

FOR ELT CREATIVES:

ONE VISION MANY VOICES

Our 2019 Regional Academic ELT
Conference

SAT. APRIL 20

9 AM - 5 PM

KYUNGNAM UNIVERSITY, MASAN

국제어학관

[HTTPS://KOREATESOL.ORG/CONTENT/2019-
BUSAN-GYEONGNAM-REGIONAL-CONFERENCE](https://koreatesol.org/content/2019-busan-gyeongnam-regional-conference)



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A Message from Our KOTESOL National Council President



Dr. David E. Shaffer

At the doorstep of another iteration of the Busan-Gyeongnam Chapter KOTESOL Conference, we stand, witnessing the rebirth of an annual tradition for the Chapter. I take great joy in this. In the past few years, this chapter has been growing in membership and growing in activity. Due to its location, the Busan-Gyeongnam Chapter has enormous potential, and the chapter leadership is tapping into that potential: holding chapter events in variety of venues in the area and involving a multitude of members in chapter affairs. Busan-Gyeongnam Chapter is on the move, and I congratulate you!

“One Vision, Many Voices” – what a great conference theme, quite thought-provoking. One Vision: I believe that we are all united in striving toward one goal, and that is to promote the learning of English. There are many aspects to this goal: classroom teaching, materials development, research, administration, policy-making. And for each of these aspects, there are many voices, many different opinions and options, for achieving our goals. The purpose of conferences like this one is to bring together those many opinions and options presented by our conference presenters (“The Creatives” – another part of the conference theme) for us (additional “Creatives”) to absorb and then adapt, adjust, and alter to fit each one’s idiosyncratic teaching situation. I am confident that the array of presentations in the conference schedule will provide much food for thought and classroom creativeness.

I enjoy chapter conferences; they are showcases of our chapters. And it is our chapters that are the foundation of our organization. Our chapters foster volunteerism; they foster a sense of service. KOTESOL is “Teachers Helping Teachers.” This sense of service and volunteerism then flows up into service and volunteerism at the national KOTESOL level. And the Busan-Gyeongnam Chapter is contributing considerably at both levels. I would like to take this opportunity to thank Rhea Metituk and her team for their time and efforts in organizing this conference. It will undoubtedly be a success, and its success will undoubtedly contribute to the continuing success of the Chapter.

A Message from Our KOTESOL Busan-Gyeongnam Chapter President



Welcome to *One Vision, Many Voices – ELT Creatives!* This year’s conference is about beauty in the truest sense. It blossomed as a result of many people coming together, making decisions, using grit and determination. We wanted to include multifarious topics for our attendees and presenters to enjoy and especially, to honor the growth in awareness happening in KOTESOL and the ELT community at large. Our theme is inspired by cultural flux and hybridity, and is designed to invoke reflective practice as a group. We thank you, and your students will thank you for all the fresh energy we hope this event can help us each bring back to the classroom.

Rhea Metituk

Please enjoy the array of presentations on offer and be generous when sharing your insights and curiosity during the interactive presentations. Be sure to contact our presenters and other attendees going forward so you can continue the conversation, and foster connection and growth as teachers; as a community. You may wish to attend and participate in our panel discussion featuring the TED talk by Chimamanda Ngozi Adichie, *The Danger of a Single Story*, which, like Homi Bhaba’s *The Location of Culture*, were inspirations to the theme. We are living in a highly dynamic global culture; a “global house,” as coined by Han Biya, Korean travel writer, relief worker, and refugee advocate. It is defined and redefined by our choices in how to listen.

We have included the aspect of creativity in our theme and chosen to showcase music and literature in tandem with academic discourse, to invoke the spirit of adventure and creativity in us all. We are also making efforts to offer greener options at our conference, including films on environmental issues for the KOTESOL Enviro SIG [Special Interest Group], of which I am cofounder. I am definitely biased towards environmental sustainability! Please enjoy the signs of it you will see around. Thank you so much to you all for attending, and to our council members and volunteers. We hope for you to have a fantastic, memorable day.



ONE VISION, MANY VOICES— ELT CREATIVES
KOTESOL BUSAN-GYEONGNAM REGIONAL CONFERENCE
Saturday, 20 April 2019

CONFERENCE SCHEDULE

- 9:00 – 10:00 a.m.** **Registration Opens**
- 10:00 – 11:30 a.m.** **Environmental Documentary: *Cowspiracy*** (First Screening)
- 10:00 a.m.** **Conference Breakout Sessions: Group 1**
- 11:00 a.m.** **Conference Breakout Sessions: Group 2**
- 12:00 p.m.** **Poetry Reading**
C.R. Dobson, Co-Editor, *Foreign Literary Journal*
- Opening Remarks**
Rhea Metituk, President, *KOTESOL Busan-Gyeongnam*
Sunil Mahtani, Vice-President, *KOTESOL Busan-Gyeongnam*
Collaborators from *Kyungnam University*
- 12:30 p.m. – 1:30 p.m.** **LUNCH** (On Sale or Off-Campus)
Musical Performance: Dr. Robert Coates
- 1:30 – 2:30 p.m.** **Panel Reaction & Discussion**
Chimamanda Adichie’s *The Danger of a Single Story* (TED Talk)
- 1:30 p.m.** **Conference Breakout Sessions: Group 3**
- 2:30 p.m.** **Conference Breakout Sessions: Group 4**
- 2:30 – 3:30 p.m.** **Musical Performance:** Dr. Robert Coates
- 2:30 – 4:00 p.m.** **Environmental Documentary: *Cowspiracy*** (Second Screening)
- 3:30 p.m.** **Conference Breakout Sessions: Group 5**
- 4:30 p.m.** **Networking Reception & Dinner Plans**

