

Jeonju - North Jeolla KOTESOL 2012 Regional Conference

# English Teachers as CHAMELEONS

*~ Adapting to Our Changing Context ~*

April 21, 2012 ~ 1-5pm  
Geun-Young Girls' High School  
Jeonju

**Dr. Joo-Kyung Park**  
Plenary Presenter

**Presentation topics include:**

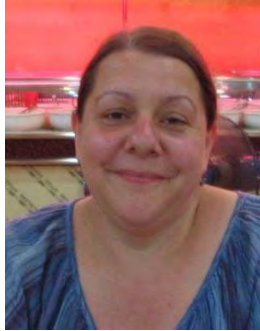
- Extensive Reading
- Using Smartphones for Learning
- Classroom Management
- Students as Reflective Learners



<http://www.koreatesol.org/JeonjuNorthJeolla>  
jnconference@gmail.com | 010-6332-5191 (Allison)

**Jeonju-North Jeolla 2012 Regional Conference:  
English Teachers as Chameleons:  
Adapting to Our Changing Context  
Saturday, April 21<sup>st</sup>, 2012  
Geun Young Girls' High School**

12:30	<b>Registration Opens</b>			
1:00-1:50	<b>Opening Ceremony Plenary: Dr. Joo-Kyung Park Title: Changes in Korean ELT Context: To Lead or To Be Led?</b>			
	<b>Room A</b>	<b>Room B</b>	<b>Room C</b>	<b>Room D</b>
2:00-2:40	<b>The Big Share. Smartphones, Podcasts, Microblogging in the Mobile Classroom</b>  <i>Maria Lisak</i>	<b>Video for Language Learning: Personalized Immersion on EnglishCentral</b>  <i>Aaron Jolly</i>	<b>Language Learning Portfolios: Effective Reflective Learners</b>  <i>David Shaffer</i>	<b>Feels like Fiction: What Famous Authors Can Teach Us about Teaching Writing</b>  <i>Anjee DiSanto</i>
2:50-3:30	<b>Technology Upgrade: Build a Foundation for Enhanced Teaching with a Customized Grade Book</b> <i>Aaron Snowberger</i>	<b>Comic Books and Extensive Reading: An Academic Study</b>  <i>Ingrid Zwaal</i>	<b>Reflective Teaching – Improving the Learning Context</b>  <i>Allison Bill</i>	<b>Poetry in Motion</b>  <i>Tori Elliott</i>
3:40-4:20	<b>SMall: Smart M-learning teacher-tool solutions for Language Learning</b> <i>Julien McNulty</i>	<b>Extensive Listening through a Personal Goal Project</b>  <i>Gina Yoo</i>	<b>Adapting for reading: a helping hand via Hangeul</b> <i>Leonie Overbeek &amp; Christine Jonker</i>	<b>Classroom Management "strategies to live by"</b>  <i>Amanda Maitland</i>
4:30-5:10	<b>On-Line and Mobile "Flash Cards" with Quizlet</b>  <i>Phil Owen</i>	<b>The Bimodal Narrative Approach – Extensive Reading and Listening</b> <i>Rabbidge &amp; Lorenzutti</i>	<b>Examining English from a Korean Grammar Perspective</b>  <i>Darren Bean</i>	<b>Total Participation Techniques for the classroom</b>  <i>Peadar Callaghan</i>
5:15	<b>Closing Ceremony</b>			



## Greetings from Ingrid Zwaal Jeonju-North Jeolla Chapter President

It is with great pleasure that I welcome you to this year's regional conference, "English Teachers as Chameleons – Adapting to Our Changing Context".

To me, KOTESOL's main goal is to help teachers improve their English teaching skills and that is what we are doing here today. I feel privileged to be part of an organization that has teachers who volunteer their time, skills, experience and research to aid other teachers and in turn learn themselves from those same teachers that they once helped.

