



2017

**Gwangju-Jeonnam KOTESOL
Conference**

**Stepping
Up**

In an Increasingly Connected World

March 11, 2017

Gwangju National University of Education

**Organized by
Gwangju-Jeonnam Chapter
Korea TESOL**

koreatesol.org/Gwangju

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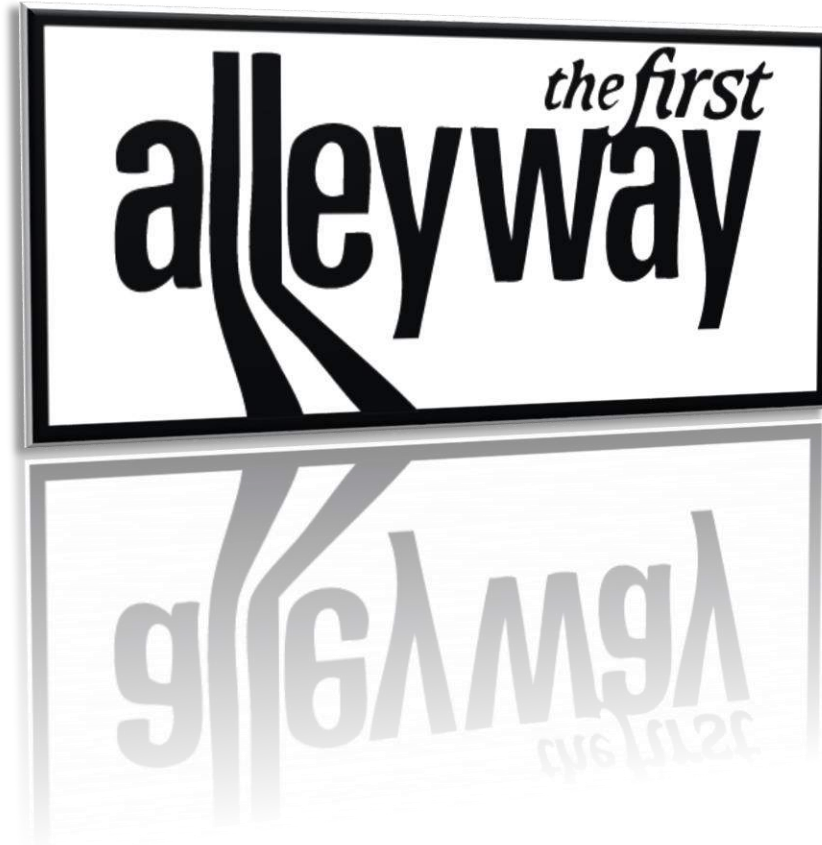


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To show our appreciation of the hard work of KOTESOL members,
The First Alleyway extends a discount of 10% on food
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Conference Welcome

William Mulligan
Chapter President
Gwangju-Jeonnam KOTESOL



I would like to welcome chapter members, our invited speakers, members of KOTESOL, and other ELT professionals to our 2017 chapter conference. All of us here at the Gwangju-Jeonnam Chapter hope that you will glean strategies that you can use in your classroom and further your knowledge as an educator. Today, we have a great lineup of presenters who will be covering topics from important themes, including technology and Professional development. Our theme this year is *Stepping Up in an Increasingly Connected World*. As we go through 2017, we find that technology in the classroom is becoming commonplace. What isn't so common is the technology itself. As teachers, we have to "step up" and learn how it can be beneficial to our students, as well as to ourselves. Similarly, we need to reflect on implementing new strategies and reviewing past methods in our teaching.

I would also like to think of this conference as a way of keeping in touch with the teaching community. One of the reasons why I enjoy attending conferences is learning what others are doing in the ELT field. Sharing ideas, triumphs, challenges, as well as things that don't work are just some of the reasons why the Gwangju-Jeonnam Chapter holds this annual conference. Since this is a chapter conference, I – like others – enjoy the smaller, more intimate scale in which this transpires. It allows us to meet more fellow professionals and discover what they are doing.

We're very happy to have Dr. Eric Reynolds as our plenary speaker for this year's conference. Since the theme is related to technology, having him appear seems like the natural thing to do as Dr. Reynolds is currently the TESOL-MALL department chair at Woosong University in Daejeon. Technology and learning is just one of the many areas of specialization for him. I hope that our attendees are as interested in hearing him speak as I am.

