

Teacher Development	Wayne Finley Building Rapport in the Korean Classroom	
Time: 11:30 – 12:20	50 minute presentation	Audience: Elementary , Middle School , High School, Adult
<p>Abstract:</p> <p>Struggling to connect to your students? Building rapport with Korean students, of any age, can be a real challenge for even the most seasoned of teachers. Some of those teachers arrive, are presented with blank faces and leave just as quickly as they came. However, there are many good ESL strategies to bridge that teacher-student divide without ever calling into question your professionalism.</p> <p>There is more to building student rapport than just remembering your students' names (even if pronounced in a perfect Korean accent). In this presentation you will receive real practical advice for building better rapport with your students. Whether it is changing your whole teaching philosophy ala Jeremy Harmer's Engage Study Activate approach, learning how to tailor material to Korean student interests or even just thinking about your physical position in the classroom, you will be sure to take something away from this presentation and into your classroom.</p> <p>Bio:</p> <p>I first learned about teaching English when I was in the second year of my English bachelor's degree. Although I didn't know it at the time, I would later go on to become TEFL-certified in Barcelona before landing on Korean shores in 2010.</p> <p>After a rocky start I went on to become a teacher-trainer for my first academy and then, after moving to Woosong University, I worked on two textbooks and won a distinguished teacher of the year award. Last year I presented to hundreds of students and teachers in both China and Vietnam.</p>		

Practical Workshop	Neil Briggs From Applications to Conversations: Exploring an Alternative to the Textbook	
Time: 11:30 – 12:20	50 minute workshop	Audience: High School, Adult

Abstract:

Are you frustrated with teaching from textbooks that have little or no relevance to the students' lives or interests? Last year I began using various smart phone apps as a means of creating a more student-centered, communicative learning environment. The student response to this learning approach has been overwhelmingly positive.

As opposed to the restrictive nature of most standard textbooks, lessons designed using smart phone apps can provide students with opportunities to investigate topics of personal interest. For example, an activity built around the contents of the 'IMDB' app allows students to complete a task based on their favorite movie, television show, actress, or actor. Similarly, the 'TripAdvisor' app allows students to create, discuss, and present a hypothetical vacation to the location of their choice.

There are many advantages to this app-based approach to teaching language. Teacher preparation time is minimal, opportunities for student interaction are endless, and the materials are 100% authentic. This approach also lends itself exceedingly well to the flipped-class method. As soon as students become acquainted and comfortable with using apps to retrieve the required information, much of the problem-solving and vocabulary work can be completed as homework. In this way, significantly more class time can spent working on communicative tasks.

Participants in this session will observe how app-based lessons can easily be created for a wide range of target language structures and ability levels. They will also be invited to participate and experience first-hand how a simple app can be an effective conversation stimulant.

Bio:

Neil Briggs is an English instructor in the Tourism department at Woosong College. He taught at Korean middle school in Bundang for two years before moving to Daejeon more than four years ago. He received a Master of Teaching degree in 2008 in Australia, an MA TESL from Woosong/St. Cloud State in 2013, and is currently a PhD student at Kyunghee University.

Educational Trends	<p style="text-align: center;">Akli Hadid</p> <p style="text-align: center;">Past and current issues with EFL in Korea</p>	
Time: 11:30 – 12:20	50 minute workshop	Audience: Research
<p>Abstract:</p> <p>This workshop will explore the past, present and future of English Education in Korea. Topics addressed will be a brief history of Korean education in Korea, what the Korean press says about English education at the moment, and where its future lies.</p> <ul style="list-style-type: none"> •The first part of the workshop will review the history of EFL teaching in Korea. •The second part of the workshop will be a review of the views and ideologies Koreans hold on English learning. •The third part will be a list of some of the problems encountered by the EFL industry in Korea. <p>This workshop is aimed at foreign and Korea EFL teachers to find out more about the history and present trends in English education. The workshop will be a continuous dialogue with those present, and those present will be encouraged to share their experiences. By the end of this session, foreign teachers should have an easier time understanding current trends in English education in Korea, and seeing the big picture as to how far English education in Korea has come. Those present will also be able to find out what the Korean press says about English education in Korea, especially for those who can't read the Korean press.</p> <p>Bio:</p> <p>Akli Hadid has been in Korea for 9 years and is a PhD candidate at the Academy of Korean Studies, majoring in Korean Studies. He did his M.A. at Kyung Hee University, majoring in Peace and Governance studies, and his B.A. at the University of Paris, majoring in Applied Foreign Languages: French, English and Spanish. He also has a 6-level certificate in Korean language from Yonsei University Korean Language Institute. He taught EFL at Kaya University in Gimhae for one year. He may be contacted at hadid.akli@gmail.com.</p>		