I hope you find today's experience useful in your teaching. Our conference chair, Allison Bill, has outdone herself again in putting this conference together, bringing together an amazing group of presenters. I would like to thank Kimmie Kim and Gina Yoo for all their hard work helping Allison, and to JNJ KOTESOL's executive for all their support and help, too. JNJ has a lot of hard working people that I am proud of. I would like to thank the presenters for coming from across Korea to share their knowledge with us. Special thanks goes to Dr. Joo-Kyung Park for being our plenary speaker today.

Mr. Ha Sang Hyeon, the principal of Geun Young Girls' High School, has been very kind to support us by allowing us to have our monthly chapter meetings here as well as today's conference. The school also supplied some of their students as our volunteers, so when you see one of the girls, be sure to thank them. I would also like to thank Park Eun Young who has been a great supporter of ours, for all of her hard work and tireless assistance with our meetings and conference.

And thank you for coming to our conference and being interested in learning more about the many ways of teaching English. This is our reason for being. I hope you will become a member today if you are not already and help us improve teaching in Jeonju-North Jeolla. I hope you enjoy the conference.



## **Welcome from the Conference Chair**

Dear conference attendees,

Welcome to the 2012 Jeonju-North Jeolla KOTESOL Regional Conference.

In my time in Korea, I have seen a lot of changes in the field of English Education. This continual change is hard on teachers and students alike. This year's conference theme, English Teachers as Chameleons – Adapting to Our Changing Context, came from the desire to allow teachers to reflect on and learn more about teaching English in the Korea of 2012. We hope you will be able to leave the conference today with a fresh vision for your teaching.

I would personally like to thank all the members of our Conference Committee, as well as the designer of this year's beautiful conference poster, Aaron Snowberger. I am also grateful for all of our volunteers, whether students or KOTESOL members. Please take a moment this afternoon to thank a few of our volunteers as they help you register, guide you to a session, or answer your questions. I would also like to thank Geun Young High School for hosting us again this year.

Finally, today may be your first KOTESOL event. We hope you will join us again soon, and perhaps get involved in Jeonju-North Jeolla KOTESOL.

Have a great afternoon!

Allison Bill  
Conference Chair



# 2012 Regional Conference Committee

(in alphabetical order)

- |                  |                  |
|------------------|------------------|
| ➤ Allison Bill   | ➤ Phil Owen      |
| ➤ Shawn DeLong   | ➤ Eun Young Park |
| ➤ Tori Elliott   | ➤ Leon Rose      |
| ➤ Chulsung Juhng | ➤ Gina Yoo       |
| ➤ Kimmie Kim     | ➤ Ingrid Zwaal   |



## *Why not join KOTESOL?*

Membership of KOTESOL is 40,000 KRW for one full year (Undergraduate students with ID pay 20,000 KRW) and comes with the following benefits:

- Reduced entry fees to major conferences
- Free-to-attend monthly workshops at your local chapter
- The English Connection – a quarterly news magazine featuring articles related to language teaching/learning, teaching tips, reviews, and KOTESOL news and notices of upcoming meetings and conferences, as well as information on a variety of language teaching materials
- The opportunity to meet and work with the finest teachers in Korea.

Go to [www.koreatesol.org](http://www.koreatesol.org)  
and click on 'join KOTESOL' for more details.



## Message from Principal Sang Hyeon Ha Geun Young Girls' High School

It's a great pleasure for me to greet all of you. My name is Ha Sang Hyeon, the principal of Geun Young Girls' High School.

First of all, on behalf of the faculty and students of our school, I heartily welcome everyone and open our doors to you. We are truly honoured to support this meaningful conference for English teachers. This is the 3rd year that we have hosted the KOTESOL regional conference.

Nowadays, English education in Korea requires English teachers to adapt to the changing context. And the purpose of English education is moving toward acquiring communication skills through speaking and writing.

It is my hope that all attendees will experience a fruitful day, learning and growing by sharing a diverse range of practical teaching methodologies. The theme lectures and advanced instruction match our goal, as teachers, to nurture and improve our students' abilities.

I hope everyone can embody the value that we are trying to gain by participating in today's diverse workshops. I wish you the best and great success.



