

JEONJU-NORTH JEOLLA KOTESOL 2016 REGIONAL CONFERENCE

NOVEMBER 19, 2016
JEONJU UNIVERSITY
12-5PM



DIVE IN!

*TRANSFORMING STUDENTS
FROM SPECTATORS TO SPEAKERS*


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PRESIDENT'S MESSAGE



As EFL teachers, we are forced to set aside doubt about failed academic systems and embrace the reality that our students can learn to communicate in English. We encounter students with fossilized errors, lack of confidence, apathy, and great difficulty in translating their years of English theory and bookwork into language fluency. Yet in spite of these challenges, we continue to dive in: lesson-planning, pursuing professional development, and constantly adapting to our students' changing needs. Why? As educators we see the intrinsic value in the learning process. We seek collaboration and input from our colleagues because iron sharpens iron. That's why we are here - to share our successes and failures, while gleaning the wisdom of others with the hope of transforming our students from spectators of English to speakers of English.

Oh behalf of the 2016 chapter officers of Jeonju-North Jeolla, I extend my warmest welcome. I hope this conference and the relationships that are formed here provide innovative ideas to encourage and uplift both you and your students. Now, let's *Dive In!* 

JEONJU / NORTH JEOLLA CHAPTER OFFICERS

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Ingrid Zwaal
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SPECIAL THANKS TO...

Aaron Snowberger
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aaronsnowberger.com

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SCHEDULE OF EVENTS

12:00	Registration Opens			
12:45	Welcome - Opening Remarks - Suzanne Schneider, Chapter President			
	General ELT 1 <i>Star Center 201</i>	General ELT 2 <i>Star Center 202</i>	Young Learners <i>Star Center 203</i>	Multimedia <i>Star Center 204</i>
1:00 – 1:45		Terry An Joy Magpale-Jang <i>Pedagogical implications of using noticing and restructuring activities in teaching listening for language acquisition</i>	Andrew Griffiths <i>"Aim, How, But": A framework for explaining activities to students with minimal English understanding</i>	Andy Webster <i>Music sparks: songs in the key of ELT</i>
2:00 – 2:45	Helen McCallister <i>Learning logs gets students writing: here's how to grade them with efficiency and heart</i>	Dave Hutchinson <i>Guiding students toward autonomy</i>	Hannah Nedrow <i>Structured speaking games to help young learners interact in English</i>	Susan Webster <i>#Edtechtivities: How to use social media and educational technology in the EFL classroom</i>
3:00 – 3:45	Jasmine Taiwo <i>The Birds and the bees: Discussions in the EFL classroom</i>	Allison Bill <i>Adding variety to our lessons with Bloom's Taxonomy</i>	Ingrid Zwaal <i>Role playing 101</i>	Victor Reeser <i>Smart phones make smarter students</i>
4:00 – 4:45		Cristen Royce <i>Making the grade: Assessment practices and beliefs of native English-speaking teachers working in South Korean middle schools</i>	Carmel Gajjar <i>Language learning exchange in the global classroom</i>	Michael Okamoto <i>Creating an image-based vocabulary dictionary in the EFL/ESL classroom</i>
4:45 – 5:00	Raffle, Closing Remarks			
5:30 –	Conference Dinner (see last page for details)			

Learning logs get students writing; here's how to grade them with efficiency and heart

by Helen McCallister



Learning logs are journals in which students write about their experiences during class. Students might describe how they felt during class activities, give examples of terms or concepts they learned, discuss topics brought up in class, or summarize what was said during a group discussion. Writing in learning logs gives students the agency to write at their own pace and from their own perspective. Learning logs also reinforce class material and allow students to communicate directly with instructors. For instructors, learning logs provide valuable feedback about how students are interacting with class material. Many language instructors are attracted by the idea of learning logs, but turned off by the time-consuming idea of marking dozens of journals per day. I would like to share some tips on how to grade learning logs quickly and easily, while still giving students a chance to feel heard and inspired.

