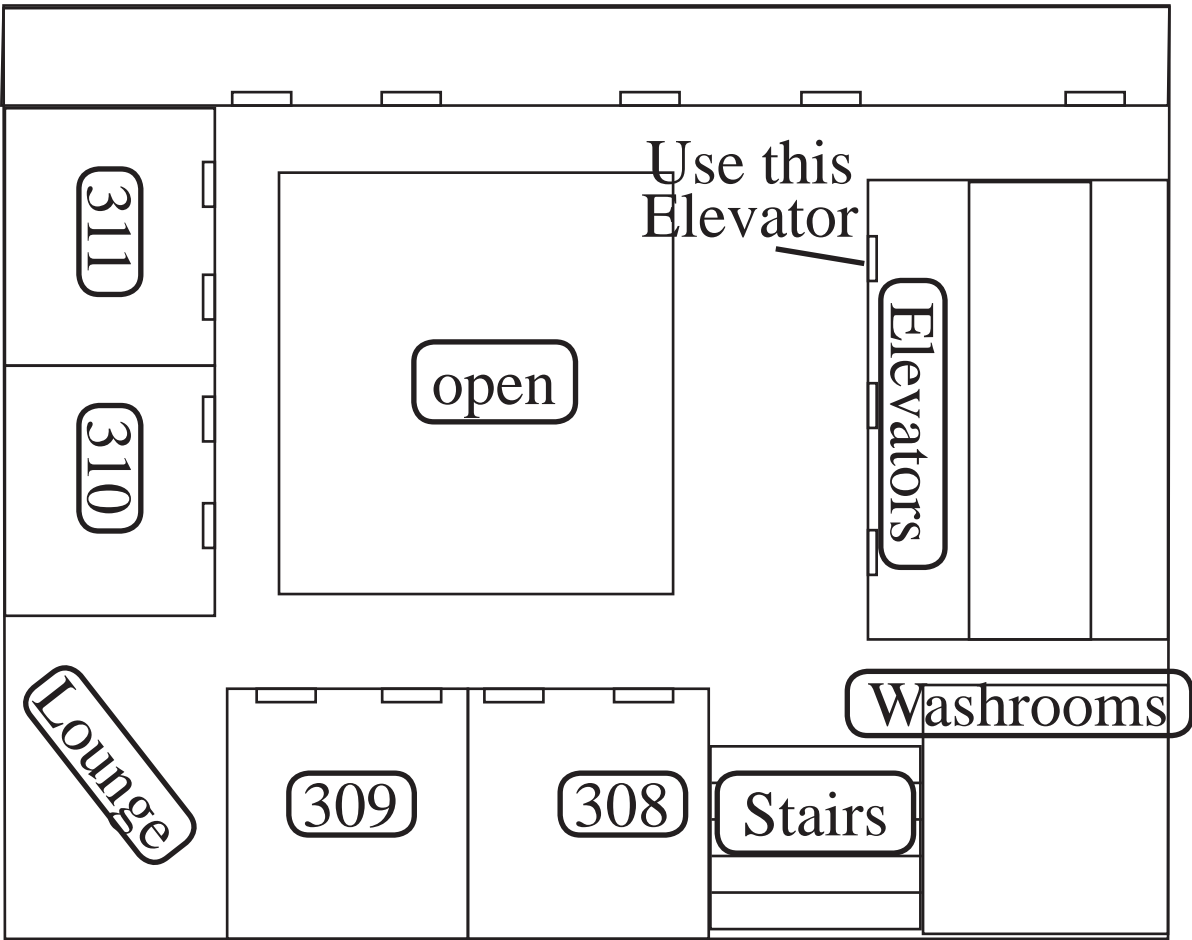
Standard double 77000won (vat. & breakfast included)

Standard twin 87000won (vat. & breakfast included)

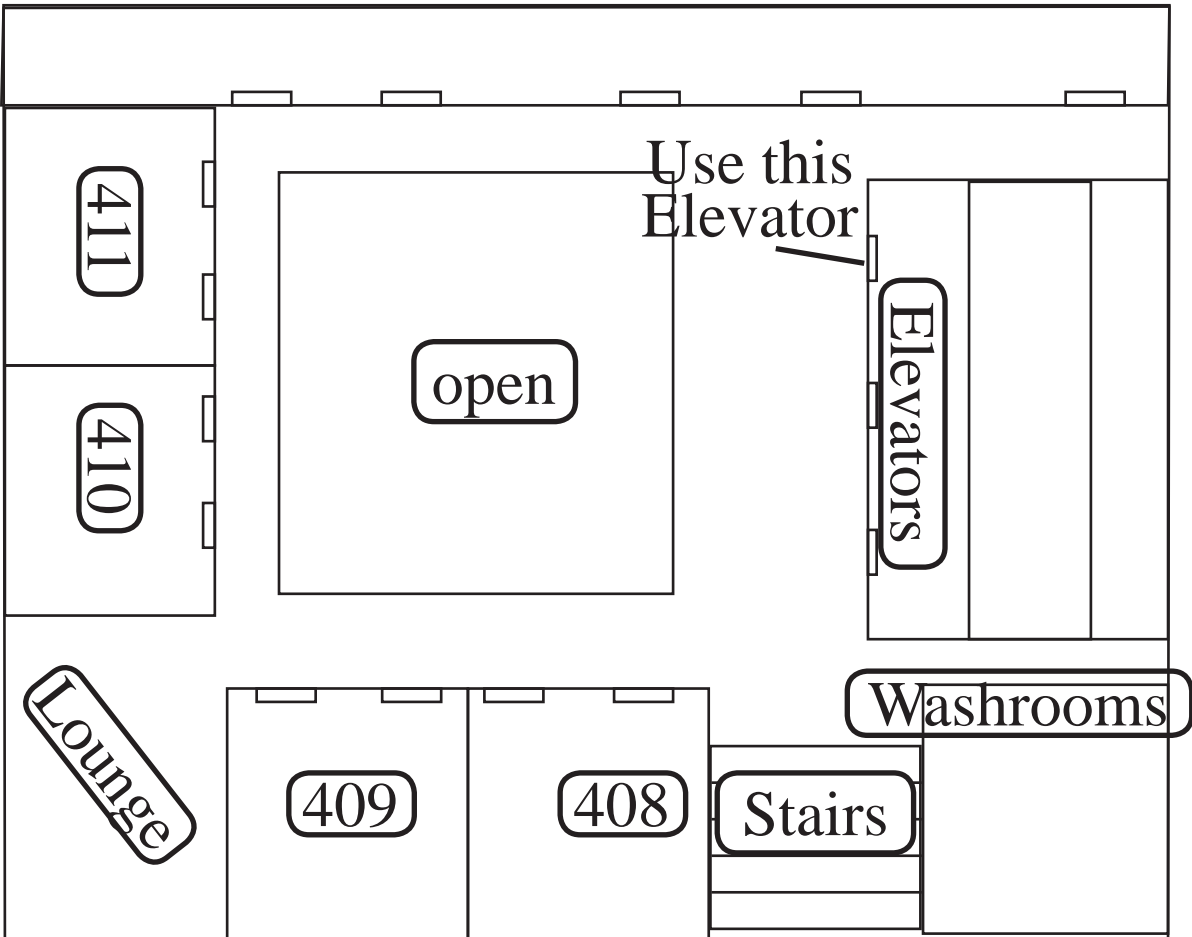
Premium double 88000won (vat. & breakfast included)

Premium twin 98000won (vat. & breakfast included)

3<sup>rd</sup> Floor



4<sup>th</sup> Floor





# Lunch Options

This map has several easy to locate restaurants that can be visited during the lunch break.

Optional: Pre-order Lunch

9:30 – 9:50am in room 310 (3<sup>rd</sup> floor)

\*Associates will be available to assist. KOTESOL NC committee cannot be held responsible for any issues concerning the ordering or receiving of that order.

All deliveries will be directed to the first floor lobby, with a designated sign. Please wait at that location at 12pm to receive your order.



## 2018 National Conference Committee

Conference Chair – Stewart Gray

Program – Michael Free

Registration – Roxy Lee

Treasurer – Phil Shrank

OP Liaison – Rob Dickey

Publicity – James Rush & Holly Harper

Website – John Phillips

Volunteer Coordinator – Holly Harper

Venue – David Kim

Catering – Park Dongsook

Conference Book – Martin Todd

With help from

Associate Manager – Inhye Kim

Technical Assistance – Mustafa Raed, Al Farook

student associates from Kangnam University, Luther University and Myeongji University

### **International Conference Committee Lunch.**

Are you enjoying your time at the KOTESOL National Conference? Are you interested in learning more about the upcoming International Conference? Then come and have lunch with the International Conference Committee (ICC).

The ICC is a group of KOTESOL members who donate their time and talents to organizing the international conference.

At the ICC lunch you will meet members of the ICC team, learn more about the conference planning process, share your ideas, find out how to get involved, and of course enjoy lunch.

## KOTESOL President's Message



Dr. David E. Shaffer

Korea TESOL President

Spring is a busy time for Korea TESOL – we have already had three chapter conferences and more than a dozen chapter and SIG face-to-face events this season. But the biggest spring event of all for Korea TESOL is our National Conference. This is our 13th annual national conference since they began in 2006. Why do we have a national conference, you may ask, since we have a big conference in the autumn, the international conference, which we have had since the beginnings of KOTESOL.

KOTESOL is an English language teachers' organization with professional development as a main focus: We can proudly say that "Teachers Helping Teachers" is our slogan. However, one weekend event in October, no matter how good, is not much for an organization to provide on a national level for its members, who are teachers 12 months of the year. Since our international conference is held in Seoul, the national conference was conceived as an event that would be held at different locations nationwide from year to year, making professional development more accessible to KOTESOL members.

Our conferences, of course, provide professional development (PD) through ELT presentations for attendees, but they also provide PD for the presenters, and for the members of the conference organizing committee. For attendees, do not merely sit attentively: engage. Ask questions of presenters. Participate in workshops. And network at every opportunity. For presenters, thank you for offering your knowledge and skills to your colleagues. Preparing a presentation is never easy – whether it is your first or 101st. And for our conference committee, thank you for your many hours, weeks, and months of planning for one day of seamless execution.

I think KOTESOL conferences are great. I have benefitted from them in so many ways, and from KOTESOL in general. If you think that you have also benefitted from KOTESOL as a member, I have a little challenge for you: the KOTESOL Pass-It-On Challenge. If you think being a KOTESOL member has been rewarding, pass on the word about KOTESOL to your colleagues and other teachers. The challenge is for each KOTESOL member to bring one new member to KOTESOL in 2018.

Have a wonderful conference day. I encourage you to engage, to enquire, to engross and enrich yourself. To energize yourself and to endear your role as an English language educator.