I would also like to thank my fellow officers and chapter members for all the hard work that they do in order to put this conference together. Our Vice-President, Dr. David Shaffer, has been extremely helpful in helping me navigate through my first conference as President of the chapter. I would also like to thank KOTESOL's National President, Lindsay Herron, who helped us secure our venue today, as well as handling online registration. Finally, to all of our members, thank you for making this a day to look forward to. Without these dedicated professionals, this conference would not have come to fruition.

On behalf of the entire Gwangju-Jeonnam Chapter, I welcome you. I hope that you enjoy today's conference, and that you grow as a language teacher professional and continue to find something that can be used to make your teaching more rewarding.

KOTESOL President's Message

Lindsay Herron
Korea TESOL President
Gwangju-Jeonnam Chapter Treasurer



I am very pleased to congratulate the Gwangju-Jeonnam Chapter on its annual regional conference! Every spring, I look forward to this conference, and this year is no exception. The chapter always brings a variety of presenters from around Korea – or even Asia – to share practical tips and techniques in a wide range of areas.

I especially appreciate this year's theme: "Stepping up in an Increasingly Connected World." I love how this theme can be understood on a couple of levels: stepping up (or improving) your "game," whether it's your skills in technology or your skills as a teacher of future global citizens; or stepping up as a volunteer, in a world where our fate is inextricably bound to others'. It seems more important than ever now, at this moment in history, to recognize and reaffirm our interpersonal bonds; to acknowledge that our actions can reverberate distally and in unexpected ways; and to endeavor to mutually support and protect each other, especially those who are most vulnerable. The world *is* "increasingly connected," and it's up to us, as educators, to ensure our students are ready to participate as critical creators and consumers of technology and media – ready to question and challenge; ready to participate in global and local communities; ready to speak out for equity and justice; and ready to embrace our connectedness, facing global and local problems with criticality, courage, and compassion.

In the spirit of connection, then, I welcome everyone to Gwangju National University of Education, and I invite you to make a new friend today. Talk to someone you don't know; smile at a stranger; thank a presenter or organizer; share your own favorite technology tools and media. I hope this conference helps you expand your professional and personal networks, build your community of practice, and come away with new and inspiring ideas for how you, too, can "step up."



Technological Advances Require Great Teachers: You Take the High Road; I'll Take the Low!

Dr. Eric Reynolds

PLENARY PRESENTATION



My Facebook newsfeed is alive with news posts under headlines like: “15 Hot Edtech Trends for 2017” or “Technology won’t fix our neediest schools. It makes bad education worse.” I am sure many of you are asking the same question: Well, which is it?

While we live in a world where the velocity of technological change continues to accelerate, increasingly, research is showing that teaching with technology is not in itself a magic bullet. What are we to do? In this plenary, let’s explore five things both the “Techie” and the “Luddite” alike need to know in order to thrive in our Korean EFL classrooms.

- Know yourself
- Know your resources
- Know your team
- Know your students
- Know your goals

By exploring each of these chunks of unique knowledge about ourselves and our TESOL environment, I am certain we will each find a path of minimal resistance and maximal success in our increasingly connected world!

PLENARY SPEAKER

Eric Reynolds has been a world traveler for EFL. As a kid and student, he lived and traveled all over the United States. Fortunately for KOTESOL, but somewhat unfortunately for his family and friends, his wanderlust was unsatisfied in America. Consequently, he became an EFL teacher, and lived and taught in “a bunch” of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a PhD in educational psychology from the University of Illinois at Urbana–Champaign and is the department head of the TESOL-MALL MATESOL program at Woosong University in Daejeon. Nearing the end of his first decade in Korea, he’s been active in KOTESOL from the start and wishes to thank everyone here for the honor of being your plenary speaker today.

