

KOTESOL's Daejeon-Chungcheong Chapter Presents:

The 12th Annual Symposium and Thanksgiving Dinner

More than Just Language:
Transformational
Dimensions in Teaching

Plenary Speaker:

Dr. Wayne B. Bottiger, Ph.D.,
M.Ed., M.D. (A.M.), B.A., B.Th.



Transformational Leadership Panelists:



Rebecca Heesook Lee
Ph.D ABD



Pastor Christian G. Doekpar
M.A. Theology



April Rea Isidro
B.A., M.A.

and Abdul Aziz, M.A.

Closing Plenary Speaker:

Hyunwoo Sun

Talk to Me in Korean



Woosong University, Daejeon
Saturday, November 28th, 2015. 9:50AM

This year's symposium will begin with a panel discussion concerning Transformational Leadership. We will then present five streams throughout the day, finishing with a closing plenary by Talk to Me in Korean's Hyunwoo Sun. As always, the symposium will be followed by a Thanksgiving Dinner.

Symposium Fees: ₩10,000 for members (pre-reg) and ₩20,000 for non-members (pre-reg)

Thanksgiving Dinner: ₩30,000

tinyurl.com/2015daejeonsymposium



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lizzy@hellotalk.com



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President's Welcome



Mike Peacock

President, Daejeon-Chungcheong Chapter, KOTESOL

On behalf of the Daejeon-Chungcheong Chapter, I would like to welcome you to the 12th Annual Symposium and Thanksgiving Dinner at Woosong University in Daejeon.

The Symposium and Thanksgiving Dinner is the biggest event our chapter hosts each year. KOTESOL members and non-members travel from all over Korea for this special event! It's a great opportunity to gain professional development, network with other English teachers, and enjoy a time of Thanksgiving with others over dinner.

Our Symposium and Thanksgiving Dinner is organized and carried out by the chapter's executive committee. I'd like to thank this year's Chair (Deborah Suarez) and Co-chair (Paula Landers) for the extra hard work they've put into our symposium.

This is my second year serving as Daejeon-Chungcheong's President. It has been a wonderful experience! I love meeting with members to discuss educational trends in Korea. Please email us at daejeon@koreatesol.org if you have any new and fresh ideas you for our chapter events.

Sincerely,

Mike Peacock

President KOTESOL Dajeon-Chungcheong Chapter



Chair Letter of Address

2015 November Symposium
& Thanksgiving Dinner

Dear Esteemed Colleagues and Guests:

As Chairperson and on behalf of the organizing committee, I am honored to welcome you from throughout Korea to the DCC KOTESOL 12th Annual Thanksgiving Symposium and Thanksgiving Dinner. The theme of this year's plenary session is "Transformational Leadership in the ESL Classroom: Should Korea get onboard the fast-track in the development of this avant-garde movement in education? Four distinguished guests will present the advantages and disadvantages of a transformational leadership approach to teaching English as a second language in Korea, including the return of morals and ethics within the curriculum.

Reality dictates that people, particularly each and every one of the you in attendance, are what make education systems succeed. Expounding on the idea of one of the most profound leaders in modern military history, Gen. Colin Powell, I paraphrase: In the realm of possibility, TESOL leadership is the art of accomplishing more than that which the science of education management sets forth. Teachers' lives matter in education leadership. Today you will have the opportunity to cast your vote and be counted among education leaders in support of leadership reformation – supporting morals and critical thinking as part of the classroom curriculum, including ESL (transformational leadership); or as education leaders in support for the maintenance of conventional instructional leadership practices which serve to prepare ESL learners for the harsh reality that high stakes testing, such as TOEIC, may trump holistic education in the future pursuit toward securing gainful employment.

Real success lies in the ethical values, qualifications, capabilities, and power of creativity characterized by each and every one of you as educators in the field of SLA. Therefore, I respectfully invite you not to passively intake information being disseminated in this highly engaging presentation; but rather take a stand and critically engage your professionalism, intellect, morals, and power to critically analyze, and become an active participant of education reformation in the 21st Century.

Deb Quezon Suarez
Program Chair



Conference Team

Program Chair.....	Deborah Suarez
Conference Program Editor.....	Mike Peacock
Speaker Liaison.....	Cheryl Moore
Vetting.....	Paula Landers
Vetting.....	Carl Phillips
Vetting.....	Andrew Griffiths
Venue Chair.....	Paula Landers
Venue Liaison.....	Eric Reynolds
Volunteer Coordinator.....	Paula Landers
Food Services Coordinator	Kathy Moon and Mike Peacock
Onsite Registration Coordinator.....	Jennifer Brown
Signage.....	Mike Young
Promotions and Services Chair.....	Mike Peacock
Treasurer.....	Aaron Dougan
Pre-Registration Coordinator.....	Mike Peacock

