THE 13ᵀᴴ ANNUAL SEOUL KOTESOL CONFERENCE

Enhancing Classroom Interaction and Student-Teacher Dynamics

Plenary Speakers:

GrahamCrookes
University of Hawai'i, Manoa, USA
GordonWest
Sookmyung Women's University, Seoul

9:30am~5:30pm
March 25, 2017
Hanyang University
Seoul, South Korea

KOREA TESOL
KOTESOL

Come Discover the Play in Learning

CAMP HōKūLE'A

Summer in Hawaii 7.01~8.03

Because EVERY educational experience should be unforgettable

English education is becoming increasingly important in our globalizing world.

Yet, access to culturally relevant educational experiences remains a challenge. English is not a skill to be learned independently of children's hobbies and interests. By teaching English through activities such as playing soccer, singing in a chorus, or photographing sea turtles, children can build positive connections with learning a second language.

We are Camp Hokulea, a summer culture camp based in Oahu, Hawaii. We provide a whole-child educational experience through active and interactive programs that promote a comfortable English learning environment and foster a passion for learning. Visit us to learn more.

KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

Teachers Helping Teachers
Learn, Share, Succeed

Membership Fees

Regular 1-year
50,000 won

International
70,000 won

Undergraduate Student
30,000 won

Lifetime
500,000 won

What Is KOTESOL?

KOTESOL (Korea TESOL) is a professional organization for English teachers in Korea. Members include English teachers from across the globe, Korean nationals, seasoned university professors, and first-time private academy teachers. **KOTESOL** is an inclusive community of practice that strives to improve English teaching in Korea by sharing knowledge and learning from each other.

Why Join?

Enhance your career in education!

- Add professional affiliation and experience to your resume
- Attend professional development workshops and presentations
- Receive invitations to networking events
- Present at the **KOTESOL** International Conference
- Apply for research grants while furthering your education
- Improve public speaking and presentation skills

- Become part of a SIG (Special Interest Group)
- Participate in our classroom observation program
- Attend **KOTESOL** National Council meetings, vote in elections, or run for office
- Immediately access *The English Connection, Korea TESOL Journal,* and **KOTESOL** *Conference Proceedings*

How Can I Join?

Visit us at **http://koreatesol.org/join-kotesol** to become part of our community!

Your membership dues help support your local chapter and ensure that KOTESOL continues to offer high-quality professional development opportunities nationwide!

http://koreatesol.org

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President's Message

Welcome to the 13th Annual Seoul KOTESOL Conference!

This year's conference theme, **"Enhancing Classroom Interaction and** Student-**Teacher Dynamics,"** covers various classroom practices implemented in South Korea and that may be relevant in other parts of the world. As such, the conference, through the various workshops and plenary sessions, aims to gather KOTESOL members, friends, students, and guests to share practical classroom experiences and new ideas leading to better professional and academic standards.

Conference presentations have been well prepared to give justice to why we all came today. Graham Crookes will tackle the aspect of professional values which are instrumental in achieving a critical pedagogy and directing us to how best it can be implemented. On the same wavelength, Gordon West will discuss how teachers can perform social justice teaching by means of critical pedagogy and critical literacy that will lead us to democratic decision-making, content formation, solutions for future change, etc. Finally, with a variety of workshops today, we will be able to examine ourselves how far we have applied theories and principles of teaching-learning interaction in our classroom, and allow us to reflect on how much difference we want to make in our classrooms in order to benefit our students.

Without the collective effort of the people behind this endeavor, this conference would not have become a successful reality. I would like to express my sincere gratitude to our 2 brilliant plenary speakers, 12 wonderful workshop presenters, 2 efficient researchers, and 2 special sessions for the preparation and inputs. I would also like to thank the Seoul KOTESOL chapter executives, the conference committees, and the national level officers (namely: Lindsay Herron, David Shaffer, and Rob Dickey) for helping me put all things together. As for the special participation of University of Birmingham, Teach North Korean Refugees, Taylor and Francis, and Hokulea Camp, SA Sports, Inc., thank you very much. In addition, my heartfelt thanks goes to the participants who were able to show up and share their practical experience at the workshops. Finally, I would like to thank Hanyang University, with **Tory Thorkelson's efficient coordination, for allo**wing us to run the conference in their campus today.

Lastly, please allow me to invite you as members of KOTESOL to practice democracy by voting in the chapter elections that run concurrent with the conference.

Enjoy the conference!

Ian Done D. Ramos, Ed.D.
Chair, The 13th Annual Seoul KOTESOL Conference
President, Seoul KOTESOL

List of Seoul KOTESOL Chapter Executives

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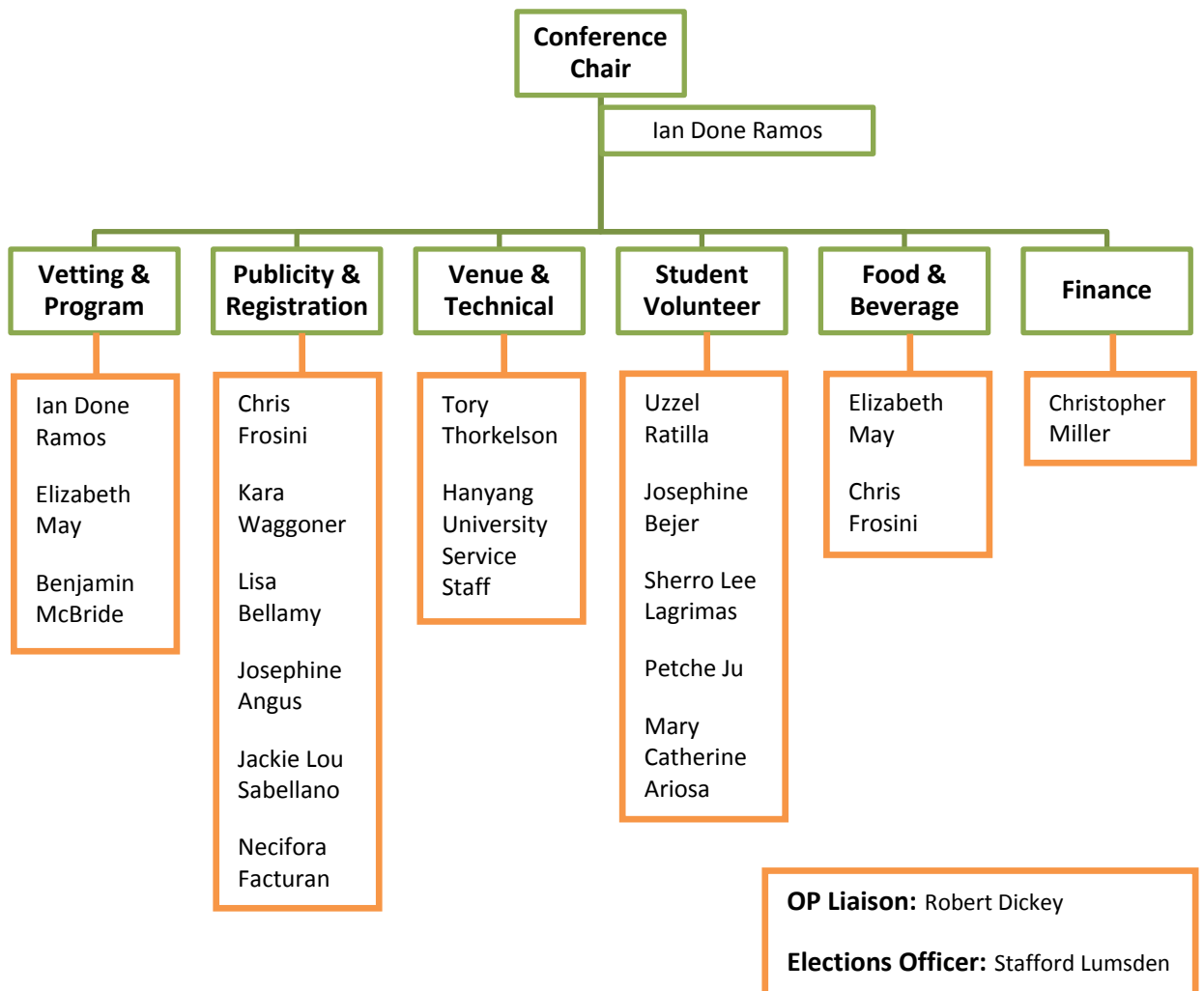publicity@seoulkotesol.org

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Chart of Conference Committee

Conference Chair

Ian Done Ramos

Vetting & Program	**Publicity & Registration**	**Venue & Technical**	**Student Volunteer**	**Food & Beverage**	**Finance**
Ian Done Ramos Elizabeth May Benjamin McBride	Chris Frosini Kara Waggoner Lisa Bellamy Josephine Angus Jackie Lou Sabellano Necifora Facturan	Tory Thorkelson Hanyang University Service Staff	Uzzel Ratilla Josephine Bejer Sherro Lee Lagrimas Petche Ju Mary Catherine Ariosa	Elizabeth May Chris Frosini	Christopher Miller

OP Liaison: Robert Dickey

Elections Officer: Stafford Lumsden

Conference Venue and Directions
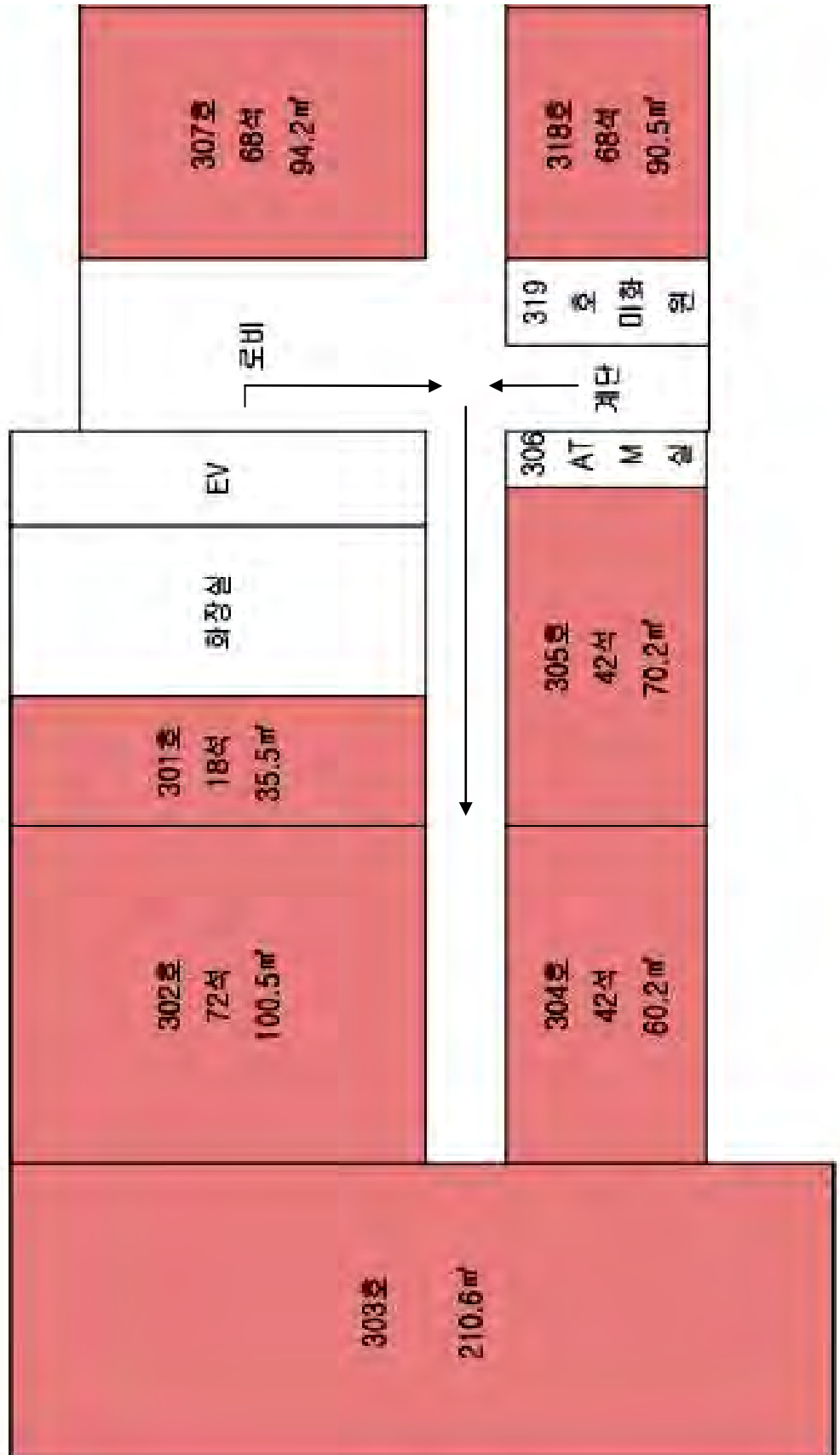(Hanyang University, Seoul)

Directions:

1. Leave Hanyang University Station via exit 2 and walk straight. You will walk past Twosome Place Cafe and some other restaurants that will be on your right. The road dead ends into a parking lot with ATM booths (KB & Shinhan) and a large staircase on your right.
2. Go up the stairs and turn left when you reach the top.
3. Go straight until you see the Paik Nam Academic Information Center on your right. Turn left here.
4. Go straight and the College of Humanities will be the last building on the left.

Floor Map of the Venue
(Hanyang University Building 6)

3층-19군간

307호
68석
94.2㎡

318호
68석
90.5㎡

319
호
미화
원

로비

EV

계단

306
AT
M
실

305호
42석
70.2㎡

화장실

301호
18석
35.5㎡

302호
72석
100.5㎡

304호
42석
60.2㎡

303호
210.6㎡

Conference Schedule

Time	Room 302	Room 303	Room 304	Room 305
9:30AM ~ onwards	Registration			
10:00AM ~ 10:45AM	Instant Messaging as a Form of L2 Assessment **Trevor James Schmitt**	"Talking about this really helped": How one-on-one meetings can radically improve student-teacher relationships **Andrew Griffiths**	Tailoring Gagne's Nine Events of Instruction to Gardner's Multiple Intelligences **Sherro Lee Lagrimas**	Extensive reading in an elementary school English summer camp: Reflections and practical tips **Roxy Lee**
11:00AM ~ 12:00PM	Welcome Address (**Ian Done D. Ramos**, Conference Chair/ Seoul KOTESOL President) Critical language pedagogy and English educators in Korea **Graham Crookes** (Plenary 1) - Room 303			
12:01PM ~ 1:29PM	Lunch			
1:30PM ~ 2:15PM	Getting started with reflective practice **Stewart Gray**	Anchor charts, Post-it® Notes, and logs: A guide to extensive reading in the Korean classroom **Danielle Ryder**	SEN-ology **Lucy Lamazares Lewis McBride**	A Critical Thinking Road Map for Tomorrow's Leaders **Jhana Graham**
2:30PM ~ 3:15PM	Developing Empathy for Others: Local Expressions on Global Topics **Maria Lisak**	University of Birmingham's Special Session	Plan less, react more: Scaffolding students towards spontaneous conversation **Alex Grevett**	Camp Hokulea: An active and interactive summer camp in Hawaii
3:30PM ~ 4:15PM	KOTESOL: Who are we, What are we doing and Where are we going? **Tory Thorkelson**	"Hello, Konglish!" North Korean refugees adjusting to South Korea by learning English **Casey Lartigue Jr. Eunkoo Lee Jinhee Han**	Building a Positive Classroom Culture with ClassDojo **Bryan Betz**	The Graphic Novel: A Unique Reading Material for ELLs **James Hedstrom**
4:30PM ~ 5:30PM	Practicing Social Justice in English Language Teaching **Gordon West** (Plenary 2) - Room 303			
5:31PM ~ onwards	Post-Conference Social (Networking at Ground Zero, a cafe and bar)			

Abstracts

10:00AM ~ 10:45AM

Rm. 302	**Instant Messaging as a Form of L2 Assessment**
	Trevor James Schmitt
	University College Dublin, Ireland

The Internet and the smartphones have radically changed how we communicate. It is said that "much of our communication and interaction now occur within digital environments" (Walker & White, 2014, p.9). Instant messaging is a form of this and is hugely impacting human interaction. It has been reported that there were 1.23billion monthly users of Facebook in 2013 (Seghi, 2014) and instant messaging apps sent around 50 billion messages a day globally in 2014 (Curtis, 2014). With such vast interaction on a global scale it "offers an unprecedented array of opportunities for both students and teachers" (Crystal, 2006, p268). Students should be prepared to communicate and interact within these mediums as "digital interaction provides rich resources for language learners" (Walker &White, 2014, p.17).