ARTS & ENTERTAINMENT EVENTS



Film Screening—*Cowspiracy: The Sustainability Secret* (2014)
Auditorium, Showtimes at 10:00 a.m. & 2:30 p.m.
Hosted by KOTESOL Environmental Justice Special Interest Group

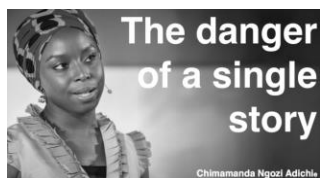
Plot Synopsys from RottenTomatoes.com:

The world's largest environmental organizations are failing to address the single most destructive force facing the planet today. Follow the shocking, yet humorous, journey of an aspiring environmentalist, as he daringly seeks to find the real solution to the most pressing environmental issues and true path to sustainability.

Documentary. Not Rated. From Indie GoGo / Netflix Productions. Produced by Leonardo DiCaprio, Keegan Kuhn & Kip Anderson. Written & Directed by Keegan Kuhn & Kip Anderson. Starring Kip Anderson. Run Time: 85 minutes.

Live Music! Performed by Dr. Robert Coates
Global Café, Performances at 12:30 & 2:30 p.m.

With over 1500 performances to date, Robert Coates's style of playing encompasses jazz, classical, rock & pop, latin-jazz, improvised music, and more. He currently plays regularly in groups and as a soloist around Busan. Robert Coates has bachelor's, master's, and doctorate degrees in music. We are delighted to feature his musical talent and passion for education in today's program!



Panel Reaction to *The Danger of a Single Story*
(TED Talk by Chimamanda Ngozi Adichie)
Auditorium, 1:30 p.m.- 2:30 p.m.

The Danger of a Single Story is one of the highest-rated and most-viewed TED Talks online. Inspiration for today's conference theme came in part from this thought-provoking presentation. In it, acclaimed Nigerian novelist Chimamanda Ngozi Adichie challenges audiences to reflect on their preconceived notions of cultural exchange and divergent identities. This 2009 symposium talk still rings true today, during a time when media representation and advocacy for diversity and inclusion take center stage in schools, education policy, and academic circles. During this panel discussion, speakers will explore the meaning behind the "One Vision, Many Voices" theme. Audience members will also be invited to view excerpts of the TED Talk and lend their own voices on how "the danger of a single story" could unknowingly be creeping into our classrooms.

Panelists:

Luis Roberto Caballero Orozco, KOTESOL Diversity Chair
Minji Kim, KOTESOL Busan-Gyeongnam Chapter Officer-At-Large
Rhea Metituk, KOTESOL Busan-Gyeongnam Chapter President

TAKE-AWAYS SESSIONS

Meant to satisfy your ELT hunger in bite-size morsels, today's line-up of "Take-Aways Sessions" is sure to inspire action and spark creativity in your classroom! Presenters in these sessions will each have a window of 10 to 15 minutes to highlight their action research, classroom experiences, lesson ideas, or special projects. Audience questions and participation are encouraged.

1:30 p.m., Room 404

As part of Conference Breakout Sessions Group 3 (*See page 11*):

Abstract Tolarian Elementary School: The Effect of Collectible Card Games on an ESL/EFL Environment

Eric Osterkorn, Changsin University (Changwon, Gyeongsangnam-do)

This presentation aims to share the experience and knowledge of utilizing a collectible card game to increase student motivation, vocabulary, reading, and speaking skills in ESL/EFL studies. Over a two-year period, over 60 elementary school students were divided into ten teams, based on age and language skill, respective two color combinations of the five colors represented in the game, Magic: The Gathering. The effect of employing such an activity benefitted the students by 1) creating short term and long term intrinsic reward systems; 2) developing acute reading skills and acquiring vocabulary through active game play; and 3) developing basic speaking skills for game play, boosting real world conversation.

-AND-

A Proposal for Teachers to Consider the Silent Learner: The Difference between Reticence and Silence

Emily Balamut, Ulsan Public Schools (Ulsan)

Much research has been done over the past 15 years on speaker reticence in the English language classroom at the tertiary level. Historically, East Asian classrooms, where English is taught as a foreign language (EFL), have been great places for researchers to examine because of the prominent educational values found in many of these cultures. For the English language teacher, however, student reticence may be a barrier for teaching, especially when successful communication skills are the desired result from the EFL classroom. The presenter of this session wants to introduce the idea of the "silent learner." She will explain the differences between reticence and silence and discuss the implications of reticence and share possible applications of silent learning strategies for the EFL teacher in Korea. This take-away presentation will be informative to any EFL teacher who has ever been frustrated by a lack of student participation in their classroom, and will act as a quick overview of current research on reticence.