**The Daejeon-Chungcheong Chapter Presents:
More than Just Language: Transformational Dimensions in Teaching**

Saturday, November 28th, 2015
Woosong University, Daejeon

09:00	Registration			
09:50	Opening Ceremony			
10:00	Debate Forum			
Streams	ESL/EFL Research (Room 502)	Practical Applications (Room 503)	Young Learners (Room 504)	Identify & Media (Room 505)
11:00 - 11:50	Students Need Multi-sensory Language Instruction -Mike Diehl	Real talk: Comparing Practice Conversations Over Time -Javan Walker	Reflections on Reflective Practice Sessions in the Republic of Korea -Christopher Miller	Learning Styles: How To Make Your Students Tick (Identity) -Wayne Finley
11:50 - 13:00	Lunch			
13:00 - 13:50	Why Aren't They Paying Attention: Classroom Management Issues in University Classrooms - John Burrell and Jee Eun Lee	Some Lessons My Students and I Love -Mitzi Kaufman	30 Interactive Ways to Form Groups -Michael Misner	Reconciling Western Teaching Methods with Teaching in Korea (Identity) -Amy Puett
14:00 - 14:50	Get Emotional! Bringing Emotions into the EFL Classroom -Eric Reynolds	NACT: Method for Conversation Improvement -Carl Phillips	Working with Games -Leonie Overbeek	Being At the Top of Your Game, Helps Students Be at the Top of Their Game (Identity) -Steven Schuit & John Healy
15:00 - 15:50	The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics -Joanne McCuaig	What are you using? Activities for the Language Classroom -George Settlemir	Extensive Reading Activities According to Thinking Skills Levels -Michael Misner	A Need to Know: Insights for Language Learners (Identity) -David Shaffer
16:00 - 16:50	Memrise: An App to Maximize Vocabulary Learning -Eric Reynolds and Ron Genech	Have Your University Students got 'Skills'? -Tory Thorkelson	Communication: A view from the -Paul R. Friesen	Edmodo - Facebook for Students (Media) -John Healy
17:00	Closing Plenary: Hyunwoo Sun, <i>Talk to Me in Korean</i> Why Most Students Still Fail at Learning English			
18:30	Thanksgiving Dinner			



Closing Plenary Speaker

Hyunwoo Sun
Talk to Me in Korean

Hyunwoo Sun was born and raised here in South Korea, and has never lived overseas for an extended period of time, but he speaks a bunch of different languages and also loves helping other people learn languages better. He loves break dancing and the opportunities that we can create through the Internet: so all his activities are focused around these three keywords: "languages" "b-boying" and "Internet".

He is currently the CEO of (주)지나인, the company he created in 2009 to continue doing what he love doing: (1) teaching Korean and (2) providing useful and interesting foreign language learning material to the Korean audience.

“Talk To Me In Korean is my dream job, and I love every minute I spend at it. I am running the website TalkToMeInKorean.com with some of the most awesome people I know to help the whole world learn & speak better Korean.”

Hyunwoo Sun blogs; creates videos on Youtube; hosts radio and TV shows; and hosts *LanguageCast* at his cafe in Hongdae; among other things.

Check out Hyunwoo Sun at <http://hyunwoosun.com> .

KOTESOL

Korea Teachers of English to Speakers of Other Languages
대한영어교육학회

*Teachers Helping Teachers
Learn, Share, Succeed*

Membership Fees

Regular 1-year
50,000 won

International
70,000 won

Undergraduate Student
30,000 won

Lifetime
500,000 won

What Is KOTESOL?

KOTESOL (Korea TESOL) is a professional organization for English teachers in Korea. Members include English teachers from across the globe, Korean nationals, seasoned university professors, and first-time private academy teachers. KOTESOL is an inclusive community of practice that strives to improve English teaching in Korea by sharing knowledge and learning from each other.

Why Join?

Enhance your career in education!

- Add professional affiliation and experience to your resume
- Attend professional development workshops and presentations
- Receive invitations to networking events
- Present at the KOTESOL International Conference
- Apply for research grants while furthering your education
- Improve public speaking and presentation skills
- Become part of a SIG (Special Interest Group)
- Participate in our classroom observation program
- Attend KOTESOL National Council meetings, vote in elections, or run for office
- Immediately access *The English Connection*, *Korea TESOL Journal*, and *KOTESOL Conference Proceedings*

How Can I Join?

Visit us at <http://koreatesol.org/join-kotesol> to become part of our community!

Your membership dues help support your local chapter and ensure that KOTESOL continues to offer high-quality professional development opportunities nationwide!



<http://koreatesol.org>

*Earn an American Master's
Degree in TESOL While Working
and Studying in Korea*



St. Cloud State University / Woosong University
Dual Degree Master's in TESOL Program

Contact us:

Dr. Eric Reynolds,
TESOL-MALL Department Head
ericreynolds@woosong.org

or

The TESOL-MALL office manager
042-630-9895
tesolmall@woosong.org



Presenters and Abstracts – Concurrent Sessions

Concurrent Sessions: 11:00 – 11:50

Students Need Multi-sensory Language Instruction

Room: 502

Mike Diehl
Woosong University
goldrick2000@yahoo.com

Presentation Type: 50-minute workshop

Topic Area: Research, Listening, Speaking

Teaching Context: Elementary, Middle School, High School, Adult

Abstract

The workshop will guide participants to use the methodologies developed in two experiments that examined the relationship between multi-sensory scaffolding and rates of retention of lexical phrases in long-term memory. Participants in the experiments were tested on their ability to verbally identify lexical phrases from flashcards with sets of icons. Flashcards contained multiples cue for an appropriate response. The results of the experiments suggested that four review periods of ten minutes each using the treatment methodology produced retention rates of 90-95%. Three measures were used to evaluate student responses. Accuracy of pronunciation was assessed. Time intervals between cue and response were evaluated. Finally, the speed of verbal identification of the icons sets was examined. There was also a statistically significant effect on retention rates from reciprocal imitation that occurred as the students and instructor taught each other lexical phrases.