The KOTESOL  
Research Committee  
is proud to present the

2018 KOTESOL  
Research Grant  
Recipient Winners

Greg Thompson

Redesigning Forums to Promote Formative  
Assessment

Mikyong Lee

Achievement Goals and Foreign Language  
Performance Among High School Students

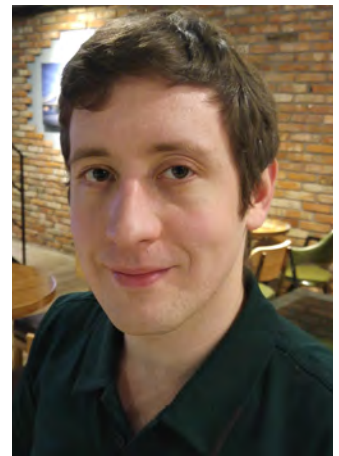
To apply for a 2019 KOTESOL Research Grant, visit

<http://koreatesol.org/research-comm>

## Welcome, one and all, to the 2018 KOTESOL National Conference!

We've been awfully fortunate in terms of presentation proposals this year, and have been able to put together a great range of workshops and presentations, both academic and practical. I'm sure the reader will be able to find something to inspire, whatever your area of interest.

This conference would not have been possible without the tireless efforts of the members of the KOTESOL Yongin chapter executive: Holly Harper (volunteer organization), James Rush (publicity), Roxy Lee (registration), Martin Todd (conference book), David Kim (venue), and Park Dongsook (catering). Without these fine folks creating, arranging and managing things, none of this would have been possible. I'm eternally grateful.



I would like to thank Michael Free for organizing the program and answering a million e-mails - his experience and patience have made all the difference in the world. Thanks also to Robert Dickey (OPP liaison), John Phillips (website), and Phil Schrank (treasurer).

Thanks, of course, to our gracious invited speakers for the day. Barbara Hoskins Sakamoto, generously here with us all the way from Japan, will be speaking on EFL material development, while Prof. Kyungsook Yeum, a long-time, invaluable supporter of KOTESOL, will be speaking on leadership in TESOL. Finally, thanks to all those who have agreed to give workshops and presentations today. I remain overwhelmed by the quality of proposals submitted – you're all brilliant!

Once again, it is my pleasure to welcome everyone. Thanks for coming, and enjoy your time!

Stewart Gray

Conference Chair

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## The KOTESOL Pass-It-On Challenge

Have you benefitted from KOTESOL? I know I have. KOTESOL has made me a better teacher, a better researcher, a better presenter and a better speaker, a better writer and editor, as well as a better leader, organizer, and administrator. Because I have benefitted so much from KOTESOL, I feel obliged to give back through volunteering my time for a variety of KOTESOL tasks (and through these tasks, I benefit even further). I am so happy that I became a KOTESOL member when I did.



I hope you are happy to be a KOTESOL member, too. If that is the case, I encourage you to **pass it on** – to pass on the word about the benefits to be gained from KOTESOL, to introduce to your ELT colleagues the advantages of membership in the KOTESOL community. Our challenge to each KOTESOL member is to bring one new member into our organization in 2018. Are you up to the challenge?

— David Shaffer, KOTESOL President

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## Welcome from the Program Chair

Michael Free

Kangwon National University



As the Program Chair it is my pleasure to welcome you all to the 2018 KOTESOL National Conference: Crossing Borders: Korean ELT in the Modern World!

Throughout the day, you will probably hear the words ‘border(s)’ and ‘crossing’ with some regularity. While acknowledging that conference themes are sometimes (often?) little more than marketing-oriented clichés, I quite like this one. Taken metaphorically, it can express a number of important things we do in our profession, be they daily tasks or occasional work. From a programming perspective, however, inviting presenters to ‘cross borders’ exacerbates the already difficult job of assessing submissions. That said, it is as exciting as it is challenging, and I believe today’s schedule provides plenty of opportunities to traverse some boundaries (or not) as you please: Our plenary speaker Barbara Hoskins Sakamoto discusses the perennial challenge of materials design, and our featured speaker Dr. Kyungsook Yeum provides what will doubtless be an insightful consideration of leadership. Survey the remainder of the program and you’ll find everything from using playing cards to addressing climate change; from sharpening your teacher skills, to sharpening those of your students!

As for the remainder of our title, “Korean ELT in the modern world,” I must say that reflecting on this has given me pause. There is much to be concerned with these days, even if we limit ourselves to Korea. The example that springs immediately to mind is the nation’s low birthrate, the effects of which are already being felt, and will impact Korean ELT tremendously in the coming years. This, coupled with the economy, has many humming the tune from *Should I Stay or Should I Go?* If that’s a question that is on your mind, don’t miss the team of Leonie Overbeek and Rhett Burton this afternoon. Of course, the modern world is not all doom and gloom! Several presentations and workshops today celebrate the positive aspects of ELT in Korea: there are the sessions on storytelling and roleplaying that look phenomenal, and Bryan Hale has put together a full day for hagwon teachers that includes an all-star panel! If you’re interested in leadership, in addition to Dr. Yeum, we have Scott Berlin (KOTESOL’s first President!), as well as Barbara Hoskins Sakamoto teaming up with the ubiquitous Michael Griffin. Or, if technology is your thing, you can begin your afternoon taking on machine translation and end it with a presentation on Google Classroom by Sung-yoon Jung!

In all, I think it’s going to be a great day! Before you turn the page, however, please allow me to take a moment to publically thank the vetting team, who volunteered their time and expertise to evaluating this year’s proposals. Without them, this conference could not have happened.

I hope this day allows you to grow professionally: getting new ideas and reconsidering well-worn points of view, exchanging ideas with colleagues, and reflecting on those borders you will, and will not, cross in the near and distant future, both inside your classrooms and out.

Wishing you all the best in your teacher travels,

Michael Free

## A message from KOTESOL's first president

Scott Berlin

American University of Kuwait



A warm welcome to all. I am very excited and honored to be attending the 2018 KOTESOL National Conference this year. For me, it feels like a journey home. My teaching career and connection with Korea TESOL began in Korea more than 25 years ago. At that time, I was a part of a group of young and energetic English teachers combining their ideas, efforts, and passions to form the Korea TESOL organization. At this year's conference, I do hope to see some old friends as well as meet many new members.

The conference theme this year is Crossing Borders. Having traveled to over 60 countries I have experienced many journeys across borders. More than this, being an English teacher has given me the opportunity to live and work abroad in Korea, Japan, and now Kuwait. These geographical borders create cultural challenges to teaching. However, the most important border teachers must cross now is the technological border that continues to change the tools and techniques we use for teaching, as well as the way students interact and learn the language.

Nowadays students are deeply rooted in using smartphones, apps, social media, and online content as their medium of learning. Teachers who are embracing these changes are finding creative ways of adapting through flipped classrooms, e-learning, social media, smart boards and other technologies. Our students were born into this digital revolution. As teachers and professionals we must learn to function in this new context and that means we must continually be crossing frontiers to the next generation of technology and students.

The KOTESOL national conference is a way for us to gather and share our skills and knowledge that will enhance the quality of our professional journeys. I sincerely look forward to sharing with all of you at the conference.

Sincerely

Scott Berlin



## Featured

### Plenary: Barbara Hoskins Sakamoto



#### Plenary Speaker

**KOTESOL 2018 National Conference**

**Director, International Teacher Development Institute**

**Co-author of Let's Go**

#### **“Designing EFL Materials that Work”**

Let's Go has the distinction of being the first EFL course book series for children, and of remaining one of the world's best-selling course books through four editions over 25+ years. As co-author, Barbara has seen trends come and go in materials design for young learners, but some fundamentals have withstood the test of time. She will talk about these in terms of guidelines that can help teachers create effective EFL materials, whether for children in their own classes or for children in classrooms around the world.

#### BIOGRAPHICAL SKETCH

Barbara Hoskins earned her secondary English teaching certificate and her MATESOL degree in the USA, and has taught English and ESL in the US, and EFL in Japan. An EFL teacher and teacher trainer since 1985, she has conducted workshops throughout Asia, the USA and Latin America.

Barbara's motto is 'Always try new things', so these days, when she's not teaching, writing, or giving workshops, she's exploring the potential of new technologies for collaboration and professional development. You can often find Barbara online working with teachers around the world as Program Director for International Teacher Development Institute (iTDi.pro) or on her award-winning blog, "Teaching Village."

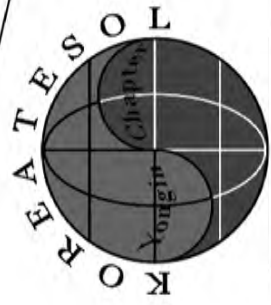
**Be sure to see Barbara Hoskins Sakamoto again at her FEATURED WORKSHOP at 15:30 and at the Q&A Panel at 16:30**



featuring  
**Leonie  
 Overbeek**

Come again next month  
 to  
 our annual Yongjin Chapter  
**Barbecue**

**FREE!**



**KOTESOL**

June 9th, 2018, Kangnam University  
 after our regular 1:30 workshop  
 All Welcome

## Dr. Kyungsook Yeum



**Featured Speaker**

**KOTESOL 2018 National Conference**

**Director, Sookmyung Women's University TESOL**

### **“Global Leadership in TESOL and the Pathways”**

Basically, this session will provide an opportunity for a reflection on the mindsets and universal competences required of current and potential TESOL leaders. What ideas are the most relevant, meaningful, and applicable to us in our role as leaders? What does it mean to become the educators and leaders in the ever changing TESOL field? How the idea of global leadership has evolved to help us to renew our commitment to the TESOL profession?

To begin with, I will introduce the Ecological leadership while relating a framework of the ecology of leadership in business to a conceptual ecology of TESOL leadership. It will help us as to envision TESOL's future directions while considering the big picture. With those bigger frameworks in mind, we will also see how the ideas of global leadership have evolved. Since cross-cultural understanding is the backbone of global leadership, relevant cross-cultural leadership ideas will be presented to help us to enhance our capacities to lead in any teaching contexts. A few TESOL leadership pathways will be also presented to show the diversity of global leadership and the roles.

#### **BIOGRAPHICAL SKETCH**

Dr. Kyungsook Yeum is the Director of SMU TESOL and the faculty of Sookmyung Women's University, Seoul, Korea. She has served on the TESOL Board of Directors, TESOL International Association, USA, 2015-2018. Dr. Yeum has an MA in TESOL from the University of Maryland. Her first PhD is in English Literature, and she is a University of Macquarie PhD candidate in Applied Linguistics with a concentration in Program Evaluation.

Dr. Yeum's leadership skills and understanding of the TESOL profession have been honed through her work as Chair of Program Administration Interest Session at TESOL International Association, National President of Korea TESOL, as Vice President of the Applied Linguistics Association of Korea (ALAK), and also as Conference Chair for the KOTESOL-hosted Pan-Asia Conference. Dr. Yeum has served as the Director and Administrative Professor responsible for the TESOL certificate programs at Sookmyung for 20 years. In the process, she has gained a deep understanding of the notion of program quality assurance and leadership.