Gwangju-Jeonnam KOTESOL Conference

Stepping Up in an Increasingly Connected World

Schedule

10:30-12:00	■ Pre-Conference Reflective Practice Workshop <i>Mindfully Managing Life in an Increasingly Connected World</i>	Jocelyn Wright	81D
12:00	■ Registration Begins		1F
1:00-1:20	■ Opening Ceremony	William Mulligan Lindsay Herron	835
1:20-1:50	■ Plenary Session <i>Technological Advances Require Great Teachers</i>	Eric Reynolds	835
2:00-2:45	■ Using Digital Resources on SMART Software Pronunciation: Identifying Difficulties The Meditating Effect of Cultural Capital Teaching Career 2.0: Strategies for Success	Angela Jeannette Vanessa Reid Angela Park Daniel Svoboda	811 812 813 814
	■ Google's Influence on ELT in the Classroom How K-pop & Overwatch Helped My Students	Tyson Vieira Zon Petilla	811 814
	■ The IOT of ELT Cultivating Creative Skills in the L2 Classroom	Jocelyn Wright Jessamine Price	812 813
	■ Smartphones in the Classroom Exploring Teacher Beliefs and Classroom Practices	Cara Scott Jessica Ives	812 813
4:00-4:45	■ Praxis Ed for Enhancing Vocabulary Development The Power in the Chunk Growing into Group Debate, Speech Presentations How Should Languages Be Taught?	Sherro A. Lee Amanda Maitland Yeon-Seong Park Daniel Corks	811 812 813 814
	■ Ready, Set, Flip: Flipped Classroom Pedagogy Where Your Students Are Coming From How to Create Instructional Plans for Social Justice Reconsidering SLA Theories	Jared Dela Paz Doug Baumwoll Maria Lisak Kevin Dieter	811 812 813 814
	■ Closing (Prize Drawing)		811

Schedule of Events

10:30–12:00	Reflective Practice Session: Mindfully Managing Life in an Increasingly Connected World (Teacher Training Center / 교사교육센터, Room 81D)			
12:00	Registration Begins (TTC, 1F / 교사교육센터, 1 층)			
1:00–1:20	Opening Ceremony Welcome Address — William Mulligan (Chapter President) Rm. 835 KOTESOL President’s Message — Lindsay Herron			
1:20–1:50	Plenary Session Technological Advances Require Great Teachers Rm. 835 — Dr. Eric Reynolds			
CONCURRENT SESSIONS (TTC, 교사교육센터)	Technology Rm. 811	General ELT Rm. 812	Research/General Rm. 813	Pro Dev / SLA Rm. 814
2:00–2:45	Using Digital Resources on SMART Software — Angela Jeannette	Pronunciation: Identifying Difficulties — Vanessa Reid	The Mediating Effect of Cultural Capital — Angela Park	Teaching Career 2.0: Strategies for Success — Daniel Svoboda
3:00–3:45	Google’s Influence on ELT in the Classroom — Tyson Vieira	The IOT of ELT — Jocelyn Wright	Cultivating Creative Skills — Jessamine Price	How K-pop & Overwatch Helped My Students — Zon Petilla
		Smartphones in the Classroom — Cara Scott	Exploring Teacher Beliefs and Practice — Jessica Ives	
4:00–4:45	Praxis Ed for Enhancing Vocab Development — Sherro A. Lee	The Power in the Chunk — Amanda Maitland	Growing into Group Debate via Speech Presentations — Yeon-seong Park	How Should Languages Be Taught? — Daniel Corks
17:00-17:45	Ready, Set, Flip: Flipped Classroom Pedagogy — Jared Dela Paz	Where Your Students Are Coming From — Doug Baumwoll	How to Create Instructional Plans for Social Justice — Maria Lisak	Reconsidering SLA Theories — Kevin Dieter
17:45	Closing: Prize Drawing (TTC, Rm. 811)			

REFLECTIVE PRACTICE SIG WORKSHOP

Mindfully Managing Life in an Increasingly Connected World

Jocelyn Wright

Gwangju–Jeonnam Reflective Practice SIG Facilitator

THE PRESENTATION



The world is becoming increasingly connected and complex. Rapid technological advancements, especially in information and communications, are revolutionizing all aspects of our lives: personally, professionally, and otherwise. Along with the numerous benefits come justifiable concerns. This current global reality has many implications for all of us as members of the educational community.

The theme of this year's Gwangju–Jeonnam KOTESOL Regional Conference focuses on these. Thus, in our pre-conference reflective practice session, we will explore this dynamic state of affairs and identify some of the advantages and inconveniences we derive from it. After this, we will discuss ways in which we can mindfully engage further in our work as a result of the changes in progress and effectively manage the new challenges.

THE PRESENTER

Jocelyn Wright works in the Department of English Language and Literature at Mokpo National University, where she has been teaching for over eight years. Her educational background is in the areas of linguistics and education. She is the coordinator for the KOTESOL Gwangju–Jeonnam Reflective Practice Special Interest Group and also coordinates the national Social Justice (Critical Educators in Korea) SIG.