Despite the widespread use of instant messaging, the two most prominent English tests: IELTS and TOEFL do not assess students on their ability to perform tasks and interact in their L2 using instant messaging mediums. My presentation will outline a way in which student's L2 internet interactions and abilities to communicate using "netspeak" can be assessed. I will discuss the assessment's design and how the CEFR (2001) and EAQUALS "can do" (2008) statements were used for the test-task design. This kind of interactions follow neither spoken nor written discourse but rather "selectively and adaptively displays properties of both" (Crystal, 2006, p.51).

The test was designed as a role play assessment. Students were given information on a situational role before they began the test-task and had one minute to plan and prepare a response based on the given situation. The prompts were written with the aim of eliciting the "kind of response from students who have an appropriate level of language ability" (Carr, 2011, p.76). Student's receptive and productive skills were used in the test. The student's productive skills were assessed as they had to type a response and their receptive skills were also assessed as the student had to read the opposing persons response. These situational tasks were designed to elicit language from the learners and to determine whether they could communicate their message effectively within a given time frame.

This presentation will demonstrate how instant messaging was used and can be used for assessment. The presentation will examine the test when put into practice and also the washback of such an assessment. I will discuss the test takers reaction to this type of assessment and their thoughts on taking future assessments like this. I will also discuss the limitations and some recommendations for further studies.

Rm. 303	**"Talking about this really helped": How one-on-one meetings can radically improve student-teacher relationships**
	Andrew Griffiths
	Daejeon Office of Education, South Korea

Every learner has unique needs. Some of these needs may be visible, but others are more difficult to see: for example, a seemingly confident student may in fact privately suffer great stress and need more assistance in boosting their confidence. It can be difficult for students to express themselves freely to their teachers in public, and in a busy classroom it is equally difficult for a teacher to discern what each student needs from them. This lack of understanding leads to a less satisfying student-teacher dynamic.

'1-2-**1s'** provide a solution to this problem. A1-2-1 is a private one-on-one meeting between the student and the teacher that allows the student to discuss their needs as well as anything else on their mind: their hopes, fears, anxieties or aspirations. By doing 1-2-1s regularly, teachers can more fully understand what their students require and so adapt their teaching accordingly, while also giving students the opportunity to create action plans tailored to their needs as learners. As a result of the greater understanding between the two parties, a better working relationship can be forged.

This workshop will **introduce the concept of a '**1-2-**1'before showing how they can be integrated into** a teaching curriculum. Attendees will then plan together in groups a basic outline for their own 1-2-1s **while also working with the workshop facilitator's help to resolve any potential problems. As such,** attendee participation is essential!

This workshop would be most suitable for those teaching adults.

Rm. 304	**Tailoring Gagne's Nine Events of Instruction to Gardner's Multiple Intelligences**
	Sherro Lee A. Lagrimas
	Korea Nazarene University, South Korea

In this day and age when English language teachers have become more and more dependent on textbooks and ready-made materials for classroom use, little attention is given to making sure that the conditions of learning are incorporated in the lessons, inadvertently or otherwise. In the modern **English classroom that is believed to be more "learner-centered," it is imperative that ELT practitioners** are reminded of the importance of addressing learner differences and learning styles. This notion brings to the fore the various learning domains or intelligences introduced by Howard Gardner. This necessitates, on the part of the lesson planner, the need to find ways for these intelligences to be invoked and combined in order to carry out various communicative situations or tasks. In designing **lessons towards this aim, Gagne's Levels of Instruction, a nine**-step process, can serve as guide in the selection of materials, activities, and even assessment procedures to ensure maximum classroom interaction and improve on student-teacher dynamics.

The workshop **begins with a review/ presentation of Gardner's Multiple Intelligences Theory and Gagne's Events of Instruct**ion. This will be followed by a description or explanation showing how **Gagne's nine**-**step procedure can be used to address the learners' multiple intelligences. This will be** followed by a presentation of ways by which ELT lessons can be designed to accommodate both theories to facilitate learning. The workshop will involve lesson preparation by the participants (individual or in groups) incorporating the previous discussion points. Finally, some examples or results will be presented for discussion depending on the availability of time.

Rm. 305	**Extensive reading in an elementary school English summer camp: Reflections and practical tips**
	Youn Jung (Roxy) Lee
	Chosun University, South Korea

Extensive reading offers a direct and effective approach to developing second-language literacy and vocabulary regardless of student age and level, while promoting self-directed study (Byun, 2010). To **explore the practical possibilities of using my school's English resources for an extensive reading** program, I designed a summer camp based on extensive reading and a series of supplementary activities, and taught camp students from 3rd to 6th grade with varying English levels.

In this presentation, I will briefly introduce extensive reading and share the particular approaches I took, the activities I used, and the benefits I observed **as well as students' comments and my own** reflections on the camp. I hope that anyone interested in extensive reading or otherwise looking for

an alternative, student-centered way of structuring a class/camp to benefit and motivate students, especially elementary students, will be able to draw inspiration and advice from the practical experiences I share in my presentation.

11:00AM ~ 12:00PM

Plenary 1	
Rm. 303	**Critical language pedagogy and English educators in Korea** *Graham Crookes* University of Hawai'i, USA

This presentation will provide an introductory overview of the area of critical language pedagogy, with aspects of the Korean English Education context in view. I will review the area of professional values, as relevant to the carrying out of a critical pedagogy, or making initial moves in that direction. I will **address a continuing concern with a possible "imposition" of viewpoints. I will then highlight some** key components of critical pedagogy and share some older materials as examples and conclude by referring to some recent work in this area done in Korea.

Food and Drink Guide at the Campus

Venue (Humanities Bldg. 6)
Coffee shop and Convenience store (B1)
* Cheap coffee and Pizza at the Coffee shop but mediocre quality at best.

Hospital (Behind Building 15)
Valance Burger and BipariKimbap
* Valance burger is good (sets around 8,500 won) but the Kimbap place has a bad reputation.

Shinhan Building(in front of Building 15 by Emergency)
* Decent selection of Korean and "fusion" food all at reasonable prices.

Hospital Gate
* Great Kimbap place (across from Gate)
* New Indian place (2nd floor of bldg.. in front of Stay Seoul)
* Subway and Standing Steak place (behind Alumni Bldg. in first two blocks).

Main Gate(near Hanyang Subway station, across from University campus)
* Mr. Pizza, Macdonald's, Valance Burger 2 and Starbuck's.

Hanyang Plaza Buliding:(by exit 2 of Hanyang Subway station)
* Lotteria and ever changing selection of Korean and ethnic foods on first floor.

Popular Delivery Options(usually 10,000 won minimum)
* MacDonald's 1600-5200
* Dominos: 1577-3082
* Bun Doshirak: 2291-4282

1:30PM ~ 2:15PM

Rm. 302	**Getting started with reflective practice** *Stewart Gray* Dankook University, South Korea

Reflective practice (RP) involves consciously making observations about our teaching and ourselves as teachers, committing to the improvement of our practice, experimenting, reflecting on our experiments, and committing to further, ongoing change, and so on in this fashion. The benefits of RP are numerous; by engaging in RP, teachers as individuals and groups can claim responsibility for their own career-long professional development, respond adaptively to whatever their context throws at them, and avoid professional stagnation. This presentation represents a very short introduction to some possible approaches to RP. It includes:

- Descriptions of five focal areas of reflection, as taken from the framework developed by Tom Farrell (philosophy, principles, theory, practice, beyond practice).
- Questions to guide reflection on the above areas.
- A number of principles taken from the literature to keep in mind when reflecting.
- **A few examples of RP 'methods'.**
- **Some advice from the presenter's own experience.**

The goal of the presentation is that any attendees interested in getting involved with RP from scratch will get a basic, broad sense of how to go about getting started. Hopefully, it will also provide a little inspiration and perhaps a new perspective for those already experienced in RP.

Rm. 303	**Anchor charts, Post-it® Notes, and logs: A guide to extensive reading in the Korean classroom** *Danielle Ryder* Gyeonggi-do Institute for Foreign Language Education, South Korea

Extensive reading involves reading large quantities of text for pleasure and aims to build reading fluency. Among other benefits, extensive reading provides language learners with repeated exposure to vocabulary and more generally, to language that they are able to understand. Although extensive reading classes are highly beneficial to language learners, they can be difficult to implement in Korean classrooms. Therefore, this workshop will provide instruction on how to structure and implement extensive reading classes. The workshop will also demonstrate several extensive reading strategies that can be used as mini-lessons. Participants will be given the opportunity to participate in engaging activities that are designed to hold students accountable for their reading. Participants will also consider ways to evaluate their **students' reading progress by discussing the advantages and** disadvantages of various kinds of journals, logs, and records. Finally, participants will discuss and reflect on the benefits and limitations of running extensive reading classes, clubs, or groups in their own schools.

Rm. 304	**SEN-ology** *Lucy Lamazares and Lewis McBride* British Council, South Korea

Although the practice of addressing Special Educational Needs (SEN) remains unfamiliar territory in many cultures, awareness of the concept is growing in South Korea.

This session observes key differences in Special Educational Needs practices in various cultural and

educational contexts. We will introduce strategies to promote classroom inclusion through effective differentiation, including activities that encourage mainstream learners to embrace and support peers with SEN. We will use videos and short facilitated workshop activities to illustrate impact.

In line with recent developments in the United Kingdom, SEN processes are expanding at British Council, Korea. We will examine the newly implemented system in the Adult section at British Council Korea, which was introduced to meet the demands of the continuously evolving world of English Language Teaching. We will encompass how methods of provision and SEN updates are communicated across adult centres in Seoul and how we prepare teachers to meet the needs of SEN learners in their classrooms. As the number of adult teaching centres expand across Seoul, the incidence of SEN learners with varying disabilities increases.

Current learners with SEN at British Council feedback that their individual learning needs are well catered for. We will provide examples of learner success while maintaining student confidentiality.

Participants will identify techniques from the session to integrate into their own teaching context. At the end they will be signposted to further extension of learning.

Rm. 305	**A Critical Thinking Road Map for Tomorrow's Leaders**
	Jhana Graham
	Board of Education, Nagano Prefecture, Japan

Teachers of English as a Second Language in this globalized age have significant responsibilities. These responsibilities include (1) helping students to communicate their ideas clearly, logically, and appropriately (2) helping students to develop a zeal for using the English language to impact positive social change (3) helping students to write, speak, listen, and read more critically in an effort to better identify credible and reliable information.

In this short workshop, the presenter will introduce 3 easy and practical strategies that Teachers may use in their classrooms. The presenter will discuss how the Teacher may use authentic sources to engage students in the reading process. Students will be required to fill in the gaps, assess content, and ask critical questions. Secondly, the presenter will introduce the OREO (opinion, reason, example, opinion) method that will allow students to clearly present their ideas. This format is used in debate classes and as an essay-writing technique. Finally, the presenter will discuss how Teachers may design a short academic writing seminar in their Professional Learning Communities (PLC). This simple strategy will help students to engage in the reflective and reflexivity processes whenever they produce a piece of writing.

2:30PM ~ 3:15PM

Rm. 302	**Developing Empathy for Others: Local Expressions on Global Topics**
	Maria Lisak
	Chosun University, South Korea

This social justice action research project was conducted in an English for Specific Purposes space. The presenter shares how learners expressed empathetic fusion for international issues in administration and welfare. The teacher practitioner organized lessons to help learners adopt critical epistemologies that position knowledge as constructed, partial and power-differentiated rather than as universal, positivistic, or value-free 'right' answers. Learners in a Korean university were studied to identify how they expressed their cosmopolitan literacies by looking at the research question: How do Korean students develop empathetic fusion for non-Korean topics? Students were assigned a topic in

international welfare administration, gave a presentation on their topic to peers, and participated in small group discussions on that topic. Students then completed a survey about the different topics discussed. This survey of student written work was coded for expressions of empathy. The findings show that students expressed more empathy when dealing with themes related to Korea rather than international topics; students expressed higher empathy for topics that they personally researched compared to topics that they only discussed as a participant; and students who stated they struggled with understanding the topic did not identify what outside research they employed to come to a better understanding of the material. The presentation ends with an emergent model of what cosmopolitan literacies the researcher has identified in this study.

Rm. 303	**University of Birmingham's Special Session**

Rm. 304	**Plan less, react more: Scaffolding students towards spontaneous conversation** *Alex Grevett* Korea Polytechnic University, South Korea

Many of us wish that we could enhance the quality of interactions in our classrooms. As regular contact with English is **still removed from most students' lives in terms of distance, time, or both, it** falls to English teachers to create environments in the classroom in which rich, personal, meaning-focused interactions can take place Without this kind of interaction, the implicit knowledge and sense of self in a second language essential for successful language acquisition will not develop. However, **though we try to do this, we have all had the experience of seeing students' conversations falter after** just a few turns, or worse, not start at all.

I take the view that most students are not unwilling to speak, but rather lack knowledge of what to say and how to react to what others say. Therefore, two key ways we can help to scaffold conversations are to give – then slowly decrease – planning time, and to increase the complexity of reacting skills. In this workshop I will demonstrate how to set up a simple structure for classroom conversations, and then show how planning and reacting can be manipulated over a number of weeks to scaffold students towards enhanced social interactions. The session will focus on practical methods and activities, and there will be a chance to discuss the material in small groups and interact with the presenter. Technology depending, I also hope to include some video from my classroom. Attendees should leave with a good sense of how to do this for themselves

Rm. 305	**Camp Hokulea: An active and interactive summer camp in Hawaii**

3:30PM ~ 4:15PM

Rm. 302	**KOTESOL: Who are we, What are we doing and Where are we going?** *Tory S. Thorkelson* Hanyang University (Seoul Campus), South Korea

KOTESOL has been an association of Korean and non Korean English Professionals and others in the ELT field for many years now. However, the who, what, and why of our organization has remained a mystery to many. This presentation and discussion will address what the presenter (a past chapter

and national officer) has spent the last 3+ years piecing together about KOTESOL's membership, goals, and leadership as well as the presenter's recommendations for the future of KOTESOL as well as other similar organizations in the Korean context. An open discussion based on data, surveys, interviews   and other material collected as part of a professional doctorate program will be shared and discussed during this session.

Rm. 303	**"Hello, Konglish!"** **North Korean refugees adjusting to South Korea** **by learning English** *Casey Lartigue, Eunkoo Lee, and Jinhee Han* Teach North Korean Refugees (TNKR), South Korea

An estimated 30,000 North Korean refugees have escaped to South Korea. But escaped to what? About 35% of refugee adults in South Korea are unemployed, 80% reportedly work in menial and low-skilled jobs, incomes reportedly are 50 percent below those of South Koreans, and suicide rates are even higher than those of South Koreans.

Many refugee adults point to a lack of English communication skill as a major barrier to their advancement. North Koreans often struggle in adjusting to South Korea because they rarely studied English when they were in North Korea. In South Korea, they encounter Korean mixed with numerous English words. Many quickly realize they need English to compete for education and job opportunities in South Korea and the rest of the world outside of North Korea.