**Be sure to see Dr. Kyungsook Yeum as the FEATURED SPEAKER on Global Leadership in TESOL and the Pathways at 1400.**



# DC CHAPTER COMING EVENTS



## LUNCH AT NATIONAL CONFERENCE!

Are you a member of the Daejeon-Chungcheong Chapter? Would you like to be? Have lunch on us!



## MAY WORKSHOP - 05.26

Presenters: Alex Grevett and Leonie Overbeek

Time: 12PM - 3PM.

Location: Daejeon International Center



## SUMMER PICNIC - 06.23

Time: 1PM to 5PM

Location: Daejeon Arboretum



## QUESTIONS?

Email us at [daejeon@kotesol.org](mailto:daejeon@kotesol.org)

# DAEJEON-CHUNGCHEONG CHAPTER

KOTEOL.ORG/DAEJEON  
FACEBOOK: KOTESOL.DAEJEON.CHUNGCHEONG

# Morning Sessions

## 10:00 ~ 11:00 Sessions

### Room 308

#### Teaching Research Effectively to High School Students

##### Rey Mangarin and Wendie Cutillon

Sto. Tomas NHS, DepEd Davao del Norte

This research study narrates the effectiveness and provides proof of how the Teaching of Research in English Language can be effective with the use of Project Based Learning and Journal Type Approach among junior and senior high school students in both public and private schools in Sto. Tomas, Davao del Norte, Philippines. Participants of the study were Grade 10 students of Science, Technology, and Engineering of public school namely Sto. Tomas National High School. Another participants of the same research teacher were Grade 11 and 12 students in a Catholic private school which is Maryknoll High School of Sto. Tomas, Inc. The Grade 10 students were doing scientific research, Grade 11 students were doing qualitative research, and Grade 12 students were doing quantitative research. Document analysis and phenomenology were used as designs in this research endeavor. In-depth interview, focus group discussions, and thematic analysis were observed in the collection and analysis of data. It was found out that students experienced research rules violation (plagiarism, fabrication and falsification of data,), difficulties in writing (grammar and mechanics, technical and creative writing), speaking (effective delivery of research reports and interview), and time management, and procrastination during the conduct and write-up of research studies. Further, self-fulfillment, pride and honor, language skills development, and sense of gratitude were experienced after Project Based Learning and Journal Type Approach were integrated in the class. Thus, it was shared by the participants how they have learnt to love research.

#### The Presenters

Rey Avila Mangarin is a Teacher I, research coordinator, and Mathematics Club Adviser of Sto. Tomas National High School. He has been teaching Values, Mathematics, Advanced Statistics, and Physics. He is a part-time research teacher in other schools.

Wendie D. Cutillon is a Teacher III, Reading Coordinator, and Senior High School Focal Person of Sto. Tomas National High School. She has been teaching English Language and Research.

#### Entry Points: Problems, Pitfalls, and Solutions

##### Allan Chu Lim Cheung and Charlotte Ouyang Quianfan

City University of Hong Kong and The University of Hong Kong

When considering lesson planning or syllabus design, L2 teachers often consider attempting various ways of delivering information tactfully in order to stimulate student engagement. The entry point approach, developed by Howard Gardner, suggests various pathways that can help learners develop an image of intensive learning goals as the “entering activity” to the study, which could also motivate L2 learners to engage in further in-class learning activities. However, the implementation of entry points in classroom poses potential problems especially when teachers encounter difficulties in involving every student in learning activities. Our goal for this presentation is to provide teachers with two parameters in designing entry point activities, namely, content and form; and also to

suggest teaching ideas based on Gardner's entry point approach, differentiated instruction, as well as previous experience. In this presentation, various student-centered activities as entry points into some general topic in EAP and tertiary-level English courses and creative ways to incorporate them into lesson plans will be introduced and categorized as examples for illustration.

### **The Presenters**

Allan Chu Lim Cheung is currently an Instructor at the City's ELC who teaches a variety of EAP and ESP courses. More recently, he received his MA in Language Studies at Hong Kong Baptist University where he completed his dissertation titled "What are Student and Teacher Perspectives on Motivation at an Undergraduate University in Hong Kong?" In his 9 years of teaching L2 learners, he has developed an interest in linguistics, applied linguistics, various argumentative writing approaches, EAP, and language and motivation. Allan's teaching philosophy mostly focuses on a student-centered learning approach though he tries to bring different teaching approaches that would best motivate his students. His current research interests include the usage of entry points, language and motivation, and sentence craft.

Charlotte Qianfan Ouyang is currently studying at the University of Hong Kong and will receive her award for Postgraduate Diploma in Education (PGDE) in Second Language Teaching. She studied her BA at Central South University of Technology and Forestry (Changsha, Hunan) as a French major. She received her post-graduate MA degree in Language Studies (English) at Hong Kong Baptist University and her interests include both theoretical linguistics and applied linguistics.

### **Room 309**

#### **Research-Based Curriculum Development - The Process**

##### **Sean Gay**

Kwansei Gakuin University

Research-based curriculum development is about utilizing research to implement pedagogically sound curricula with equally sound content. The development of curricula is, however a process. This presentation examines the role that research plays at each level of curriculum development. In addition, this presentation examines what type of research is needed at each phase of curriculum development and best practices for implementation. This begins with developing appropriate goals for the class. The choice of goals is the foundation of the syllabus. This leads to an informed decision-making process that allows the teacher to develop a sound class. However, the class requires a reflexive mechanism for continued development based on feedback. This presentation will examine a specific year-long example of action research designed to test this process. The presenter will give examples of how the process informed the research, and how the research helped develop a stronger understanding of how the process needed to function. The presenter will conclude with a model of research-based curriculum development that can be utilized in a broad range of teaching contexts. The model will offer over-arching principles that define research-based curriculum development, but it will also offer specific aspects which need to be addressed in most teaching contexts. Finally, the presenter will offer implications for this research and discuss plans for continuation of this research project.

##### **The Presenter**

Sean Gay is an Associate Lecturer of English at Kwansei Gakuin University in Sanda. He has a MS in TESOL and PhD in Health Services. His research interests include: research-based curriculum

development, disaster management, CLIL, identity in EFL, and critical thinking in EFL.

## **Learner Autonomy in Teacher Training: New Possibilities**

**Andrew Griffiths**

Daejeon Education Training Institute

The presentation will report on the presenter's introduction of a 'personal development time' for his trainee teachers during a six month in-service teacher training course run by the Korean government for public school teachers. Each trainee was given approximately 30% of their class time to freely develop any aspect of their English speaking they chose, with a small amount of facilitation and guidance from the trainer.

The aim of the project and the subsequent research was to allow the trainee teachers to enjoy full ownership over their learning and to explore how well they could adapt to and benefit from being autonomous learners. This was especially interesting in light of the extensive debates over the value of autonomous learning and the controversial question of whether autonomous learning is possible in the traditionally teacher-centered East Asian educational context. It was also a new challenge for the teacher to cross from a more traditional teacher-centered mode of teaching to one that was truly student-centered.

The research on the success of this project indicated that the trainee teachers benefited greatly from their 'personal development time'. As such, the presenter will argue that such the switch to autonomous learning can be seen as feasible in the local context of Korean adult education.

The presentation will also provide advice for teachers wishing to allow their students more autonomy in the classroom, and will discuss the challenges faced in implementing the project as well as the subsequent improvements used to counterbalance those issues.

### **The Presenter**

Andrew Griffiths is a teacher trainer for the Daejeon Education Training Institute, which is affiliated with the Daejeon Office of Education. He has been teaching for ten years and holds an MA in TESOL from the University of Nottingham (England).

## **Room 310**

### **Eastern versus Western Thought and ESL**

**Eric Lawrence Shewack**

Tohoku University Graduate School of International Cultural Studies

The research in this study sheds light on a fundamental difference between the way Confucian-rooted languages such as Korean view group relationships versus the way their Western counterparts choose between singular and plural pronouns. In Korean, this is primarily found in the "Wuli" and "Nae" dichotomy. Though these two words roughly translate to "our" and "my" respectively, the research conducted in this study finds that a clear English equivalent does not exist and there is a fuzzy line between plural and singular pronoun choice regardless of number count in Korean. Therefore, this

often results in Korean ESL students to produce seemingly plural utterances in English such as “our mother” while the student is fully aware of the literal singular number count. This differing cultural perspective can lead to unintentional semantic errors in English language production. This study tested the boundaries and extremities of pronoun choice on sixty-three native Korean speakers when asked to describe relationships with both human entities and institutions. The findings reveal that some relationships are extremely collocational with a particular pronoun while others are completely up to the speaker. Furthermore, many pronoun choices made by Koreans vary greatly compared to how English speakers would respond if the same question were posed in English. Through this research, key cultural differences in the perspective of self in Eastern and Western societies are revealed. These findings provide valuable insight as to how ESL teachers can understand and manage cultural interference in language-learning in the classroom.

### **The Presenter**

Eric Shewack is currently an English lecturer at Tohoku University in Sendai, Japan where he earned his Master’s Degree in Linguistics. Prior to arriving in Japan, Eric taught ESL in South Korea for five years in private and public schools.

### **Using media literacy to foster critical thinking**

#### **Asako Takaesu**

Soka University

In today’s increasingly IT dependent society, to avoid falling victim to harmful or misleading information, it is essential to develop media literacy. Media literacy has long been advocated and prescribed in North American and European primary and secondary education. This has been much less so in Japan, and as such, even academically advanced Japanese students have limited knowledge when dealing with news, and often exhibit gross naivety when dealing with various types of information. To combat this, a series of media literacy activities were conducted in a sophomore EAP course, and qualitative research was conducted to measure the results of the activities. The research indicates that most students’ perception of media and their attitude in coping with information underwent a remarkable transformation. This presentation will cover some activities used in class: determining the source and agenda of the sponsors, identifying propaganda tactics in advertisements and political speeches, as well as a poster presentation in which students compare different perspectives on the same issues. The presentation will then detail the results of these activities. By participating in effective awareness-raising activities, the research shows that students improved their critical thinking skills, and began examining news and information from a broader perspective. Finally, it concludes that conducting media literacy activities in college EAP classrooms not only enhances students’ reading and discussion skills, and expands vocabulary, but also deepens their critical thinking ability, a skill essential to survival in our information-laden society.

### **The Presenter**

Asako Takaesu is a lecturer at Soka University in Japan, where she teaches academic writing focused on global issues and practicum in MA TESOL program. Her professional interests include global issues, academic writing, reflective journal writing and use of news in EFL classroom.



Room 311

Breakfast with the SIGs:

Meet KOTESOL's Special Interest Groups

*Breakfast  
with  
KOTESOL SIGs*

HAVE BREAKFAST WITH YOUR KOTESOL  
SPECIAL INTEREST GROUPS!