Bio

I have been a language instructor at Woosong University for 11 years and am currently working on Ph.D. in English Education. I am married to a Thai woman (Rahong) and have two sons, (Mickey and Mac). We live on farm in Thailand. I am focusing in my research on ways to help students who face challenges as they learn languages.

Real Talk: Comparing Practice Conversation Over Time

Room: 503

Javan Walker
Kyung Hee University, Suwon
vanwalker1@gmail.com

Presentation Type: 50-minute presentation
Topic Area: Research, Content based instruction, Speaking
Teaching Context: High School, Adult

Abstract

This is a diachronic analysis of practice conversations as they appeared in ESL/EFL textbooks twenty years ago and as they appear in the same textbooks now. Using Searle's (1979) speech act framework, the author examined every practice conversation in two conversation textbooks, which were published by the same major publishing company twenty years apart. The point is to find out whether practice conversations now are materially different from practice conversations from two decades ago, and to relevant draw conclusions about pedagogy, materials analysis, and critical scholarship from the results.

Bio

Javan Walker III is an assistant professor of English at Woosong University in Daejeon and a PhD Candidate with Kyung Hee University in Suwon.

Reflections on Reflective Practice Sessions in the Republic of Korea

Room: 504

Christopher Miller
Daeil Foreign Language High School
millechris@hotmail.com

Presentation Type: 50-minute presentation
Topic Area: Research, Action research, Reflective teaching
Teaching Context: Elementary , Middle School , High School, Adult

Abstract

The researcher observed, participated in, recorded, transcribed, and analyzed 6 different reflective practice sessions in various regions across Korea in 2014. The researcher was primarily interested in three questions: a) What are the predominant themes occurring in the discourse among participants during the session? b) What is the general level of reflectivity (see Hatton and Smith, 1995) in the reflective practice groups? c) How does the

presence of videoed teacher performance during a reflective practice session impact the nature of the discourse and quality of reflection during the session? The main findings indicate education, and relative status—of both facilitator and participants--have a major impact on the quality of discourse. The use of videoed teacher performance had a similarly large influence. While many participants indicated a preference for the use of videoed teacher performance, there were some potentially undesirable consequences, such as an excessive amount of unsolicited advice. The researcher will provide a series of recommendations to promote more efficient and higher quality reflective practice meetings intended primarily for future group facilitators.

Bio

Christopher Miller has been involved in ELT for over seven years working in both Eastern Europe and South Korea. He holds an MEd from Shenandoah University and currently works at Daeil Foreign Language High School in Seoul, South Korea.

Learning Styles: How to Make Your Students Tick

Room: 505

Wayne Finley
Woosong University
waynefinley@woosong.org

Presentation Type: 50-minute presentation

Topic Area: Reflective teaching, Content based instruction, Culture

Teaching Context: Elementary , Middle School , High School, Adult

Abstract

A master watchmaker crafts a beautiful watch through an expert understanding of each individual component and how it fits together as a whole. A teacher is no different. Great teachers understand the different students in their classes and tailor lesson plans to fit their needs, interests and aspirations. How?

You have two options. Number one: Google 'learning styles' and 'multiple intelligences'; you'll be finished reading just in time for the November Symposium in 2030. Number two: attend this 50-minute discussion where we take a quick practical look at learning styles. It's time to make our students tick. Or tock. Or at least make them talk.

Bio

Wayne Finley first presented at a KOTESOL event 12 months ago at the 2014 November Symposium. After those first initial steps, Wayne has now presented at several events on

the KOTESOL calendar. When not fulfilling presenting duties, Wayne is a teacher and professional developer at Woosong University.

Concurrent Sessions: 13:00 – 13:50

Why aren't They Paying Attention: Classroom Management Issues in University Classrooms

Room: 502

John Burrell
Jee Eun Lee
Woosong University
johnburrell@woosong.org

Presentation Type: 50-minute workshop
Topic Area: Other
Teaching Context: High School, Adult

Abstract

Teachers, especially those new to Korean universities, can be unpleasantly surprised by the inappropriate behavior displayed by some of their students in the university classroom. This can be especially true of required English classes for non English majors. This workshop will explore various methods teachers use to minimize classroom disruption and promote student participation. In addition to learning they are not alone in experiencing such behaviors, the participants will learn of new ways to effectively cope with inappropriate behavior. A handout will be used in the workshop which can be used as an activity with students. Time permitting, the presenter will show the results of two studies which asked students themselves how the teacher should respond to four specific negative behaviors: being late to class, sleeping in class, chatting off topic, and using their cell phones.