The first part of this workshop will analyze an English language program that has matched 250 North Korean refugees with 470 volunteer English tutors. Refugees develop Individual Education Plans identifying their learning goals to plan for future academic and employment opportunities. They then work with fluent and native English speakers that they select to improve their English. The second part of the workshop will feature a speech by a North Korean refugee who was an English teacher in North Korea before she escaped to South Korea.

Rm. 304	**Building a Positive Classroom Culture with ClassDojo** *Bryan Betz* Gochon Elementary School, Gimpo, South Korea

From classroom management to student engagement, to parent communication, ClassDojo can help you create a positive classroom community that will make this school year your best year yet. The best part about it is that it is free.

ClassDojo creates a positive culture. Teachers can encourage students to excel at any skill or value — whether it's working hard, being kind, helping others, or any other quality you wish to focus on. ClassDojo also gives students a voice. Students can showcase and share their learning by adding photos and videos to their own portfolios. Students can also share moments with their parents. Teachers can get parents engaged by sharing photos and videos of wonderful classroom moments

In this training session, teachers will learn how to use ClassDojo to give students regular feedback, keep their classroom managed and students motivated. Teachers will learn how to setup and customize ClassDojo to encourage and engage students -- and learn why students love earning Dojo points, which increase student participation and confidence through the development of their classroom mechanics and skills.

Communicating with parents does **not need to take over a teacher's personal life. In this session,** teachers will learn how to use ClassDojo to keep in touch with parents easily, without sharing any

personal information. Teachers will learn how to message parents on ClassDojo, post photos to Class **Story, and set "quiet hours". Parents can also translate posts into their native language, cutting across** language barriers!

In this workshop, Bryan will use examples and his personal experience to present several ideas that have worked well for both elementary and secondary ELLs. Teachers will test out the Demo class, getting a better idea of how the product works. Teachers will leave with the skills necessary to implement ClassDojo in their classroom right away, setting themselves and their students up for an incredible school year.

Rm. 305	**The Graphic Novel: A Unique Reading Material for ELLs** *James Hedstrom* Jangwon Middle School, Seoul, South Korea

What kinds of reading materials do your students mostly read? News articles? Poetry? Plays? Essays? Short stories? Novels? How about comics or graphic novels?

Maybe you have used a short comic strip or an editorial cartoon in some of your lessons as a way to elicit discussion or to make a point. But how about designing an entire lesson based on a comic? Or an entire course or 3-week English camp?

In this presentation, I will be talking about my experience using graphic novels for my intersession English camps at a middle school in Seoul. I will be focusing on the unique characteristics of the graphic novel as reading material, the pros and cons, potential issues and challenges, and how this shaped the way I approached teaching it. I will also be sharing examples of some of my most successful activities and tasks as well as some useful tips and resources to help you find graphic novels that are right for your age group and teaching situation. It is my hope that my presentation will provide some ideas and insight in using graphic novels as reading material so that you feel confident in designing an intersession English camp or a course with a graphic novel as the main text.

Attendees will have the opportunity to look at the graphic novels that I have used and some others which I have collected over the years.

4:30PM ~ 5:30PM

Plenary 2	
Rm. 303	**Practicing Social Justice in English Language Teaching** *Gordon Blaine West* Sookmyung Women's University, South Korea

Social justice is a concept that has been gaining increased attention recently in the world of TESOL, and understanding it has taken on a sense of urgency for many in this time of political upheaval and change. It is important to come to a common understanding of this broad term since it is used by so many to mean many different things. This talk will start by examining definitions of the term (i.e., Fraser, 1997; Young, 1990). It is helpful to think of social justices as an active process, or something that needs to be worked towards, rather than a static understanding of the term. Central to the practice of social justice in our teaching is an understanding that language teaching is more than simply an instrumental process, and that language learning is a process of communication and connection. Classrooms are unique and privileged spaces for learning, but they are always grounded in and connected to a broader context. After looking at what this means for us as teachers and our stance toward teaching, we will look at ways in which we as teachers can do social justice teaching through critical pedagogy and critical literacy. By examining different examples from both young

learner and university level classes, participants should come away with some understanding of how to work towards social justice in their teaching through community building, democratic decision making, using content that is oriented toward social justice issues, and finally by encouraging students to imagine other possibly futures and to work for change.

Post-Conference Social

Come join your fellow KOTESOLers after the conference for a coffee or cocktail at *Ground Zero.*

PLACE: Ground Zero (Wangsimni)

TIME: 5:31-7:30 pm

ADDRESS:서울성동구마조로 3 길 7-1

DIRECTIONS: Leave Hanyang University Station via exit 4 and turn right. Continue on the road as it curves left. Cross the large, four-way intersection so that you are kitty-corner from where you started. (The Seoul Forest De Sharp shopping complex should be behind you.) Walk straight until you see KB Bank. Turn left on the road that slopes down in front of the KB Bank. Walk straight and Ground Zero will be on your left.

Presenter's Biographical Information

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Extended Summaries

Critical language pedagogy and English educators in Korea

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The background to this presentation is the general curriculum area of critical pedagogy. This is usually understood, perhaps loosely, in terms of a commonly used phrase, "social justice". Thus critical pedagogy is considered synonymous with teaching for social justice; and by extension, when this area, perspective, or set of concepts and practices is applied to language teaching in general we can refer to "critical language pedagogy". Where languages overall are implied, of the little work that has been done in this area, most has concerned English as opposed to other languages.

The first part of this presentation will attempt to address English teachers in Korea as falling into one of two categories: the "indigenous" English educator, and the "international" English educator. (I am avoiding the increasingly dispreferred term "non-native", as in NNEST.) To dichotomize like this is certainly an oversimplification, as many in each group are bicultural (at least) but it could be relevant in regard to how English educators consider or fail to consider their responsibilities for the feverish way some parts of Korean society engage with English education.

Next, I will address the matter of critical pedagogy as a means of actualizing a set of values. Professional language teachers are not always provided with an orientation to the values aspect of their life and work as professionals, or in general, so this is an underdeveloped area in professional (TESOL) development. What are the values of TESOL, if any? (One or two specialists have made some claims.) What are your values? From where, from what sources, can values in education be developed? What are the values of mainstream education, or of the shadow sector (the *hagwon* sector) in Korea? What are the values of critical (language) pedagogy?

This will lead into a brief attempt to address a question I have been told regularly has come up in recent discussions of this topic in Korea (and perhaps in other contexts with regard to teachers' values): *Aren't we imposing our values?*

I will go on to highlight selected concepts or points of entry in critical language pedagogy, and illustrate them with an extract from older published material in this area, as well as draw on a report of an attempt at critical language pedagogy in the *hagwon* sector.

I will conclude simply by encouraging audience members to reflect on their circumstances and consider whether this curricular line has elements that they could engage with, if not now, then at a future time when their teaching circumstances might be more favorable.

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Practicing Social Justice in English Language Teaching

Gordon Blaine West
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Abstract

Social justice is a concept that has been gaining increased attention recently in the world of TESOL, and understanding it has taken on a sense of urgency for many in this time of political upheaval and change. It is important to come to a common understanding of this broad term since it is used by so many to mean many different things. This talk will start by examining definitions of the term (i.e.,

Fraser, 1997; Young, 1990). It is helpful to think of social justices as an active process, or something that needs to be worked towards, rather than a static understanding of the term. Central to the practice of social justice in our teaching is an understanding that language teaching is more than simply an instrumental process, and that language learning is a process of communication and connection. Classrooms are unique and privileged spaces for learning, but they are always grounded in and connected to a broader context. After looking at what this means for us as teachers and our stance toward teaching, we will look at ways in which we as teachers can do social justice teaching through critical pedagogy (Crookes, 2013) and critical literacy. By examining different examples from both young learner and university level classes, participants should come away with some understanding of how to work towards social justice in their teaching through community building, democratic decision making, using content that is oriented toward social justice issues, and finally by encouraging students to imagine other possibly futures and to work for change.

I. Introduction

It is important for us as educators to clearly understand the concept of social justice. It has been used as an umbrella term to encompass several meanings. In language teaching alone, it can be used to refer to work dealing with racism, climate change, peace education, and more. There are two larger theoretical understandings of the term however that are helpful to knowing social justice as a process, which in turn allows us as educators to find ways to engage with that process in our own teaching.

First, Young (1990) describes social justices as the act of confronting five major areas of injustice: exploitation, marginalization, powerlessness, cultural imperialism, and violence. The process of fighting against these injustices where we see them playing out in the world is part of social justice. Later, Fraser (1997/2008) further conceptualized social justice as working towards equitable economic, cultural, and political areas. This allows us to think of social justice as operating through redistribution, recognition, and representation. Through these areas, we can begin to see ways in which we can use social justice in our teaching.

II. Social Justice in Practice

One entry into doing social justice in teaching is to think about the process of representation. We can begin by looking at decision making in the classroom. How are decisions made and who is allowed to make decisions? Are projects or topics negotiated with the learners? What about assessment? If possible, negotiating these and other aspects of the class can help learners to feel a greater sense of ownership over their learning and they can feel more invested in the process of learning.
Beyond thinking about the process of voting, we also need to consider pedagogical practices that allow students to bring in and share their own materials. Reading circles are one way through which students can bring in materials and shape the class. For reading circles, students are trained in ways to ask questions about articles. They take turns bringing in articles that they have found with discussion questions that they have written and leading discussions on the articles in class. It can take some practice, but through this process, students often create meaningful dialogue around issues that are important to them.

Democratic processes and student control over content encourage community building in the classroom that is essential for representation to be meaningful. Without a sense of community or investment in the class, any attempts at giving students more of a voice can feel shallow and limit the usefulness of the engagement.

Recognition is another aspect of social justice we can address through our teaching. We can and should think carefully about who is talking in our classes, who is silent, and whose experiences are represented in the materials we use in our classes. We can use the tools of critical literacy (i.e., Janks, 2010) to interrogate texts and videos that we use in our classes to think more carefully about what type of world they are presenting to the students. We can encourage students to use those same tools to think more carefully about the materials as well, and to find ways to speak back to texts and multimedia that present worldviews they find counter to their own sense of justice.

Finally redistribution is a bit more challenging to connect directly to the classroom, especially if we are thinking of redistribution as Fraser (1997), as an economic process. It is important though to understand how resources are distributed across education systems as teachers. It is true that some areas have much better resources than others to support English language learning. As professionals working in English education, we need to at the least be aware of and understand how resources are distributed in our schools and systems and be active advocates for those students who have less access to resources.

III. Conclusion

Once we are able to see social justice as an active process, we can develop a framework to help us apply the concepts of social justice in our own teaching practices through looking at ways to increase representation and recognition of students, as well as developing a better awareness of the distribution of resources that our students have access to in English language learning. As teachers, we can help students to build community, practice democratic decision making, think critically about content, and imagine new possibilities by doing critical pedagogy in our classes.

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Instant Messaging as a Form of L2 Assessment

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Abstract

Social media and instant messaging mediums have impacted human interaction. Despite their widespread use, the most prominent language proficiency tests (IELTS & TOEFL) do not assess students on their abilities to interact in English using those mediums. The following study proposes a **way in which a student's L2 internet interactions can be assessed. The assessment was designed** using the CEFR **(2001) and EAQUALS can do statements (2008) in evaluating the student's level. The** test delivery process followed the model proposed by Sheils (2011, p.34) and was administered to a total of 7 participants.

The test was designed as a role play assessment. Learners were given information on a situational role before they began the test-task and had one minute to plan and prepare a response based on the given situation. These situational tasks were designed to elicit language from the learners and whether they could communicate their message effectively within a time frame of 5 minutes. **Student's receptive and productive skills were used during the test as they had to read the** interlocutors responses and produce language to respond.

This study demonstrates a way instant messaging can be implemented and used for L2 assessment. The washback of the assessment was examined and a questionnaire was distributed to the participants to get their views. It found that the learners enjoyed this type of assessment and saw the value of it.

I. Introduction

Social media and instant messaging are impacting human interaction. It was reported that there were 1.23billion monthly users of Facebook in 2013 (Seghi, 2014) and apps like Facebook Messenger, WhatsApp and SnapCat sent around 50 billion messages a day globally in 2014 (Curtis, 2014). With such vast interaction on a global scale this "offers an unprecedented array of opportunities for both students and teachers" (Crystal, 2006, p.268). However, students are not assessed on their abilities to interact and produce language using these mediums. They should be prepared because "digital interaction provides rich resources for language learners" (Walker &White, 2014, p.17).

II. Methodology of test

Online interactions can be used to elicit language from learners. When assessing learning through tasks the "purpose of the task is to elicit a sample of language to be evaluated" (Carr, 2011, p.17) in a way "that will tell us about their language abilities" (Hughes, 2013, p.75) with reference to the learner. For tasks to be authentic they must incorporate both "situational and interactional authenticity" (Sheils, 2011, p.12). Situational tasks are tasks that represent real life situations and interactional tasks are tasks based on how naturally the student responds. This test was designed to follow a role play assessment and incorporated situational and interactional authenticity. Students would adopt a real life role and would be assessed on how they interact using their L2 in the given role. These were authentic roles that students may encounter when messaging in formal and informal situations. Role play assessment was selected because it provides the "benefit of assessing learner's ability to engage in various types of speech acts or to perform a wider variety of functions... and make it possible to assess the ability to speak in a wider range of situations, and about a wide range of topics" (Carr, 2011, p.40).

II.A.1 Type of test

The assessment was a performance assessment because it did not follow the typical test format. Students were not assessed on the traditional multiple choice format but were assessed on how they performed and interacted in the role when producing their message to the interlocutor. This added to the authenticity of the assessment as students were assessed on their way of communicating in real-life situations and focused on a learners "actual performances of relevant tasks... rather than more abstract demonstration of knowledge, often by means of paper and pencil tests" (McNamara, 1996, p.6).

II.A.2 Test design

In the development of tasks for the tests the CEFR (Council of Europe, 2001) was consulted and used as a reference point for the test design. According to the CEFR the test takers level was B1 on the CEFR scale (CEFR, 2001). The test takers would be reading the interlocutors responses and needed to respond, so for the task design the EAQUALS (EAQUALS, 2008) can do statements were used to design the tasks that would suit the test takers ability to therefore respond to the tasks. The following can do statements were selected for task design:

Overall writing:	Overall reading:	Transactions: (spoken)	Reading correspondence:	Correspondence writing:	Conversation: (spoken)
I can write short, comprehensible connected texts on familiar subjects	I can understand the main points in straightforward factual texts on subjects of personal	I can manage unexpected things that could happen on holiday, e.g. needing a dentist or	I can understand private letters about events, feelings and wishes well enough to write back.	I can write emails, faxes or text messages to friends or colleagues, relating news and	I can start, maintain and close simple face-to-face conversation on topics that are

or professional interest well enough to talk about them afterwards.	getting a bike repaired. I can make arrangements on the telephone or in person, e.g. booking flights, hotels, rental cars, restaurants, cinemas, etc.		giving or asking for simple information. I can write a short formal letter asking for or giving simple information.	familiar or of personal interest. I can express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest

Using those statements as a reference for their L2 abilities, role tasks were designed. There were three sections in the test with five sub tasks in each section. The first task was designed to follow the **spoken transaction exchange, whereby the test takers "can make arrangements".** In the EAQUALS **"can do statements" the role is for the telephone but in this assessment the task was designed for** instant messaging. The second task is personal exchange between roommates modelled on the **correspondence writing "I can write emails, faxes or text messa**ges to friends relating news and **giving or asking simple information". With the third task following a more formal written discourse between landlord and tenant with the task being "I can write a short formal letter asking for or giving simple information".** So both formal and informal instant messaging interactions would be used in assessing the test-takers L2 competence and it was hoped to see if students could identify the different types of language associated with different situations. Instant messaging just like spoken interaction occurs in real time so a time limit was used to make the tasks more authentic and to see how the test takers perform within the time frame. Here are the three tasks and instructions that were emailed by the interlocutor to the test taker:

II.B.3 Instructions and task

Please read the following situations and prepare to respond. You will have 1 minute to read each situation and 5 minutes to respond and send all the relevant information to the receiver. Try to put the information in your own words.