Teacher Techniques	<p>Steven Schuit and Peter Thwaites</p> <p>ESL Self-Access Programs: Expanding the Learning Beyond 4 Walls - Findings for Getting Better Results for Students, Teachers and the School Community.</p>	
Time: 11:30 – 12:20	50 minute presentation	Audience: High School, Adult
<p>Abstract:</p> <p>ESL teachers are invariably looking for new ways to extend student learning beyond the 4-walls of the classroom and limited contact time. Centers for Self-Access Language Learning (SALL) can provide such opportunities. These Centers can offer many highly valued benefits for students, teachers and school communities. This presentation will review a number of ways in which Korean universities have met the challenge of providing SALL to their students. We will focus on Yeungnam University’s English Help Desk, which recently successfully reversed a 48% decline in student visitations. The presenters will discuss what was done to more than double student visitations in one semester. Their recent research, conducted with both teachers and students, has implications for those interested in implementing or improving such ESL Centers for Self-Access in both universities and other educational institutions throughout Korea.</p> <p>Bio:</p> <p>Steven Schuit, B.S., M.Ed, C.A.G.S., is Associate Professor, Foreign Language Institute, Yeungnam University. During the 1970’s, Steven served as U.S. Peace Corps Volunteer Instructor of English at Keimyung University. Recently, he coordinated the English Help Desk function at Yeungnam University. His blog, "Korean Bookends," about his Korean expat teaching and living experience, has had nearly 17,000 hits. He is the author of several articles, including, "The Grapes of No Gun Ri," about the Korean War tragedy that occurred near the village of No Gun Ri.</p> <p>Peter Thwaites, M.A. TESOL, is an Assistant Language Professor at the Foreign Language Institute, Yeungnam University, as well as a PhD candidate at Cardiff University, UK. His interests include writing pedagogy, vocabulary learning, and psycholinguistics. His writing has appeared in publications such as "ELT Journal" and "English Teaching Professional."</p>		

Culture	Sara Peterson Conflict in the ESL Classroom	
Time: 1:30 –2:20	50 minute presentation	Audience: Elementary , Middle School , High School
<p>Abstract:</p> <p>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.</p> <p>Bio:</p> <p>Sara Peterson is a visiting 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.</p>		

Teacher Development	Pete DeMarco Top 10 Countries For Your Next University ELT Job Abroad	
Time: 1:30 –2:20	50 minute presentation	Audience: University
<p>Abstract:</p> <p>What’s the next step in your career? Teaching English at a university abroad is one of the most sought after ELT positions. This presentation will cover: what opportunities are out there, the requirements, and best practices for finding work.</p> <p>Bio:</p> <p>Pete DeMarco is the founder of the university ELT job search site Profs Abroad. He also teaches English writing and conversation at Busan University of Foreign Studies and works as the department coordinator. He’s taught in Venezuela, Spain, and Korea where he has lived since 2007.</p>		

Education Trends	<p style="text-align: center;">Andreas Varsakopoulos</p> <p style="text-align: center;">Modern Approach to Vocabulary Acquisition</p>	
Time: 1:30 –2:20	50 minute presentation	Audience: Middle School , High School, Adult

Abstract:

Too often the language practiced in our classrooms does not correspond to the language that our students desire to, or will ever potentially express. Empowering students to create their own vocabulary lists is a solution, but it is easier said than done. A lack of streamlined, simple to use resources made student derived vocabulary acquisition an ambitious undertaking reserved for the elite and the technically savvy. In line with the theme of the changing face of ESL in Korea, this presentation looks at the empirical research on language acquisition theories juxtaposed to successful trends in the mobile, tablet and computer market. Analyzing the latest applications and extracting the benefits of different models, this presentation will introduce a pragmatic example of how to apply such programs in mixed level classrooms, to create successful individually designed vocabulary goals tailored for each student.

Bio:

Andreas Varsakopoulos is currently pursuing a masters in foreign language pedagogy at the University of MA Boston, and teaches English in S. Korea. His undergraduate degree is in Secondary English Education. He has taught English in USA, and EFL in Greece and S. Korea. During his time in Korea he has participated as a speaking judge for the Ban Ki Moon English competition, for three years; participated in voice recordings for the national mock college entrance exam tests; and has participated in cultural exchange programs throughout the Cheungbuk province.