Gwangju–Jeonnam Reflective Practice SIG

Reflective practice is an integral part of professional practice. In education, reflective practice in special interest groups (SIGs) helps teachers and administrators develop and also support one another. Since 2013, members of the Gwangju–Jeonnam community have been meeting regularly to discuss and reflect on vast issues of pertinence and interest to teachers in our region. Most meetings are held from 11:00 am – 12:30 pm on the second Saturday of each month before the KOTESOL chapter meetings. We usually meet at Kenya Espresso, two buildings left of the main gate of Gwangju National University of Education. We invite you to follow us on Facebook (Reflective Practice SIG Gwangju–Jeonnam) and join us when you can.



2:00–2:45

Language Teaching Using Digital Resources on SMART Notebook Software

By Angela Jeannette



Even without an interactive whiteboard (IWB) physically present in the classroom, the software behind it can still prove useful. Together with digital teaching materials, this software provides advantages for interactive lessons, especially for visualization and focusing attention. The initial portion of this presentation will concentrate on features of the software, short examples from levels A1 through B2, and legal aspects of using digitized materials. After that, participants can experiment on their own laptops to create sample exercises. (Note: Examples will include German language material.) Participants are encouraged to bring their laptops and to install the 45-day trial version of SMART Notebook in advance: <https://education.smarttech.com/en/products/notebook/download#students>

Angela Jeannette is currently an assistant professor in the Department of German at Chosun University, Gwangju. She spent almost two decades for Germany's two official institutions for culture and academic contact: the German Academic Exchange Service (DAAD) and the Goethe-Institute. Her experiences include teaching and administering examinations, as well as handling teaching materials development, language class administration, and quality management.

3:00–3:45

Google's Influence on ELT in the Classroom and Beyond

By Tyson Vieira



Google Translate is the most popular translating system worldwide. With excessive use of translators, students often hinder their L2 skills development, commonly submitting work showing obvious signs of translator usage. Google recently announced their system is closer “to human speech with proper grammar.” This makes Google a recognizable force in the future of ELT, affecting teaching methodology, classroom management, student motivation and more. This workshop presentation will start by looking into Google Translate's current features and long-term goals that will impact ELT. Then we will observe supporting arguments both for and against translators in class. Later, we will examine classroom activities using translators while alternatively exploring ways to encourage students not to be dependent on them as well.

Tyson Vieira works at Kyungnam University as an English assistant professor. For three years, he worked for the Jeollanamdo Language Program (JLP). He earned his MA in TESOL from Azusa Pacific University in California and his CELTA through International House in Thailand. He also served as the RP-SIG co-facilitator and member-at-large for the Gwangju–Jeonnam Chapter.

4:00–4:45

Students' Perceptions on the Use of Praxis Ed as a Tool in Enhancing Vocabulary Development

By Sherro Lee A. Lagrimas



Technology has paved the way for English language learning to be easier and more accessible with a variety of multimedia resources. One of the language tools available online for the classroom are the internet-based vocabulary learning programs. Such programs provide collocations of words, reading and listening exercises, and production practice through word recall and spelling. This presentation will show the results of a study conducted to reveal the perceptions of 400 students in a Korean university in terms of a vocabulary program's usefulness, level of difficulty, application, and whether or not they would recommend it to other learners. It will also include a demonstration of how this vocabulary program, Praxis Ed, works for both teachers and students.

Sherro Lee Arellano-Lagrimas has MA degrees in TESOL and in English language education, and a post-graduate diploma in TESOL. Currently an assistant professor in Korea Nazarene University (KNU), she has conducted workshops and presented papers at Seoul KOTESOL and PKETA conferences. Her main interests are in ESP, curriculum development and materials preparation, teaching principles, and methodology.

5:00–5:25

Ready, Set, Flip: A Glance at Flipped Classroom Pedagogy

By Jared Dela Paz



Traditional methods of teaching are here to stay, but in this age where technological change is as fast as you change your phone, the teaching community should be aware and equipped to adapt to this trend. With the right method and utilizing the technology that we currently have, educators can create a thriving environment where we break free from the traditional and flip the classroom. This presentation aims to provide information about the flipped classroom and see if it is the right path for your class. The second part of the presentation focuses in introducing Edmodo as a learning management system (LMS) and how to start a virtual space where students and teachers can interact and access resources at their leisure.