*10AM: Room 311*

Christian Teachers	Multimedia & CALL	Reflective Practice	Research	Social Justice
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**Room 408****Fun & Practical English For Special Needs Students****Michael Lee**

EPIK / Daegu Dongbu Middle School

Special needs students require English that allow them to get around a world that either does not provide enough information, or if provided, they will need to know how to communicate and maximize their use of the ecology that provides for them. Symbols and pictures are used to communicate an action or request for these potential contributors to society. The skill to reciprocate communication is critical because English is increasingly incorporated into their L1 and becoming part of their mass media and culture.

In this workshop, teachers will work in small groups and use cards with expressions and phrases along side detailed but simple pictures to create verbal or written stories to each other, verbally give or show cards with context clues about a creature so it will be drawn by listeners, and play a kinesthetic board game that provides the directive “You must...” and act out the action requested on the selected card.

Storytelling using illustrated cards with key expressions and phrases allowed students to build their L2 vocabulary, created a dialogue by responding to questions from other students, and accessed prior knowledge of their L2 and build context in a sheltered environment for L2 learners who struggled with starting their stories. Drawing an imaginary creature from context clues allowed students to use their imagination and reduced the affective filter for students feeling pressure in verbalizing their L2 language. Kinesthetic learning using a board game communicated a request with motion and provided students a necessary alternative to seated work.

**The Presenter**

Michael Lee is an EPIK Conversational English Teacher at Daegu Dongbu M.S. Since 2008, he taught science in Kansas. He obtained his M.S. in 2016 from PSU in Pittsburg, KS. In 2006 & 2008, he earned his B.S. degrees at Kansas State University in Biology/Sociology & Secondary Education, respectively.

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**Room 409****The Case Study of MOOC for Japanese College Students****Yasuko Sato**

Niigata University of International and Information Studies

This study explores the effect of MOOCs (Massive Open Online Courses) as a method to enhance a student’s motivation and self-directed learning, and to help them acquire the key skills needed in order to succeed at Niigata University of International and Information Studies or overseas universities. We offered a course of MOOCs to freshmen majoring in International Studies at NUIS: “A Beginner's Guide to Writing in English for University Study” at the University of Reading. This course constitutes one of the six MOOCs’ platforms (Yamada, 2014) offered by Future Learn (FL).

FL is a digital education provider launched in December 2012, owned by the Open University in Milton Keynes, UK.

In the required course, the first-year students can learn introductory reading and writing, as well as basic grammar. One MOOC, selected especially by the presenter, was assigned to them as a five-week self-study course during spring break in 2016 & 2017. The aim of this MOOC is to improve fundamental academic skills for EFL students such as reading, writing, and listening, who are planning to enter or transfer to foreign universities. Finally, the presenter is going to show the positive results of a survey and the students' feedback after they have completed a MOOC, and share with attendees how to make the most effective use of MOOCs to EFL courses in Korea as well as Japan.

### **The Presenter**

Ms. Yasuko Sato is currently a lecturer of Faculty of International and Information Studies at Niigata University of International and Information Studies. She has been coordinated Basic English Courses since the new faculty launched at NUIS in 2014. Ms. Sato was educated at Tsuda College in Tokyo, Japan and graduated with a Bachelor's degree in English Literature. After working at high school as a teacher of English for three years in Tokyo, she was educated at Central Washington University in WA, USA, and received a MA degree in TESL&TEFL, while being granted with a scholarship. She used to work at high school and universities as a full-time and part-time lecturer of English language for more than 20 years. Ms. Sato has done some awarded research in teaching of EFL, CALL, MOOCs, and applied linguistics for Japanese University.

## **Recursive Conversations and L2 Oral Competence**

### **David Scott Bowyer**

Nagoya University of Foreign Studies

Recursive conversations (RCs) are described as a “return to a similar experience—but with a wider knowledge” (Kindt, 2004, p. 15). Focusing on RCs and their effects on learner beliefs and performance, including fluency, disfluency, and complexity, this presentation describes the results of Action Research conducted over six weeks with 18 first-year English majors in a freshman oral communication program at a Japanese university. Following a mixed methods approach, the researcher collected and analyzed both quantitized and qualitative data (Dörnyei, 2007). Data included pre- and post-questionnaires, learner feedback forms, and conversation transcriptions.

Analysis of the transcription data indicated up to a 20% increase in fluency markers attributable to the effect of RCs. Transcription analysis also showed a significant increase in sentence complexity, as indicated by increases in average sentence length of over 10%. Questionnaire and feedback data indicated that learners considered the RCs to be more interesting and less challenging. Some students considered the recursive conversations to be less useful than non-recursive ones, indicating a contradiction between learners' experiences of the RCs and perceptions of their usefulness in promoting L2 oral competence.

The results of this research indicate that RCs can have positive short-term effects on learners' oral competency, but that educators should take steps to engage with learners regarding the impact of pedagogical tools in order for learners to become aware of potential benefits. Issues surrounding the long-term effects of RCs and appropriate methods for helping learners to see the benefits of such procedures are promising areas for future research.

**The Presenter**

Scott has been teaching English in Japan for eight years, experiencing a wide variety of learners and types of instruction. In 2015 he joined Nagoya University of Foreign Studies, where he became deeply interested in learner beliefs, assessment-as-learning, and the links between the classroom and the real world.

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**Room 410****The Stepping Stones' Theory or how I've mastered Korean****Sabine Le Goaziou**

Jeonju's Stepping Stones

"The journey of a thousand miles begins with one step." While making the decision to start learning is an achievement on its own, the process of learning a foreign language completely from scratch can be a frightening experience for many people. The linguistic challenges or inappropriate teaching material/methods can repel even the most motivated students. In Korea psychological barriers such as peer pressure contribute to a certain form of anxiety among students, thus hindering the learning process. It is therefore crucial both for students and teachers to "start off on the right foot".

In this workshop, after a short hands-on exercise we will explore various techniques to overcome challenges faced by ESL first learners (of different age groups) and learn how to make sure to keep students engaged while doing their "first steps". Attendees will also be invited to share their best practices towards the end of the presentation.

This workshop will mainly be based on the speaker's own experience with learning a foreign language not closely related to her mother tongue, coupled with recent studies on cross-linguistic interference among languages also referred to as language transfer.

**The Presenter**

Sabine Le Goaziou has been teaching at her own language institute based in Jeonju since 2016 and has worked in numerous French, German and English speaking countries prior to her Korean experience. Multilingual, her primary interest lies in language transfer and her teaching methodology is based on her experience acquired while learning Korean.

[www.steppingstones.or.kr](http://www.steppingstones.or.kr)

**Room 411****Scaffolding, content complexity, and learning****Christopher Lange, Jamie Costley and Mik Fungay**

Joongbu University and Kongju National University and KAIST

Many EFL classrooms are using some types of online lessons, and many of those lessons contain highly interactive and complex tasks. In these cases, learners are often faced with higher levels of intrinsic load, which represents how difficult learners find a particular piece of contents. High levels of content complexity often lead to lower levels of learning, which in this study is represented by germane load. Scaffolding techniques such as sequencing and fading of the content may help reduce the worst effects of intrinsic load of germane load. This research looked at survey responses from university students (n=2,365) who participated in online classes in South Korea to investigate the relationship between intrinsic load and germane load, and the moderating effect of sequencing and fading had on the relationship between intrinsic load and germane load. Analysis revealed that intrinsic load had a negative relationship with germane load, while sequencing and fading had a positive relationship with germane load. Regression analysis using moderation revealed that as sequencing and fading increased, the negative relationship between intrinsic load and germane load decreased. These results show that fading of instruction in the form of going from more isolated to more complex tasks, and sequencing of instruction in the form of clearly defining chunks of instruction will improve teaching and learning in online environments.

### **The Presenters**

Christopher Lange is an associate professor in the Liberal Arts department at Joongbu University in South Korea. He has published papers on informal group work, e-learning instructional design, and the effects of learning strategies within online environments. His current research is focused on the effects of cognitive load and learner control within e-learning environments. Additionally, he is interested in investigating ways of improving online instruction, design, and delivery to better address the needs of e-learning students. He recently earned a PhD in Education from Kongju National University in South Korea.

Jamie Costley is a visiting professor in the College of Education at Kongju National University in South Korea, where he also earned his PhD in Instructional Design. Dr. Costley has been involved in teaching students in blended learning situations and researching effective online instructional strategies since 2010. His main area of research is the impact of task or learning environment design on student-to-student interaction. Dr. Costley is currently involved in research into improving instruction in online classes in South Korea, and welcomes contact on this topic.

Mik Fanguy is a visiting professor in the English as a Foreign Language Program at the Korea Advanced Institute of Science and Technology (KAIST) in South Korea. His research interests include student lecture behaviors, online video lectures, and online learning.

### **Use of Korean Students' Given Names**

#### **Yvette Murdoch and Hyejung Lim**

Hankuk University of Foreign Studies and Seojeong Middle School

For a number of years now, universities throughout Korea have steadily increased the number of major-specific content courses taught solely in the English language. It is believed that this teaching method would enhance students' English language proficiency and decrease their desire to travel outside of Korea in order to obtain the same results. While prior research has examined English-mediated lectures in terms of language competency and motivation, and prior research has also examined the use of students' given name in the classroom, studies have yet to examine the use of one's given name by instructors in English-mediated courses in Korea.

Unlike language courses, there is a lack of student-teacher interactions in English-mediated

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classrooms. Use of one's given name is a simple means of increasing personal communication with students. Authors investigated English-mediated lectures taught by foreign faculty across several academic fields to learn about student attitudes towards the use of their given name in class and if instructors' knowledge and use of students' given names influence course engagement. Authors also investigated whether use of students' given name affected satisfaction with the English-mediated course.

Authors will present initial findings from t-tests and ANOVA tests on differences in students' preferences for the use of their given name, the effect on course participation, and differences among students' satisfaction with the course and instructor.

### **The Presenters**

Yvette Denise Murdoch is an Associate Professor in the Department of English Education at Hankuk University of Foreign Studies. Throughout her teaching career, she has strived to nurture learning environments that not only encourage support and mutual understanding but also inspire and ensure "fun" academically sound learning.

Lim Hyejung is a teacher at Seojeong Middle School in Goyang City. She specializes in the quantitative study of educational social psychology, especially educational gap, care problems, and parental research topics, to present solutions for more effective education.

**11:00 ~ 12:00**

### **PLENARY: Designing EFL Materials that Work**

**Barbara Hoskins Sakamoto**

**See "Plenary" on p13**

**12:00 ~ 13:00**

**Lunch**

**Room 308**

**Daejeon-Chungcheong Chapter Lunch**

**Room 309**

**International Conference Committee Lunch**

## Afternoon Sessions

### 13:00 ~ 14:00 Sessions

#### Room 308

#### **Skills For Publication Success: How to Write a Teaching Article**

**Colin Walker**

Myongji University

In today's increasingly competitive job market, teachers and researchers have taken a heightened interest in academic publishing. In many ELT publications, the ability to communicate ideas succinctly and thoroughly within a limited word space is a critical skill that often goes overlooked. The result, I have observed in my role as Chair of the KOTESOL Research Committee and Managing Editor of the KOTESOL international conference proceedings, are increasing numbers of writing samples that are disorganized, incoherent, and confusing. These are disheartening observations since many of the samples introduced novel concepts or insightful innovations, but had to be turned away for committing basic errors in written communication. To address this issue, this hands-on workshop offers a reviewer's perspective on how to publish a teaching article manuscript. Intended for teachers and researchers who new to the world of academic publishing, participants will learn to avoid common errors in scholarly writing and be given opportunities to interact with others as they internalize the processes involved in preparing a manuscript from brainstorming to concept formation to organizing ideas to preparing the initial draft.

