

The 2015 Busan-Gyeongnam KOTESOL

Spring Symposium

Cultural Awareness
in the
Language Classroom



Busan-Gyeongnam KOTESOL

Spring Symposium

April 18, 2015

Pusan National University

President's Welcome

The **Busan-Gyeongnam Chapter of KOTESOL** is very pleased to welcome you to this year's Chapter Symposium. Our symposiums are important events in the life of KOTESOL. The purpose is to meet, provide educational exchanges for professional development and quality teaching, particularly in teaching English as a foreign language in Korea. Symposiums thus address how people learn a language, how we language teachers do our jobs, the conditions in which we do them.

This year's symposium strikes a vital chord in the life of teachers and everywhere: cultural awareness in the language classroom. As educators, we can study and encourage cultural awareness so as to teach language more effectively while being socially responsible. How speakers of a language conduct themselves and get portrayed has profound effects, discrimination is a persistent problem. Humanity seems always to be in conflict, often because differences are exploited. The fast pace of globalization compounds the problems.

I am looking forward to our discussions today. We are especially grateful to our two invited featured speakers, Dr. Steve Garrigues, and Mr. Sun Hyunwoo.

This event was made possible by the contributions of members and conference attendees, our volunteers, Pusan National University, and our two participating KOTESOL partners, Haebub and Kim and Johnson Bookstore. Congratulations on putting together this year's Spring Symposium of our Chapter. I am confident this event will be a success.

-Barbara Waldern

Busan-Gyeongnam Chapter President

Symposium Schedule

<i>Time</i>	<i>Room 105</i>	<i>Room 101</i>
13:00	Welcoming remarks Barbara Waldern	
13:10- 14:00	Hot Air on a Cool Day: Cross-Cultural Issues in Semantics for English Teachers in Korea Steve Garrigues, PhD	
14:10- 15:00	Workshop: Understanding Korean culture and lifestyles to inspire teaching Akli Hadid	Conflict in the ESL classroom Sara Peterson
15:00- 15:20	20 minute break	
15:20- 16:00	Methods Workshop: How to integrate linguistic and cultural learning of the target language for usable lessons in the classroom Barbara Waldern	Workshop: Silent Students: Promoting Speaking Skills in the Korean EFL Classroom Jenni Payne
16:10- 17:00	Learning Korean to be a better English Teacher Hyunwoo Sun	
17:00	Closing remarks	



Hot Air on a Cool Day: Cross-Cultural Issues in Semantics for English Teachers in Korea

Generally speaking, Korean students of English, seem to find learning vocabulary items a lot easier than mastering grammatical structures or phonological patterns. But there is a hidden problem here, that few language students or even language teachers tend to recognize. There is a general assumption of the equivalence between lexical items of different languages, as presented in standard concise bilingual dictionaries. This can be called the "dictionary approach" to language learning, in which students internalize a set of word equivalents, a kind of bilingual word list in their minds, and then draw upon these in the appropriate context. However, the actual fact is that no two languages have words with the exact same range of meaning, and this is especially the case with languages as diverse as English and Korean. Each word has its own semantic range, often reflecting the cultural background of the speakers of that language. An understanding of the semantic and cultural differences that exist between Korean and English conceptual categories gives the teacher a greater sensitivity to the problems English learners face in their productive use of the language. To give one example, there is no single word in Korean that is equivalent to the English word "you", and this is as much a cultural issue as it is a linguistic problem. Consequently, some Korean speakers find it uncomfortable to use the word "you" when addressing their foreign teacher in English. This presentation will examine a number of examples of common misunderstandings due to cultural differences and contrasting semantic range between English and Korean.

Presenter's Bio

Steve Garrigues is a professor in the Department of English Language and Literature at Kyungpook National University in Daegu, where he has been teaching since 1986. His MA and PhD are both in cultural anthropology. His primary research interests are in intercultural communication and comparative phonology, and his passions are photography and world music. He is a long-time member of KOTESOL, and former President of the Daegu Chapter. In addition to his years in Korea, he has worked in Japan, India and Tonga.

Workshop: Understanding Korean culture and lifestyles to inspire teaching

The purpose of this workshop is to share our experiences with Korean culture, when we interact with our students, with our Korean friends or Korean family. There are major differences in Korean culture whether it be child-rearing practices, education systems, mandatory military service for men, how families interact or how Koreans interact at the workplace.

The presentations will be four six minute pecha kuchas (20 slides, 20 seconds per slide) on the following topics:

1. Korean youth and child-rearing practices
2. Korean pre-marital life (university and military service)
3. Korean family life
4. Koreans at the workplace

Each pecha kuccha will be followed discussion. The purpose of this workshop to share information and experiences to help enlighten other participants, as well as the presenter, on Korean culture. Participants with children can share their experiences on the different experiences about child-rearing, those living with Korean families can share their experiences about the military service, while those working for Korean companies can share anecdotes about how Koreans interact at the workplace.