<p>Practical Workshops</p>	<p>Peter Johnson</p> <p>Speaking Strategies</p>	
<p>Time: 1:30 –2:20</p>	<p>50 minute workshop</p>	<p>Audience: Middle School , High School, Adult</p>
<p>Abstract:</p> <p>Many teachers of language have a difficulty getting their students to communicate in the second language. I believe I have some techniques that I have used in my class that can help all teachers have their students engaged with enthusiasm. My students last semester gave me reports that they spoke more than any other class. I developed this method over the past year. That includes Harry Wong first days of school handbook and including American education system strategies.</p> <p>My strategy encourages students to enjoy speaking in the class. Which is a fundamental hurdle for a language class? The students are eager to volunteer and speak up.</p> <p>Bio:</p> <p>My name is Peter Johnson. I have worked at Woosong university for almost two years. I have a B.A in History and M.A in Education. Mostly I am a committed professional educator. I am always reflecting how I taught in my classes. I always attempt to improve my classroom instruction.</p>		

Teaching Techniques	<p>David Shaffer</p> <p>Focusing Students on Their Language Learning Methods: In-Class and Out</p>	
Time: 1:30 –2:20	50 minute presentation	Audience: High School, Adult
<p>Abstract:</p> <p>Learner journals and learner portfolios have been promoted as conducive to learning, and to some extent in second language learning. However, little research has been done in the areas of how to make such projects reflective, efficient, and lead to more effective self-direction in language learning.</p> <p>In this study, a 10-week, language learning journal project was incorporated with a portfolio component with a group of university students. The group was also given weekly class time to discuss their language learning methods and progress as pairwork. Additionally, each class member presented to the group a study method of theirs that they found quite effective in improving their English skills.</p> <p>Study results have been obtained from post-project participant surveys, evaluation of the journal-portfolio final projects, student discussion and presentation observation, and student interviews. Results indicate that options in project design that were more flexible produced more student satisfaction by creating student agency and thereby producing reasonably high levels of student reflection and journal writing. Student-to-student discussion of their study methods and in-class presentations of study methods both produced high satisfaction and supported reflection and self-direction. Pedagogical implications are that incorporating flexibility into a journal-portfolio project, and even more so, in-class interaction can serve to significantly enhance the effectiveness of such a project as a language learning tool.</p> <p>Bio:</p> <p>David E. Shaffer (PhD Linguistics) is a long-time educator in Korea and long-time KOTESOL member. He is a professor at Chosun University, teaching English majors in the graduate and undergraduate programs. Dr. Shaffer is the author of several books on learning English as well as on Korean language, customs, and poetry. His present academic interests include professional development, and young learner and extensive reading research, as well as English-based loanwords, Cognitive Linguistics, and effective teaching techniques. Within KOTESOL, Dr. Shaffer is presently Gwangju-Jeonnam Chapter President, National Publications Committee Chair, and a member of several committees, including the International and National Conference Committees. He is the recipient of numerous KOTESOL awards and father of two KOTESOL members.</p>		

Culture	<p>Stephen Revere (10 Magazine)</p> <p>Modern Approach to Vocabulary Acquisition</p>	
Time: 2:30 –3:20	50 minute presentation	Audience: Middle School , High School, Adult
<p>Abstract:</p> <p>Steve will be speaking on the exhilarating yet exasperating Korean expat existence. Starting his 20th year here, we brought him in to share some of the unique ways to make life more fun, and he hopes that the audience will also share their useful information too.</p> <p>Bio:</p> <p>Andreas Varsakopoulos is currently pursuing a masters in foreign language pedagogy at the University of MA Boston, and teaches English in S. Korea. His undergraduate degree is in Secondary English Education. He has taught English in USA, and EFL in Greece and S. Korea. During his time in Korea he has participated as a speaking judge for the Ban Ki Moon English competition, for three years; participated in voice recordings for the national mock college entrance exam tests; and has participated in cultural exchange programs throughout the Cheungbuk province.</p>		