#### **The Presenter**

As an Assistant Professor at Myongji University, Colin teaches composition, listening comprehension, and debate. He has an MA in TEFL/TESL from the University of Birmingham and will begin his PhD in Educational Leadership the University of Calgary in September, 2018. Email: cwalker@mju.ac.kr web: walkercolin.com

#### Room 309

#### **SPECIAL SESSION: Developing Your Faculty**

**Scott Berlin**

American University of Kuwait

Today's technological revolution has created a border all teachers must face: crossing into the digital age of learning. Students born in the digital age have an ever increasing array of internet and smart phone learning tools that allow them to learn much differently than previous generations. Today's teachers must adapt to meet the students in this new frontier. But what if you are a department head, director, or principal, how do you motivate and develop your teachers to willingly embrace new technology and change the way they teach?

This workshop is for leaders, directors, or any faculty member who wants to learn methods and tools that help you create a culture among your teachers of inspiration, engagement, and a willingness to adopt new ways of teaching that are more effective with today's digital students. A new paradigm of

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your institutions organization will be presented as well as where your best resources are and creative ways for faculty to engage in their own professional development

### **The Presenter**

Scott Berlin has taught English at the university level for over 25 years. He has taught in Korea, Japan, and Kuwait. He has produced and authored three video based ESL textbooks. Currently he is the Director of the Intensive English Program at the American University of Kuwait.

### **Room 310**

#### **Language Learnability under Test Based English Teaching**

##### **Ehean Kim**

Salisbury University

This presentation aims to criticize the current trends of English education in South Korea, which mainly focus on English exams. These trends based on English exams have caused serious problems. First, students are not able to speak English at all even after several years of English language education at public schools. Second, parents have not trusted the public English education system owing to their children's English performances, and have sent their children to private academies which have caused an education gap among the students from rich and poor families. Third, some families send their children to English speaking countries only for English education which is called "Goose family," despite high costs and family separation.

Paradoxically, test based English teaching has not been effective on English scores and learning. To analyze the problems of the English education trends, this presentation has investigated the private and public English Education classes in Korea. The data have been analyzed based on Comprehensible input theory, as well as what principles or activities dominate the classes. Finally, the data are compared to the English classrooms in other countries' English classrooms.

### **The Presenter**

Mr. Ehean Kim graduated Magna Cum Laude from Salisbury University with a B.A. in ESOL. He has taught ESOL in the United States, Colombia and South Korea. His research interests include polyglots and language learning.

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### **Room 311**

#### **Machine Translation in the Classroom: Friend or Foe?**

##### **Neil Briggs**

Hannam University

According to Sociocultural theory, tools are commonly used to mediate the language learning process (Vygotsky, 1978). Interestingly, however, the capabilities of particular computer-based tools have begun to exceed the abilities of many language learners. For example, Neural Machine



Translation (NMT) emerged in 2016, bringing with it marked improvements to the accuracy of web-based machine translation (WBMT) tools such as Google Translate. The once comedically inaccurate translation outputs suddenly became attractive even to advanced-level language learners. While these improvements undeniably make life easier for many, they give rise to concern among language teachers that students will indiscriminately trust WBMT outputs rather than engaging cognitively in the language learning process. Banning WBMT from the classroom seems to be, at best, a band-aid solution which has been criticized as being both ineffective and shortsighted (Cook, 2010; Fountain & Fountain, 2009; Steding, 2009; White & Henrich, 2013). In preparing for our students for the 21st-century workforce, there is an undeniable need for students to be taught how to analyze WBMT outputs critically and analytically.

In this presentation, a brief overview of a research paper related to WBMT conducted in the Korean university context will be provided. Attendees will then be invited to participate in a brief activity designed to demonstrate the potential benefits of WBMT in the classroom. Finally, opportunities to share personal experiences and concerns regarding the use of WBMT in the classroom will be provided.

### **The Presenter**

Neil Briggs has taught in the Korean post-secondary context for nearly a decade. He earned a Ph.D. from Kyung Hee University in 2016. He has a broad range of research interests in the field of English language education.

### **Room 408**

#### **Want more student participation? Give them time to think**

#### **Sunette Labuschagne**

Gangwondo EPIC

Wait-time. We've heard about it, read about it and know we should apply it during our classes. But do we? Do we give our students enough time to think about the question asked before actually giving them the opportunity to answer? During this presentation we will look at what wait-time is, find out how much time the average teacher gives their students before requiring them to answer, consider how much time should be given, and reflect on why wait-time is so important. The presenter will use examples from her own classroom to demonstrate the influence of wait-time on student participation during her lessons. She will also share some of the frustrations she encounters as a learner of Korean, when well-meaning friends and colleagues often do not allow her enough time to formulate sentences or self-correct mistakes. The session will include a short period of small group work, where attendees can share their experiences and think about how they can improve wait-time in their own teaching contexts. Participants will take away a renewed awareness of the importance of wait-time and hopefully a few ideas on how to apply it in their own classrooms.

### **The Presenter**

Sunette Labuschagne has been teaching English in Korea for 9 years. She holds a DipTESOL, a BA degree in Psychological Counselling and an HDE from South Africa in Pre- and Junior Primary Education. EFL fields that interest her are Phonology, English as a Lingua Franca, Teacher Training and Neuro ELT.

sunettelabuschagne@yahoo.com

## **M-cubed: Modern Mind Mapping**

**Daniel Svoboda**

Hankuk University of Foreign Studies

A lot of time and effort has been spent in educational research looking into and devising new ways to help English language learners acquire and develop better vocabularies. Gone are the days of students memorizing long lists of translated words for rote vocabulary tests. A whole host of new and creative methods have been developed to ensure students are equipped with the most effective tools to pick up, learn, integrate and use new vocabulary. Technology can play a key role in this process in the form of blended learning. A combination of face-to-face driven classroom time along with cutting-edge mobile tools and resources provide an optimal environment to stimulate student interest in new vocabulary and help them visualize the relationships between similar words. This interactive workshop will briefly review the theoretical research into mind mapping as a tool for vocabulary acquisition and how blended learning can make the learning process even more effective. This will be followed by an introduction to several methods that can assist learners in developing their vocabularies in a blended learning setting, culminating in a demonstration of how such methods can be integrated into the classroom, with a particular focus on mind maps.

### **The Presenter**

Daniel Svoboda is an Assistant Professor in the Graduate School of Interpretation and Translation at the Hankuk University of Foreign Studies (HUFS) in Seoul. Following an undergraduate degree in English, he graduated with an MA in English in 2011 and is currently working on his doctoral dissertation.

## **Room 410**

### **Structures & Sausages: Generation Climate Change**

**Julian Warmington and Rhea Metituk**

Climate Education SIG (proposed) and KOTESOL Busan-Gyeongbuk Chapter President; Ulsan University

The industrial greenhouse gas effect has only just started to wreak havoc around the world, and it is about to get much worse much faster. Is it all doom and gloom, or is there anything still worth learning, celebrating, and teaching? This 45-minute interactive presentation offers:

- To take the climate change challenge head on, creating a safe space for brainstorming and sharing new ideas and tested topics and techniques. Whether you have questions or content to share about teaching any aspect of the greenhouse gas effect - also known as global warming/ climate change - from the physics through to concepts or experience building community resilience, your contribution will be valuable;
- To share and develop the Climate Education Network, a nation-wide network of resources materials particularly including willing guest speakers;
- To establish the Climate Education SIG;
- To demonstrate the use of story to present the key characters within the meta-narrative of climate

challenge

### **The Presenter**

Julian Warmington is an English teacher in South Korea, and a member of KOTESOL's social justice special interest group. He sees the challenges presented by the industrial greenhouse gas effect being about social justice as much as the environment. Email: JulianW.NZ@gmail.com ggeskills.wordpress.com

### **Room 411**

#### **Public Speaking - Points & Postures, Techniques & Tips**

##### **Michael Dzuraak**

Soonchunhyang University

A great deal of teaching involves speaking. This is a skill that we often take for granted. Yet, we can also find ourselves in a difficult or awkward spot when during an open class the school principal and parents are suddenly all looking at us and our normally controlled speech starts to stutter. Speaking to students – or down the Korean social hierarchy – is much different than up to social superiors or even in their presence, especially when they are scrutinizing our every syllable.

This workshop session will look at and put into basic practice some simple and effective techniques for producing a more confident and audience-receptive public speaking. From postures to stand and/or sit in before and/or during public speaking, to employable gestures for use in order to keep an audience more engaged and prevent their attention span from lagging, this workshop session will use a simple PPT approach with no required materials from attendees aside from an optional pen and notepad. The session will be divided into three sections during which a particular aspect of public speaking will be examined and put into practice via pair/trio work by the session attendees.

The session is applicable for those teaching at all levels of the school system – as well as nervous, first time conference presenters! – and gently leans toward rookie/newer teachers who are looking to better their methods in a new work context.

### **The Presenter**

Michael Dzurak is an assistant professor at Soonchunhyang University in Asan. He teaches Native English, practical composition/speaking, and writing lab. He holds an MA in TESOL from SUNY Buffalo. Michael is interested in expanding his abilities by learning more and giving his two cents to the field and colleagues therein.

### **14:00 ~ 15:00 Sessions**

#### **Room 308**

#### **APA Styling: Nail Your Research Citations & References**

##### **David Shaffer**

Gwangju International Center

In research paper submissions made to scholarly journals, academic proceedings, graduate courses, and the like, errors in formatting references in the reference list and in-text citations are among the most common. Poor formatting of references and citations could be a major reason for a journal to reject a paper submission. Consequently, the importance of proper formatting of references and citations cannot be overemphasized.

In this workshop, we will cover the mechanics of recording the most common references and citations according to APA publication guidelines. Included will be journal articles, books, and dissertations, both print and digital. We will discuss and practice the formatting of author names, publication dates, title of works, editor names, journal volumes and numbers, page numbers, publication location, publishers, URLs, and DOIs. The most common mistakes found in submissions will be highlighted. This will be a highly participatory workshop session. Bringing paper and pencil, or a digital notepad, is recommended as we will be formatting references individually and in pairs.