Helen McCallister teaches English at Hongik University in Seoul. She holds an M.A. in Japanese linguistics from the University of Hawaii at Manoa. She is interested in figuring out how to teach consciously and holistically in a practical setting. Prior to becoming a university professor, she taught English at the elementary school level, and based on that experience, she still loves to incorporate games into her classroom activities.

The birds and the bees: Discussions in the EFL classroom

by Jasmine Taiwo



Many instructors are not prepared to talk about sex and gender issues with students. There are many good reasons: fear of embarrassing the students, fear of embarrassing themselves, or fear of being fired for being too liberal in a conservative nation. Educators have many reservations in the classroom that unintentionally discourage L2 learners from speaking about things they are truly interested in. These fears limit our classrooms. The common and "useful" topics aren't always the most interesting. There is a way to talk about sex in an educational setting that is fun and gets students speaking in English. In this workshop, which will flow more like a hyper-speed class demo, come ready to experience the "scaffold discussion." Get techniques that require instructors to speak less and focus more on facilitating discussions by setting an environment that expects and encourages learners to speak up and share opinions. Be prepared to share best practices from your classroom. The target group is 8th grade and above of all levels of proficiency.

Jasmine Taiwo has a bachelor's degree in English Literature from Spelman College in Atlanta, Georgia. She is currently completing a TESOL certification through Global Leadership College. She arrived in Jeonju, Jeollabuk, Korea in November 2008 and spent a little over a year teaching in private institutions. However, she spent a majority of the time as a conversation instructor in a private boarding high school in Jeonju. She currently works as an ESL instructor at Global Prodigy Academy, an alternative international school (also in Jeonju). She is the membership coordinator for KOTESOL, Jeonju-North Jeolla Chapter. Her hobbies include reading, dancing, writing, and spending time with her two daughters.

Pedagogical implications of using noticing and restructuring activities in teaching listening for language acquisition

by Teri An Joy Magpale-Jang



The status of listening in language programs has undergone dramatic changes in recent years. From being a neglected skill, it is now considered as an important language course. One important role of listening in a language program is the facilitation of second language acquisition (Richards, 2006). Accordingly, this presentation explores the pedagogical implications and teachers' roles in using noticing and restructuring activities in teaching listening. Noticing activities involve returning to the listening texts that served as the basis for comprehension activities and using them as the basis for language awareness. On the other hand, restructuring activities are oral or written tasks that involve productive use of selected items from the listening texts. Using a "microteaching demonstration" approach, this presentation targets teachers and curriculum developers of/for elementary to middle school students. Specifically, this features a sample listening text ("youtube") with corresponding noticing and restructuring activities that will present the theoretical nature, practical usage, and importance of both noticing and restructuring strategies.

Teri An Joy G. Magpale-Jang is a Filipino ESL/EFL educator and researcher, currently living in South Korea. She used to be a Language Professor in one of the Philippine's national university. She finished her Bachelor of Arts/Bachelor of Secondary Education major in English Literature with an Academic Honor in the Philippine Normal University-Manila. She finished her Master of Arts in Teaching English Language in the De La Salle University-Manila. Her research interests include World Englishes, Discourse Analysis and Current Pedagogical issues of ELT.

Guiding students toward autonomy

by David Hutchinson



According to Henri Holec, "Autonomy is the ability to take charge of one's own learning". Autonomous language learners enjoy many benefits: they tend to enjoy learning more, they can focus on their own needs, and they can adopt a learning style and techniques that suit them personally. Given these benefits, it can be highly beneficial for teachers to help students become more autonomous. This presentation will look at ways in which teachers can guide their students toward autonomy. This presentation will suggest a combination of class discussions, activities, and strategy demonstrations to help students consider their learning methods, see new ways of learning, and decide what methods will work best for them. First, it will show how teachers can use class discussions to help students rethink their preconceptions about learning as well as discuss issues that many language learners may struggle with. It will also show ways to help students learn how to create opportunities to use the English language and find helpful resources. It will include various activities teachers can use to help students become more aware of themselves as learners. Finally, this presentation will look at some strategies that teachers can demonstrate in class and students can use independently. The target audience will be teachers of high school students, university students and adults.