Situation 1	Situation 2	Situation 3
It is Thursday and you want to meet your friend for dinner and movie this Saturday. Please message your friend and include the following information: - Ask your friend how their week has been - Ask your friend if they have plans for the weekend - Suggest a restaurant - Ask your friend what movie they would like to see - Suggest a meeting place and time	You are at home and have tried calling your roommate but he is in a noisy place. Please send messages to your roommate informing them on the following information: - Ask why he cannot answer the phone. - Ask him what time will he be coming home. - Tell them to buy some milk on the way home because there is none. - Tell them you made some extra pizza and to have some when they come home. - Ask him to turn off the heating when he comes in.	You are looking for a new room in Dublin have just seen a room posted on the internet for a room. Contact the landlord and include the following information. - Give the landlord some background information about yourself. - Ask is the room still available. - Ask the landlord how far is the house from the nearest bus stop. - Ask when viewings are being held. - Schedule a viewing.

III. Test delivery

This test was not delivered in the traditional testing manner because this exam was online students did not need to be present in an exam hall. The students had to be online and have access to the internet at a specified time that was convenient for them. The tests were administered by the researcher and all students were given the same delivery as proposed by Sheils (2011, p.34). It followed the following stages:

1. A time and date was arranged with the test takers on their availability to take the test. The students agreed to be online at an agreed time.

2. After agreeing to take the test and agreeing a time. Written consent was gotten from the test takers. A total of seven students agreed to take the test.

3. Initial messages were sent to test the stability of the internet connection. This also allowed the assessor to chat online with the students and calm their nerves so students would be at ease and could **"perform as well as they are able to" (Fulcher &Davidson, 2007, p.116). After which test** directions and instructions were sent and explained to participants so they understood. The **instructions were short and clear because it is "crucial that the directions be clear and specific, and understandable to the students" (Carr, 2011, p.41) so students would understand what they would** have to do and perform to the best of their abilities.

4. The test was administered to each participant individually. There were three tasks in total (see appendix III), with one minute allocated to read the role that they would have to perform. The instructions were **written "to make clear what sort of response is desired" (Carr, 2011, p.75) from** participants regarding the role that the students had to use. Students had five minutes to communicate messages based on that role.

5. Results were sent to students with feedback on their responses to the tasks.

A scoring rubric was designed which followed a "multiple-trait scoring system" (Fulcher &Davidson, 2007, p.97). This scoring criterion was utilised to assess learners on the different competences used in the interactions. Test-takers would be marked out of a hundred and be able to score on four different areas:

- Whether they communicate all the messages set out in each task in the given time (60%).

- How clear their messages are and could a receiver understand (20%).

- If the test takers put the messages for the task in their own words. The choice of vocabulary and grammar used (15%).

- If the test takers use elements of netspeak (emoticons, abbreviations, capitals for emphasis) (5%).

It took over two hours to administer the test when all the students test times were combined after which student responses were graded using the above scoring criteria.

IV. Results

The average score was 83.28% with some students scoring higher and lower than the average. Students did better in section 2 than in section 1. This can be attributed to familiarity of the situation. Most students used internet language in their exchanges and most of the messages were clear despite some spelling mistakes and wrong lexical usage. Here are the overall scores:

Student	Section 1	Section 2	Section 3	Clarity	Own words	Netspeak	Total:
Student 1	18/20	20/20	20/20	16/20	13/15	5/5	92/100
Student 2	14/20	16/20	10/20	10/20	10/15	0/5	60/100
Student 3	20/20	20/20	18/20	18/20	15/15	5/5	96/100
Student 4	20/20	20/20	16/20	15/20	12/15	5/5	88/100
Student 5	18/20	14/20	12/20	12/20	12/15	5/5	73/100
Student 6	20/20	20/20	16/20	20/20	15/15	5/5	98/100
Student 7	12/20	20/20	12/20	12/20	15/15	5/5	76/100
Average score:	17.42	18.57	14.85	13.57	13.14	4.28	83.28/100

After the assessment the results and feedback was emailed to the students. The students responded positively to the feedback. Students also completed a survey on the assessment with the following results:
1= strongly agree, 2= agree, 3= undecided, 4= disagree, 5 = strongly disagree.

Comment:	Overall average
1. I enjoyed taking this test.	1.14
2. The roles reflected real-life English language use.	1.28
3. This test was interesting.	1.29
4. I felt this test was useful.	1.40
5. I could understand every role in the test.	1.42
6. I could understand every response.	1.71
7. Students should be taught how to communicate using the Internet.	1.71
7. The instructions were clear at the start.	1.71
7. I had enough time to read every situation.	1.71
8. I think teachers should teach students on how to interact in English using the internet.	1.85
9. I think typing should be taught along with handwriting in English class.	2
11. I had enough time to respond to every question.	2.42
12. It was difficult to type my responses.	3.57

From these results students seemed to enjoy this new style of assessment and that the students felt the roles in the tasks did in fact reflect real-life situations. Students did have some issues regarding the time limit and felt typing should be taught along with handwriting.

V. Limitations & Conclusion

"Netspeak" (Crystal, 2006) is still a relatively new phenomenon and the language used within it is "still developing, and the language use connected with them is often unstable" (Walker & White, 2014, p.14) so it can be difficult to assess. Other negative washback on this assessment is that "learners can sometimes give the impression that they are more fluent than they actually are" (Crystal, 2006, p.270) when communicating online. Their ability to type in English may not be an accurate reflection on their actual oral ability to communicate. There is also the issue of digital native and digital immigrant (Walker &White, 2014) as some students may be familiar with using technology and need to use it whereas other learners may not. This test was administered to a small sample but with young people are more tech-savvy "it could therefore be argued that where learners are accustomed to using technology for certain types of tasks, a failure to use technology in the assessments reduces the validity of the test" (Walker & White, 2014, p. 130). It is time for assessments to start to incorporate internet interactions into assessments and this paper and research has demonstrated one way it is possible.

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"Talking about this really helped": How one-on-one meetings can radically improve student-teacher relationships

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Abstract

Positive student-teacher relationships are acknowledged to have importance in the learning process. However, teachers sometimes have problems understanding precisely what students think and feel about their learning and knowing what they need from them as teachers. This lack of understanding can adversely affect the student-teacher relationship and thus negatively impact the learning process. '1-2-1s' (meaning 'one-on-one private meeting'), a concept taken from business, is proposed as a contribution to a solution to this issue. By implementing a system of regular 1-2-1s, a student is provided the opportunity to express their thoughts in a confidential setting, giving the teacher greater opportunity to understand their students' needs, which in turn leads to better student-teacher relationships and thus better learning.

I. Introduction

In every learning environment, teachers naturally have some kind of professional relationship with their students; it is an automatic consequence of the act of interaction while teaching. Teacher-student professional relationships are widely acknowledged to have an impact on the learning process (Cornelius-White, 2007, Coe, Aloisi, Higgins & Major, 2014). It is argued that a positive student-teacher relationship can be a strong contributor to a student's success in learning, while a negative student-teacher relationship could be a factor in a student's failure to learn English (Cornelius-White, 2007). While it would be incorrect to state that success or failure in learning a language depends purely and solely upon such student-teacher relationships, it would be counter-intuitive to suggest that they have no impact whatsoever. We can suggest, then, that a teacher should pursue positive professional student-teacher relationships as an end towards better student learning.

II. What makes 'a good professional relationship'?

There are numerous research studies that support the idea that students are more likely to perceive their professional relationships with teachers as being positive if they believe that their teachers understand their thoughts and feelings and acknowledge and respond to their needs as learners (for example Han, 2005, Coe et al, 2014). This makes intuitive sense: a lack of understanding may leave us open to mistakes, unfulfilled hopes and teachers 'missing the mark' as far as learner needs as concerned.

III. Problems in Understanding Learners

Of course, every learner has their own unique set of needs, wants, worries and concerns. Some of these things may be visible, but others are more difficult to perceive: for example, a seemingly confident student may in fact privately suffer great stress and need more assistance in boosting their

confidence. It can be difficult for students to express themselves freely to their teachers in public, and in a busy classroom it is equally difficult for a teacher to discern what each student needs from them. Because of the potential problems in understanding student needs, there is thus the danger that this possible lack of understanding could lead to a less satisfying student-teacher relationship and so have a negative impact on the students' learning. However, it is basically impossible for any teacher to be able to discern everything each learner might require from them professionally; most classes will have a number of different students at varying levels of attainment, confidence and motivation. Simply put, students are different and teachers can't be mind-readers. As such, we can suggest that teachers could benefit from using an activity by which they could more fully understand their learners' needs.

IV. 1-2-1s: A Possible Solution

'1-2-1s' are the proposed activity to help contribute to the solution of this issue. The concept of a 1-2-1 first emerged in business culture (Grove, 1995) and has been a consistent part of many managers' toolkits for over thirty years. A 1-2-1 is a private meeting between manager and employee where the employee and manager can discuss the employee's progress in their job, talk about any problems they have doing their work, and suggest action plans to help improve the employee's work. These action plans are then implemented during the employee's worktime, and the success of the plans is assessed at the following 1-2-1. Employees are also given the opportunity to discuss in confidence any personal worries they have relating to their work if they wish – however, this is not mandatory. Indeed, best business practice notes that employees should dictate much of the direction of a 1-2-1 rather than the manager, especially where personal matters are concerned. Professionalism from the manager is an absolute essential at all times. Confidentiality is also a key element of 1-2-1s, and it is considered best practice for the manager to do their 1-2-1s in a quiet place away from other work colleagues. Critically, a 1-2-1 is not an appraisal of an employee and should not be conducted as a test or judgment of their abilities; rather, it is an act of collaboration between manager and employee to assist the employee in attaining a better and more satisfying workflow. Finally, 1-2-1s should be done regularly: in most business settings a quarterly 1-2-1 is commonplace.

V. 1-2-1s for English Education

Applying the principles of a 1-2-1 from business culture to teaching culture is relatively straightforward. As in business, confidentiality is absolutely necessary. This is necessary to create trust between student and teacher. The teacher, in a 'managerial' role, is also under obligation to stress (and to keep stressing) that 1-2-1s are not acts of judgement and are not appraisals of the students' abilities or personal feelings about learning; they are, again, opportunities for teacher and student to collaborate so that the student can improve their learning experience. It is also an opportunity for the student to discuss anything else on their mind: their hopes, fears, anxieties or aspirations, for example. Of course a student is welcome to keep the 1-2-1 focused purely on the technical aspects of learning if they please; as in business, the student should dictate to a large extent the flow of the 1-2-1 and professionalism from the teacher is absolutely essential. 1-2-1s should occur regularly, with action plans being set in each 1-2-1, and, as in business, these action plans are implemented during class time and the success of these plans can be discussed (and, if necessary, adapted) at the next 1-2-1.

VI. Potential Problems and Suggested Resolutions

There are several potential problems with doing 1-2-1s in the English learning environment. The first is that many students will be unfamiliar with doing one-on-one meetings, and as such can feel hesitant to do them. In the author's experience, the key towards dealing with this issue is to firstly inform the students about why the 1-2-1s are taking place and to explicitly explain the benefits of doing them. During the 1-2-1 itself, it is of paramount importance to ensure that the teacher maintains a demeanor of being 'friendly-but-professional' at all times. Another issue is time. In business the working day offers more time to do 1-2-1s and some can take up to an hour to do. This is clearly impossible for most teachers, so the focus must be on how to do them efficiently during class time. The first task is to assign the students a task that they can do without the teacher's direct supervision while the individual 1-2-1s take place. Exam preparation is one option for this, though

there are myriad other possibilities that can be used. Preparation pre-1-2-1 is also useful. This author, whose job focuses on speaking, uses a specific rubric in class and asks the students to pick two (out of ten) items on the rubric, such as 'Pronunciation' or 'Volume', that they wish to focus on. This tightens the focus for the 1-2-1 and allows the student time beforehand to think about what they wish to say. Furthermore, possession of a clear set of strategies to deal with various issues should be readily available to the teacher to offer to the student. Thus when the student asks for advice about improving their volume when speaking, the teacher can dispense strategies quickly and efficiently. This enables a speedier creation of an action plan and thus saves time.

An Example of a 1-2-1:

An example of things discussed in a 1-2-1 could be as follows:

In the third week of a six-month training course, a student has their first 1-2-1 with the teacher. In the 1-2-1, they discuss their worries about their pronunciation. The teacher asks which sounds the student has problems with, and they tell them that they have problems with the l/r distinction. On discussing this, the student confesses that this makes them feel embarrassed about speaking out in class. The teacher takes the time to reassure them emotionally and offers to monitor their pronunciation for the next few weeks and report in the next 1-2-1 what their progress is. In the meantime the teacher and student agree on a strategy: the student should slow down when approaching the l/r sounds in their speech in order to focus and get them right. The student and teacher agree to meet a month later to discuss their progress. The teacher finishes by expressing their appreciation for their hard work so far and their hopes that they will continue to work hard not only on their pronunciation but on all aspects of their speaking. The student thanks the teacher and then leaves.

A 1-2-1 like this would take less than 10 minutes.

VII. Conclusion

Research suggests that positive student-teacher relationships can be a tool for creating a better student experience. However, understanding what our students want and need is not always easy. By doing 1-2-1s regularly, teachers can more fully understand what their students require and so adapt their teaching accordingly while also giving students the opportunity to create action plans tailored to their needs as learners. As a result of the greater understanding between the two parties, a better working relationship can be forged. As a result, the student can enjoy a more positive and fruitful learning experience which it is hoped shall in turn lead to greater learning.

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Tailoring Gagne's Nine Events of Instruction
to Gardner's Multiple Intelligences

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Abstract

The learner-centered classroom necessitates that English language teachers address learning differences and learning styles. Gardner introduced the concept of multiple intelligences indicating that lessons have to be planned with these varied intelligences and learning styles in order for learners to get the most from the teaching-learning process. Furthermore, adapting Gagne's nine-step instruction provides a lesson structure that will ensure an effective and systematic learning experience.

The workshop begins with a review/presentation of Gardner's Multiple Intelligences Theory and Gagne's Events of Instruction, followed by a description or explanation showing how Gagne's nine-step procedure can be used to address the learners' multiple intelligences. This will be followed by a presentation of ways by which ELT lessons can be designed to accommodate both theories to facilitate learning. The workshop will be lesson preparation by the participants (individually or in groups) incorporating previous discussion. Finally, one or a couple of outputs will be presented for discussion depending on availability of time.

I. Introduction

In this day and age when English language teachers have become more and more dependent on textbooks and ready-made materials for classroom use, little attention is given to making sure that the conditions of learning are incorporated in the lessons, inadvertently or otherwise. In the modern English classroom that is believed to be more "learner-centered," it is imperative that ELT practitioners are reminded of the importance of addressing learner differences and learning styles. This notions brings to the fore the various learning domains or intelligences introduced by Howard Gardner, necessitating, on the part of the lesson planner, the need to find ways for these intelligences to be invoked and combined in order to carry out various communicative situations or tasks. In designing lessons towards this aim, Gagne's Levels of Instruction, a nine-step process, can serve as guide in the selection of materials, activities, and even assessment procedures to ensure maximum classroom interaction and improve on student-teacher dynamics.