### **The Presenter**

David E. Shaffer, PhD, a long-time resident of Gwangju and professor at Chosun University, has 20 years of experience editing, proofing, and serving as editor-in-chief of KOTESOL publications. Dr. Shaffer is presently KOTESOL national president, KOTESOL Proceedings editor-in-chief, Korea TESOL Journal associate editor, and Gwangju News editor-in-chief. Email: ChosunU@yahoo.com

### **Room 309**

#### **FEATURED SPEAKER: Global Leadership in TESOL and the Pathways**

##### **Kyungsook Yeum**

Director, Sookmyung Women's University TESOL

See "Featured Speaker" on p14

### **Room 310**

#### **Dynamic Written Corrective Feedback**

##### **Eunyoung (Stacy) Christensen**

Brigham Young University

Many studies show that most ESL students pursuing advanced degrees at U.S. universities have a great desire to write error-free, and yet struggle to produce writing that is linguistically accurate and lexically competent. They want all their errors marked so that the written corrective feedback (WCF) can be used as a learning tool to improve their writing (Amrhein & Nassaji, 2010). Giving comprehensive feedback in a long writing, however, is a time-consuming process for teachers, and learners can feel defeated with the amount of feedback received, thus losing motivation for improvement.

Dynamic Written Corrective Feedback (DWCF) is an instructional strategy to improve the linguistic accuracy of ESL writers without encumbering teachers or learners (Evans, Hartshorn, McCollum, & Wolfersberger, 2010). This interactive strategy uses 10-minute paragraph samples which allow teachers to give timely, constant, manageable, and meaningful feedback to maximize the benefit of WCF. Several metalinguistic tools, such as error codes, tally logs, and error symbols, have been

developed to enable students to identify the error types they frequently make and to track their progress through the course. The collected data also gives teachers an ability to focus on specific needs of the students.

This workshop will focus on how DWCF is successfully implemented to improve the linguistic accuracy of students at the high intermediate and advanced levels at an IEP in the U.S. Participants will leave the workshop with the strategic tools that make DWCF easy to implement in their own classroom to improve students' linguistic accuracy.

This will be explained in detail with the methods I adopted during different semesters along with students opinions regarding the impact of portfolio assessment.

### **The Presenter**

Eunyoung (Stacey) Christensen is currently pursuing a master's degree in TESOL with an emphasis on language program administration at Brigham Young University (BYU). She is particularly interested in improving the linguistic accuracy of ESL students using CALL method. She also holds an MBA from BYU.

### **Room 311**

#### **Online Discussion Forums for Business English Classes**

##### **Andrea Rakushin Lee**

Konkuk University Glocal Campus

Getting students interested in writing may be a challenging task if they are not interested in studying English or do not see benefits in the activities that they are completing. It is important for students to understand the value of writing assignments by completing practical activities that can be useful in the real world. This presentation discusses six practical online discussion forum activities to help motivate students and promote authentic learning activities to help improve their English writing skills. These discussion forum activities include: 1) writing mini-job reports for overseas or domestic jobs, 2) discussing ways to build a professional network, 3) providing answers to 5 common job interview questions, 4) analyzing controversial business issues, 5) discussing current events in business, and 6) sharing a 30 second elevator pitch script. The discussion forums encourage critical thinking as students are required to give substantive feedback to peers and should be assessed on content, quality, and critical thinking. Although these activities are designed for online discussion forums, they can be adapted for use in face-to-face classes. Through these activities, students can be better prepared for navigating the job market and gain helpful advice through instructor and student feedback.

### **The Presenter**

Andrea Rakushin Lee is an assistant professor in the English Language and Culture Department at Konkuk University Glocal Campus in South Korea. Her research interests include refugee education, student interaction in online classes, and the effectiveness of blended learning programs.

## **SPECIAL SESSION: Unemployment: Take Flight or Double Down**

### **Leonie Overbeek and Rhett Burton**

Hwaseong Board of Education: Seosin MS

What will happen when you or your school aren't interested in renewing your teaching contract? Will you find a new job, leave Korea, or start up your own educational based business. These are all possible and there are lots of opportunities.

These opportunities won't be easy though. These transitions won't be the 'Low Risk / High Reward Opportunities' that many teachers experienced when first starting out. Now, many of us have 5, 10, or 20 plus years invested in our careers, degrees, skills and network. We have gigabytes or terabytes of assignments, worksheets, videos, stories, blog posts, etc stored on our computers. Some of us have families who are dependent on our ability to 'be of value'. And most of us will have to close a chapter on a goal or vision we have had.

In this joint presentation the authors will each present their own answers to these questions, their reasons for making the decisions they have, the prospects of moving across borders, not just figuratively but also literally, and discuss the possibilities for life after or during ESL/EFL teaching.

Leonie Overbeek will present the story of how, and why, she has decided to 'Take Flight' to new challenges in another country, Bulgaria. She will present a snapshot of Bulgaria at this time, and her hopes for the future of herself and of the country - and of the possibility to continue to teach or be involved in English teaching in some way.

Rhett Burton will share his story of 'Doubling Down' on his desire to start up an educational business (hagwon and more). He will share several crucial moments in his teaching career that have helped him to find the clarity and motivation to move forward with his projects. There are elements of classroom ah-ha moments, reflective practices, curriculum development, using Wordpress, starting a business, overcoming burnout and committing to lifestyle design.

What are some of your needs and wants for your next transition?

Come and join the conversation.

### **The Presenters**

Leonie Overbeek has worked in several sectors - mining, analytical chemistry, business advice, tutoring, administration, technical support - and for the last eleven years has taught in public schools in Korea at elementary and middle school level.

She believes in seizing each day, making the most of opportunities, and tackling new projects. She will be moving to Bulgaria in 2019.

Rhett Burton is a self-taught entrepreneurial teacher who owns and operates a language school for young learners in South Korea. He uses his school as a playground for creating and testing courses, materials and tech solutions. He has 16 years of teaching experience and is in his 6th year of business. His next big step is to bring his school online

**Room 409****Sharpen Your Students! The 7 Habits for Success****Wayne Finley**

Sol International School

At the beginning of a new semester we're handed a syllabus, a shiny new textbook and we start making our lesson plans. We focus on grammar, vocabulary, speaking activities, listening exercises... but there's something missing. We're forgetting the students! Education is not just about sharpening skills, but developing personalities. Self-reflection. Self-empowerment. Self-anything! Adding one of the best-selling books of all time, *The 7 Habits of Highly Effective People* by Stephen R. Covey, to your curriculum not only changes the way you teach, it changes the way your students think.

In this highly effective workshop we will discuss each of the seven habits and I will share the most effective activities from my class *Sol Personality Development and Self Exploration*. Whether it's situational role plays to Be Proactive, task-based projects to Synergize, or lifestyle-changing homework assignments to Sharpen the Saw, there is sure to be something for you to take into your next class. Don't just teach the subject. Help your students grow! You will be amazed at the results. Watch your students change from passive receptacles of information to empowered reflective learners.

**The Presenter**

Wayne Finley, a humble chap from Yorkshire, England, is an educator, administrator and all-around philanthropist at Sol International School and Endicott College of International Studies. You can check out his very active LinkedIn page or his much-neglected Twitter account. For the more old-fashioned, an email can be sent to [waynejfinley@gmail.com](mailto:waynejfinley@gmail.com).

**Room 410****Adventure Role Playing for Language Development****Paul Johnson**

Changshin University

This workshop seeks to show the many benefits of developing and using adventure style role playing games (ARPGs) for language development and, through a hands on experience, helps teachers create and implement their own.

1. The many benefits of ARPGs.
2. An explanation of traditional RPG game mechanics.
3. How to develop one's own ARPG to best suit specific student needs.
4. Demonstration of an ARPG (Everyone gets to play!)

Some benefits of ARPGs: (1) Players (language learners) have the chance to practice using descriptive adjectives in developing and introducing their players to the group. These include character features (e.g. intelligence, wisdom), physical strengths (agility, speed), and appearance (height, clothing). This activity helps students to practice descriptive adjectives and public speaking. (2) In their adventures, the players will come across many different unexpected situations, forcing

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them to use unfamiliar language structures and broaden their vocabulary. (3) Time constraints will force students to quickly take their ideas from thoughts to spoken language. (4) Players don't always succeed (especially when dice rolls are involved!). Students learn that failure is an instrumental part of development. (5) Players need to do many day to day things like go to the store to buy gear. Thus practicing day to day conversations in an entertaining setting.

When creativity is blossoming, students will experience unforeseen learning opportunities!

Develops on works by:

Jane McGonigal, *Reality is Broken: How Games Make Us Better and How They Can Change the World*.

James Carse, *Infinite and Finite Games*..

### **The Presenter**

Paul Johnson was born and raised in Southern California. He has an M.A. in Philosophy and focuses on Ethics. He loves running, reading, and making music. He wants to use games to help make the world a better place.

ajwoodsum@gmail.com

## **Room 411**

### **Socratic Debate in Conversation Classes**

#### **Bryan Aguiar**

Kwangwoon University

Wondering how to get your students to achieve natural, spontaneous debate and discussion using English? Curious about Socratic debate and whether or not it can work in your conversation class? While every instructor has their own idiosyncratic style, given the proper training, guidance and advice, they can successfully actualize Socratic debate techniques in their class.

By being exposed to example Socratic dialogues, students are able not only to find their voice but to gain confidence in preparing for full scale Socratic debate. Whether debate is done in groups or as a class, when paired with an inner world dialogue journal, students can develop all four language skills rigorously.

Likewise, students can achieve any level of praxis, especially if they are graded for participation and Socratic debate counts as part of their participation grade. Even if given this extrinsic motivation, their intrinsic motivation might still be lacking, and, if this is the case, they can be retrained to cultivate their own interest, curiosity and imagination.

Of course, the ideas proposed in this talk are not easily achieved, but the presenter has enough experience to offer an array of techniques and tips to help you apply them. Therefore, if successful, not only will students be able to articulate and share their ideas and feelings more freely without fear, but will also have fun doing so.

### **The Presenter**

Bryan J. Aguiar has been living in Korea since 2009 and is currently teaching at his third university.



A PhD philosophy student at a Korean university since 2014, he feels that he understands how to break and remold the limits and constraints of the Korean tertiary education system.

## **15:00 ~ 15:30 Break**

### **Room 408**

#### **Meet and Greet: Hakwons and More**

All are welcome at this informal 'Hagwons and More' meet and greet. Are you a hagwon teacher? Owner? Involved in some other form of private teaching? Thinking about starting something new? Pursuing a unique or specialist area of language education? Just curious, or keen to meet some new people? Great! Come say hello, chat, and share some snacks!

#### **About the 'Hagwons and More' Strand**

English language education in Korea is a diverse and vibrant field. As well as public schools and universities, it includes private language academies or 'hagwons' and many other kinds of private teaching including study rooms, home schools, tutoring, and other specialist forms of education. The 'Hagwons and More' strand is for anybody with any interest or curiosity about these areas: teachers, school owners, prospective teachers or owners, and others who would like to learn more, explore options, and make new connections.

