

The Power of Routine

By Zon Petilla

From waking up in the morning, putting on shoes, and going to school, students and teachers have a set of habitual routines. These routines consciously or subconsciously affect and effect how educators instruct as well as students' perceptions and expectations of learning. English teachers in particular seek the best practices and many teacher training materials promote a general guide to the best way an educator can conduct a course or offer many activities to keep students' interest. However, it may help to understand the habits of students as an educator in order to encourage good habit formation to succeed and acquire the target language.

to forming and changing student and teacher routines through strategies such as identifying a habit loop, keystone habits, habit replacement, and why the power of belief is critical for student and teacher success.

The session will include audience participation in the form of discussion of their individually identified routines in the classroom.

Reference

Duhigg, C. (2012). *The Power Of Habit: Why We Do What We Do in Life and Business*. New York, NY: Random House.

THE PRESENTER

Zon Petilla is a public English Center teacher. For ten years, he has taught adults, teens, and adolescents. He has a master's degree in business and a BA in linguistics with TESOL certification. He's presented at the San Diego Comic-Con and the Korea TESOL National Conference. He is currently exploring how elements of game design and player psychology mirror student behavior and success.



Using the *The Power of Habit* by Charles Duhigg (2012) as a primary text, this presentation aims to briefly explore 70 years of habit research as it relates

Zon will present on the effective use of classroom routines at the November 11 workshop of the Gwangju-Jeonnam Chapter of KOTESOL at Gwangju National University of Education (Room 811).

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- Bank transfer to **KOTESOL:** KEB-Hana bank account number 299-890069-83204.
- Payment in cash to the Chapter Membership Officer at a Chapter Meeting.

Reflecting on Investment and English Language Teachers

By Jocelyn Wright

According to numerous reports, South Koreans spend billions of dollars every year on English education, both public and private, as well as proficiency testing. Similarly, hours and hours of time are poured into the dual ventures of teaching and learning. This enormous expenditure is often either heralded or criticized, depending on who is discussing it.

In educational nomenclature, the term "investment" can also take on another meaning. In her seminal article, Bonny Norton (1995) coined it as follows: "the socially and historically constructed relationship of learners to the target language and their often ambivalent desire to learn and practice it" (p. 17). Her sociological construct originates from her interest in the interactions between learners' multiple, complex, and changing identities, and the social world and her understanding that conditions shaped by capital, identity, and ideology afford or constrain learning.

Of course, we could also consider the socially and historically constructed relationship of teachers, both "native" and "nonnative," to the target language and their desire to study, use, and teach it. As teachers, we also have various, contradictory, and fluid identities. These have an impact upon our interactions with our learners and the environment.

Given that the quality of our investment is important to successful teaching and learning outcomes, we may ask ourselves: Are we fully invested in our teaching? Have we always been invested? To what extent are we invested? What evidence is there of our investment? Have we ever stopped investing fully?



In this workshop, focused on the English language teacher, we will discuss Bonny Norton's construct and contrast it with motivation. The focus will then shift to reflecting on investment in relation to ourselves, our personal histories, and our desires in connection with our teaching contexts. We will next discuss states of investment, signs, and consequences, and ponder our investment trajectory. We will not neglect to consider the interplay with structural factors. The hope is that we will come to better understand what investment means and its implications on our day-to-day classroom practices.

Reference

Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), 9–31. Retrieved from <https://www.jstor.org/stable/3587803>

The Presenter

Jocelyn Wright works in the Department of English Language and Literature at Mokpo National University. She has an honor's degree in linguistics, a master's degree in education in counseling and training, and is also CELTA certified. She has been teaching English in Korea at the university level for eight years, is actively involved in KOTESOL as the national coordinator of the Social Justice (Critical Educators in Korea) Special Interest Group (SIG) and as a facilitator of the local Reflective Practice SIG.



Jocelyn will present on language teacher investment at the November 11 workshop of the Gwangju-Jeonnam Chapter of KOTESOL at Gwangju National University of Education (Room 811).

Gwangju-Jeonnam KOTESOL November Chapter Meeting

- Time: Saturday, November 11, 2017, 1:45–5:00 p.m.
- Place: Gwangju Natl. University of Ed., Teacher Training Bldg., Room 811 (1st Floor)

■ Schedule: Chapter Meeting, Main Session

1:45 pm: Sign-in and Meet-and-Greet (Admission is free for first-timers. Future membership is welcomed.)

2:00 – 2:50 pm: PRESENTATION 1
Reflecting on Investment and English Language Teachers (See page 3)
 Jocelyn Wright (Mokpo National University)

2:50 – 3:00 pm: Chapter Elections

3:00 – 3:15 pm: Refreshment Break

3:15 – 4:05 pm: PRESENTATION 2
The Power of Routine (See page 1)
 Zon Petilla (Ojeong English Center, Gwangju)

4:15 – 4:45 pm: SwapShop Session (Open to All)
 Everyone is encouraged to share their Teaching Discoveries and “Secrets” with the group.
 Share your Teaching Tips, Ideas, Classroom Activities, Games, ELT Books, or other Teaching
 Wisdom. (Handouts welcomed.)

4:45 – 5:00 pm: Announcements / Drawing for Door Prizes / Closing

After-Meeting Dinner at The First Alleyway downtown.

Upcoming Chapter Events

**December 9, 2017. Chapter Meeting &
 End-of-Year Dinner.**
 Gwangju National University of Education

January 10, 2018. Chapter Meeting.
 Gwangju Natl. University of Education

Upcoming KOTESOL Events

December 2, 2017.
National Council Meeting
 TBA, Seoul

December 3, 2017.
Annual Leadership Retreat
 Sookmyung Women’s University, Seoul

February 2018.
Chapter Presidents Meeting
 Sookmyung Women’s University, Seoul

Reflective Practice SIG

Nov. 11: Morning Meeting (11-12:30)

“Teacher and Student Health
 and Well-Being”

– Jocelyn Wright facilitating –

At Coffee Lab Mujii (Woori Church)