II. Gagne's Events of Instruction

Robert Gagne (1985) introduced a nine-step framework to effective learning. Good and Brophy (1990) described Gagne's framework as "general considerations to be taken into account when designing instruction." In order for these events of instruction to work more effectively, they must be planned in consideration of the learners' varying individual differences and learning styles.

III. Gardner's Multiple Intelligences

Gardner (1991) introduced seven intelligences indicating that "students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways." He further asserted that individual learners vary in the strength of these intelligences and as such, learners carry out different tasks, solve problems, and progress in different domains. The seven intelligences are visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, and logical-mathematical. This implies that the classroom must take into consideration the fact that learners do not learn the same materials in similar ways, and should therefore not do the same activities and be assessed in the exact same way.

IV. Conclusion

A well designed lesson that addresses learner differences makes for an effective teaching and learning experience. Gagne's nine events of instruction provides the structure necessary to ensure that the lesson is systematic and provides a holistic view of the teaching-learning process. This, planned with the different intelligences of learners in mind, will make for the kind of teaching that matters – the ultimate goal of ELT.

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Anchor charts, Post-it® Notes, and logs: A guide to extensive reading in the Korean classroom

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Abstract

Although the benefits of extensive reading programs have long been recognized, their implementation can be problematic for EFL teachers in Korea. Specifically, teachers may feel confused about what exactly their role is during silent reading time and how to structure their classes. The aim of this workshop is to provide practical tips and activities that teachers can incorporate into their extensive reading programs. The activities and strategies will be organized and integrated into a coherent lesson plan that can be easily modified and adapted. During this session, participants can expect to sample, analyze, and evaluate several interactive reading activities. In addition, participants will discuss and reflect on how to design and facilitate an extensive reading program in their own schools.

I. Introduction

Extensive reading involves reading large quantities of text for pleasure and aims to build reading fluency (Day & Bramford, 1998). Among other benefits, extensive reading provides language learners with repeated exposure to vocabulary and more generally, to language that they are able to understand. Although extensive reading classes are highly beneficial to language learners, they can be difficult to implement in Korean classrooms. Therefore, this workshop will provide instruction on how to structure and implement extensive reading classes. The workshop will also demonstrate several extensive reading strategies that can be taught as mini-lessons. Participants will be given an opportunity to participate in interesting activities that are designed to hold students accountable for their reading. Participants will also consider ways to evaluate their students' reading progress by discussing the advantages and disadvantages of various kinds of records, logs, and journals. Finally, participants will discuss and reflect on the benefits as well as the limitations of running extensive reading classes, clubs, or groups in their own schools.

II. Mini-Lesson Categories

Extensive reading sessions can be structured into three phases: mini-lessons, silent reading time, and closing. During the mini-lessons, which are designed to be given at the beginning of class and should be no longer than 10-15 minutes, the teacher can provide or review a reading strategy. During silent reading time, students can practice using the strategy that was presented during the mini-lesson. Students can then give feedback about the strategy during the closing of the lesson. For this workshop, the focus will be mini-lessons that are organized into three categories: Metacognition, Help and Guidance, and Records, Logs, and Journals.

A. Metacognition

Reading is an active process that involves constantly monitoring what is being read and comparing it to prior knowledge (Rose & Meyer, 2002). It also requires readers to check their comprehension and reread when it falters (Sousa, 2005). This is a form of metacognition because readers must have an awareness and understanding of their own thought process while they read. As an example of a metacognition mini-lesson, this workshop will focus on getting students to reflect on their role as active readers.

In order to ensure that students are actively reading, teachers can guide them to monitor their own reading. During the mini lesson, teachers and students can use an anchor chart to brainstorm "what it means to be a REAL reader" (Bradshaw, 2014, p. 2). The anchor chart that will be presented during this session is called "Real Reading vs. Fake Reading" and is used to get students to focus on what behaviors real readers should exhibit. This anchor chart can then be printed as a poster and referred to as necessary during silent reading time. The aim of this metacognition mini-lesson is to develop readers who are strategic, engaged, and self-aware.

B. Help and Guidance

Many teachers wonder how they can better monitor how well students are doing with their independent reading. The mini-lessons presented in this category will attempt to help these teachers by maximizing silent communication. Post-it® Notes will be utilized to help students send silent messages to teachers during silent reading time.

During the mini-lesson, teachers model and demonstrate how to use the Post-it® Notes communication system. During the silent-reading time, teachers can effectively monitor students by observing color-coded messages that are attached to the students' texts. The messages may contain questions, comments, or concerns that students have about their individual reading progress. Through use of the Post-it® Notes system, teachers can better manage their consultations with students and ensure that none are left behind or ignored. Additionally, the Post-it® Notes can also be used to promote sharing between students.

C. Records, Logs, and Journals

In contrast to intensive reading, extensive reading is not intended to burden students with frequent assignments and study (Day & Bramford, 1998). However, teachers need ways to evaluate their students if the extensive reading program takes place in a classroom setting. Even if evaluation is not required, teachers may wish to monitor their students' reading progress. If this is desired, teachers could model and demonstrate how to fill out records, logs, or journals during the mini-lesson phase. Students could then fill them in during silent reading time and submit them when completed. This would help the teacher monitor and evaluate each student's progress and schedule individual consultations when needed. During this session, various materials that can be used to track students' reading process will be shared and critiqued. Participants will compare and contrast various kinds of records, logs, and journals which are available for free on Laura Candler's website.

III. Conclusion

This workshop aims to provide extensive reading activities to teachers interested in facilitating an extensive reading program at their school. A further goal for the session is to guide teachers in structuring their extensive reading classes so that they are both efficient and effective at helping students develop into skilled, independent readers. Participants will also be given an opportunity to discuss solutions to some of the obstacles that prevent extensive reading programs from starting.

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SEN-ology

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Abstract

The practice of addressing Special Educational Needs (SEN) remains unfamiliar territory in many cultures. This session observes key differences in Special Educational Needs practices in various cultural and educational contexts. We will introduce strategies to promote classroom inclusion through effective differentiation, including activities that encourage mainstream learners to embrace and support learners with SEN. We will also examine the newly implemented system, at British Council Korea. Delegates will identify techniques from the session to integrate into their own teaching context. At the end they will be signposted to further extension of learning.

I. Introduction

In line with recent developments in the United Kingdom, SEN (Special Educational Needs)processes are expanding at British Council Korea. As a result, the Adult section of British Council Korea has implemented a new system, to meet the demands of the continuously evolving world of English Language Teaching. At the same time, the number of adult teaching centres has increased across Seoul. A lead for Special Educational Needs has been nominated in each Adult centre. This is consistent with the mainstream education system in the United Kingdom whereby each school is required by law (gov.uk, 2015) to appoint a Special Educational Needs Coordinator, or SENCO, whose role is to oversee the daily operation of the school's SEN policy (Special Educational Needs, 2016).Our presentation will focus on the following areas of Special Educational Needs: Visual Impairment, Autism and Dyslexia. These three disabilities reflect the current student cohort at British Council,

Korea.

II. The role of the SENCO

The role of the SENCO in each Adult centre is to ensure that appropriate methods of provision are in place, that SEN updates are communicated to both teachers and management, and that teachers are adequately prepared to meet the needs of SEN learners in their classrooms. It is essential that SEN practices are standardized across all centres and that student confidentiality is adhered to. This means that the SENCOs in the Adult centres must communicate with one another regularly and that a **robust system is put in place to protect learners' confidentiality. It must be noted however that each** centre is currently dealing with learners with very different abilities and barriers to learning. The internal training that British Council provides for its teachers and in particular its SEN leads, ensures that its practitioners complete modules in a very wide range of learning disabilities and educational needs. Educators and specialists are also encouraged to continue their professional development and continue researching their specialism, as a global British Council professional development system is in place. The SENCOs share best practice and advise one another on how to deal with the learners at hand. The SENCOs communicate via email and in meetings. In addition to providing regular IN-Service training sessions for teachers and management, the SENCO is also the first port of call if a teacher has a concern or needs help adapting activities and differentiating lessons for learners with SEN.

III. SEN and the evolving world of ELT

British Council's current system, MyClass, affords learners the freedom to select their timetable, lesson theme and teacher via an online account. Learners can also check their progress online and can access optional online practice. Learners receive lesson and teaching centre updates via their smartphones. Students with learning disabilities may find this system challenging and confusing. Our presentation will focus on the provisions we have in place to enable our learners with disabilities to transition to the continuously ever-changing world of ELT.

IV. Visual Impairment

Special Educational needs affect different people at different ages. At the British Council in Gangnam, we teach many older students who have lost functionality in their eyesight. We have also taught students with severe visual impairment. The majority of people diagnosed as having a visual impairment have some functional vision, and it is important for teachers to consider how they can **maximise their learner's useful vision by modifying their teaching(RNIB Access to Education, 2016). It** is essential not to focus on what students cannot do, but to focus on what they can achieve.
There are some basic rules for helping older students and those with visual impairments. It is important to manage the level of noise in the classroom as visually impaired people rely on this sense more (Blackford, 2015).A well-lit classroom and appropriate seating, such as near the teacher or the board are also vital considerations.

When we have a visually impaired student at the British Council in Gangnam, we try to reduce our reliance on written texts as much as possible; we might read the text aloud (which is a useful method for any language learner), or ask a classmate to read the text. We try to accompany the text with enhanced visuals. We also provide visually impaired students enlarged copies of the material we will use in class, prior to the lesson. Where it is necessary to use a text, teachers can enlarge the font size to a minimum of size 18.

Our presentation will encompass the provisions we have in place for visually impaired learners, how visually impaired learners can be supported through the use of software, the aforementioned techniques and our experience of supporting a severely visually impaired student at British Council, Sri Lanka.

V. Autism

Autism is a lifelong, developmental disability (Autism, 2016).Many Autistic people are highly functional with unique strengths (Autism Speaks, 2017), yet they are young in manner and socially awkward (F. Morgan-Rose, personal communication, February 11, 2017). Learners on the Autism Spectrum experience the world differently. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to other students in the mainstream classroom (SEND, 2015).During our presentation we will look at Autism Spectrum Disorder (ASD) and how our learners on the spectrum are supported through personalized assistance and activities that are prepared especially with Autistic learners and their interests in mind.

VI. Dyslexia

According to the British Dyslexia Association, Dyslexia is a lifelong condition, which affects approximately 10% of the population. It occurs in people of all races, backgrounds and abilities, and **occurs independently of intelligence (BDA, 2017).Dyslexia literally means 'difficulty with words' a**nd is characterized by problems with literacy skills, such as relating sounds to letters, sounding out words, spelling, reading and writing. People with Dyslexia sometimes have difficulty sequencing and organising their words and with short-term memory (Blackwood, 2015).

Many of these difficulties are no different from those experienced by second language learners. Consequently, many of the methods we employ to teach our learners prove beneficial. For example, dyslexic learners benefit from seeing things written phonetically. Therefore, if you suspect that you have a dyslexic learner,a helpful technique is to maximise your use of the phonemic script in the classroom. To help with spelling, it is useful to introduce spelling rules associated with the phonemic sounds (such as double ee), as teachers often do with young learners.

Dyslexic learners often have poor visual memory and they can forget spoken classroom instructions quickly. It is important to break down complex instructions into small achievable tasks, as well as enhancing memory and learning by drawing on other senses, such as movement and touch. An active, kinaesthetic classroom can benefit a dyslexic student by stimulating their mind in a way that sound and vision cannot.

Our presentation will incorporate the abovementioned techniques and how many of the methods we use to make our classrooms more engaging and interesting for young learners are of benefit to dyslexic learners.

VII. Conclusion

Including learners with Special Educational Needs into mainstream English Language Teaching is not **difficult when the learners' ages, learning styles and interests are taken into account. Our** presentation encourages delegates to consider how they could provide for learners with SEN in their respective teaching and training contexts, as well as provide solutions and connect attendees to information and resources.

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A Critical Thinking Road Map for Tomorrow's Leaders

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Abstract

Teachers of English as a Second Language (ESL) in this globalized age have significant responsibilities. These responsibilities include (1) helping students to communicate their ideas clearly, logically, and appropriately (2) helping students to develop a zeal for using the English language to impact positive social change (3) helping students to write, speak, listen, and read more critically in an effort to better identify credible and reliable information. In this short workshop, the presenter will introduce 3 easy and practical strategies that Teachers may use in their classrooms. The presenter will discuss how the Teacher may use authentic sources to engage students in the reading process. Students will be required to fill in the gaps, assess content, and ask critical questions. Secondly, the presenter will introduce the OREO (opinion, reason, example, opinion) method that will allow students to clearly present their ideas. This format is used in debate classes and as an essay-writing technique. Finally, the presenter will discuss how Teachers may design a short academic writing seminar in their Professional Learning Communities (PLC). This simple strategy will help students to engage in the reflective and reflexivity processes whenever they produce a piece of writing.

I. Introduction

The uses of, and the motivations for learning ESL continues to evolve in this globalized era (Ahmadian & Erfan Rad, 2014). Consequently, ESL Teachers should remain cognizant of how their roles are changing (Dwee, Anthony, Salleh, Kamarulzaman, & Kadir, 2016). Furthermore, they should be able to help the learners to appropriately negotiate the uses and functions of the language. Unfortunately, such concerns are not always addressed within the ESL classroom because (1) information and the use of technology are changing rapidly (2) there may be time constraints (3) there may be issues related to teacher efficacy. Despite the fact that the aforementioned concerns are legitimate, the need to help students to develop appropriate critical thinking skills cannot be overlooked.

Myriad methods may be utilized to help students to become more critical readers, writers, speakers, and listeners in this information-centered and globalized age (Aclan, Abd Aziz, & Valdez, 2016; Osman, & Kassim, 2015; Rafik-Galea, & Nair, 2007). This paper will introduce 3 practical steps that may be easily introduced in the classroom to help students to develop as (1) critical readers (2) clear and logical communicators (3) critical thinkers during the writing processes.

II. Reading

Researchers suggest that students are not able to differentiate between real and fake news (Wineburg & McGrew, 2017). In an effort to introduce students to some elements of evidence-based writing, Teachers should seek to use authentic articles in their classrooms (Cheng, 2016). Through an active learning exercise, students may be asked to (1) work in small groups and create a 3-point checklist that could be used to identify credible articles online (2) make larger groups and compare their ideas (3) use their checklists to assess an actual article from the internet (4) report their thoughts on the article to the class. Such a process may be ongoing. This process may also help

students to enjoy reading longer articles. Additionally, students may further develop their critical thinking skills through the process of independent analysis, and by using their ideas to critique authentic materials.

III. Speaking

Kaplan (1966) suggests that Asian students structure and express their ideas differently from students of other nationalities. In order to help students to summarize the ideas presented by others, produce rebuttals, and structure their ideas clearly and logically, Teachers may introduce the OREO method. The O-opinion, R-reason, E-example/evidence/explanation, O-opinion method is a strategic system that helps students to organize their thoughts, listen analytically, and produce appropriate responses. Often used in debate, this method may help students to express their opinions more critically.

IV. Writing

There are ongoing debates about how to appropriately teach and assess writing in ESL (Ferris, 1999; Truscott, 1999). Much of the debate that is related to producing and assessing students' writing emphasizes grammar and structure. Furthermore, assessment related to content might not focus exclusively on whether or not the content reflects critical thought. In order to help students to be more mindful during the writing processes, Teachers may allow students to critique and enhance a poorly written piece of writing. Using the OREO method, students (1) may work in small groups to critique a piece of writing (2) share their assessments and corrections with the class (3) reflect on the corrections made by the Teacher (4) produce their own writing on the same topic.

Introducing these 3 simple and practical methods in the classroom may help students to develop their critical thinking skills. Most importantly, through repetition - these skills may gradually become a new normal for the students.