A list of book recommendations and vocabulary relating to Korean culture will be given to participants in electronic form upon request. All information in the pecha kuchas will be drawn from books and academic articles relating to Korean culture.

Presenters Bio

Akli Hadid is the Assistant Coordinator of the International Town at Sejong Program at Korea University (Sejong Campus). He is also finalizing his Ph.D. in Korean Studies at the Academy of Korean Studies, with a dissertation on EFL teachers residing in Korea.

Conflict in the ESL classroom

Korea and the west differ on theories of language education. This gap is highlighted in Korean public schools where native English speaking teachers (NET) and Korean teachers (KT) are paired and expected to teach together. However, teachers often say their teaching partnership is uncomfortable, fragmented or nonexistent. NET complain of being treated like “tape recorders” or “English monkeys” as they are utilized to display native pronunciation. NET also worry that KT stifle student development by not allowing them to speak or work in groups. KT complain that NET are “lazy” or “unprofessional” as they tend to stray away from highly technical issues like grammar. KT may also worry that NET are more concerned with fun than education as NET generally use more games and activities. This study looked at NET and KT beliefs about language education and their perception of one another in an aim to create a better educational environment for co-teaching.

Presenter's Bio

Sara Peterson is an associate professor at Silla University in Busan, Korea. She holds her Master's in Education with a focus on Teaching English to Speakers of Other Languages. She taught in Korean public schools before moving to the university level.

Methods Workshop:

How to integrate linguistic and cultural learning of the target language for usable lessons in the classroom

This workshop gets small groups of participants thinking about lessons that integrate linguistic (grammar, vocabulary, phonics) lessons with cultural lessons. A brief perspective on the reasoning behind this approach will be given, followed by a couple of sample lesson models. Then, several topics will be given to small groups of participants to tackle. The proposed topics invite comparisons between the home culture of the language students, as well as comparisons among regions where English is largely spoken. The groups will be asked to develop lesson plans on these topics, then share them with other participants at the end of the seminar. Examples of proposed topics may include the following a dinner table dialogue in California, compared to a dinner table dialogue in New Zealand, with discussions among students comparing dinner table discussions in their home country/ies. Cartoon-making showing one or more children's sports in one English speaking region (ice hockey in Canada and cricket in England) with students discussing their own children's sports. A look at news headlines in one region/country. Small groups will also be given the opportunity to make lessons according to their own proposed topic.

Presenter's Bio

Barbara Waldern began teaching English to immigrants in Vancouver, Canada in the 80's. After graduating with a master's in anthropology and working in education research, her certification in TEFL/TESOL was renewed in 2008. Barbara has been teaching English in Korea since mid-2007, starting in children's academies in Masan. She previously held the position of Chapter Vice-President. Her hobbies are physical recreation and writing.

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Work Shop:

Silent Students: Promoting Speaking Skills in the Korean EFL Classroom

English teachers the world over experience the frustration of struggling to get their learners speaking. However, this complaint seems all the more common amongst teachers in Korea. Research indicates that although Korea has one of the highest rates of expenditure on English language education in the world, it ranks poorly in English speaking ability compared to other countries. This workshop will discuss the reasons for this mismatch and explore some common problems that teachers in Korea face when teaching conversation and speaking skills, as well as proposing some strategies and activities for dealing with these issues.

Presenter's Bio

Jenni Payne has been teaching English since 2011 in Germany, Prague, and now Korea. She has been in Busan since July this year and works as Head Foreign Teacher at Allak KJC, teaching elementary students. However, most of her previous experience is with teaching adults, including general English, business English and EAP. Most of her free time is currently spent studying for her Trinity DipTESOL, running, or convincing people to sing karaoke with her.

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1 BRICK AVENUE



Learning Korean to be a better English Teacher

When teaching Korean students, it is important to understand where they come from linguistically and culturally. Learning Korean vocabulary and grammar can be a great asset in the English classroom. This talk aims to show native English instructors how learning Korean can help them better relate to, understand, and empathize with their Korean students as they navigate through English instruction.

Presenter's Bio

Hyunwoo Sun is the founder of Talk To Me in Korean, a popular website that helps people all over the world learn Korean. His website has a dedicated following of students who take innovative and interactive Korean courses. In addition to offering free classes through his website, Hyunwoo and his team have created a diverse array of curriculum for Korean language learners. Hyunwoo is a successful business owner and fluent speaker of many languages including French and English. You can follow Hyunwoo's work at talktomeinkorean.com.

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