3:30 p.m., Room 404

As part of Conference Breakout Sessions Group 5 (*See page 15*):

The Foreign Literary Journal: an Exposé

C.R Dobson, Foreign Literary Journal (Masan, Gyeongsangnam-do)

Foreign features stories and poetry, from, about, or by people in Morocco, Argentina, Russia, London, Italy, Vietnam, Hong Kong, Poland, Slovakia, Syria, Germany, India, Sweden, Afghanistan, Israel, Sri Lanka, Scotland, Korea, Iran, America and more. All of it is about life away from home, about intersecting cultures and languages, about life as an outsider, but also more universal themes of loss, seduction, absurdity, hilarity, and more. In much of it, there is a pervading sense of remorse over the passing of time, in how our decisions affect us through our lives, and how we cannot wind back the dial. Submissions for our second issue are open until June 1st, 2019. For submission guidelines visit foreignlit.com/submissions. You can also find us on Facebook and Instagram @foreignliterary. Issue one is available for purchase at amazon.com.

CONFERENCE SESSION DESCRIPTIONS

Breakout Sessions: Group 1, 10:00 a.m.

Using Critical Language Pedagogy in the EFL Classroom

| *Floor B1-002, 10:00 a.m.*

Luis Roberto Caballero Orozco, Ulsan National Institute of Science & Technology (Ulsan)

In a critical pedagogy classroom, educators put students on a path toward finding their own voices on complex issues that affect their daily lives. Students trace social inequalities to their root causes, identify how these issues impact their own communities, and advocate for action that ensures a more just, inclusive tomorrow. Many linguists and educators have expanded on this framework to adopt it for the EFL classroom, dubbing it “critical language pedagogy (CLP).” Participants in this session will explore ways to use CLP in their classrooms. Through collaborative discussion, participants will brainstorm and think of sample lesson ideas.

Keeping the Passion for Teaching Alive – Mind (the) Shift

| *ROOM 402, 10:00 a.m.*

Lourens Engelbrecht, Kyungnam University (Masan, Gyeongsangnam-do)

There are thousands of Native English-speaking teachers in Korea, and everyone has a unique situation. That in turn makes it nearly impossible to have a "simple recipe" for being a successful English teacher in Korea. Many teachers have been living and working in Korea for such a long time that they might have lost their focus or drive somewhere along the way. These teachers need to refocus their efforts to reignite their passion for teaching. This presentation will focus on simple ways to keep teachers motivated, so that they can optimize their efforts in and outside the classroom. In addition, the presenter will highlight the importance of growing a teacher’s personal brand, the most important factor to take into account to advance one’s career.

A Vision for Creating a Reading Program in an Alternative School in Paju

| *ROOM 403, 10:00 a.m.*

Jared McKee, Silla University (Busan)

In this session, the presenter will share his experience as the creator of a literacy program for an alternative school in Paju. This program was designed to give students exposure to young adult literature and teach them how to read using analysis techniques for students from mid-elementary to upper-secondary levels. A variety of approaches were employed including extensive reading, close reading, and writing essays based on literature. The presenter will also elaborate on the bilingual techniques used to permit students access to literacy at a variety of levels, and how the problems of differentiation in multi-level classes can be addressed.

Behavior Management in the English Foreign Language Classroom

| *ROOM 404, 10:00 a.m.*

Nicole Domay, Ulsan Institute of Foreign Language Education / Ulsan Public Schools (Ulsan)

Brittany Cardamone, Ulsan Public Schools (Ulsan)

Teachers of all creeds are constantly making decisions on behavior management in the classroom. However, when there is a language barrier, such as the one in the English foreign language (EFL) setting, those decisions and actions can become more difficult to execute. Due to this issue, the presenters will inform the audience on positive ways to handle difficult behaviors in the classroom through strategies derived from Applied Behavioral Analysis (ABA). Following the presentation, the audience will be invited to discuss issues in their own classrooms and brainstorm solutions together. This interactive presentation will be applicable for all ages and levels of English.

CONFERENCE SELF-REFLECTION JOURNAL

Group 1 Session: _____

Three important take-aways from this session were...

The students in my classroom who could benefit from this session's content are...

Three possible ways I could bring this to my classroom are...

Bringing this to my classroom could possibly create more work for me by...

Bringing this to my classroom could possibly create less work for me by...

CONFERENCE SESSION DESCRIPTIONS

Breakout Sessions: Group 2, 11:00 a.m.

Exploring Critical Cosmopolitan Literacies in Korean University Students: An Initial Foray | *Floor B1-002, 11:00 a.m.*
Lindsay Herron, Gwangju National University of Education (Gwangju)

Situated in a sociocultural framework, this ethnographic case study explores the cosmopolitan literacies displayed by Korean university students participating in a semester-long, online intercultural exchange with diverse counterparts attending a community college in the eastern United States. Thematic analysis of the students' interactions on Facebook and their self-reflections suggested that students demonstrated a variety of cosmopolitan literacies and took a generally hospitable stance toward their counterparts. However, the full potential of the exchange seemed stunted with regard to drawing students' attentions to disjuncture in cultural understanding and the negotiation of proper distance. This is possibly due in part to assumptions, inequitable investment in the Facebook group, and even the positive atmosphere of the group, itself—although alternate interpretations of the data suggest a need to reconsider how cosmopolitan literacies might manifest in practice in a Korean context. Lessons from this research and future steps will be discussed.