## Congratulatory Message

### Dr. Mijae Lee, KOTESOL President

It is an honor and pleasure to have a chance to write a congratulatory message to the KOTESOL Jeonju-North Jeolla Conference in Jeonju. I would like to express my deepest gratitude to Jeonju-North Jeolla Chapter President, Professor Ingrid Zwaal and Professor Allison Bill as the conference chair, as well as to the members of this KOTESOL group who have worked to make this event possible.

Any theme in English education is of great interest to me. My first experience as an English language instructor was one year and half at Sung Sim (Sacred Heart) Girls' Middle School and two years of Sung Sim (Sacred Heart) High School in Jeonju with a lot of U. S. Peace Corps volunteers at that time. Incidentally, one of the many Peace Corps volunteers who served in Korea in and around the 1970s was the U. S. former Ambassador to Korea, the Honorable Kathleen Stephens. I greatly enjoyed this experience teaching English to secondary school students, and I often came across English teachers who were my students of those times with surprise.

I recall the poor language learning situations such as the poverty of materials and methods that we had at that time. Since then, there has been great progress in how the English language is taught and presented to students.

Today, Korean parents want their children to get better English education, thus they are all eager to search better learning environment, better materials and better learning regardless of ages and levels. Educators like you, who make it their business to refine and improve their teaching techniques, are the greatest hope for English learners today. With your diligence and enhanced expertise, you serve your students as the best English instructors in the world.

I sincerely hope that all of you greatly enjoy this conference. Thank you very much.

# DRIVE:

PUTTING STUDENTS  
AT THE WHEEL



# KOTESOL

NATIONAL CONFERENCE  
**2012**



SATURDAY, MAY 26, 2012  
HOSTED BY THE BUSAN-GYEONGNAM CHAPTER  
AT PUSAN UNIVERSITY OF FOREIGN STUDIES

[WWW.KOREATESOL.ORG/NC2012/](http://WWW.KOREATESOL.ORG/NC2012/)



Jeonju-North Jeolla KOTESOL brings you  
the 2012 Regional Conference  
Plenary Presentation



**Changes in Korean ELT Context: To Lead or To Be Led?**

*Joo-Kyung Park (Honam University)*

Throughout the history of Korean ELT, there were several fluctuations in terms of teaching focus and the teachers' role. For the past two decades, in particular, a whole new set of changes, challenges, and paradigm shift in English language teaching have been brought up by globalization and the emergence of English as a global language. Among all the significant changes and developments made in Korean ELT, the 2008 revised national curriculum should be noted as it defined English as an international language and emphasized multicultural understanding. The goal of teaching English in Korea is now to help students to become intercultural speakers of English, focusing on how to help them to use English and make successful communication with whoever they talk. The most recent introduction of National English Ability Test (NEAT) is expected to bring a great 'wash back effect' into English classrooms to achieve the goal from elementary to college level. This talk will review the paths Korean ELT has gone along since its beginning and project those it will take in the future. The major challenges teachers face as the leading role to adapt the changes and the strategies they win themselves with will be discussed.

**Dr. Joo-Kyung Park**, former president of KOTESOL, is Professor at the Department of English Language and Literature and Director of International Education Center, Honam University. She received her MA in Linguistics from Seoul National University, Korea and Ph.D. in Curriculum and Instruction from Texas A&M University, USA, specializing in ESL/EFL/Bilingual Ed. Her teaching and research interests include teacher education, teaching pronunciation/speech, intercultural communication, World Englishes, and critical pedagogy. She is a frequently invited speaker to regional, national, and international ELT conferences. Currently, she serves as Vice President of Korea Association of Teachers of English (KATE) and Executive Council member of Asia TEFL. Email: english58@hanmail.net

[The Jeonju-North Jeolla Chapter of KOTESOL would like to thank *ELT Zone – TOP ELT Bookstore* for their generous support of this conference.