Bios

John Burrell is a current faculty member at Woosong University. He has an MA in TESOL from Portland State University and has taught in Korea for over 5 years. He has previously taught at the university level in the US, Japan, Vietnam, and briefly, the UAE. His research interests are student preferences and written corrective feedback.

Jee Eun Lee is the director of the General English Program at Woosong University. She obtained her PhD from Korea National University of Education in English education. Her research interests include task based learning, team teaching, and professional development for English teachers.

Engaging Lessons for Collegiate L2s: Some Lessons My Students and I Love

Room: 503

Mitzi Kaufman
KAIST Language Center
mitzi.kaist@gmail.com

Presentation Type: 50-minute workshop

Topic Area: Listening, Speaking

Teaching Context: High School, Adult

Abstract

Depending on the pace of the participants in the workshop, I will provide information about 2-3 of my favorite lessons (that my students consistently respond well to). These include a storytelling/drawing exercise, the use of the website Ello.org for speaking activities, and the use of collocations in conversations.

Bio

I have bachelor's degrees in Social Science and Drama from the University of California, Irvine. I also hold a master's in Curriculum and Instruction (with an emphasis on English language instruction) from Texas A&M University. Overall, I've taught for more than 15 years. My teaching experience here in Korea includes 6 years at Samsung Human Resources Development Center, and more than 1 year at my current position at KAIST's Language Center.

30 Interactive Ways to Form Groups

Room: 504

Michael Misner
Korea University
mamisner1@yahoo.com

Presentation Type: 50-minute workshop

Topic Area: Action research, Reflective teaching, Content based instruction, Speaking

Teaching Context: Kindergarten, Elementary, Middle School, High School, Adult

Abstract

Well organized teachers have several helpful automatized classroom management routines. Taking attendance, giving instructions, and forming groups are some of the most common. However, some parts of our classroom management routine can become so automatic that

they resist being developed as language learning opportunities. Reflective teaching can help teachers to change the culture in their classrooms by breaking the endless cycle of using the same old activities.

In this interactive workshop, I will introduce three levels of student grouping activities; traditional, controlled practice, and less controlled practice. Through active participation in these grouping information gaps, you will be required to stand up, find partners and groups, produce language, and negotiate meaning. Finally, these tasks are most effective when they are directly related to the language of the day's lesson.

Bio

Mike Misner has 21 years of teaching and teacher training experience. He is currently an Assistant Professor at Korea University and a Ph.D. candidate at University of Hawaii. His interests include extensive reading, teacher training, and curriculum development.

Reconciling Western Teaching Methods with Teaching in Korea

Room: 505

Amy Puett
School for International Training/Say Wales Academy
amy.puett@mail.sit.edu

Presentation Type: 50-minute presentation

Topic Area: Action research, Reflective teaching, Speaking, Culture

Teaching Context: Elementary , Middle School , High School, Adult

Abstract

It takes TESOL instructors very little time to realize that Korean students are not the most talkative people. This is especially true in Chungcheongnam-do, where there are cultural tendencies that include Confucian reverence towards elders, the avoidance of expressing one's opinions and a general reluctance to speak. Many TESOL instructors go about dealing with this issue through western teaching methods such as language immersion, freestyle conversation and encouraging original ideas. While these are well-intentioned methods and are backed by research, the professor and students are often left frustrated with a lack of results. My presentation will first look at Korean culture –specifically Daejeon and Chungcheongnam-do - through Pat Moran's five dimensions of culture* and give suggestions as to how teachers can reconcile their own western teaching methods with the context of being a TESOL instructor in Korea. My methodology will include interviews, reflection on personal experience as a TESOL instructor in Korea and Pat Moran's Teaching Culture: Perspectives in Practice (2001).

* Moran, Patrick R. (2001) Teaching Culture: Perspectives in Practice. (pp. 24-25) Heinle & Heinle, Canada: 2015.

Bio

Amy Puett is a TESOL instructor at Say Wales Academy in Daejeon, South Korea. She is currently doing an MA in TESOL at the School for International Training in Vermont. She has experience teaching English in Hungary, Saudi Arabia and Pakistan. She enjoys traveling, learning new languages, teaching and spending time with her family and friends.

Concurrent Sessions: 14:00 – 14:50

Get Emotional! Bringing Emotions into the EFL Classroom

Room: 502

Eric Reynolds
Woosong University
reynolds.tesol.mall@gmail.com

Presentation Type: 50-minute workshop
Topic Area: Research, Culture, Other (Emotion)
Teaching Context: All

Abstract

For many of us who completed our MATESOL degrees or studied in applied linguistics, Stephen Krashen's affective filter hypothesis has been a guiding principle for our classroom teaching. However, the notion of emotions filling the sole role of inhibiting learning for students has come to be recognized as severely limiting to our language instruction. So, what then does the 21st century tell us about emotion in EFL teaching? In this workshop, participants will learn about some of the cutting edge neurobiological science into the nature of emotion, use that to reconsider how we approach student in motion in the classroom, rethink how emotion can serve both as a mediator of learning and as an element of cross-cultural content, and finally practice techniques and instructional design to effectively incorporate emotion into their teaching practice.