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Developing Empathy for Others: Local Expressions on Global Topics

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Abstract

This social justice action research project was conducted in an English for Specific Purposes space. The presenter shares how learners expressed empathetic fusion for international issues in administration and welfare. The teacher practitioner engaged critical epistemologies for learners to construct knowledge collectively. Learners in a Korean university were studied to identify how they expressed their cosmopolitan literacies by looking at the research question: How do Korean students develop empathetic fusion for non-Korean topics? Students were assigned a topic in international welfare administration, gave a presentation on their topic to peers, and participated in small group discussions on that topic. Students then completed a survey about the different topics discussed. This survey of student written work was coded for expressions of empathy. The findings show that students expressed more empathy regarding themes about Korea rather than international topics; students expressed higher empathy for topics that they personally researched compared to topics that they only discussed as a participant; and students who stated they struggled with understanding the topic did not identify what outside research they employed to come to a better understanding of the material.

I. Introduction

This is an action research project on English language group discussions of 95 non-English majors at a Korean university. The research was conducted by their American female professor who studied how the learners use and develop their cosmopolitan literacies, specifically empathetic fusion as outlined in Sepulveda's (2011)Toward a Pedagogy of Acompañamiento: Mexican Migrant Youth Writing from the Underside of Modernity. Empathetic fusion is an expression of cosmopolitan literacies, a local expression of global experience. This inquiry focused on the question: How do Korean students develop empathetic fusion for non-Korean topics?

The practitioner purposefully chose discussion topics that were about international contexts to position learners to engage in a cosmopolitan approach. The researcher organized lessons to help learners adopt critical epistemologies that position knowledge as constructed, partial and power-differentiated rather than universal, positivistic, value-free, 'right' answers. (Nygreen, 2006)

II. Data Collection and Data Analysis

A survey was conducted of all 95 students (86 respondents) after four weeks of discussion. Participants chose a favorite topic from each week of discussion and shared confidentially their opinion of the discussion. A separate question allowed learners to share any discomfort with any specific topics discussed. Responses (282) were coded into the following categories: lacking empathy; neutral; slightly empathetic; medium expression of empathy; high empathy expression. Additionally, codes were included for self-revealing comments, and self-motivated comments.

There were a few words, (empathy, sympathy, kinship, advocate, sensitive, reflecting, controversial, doubtful, prejudice), that showed and were used to communicate high empathetic fusion. From Sepulveda (2011) the researcher was looking for written expressions in survey responses that showed a "deep sense of empathy, where one's full humanity, dignity, and common personhood are affirmed."

(p 558) The researcher found that the learners often just described or summarized discussion experiences, presentation giving, or the topics in general.

III. Findings, Discussion, and Action

A. Findings

The researcher practitioner found several things helpful to her teaching practice.

1. Students, when presented with an international theme (International Human Rights for the Disabled) and a Korean theme (Declining Korean Birthrate), prefer the Korean theme.

2. **Students often rated 'high empathy' in comments because they wrote about their presentation** topic. In describing their topic they often learned something that changed their attitude towards what they knew (or did not know) about the topic. They were often so moved as to want to get involved in making a solution to problems they learned about.

3. Students who commented that they struggled with understanding topics did not identify what outside research (besides the presentation they watched) they employed to come to a better understanding.

Constructing knowledge by sharing multiliteracies in multimodal ways is a powerful experience. In **Vasudevan's "Multimodal cosmopolitanism: Cultivating belonging in everyday moments with youth,"** she focuses not on the beingness of the medium used but of its ethical role in connecting beings (people). Her lens shows how identity is connected to our belongingness needs and how multimodal participation can be harnessed to help learners that are caught outside traditional learning institutions to be pulled into sharing their story via a method of inquiry, which is a stance of learning regardless of setting and formal power networks. Learners in this class were outside of their comfort area by discussing controversial global topics in English after making a video presentation on their topic and then presenting the topic to the class. Often the experience of researching their presentation topic led them to show higher empathy than they had before studying the topic.

> **"Sweat s**hops was my pecha kucha topic. I really like clothes and I am interested in fashion, design and shopping. However, I never wandered about who makes the clothes, shoes and bags I have. So I was really shocked when I received my topic and started the research. I felt sorry for the people who makes these product in an unhealthy environment experiencing sweat shops when I was just thinking how pretty they are. While doing research about this topic, I learned about how many brands do sweat shops and because I learned that some of the brands I like does sweat shop as a **person who likes clothes it was a meaningful time for me to know about this."** (Example 1 from Action Research project)

B. Discussion

Surprising to the researcher was the lack of empathy students displayed in their comments about **other students' presentations. The survey was to be about group discussions but several students** wrote about discomfort with topics and pointed to poor presentations as a key influencer on poor group discussion experience. Writers were critical of presenters who they felt did not present understandable materials. This is surprising to the practitioner because in peer evaluations of the **student presentations they have been instructed and are practicing the 'sandwich style method' of** giving feedback. The practitioner wonders why the students would choose to be so critical of the presenters when emphasis has been made by the practitioner of the different English levels of participants, the responsibility of each student to prepare answers to discussion questions with researched evidence of their own and that everyone should work to their own ability. The researcher wonders why the students feel others so significantly and negatively influence their group discussion experience. This is an opportunity to unpack further for empathetic fusion, proper distance and agency questions for the future.

C. Future Action

> "I was helpful the topic so far. The reason is that there are two. First, by providing information about the fact that I did not know it could take the time to reflect on my thoughts on each subject. Second, by adding new information to the fact that I knew it **could have time to consider various aspects such as policy, social welfare programs.**"
> (Example 2 from Action Research project)

From the teacher journal on this student response:

> "**I tried to help students to come to this position on their own. I wonder if I need to do a** 'quiz' where they explain how the topic fulfills its purpose in our major. I've done this in the past. It's a good reflection activity. I think I might ask the students in the comment section of Peer Evaluation to state how the presenter showed the topic in terms of our **major study.**"

The practitioner can take several actions to better scaffold students into more empathetic fusion opportunities. By sharing models and non-examples of empathetic fusion, the teacher can explicitly unpack how learners can move towards a more care-focused learning ethos. In future, the practitioner can observe how high empathy students interact with others and share their opinions in face to face situations in group discussion. An additional action for the teacher researcher to make is to look at other student work and analyze expressions of empathy by topic for student lacking or neutral in empathy expression.

IV. Conclusion

Empathetic fusion is an important cosmopolitan literacy for learners who hope to be in the helping profession of social welfare and the leadership profession of public administration. Without heart little can be done to help those who live in precarity. As an educator for learners the teacher practitioner hopes that by practicing in the safety of our classroom, learners not only develop quality skills to help them become critical thinkers but also to be able to learn how to negotiate space others different from themselves.

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Plan less, react more: Scaffolding students towards spontaneous conversation

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Abstract

Teachers in classrooms everywhere, but especially in contexts such as Korea in which language contact outside the classroom may be limited, need to provide the space for students to interact meaningfully in the target language. This allows students to either automatize declarative knowledge, or build implicit knowledge, depending on your view of language acquisition. However, students are unlikely to feel comfortable taking part in unplanned conversations from the beginning of a class. This paper introduces ways in which the degree of planning can be manipulated, and reacting skills slowly introduced, so that students gradually take part in conversations which are more challenging, realistic and satisfying.

I. Introduction

Meaningful interaction is crucial to most views of second language acquisition (SLA). Theorists who advocate for a strong interface between explicit knowledge and performance require massive practice for that knowledge to be automatized (see DeKeyser 2007, for example); similarly, those who claim a weaker interface recommend meaning-focused activities in order to build implicit knowledge of the second language(see Robinson & Ellis, 2008, for example). Furthermore, the opportunity to take part in language use where the self is of high importance may be important in recent theories of second language motivation (Ushioda 2011).

In a country such as Korea, where language contact outside the classroom may be limited or non-existent, language teachers must provide an environment in which students can interact meaningfully. One with no pre-selected language to practice, and in which they are encouraged to perform themselves in the target language. A structural syllabus will not allow for this because of its focus on individual structures, and task-based approaches such as that proposed by Long (2014, among others) are unsuitable because there are no tasks that the students are required to do outside of the classroom. Conversation, however, can provide a useful way for students to interact that is meaning-focused, self-directed, and does not require a relationship to the outside world. However, conversation is characterized by being both spontaneous and extemporaneous, and therefore students must be scaffolded towards realistic conversation rather than simply being dropped in at the deep end. Two ways that teachers can provide scaffolding are to manipulate the degree of planning, and explicitly teach reacting skills and language.

II. Planning

A. Background

Teachers know that planning helps students. Firstly, it helps students to avoid the mental block that can sometimes come when suddenly asked to speak about a topic in class. When much of the interaction in an English class, in particular that between students who also share an L1, may be quite unnatural, it helps to be able to think about what you will say before you say it. This has an additional benefit of helping students to feel more comfortable speaking to each other. Secondly, the literature on task-based learning shows that allowing students to strategically plan their output has positive effects on the complexity and fluency of spoken performance, and also on the accuracy in many cases (Wang 2008).

B. Planning conversations

Planning a conversation is difficult due to the spontaneity that characterizes conversations. However, there are parts of conversations which can be planned, such as anecdotes, descriptions, and opinions. If conversations are also made more predictable, for example by limiting the range of topics or giving clear structures to adhere to, then students can plan much of what they will say. This is desirable in the early stages of a conversation class in which students may be unused to a highly interactive style of learning, but as the class progresses, students should be able to plan less before they speak. One simple way to do this is to reduce the time to **plan, but there are further ways to reduce students'** ability to plan completely. This workshop will especially focus on ways to manipulate the predictability of the conversational task, with the result that students cannot plan directly what they will say, but instead plan to react to a number of different conversational scenarios.

III Reacting skills

A. Background

Reacting skills form a subset of conversation skills. These skills have been the subject of many books (Kehe&Kehe, 1994, for example), but have rarely been used as the basis of a course in any kind of systematic way. This workshop will set out a basic syllabus of reacting skills of increasing difficulty, including:
- minimal responses;
- follow-up questions;
- follow-up comments;
- supplying a similar anecdote;
- expanding on or exploring an utterance; and
- agreeing or disagreeing with an opinion.

B. Reacting in conversations

The gradual introduction of reacting skills such as those listed in the previous sub-section can result both in students feeling more comfortable about how to participate in conversations, and also to increase the complexity and contingency of classroom interactions. These can form a useful unit of analysis (Nation & Macalister, 2010) for course designers. Once students have mastered all of these skills, they will naturally be having realistic and involved conversations with their classmates.

IV. Conclusion

Focusing on planning time and reacting skills in the classroom helps students to slowly move from a state of barely being able to participate in conversations, to one of having very satisfying conversations over the course of a few weeks. Planning time will also have benefits for linguistic performance, and phrases taught for reacting may form useful chunks of language from which further acquisition may occur. In conclusion, a course designed around these two factors may aid both the personal and linguistic development of students.

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KOTESOL: Who are we, What are we doing and Where are we going?

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Abstract

KoreaTESOL (or KOTESOL) has faced numerous challenges including the **IMF years, ATEK's rise and** subsequent fall, the ebbs and flow of programs like the English Program in Korea(EPIK) and Teach and Learn in Korea(TaLK) as well as the relatively recent death of the National English Aptitude Test (NEAT). Through all of this, KOTESOL has survived and built an enviable global reputation while facing numerous challenges domestically. By piecing together the evolution of KOTESOL based on the available data as well as surveys, interviews and official and unofficial documents, a picture emerges of how this organization has survived and remained viable while others have not. This presentation will show what has been learned through this process as well as eliciting responses from participants **as a final step in the presenters's Doctora**te of Professional Studies process and project.

I. Introduction

KOTESOL has been a widely recognized association of Korean and non-Korean English Professionals and others in the English Language Teaching (ELT) field for many years now. However, the who, what, and why of our organization has remained a mystery to many. This presentation and group discussion will address what the presenter (a past chapter and national officer) has spent the last 3+ **years piecing together about KOTESOL's membership, goals**, leadership and recommendations for the future of KOTESOL as well as other similar organizations in the Korean context. An open discussion based on data, surveys, interviews and other material collected as part of a professional doctorate program will be conducted during this session.

II. KOTESOL: The WHO

According to the KOTESOL website, "[t]he role of KOTESOL is to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with teaching and learn**g of English in Korea." However, what does this actually mean? Since scholarship is listed first,** does that mean that KOTESOL is an academic organization before everything else? With around 30%

of our membership being Korean and the rest being from Australia, Canada, Ireland, New Zealand, the US, the UK, as well as ever growing numbers from South Africa and the Philippines, how does this **impact KOTESOL's identity as an ELT organization or professional language teacher's organization?** Do members and leaders agree on who KOTESOL best represents?

III. KOTESOL: The WHAT

KOTESOL offers two major conferences annually, the national conference in the spring and the international conference in the fall but those are just the tip of the iceberg. With monthly chapter meetings, local conferences and symposium, special events like the Jeonju-North Jeolla Drama **Festival and the DCC chapter's annual Daejeon**-Chungcheon Chapter Thanksgiving Symposium and Thanksgiving dinner there is something going on almost every weekend. Publications like The English **Connection, The KOTESOL Journal, and chapter/SIG newsletters in addition to KOTESOL's e**-newsletter, make it relatively easy to keep informed about what KOTESOL is doing but do these events meet the needs of many, most or all of the members?

IV. KOTESOL: The WHY

The Korean Federation of Teacher's Associations (KFTA) has "…27 affiliated organizations by school level, status, founder, gender and subject". KOTESOL is not one of them. While KOTESOL is **respected by its' Pan As**ian Consortium (PAC) and international partners like Teachers of English as a Second of Other Language (TESOL) or the International Association of Teachers of English as a Foreign Language (IATEFL), it remains a misunderstood entity by most Koreans and non-Koreans **alike. While some fear that it may be a 'union' akin to the now defunct Association of Teachers of** English in Korea (ATEK), others feel that KOTESOL is either too academic or not academic enough. The question is how to combat more effectively suc**h opinions with the truth about KOTESOL's history.** Should KOTESOL try to be more Korean as some Presidents have suggested, or should it just accept that it is more of a global than a local organization?

V. Conclusion

KOTESOL remains a mystery to many in the Korean context. This project and workshop aim to bring **KOTESOL's image more clearly into focus with the intention of allowing our past successes and challenges to serve as guides for the organizations' present and future directions. A set of** suggestions and recommendations will be created and presented that will hopefully help guide the key decisions regarding the overall needs and expectations of the membership and former and current leaders among others. These suggestions will also be useful for future organizations that may be created within the Korean ELT context.

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"Hello, Konglish!"
North Korean refugees adjusting to South Korea by learning English

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Abstract

An estimated 30,000 North Korean refugees have escaped to South Korea since the late 1990s. Many cite English as a barrier to advancement in South Korea and as a primary reason they don't pursue opportunities to live or study abroad. They often find themselves eliminated from jobs locally or abroad because of low English ability or struggling in their university studies because of their inability to fully comprehend or complete classwork in English. This paper reports on a project assisting refugees with learning English to help them get prepared for university life and the job market.

I. Introduction

North Korea remains one of the most closed countries in the world. The government has imposed a blockade on outside information, economic exchanges with foreigners, and migration or tourism abroad. It is illegal to leave North Korean without explicit permission from government authorities. North Koreans who leave without government permission are subjected to harsh punishment or the execution of their entire families.

Despite the risks and consequences, an estimated 30,000 North Korean refugees have escaped to South Korea since the late 1990s. But escaped to what? About 35% of refugee adults in South Korea are unemployed, 80% reportedly work in menial and low-skilled jobs, their incomes are reportedly 50 percent below those of South Koreans, and suicide rates are even higher than those of South Koreans.