Jared Dela Paz has been teaching English conversation for nine years at Lincoln House Gwangju, which is an alternative school at Bongseon-dong. Although, by profession he is a licensed nurse in the Philippines, he has shifted his career and turned to teaching EFL in Korea. Currently, he is actively working with IYF (International Youth Fellowship) English Village through camps and English speech contests nationwide.

2:00–2:45

Pronunciation: Identifying Difficulties in the Korean English Learner

By Vanessa Reid



In this talk, Vanessa will discuss common English pronunciation errors made by Koreans outside of the usual phoneme errors like f/p, b/v., etc. Often we hear a problem but are unsure of its root. During her talk, Vanessa will compare Korean and English pronunciation to try and create awareness in teachers about why Koreans make the errors that they do. Some areas of focus include adding extra vowels, consonant blends, and intonation. As well, she will offer some general tips about how to approach these problems in the classroom. This talk is suitable for all levels from kindergarten to adult learners.

Vanessa Reid hails from Canada and began her journey in Korea in 2005, fresh out of university, looking for a travel experience that would also earn her some money. She has been working at the Jeollanamdo Education Training Institute (JETI), in Damyang, as a teacher trainer since 2010. She teaches Pronunciation Skills, and Methodology and Microteaching Skills to Korean English teachers working in Jeollanamdo. Aside from her work at JETI, Vanessa is also married and has two young daughters, both born here in Gwangju.

3:00–3:20 (20 min.)

The IOT of ELT

By Jocelyn Wright



We are used to hearing people talk about “smart” this and “smart” that, but these days all the buzz is about the “Internet of Things” (IoT). The IoT is now being applied to industries as vast as manufacturing, transportation and logistics, retail, healthcare, financial services, and entertainment. However, it is only starting to be discussed in education. Thus, in this short presentation, I will introduce the concept, provide basic historical context, and give examples of the principal ways that it is having (and is expected to have) an impact on learning, teaching, and school environments. If you are not yet familiar with this term, this presentation will help raise your awareness about its ubiquitous nature.

Jocelyn Wright works in the Department of English Language and Literature at Mokpo National University, where she has been teaching for over eight years. Her educational background is in the areas of linguistics and education. She is increasingly interested in cross-disciplinary projects that apply concepts and innovations from other fields to English language teaching.

3:25–3:45 (20 min.)

Smartphones in the Classroom

By Cara Scott



Technology has become an essential part of even the most basic routine activities of individuals. This point is most arguably proven true by smartphones. Smartphones have become a necessary and trusted companion traveling with us almost everywhere helping us to navigate tasks both big and small.

Instructors in the 21st century find themselves facing a changing landscape. As modern educators, we try to use technology as a tool to enhance student learning while also being wary of it becoming an unnecessary distraction in the classroom. Smartphones are often the biggest perpetuator of these distractions, but can they be used by educators as an educational tool? This presentation will look at some of the possible benefits of using smartphones as tools for learning.

Cara Scott was born and raised in Washington State in the United States and attended Central Washington University. She has lived and worked in South Korea since 2012, teaching students ranging from elementary to university. For the past two years, Cara has worked at Chonnam National University in Gwangju.

4:00–4:45

The Power in the Chunk

By Amanda Maitland



This workshop will describe and discuss the theory and importance of lexical chunking and would be suitable for teachers who work at all levels of English teaching. The workshop will also provide a number of fun and useful activities where lexical chunking is encouraged that can form whole lessons and warm ups. Lexical chunking activities encourage teachers and learners to move away from teaching lexis and collocations as single items.

Teaching language in lexical chunks allows students to reproduce correct word partnerships and avoid the errors created by the learning of faulty chunks. It increases register stability and text cohesion. Chunking also provides the opportunity for multiple storage, thus, providing strong associations to enable easier recall and reproduction.

Amanda Maitland works as head teacher, life coach, and teacher trainer for a college in Jinan, China. She has many years of experience in curriculum design and teacher training for universities in the UK, South Korea, Malaysia, and China. She has an MA in ELT and applied linguistics, and a PsychD in Forensic Psychology. Dr. Maitland is published in the fields of reading, classroom management, and psychology.