KIM TAE-KYU  
President

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# Session 1 – 2:00-2:40

## Room A

### **The Big Share. Smartphones, Podcasts, Microblogging in the Mobile Classroom**



**Maria Lisak**  
(Gwangju University)

Let's liberate our classrooms by going mobile! Get together and share how to integrate mobile devices into our learning plans. Maria facilitates this opportunity to share with each other what technology we are using and how best to use it for learning purposes. She will talk about some skills to have and some apps, podcasts, and microblogs to get learners to interact in English.

*Maria Lisak has been tutoring others in business and reading since the early 1990s and teaching English as a nonnative language since 1996. With certificates and degrees in philosophy, economics, computer technology, English language teaching, business administration, education, Swedish massage, reiki and reflexology, she prides herself as being a life-long learner. She finished her MSED in IST from Indiana University in 2009 and is a new candidate in the Literacy, Culture and Language PhD program at Indiana University. She currently teaches at Gwangju University in Gwangju, South Korea.*

## Room B

### **Video for Language Learning: Personalized Immersion on EnglishCentral**



**Aaron Jolly**  
(EnglishCentral Korea)

Would you like to build your own course syllabus around awesome video content but don't know where to start? Would you like to combine elements of extensive watching (and listening) with intensive listening, speaking and vocabulary practice, in an online-offline blended learning program? At EnglishCentral students can dive into our ocean of videos and enjoy them in an online platform with unique functionality. Our learning system allows language learners to study the language they are exposed to in detail, at their own level and pace. Teachers can choose topics and videos, track progress, and create learning paths for their students. The EnglishCentral platform uses a research proven, graded, spaced-repetition approach to vocabulary, as well as state-of-the-art speech recognition technology: This allows students to watch great content, learn vocabulary and practice fluent speech while receiving detailed feedback and progress tracking. After demonstrating EnglishCentral's video based language learning platform; curriculum designed around video-based learning paths with blended resources will be

shown. EnglishCentral is leading the way forward – creating an innovative way to learn and teach English through exciting, authentic video. Check out [www.englishcentral.com](http://www.englishcentral.com) for more.

*Aaron D. Jolly is Director of EnglishCentral in Korea and one of the authors for the new Pearson Education series for Young Learners called Our Discovery Island. He is an English teacher, a curriculum designer and a teacher trainer. He has taught students of all ages in Korea, including work at private institutes for kindergarten, elementary and teenage children. He has also been a middle school teacher as well as a university lecturer and program coordinator. He was recently the National 2nd Vice President of Korea TESOL, and is an official KOTESOL teacher trainer. He is also the co-Founder and co-Facilitator of the KOTESOL Extensive Reading Special Interest Group. Contact him at [aaron.jolly@englishcentral.com](mailto:aaron.jolly@englishcentral.com)*

## **Room C**

### **Language Learning Portfolios: Transforming Students into Effective Reflective Learners**



**David Shaffer**  
(Chosun University)

At the university level, the new student becomes aware of a very different language learning system from the highly structured high school English study program. The university student often does not recognize that the required university English courses are not sufficient to meet their English learning needs; however, the average student often wanders aimlessly, not knowing how to plan or manage a satisfactory personal language learning program.

The English language learning portfolio was regarded as a tool that could potentially increase student motivation as well as self-direction in English study for the 73 university students in this study, providing them with better study practices.

This presentation describes the results of the language learning portfolio project. It presents student survey data on how often they added materials to their portfolios, how much they added, and what types of items they included. It reveals the students' changes in attitude toward the portfolio project from the beginning to the end and their desire to continue keeping a portfolio, as well as the degree of influence the portfolio had on the changes they made in their study program during the semester. The effectiveness of the reflective journal portion of the project on self-study is also described. This presentation will provide the attendee with a renewed appreciation of how the language learning portfolio can give the student more of a sense of direction and accomplishment in their self-study planning and management.