## **15:30 ~ 16:30 Sessions**

### **Room 308**

#### **Using Playing Cards in the EFL Classroom**

##### **Scott Henderson**

Hankuk Uni. of Foreign Studies

Almost everyone has a deck or two of playing cards just lying around the house, but now it is time to dust them off and put them to better use in your classroom. In this workshop, attendees will first learn practical tasks and activities that will get students out of their seats and interacting with their classmates. This learning session will also illustrate how a simple deck of fifty-two cards can be used to facilitate the learning of vocabulary and expressions, aid in the improvement of fluency, assist students in preparing for speaking tests, and help teachers manage their students' partner and group tasks. Of course, attendees will also learn a game or two. After the presenter offers some of his own ideas to the audience, the session will conclude with an idea and activity swap where attendees can share their own methods for using playing cards in their own teaching and learning environments. At the end of the session, everyone will walk away with new methods to use something as ordinary as playing cards in new and challenging ways. \*\*\*Although the activities presented in the workshop are aimed at middle school students to adults, they can be adapted for younger learners.

#### **The Presenter**

Scott Henderson obtained his MATESOL from Anaheim University and has taught in Korea for ten years. He is currently helping eager university freshmen master the skills to conquer the world. Scott is interested in using visual media and the arts in his classroom.



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## Room 309

### **FEATURED WORKSHOP: Mentoring Without Borders**

#### **Barbara Hoskins Sakamoto and Michael Griffin**

In the past, teacher mentoring programs were largely face-to-face pairings of teacher educators and practicum students, or experienced and novice teachers in the same school, and the focus was largely on building classroom skills. With ever-increasing opportunities for practicing teachers to engage in professional development online, a more recent challenge for mentoring programs is to help teachers become effective learners, too.

Mentoring is still a process in which one colleague supports another's personal and professional development, but the needs of mentees, the experience of mentors, and the locations where these relationships develop are constantly evolving with both the growth of social networks and the involvement of growing numbers of teachers from developing countries or low-resource contexts.

When communities of practice focused on teacher development are online and open to teachers around the world, members are often at very different stages in their professional growth, and in their ability to make effective use of online training opportunities. The role of teacher mentor has shifted from being the source of knowledge to becoming a coach for learning.

Presenters will share from their experiences educating and mentoring teachers, and teacher-mentors, especially in online communities. The techniques that we have found to be successful in empowering teachers to become more confident educators, leaders, and mentors themselves will be useful for anyone participating in education training programs in both face-to-face and virtual settings. (228)

#### **The Presenters**

Michael Griffin has been involved in teacher education since 2009 and has developed and run teacher training and mentor training courses. He's been teaching on the New School MATESOL program since 2010. He became involved in iTDI after hearing Chuck Sandy discuss it at the KOTESOL International Conference in 2011.

Barbara Hoskins Sakamoto has been training since the mid-80s, and has worked with teachers in Asia, Europe, Latin America, and the U.S. She organizes online courses for the International Teacher Development Institute and supports mentors working with teachers in the iTDi community.

## Room 310

### **Errors in Students' Written Essays in Univ. in Asia**

#### **Vicente Arevalo**

University of San Agustin, University of Suwon and John B. Lacson Foundation Maritime University

This qualitative descriptive study focuses on error analysis of selected students' written essays from three Asian universities. A total of 83 students participated with 68 essays. Fifteen (15) essays from the University of San Agustin, 18 essays from John B. Lacson Foundation Maritime University in the Philippines and 36 essays from Univeristy of Suwon in South Korea were analyzed using Keshavarz's (1993) linguistics taxonomy of errors. After the essays were collected, categorized, and errors were identified, these were analyzed to find the most frequent errors of these students by using the distribution of frequency. Results showed that majority of the errors done by both groups were

on syntactico-morphological and few errors on lexico-semantics. Further, such errors were in the use of prepositions, articles, and part of speech, lack of concord or agreement, and spelling. It has to be noted however, that students' errors were also brought about by their difficulty as second language learners of English. It is noticeable that the minimum frequency is related to errors in the use of relative clauses and relative pronouns and wrong use of verbs.

### **The Presenters**

Prof. Vicente Arevalo, Ed.D. is teaching English in the University of Suwon in South Korea. He also reads his papers in both local and international conferences.

### **Room 311**

#### **Using the POD book to Motivate Students' Writing**

##### **Yon Choi**

Seoul

Motivation is one of the key factors to make students keep their learning successfully in any topics. When it comes to English writing, the students are usually afraid of it. However, last summer when I told my 10-year-old students that they could create and purchase their POD (Publish On Demand) book on the Internet bookstore, Kyobo which is one of the largest bookstores in Korea, they were very excited about being able to publish a real book. We had had the POD book project lessons last summer and published a book on the Kyobo online bookstore this March. After the project, my students showed more confidence and interest in English. Their families and they also seem to be very proud of their book with ISBN.

In the workshop, we can make a simple form of a POD book, using computers in the classroom. Through the workshop, I can share the process of making the POD book from the beginning to the end. First, I will explain the way in which my students were inspired to plan their story plots. Next, I will demonstrate one method used in my project to digitalize pictures drawn in the paper and writing works with some tools, programs and Smartphone applications. I will also deal with several points and tips based on my mistakes I made when I edited the original version of the book and converted the version into PDF files as the publisher requested to publish the book.

##### **The Presenter**

Yon Choi has taught English young learners in Seoul for more than 15 years. She holds a Master's degree in TESOL from Oklahoma City University, USA. Email: yon\_choi@hotmail.com.

### **Room 408**

#### **Reusable Resources for Young Learner Classrooms**

##### **Jessica Magnusson**

Gwangju National University of Education

Teachers work hard to prepare lessons that are both educational and enjoyable for students. The use of educational materials such as individual whiteboards, letter tiles, games and project kits can liven

up a classroom. However, purchasing such materials can be a financial burden to individual teachers or to schools. Some materials require a huge amount of prep time from teachers. Some materials break down from wear and tear. In addition, some materials are only used once or twice and can clutter up classrooms or storage spaces.

This presentation looks at different types of resources for a classroom or school that are durable, educational, and can be used over and over again. Reusable resources can make the lives of teachers much easier. As teachers are often very busy and have various different classes to teach, resources that require minimal prep time will be discussed. Many students and teachers enjoy making things, so teaching materials can also be handmade and come from recycled materials. This presentation will look at cost-effective solutions for a dynamic classroom. Reusable resources are good for teachers, students and our planet.

### **The Presenter**

Jessica Magnusson has taught English conversation, teacher training, and special programs at Gwangju National University of Education (GNUE) since 2011. She earned an MA in TESOL from the School for International Training (SIT) in Brattleboro, Vermont. She is interested in teaching vocabulary and reading comprehension to all ages of learners.

### **Room 409**

#### **Creating Global Citizens at Kyoto Tachibana University**

##### **Cristina Tat and Meg Ellis**

Kyoto Tachibana University, Japan

Our presentation will be an introduction to the new EAP program at our university which has been created and introduced in the 2017-18 academic year. This program has been created to address the Japanese Ministry of Education's new directive for higher education institutions, which is to create "global citizens," graduates who will have the communication and technical skills necessary to face an increasingly interconnected world driven by globalization. We will explain how we have interpreted the Ministry of Education's mandate in practice, through our curriculum design and implementation. We will also discuss how our EAP program is radically different from other Japanese higher education institutions, as well as the challenges and successes we have experienced in the first year.

### **The Presenters**

Cristina Tat is an Assistant Professor in the Global English Communication Department at Kyoto Tachibana University. A graduate of Vassar College and Baruch College Marxe School of Public and International Affairs. A former fellow of the National Academy of Sciences, her research interests include extensive reading and comparative education.

Meg Ellis has been teaching English as a Foreign Language since completing CELTA in 2005. She conducted courses in General English, IELTS preparation, and Cambridge exam courses. Ms. Ellis is passionate about developing a classroom environment which encourages students to actively develop their language use.

## **The How and Why of Teaching Storytelling Structure**

**Roger Fusselman**

Joongbu University

Storytelling is a creative form of expression that engages the speaker's mind and emotions. It appeals to all audiences, and has become increasingly important as a means of discussion and persuasion. Unfortunately, concepts such as conflict, climax, and resolution can be difficult to conceptualize and to learn. This presentation emphasizes the skills and techniques needed to present storytelling, based on the story spine, a concept developed in improvisational theater developed by Kenn Adams. Highly adaptable and used even among filmmakers at Pixar, the story spine was developed as a tool to help people create stories spontaneously. It is flexible enough and simple enough to use for instruction across different learners in different circumstances. Attendees will see a story spine develop spontaneously from attendees themselves, then look into how to replicate similar results with their own students. These techniques include what language items to teach when introducing the story spine, what example to introduce and elicit from students, how to model from student ideas and examples, and other points of scaffolding. Student groups discussed include young learners, reading-comprehension students, college freshmen, and business English students. Attendees are invited to contribute their own ideas for how to teach storytelling structure in the classroom.

### **The Presenter**

Roger Fusselman is a long-time member of and presenter for KOTESOL. He has taught at Seoul National University of Education, Sookmyung Women's University, and now teaches at Joongbu University, Goyang campus. He is a prominent figure in Toastmasters in Korea and a member of Seoul City Improv. Email: mrfusselman@gmail.com.

## **Room 411**

**MS Word can measure speaking ability. Here's how.**

**Gunther Breaux**

HUFS

The original goal of English education was conversation ability. Then, grammar became the goal because it's easy to test. After grammar became the goal, it became the best route to that goal. But it's the wrong goal. Conversation can be the goal again, because now conversation is now easy to test. This fundamentally changes how foreign languages can be taught.

This presentation describes a test that is easy to give and grade. It both measures and improves speaking ability. Each student gets extensive personal feedback, and teachers get accurate grading and improvement data. And students do all the work. In brief: three students of similar ability have a 17-minute conversation. The test is recorded on students' phones. Students transcribe only what they said on MS Word, which takes about 90 minutes. Word gives their total words spoken and how many times they spoke. Simple division gives their average-words-per-utterance.

Total words measures their ability and average-words measures their improvement. For first-time and beginning speakers (most Asian students) this test is as accurate as a typing test. Beginning typists hunt and peck for keys, and beginning speakers do likewise for the correct word and correct word order. Both are hunting and pecking as fast as they can, and Word precisely measures that.

What about mistakes? It's not a mistake test, it's a communicative test. And MS Word easily and objectively measures how much they communicated. This changes everything.

### **The Presenter**

Gunther Breaux has taught English conversation to Korean university freshmen for 22 years. He's an associate professor at Hankuk University of Foreign Studies and the author of several EFL textbooks. He has presented at international conferences in China, Korea, Japan and the U.S.