5:00–5:45

Where Your Students Are Coming From, and to Where You Can Lead Them

By Doug Baumwoll



In the first part, I will summarize, nonjudgmentally, a typical Korean student's language-learner history. Do you know, specifically, what your students' public school and *hagwon* experiences were like? How about the *Suneung* college entrance exam? By becoming more aware of your students' past experience, you can better design realistic and useful CLA course objectives/outcomes.

In the second part, I will deal with how can you best lead your students down the path to being more fluent, accurate, confident, and independent language users. In my experience, the answer is simple: teach word order and basic grammar. How? Check out the worksheets I've designed, exercises I use, and key websites for materials design (e.g., word order sentence scramble, cloze, parts of speech).

Douglas Baumwoll is a government education officer, who trains in-service public school English teachers. Formerly, as an English Department faculty member at a teachers' college in Korea, he taught integrated skills lessons, as well as 800 hours of writing classes. He redesigned many department courses and introduced varied new ones. Mr. Baumwoll has also taught public elementary, middle, and high school students in Korea.

Stepping
Up

2:00–2:45

The Meditating Effect of Cultural Capital: Relationship Between Parents’ Socio-economic Status & Adolescent Activity Competency

By Mi Ok Park



This presentation describes the relationship between parental socio-economic status (SES) and adolescent activity competency. Quantitative research methods were used to analyze data generated through 548 surveys conducted on high school students from three different types of schools: public schools, private schools, and specialized schools. Key variables were parental socio-economic status as an independent variable, cultural capital as a mediating variable, and adolescent activity competency as a dependent variable. Based on the research results, the Gwangju Youth International Center opened on February 4. It includes English activities such as Korean traditional games in English, a one-to-one language exchange program, and an English café program, which will be shared.

Mi Ok “Angela” Park received her MA in English language and literature from Chonnam National University in 2010 and her PhD in social work from Chonbuk National University this year. Her main areas of interest are youth competency, playing in English, and cultural experience abroad. Dr. Park is the director of the newly established Gwangju Youth International Center.

3:00–3:20 (20 min.)

“The Enemy of Creativity”: Cultivating Creative Skills in the L2 Classroom

By Jessamine Price



Creativity is often cited as an important twenty-first century skill. Nevertheless, most Korean students of English are preparing for standardized tests that don’t evaluate creativity. If “thinking is the enemy of creativity,” as Ray Bradbury said, how can we encourage creativity without neglecting students’ extrinsic goals of grammar and vocabulary mastery? Encouraging creativity seems hard when we follow a strict curriculum, or when students are focused on test results. But by better understanding what creativity means in language education, we can use it to develop L2 skills. I will share suggestions for cultivating a creative classroom at various levels, from elementary schools to adults, through using process writing, open-ended questions, and careful scaffolding. I will also discuss challenges I’ve encountered in encouraging student creativity.

Jessamine Price has an M.Phil. in history from Oxford and an MFA in creative writing from American University. Her essays have appeared in a variety of publications. After teaching high school history in the United States for several years, she currently works as a guest English teacher at two Gwangju middle schools.

3:25–3:45 (20 min.)

Exploring Teacher Beliefs and Classroom Practices Through Reflective Practice: A Case Study

By Jessica Ives



This presentation will discuss a case study that explored and reflected on the relationship between the beliefs and classroom practices of an L2 reading teacher. The findings of this study revealed that this particular teacher holds complex beliefs about teaching reading that were evident to some extent in many of his classroom practices.

Additionally, this study found that by articulating and reflecting on his beliefs, the teacher became more aware of the meaning and impact of these beliefs on his classroom practices. Based on the results of this study, I hope teachers will be inspired to become more aware of their teacher beliefs.

Reference: Farrell, T.S.C. & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice. *Language Teaching Research*, 19(5), 594-610.

Jessica Ives is from Niagara Falls, Canada. This is her third year teaching as a professor at Dongshin University in Naju. Before teaching in Korea, she was an ESL instructor at Brock University in St. Catharines, Ontario, Canada. She completed both her Bachelor of Arts (honours) and Master of Arts in applied linguistics (TESL) at Brock University.

4:00–4:45

Growing into Group Debate via Speech Presentations

By Yeon-seong Park



Learning how to debate has a good deal of merits, including the cultivation of communication skills, promotion of logical ability, and development of a collaborative mindset. Regardless of these merits, some students tend to avoid debate classes because they think English debate is too difficult. To solve this problem, the instructor needs to first choose easy and fun topics. Then they need to introduce social and other contemporary issues. Another tactic is to first teach public speaking skills. In this presentation, I would like to share how I manage a debate class using these strategies.