*David E. Shaffer (PhD Linguistics) is a long-time educator in Korea and long-time KOTESOL member. He is a professor at Chosun University teaching in the graduate and undergraduate programs. Dr. Shaffer is the author of books on learning English as well as Korean language, customs, and poetry. His present academic interests, aside from professional development, include loanwords*

and effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea and regularly presents at their conferences. As well, he is a founding member and executive officer of Asia TEFL. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, an editor of KOTESOL publications, and an International Conference Committee member.  
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Email 1: chosunu@yahoo.com      Email 2: disin@chosun.ac.kr  
Work Phone: 062-230-6917      Cell Phone: 010-5068-9179

## **Room D**

### **Feels like Fiction: What Famous Authors Can Teach Us about Teaching Writing**



**Anjee DiSanto**  
(Chonbuk  
National  
University)

This presentation will muse on the ways in which teaching writing bears a resemblance to the process of writing itself, particularly fiction. Through the quotes and advice of authors ranging from Mark Twain to Stephen King, seven key tips will be covered to benefit the intermediate or advanced writing teacher. This advice of the writing masters is often poignant, sometimes humorous. Though in most cases the wisdom was meant for aspiring novelists, there are strong themes present to boost up inspiring teachers as well. The goal is to use these insights to make writing more salient, accessible, and practical in the classroom. In bridging the gap between author and educator, the presenter will also offer her own related observations collected from five years of teaching high-beginner to advanced writing concepts.

*Anjee DiSanto holds an M.A. in Communication from Duquesne University in Pittsburgh, her inspiring home city. Since making the leap to the East, she has lectured for nearly five years at Chonbuk National University, where she now teaches a variety of advanced writing courses to English education majors, and has traveled to more than 30 countries. She has no plans to stop teaching—or traveling. DiSanto hopes to publish not only her own writing textbook but also a travel-based novel within the coming years, feeding off of the creativity of her students and the captivating environment of Korea.*



# **2<sup>ND</sup> KOTESOL NATIONAL HIGH SCHOOL POP SONG CONTEST**

**JUNE 2<sup>ND</sup> AT JEONJU UNIVERSITY\*  
FROM 1PM**

**PRIZES: GRAND PRIX**

**1<sup>ST</sup> RUNNER-UP**

**2<sup>ND</sup> RUNNER-UP**

**3<sup>RD</sup> RUNNER-UP**

**\*\*ENTRIES ARE RESTRICTED TO TWO TEAMS PER SCHOOL\*\***

**REGISTER (VIA EMAIL): [kotesolpop2012@gmail.com](mailto:kotesolpop2012@gmail.com)**

**ALL TEAMS MUST BE REGISTERED BEFORE 12 NOON ON MAY 19<sup>TH</sup>**

**\*FURTHER DETAILS WILL BE GIVEN UPON REGISTRATION**



## Session 2 – 2:50-3:30

### **Room A**

#### **Technology Upgrade: Build a Foundation for Enhanced Teaching with a Customized Grade Book**



**Aaron Snowberger**  
(Jeonju University)

Technology in schools is no “passing fad.” But neither is every new tech initiative a “silver bullet” to solve every problem faced by teachers and students. Too often, technology and related skills are either taken for granted or overlooked. Schools invest money in technology and expect teachers to use it to educate and empower 21<sup>st</sup> century students. But before we can have empowered students, a solid foundation must be built on reliable infrastructure, effective administration, extensive resources, and enhanced teaching.

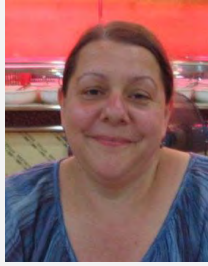
The first half of this presentation will focus on the first three points: reliable infrastructure, effective administration, and extensive resources, while the second half will focus primarily on enhanced teaching. Practically, enhanced teaching begins when teachers themselves are comfortable using technology and applying it to real-world problems. Before there can be a “technology upgrade” in the classroom, teachers must understand the benefits and uses of a particular piece of technology so they can share those with their students. And what better place for teachers to begin getting comfortable with technology than with their own personal productivity? Therefore, the conclusion of this presentation will give suggestions for enhanced personal productivity as well as lay out the basic steps for the creation of a very versatile class grade book in Microsoft Excel.