Bio

Eric Reynolds has been a world traveler for EFL. He has lived and traveled all over the U.S. Unfortunately, his wanderlust was unsatisfied in America, so he became an EFL teacher, and lived and taught in "a bunch" of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at

Urbana-Champaign. He currently works as the department head of the TESOL-MALL MA program at Woosong University.

NACT: Method for Conversation Improvement

Room: 503

Carl Phillips
Woosong University
carlphillips@woosong.org

Presentation Type: 50-minute workshop

Topic Area: CALL, Action research, Reflective teaching, Speaking

Teaching Context: Middle School , High School, Adult , Other

Abstract

NACT (Natural Authentic Conversation Training) is a technique I developed four years while teaching ESL at University level in order to get students to get motivated to speak in L2 about things they would normally speak about in L1. It uses recording, transcription, translation, error correction, negotiation of meaning, and most of all motivation. In I have begun using it, I have found not only successes, but its limitations and peripheral benefits (like understanding typical problems in L1, etc.) The technique will be discussed and evaluated during this session. Come and see if you can make practical use of this method.

Bio

Carl Phillips is a veteran professor at Woosong University, having worked here nearly a decade. Specifically, he has worked in developing the prestigious Global Nursing and Culinary Departments. Carl hails from Boston, MA, having done his undergraduate BS in Psychology from Empire State College and completed his MA in TESOL-MALL at Woosong. He focuses on conversation development, behavioral, acting and improvisational techniques for teaching, and using song lyrics for developmental grammar.

Working with Games

Room: 504

Leonie Overbeek
Hwaseong Board of Educationlion
africa@gmail.com

Presentation Type: 50-minute workshop

Topic Area: Content based instruction, Listening, Speaking

Teaching Context: Kindergarten , Elementary , Middle School

Abstract

Students love games, don't they? They always play with enthusiasm, using only L2, and having fun, don't they? We've all had games that bombed, games we carefully designed to get a certain target grammar or vocabulary going. We've prepared ppt's and handouts. And often we forget the childhood games we played, or dismiss them as silly. Yet often, these are the ones the students respond to most. In this workshop participants will play some of the games suggested, and be able to suggest games of their own that work for them and their students.

Bio

Leonie Overbeek has worked in South Korea the past eight years, and has taught middle school and now elementary school. She loves art, books and games, and loves creating new challenges for her students. She studied outside the traditional education field in chemistry and metallurgy, and also in communication in organizations.

Being At the Top of Your Game, Helps Students Be at the Top of Their Game

Room: 505

Steven Schuit
Yeungnam University
stephenschuit@gmail.com

John Healy
Korea University
tesol@me.com

Presentation Type: 50-minute workshop

Topic Area: Action research, Reflective teaching, Other

Teaching Context: Kindergarten , Elementary , Middle School , High School, Adult

Abstract

“There is a growing awareness that improvements in the quality and standards of pupils’ learning are, to some extent at least, reliant upon improvements in the quality of teachers’ career-long learning.” K. Armour and M. Yelling

Increasingly teaching professionals in Korea appreciate the importance of professional development for both themselves and their students. Our interactive workshop will challenge the conventional wisdom about professional development. Give yourself an

opportunity to take a snapshot of your views of professional development and to compare and contrast those with your counterparts in Korea. We will also provide an overview of the successful Professional Development Program at Yeungnam University. You'll leave with ideas for enhancing your own professional development moving forward.

Bios

Steven Schuit is an associate professor at Yeungnam University's Foreign Language Institute. He is enjoying his 2nd teaching and living adventure here in Korea having served previously as a Peace Corps Volunteer here decades ago. He has an extensive background in professional development both in education and business.

John Healy (MA TESOL) is a seasoned EFL practitioner with over a dozen years of experience teaching Korean students, training teachers, and giving talks at various universities and organizations. His current research interests include technology in the classroom, collaborative writing tasks, and in-service teacher professional development.



open call for **PRESENTATIONS**

Gwangju-Jeonnam KOTESOL Conference

March 12, 2016, GNUE, Gwangju

Theme: *Service – A Tradition in Teaching*

Presentation Proposal Deadline: **January 31, 2016**

Submit 200-words + biodata to: chosunu@yahoo.com

45-min. Practical Presentations / Workshops,
25-min. Research Reports. All ELT topics welcome.

More details coming: koreatesol.org/gwangju



The University of Birmingham: ELAL MA in TESOL and MA in Applied Linguistics

Room: 502

Joanne McCuaig
The University of Birmingham
jmccuaig2@gmail.com

Presentation Type: 50-minute presentation

Topic Area: Commercial Presentation

Teaching Context: Kindergarten , Elementary , Middle School , High School, Adult

Abstract

The University of Birmingham, UK, is pleased to offer an information session about the distance (and campus based) MA programs it offers in TESOL and Applied Linguistics. Topics covered include: structure of the program, courses offered, program expectations, timelines, and program costs. As well, we will be talking about what kinds of students take the program, how to be successful in your MA studies with Birmingham, and if this program is a fit for your needs. Questions are always welcome and if you can't attend the session, please come visit our promotional table to speak with us.

Bio

Joanne McCuaig is a 2012 graduate of the University of Birmingham, MA in Applied Linguistics (with distinction). She is a tutor for the program as well as the in-country representative for Korea.