Teacher Development	Paul Friesen TBL: Working Better in a Set System	
Time: 2:30 –3:20	50 minute presentation	Audience: Middle School , High School, Adult
<p>Abstract:</p> <p>Common remarks from teachers, in regards to students ability reflect part of the problem. Often the system sets goals and objectives which are too high in the time assigned, or focused on prior achievements not future possibilities. The system goes round and round not moving forward. A system which tends to be rigid and unbending, often leave teachers stressed out. This presentation considers the question posed in the ZPD, answering what our students can do is fundamental to success, both as teachers and as students. Moving to a more task-based learning lesson will help answer the question of the ZPD ~ What can my student do? Task-based learning (TBL), though not a new concept is beginning to be reconsidered. This presentation will focus on some of the issues of implementing TBL in the current classroom and offer possible solutions for implementing TBL in the class. Discussion by attendees will be encouraged. A questionnaire will be offered as a handout.</p> <p>Bio:</p> <p>Paul has been teaching ESL, at university level, in Korea, for 15 years. He has published his own material, and is known for his ability to create new ideas for teachers. He is an active curriculum developer. He is currently testing material in reading.</p>		

Education Trends	<p>Rob Western and Michael Alpaugh</p> <p>No Korean Speaking, This is English Class..... in Korea</p>	
Time: 2:30 –3:20	50 minute presentation	Audience: Elementary , Middle School , High School, Adult

Abstract:

This presentation intends to address the idea, prevalent in Korean public schools, hagwon schools and, to a lesser extent Universities, that the use of the students first language is inherently detrimental to their acquisition of English. It will be led by two students at the University of Birmingham, namely Rob Western and Michael Alpaugh. We intend to each present a side of the debate, including our own research conducted in two cities in Korea, and the opinions of scholars and academics on the subject. Areas covered will include how students acquire second language skills, how to create the ideal conditions for language input, and the debate about whether or not there is a single "correct" English. We also hope to allow time for discussion and input from the audience.

Bio:

Rob Western has lived in Daegu, Korea since 2010 and has been doing his degree in Applied Linguistics/TEFL since 2013. The focus of his research has been second language acquisition theory, teacher training and curriculum development.

Michael Alpaugh has lived in Daegu and various parts of Seoul off and on since 2008 and has been a student of the University of Birmingham since 2013. His research interests include second language acquisition theory, spoken discourse and teacher training.

Practical Workshops	Paula Landers Weaving Pronunciation in Class Lessons	
Time: 2:30 –3:20	50 minute workshop	Audience: Adult
<p>Abstract:</p> <p>But I don't have time to work on pronunciation in my class! Have you felt this way before? Research shows us that when students are ready for a new skill, that is the best time to present it. So Sang Min is having trouble with 'blend'. When can we develop his skill? Now. Short and long chances to hear, produce and practice sounds students are still tripping over after 10 years of English education. This course is especially focused on newer teachers who are inexperienced with slipping in a pronunciation lesson in a busy lesson plan.</p> <p>Bio:</p> <p>My name is Paula Landers. I have developed enough activities to write a book about pronunciation tasks that work for students, but you get to work with them first. This workshop is best for newer EFL/ESL instructors but even veterans will learn something. I have worked with mainly Japanese students, but have noticed and made lessons for those with other mother tongues as well.</p>		

Teaching Techniques	<p style="text-align: center;">Virginia Hanslien</p> <p style="text-align: center;">An Alternative to the Traditional Oral Interview</p>	
Time: 2:30 –3:20	50 minute presentation	Audience: High School, Adult

Abstract:

The challenges involved in oral assessment are numerous. Students are often not prepared due to not knowing how to practice for an oral interview or are just not motivated to put their best foot forward. If they are prepared, nervousness often takes over and the results are not as good as they could be. In addition, oral assessments are challenging for the professor/teacher. Listening to similar questions and answers from every student can be taxing on our listening skills as well.

An alternative to the traditional oral interview that has been successful in conversation classes is to have students work together on a murder mystery project. Students work together in groups to finish the end of the famous murder mystery, Death on the Nile. They write and film an ending that reveals who the murderer is, why it was committed, and how it was done. They each take on the role of one character.

This project assesses everything a traditional oral interview assesses. Question formation, rejoinders, follow-up questions as well as vocabulary are required components to the assignment. The major benefit of this kind of project over traditional oral interviews is motivation. They are more interested in the course material presented through conversation activities and tasks related to the movie.

This presentation will present class activities that led into this project, how students were led through the creative process of writing the ending to a script, acting, filming, and the challenges involved with motivation and memory in language learning.

Bio:

Virginia Hanslien (MA Intercultural Studies) teaches speaking, reading, and writing classes at the Sejong Institute of International Affairs and Education at Korea University Sejong Campus. Her research interests include motivation, materials development and professional development. She has taught in Korea since 1999. She is the co-facilitator of the Christian Teachers Special Interest Group (CT-SIG).