David Hutchinson is an instructor at Hoseo University in Cheonan and Asan, South Korea. His research and teaching interests include autonomous learning and language learning strategies, curriculum and materials development, and corpus linguistics. His personal interests include hiking, language learning and travel. He is married and has two young daughters.

Adding variety to our lessons with Bloom's Taxonomy

by Allison Bill



Many teacher questions are closed-ended display questions. Students are often asked to name, list, define, or recall details. This questioning style provides students with predictable, comfortable classroom interactions. However, this does not provide many opportunities for higher order thinking. Students should have the chance to organize, compare, discuss, etc. This workshop will give participants the chance to add variety to their lesson plans and to their students' contributions to the lesson. We will start by looking at Bloom's Taxonomy (2001 revision), learning how to help students to move between the various ways of approaching knowledge. Not only do we want our learners to (1) remember, but also to (2) understand, (3) apply, (4) analyze, (5) evaluate, and (6) create. The four kinds of knowledge (factual, conceptual, procedural, and metacognitive) will also be explored. We will then work in groups, taking what we've learned to add more higher order thinking opportunities to a simple lesson idea. The groups will prepare differentiated lessons for their current teaching contexts. We will finish by sharing our lesson plans with the other participants.

Allison Bill started her own second language learning at the age of 5. She completed her B.Ed. in Elementary French Education at the University of Ottawa, and her M.A. TESL/TEFL at St. Michael's College in Vermont. She is currently in the dissertation stage of an Ed.D. at Anaheim University. Allison has taught FSL in Canada, and EFL in France and South Korea. She is a native of Ottawa, Canada. She has lived in Korea since 2000, and teaches at Jeonju University.

Making the grade: Assessment practices and beliefs of native English-speaking teachers working in South Korean middle schools

by Cristen Royce



English Program in Korea (EPIK) has been placing native English-speaking teachers (NESTs) in public school classrooms across South Korea since 1995. The program aims to expose non-native English-speaking teachers (NNESTs) and their students to authentic English language input and communicative language teaching (CLT) methods through co-teaching practice. Determining the effectiveness of EPIK is a widely

debated topic among scholars and policy makers. One reported problem is the lack of integration of NESTs into local curriculum planning and assessment practices, which is problematic because a significant factor in students' EFL learning is passing tests. This study will contribute to the limited knowledge on EPIK teachers' perspectives regarding their (lack of) participation in secondary school assessment practices, as well as offering suggestions for potential local policy changes. An online survey was employed to document and analyze the practices and perspectives of current EPIK teachers working in middle schools in Jeonbuk, South Korea. This presentation will present the results of this research study and ideas for collaborating with co-teachers to improve assessment practices.

Cristen Royce has recently completed a Master's in Education from University of Cincinnati and has Bachelor's degrees in History and Philosophy from Eastern Washington University. He has been teaching public elementary and middle school in South Korea through EPIK since 2010. As an EFL teacher, he has focused on task-based learning approaches that develop confidence and fluency in communicating. His hobbies are hiking, drumming, reading, and playing chess.

"Aim, How, But": A framework for explaining activities to students with minimal English understanding

by Andrew Griffiths

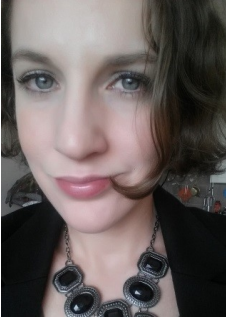


Many teachers have problems explaining the rules of activities to students with minimal understanding of English. This often results in poor student engagement which in turn leads to a lack of learning. The workshop will demonstrate a framework that can be used to explain activities in an easy, understandable fashion. The simplicity of the framework allows even students with minimal language understanding to follow the explanation, which in turn increases active listening skills. The framework also demands extensive student participation through the use of questioning and demonstrations. In short, the explanation is transformed from a mere exposition into an active language learning experience in itself. The workshop will be beneficial to teachers of elementary and middle school students, but any teacher who teaches students with minimal language skills will find it useful for their teaching.