Although there are many causes and challenges, many refugee adults point to English as a major barrier to their advancement. English is a second language, but it is now used as a qualification for employment and education opportunities. North Koreans often struggle in adjusting to South Korea because they either didn't study English when they were in North Korea or were taught by unqualified teachers. In South Korea, they encounter a language mixed with numerous English and foreign words, often described as "Konglish." Many quickly realize they need English to compete for education and job opportunities in South Korea and the rest of the world outside of North Korea.

II. Teach North Korean Refugees

North Korean refugees do have support to help their adjustment. After arriving in South Korea and going through an investigation by South Korea's National Intelligence Service, they go through the government's re-education "Hanawon" system. They are introduced to living in South Korean society, learning about things such as capitalism, democracy, South Korean culture, banking and English. After being released from Hanawon, they can learn or improve their English ability through a host of programs and institutions helping North Koreans, ranging from private institutions, governments and government agencies, universities, online programs and NGOs. One such NGO, the focus of this paper, is the Teach North Korean Refugees Global Education Center, an all-volunteer non-profit in Seoul that has matched 260 North Korean refugees with 519 volunteer English tutors and coaches since its founding in 2013.

It aims to assist North Korean refugees in preparing for their futures and transitioning to life outside of North Korea by providing them with free English learning opportunities. Refugees develop Individual Education Plans identifying their learning goals to plan for future academic and employment opportunities. At monthly "language matching" sessions, refugees can choose multiple tutors or coaches. This gives refugees flexibility to study at their convenience developing different English skills with a variety of tutors from different counties using diverse teaching styles in a range of accents.

In addition to 260 refugees who have studied in the project as of January 2017, TNKR has a waiting list of more than 70 refugees seeking to join and previous students routinely express eagerness to return. In feedback sessions, refugees cite a few key factors. One, self-selection: they can choose tutors. Many say that this is the first time in their lives that they have had the power to choose. Two, they can choose as many tutors as they want. One refugee studied with 18 tutors during 2014, studying as many as 35 hours a week. Refugees choose an average of three tutors at each monthly session. Three, 1:1 sessions talking with native and fluent language speakers improves their confidence to try English in other situations. Four, the lack of a curriculum means they can develop classes based on their own interests and needs. After an initial adjustment, some refugees take charge of their classes, analyzing tutors to figure out the strengths of each one, focusing on the strengths of those tutors to learn more efficiently.

A. North Korean struggles with English

Why do North Korean refugees struggle with English? How do North Koreans study English? What is the experience of English teachers in North Korea? According to discussions with refugees in TNKR, many of them didn't study English when they were in North Korea. Those who did were often taught by teachers who themselves did not understand English very well or who focused on grammar rather than conversation. Some have said in interviews that the North Korean regime's hatred of the United States of America resulted in teachers not putting much effort into teaching English. After engaging in games "destroying" America, it seemed strange to then study English.

Coming to South Korea, many struggle with "Konglish" terms that have seeped into the South Korean language. Even conversations, reading signs on subways, and understanding language in academic and employment situations can be difficult for refugees who grew up speaking Korean without English or foreign terms mixed in. This is compounded with other cultural and social adjustment challenges. The result is many North Koreans feel cut off from many opportunities and having to accept employment and other situations below what they could have achieved in North Korea.

B. English speakers helping refugees

During TNKR's history, more than 500 volunteer tutors and coaches have taught North Korean refugees. The program began in 2013 at a session with five North Korean refugees and 5 volunteer English tutors. The friendly gathering has grown into an authorized NGO recognized by the Seoul City Government. At the January 2017 Matching session, 11 refugees chose 20 tutors who agreed who teach at least two refugees each. Refugees on average chose 3.6 tutors while tutors on average taught 2.0 refugees each

Volunteer tutors applying for TNKR cite a host of reasons for teaching North Korean refugees: Interest in learning about North Korea; the opportunity to directly help North Korean refugees; the desire to teach motivated adults instead of children with short attention spans; the ability to develop expertise related to North Korean refugees; to make a difference; to build up their resumes in preparation for graduate school or to build their careers, out of curiosity; a different experience; love of volunteering, or because they are interested in North Korea.

In 2016, approximately 180 volunteer tutors and coaches submitted 1,461 class reports, an average of 4 classes per day, with tutors tutoring an average of 8 free classes during the year. Volunteer tutors reported a total of 152,080 minutes taught in 2016, about 2,534 hours, an average of 7 hours of free tutoring per day for refugees.

III. Conclusion

Some North Korean refugees who have learned English have emerged as "stars," directly informing English-language speakers about human rights abuses in North Korea. However, most refugees avoid the limelight, as many conceal their identities and others even avoid identifying they are from North Korea. Despite improvements, refugees still struggle, often dropping out of college, graduating with

lower grade point averages. Many struggle with understanding homework assignments, lectures, and conversing with classmates in English. Helping North Korean refugees learn English won't be a panacea, but it can help refugees overcome one barrier to adjusting to life outside of North Korea.

More English-language speakers need to be mobilized then organized to help North Korean refugees adjust to life outside of North Korea. There are a number of positive benefits to this. One, refugees will be better positioned to compete for education and employment opportunities, helping them to make up for years or decades of being shielded from the outside world. Two, they will have positive messages to share with family back home in North Korea, thereby countering the North Korean regime's round-the-clock propaganda. Three, they will be able to share their stories and discuss the reality of the closeted North Korean regime rather than jokes and parodies.

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Building a Positive Classroom Culture with ClassDojo

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Abstract

Teachers of English as a Foreign Language (TEFL) often have a difficult time building a classroom culture. Often, their focus is on "language" skills at the expense of "student" skills. This does not have to be the case. Encouragement and engagement are essential to a positive classroom culture. Building a positive classroom culture lowers students' affective filter and creates an atmosphere conducive to learning. This workshop will present the what, why, and how of ClassDojo and the steps it takes to connect teachers with students and parents to build amazing classroom communities by encouraging positive classroom and school values.

I. Introduction

The first day of school is never easy. But when it's also your first day as a teacher, in a new country, teaching a foreign language, it's even more so. I still remember my first day,I was probably more anxious as a teacher walking into my new school than any time I did so as a student.

One of the hardest things any teacher has to grapple with first is: how do I create the best environment for learning so every child feels secure in taking risks and exploring their innate creativity? For that, it all comes down the culture you build within your classroom. The question is, how do you do that? This is where I turn to ClassDojo. At the beginning of the year, I use ClassDojo to establish the skills and values for us to focus on as a class, which will lead to greater success for students individually and for the class as a whole.
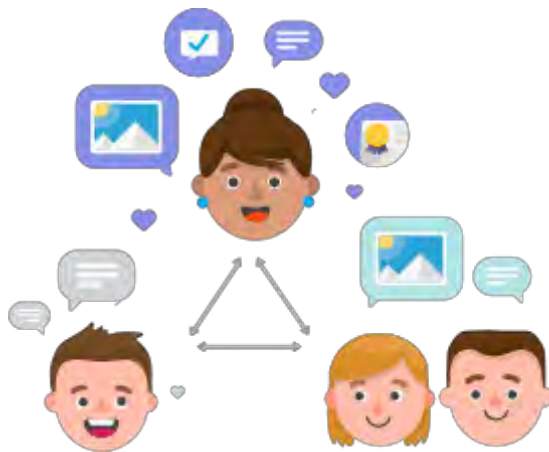
II. Creating Culture

Expectations do not admonish students but rather give students feedback that shapes their attitude in the classroom. By using ClassDojo points (along with an explanation), I now have a shared language I can use with my students so they better understand what these skills mean and the impact us doing (or not doing) them has on the class.

For instance: When telling a student, "listening to others is important", they may nod their head but not actually understand. But if you point out instances when they take the time to understand another's perspective on solving a problem -- or when they speak over their fellow student -- they will begin to build an understanding of what "listening" means so they can better pull that knowledge through to all aspects of their life.

Children want to find meaning in their work. If they find meaning in their work they are rewarded through their ability to understand, and are motivated to try to improve their ability even more. This is in contrast to so many activities in foreign language training, which present little to no intrinsic interest or value for students. (Wright, 1995) Using ClassDojo to recognize and provide feedback during these moments allows me to keep my expectations positively-framed and at a small enough number so that my classroom runs smoothly -- something that benefits us all.

A. How it Works: ClassDojo Mechanics

ClassDojo creates a positive culture. Teachers can encourage students for any skill or value — whether it's working hard, being kind, helping others or something else. ClassDojo also gives students a voice. Students can showcase and share their learning by adding photos and videos to their own portfolios. Students can also share moments with parents. Teachers can get parents engaged by sharing photos and videos of wonderful classroom moments.

ClassDojo allows the teacher to give students regular feedback, keep their classroom managed and students motivated. Teachers will learn how to setup and customize ClassDojo to encourage and engage students -- and learn why students love earning Dojo points, which increase student participation and confidence through the development of their classroom mechanics and skills.

In addition, communicating with parents does not **need to take over a teacher's personal life. In this** session, teachers will learn how to use ClassDojo to keep in touch with parents easily, without sharing any personal information. Teachers will learn how to message parents on ClassDojo, post photos to Class **Story, and set "quiet hours". Parents can also translate posts into their native language, cutting** across language barriers!

In this workshop, Bryan will use examples and his personal experience to present several ideas that have worked well for both elementary and secondary ELLs. Teachers will test out the Demo class, getting a better idea of how the product works. Teachers will leave with the skills necessary to implement ClassDojo in their classroom right away, setting themselves and their students up for an incredible school year.

III. Conclusion

As a new parent, I understand that children must learn to crawl, walk, and then run (in the right place, at the right time). I teach my boys how to walk responsibly; I do not give them a map of **where to step and where not to step. Similarly, I am not interested in making a list of do's and don'ts** that micromanage every step a student takes throughout the day. I want to teach students to walk on their own. ClassDojo has given me a way to effectively do just this for my students and my classroom. It allows me to build the type of classroom culture that encourages the growth of the types of outstanding characteristics I want my students to display and help students grow by sharing regular, positive feedback in class. It is the best way I have found to engage students and parents so everyone is connected and involved. In other words: it helped me turn my classroom into a community.

Reference

Wright, Andrew (1995) *Storytelling with Children*. Oxford: Oxford UP, Print.

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The Graphic Novel: A Unique Reading Material for ELLs

James Hedstrom
Jangwon Middle School, Seoul, South Korea

Abstract

What kinds of reading materials do your students mostly read? News articles? Poetry? Plays? Essays? Short stories? Novels? How about comics or graphic novels? Maybe you have used a short comic strip or an editorial cartoon in some of your lessons as a way to elicit discussion or to make a point, but how about an entire lesson based on a comic? Or an entire course or 3-week English camp? In this presentation, I will be talking about my experience using graphic novels for my intersession English camps at a middle school in Seoul. I will be focusing on the unique characteristics of the graphic novel as reading material, the pros and cons, potential issues and challenges, and how this shaped the way I approached teaching it. I will also be sharing examples of some of my most successful activities and tasks as well as some useful tips and resources to help you find graphic novels that are right for your teaching situation. It is my hope that my presentation will provide some ideas and insight in using graphic novels as reading material so that you feel confident in designing an intersession English camp or a course with a graphic novel being the main text. Attendees will have the opportunity to look at the graphic novels that I have used and some others that I have collected over the years.

I. Introduction

The approach to teaching the graphic novel is actually not much different from the way one would approach any type of reading text. A lesson plan for a graphic novel would follow the same standard reading lesson format with before-reading, during-reading, and after-reading stages. Predicting, making connections between old and new information, inferring, evaluating, and identifying important details, the main idea, themes – these reading strategies are the very same ones that are needed when reading graphic novels. And therefore, lesson tasks and activities should be designed in a way to help the learner use these strategies and refine them.

Although there are lots of similarities between graphic novels and other types of reading materials, there are significant differences as well, which need to be taken into account when designing lessons for the EFL/ESL classroom. The focus of this workshop is to discuss these differences and how they can impact the learner's reading experience and the choices you make as you teach and plan your lessons.

II. The Unique Characteristics of the Graphic Novel

Compared to other reading materials, the graphic novel possesses characteristics that make it unique, some obvious and some not. As reading material for ELLs, the characteristics of the graphic novel could pose several teaching challenges, but at the same time it could also provide ELLs with learning opportunities that they might not otherwise get with other types of reading materials. What are these characteristics? What are the potential issues? How would they affect the learner's reading experience? What aspects of your approach need adjustment? What are some of the potential benefits of using this type of reading material? What are some potential drawbacks? These questions and more are to be discussed in this workshop as they need to be considered in order to be able to come up with effective tasks and activities when using the graphic novel as reading material for ELLs.

III. Tasks and Activities for the Graphic Novel

Because of the unique characteristics of the graphic novel, lesson tasks and activities might need to be adjusted and tailored to this type of reading material. Based on our discussions, what tasks and activities can best address the potential issues of using the graphic novel and take advantage of its unique characteristics? Attendees will be asked to come up with as many lesson activities and tasks as they can for a graphic novel (chosen from my personal collection). It is important to note that the purpose of this part of the workshop is to brainstorm, share, and discuss ideas with one another, not to design or develop activities/tasks in detail. I will also be sharing some of the tasks and activities that I have used for my intersession English camps as well as some useful tips.

IV. Finding the Right Graphic Novel

As with any reading material, it is imperative to find the most appropriate text for your students and teaching situation. Just like with any reading text, topic, level, length, age-appropriateness, among others would need to be considered when choosing a graphic novel. Fortunately, there are plenty of resources on the Internet that can help point you in the right direction. Blogs dedicated to teaching graphic novels, online retailers like Amazon, library associations like the Young Adult Library Services Association (YALSA), compiled lists of acclaimed and award-winning graphic novels, and authors' websites are some of the online resources that I have used to find the right graphic novels for my intersession English camps at the middle school I work for. In this part of the presentation, I will be showing attendees how to use these resources effectively.

V. Conclusion

Despite being a very different kind of reading material for ELLs to read and for teachers to use in the EFL/ESL classroom, teaching the graphic novel is not that much different from teaching other kinds of reading materials. The goal of this presentation is to share ideas, give insight, inspire confidence in using graphic novels in the ESL/EFL classroom, and also persuade practitioners to consider this often overlooked reading material for ELLs. It is my hope that attendees come away with a better understanding of the graphic novel and how to use it effectively in the ESL/EFL classroom.

KOTESOL Seoul Chapter Election Procedures

I. Overview for Chapter Election Guidelines and Requirements

The current constitution and by-laws of **KOTESOL's National Executive do** not give requirements, guidelines or even protocol suggestions for local chapter elections. Consequently, each chapter has developed its own standards, which vary substantially according to chapter membership numbers, chapter history, attendance at meetings, **dominant personalities, members' commitment,** policy considerations and other criteria.

Given this situation plus the size of the Seoul Chapter, and because we hold our elections at major annual events, not monthly meetings, the Seoul Executive felt we needed a more comprehensive foundation to orient upcoming elections and plan for future ones. To do so, the executive first asked Dr. Peter Nelson, a long time local member, former chapter and national officer, to survey the many questions associated with chapter elections, and to report to us using criteria that we could discuss and vote upon. In this request he examined election procedures of different chapters, elicited opinions from long-term members of the National Executive, and added his own ideas. It was understood at the outset that while he was to identify individual items as suggestions, and provide justification for them, it was our collective responsibility to consider each in light of our assessment of the **chapter's current standing and an**ticipated changes and challenges as it grows.

The initial report was thoroughly discussed and its amended version will be available to chapter members at meetings and via the chapter website after 15th December 2006. In essence it considers the election process to consist of nomination information before the election, protocol and procedures during the election, and appeals following it. The items were considered as recommendations (preferences), guidelines (procedural advice),

and requirements (standards).The executive is

aware that time for chapter elections and other constraints helped shaped our decisions, yet we felt the items below are equitable to all members while ensuring an effective executive

council.

Mary-Jane Scott, President
(On behalf of the Seoul Chapter Executive)
7th December 2006

II. Pre-Election Procedures

Item 1: The election procedure will begin at the chapter meeting immediately preceding the election.