*Aaron Snowberger is an English language professor at Jeonju University. He has lived and worked in Korea since 2006, specializing in teaching TOEFL, Debate, and Technology. Aaron earned a Bachelor of Science in Computer Science from the University of Wyoming (USA) in 2006, then went on to earn a Master of Fine Arts in Media Design from Full Sail University (USA) in 2011. He has worked with computers for over 12 years - in IT departments, planning and developing websites, designing communication materials, and assisting others in achieving technological readiness.*

### **Room B**

#### **Comic Books and Extensive Reading: An Academic Study**

Extensive reading is the latest trend in studying English, but I am not fond the levels and the ready-made materials and programs currently available. When I was a child I loved comic books – but would Korean students read English comic books? So I created an extensive reading program with comic books as the authentic materials. Seventeen elementary and middle school students spent six sessions reading their choices of comic books from a wide selection of titles made available to



**Ingrid Zwaal**  
(Jeonju National University of Education)

them. Following this, they gave me their opinions of this type of extensive reading. During this presentation, I will explain how I set up the research program and the results based on observation and student feedback.

*Ingrid Zwaal works at Jeonju National University of Education and has lived in Korea for seventeen years. During this time, she has taught students of all ages. She graduated from the University of Toronto with a BA in English and Drama and an MEd in secondary education from Canisius College in the U.S. She has a weekly column called "My Life in Jeonju" in the SaeJeonbuk Newspaper. She lives with her four legged son Spike and three birds. She is a member of her school's volleyball club and has very serious opinions about making class fun, especially for herself.*

## **Room C**

### **Reflective Teaching – Improving the Learning Context**



**Allison Bill**  
(Jeonju University)

Reflective teaching is not a new concept. However, it seems to be one of the latest buzzwords in ELT today. If we are honest with ourselves as teachers, we tend to keep teaching the way we always have, regardless of whether or not it's working. We may want to change, but we don't know what to change, or how to do it. Reflective teaching is one way to confront this dilemma. Reflective teaching involves considering what is happening in the teaching context (in and around the classroom, the students, and the teacher) that might be affecting the teaching and learning process, and seeing what might make a difference.

This presentation will start with an overview of teacher-directed professional development options. Then we will look specifically at one particular reflective teaching model, which includes different kinds of knowledge teachers should seek to develop, as well as basic characteristics of reflective teachers. Finally, we will brainstorm how to become reflective teachers in the Korean EFL context. Participants will be encouraged to choose and commit to one reflective teaching goal in order to improve their teaching.

*Allison Bill started her own second language learning at the age of 5. She completed her B.Ed. in Elementary French Education at the University of Ottawa, and her M.A. TESL/TEFL at St. Michael's College in Vermont. She is currently studying for an Ed.D. at the University of Exeter, England. Allison has taught FSL in Canada, and EFL in France and South Korea. She is a native of Ottawa, Canada. She has lived in Korea since 2000, and teaches at Jeonju University. E-mail: allison.bill1@gmail.com*

## Room D

### Poetry in Motion



**Tori Elliott**  
(Jeonju National University of Education)

Poetry. A word with the power to strike fear in to the mind of learners across the globe. But why should this be the case? We live in a world where modern technology has allowed poetry to advance beyond the dusty old pages of yore. As teachers, we must continue to find ways in which to reinvigorate this ancient art, and to make it accessible to students of all age groups and backgrounds. This presentation aims to give some practical tips on using poetry in the classroom.

*Tori Elliott is a Visiting Professor at Jeonju National University of Education. She has conducted practical research in the fields of drama, publishing and traditional English literature, alongside her most recent venture in to the depths of poetry. Outside of the classroom, she is currently pursuing her Masters at the University of Nottingham.*



*Announcement*

### **Seoul KOTESOL Chapter May 19 Workshop**

An Afternoon with Dr Thomas Farrell  
(Reflective Practice and Teacher Journals)

2:00 to 5:00 pm Room B 161 **Main Campus**  
Sookmyung W University Exit 10  
No 4 Blue Line

Refreshments will be provided by the Seoul Chapter.