What are you using? Activities for the Language Classroom

Room: 503

George Settlemer
Gangwon Office of Education
georgesettlemir@gmail.com

Presentation Type: 50-minute workshop

Topic Area: Reading, Writing, Listening, Speaking

Teaching Context: Kindergarten, Elementary, Middle School, High School, Adult

Abstract

Every teacher, experienced or inexperienced, should have developed or be in the process of developing a “toolbox” of “go-to” activities for their language classroom. Whether you have a teacher’s toolbox that is overflowing with ideas or you are in the process of filling your toolbox, this workshop is for you. In this discussion driven workshop we will be looking at some activities that participants have found to be effective in their language classrooms. Additionally, the presenter will be providing some examples and guidance in relation to implementing 5 of his go-to activities. Participants are encouraged to bring a list of activities that they are willing to discuss with other participants during the workshop.

Bio

George Settlemer is a secondary education teacher with the EPIK program and a district coordinator in Gangwondo, South Korea. His educational background lies in the business sector and he is currently studying for his masters in TESOL. During his 6.5 years as a teacher in Korea, he has worked with students at the elementary, secondary, and post-secondary level. He has also presented on incorporating project based lessons into core curriculum classes at various workshops around Korea. His main interests are gamification, project based learning, studying the Korean education system, and organizing and presenting at professional development events in Korea.

Extensive Reading Activities According to Thinking Skills Levels

Room: 504

Michael Misner
Korea University
mamisner1@yahoo.com

Presentation Type: 50-minute workshop
Topic Area: Reflective teaching, Extensive reading, Reading, Speaking
Teaching Context: Elementary , Middle School , High School, Adult

Abstract

Extensive reading (ER) means frequently reading for enjoyment many books at or below your level. Research indicates that this activity improves reading rate, reading comprehension, vocabulary knowledge, and spelling acquisition. Also, other researchers are finding that massive amounts of input lead to successful output such as speaking, writing, and test taking abilities.

ER, for most students in Korea, means reading graded readers. However, many people ask me this question. “How can you be sure that your students are really reading the books?” One answer is a wide variety of ER activities that have students demonstrate

comprehension of their texts. These activities exist in a variety of teacher resource books, which I will bring and let you play with. However, the activities in these books are not in the proper order of presentation for students in a class/semester. They are all mixed up.

In this practical hands-on workshop, I will introduce a hierarchy of thinking skills which will help you organize any ER activity to use with the appropriate level of student at the appropriate time in the course/semester (beginning, middle, end). Then we will do a variety of activities in order to give you a feeling for the difference in thinking skills required at each level.

Bio

Mike Misner has 21 years of teaching and teacher training experience. He is currently an Assistant Professor at Korea University and a Ph.D. candidate at University of Hawaii. His interests include extensive reading, teacher training, and curriculum development.

A Need to Know: Insights for Language Learners

Room: 505

David Shaffer
Chosun University
chosunu@yahoo.com

Presentation Type: 50-minute presentation

Topic Area: Reflective teaching

Teaching Context: High School, Adult

Abstract

As educators in Korea, we often take it for granted that our students are aware of the basic concepts and strategies related to the learning of English. But the truth is that they often don't. It is our duty as English teachers to make our students aware of what are effective ways of learning, what are less efficient ways, and what they can do to make their English learning more effective and more enjoyable. This presentation deals first with the illusion that all study leads to effective learning. It then leads into a discussion on the need for massive and quality skills practice for language learning to progress, explaining the concept of "deliberate practice" and the "10,000-hour rule."

The necessity of a self-guided language-learning program is introduced and it is explained how essential this can be to supplementing classroom learning. Determining what to study and when to study is stressed as well as the need for establishing short-, medium-, and long-term learning. Very importantly, this presentation emphasizes the learner's need to reflect on their study methods, evaluate them, make needed alternations, and try them out.

In-class activities and out-of-class projects to help learners reflect on their learning methods will be introduced.

Bio

David Shaffer (PhD, Linguistics) is a professor of English Language (emeritus) at Chosun University, Gwangju, where he has spent his career teaching TESOL, EFL, and linguistics courses at the graduate, undergraduate, and post-graduate levels. He has authored hundreds of articles and numerous books on English teaching and learning, and on Korea and Korean. Dr. Shaffer is a long-time member of KOTESOL and a holder of various National and Chapter offices, presently including Gwangju-Jeonnam Chapter President, KOTESOL Publications Committee Chair, and International Conference Committee Invited Speakers Chair. He is a recent recipient of the Republic of Korea Order of Service Merit.

Concurrent Sessions: 16:00 – 16:50

Memrise: An App to Maximize Vocabulary Learning

Room: 502

Eric Reynolds
Woosong University
reynolds.tesol.mall@gmail.com

Ron Genech
Woosong University
ronaldgenech@woosong.org

Presentation Type: 50-minute workshop
Topic Area: CALL
Teaching Context: Middle School, High School, Adult

Abstract

Memorizing vocabulary is a necessary building block of foreign language learning, but too often becomes painful drudgery. Recently a plethora of computer applications have been created to aid students in memorizing vocabulary lists. Memrise uses a variety of sensory channels, a spaced repetition algorithm and encourages students to create or use their own mnemonic devices, or ‘mems,’ to dramatically improve their vocabulary acquisition. In this workshop presentation, we will introduce you to Memrise, and provide you the tools to quickly overcome the initial learning curve of the application for yourselves and your students. In addition, we will review several studies that have been conducted at Woosong on the efficacy of the application, which will prepare you for some of the pitfalls of implementing a Memrise component to your courses. You will leave the presentation ready to supercharge your students vocabulary learning, set your them up for learning success.