Well Begun is Half Done: Preparing for the Start of a New Class | *ROOM 402, 11:00 a.m.*
Stephanie Downey, Kyungnam University (Masan, Gyeongsangnam-do)

What do you do with your classes on the first day? Do you go in armed with a few ice-breakers and name games? Do you make some opening remarks and then run through the course outline? Do you think of the first class as an introduction to get out of the way before the 'real' learning begins? Did you ever think that perhaps the first day of class could be so much more? This workshop will explore the critical learning moment that occurs on the first day in a new language class as the individual students, group, and teacher interact for the first time. The presenter will share her framework for planning and teaching a first class that will make students feel secure, give them a real taste of what learning in class will be like, and establish a positive learning atmosphere. Various activities and tips for making your classroom a more effective place to learn will also be discussed so that you can start the first day off on the right foot.

Free Online Resources to Support Autonomous Learners | *ROOM 403, 11:00 a.m.*
Daniel Corks, Woosong University (Daejeon)

The term is over, but some of your students want to continue learning English on their own time. What do you tell them? There are the common suggestions (e.g. "Try graded readers."), but most aren't especially realistic considering costs or students' interests. In the age of the Internet, anyone with time and an Internet connection should be able to learn anything for free. This should be true for English as well, but most students don't know where to look, and resources that lower level learners can use independently are hard to find. Language learning content is often buried deep within websites that are directed at teachers, not at learners. This presentation will share a list of online resources for free English practice, and participants will have time to share their own knowledge of websites, apps and other online tools that they recommend for students.

The Graphic Syllabus | *ROOM 404, 11:00 a.m.*
Anika Casem, University of Ulsan (Ulsan)

A common problem in the classroom is students not looking at the syllabus or understanding the syllabus. Looking at huge blocks of texts no matter how neatly organized can be considered boring and/or intimidating to students whether they are English language learners or not. Why do teachers continue to write big blocks of texts when something can be just as easily conveyed through pictures on our syllabi? In this workshop, the presenter will make the old adage of a picture being worth a thousand words a reality. Participants will see examples of graphic syllabi, how they were made, think of ways to reduce words into pictures in major and minor ways. Together attendees will work on how to better communicate what we want in our syllabi through the use of graphics.

CONFERENCE SELF-REFLECTION JOURNAL

Group 2 Session: _____

Three important take-aways from this session were...

The students in my classroom who could benefit from this session's content are...

Three possible ways I could bring this to my classroom are...

Bringing this to my classroom could possibly create more work for me by...

Bringing this to my classroom could possibly create less work for me by...

CONFERENCE SESSION DESCRIPTIONS

Breakout Sessions: Group 3, 1:30 p.m.

The Fun-Time Vocab Our Students and We Need to Survive Climate Change | *Floor B1-002, 1:30 p.m.*
Julian Warmington, KOTESOL Environmental Justice SIG (Seoul)

Regardless of students' age or English level, they need to talk about climate change in class, and it needs to be fun. Is your school and community "resilient?" What is the difference between "mitigation" and "adaptation," and what techniques of each are best for students and their greater community? This workshop is an open space for sharing practical ideas, or simply listening and learning in preparation for further work later.

Novices Investigate 2D Barcoding for Learning and Teaching | *ROOM 402, 1:30 p.m.*
Maria Lisak, Chosun University (Gwangju)
Jessica Magnusson, Gwangju National University of Education (Gwangju)

QR Codes are a type of 2D barcode. In recent years QR Codes have become increasingly popular in education. When used appropriately in educational contexts, QR codes can open up worlds of possibilities to students and teachers. To date, the primary use of QR codes in education has been to have students scan these codes with an app on a Smart device such as a phone or tablet to access a resource such as a webpage, a video, a message, or an image. However, QR codes also have the potential to confuse and frustrate students and teachers and alienate those without familiarity or access to a Smart device. There are also other less explored uses of QR Codes and Data Matrix Codes (another type of 2D barcode) that can help teachers organize their teaching resources and create teaching materials. This presentation introduces educational frameworks for using codes, as well as new approaches for using this technology. Topics covered range from creating and scanning 2D barcodes, to architecting an attendance-tracking system and designing QR code games.

Differentiation in the Korean Classroom | *ROOM 403, 1:30 p.m.*
Jenni Payne-Wheeler, Silla University (Busan)

“Mixed-level teaching is the thorn in the flesh (and the normal condition) of most teachers these days” (Bowler & Parminter, 2000). Many teachers must deal with classes containing a wide range of student levels. They constantly face the challenge of unwittingly leaving lower-level students behind, or leaving higher-level students twiddling their thumbs in boredom. The first step in addressing this issue is to determine who needs extra help. This presentation will lay out some methods to recognize struggling students and encourage them to self-identify. Afterward, there will be discussion and practice some ways to differentiate materials, input, process and output to ensure that classrooms lessons cater to all student levels.