Andrew Griffiths is a teacher trainer for the Daejeon Office of Education, where he trains Korean teachers. As a result of a number of years working in the public school system working with students at various levels he specialises in training teachers in TEE (teaching English in English) and, as a lifelong struggler with foreign languages himself, feels a special kinship with students who have minimal English language skills.

Structured speaking games to help young learners interact in English

by Hannah Nedrow

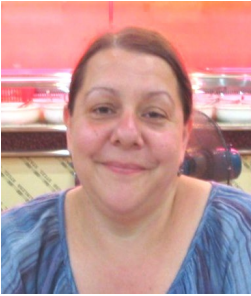


Every teacher faces the difficult task of getting young learners to communicate with one another in English in the classroom when their language skills are still not yet well-developed enough for them to know what to say to each other. This presentation will be a hands-on demonstration of a variety of games that teachers can use with learners of all ages, but with an emphasis on elementary age learners. The participants will practice playing games in order to learn how to use them effectively to prompt children to ask one another questions in English, and also how to guide children in providing feedback to one another. An effective language classroom is one that fosters collaboration among students, not just one-way teacher student interaction. With a clear goal and a targeted plan, this can be done even with young and very low-level students, and can be enjoyable for all involved.

Hannah Nedrow has been residing in South Korea since 2004, but has been involved in teaching Korean young learners since 1999. She began by teaching Korean-English bilingual children in the US, and after moving to Korea has taught learners of all ages. While teaching pedagogical methodology and activities for young learners to prospective English teachers at Sogang FLI, she developed many activities to help kindergarten and elementary age learners interact actively in the classroom. She enjoys helping other teachers develop themselves, and believes that teaching can be an incomparably joyful and rewarding activity if one is well-prepared.

Role playing 101

by Ingrid Zwaal



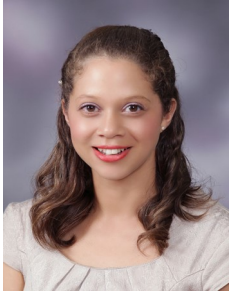
Role play can be much more than setting up a shop and selling things to customers. Most of us have role played during our childhood. So how do we bring it to the ESL classroom? Why should we? What is the difference between drama and role play? Learn how to teach students how to participate in simple role plays and go from there to whatever your class needs.

This presentation will be part lecture but mostly workshop with the participants practicing role plays and gathering ideas how to make more for their classroom needs. This is for young learners but also can be for low level older students (even university students) who lack confidence or can be used just to bring fun to any classroom.

Ingrid Zwaal, MSED, has been teaching in Korea forever. She currently works at Jeonju University after 17 years at two other universities. For sixteen years she had been a teacher trainer for elementary teachers. She had the pleasure of training the English tour guides at Hanok Village for a few years. She has a rescue dog, Adam, a Westie, and Tasha, a Scottie. Three birds and three fish complete her zoo. She plays competitive volleyball with a university student team. She writes a weekly column in English for a local newspaper. She has an extensive puppet collection.

Language learning exchange in the global classroom

by Carmel Gajjar



This workshop will demonstrate how I've used a website called, "e-pals.com" to reach out to teachers around the world who also wish to have their students collaborate on projects which are real and meaningful. These projects help to constantly reinforce the value in learning English. As English is essential for this program to be successful, students make an extra effort to try to convey what they want to say to their pen pal friends. The online platform allows for room to make mistakes. English is the only way that both sides can communicate. Students taking part in this program develop a sense of pride through sharing their language and culture with others across the world.