ConversationBasedLearning.com. Email: plangbro@gmail.com

## **16:30 ~ 17:30 Sessions**

### **Room 308**

#### **Multiple Ways to Utilize Songs in the ELT Classroom**

##### **John Breckenfeld**

Gangneung-Wonju National University

Music is one of life's treasures, and our students connect with songs for the same reasons we do. Like comfort food, influential songs become powerful memory triggers, propelling us back in time to the days when we first heard Nirvana, Prince, or Beyoncé. If only our classroom experiences could reemerge in students' future musings in similarly positive ways! After teaching English in Korea for over five years—from kindergarten to university classrooms—and utilizing a substantial amount of songs throughout, I find myself intrigued by a playful question: Why haven't I used songs more often during lessons? Furthermore, as Dwayne Engh claims, "From an educational standpoint, music and language not only can, but should be studied together." (Engh, *Why Use Music in English Language Learning? A Survey of the Literature*. 2013).

This workshop will feature a comparison of two drastically different approaches to using songs in the university ELT classroom: A) within a one-time/one-off Special Activity lesson; and B) as core materials of a content based liberal arts elective course. With a limitless supply of free resources available at our fingertips, songs of all kinds can be seamlessly incorporated into the ELT classroom. If you have experience combining songs and ELT, or you are interested in doing so, this workshop offers an ideal setting to expand your ELT toolbox while sharing ideas with colleagues in the field.

### **The Presenter**

John Breckenfeld has been teaching English and living in Gangneung, Korea, for over five years. His passions include music, nature, sports, travel, and food. His professional/research interests and inspirations include Vygotsky's Sociocultural Theory, Freire's Popular Education, and the educational opportunities/services available to multi-cultural families living in Korea. Email: johnbreck@ucla.edu

**Making Lessons More Real(ia)****Hwami Lee**

Konkuk University, Global Campus

Have you ever come across a brochure or poster and wanted to incorporate them into your EFL lessons but not quite sure how? In this workshop, tips on how to procure realia while teaching in a foreign country will be discussed. Realia are objects from real life which are used in the classroom to teach about the concept and create a better understanding for students.

In the first part of the workshop, the presenter will introduce some realia she has gathered throughout various locations from her travels in Korea and how she has utilized them in her classroom. For the second half of the workshop, everyone is encouraged to share their experiences of using realia in their own classroom, as well as create activities with examples provided by the presenter. Attendees will also brainstorm together on finding other realia from their own settings and discuss how those could be adapted for classroom use.

**The Presenter**

Hwami Lee is an assistant professor in the Department of Liberal Arts at Konkuk University, Global Campus. She has taught various courses in English, mainly courses focusing on the four skills. Her expertise also includes ESP courses and Business English. She received her Master's degree in TESOL from The New School in New York.

**Room 310****Fixing Grammar Errors: Burden of Teaching L2 Writing****Daniel Corks**

Woosong University

For teachers of L2 writing, correcting errors in students' assignments is a part of the job that one learns to dread. Even after correcting an uncountable number of errors, neither student nor teacher can say for certain whether any improvement has been made.

Over 20 years ago, Truscott (1996) summarized these observations and called for a moratorium on providing written corrections on grammatical errors until such time that researchers could prove that students indeed benefit from them.

His paper struck a chord, but despite thousands of research papers published since then arguing either for or against grammar corrections, the only clear progress in the research community has been to agree on what exactly they disagree about.

While researchers seek an answer to the question, "Does grammar correction work?" the teaching community requires an answer to a different question: "Does grammar correction work well?" That is, does it have an effect that is both strong enough and broad enough for it to be of use for general use language teachers? Is it really the best use of our limited time for responding to students' work?

With a grounding in research findings, this presentation will consider the practical aspects of grammar correction in L2 writing and what types of feedback are most beneficial to students at all



levels. Participants will have ample time to discuss with each other and share observations from their own classes.

### **The Presenter**

Daniel Corks is a graduate of Sogang University in Seoul, South Korea with a master's degree in applied linguistics in the field of second language acquisition. He is currently an assistant professor at Woosong University in Daejeon, South Korea, and a member of the Daejeon-Chungcheong chapter of KOTESOL.

### **Room 311**

#### **INVITED SESSION: Google Classroom: A paperless, limitless learning platform**

#### **Sung-yoon Jung**

Sim In High School

How is present society different from that of 100 years ago? Today's society has changed substantially; the vehicle of choice used to be the wagon, whereas now we have electric cars. But is the 21st century classroom really so different from those of 100 years ago? When one looks, very little seems to have changed, except for the presence of a large screen in either the corner or the front of the room. However, there have been substantial qualitative changes — with increasing frequency, teaching no longer starts on the blackboard with chalk. Instead, we have the sharing of platforms using technology. Of the many types of LMS available, Google Classroom stands out. Of course, it can be difficult for inexperienced or non-tech savvy teachers to know where to start. This presentation is for those teachers. This presentation will show attendees:

- 1) A real example of using a Google Classroom in a real classroom, and
- 2) The most practical and fastest way for you to use Google Classroom right away.

With these two things, teachers can fully appreciate and immediately use this digital online platform.

### **The Presenter**

Sungyoon Jung is an English teacher at Sim-in High school in South Korea. He completed his MA in International Studies at Kyoung-buk University, and is a Ph.D candidate at the University of Keimyong. He is not only a facilitator with Korea education offices like KMOE/ KICE, but a Google classroom fellow of Google Korea. His research interests include language and identity, interdisciplinary study, project-based learning, and flipped learning.

### **Room 408**

#### **Q & A Panel: Hagwons and More**

#### **Barbara Hoskins Sakamoto, Jessica Magnusson and Rhett Burton**

Have you ever thought about starting your own hagwon or other form of private language education venture? Are you curious about whether the private language education field offers career options you should consider? Are you already a hagwon teacher or school owner interested in stepping up your career? Do you have a concern with a specialist area of language education? Are you simply curious? This Q&A panel session just might have the information and advice you've been needing.

## **The Presenters**

Our three panelists are all experienced teachers and academy owners with a wealth of wisdom to share. Topics up for discussion include the rewards and challenges of forging a path in the private language education field, career planning, school operation logistics, communication with the community, students and parents, visa and Immigration issues, and more.

Barbara Hoskins Sakamoto is author of the Let's Go series and her many achievements in EFL in Japan include experience in the private language academy industry and running a school from her home. She is contributing to this panel as a special bonus, on top of delivering the morning plenary session on EFL material design.

Jessica Magnusson is passionate about teaching younger learners. She has experience establishing her own school and is eager to share her knowledge about visa and Immigration issues.

Rhett Burton operates his own school in Yongin and is dedicated to developing his own curriculum and materials based around stories and play. He loves to encourage others to burst out of their bubbles and pursue new opportunities.

## **Room 409**

### **Crossing Borders with Project-Based Learning**

#### **Amanda Racy**

Daegu University

This presentation will include a brief walk-through of a project-based learning curriculum that was developed for a university level English Speaking and Listening class for first year English Education majors. The curriculum was designed to integrate language skills, research skills, culture, and technology, so that students can become more culturally-sensitive, well-rounded, and independent learners. An overview and demonstration of the mini-documentary project that students produce during the history unit of this class will be included in this presentation.

#### **The Presenter**

Amanda is from the United States where she earned her BA-Theatre and MA-TESL. She has been living in Korea for nearly seven years and teaching in the English Education department at Daegu University for nearly five years. Last year, she was chosen to receive DU's Best Teaching Professor award.

## **Room 410**

### **In Search of Balance: Gender, Culture and Bureaucracy**

#### **Alaric Naudé**

Suwon Science College, The University of Suwon

Crossing borders is much more than just moving past a man made barrier. The most powerful of borders has no walls, wires or security because the most difficult border to cross is the human mind ,

which can shut itself more tightly than a prison in the cruelest of dictatorships. With this seemingly impenetrable wall in place, how can the mind be crossed in order to make students more receptive to learning? What factors undermine the ability of an educator to effectively conduct lessons and how can these be overcome? Come on a journey with a sociolinguist and gain a deeper understanding of the labyrinth of issues in education such as gender, culture and bureaucracy.

Gender is an area of concern where there is a consistent bias in terms of education and this must be addressed. Gender discrimination in the classroom must be promptly dealt with, but how? A groundbreaking concept will be introduced, rather than gender equality, the new philosophy of gender equivalentism. Further, culture has profound ramifications on how the learning process is understood. How can culture be utilised, overcome or sidestepped?

Then, the nightmare, yes a seemingly never ending abyss, the quagmire that stops progress, bureaucracy. Learn how to make allies and friends in the system to streamline learning and improve its quality.

Not a presentation for the faint hearted, making you question what you understand and how you understand it.

### **The Presenter**

Alaric Naudé is currently a professor of Clinical English and Linguistics in the Department of Nursing at the University of Suwon, Suwon Science College and has a doctorate in Social Studies (specializing in sociolinguistics) as well as a doctorate in Education (specializing in applied linguistics). His areas of personal study include ancient and modern languages, translation, applied linguistics, sociolinguistics, neurolinguistics, and linguistic pedagogy, and is well known in linguistics communities. He is a strong supporter of the right to education for women in both developed and developing countries.

### **Room 411**

#### **Matching the Tasks and the Learners' Experience**

##### **Ana Maria Flores**

Nanzan University, Nagoya, Japan

This presentation is about fashioning reading activities that have students do tasks using knowledge that is already within their experience, thereby increasing motivation. It is a practical application of the learning principle of Paul Nation, Emeritus Professor in Applied Linguistics at the School of Linguistics and Applied Language Studies (LALS) at Victoria University of Wellington, New Zealand. According to Nation (1996), "Fluency is likely to develop if the learners take part in activities where all the language items are within their previous experience. This means that learner's work with the largely familiar topics and types of discourse making use of known vocabulary and structures" (p.10).

The presenter will demonstrate how folklores and folktales that pertain to the students' native language and native culture are suitable to call upon the learners' existing schemata (Rumelhart, 1980), "thereby facilitating comprehension of the English text" (Kuroda, 2013). Furthermore, implementing a course of study utilizing the same as a cornerstone will make the students have a new appreciation of English.

This presentation will give details of the step by step procedure from the selection of the folklores

50  
and folktales, to the reading activities, and finally to the final students' output, which is a story map that will be used to retell the story without the benefit of looking at any reading text or notes. Subsequently, the same procedures will be used as the students read other folklores and folktales of foreign origins.

At the end of this presentation, the participants will have learned that teaching and learning materials that may have been underrated and outmoded are still useful and valuable to learning if applied with appropriate and effective approaches and if the goals are purposeful and productive.

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#### The Presenter

Ana Maria Zabala Villanueva Flores believes that she has a relatively long name but with a one-syllable nickname "An." She received a private-school education from kindergarten to graduate degree. She is currently a Language Instructor at Nanzan University in Nagoya, Japan. A full-time mom, a wife, and a novice vlogger.



clear **understanding**  
**confident** listening reading  
smooth **FLUENT** writing  
flowing **fluid** speaking  
natural **competent** **connecting**  
comprehensible

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