Take-Aways Sessions | *ROOM 404, 1:30 p.m.*
Detailed descriptions for the 15-minute “Take-Aways Sessions” can be found on page 6.

(1) Abstract Tolarian Elementary School: The Effect of Collectible Card Games on an ESL/EFL Environment
Eric Osterkorn, Changsin University (Changwon, Gyeongsangnam-do)

(2) A Proposal for Teachers to Consider the Silent Learner: The Difference between Reticence and Silence
Emily Balamut, Ulsan Public Schools (Ulsan)

CONFERENCE SELF-REFLECTION JOURNAL

Group 3 Session: _____

Three important take-aways from this session were...

The students in my classroom who could benefit from this session's content are...

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CONFERENCE SESSION DESCRIPTIONS

Breakout Sessions: Group 4, 2:30 p.m.

Getting Started with Teacher Research

| *Floor B1-002, 2:30 p.m.*

Stewart Gray, Hankuk University of Foreign Studies (Yongin)

In the field of EFL education, calls for practicing teachers to do research have been growing louder. However, for teachers hoping to conduct projects of their own, it can be difficult to know where to get started. This workshop is for such teachers. The presenter will begin by making the case for teachers researching themselves and their own practice. He will then outline two accessible self-research methodologies he has used himself. Attendees will come away with insights into the process of conducting, writing and publishing research, as well as a short list of likely publishing outlets. As part of the workshop, space will be provided for attendees to consider the sorts of projects they might like to conduct themselves. More experienced attendees will be invited to share their own experiences of research and writing to support and inspire peers.

Metaphor in the Writing Curriculum

| *ROOM 402, 2:30 p.m.*

Dr. Joseph Tomei, Kumamoto Gakuen University (Kumamoto, Japan) / Daejeon University (Daejeon)

In Cognitive Linguistics, metaphor is argued to underpin human language ability, not only helping us to communicate, but organizing thought processes. However, for EFL teaching, metaphor is consigned to classes for advanced learners to ‘dress up’ their English. Rather than treating metaphor as an advanced topic only available to high-level students, learners at any level should be able to use metaphor to develop writing skills and communicative ability. This presentation will outline a 15-week English composition course for Japanese university students based on metaphor. After briefly reviewing metaphor research, the presentation demonstrates some simple yet effective metaphor-based classroom activities.

The Introduction of an Intensive TOEIC Camp Program for University Students

| *ROOM 403, 2:30 p.m.*

Dr. Najeong Kim, University of Ulsan (Ulsan)

The presentation is mainly focused on the introduction to and discussion of the results of a four-week intensive English camp at the University of Ulsan. The camp program was designed to improve the TOEIC scores of the university students. The presenter has been coordinating the camp for five years. Each camp had 80-120 students, and 4-6 instructors, including Korean and native English speaking teachers. The camp is a full day program for which students reside on campus. Students prepare for weekly mock TOEIC tests and in the last two years, improved their scores by a margin of 190-210 points on average. Student feedback reports show the camp is very rigorous, but they are satisfied with their results.

Teaching EFL Through Korean Culture

| *ROOM 404, 2:30 p.m.*

Ali Safavi, Lingua Language Institute (Busan)

Background knowledge of a given topic is one of the most important factors for young (and sometimes older) learners. In order to decode a given text, the reader must apply a combination of bottom-up and top-down processes such as word identification and phonetics. They must bring their own background knowledge and ideas of the world to text. Yet, often in EFL education in Korea, students are presented with culturally American centric texts to study. Not only do they have to decode the text, they must also, simultaneously, comprehend an entire history and culture that is alien to them. This presentation proposes that more effort needs to be put into developing and utilizing texts, story books, and other materials that focus on local (Korean) culture and history, but in English.

CONFERENCE SELF-REFLECTION JOURNAL

Group 4 Session: _____

Three important take-aways from this session were...

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CONFERENCE SESSION DESCRIPTIONS

Breakout Sessions: Group 5, 3:30 p.m.

Improv Comedy as a Tool for Language Acquisition

| *Floor B1-002, 3:30 p.m.*

Kylie Genter, MOE NIIED English Education Center (Jeju-si, Jeju-do)

This workshop will present teachers with a basic knowledge of improv comedy rules and games modified for an ESL classroom. First, teachers will learn some basic improv/theater warm-up games followed by a brief overview of the rules of improv and how they align with common ESL classroom goals. Following this brief introduction, teachers will jump right into various improv games starting with easy, basic games and gradually working towards more difficult games. The improv games will provide students with opportunities for spontaneous English production through speaking, regardless of age or ability. All teachers in this workshop are expected to play the games. After playing several games teachers will be asked to break into small groups and discuss how they could utilize these games in their own classrooms.