(We promise, this is not a paid presentation. We just think Memrise works.)

Bios

Eric Reynolds has been a world traveler for EFL. He has lived and traveled all over the U.S. Unfortunately, his wanderlust was unsatisfied in America, so he became an EFL teacher, and lived and taught in “a bunch” of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign. He currently works as the department head of the TESOL-MALL MA program at Woosong University.

Ron Genech

Have Your University Students got “skills”?

Room: 503

Tory S. Torkelson
Hanyang University
thorkor@hotmail.com

Presentation Type: 50-minute presentation

Topic Area: English for specific purposes, Content based instruction

Teaching Context: Adult

Abstract

Over the last 9 years, my colleagues have developed a set of courses to teach our students life skills like presentation skills, job skills, discussion/debate and all levels of writing from sentences to MLA research papers. This presentation will explain in detail what we did, how we did it and what were the lessons we learned from this ongoing process. As more and more universities move away from pure conversation skills to writing, presenting or other skills taught separately or in the same course this seems to be the way things are headed for the future of EFL teaching in Korea.

Bio

Tory S. Thorkelson (BA, B.Ed., M.Ed. in TESL/TEFL) is a proud Canadian who has been an active KOTESOL member since 1998 and has presented at or worked on many local and international conferences. He is a Past-President for Seoul Chapter and Immediate Past-President of KOTESOL (2008-2009) as well as an active KTT member. His 9-5 job is as an Associate Professor for Hanyang University’s English Language and Literature Program. He has co-authored research studies (see ALAK Journal, December 2001& June, 2003 as well as Education International September 2004 V1-2) and a University level textbook, “World

Class English”, with a team of fellow KOTESOL members. Currently, he is a Doctoral student in the Doctorate of Professional Studies program at Middlesex University in the UK.

Communication: Linking All the Pieces

Room: 504

Paul R. Friesen
Woosong University
a2bitnickel@gmail.com

Presentation Type: 50-minute presentation

Topic Area: Action research, Reflective teaching, Speaking, Culture

Teaching Context: Middle School, High School, Adult

Abstract

Language is just about communication. If a person does not communicate, nothing else matters. Communication is also dependent on relationships. We speak differently to people because of our relationship with them. Studying English in pieces to get a good point on a test will not help any student s communicate. Learning good grammar without understanding how each piece adds to the communication is inadequate. Using all the ideas of communication, which includes the use of body language, intonation, and rhythm students will develop more confidence and enjoy a deeper conversation and exchange of ideas. This new confidence and enjoyment will result in a more motivated student both in and outside of class.

In this presentation, I will present strategies that students should develop to be successful in learning to communicate. A few of these will be to use an interactive thesaurus versus a dictionary. Most Koreans have never used a thesaurus. Information building, which is listening to information shows, not movies, to not only increase their awareness of how to understand the arguments, but relax their mental stress to hear the ideas. Focusing on how other people react when they (students) speak and how to be more introspective with self-correction strategies.

Understanding that communication in any language is the key to relationships, both personal and professional, is the answer to “What do students need to succeed in studying English?”.

Bio

Paul has been teaching ESL in Korea for 16 years. He has developed programs in a variety of areas and across many different age groups. His interests lie in communication strategies. Paul understands that strategies are what students take away from the class. They help

students continue learning long after the class is over. Communication is what happens when you link all the pieces of English learning together.

Edmodo- Facebook for Students

Room: 505

John Healy
Korea University
tesol@me.com

Presentation Type: 50-minute workshop

Topic Area: CALL

Teaching Context: Elementary , Middle School , High School, Adult

Abstract

Edmodo is a free app that brings a powerful education tool into your classroom in the guise of a social media platform. Think Facebook with native and third party tools that allow you to interact with your students, assign and evaluate tests, conduct polls, take attendance, dole out rewards, and much more. By the end of the presentation, attendees will leave with a solid grounding on the simple features of Edmodo, and understand how you and your students can use it daily to elevate the quality and frequency of their interaction - both inside and outside of the classroom. I aim to convince you that those ubiquitous and often pesky smart phones in your class can be used to build rapport, skill, communicative competence, and accountability.

Bio

John Healy (MA TESOL) is a Professor at Korea University. He specializes in conducting high-energy classes and workshops that focus on confidence-building, conversation strategies, targeted error correction, and EFL writing. His current research interests include in-service teacher professional development, technology in the classroom, and collaborative writing tasks.

Extended Summaries

A Need to Know: Insights for Language Learners

Dr. David Shaffer
Chosun University, Gwangju

Introduction

As educators in Korea, we often take it for granted that our students are aware of the basic concepts and strategies related to the learning of English. But the truth is that they often do not. It is our duty as English teachers to make our students aware of what are effective ways of learning, what are less efficient ways, and what they can do to make their English learning more effective and more enjoyable.