Yeon-seong Park is currently an instructor of English at Chonnam National University. The courses she has taught during her 30 years in ELT include Current Issues and Debate, Speech and Debate, English for Interpersonal Skills, American/British Poetry, and American/British Culture. She is a lifetime member of KOTESOL as well as a dedicated member of the local Reflective Practice SIG.

5:00–5:45

ISD Meets SJ: How to Create Instructional Plans for Social Justice in the Classroom

By Maria Lisak



The presenter will share alternative methods for instruction (instructional systems design: ISD) and how they can be set up for social justice purposes in the classroom. For example, the Socratic dialogue can be used as a teaching method for co-creativity in the classroom. A list of instructional methods by Reigeluth in *Instructional-Design Theories and Models* will be shared by examining three social justice researchers' classroom designs. This presentation is helpful for educators to make learning opportunities designed to scaffold learner inquiry for issues impacting their lives both inside and outside the classroom.

Maria Lisak teaches in the Public Administration and Social Welfare Department at Chosun University in Gwangju. She designs and teaches an English language course for Korean university sophomores in administration and welfare. With a masters in instructional systems technology and her current work on an EdD in literacy, culture and language education through Indiana University (USA), she sets up her classroom for learners to have socially insightful experiences that help empower them to meet the challenges of our world.



2:00–2:45

Teaching Career 2.0 – Strategies for Success

By Daniel Svoboda



After a career of teaching English conversation and composition classes, a new job required me to adapt to an entirely different discipline: Korean-English translation. A general overview of the two completely different teaching environments will be considered. The elements considered will include student levels and goals, course materials, lesson preparation, actual classroom teaching, assessment, and faculty evaluation. Initial problems and subsequent modifications of teaching methodology will also be surveyed. It is hoped that a discussion will ensue on the challenges and rewards of teaching in a separate yet related subject. The focus will be on how educators can cope with sudden shifts in career direction, looking at these new teaching challenges as an opportunity for personal and professional growth, rather than approaching them with confusion.

Daniel Svoboda is an assistant professor in the Graduate School of Interpretation and Translation at the Hankuk University of Foreign Studies (HUFS) in Seoul. He graduated with an MA in literature in 2011 and is currently working on his doctoral dissertation in literature.

3:00-3:45

How Florida State Standards, K-pop, and Overwatch Helped Level Up My Students

By Zon Petilla



My low-level 5th- and 6th-grade English class had a hard time staying focused on reading paragraphs. Their material did not really reflect what's relevant to their lives. Thus, students found it hard to stay engaged in something that didn't engage them. After using informal surveys, I found relevant elements of pop-culture that I could adapt to their materials. Using this method, I taught them more advanced academic skills such as identifying a topic sentence and supporting details – things not necessarily covered in their textbook. Since I was finishing my certification program with Teach Ready, I had to teach these skills and formally test students that showed positive improvements. This presentation will include using relevance, assessments, gender identities, and reading tests.

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

4:00–4:45

How Does Language Learning Take Place? How Should Languages Be Taught?

By Daniel Corks



Everyone has personal beliefs about language learning – sometimes quite strong ones. Some come from your experiences, and others we hear repeatedly in the media. Since these beliefs influence our teaching, it’s important to look at them critically, and the field of second language acquisition (SLA) aims to do exactly that. This presentation will draw from SLA research to take a critical look at 14 (if time allows) such beliefs about language learning in light of modern research. Some examples: (a) “Highly intelligent people are good language learners.” (b) “Teachers should teach simple language structures before complex ones.”

This presentation will avoid unnecessary second language acquisition (SLA) jargon and stick to everyday terms.

Daniel Corks is a graduate of Sogang University in Seoul, South Korea with a master’s degree in applied linguistics in the field of second language acquisition. He is currently an assistant professor at Dongshin University in Naju and a member of the Gwangju–Jeonnam Chapter of KOTESOL.

5:00–5:45

Reconsidering SLA Theories: Which Is Best for NS Instructors and Their Students?