Is “English only” the only way? Why, how, and whether or not to use the L1 in your English class | *ROOM 402, 3:30 p.m.*

Travis Compton, Changshin University (Changwon, Gyeongsangnam-do)

One of the most divisive issues in the field of English language teaching is the role of the students’ first language (L1). “English only” (L2) has emerged as the preferred approach of many, particularly in South Korea, and yet there are theorists who support various levels of L1 use. While this presentation will not provide a definite conclusion to the debate, it will offer participants some perspective on the use of L1 in their classrooms. Specific functions of L1 in the L2 classroom will be analyzed and discussed, with participants encouraged to share their own thoughts, experiences, and techniques. Participants can expect to leave this presentation with a stronger understanding of whether to use the students’ L1 in their classroom, leading to a better experience for their students and themselves.

Practical Ways for ELT Teachers to Foster Global Citizenship Through Pen-pal Projects | *ROOM 403, 3:30 p.m.*

Heehwa Choi, StoryPal (Busan)

When provided with sufficient guidance, pen-pal activities can be effective for students at various levels of English. Connecting peers from a different cultural background can help students recognize the uniqueness of individuals across cultures, thereby breaking stereotypes and assumptions. In addition, by using the framework of the United Nations’ 17 Sustainable Development Goals, teachers can help students come to see English as a tool for global expression. In this session, the presenter will focus on the practical implementation of pen-pal projects with an emphasis on fostering global citizenship. Participants will explore ways to use UN Sustainable Development Goals for the pen-pal projects and create sample lesson materials. Sample word banks for beginner, intermediate, and advanced levels will be provided.

(1) South Korean Students Discuss the Korean Refugee Crisis (25-minute Talk)

| *ROOM 404, 3:30 p.m.*

Maria Lisak, Chosun University (Gwangju)

The presenter introduces her Korean university students' attitudes towards Yemeni refugees in Jeju. Students chose a discussion topic on a current event which had both administrative and welfare aspects to analyze. Students shared their opinions in small groups about the Yemeni Refugees, and one student self-selected to do a research project on this issue. The teacher practitioner shares how learners tap into personal and societal opinions while offering support and challenge to each other’s opinions.

(2) The Foreign Literary Journal: an Exposé (Take-Aways Session)

C.R. Dobson, Foreign Literary Journal

Detailed descriptions for the 15-minute “Take-Aways Sessions” can be found on page 6.

CONFERENCE SELF-REFLECTION JOURNAL

Group 5 Session: _____

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MEET THE CONFERENCE SPEAKERS



Emily Balamut is an English teacher in Ulsan, South Korea, who is completing her Master's degree in English Language Teaching and Applied Linguistics at the University of Southampton in England. She has a TEFL certificate from Oxford Seminars and a Bachelor of Arts degree in English literature. She has taught in South Korea for 2.5 years and is a new member of KOTESOL.

Conference Session

A Proposal for Teachers to Consider the Silent Learner: The Difference between Reticence and Silence



Luis Roberto Caballero Orozco was born in Mexico and studied in the United States. He has many experiences teaching English & Spanish in high schools, universities, non-profits, and corporations around the world. Luis holds a BA in speech & linguistics, as well as a MAEd in higher education. He has a passion for teaching public speaking and critical thinking skills to EFL/ESL learners. Luis has been in Korea since 2015 and is currently a Foreign Language Instructor at the Ulsan National Institute of Science & Technology (UNIST). He was recently appointed to the newly-formed position of KOTESOL Diversity Chair and is also this year's Program Director for KOTESOL's 2019 International Conference on October 12-13 at Sookmyung Women's University.

Conference Session

-Panel Reaction to *The Danger of a Single Story*
-Using *Critical Language Pedagogy in the EFL Classroom*



Brittany Cardamone is an English teacher in Ulsan, South Korea. She holds a Bachelor's degree in Cinema from Binghamton University and TESOL certificate. She has nearly 4 years of experience teaching young EFL learners. She is studying towards her Master's degree in Applied Linguistics and TESOL at the University of Leicester. She is an Officer-at-Large for the Busan-Gyeongnam KOTESOL Chapter.

Conference Session

Behavior Management in the English Foreign Language Classroom



Anika Casem has a MA in Communication Studies. She currently teaches at the University of Ulsan. She enjoys the topics of intercultural communication, rhetoric, media, and power. She currently researches ways to build better bridges of understanding and communication. She has taught Public Speaking and English in the U.S. and South Korea. Her students have run the gamut from children to adults. A former member of CoTESOL, in Colorado, she finds mild amusement in the fact that KOTESOL is pronounced the same exact way.

Conference Session

The Graphic Syllabus

MEET THE CONFERENCE SPEAKERS



Heehwa Choi is co-founder and CEO of Storypal. As a member of Storypal, she creates opportunities for young students to make international connections regardless of their socio-economic background. In 2012 and 2013, she collaborated with Kenyan friends through the Internet to help Korean & Kenyan elementary school students write creative stories and publish them into books, without even visiting Kenya herself. In order to create a platform that specializes in global education collaboration, she taught herself how to code ruby on rails web applications and created storypal.co.

Conference Session

Practical Ways for ELT Teachers to Foster Global Citizenship Through Pen-pal Projects



Dr. Robert Coates is from Indianapolis, IN. He has lived in Korea for 4 years total and currently works as an Assistant Professor of English in Korea. He holds bachelor's, master's, and doctoral degrees in music, and started playing guitar at age 7. With over 1500 performances to date, his style of playing encompasses jazz, classical, rock & pop, latin-jazz, improvised music, and more. He currently plays regularly in groups and as a soloist around Busan.