Justification: A suitable time period is necessary to permit members to nominate candidates, and for candidates to advertise their suitability regarding their nominations. As chapter meetings are (generally) held on a monthly basis, this is a suitable period in which to inform and nominate members in person and, for members not in attendance, via the chapter website and/or through *About Seoul KOTESOL* (ASK), the chapter newsletter.

Item 2: Elective positions will include chapter President, Vice-President(s), Secretary and Treasurer.

Justification: Individuals in these roles must have sufficient maturity and commitment to fulfill them, while the chapter membership needs to endorse them via an elective process. These are standard elective offices in most voluntary organizations, including local KOTESOL Chapters.

Item 3: Seoul Chapter are eligible to nominate and vote for candidates.

Justification: This is standard procedure for national, dues-paying organizations with regional chapters. The assumption is that chapter membership has privileges, including the restricted right to nominate candidates who will run their chapter. Moreover, they are **more likely to know candidates' qualities and** suitability for office.

Item 4: Current members of Seoul Chapter may nominate only one different candidate for each elective office, including themselves. This may be done at a chapter meeting that includes a nomination procedure, by a postal mail-in to chapter officers, or by email, using forms pre-submitted or otherwise available

from the chapter executive for this purpose.

Justification: One candidate per office avoids a **nominee's overlap with different offices; self**-nomination is standard procedure if one chooses to become a candidate, and standardized nomination forms reduce confusion.

Item 5: Candidates for President and Vice-President(s) must be current members in KOTESOL and have been a member of SeoulChapter for at least six continuous months prior to nomination.

Justification: These positions require considerable familiarity with chapter events, challenges, and procedures, and nominees should be known to the chapter membership for voting purposes.

Item 6: Candidates for President must have held an elective or appointed position within Seoul Chapter for at least six continuous months prior to their nomination.

Justification: Given the importance, responsibility, and visibility of these positions within the chapter and as representatives to many regional and national KOTESOL events and meetings, candidates must have a proven **'track record' of responsible behavior,** commitment and maturity within the chapter.

Item 7: In the event that no candidate for President comes forward from the pre-election executive when nominations are called, the pre-election executive will appoint a suitable nominee from chapter membership as acting president for a period of two months following the election, when a new election for the position of President will be held.

Justification: The two month period will allow sufficient time for eligible candidates to come forward. Should this not occur, the new executive will have to enact necessary procedures regarding this important position.

Item 8:Candidates for Secretary and Treasurer must have been members of Seoul Chapter for at least three continuous months prior to nomination.

Justification: The chapter membership must **have an opportunity to know the candidates'** strengths, abilities and commitment for these important offices.

Item 9:Candidates for Secretary and Treasurer, where possible, should indicate their suitability for their nominations.

Justification: Both positions require time, commitment and skill, and nominees should have had some prior experience--within KOTESOL or other organizations--to show their ability and diligence.

Item 10: Nominated candidates are to be given the opportunity to briefly describe (no more than one A4 page) their suitability in a personal statement. These statements should be forwarded to the Elections Officer one week before the election day, and will be made available to members at the election table on the election day.

Justification: This gives members an opportunity to read about the candidates before voting.

Item 11: Candidates can be nominated at the chapter meeting prior to elections, by email, or in writing, and all nominations must be submitted to the Elections Officer one week prior to the election.

Justification: Candidates should make every effort to attend the meeting at which nominations are held. However, this is not always possible, so it is necessary to include those members who cannot attend but wish to be a candidate or nominate one/them, provided time and other procedures/requirements are followed.

Item 12: Appointed positions will be decided in all respects by the chapter president after consultation with the chapter executive.

Justification: These positions are so diverse (e.g. webmaster, events coordinator), ad hoc and specific, that no generalized standards can fit all situations. Consultation with the chapter executive is an important way for the chapter **president to decide someone's suitability, but** the final decision should remain with the president.

Item 13: The chapter president appoints an Elections Officer to supervise chapter elections.

Justification: This gives legitimacy to the entire

elections process and reduces confusion.

Item 14: The chapter president appoints qualified volunteers to assist the Elections Officer.

Justification: The Elections Officer will need assistance regarding the nominations process, voting and counting procedures on the day of the election, and for post-election disputes or appeals. The chapter president may appoint qualified volunteers independently of or upon the recommendations of the Elections Officer.

Item 15: Ballots will contain not only **nominated candidates' names for each position,** *but also a provision for write- in candidates.*

Justification: This procedure is standard in voluntary organizations and is practiced by the National Executive at its annual elections. It **also allows a "last-minute" candidate for a** position, provided he/she meets all eligibility requirements stated previously.

Item 16: No eligible member may be nominated for more than one elective position on the ballot.

Justification: One person may possibly win two or more offices, which creates complications and possible conflicts of interest if he/she concurrently assumes more than one. If by chance a write-in candidate is nominated for more than one elective position, the Elections Officer and/or Executive Council must consult with him/her regarding his/her preference for one office only, <u>before</u> votes are counted and results announced.

Item 17: The Elections Officer will be given the opportunity to explain the elections procedures to the chapter membership at the meeting preceding the election, on the chapter website, and/or ASK or another suitable forum/medium/venue.

Justification: All chapter members, whether present at monthly meetings or not, need to know about the elections process in order to make the best informed decisions regarding **candidates' eligibility and suitability.**

III. Election Day Procedures (at the conference)

Item 18: Pre-printed ballots will be given to

eligible chapter members when they register at the conference, or at the election table. Absentee ballots, proxies and Internet-based voting are disallowed.

Justification: The Elections Officer and/or appointed assistants can quickly determine an **attendee's current membership status from** chapter membership rolls. This is also fast, reliable and efficient. Absentee ballots and Internet-based voting blur transparency and complicate on-site vote counting and announcement of winners.

Item 19: An election table will be provided within sight of the registration site, and will be attended at all times by the Elections Officer or his/her nominee. Candidates may not sit at the election table.

Justification: Election boxe**s need to be 'visible'** to the electorate, in part to prevent false accusations of ballot box tampering. Furthermore, eligible conference attendees can quickly learn of its location and vote accordingly.

*Item 20: No previously nominated or 'write-in' ap*plicants *may use individual rooms at the conference site to describe their suitability. Furthermore, none may verbally describe their suitability to others within a cordoned area of 10 meters surrounding the registration site, election site or ballot box, or within restricted areas outside the building where the conference is held.*

Justification: The Elections Officer must ensure that registration flow is not impeded, and that candidates not have physical and/or verbal access near the registration site and/or ballot box. This is not an attempt to quash freedom of speech, but to recognize that attendees at the conference are there mainly to attend presentations, with elections being only part of the conference itself. This is standard practice at elections.

Item 21: Candidates may NOT hand out any leaflets or place posters inside or outside the **building. 'Write-in' applicants may bring copies** *of a personal statement and hand these to the Elections Officer, to be made available to voters along with previously submitted personal statements.*

Justification: This is a conference site, not a

platform for electioneering. Last-minute write-in candidates will have the same, albeit limited, opportunity to describe their eligibility and suitability in writing, providing they follow the same procedures as those earlier nominees whose names are pre-printed on the ballots. No nominees whatsoever, whether listed on pre-printed ballots or as write-in candidates, may independently distribute leaflets or any other written materials describing their suitability for any position.

Item 22: The Elections Officer, upon seeing or hearing of violations of the restrictions above, has the authority to speak to the suspected violator(s), to provide one warning to cease **and desist, or to decide that a nominee's** *activity has resulted in immediate disqualification for the position that he/she is seeking. His/her decision is final and cannot be appealed at a later time.*

Justification: Election rules must be enforced, vigorously yet fairly, to ensure overall equity in the voting process. Every effort will be made to ensure that candidates follow all rules completely, but obvious and determined violation of them will result in immediate disqualification.

Item 23:   The period of election shall be from the opening of registration to one hour before official closure of the conference. (e.g. 11 AM to 5 PM if the conference officially opens at 11 AM and closes at 6 PM.

Justification: The closure time ensures there is a sufficient period to count votes accurately.

Item 24:   The Elections Officer plus two appointed volunteers will count the ballots in a separate room where available, or in a quiet area, after the closure period.

Justification: To ensure accuracy, counters must not be distracted by noise, etc.

Item 25: One 'representative' for any *candidate may witness the counting of ballots, provided they do not verbally or physically interfere with the counting process.*

Justification: This is standard procedure at democratic elections and ensures transparency. In general, it is not expected there will be **many, or possibly even one, 'representative'** present at the counting of ballots.

Item 26:   A 'write-in' candidate for an office must receive a minimum of 20 votes in order to be elected.

Justification: A required minimum number of votes ensures that the candidate is known to members, and is an endorsement by some of **the candidate's strengths and abilities.**

*Item 27: When there are more than two candidates for an electi**ve office, the 'winner' is** determined by a plurality vote, not a majority vote.*

Justification: There   is   no   meaningful opportunity to hold a run-off election at the conference itself. Plurality votes are used quite frequently in elections of this type.

Item 28: When two or more winning candidates for an elective office are tied in ballot votes, the final determination will be made at a run-off election held at the next chapter meeting.

Justification: There is insufficient time at the conference to hold an immediate run-off election. By deferring to the next chapter meeting, all members present (and only those) get to vote again in the run-off election.

Item 29: After the ballots are counted, they will be placed in a sealed box or envelope, with the affixed signature of the Elections Officer or an appointed deputy.   If possible and suitable / appropriate, a verbal announcement of results will be made at the close of the conference by the Elections Officer or a member of the chapter executive. They also will be posted on the   chapter website soon after, including notification of tied votes and the subsequent need for a run-off election between top contenders for an elective position. The ballots will be destroyed two months after the election.

Justification: This procedure ensures speed, transparency and fairness where appropriate. It also permits sufficient time for both appeals and closure regarding election results.

IV. Post Election Procedures and Issues

Item 30:   In elective office positions with tied votes at the conference election, no new

nominations may be submitted. Written ballots will be used.

Justification: Provided two or more candidates in a tied vote remain eligible, the run-off election should be solely between those who were nominated or listed as write-in candidates at the election, not new entrants.

Item 31: If no winner has been determined for an office (i.e. no names were entered on the pre-printed ballot or as a write-in candidate on the day of the election), or if a winning candidate is later found to be ineligible, a new election for the position will be held. The new winner will be determined only by a majority vote of the membership present at the monthly meeting following the conference. Written ballots will be used.

Justification: Eligibility mistakes can and do occur (e.g. a winning candidate may be found not to have current KOTESOL membership at the time of the election). When these occur, they must be addressed. In addition, if no candidate is chosen at the election, or if a write-in candidate does not meet all qualifications (such as a minimum of 20 votes), procedures need to be included that allow new elections to occur.

Item 32: Appeals may be lodged to the Elections Officer up to a week before the first chapter meeting immediately following the conference. They must be in writing, and indicate who has lodged the complaint as well as its nature (e.g. a miscount at the conference).

Justification: Most democratic elections have appeal procedures.

Item 33: Upon receiving a complaint in the appropriate manner from a chapter member, the Elections Officer will discuss the complaint with the Chapter President, making recommendations where appropriate.

However, the final decision will be made by the Chapter President, in consultation with the chapter executive.

Justification: The Elections Officer serves at the pleasure of the chapter president, and holds an appointed position. In contested cases, a decision must be made, which ultimately is the responsibility of the chapter president.

*Item 34: **In the event of an elected officer's** resignation or departure from the chapter before the next scheduled election cycle, the chapter president--after consultation with the chapter executive-- may choose to appoint a qualified person to fulfill the remaining period of elective office, or may choose to hold an election at a monthly meeting. If the latter is selected, all members must be notified beforehand via the chapter website and/or ASK. Furthermore, the chapter president must inform members who is eligible to vote and under what conditions (e.g. by current members attending the chapter meeting, whether to include Internet-based or proxy voting and so on.)*

Justification: Vacancies occur for a variety of reasons, and the chapter president may need to act quickly when one occurs and the next scheduled election is several months away. This option permits the president to respond regarding what s/he feels is appropriate to the vacancy created and the situation facing the chapter.

Item 35: After final decisions have been reached regarding these election procedures, an electronic and/or print copy should be made available to other KOTESOL chapters and the National Executive.

Justification: The decisions made by Seoul Chapter may be useful to the above entities.

2017 Seoul KOTESOL Monthly Workshop/Social Schedule

January 21	"Intercultural Conflict Resolution Skills for the ELT Classroom" by Cheryl Woelk, Connexus Language Institute
February 18	"Responding to Complexity: Reflective Practice for English Teachers" by Stewart Gray, Dankook University
March 25	(none due to Seoul KOTESOL chapter conference)
April 22	*still opens for proposal*
May 20	*still opens for proposal*
June 17	*still opens for proposal*
July 22	*on vacation period*
August 19	Summer get-together (tentative)
September 16	*still opens for proposal*
October 21	(none due to the KOTESOL international conference)
November 18	*still opens for proposal*
December 16	Christmas get-together (tentative)

CALL FOR PAPERS 2017~18
(Monthly Workshop)

A. Guidelines

Abstract format
- Title
- 150-300 words in length (12 font size, Times Romans; 1.5 line spacing; 2cm margins, all sides)
- A paragraph style description of your workshop which makes reference to the following points:
  - a description of your topic
    - responding to a problem in education
    - adding to a teachers skill base
    - highlighting an overlooked area of teaching in Korea
    - developing new insights in English Language Teaching
    - involving students' background (eg. level, age, gender, etc.)
    - expecting results by the end of workshop

Workshop-related concerns
  - will your workshop be interactive with group/pair work
  - will you be using powerpoint, whiteboard, or a combination
  - will there be handouts
  - will there be a question and answer session
    * Note: A presenter should submit his/her Powerpoint material a day before the presentation.

Biography format
- paragraph style
- 100 words in length
- written in the third person (no 'I')
- current workplace/ occupation and a selection of previous workplaces
- your interests and education
- previous presentation experience / publications / article (if applicable)
- contact information (optional)
- a photo

B. Benefits

Certificate of Presentation & honorarium

C. Workshop Schedule

Day: every 3rd Saturday of the month
Time allotment: June - 25 or 35 min for each presenter (4 or 3 first-time presenters only)
          Other months - 2 hours for the regular workshop (1 to 2 presenters)
          none for May & October (national & international conferences) - 2~3 days (date: tba)
          & July

D. Participants & Venue

Korean and foreign teachers/professors working in schools*, hagwons*, and universities (about 50)

Sookmyung Professional Center, Sookmyung Women's University, Seoul, South Korea

Contact: Dr. Ian Done D. Ramos
      President / Workshop Coordinator, Seoul KOTESOL Chapter
      president@seoulkotesol.org   professionalworkian@gmail.com

Notes

Celebrating
The 20th Anniversary of Sookmyung TESOL
The 25th Anniversary of Korea TESOL

FAB11 &

KOTESOL

National
Conference 2017

KOREA TESOL

KOTESOL

FAB ELEVEN
NEURON POWER
neuroscience
NAT KOTESOL
ENHANCING LANGUAGE TEACHING

May 13-14
Sookmyung
Women's University
Seoul

Boosting the Power of ELT –
FABulously!

Neuroscience for enhancing language teaching

KoreaTESOL.org/nc2017

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This programme is for:
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- Teachers of English wishing to upgrade their professional standing

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MA Teaching English to Speakers of Other Languages (TESOL)

This programme is for:
- Practising teachers of English as a second or foreign language

The programme encourages you to use the concepts and theories that you encounter during your course of study in your own classroom. It covers a range of topics including: language teaching methodology; second language acquisition; syllabus and materials; pedagogic grammar; ELT management; sociolinguistics; lexis; teaching young learners; testing; classroom research and research methods.

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