Carmel Nadine Gajjar is a South African based at Jinju Elementary School in the city of Samcheok which is in the province of Gangwon. Carmel arrived in South Korea in September 2015. Prior teaching in South Korea, Carmel worked as a Human Resources Consultant at Dimension Data South Africa. Carmel's interest in becoming an English Teacher in Korea, stemmed from her need to branch out into the training side of Human Resources, and so this required some hands on experience in the field of Education and Training. Carmel's qualifications are an Bachelor in Social Science Honors degree from the University of Cape Town in Organisational Psychology specializing in Training Evaluation. Her undergraduate degree, a BA in Industrial psychology and Business Management, was completed at Nelson Mandela Metropolitan University. Carmel wishes to further her studies into the realm of Adult Education and Training. Carmel enjoys jogging to the beach in Samcheok, reading novels and the elated feeling she feels after a successful class.

Music sparks: Songs in the key of ELT

by Andy Webster



This presentation will consider the most effective ways to incorporate music into the EFL classroom and transform your lessons into chart topping hits. It will feature several playlists highlighting the power of music to assist language learning. Using the presenter's own experience, it will explore the potential of using music to stimulate and encourage learners to produce meaningful communication. Furthermore, the ideas and activities presented will show you how to integrate music as a rich and essential resource for the EFL classroom. Finally, the presenter will express how music can improve and strengthen your lessons. By skillfully implementing music into lesson planning it can create a harmonious atmosphere - effectively bringing colour, meaning and rhythm to any class. Therefore, making the learning experience more memorable for you and your students.

Andy Webster holds a degree in Psychology and Philosophy from the University of Dundee and an MSc in TESOL from Edinburgh University. He completed his CELTA in 2013 and has published research exploring the pedagogical potential of virtual worlds and Web 2.0 tools. He has taught a variety of different learners in Japan and South Korea. This experience has provided him with a wonderful opportunity to develop the skills and knowledge required to teach different levels of English to those with varying learning abilities. He is especially keen to investigate new teaching methods and enjoys the continuing challenges associated with English language teaching. He currently enjoys teaching at Jeonju University where he continually seeks to provide an engaging, nurturing and creative learning environment for all students.

#Edtechivities: How to use social media and educational technology in the EFL classroom

by Susan Webster



This presentation will look at two technological tools that inject fun into the learning environment and ultimately enhance language learning. With the overwhelming number of tools that are available to educators it is often difficult to know where to begin. The issues we face are that they either require a difficult signup procedure or require the user to spend numerous hours to learn how to use them. This in turn, increases planning time. From researching the language learning potentials of educational technology and social media platforms, the presenter will focus on two; Instagram and Kahoot! By using those platforms, not only do they reduce planning time and engage students, they also encourage students to become more self-dependent and autonomous learners. During the session, participants will be introduced to several activities using both platforms and collaboratively set up their own activity in Kahoot! By the end of this presentation, participants will take away some new tools for their teaching tool box and leave feeling more confident to implement more technology in their lessons.

Susan Webster is a graduate of Edinburgh University where she obtained an MSc TESOL with distinction. Her career as an educator and teacher trainer has included delivering storytelling workshops to new teachers in the JLP programme, S.Korea, conducting and leading methodology workshops for Korean elementary teachers, teaching English in universities, primary and secondary schools in Japan, South Korea and her native Scotland. She is currently employed at Jeonju University, South Korea, where she teaches English conversation. Susan is passionate about all aspects of language-teaching methodology and strives to produce meaningful, engaging and creative lessons for her learners. She is particularly interested in issues relating to e-learning and teaching and has had her research published which examined communication strategy use between adult EFL learners from diverse cultural backgrounds and their teacher in virtual world of Second Life.

Smart phones make smarter students

by Victor Reeser



Smart phones are generally considered distractions in school. This workshop will introduce easy-to-use resources to turn smart phones into transformative educational tools in the language classroom. The applications and online resources are listed below:

- Muut – A free forum-hosting site that is very easy to set up with user-friendly interface
- Google Forms – A free tool from Google
- Quizlet – An excellent resources for vocabulary study; one function in particular, Quizlet Live, will be the main focus
- Kahoot! – A browser-based tool with numerous applications in the classroom including but not limited to creating fun and engaging quizzes

These resources will be demonstrated in action first-hand and attendees with internet-enabled devices are encouraged to participate.