By Kevin Dieter



EFL education approaches lie along an SLA (second language acquisition) spectrum with implicit learning on one end and explicit learning on the other. It is important to keep in mind that none of our current approaches are complete in describing and predicting learning outcomes. The goal of this “talk” is to provide an opportunity to highlight and discuss some of the different approaches that are available to us. Some of the approaches along the SLA spectrum include nativism, connectionism, the communication approach, and a neural cognitive approach. By taking a critical look at the approaches we implement in our classes

we can gain some new insights into the benefits and shortcomings of our own practices. It is my hope that the audience provides their own thoughts and experiences regarding the EFL education approaches that they use and are open to professional exchange and collaboration.

Kevin Dieter is a long-term resident of Gwangju, having arrived here in 1994. He currently teaches at Gwangju Health University and is “team supervisor” at their Office of Global Affairs. He also is a regular guest on GFN radio. Kevin received his MEd at Chonnam National University, specializing in education technology. He currently is a PhD candidate at CNU.



About Korea TESOL and the Gwangju–Jeonnam Chapter

Korea TESOL, also known as KOTESOL, is a professional association of teachers of English to speakers of other languages. The nationwide organization has been serving English teachers, administrators, and interested individuals in the field of English education since 1992. KOTESOL has ten active chapters across the nation and holds annual national and international conferences. The Gwangju–Jeonnam Chapter currently has nearly 100 members and holds monthly meetings, usually on the second Saturday of the month. Meetings regularly consist of two one-hour presentations or hands-on workshops on topics related to English language teaching, such as classroom methodology, activities, and management. It is an association of teachers helping teachers. Meetings are presently being held at Gwangju National University of Education. Admission to Chapter meetings is free to both members and non-members. The Chapter also holds an annual chapter conference and outreach workshops.

KOTESOL's active membership is currently close to 1,000 members. KOTESOL is an affiliate of TESOL International Association (Teachers of English to Speakers of Other Languages), which has its headquarters in the United States. It is also an associate member of IATEFL (International Association of Teachers of English as a Foreign Language), based in the United Kingdom. In addition to chapter monthly meetings, symposia, and annual chapter conferences, KOTESOL holds a national conference each spring and the largest international conference of any Korean ELT (English language teaching) association in Korea. Our recent International Conferences, held in October each year, have attracted well over 1,000 attendees. Recent conferences have featured world-renowned figures such as Stephen Krashen, David Nunan, Scott Thornbury, Jack Richards, Jeremy Harmer, Paul Nation, Rod Ellis, and Chuck Sandy. This year's International Conference will be held in Seoul on October 21-22. Andy CVurtis and Nicky Hockly are the main speakers.

KOTESOL members may also participate in any of the association's various SIGs (Special Interest Groups). These include the Reflective Practice SIG, Social Justice SIG, Christian Teachers SIG, Professional Development SIG, Multimedia and CALL SIG, and Research SIG. KOTESOL members receive several regular publications: the quarterly magazine, *The English Connection* (TEC); the *Korea TESOL Journal*, and the *KOTESOL Proceedings*. Member benefits include free attendance to any chapter meeting nationwide and reduced conference and symposia registration fees.

The Gwangju-Jeonnam Chapter invites you to actively participate in our 2017 program. If you are not yet a member, we invite you to become part of the KOTESOL and Chapter family, and the professional development that it has to offer. We are "Teachers Helping Teachers."



www.koreatesol.org/gwangju



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For more information contact one of our local representatives:

Japan: Andy Lawson – a.lawson.1@bham.ac.uk

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KOTESOL

Membership Information

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English teachers of any level or nationality are eligible to join KOTESOL. We welcome native and non-native speakers teaching at primary schools, secondary schools, language institutes, colleges and universities and other organizations. University students may join as student members.

What Memberships Types Are Available?

- Individual 1-Year Membership (50,000 won)
- International 1-Year Membership (60,000 won / US\$60.00)
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❶ Apply by using the online membership form at www.koreatesol.org/. On the front page, click on “Join / Renew” in the menu band and follow the directions there. A Chapter Officer can help you with this at the conference

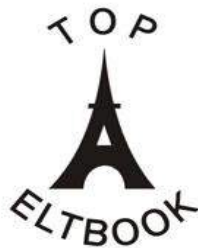
❷ Alternately, paper membership application and renewal forms are available at the Chapter desk today and at Chapter meetings for those who prefer making a hard-copy application.

Membership payment may be made by:

- Direct bank transfer to KOTESOL: KEB–Hana account number 299-890069-83204
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For providing tickets to the upcoming showing of *The Vagina Monologues* for the prize draw.



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