English Learning vs. English Study

Let us begin by considering the difference between English “study” and “learning.” The term most often used in Korea is “English study,” and what it is mainly used to refer to is studying the artifacts and the facts related to English – mainly the words and the grammar of English. The method used for this study is most commonly rote memorization. Vocabulary items are associated with Korean words (market = 시장), and grammar is formulaic (present perfect = subject + have/has + verb [participle]). And the goal of this memorization is to do well on the soon-to-follow test.

With rote memorization, however, little attention is paid to comprehension, and forgetting occurs almost as quickly as the original memorization did. Learning English, however, is much more than just “book learning” and memorization for testing. Learning vocabulary comes from making as many different associations with a word as possible (reading it, writing it, hearing it, saying it, using it – alone and in different contexts). The same is true of grammar. It is learned by understanding the meaning of structures in different contexts.

Investment of Quality Practice Time

To do this learning, much more than mere classroom study is required. And it must be realized that English is a “skill” that needs to be learned, or acquired, rather than being just another academic subject such as history or social studies. Just as learning to ride a bicycle requires one to get on the bicycle and practice, and just as learning to play tennis requires one to practice hitting the tennis ball, learning English requires one to use the language – to practice listening, speaking, reading and writing – practice and practice, not just study textbooks and memorize.

There is the 10,000-hour rule, which can be applied to learning English. It states that approximately 10,000 hours of deliberate practice is required to attain a high level of proficiency in English as a second language. That comes out to about 20 hours of deliberate

practice per week for 10 years! “Deliberate practice” refers to using the language for communication purposes and using effective learning methods, not mindless repetition and memorization. To attain this large commitment of hours of practice, many hours of practice and learning outside the classroom is required, and in order to plan and organize this out-of-class practice, a self-guided language-learning program is needed.

A Self-Guided Language-Learning Program

To set up an effective self-guided language-learning program, students need to first realize that to learn English, vocabulary and grammar-rule memorization is not enough, a good test score is not enough, and classroom-style study is not enough. They need to know that, in addition to structured study (the kinds of things that regularly occur on a public school English lesson), they need to also have unstructured learning practice (four-skills practice free of in-depth analysis, decomposition, memorization and memorization). Students need to know that having at least one structured and one unstructured learning method for each of the four skills and micro-skills is advantageous.

What and When to Practice

Having at least two learning methods for each of the four macro-skills, as well as for micro-skills such as pronunciation, vocabulary, and grammar, is a lot for anyone to manage. The learner must also determine which skills to spend more time on. What often happens is that learners will select the skills they like and are good at to spend the most time on, when the opposite is what is necessary.

Students need to set language learning goals for themselves – long-term goals, medium-term goals, as well as short-term goals. Too many learners merely decide to “study TOEIC” because that is what their short-sighted, goal-less classmates are doing. Once the learner has reflected on the learning methods they intend to use and the amount of time they intend to allocate to each, they need to make a realistic schedule to fit them all into. They must remember that “self-guided” does not necessarily mean “self-study.” While extensive reading (i.e., pleasure reading of massive amounts of materials at one’s proficiency level) is a great activity to do alone to strengthen vocabulary, grammar, and general English skills, interaction in English with others is also essential for language learning to progress naturally. Speaking with others in English, whether native or non-native speakers, needs to be a part of any learner’s self-guided program. This interaction could very well be with another learner like oneself who is interested in improving their English, or it could be with a study group.

Self-Reflection on Language Learning

The language learner needs to know that reflection on their own learning methods and goals at regular intervals is essential and that readjustment to make their goals more realistic and their methods more effective is necessary. This can be achieved by keeping a reflective language learning journal – by selecting individual methods, or goals, or skills to reflect on and then evaluating what is going well and not so well with each, analyzing what

the problems may be and how to solve them, and then executing the solutions. Learner goals need regular reflection too, as the major uses of English in our students' working sphere may be very different in 15 years than what it is today.

In Conclusion

Learners need to look back on what they have done, how they have done it, and how they can improve upon it with respect to their English learning practices. In addition to this reflection, they need to look forward to what their future English needs may be and incorporate these items into their English study program. However, this is not easy for the learner to do, not even for the university student. For this reason, we as teachers need to take an interest in our students' autonomous learning activities and make a concerted effort to be of assistance. In short, our students need our guidance in creating self-guided language learning programs that will work effectively for them.

BIOGRAPHICAL SKETCH

David Shaffer (PhD, Linguistics) is a professor of English Language at Chosun University in Gwangju, where he has spent his career teaching TESOL, EFL, and linguistics courses at the graduate, undergraduate, and post-graduate levels. He has authored hundreds of articles and numerous books on English teaching and learning, and on Korea and Korean. Dr. Shaffer is a long-time member of KOTESOL and active at the National and Chapter level as Gwangju-Jeonnam Chapter President, KOTESOL Publications Committee Chair, and National First Vice-President. He is also a recent recipient of the Republic of Korea's Order of Service Merit.



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