Victor Reeser is an assistant professor of ESL at Suwon Science College in Hwaseong. He recently completed the Hanyang University TESOL certification program as part of the M.Ed. TESL program at Framingham State University in Framingham, Massachusetts, USA. He originally developed an interest in second language acquisition after spending time studying at Tokyo International University in Kawagoe, Japan. His current research interests include integrating C.A.L.L. into language classrooms, the effects of feedback on student motivation, and how bilingualism affects cognitive development.

Creating an image-based vocabulary dictionary in the EFL/ESL classroom

by Michael Okamoto



There have been many studies like showing that people remember pictures more easily than words or numbers. By attaching meaningful images to items that are to be learned, students are able to better retain and recall their meanings. An emphasis on creativity is essential when incorporating this technique. This presentation's goal is to briefly introduce the Word Link memorization technique and explain how it can be employed in the EFL/ESL classroom. From this presentation, participants will: learn what the Word Link technique is and how to use it; become familiar with the website Memrise; understand how to use the Word Link memory technique to make student created vocabulary dictionaries that employ meaning-based imagery. By incorporating both physical and electronic versions, students can choose their preferred medium and improve the effectiveness and efficiency by which they study their assigned vocabulary.

Michael Okamoto is an Assistant Professor at The University of Shiga Prefecture in Japan. He has lived in Japan for almost a decade and during that time has taught ESL to learners of all ages and levels. He is interested in bilingual education and materials development for the adult EFL classroom.

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Any member in good standing is welcome to attend. Please contact your chapter president or **Ingrid Zwaal** at scottietoy@gmail.com for more details.

Please join us for our next workshop!

Featuring

"It's not a conversation class unless you have a conversation test"

by Gunther Breaux

"Googling in an ELL environment"

by Qiana Gray

Saturday,
December
10th, 2016
2:45 -
5:00 pm



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전라감영로 75





REACH MINIS⁺RIES

Reaching the Enslaved as Christ's Hands



Isaiah 61:1
*The Spirit of the Sovereign LORD
is on me, because the LORD
has anointed me to
preach good news to the poor.
He has sent me to
bind up the brokenhearted,
to proclaim freedom
for the captives
and release from darkness
for the prisoners*

✉ reach.jeonju@gmail  /REACHJeonju

Please join us for Korean cuisine at **Gogung Dam 고궁담**

Option A
18,000 won

- 불고기 - Bulgogi
- 우엉샐러드 - Burdock sesame salad
- 콩나물 냉채 - Bean sprout dish
- 잡채 - Chapchae (glass noodles)
- 장어강정 - Marinated eel
- 백김치 - White kimchi
- 빨강 김치 - Red kimchi
- 고들빼기 - Crepidiastrum (Korean vegetable)
- 콩국 - Bean soup

Choice of:

- 비빔밥 (Bibimbap with raw or cooked beef) or 국비 (1/2 dried yellow corvine fish - shared)

Option B
23,000 won

- 불고기 - Bulgogi
- 우엉샐러드 - Burdock sesame salad
- 해파리 냉채 - Cold jellyfish salad
- 잡채 - Chapchae (glass noodles)
- 장어강정 - Marinated eel
- 백김치 - White kimchi
- 빨강 김치 - Red kimchi
- 고들빼기 - Crepidiastrum (Korean vegetable)
- 백설기떡 - Rice cake
- 항태구이 - Roasted pollack
- 콩국 - Bean soup

Choice of:

- 비빔밥 (Bibimbap with raw or cooked beef) or 국비 (1/2 dried yellow corvine fish - shared)



Reserve and pay by 4 p.m. Dinner starts at 5:30

A d d r e s s

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