Conference Session

Live Music!



Travis Compton is an assistant professor at Changshin University in Masan, South Korea, where he teaches English conversation classes to first and second-year students. Including his time at Changshin, he has been teaching English in Korea for over 10 years, working with students of all ages, including in private English kindergarteners, foreign language high school students, and university graduates preparing to study abroad. He holds an MA in TESOL and Applied Linguistics from the University of Leicester, and his research interests include attitudes and motivation, and other social, cultural, and economic factors influencing the study of English.

Conference Session

Is "English Only" the Only Way? Why, How, and Whether or Not to Use L1 in Your English Class



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

Conference Session

Free Online Resources to Support Autonomous Learners

MEET THE CONFERENCE SPEAKERS



Nicole Domay is an English Teacher Trainer/English teacher in Ulsan, South Korea who is completing her Master's degree in Applied Linguistics and TESOL at the University of Leicester in England. She has been teaching in a classroom for about 4 years and has a background teaching language to people with special needs for 2.5 years. Her experience has been with a range of ages with the bulk of experience with young learners. She is the Treasurer of the KOTESOL branch of the Busan-Gyeongnam Chapter.

Conference Session

Behavior Management in the English Foreign Language Classroom



C.R. Dobson hails from the snowy hinterlands of Michigan's Upper Peninsula. He is co-editor of *The Foreign Literary Journal*. His love of reading, writing, teaching, and traveling has led him to Masan, South Korea where he teaches English at Kyungnam University. As an attempt to preserve the integrity of his MA in Literature, he co-edits *Foreign Literary Journal* and explores the creative process via writing poetry, drama, and fiction.

Conference Session

The Foreign Literary Journal: An Exposé



Stephanie Downey is originally from Boston, Massachusetts, but now considers Korea her second home. Prior to coming to Korea, she also taught in the U.S. and Eastern Europe. She holds a B.A. degree in Russian Language from McGill University, an RSA CELTA, and an M.A. in TESOL from the School for International Training (SIT). She has been working at Kyungnam University since 2000 and is currently the Academic Coordinator of the Division of Undergraduate English.

Conference Session

Well Begun is Half Done: Preparing for the Start of a New Class



Lourens Englebrecht is a 35-year-old educator who has been an assistant English professor at Kyungnam University in Masan, since 2017. He studied at the University of the Free State (Bloemfontein, South Africa) where he obtained three degrees in Education (2008 – 2016). Lourens has a total of 12 years teaching experience at public schools in South Africa and Korea. This includes teaching students from elementary school level to university level, as well as special needs students, and training teachers for the Teachers' Union. Lourens also has experience in giving presentations, training and guest-lecturing in South Africa and Korea.

Conference Session

Keeping the Passion for Teaching Alive - Mind (the) Shift

MEET THE CONFERENCE SPEAKERS



Kylie Genter is an English teacher at the MOE NIIED English Education Center located in Jeju, South Korea. She's originally from New York, USA. Her classes for Korean English teachers specialize in improv comedy in the classroom, storytelling techniques, Jeju Culture, and Jeju Geology. She has lived in Korea since September, 2012 and has taught students from ages five to eighty-three.

Conference Session

Improv Comedy as a Tool for Language Acquisition



Stewart Gray is an English teacher at Hankuk University of Foreign Studies and is a Ph.D. student at the University of Leeds. He is the current president of the Yongin chapter of KOTESOL. He has taught English to students of all ages, trained teachers, presented at various conferences, organized yet other conferences, and published a modest body of research.

Conference Session

Getting Started with Teacher Research



Lindsay Herron has been teaching at Gwangju National University of Education in Korea for more than a decade. She has an MA in cinema studies (New York University, USA), an MEd in Literacy, Culture, and Language Education (LCLE; Indiana University, USA), and is currently working on a doctorate in LCLE. She is the immediate past president of Korea TESOL.

Conference Session

Exploring Critical Cosmopolitan Literacies in Korean University Students: An Initial Foray



Minji Kim has been working for Korea's public schools since 2006 and has lived in Busan & London. She has an MA in TESOL and currently works for Busan International High School. She participated in UNESCO's teacher exchange program in 2018, working for a high school in Indonesia as leader of a Korean teachers' team. She previously served as Chapter Historian of KOTESOL Busan-Gyeongnam Chapter and is now an Officer-At-Large. She welcomes the participation of Korean teachers of English who can share insight and ideas from their classrooms with other teachers from around the world. Minji also enjoys traveling, biking, dancing, and scuba diving.

Conference Session

*Panel Reaction to *The Danger of a Single Story**

MEET THE CONFERENCE SPEAKERS



Dr. Najeong Kim is an adjunct professor at the Language Education Center in the University of Ulsan. She received a doctorate degree from the English Department at Purdue University, West Lafayette, U.S.A. Prior to that, she had earned her M.A. and B.A. from the English department at Seoul National University, Seoul, South Korea.

Conference Session

The Introduction of an Intensive TOEIC Camp Program for University Students



Maria Lisak teaches administration and welfare at Chosun University. She is a lifetime member of KOTESOL and currently serves as the Social Justice (Critical Educators in Korea) Special Interest Group's online moderator and the Nominations & Elections Committee Chair. She is an active Gwangju-Jeonnam Chapter member committed to reflective teaching practices. She is currently working on her EdD from Indiana University in Literacy, Culture and Language Education.

Conference Sessions

-Novices Investigate 2D Barcoding for Learning and Teaching
-South Korean Students Discuss the Yemeni Refugee Crisis



Jessica Magnusson has been teaching English conversation courses, teacher training courses and special programs at Gwangju National University of Education(GNUE) since 2011. She also has various types of hagwon and English camp experience. She has a Masters in TESOL from the School for International Training(SIT) in Vermont, USA. She is interested in teaching vocabulary and reading comprehension to all ages of learners.

Conference Session

Novices Investigate 2D Barcoding for Learning and Teaching



Rhea Metituk has an MA in Rhetorical Writing and Digital Media and is currently posted at the University of Ulsan. Research interests include social and environmental justice, CLT (Communicative Language Theory), and flipped/blended learning. Experience with young learners as well as adults in private institutes, public and post-secondary schools, has informed her experience, in addition to working with NGO's in Canada and Swaziland, ESL in Canada, and teaching English sign language. In KOTESOL, she volunteers as president of the Busan-Gyeongnam chapter, Financial Affairs Chair, and co-coordinator of the Environmental Justice SIG.

Conference Session

Panel Reaction to *The Danger of a Single Story*

MEET THE CONFERENCE SPEAKERS



Jared McKee is a new assistant professor of English at Silla University. He started this position in March 2019. Previously, he was an English teacher at Wisdom Global School in Paju, where he taught literature and reading and writing skills to elementary and secondary students for two years. Jared is passionate about teaching literacy skills to young learners and secondary students, and he wants to learn more about what it means to learn how to read in a second language. This will be the object of his continued study and development.

Conference Session

A Vision for Creating a Reading Program in an Alternative School in Paju



Eric Osterkorn is a graduate of Illinois State University. He holds a bachelors of science and is an alumni of SeJeong / Syracuse University MBA program. He has spent over 15 years in the ESL/EFL realm teaching and instructing learners of all walks and ages. Professor Osterkorn currently is a faculty member of Changshin University.

Conference Session

Abstract Tolarian Elementary School: The Effect of Collectible Card Games on an ESL/EFL Environment



Jenni Payne-Wheeler hails from the UK and is an alumna of the University of Oxford. She made the jump to English teaching after graduating from King's College London with a Masters in musicology in 2011, having realised that life as an academic musicologist was not for her. Before coming to Korea in 2014, she taught in Germany and Prague. She (finally) finished her DipTESOL in 2018 and will be starting her MSc in Applied Linguistics at University of Oxford later this year. Her professional experience is wide ranging, from children with special educational needs, through business English and exam preparation, to her current job teaching undergraduate students at Silla University.

Conference Session

Differentiation in the Korean Classroom



Ali Safavi has been teaching English as a foreign language in South Korea since 2011. He has taught at both public and private education institutions in that time, primarily teaching elementary aged students from grades 3 to 6. Ali graduated from the University of Derby, England with a 2:1 in Broadcast Media in 2009. After he decided to focus on language education he obtained a CELTA certificate from the Manchester Academy in 2012 and a Master's in Education with a concentration in TESL from Framingham State University in Massachusetts, America & Hanyang University in Seoul, South Korea. He currently works at the Lingua Language Institute in Busan, South Korea teaching debate classes and reading.

Conference Session

Teaching EFL through Korean Culture

MEET THE CONFERENCE SPEAKERS



Dr. Joseph Tomei is a professor in the Faculty of British and American Studies at Kumamoto Gakuen University and is a visiting professor at Daejeon University for the 2019-2020 academic year. He has taught EFL in France, Spain, and Japan at the primary, secondary, and tertiary levels. In addition to his interest in computer-mediated communication, he also is interested in the application of functional/typological grammar to language teaching, practical activities in the language classroom, and writing instruction, and his recently completed doctorate from the University of Birmingham is on the use of metaphor by EFL writers.

Conference Session

Metaphor in the Writing Curriculum



Julian Warmington is a trained teacher from New Zealand who has been working at the university level in Korea for more than ten years. His professional interests include critical thinking, cooperative learning, and the student centered classroom. He has presented about climate change at KOTESOL and internationally over the last four years, has run film festivals on climate change, and is one of three members of the Climate Education Network, Korea.

Conference Session

SOS = Save Our Students: The Fun-Time Vocab Our Students and We Need To Survive Climate Change

UPCOMING KOTESOL CONFERENCES

>>2019 KOTESOL National Conference

Motiva(c)tion

25 May 2019 @ Jeonju University (Jeonju)

Registration Fees

Online pre-registration opens on 1 May 2019.

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Advancing ELT: Blending Disciplines, Blending Approaches, and Blending Technologies

12-13 October 2019 @ Sookmyung Women's University (Seoul)

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>>2019 KOTESOL Yongin-Gyeonggi Chapter Conference

9 November 2019 @ Kangnam University (Yongin)



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