Please watch out for more details on [www.seoulkotesol.org](http://www.seoulkotesol.org)

## Session 3 – 3:40-4:20

### Room A

#### **It's OK to be SMall: Smart M-learning teacher-tool solutions for Language Learning**



**Julien McNulty**  
(Chosun University)

Are your students texting in class? Does your classroom seem like a jail cell in North Korea, barren of any technology, yet your students are somehow wired in? Are you afraid, scared, or just plain chapped that your students would rather text with their phone, than talk in class? Turn being chapped into being chuffed, and embrace the revolution! By the time this conference is over, KT will be offering LTE (4G) services to 92% of Koreans, so why not just join in the 21<sup>st</sup> century? This workshop will introduce the participant to the idea of using smart phones in the classrooms. We will explore one particular app – Socrative - and how it can be used in the classroom for a variety of activities. We will examine its use for quizzes, presentations, in class activities (including games ;), activity reports in Excel, and so on. We will learn how to:

1. Design tests right on the smart phone,
2. Optimize class interaction through using M-Learning,
3. Conduct tests, polls, 'races', send reports,
4. Include Peer assessment in presentations, and more!

All this activities can be done in REAL time, IN class. Most important, we will discover a new way to keep your students engaged. Knowledge is power, and is the tool used to overcome fear. This savvy workshop will help you become more tech-friendly.

*Julien McNulty has been teaching, training, facilitating, or instructing in some form for 20 years. He has taught French, Spanish, History, and Special Education in British Columbia, Canada. He has also worked as a corporate trainer, then as a bilingual training consultant in Toronto, developing an accent optimisation program in India. Teaching English in Korea since 2008, Julien is currently a language skills instructor at Chosun University and was the Chair of the 19th Korea TESOL International Conference 2011.  
Email: julienmcnulty@gmail.com*

### Room B

#### **Extensive Listening through a Personal Goal Project**

This presentation is about how to have EFL learners do extensive listening outside the classroom and how to incorporate it into course grades. The presenter learned the idea of Personal Goal Projects from Joanna Oczachowski's presentation at the 2011 Jeonju-North Jeolla KOTESOL Regional Conference, and adjusted it to her listening and speaking classes as a way of doing extensive listening. She is going to share step-by-step instructions for setting up a personal goal project.



**Gina Yoo**  
(Jeonju University)

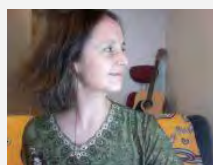
*Gina Yoo completed her B.A. in English Education at Jeonju University, her TESOL Certificate at Sookmyung Women's University, and her M. A. in TESOL at the University of Maryland, Baltimore County. She taught English at Korean high schools for about four and a half years. She has been working at Jeonju University since 2011. She is interested in extensive reading, extensive listening, and vocabulary learning.*

## **Room C**

### **Adapting for reading: a helping hand via Hangeul**



**Leonie Overbeek**  
(Seosin/Hwado Middle Schools)



**and Christine Jonker**  
(Paju)

Since Korean and English differ so markedly, not only in their grammar, but also in their phoneme usage, it is very difficult for learners from either of these languages to easily learn to speak the other. We know that phonemes are lost in the first couple of years as babies become fluent in their mother tongue, and lose the ability not only to produce other phonemes, but also to hear and recognize these phonemes [Werker and Tees, 1984]. In order to assist English learners of Korean, a process of Romanization has been instituted, and so English speakers can learn to approximate the pronunciation of Korean by using their own alphabet, as in **사람** – *saram* and other similar examples. The system is not perfect, as English speakers tend to treat adjacent vowels as diphthongs whereas they really may be two separate sounds in Hangeul. However, no similar system seems to be in place for Koreans wishing to learn English. In order to remedy this, Christine Jonker started allowing her students to write down the words they hear in English, using Hangeul, and then encouraging them to read back to her what they wrote down. This has led to students feeling less threatened by the listening exercises, and being more open to reading aloud. Developing the system in order to cope with completely unknown phonemes such as the fricatives, will still take time, but in this initial paper the response of students to the system will be shown and discussed, and comments invited from participants as to the possible future of such a system.

1. Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. Janet F. Werker, Richard C. Tees Infant Behavior and Development Volume 7, Issue 1, January–March 1984, Pages 49–63

Leonie Overbeek has worked in South Korea in the public school system for five years, teaching at middle school level during that time. She currently teaches at two schools, Seosin and Hwado. She holds a M.Phil, Value and Policy Studies, and enjoys playing with language. She can be reached at [lionafrica@gmail.com](mailto:lionafrica@gmail.com)

Christine Jonker has worked in South Korea in the public school system for five years, teaching both at elementary and middle school level. She currently teaches at an elementary school in Paju. She holds an MA in philosophy, specifically interested in language philosophy. She can be reached at [fatinkerbell@yahoo.co.uk](mailto:fatinkerbell@yahoo.co.uk)

## **Room D**

### **Classroom Management "strategies to live by"**



**Amanda Maitland**  
(Chonbuk National University)

This workshop will help take the stress out of teaching and provide reliable positive classroom management strategies and some related theory. It will explain the connection of classroom management to the school behaviour system. A wide range of skills will be provided and the workshop would be of interest to experienced and inexperienced teachers. The area of classroom management focused on will be middle and high school, although there will be reference to strategies that can be used in elementary school too.

The strategies will create a positive work day where teachers feel less tired and worn down by disruptive classroom management events. It will also consider common classroom management scenarios and best practice in dealing with them.

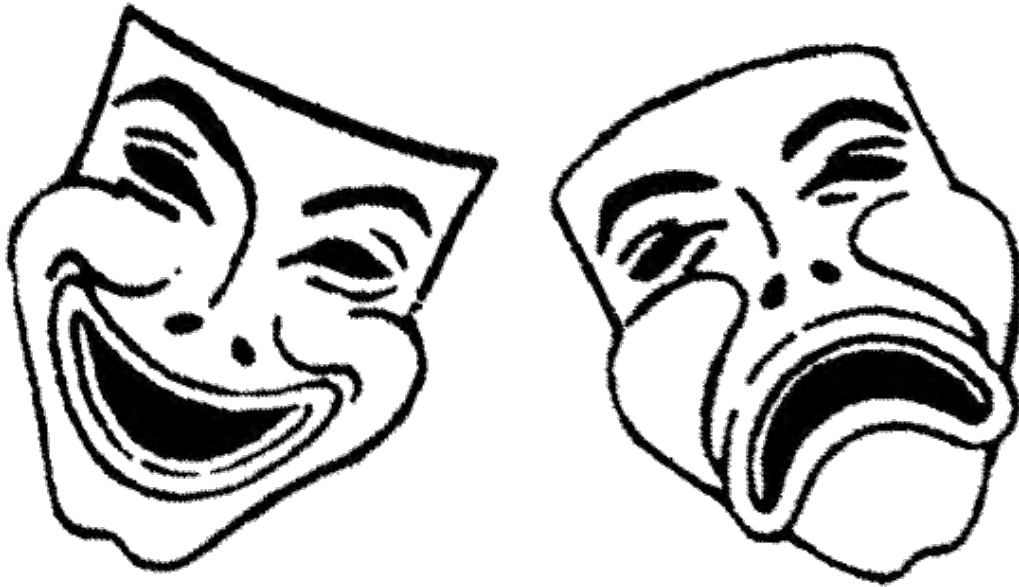
It is hoped that teachers will leave with a set of strategies to live by.

*Amanda Maitland is a professor at Chonbuk National University in Jeonju, South Korea where she is Director of TESOL Teacher-Training and Education. Before she came to Korea she was a senior professor at the University of East London where she taught linguistics, language studies, education theory and TESOL courses. Her other duties have been related to course design and the development of primary, secondary, post-compulsory, and TESOL teacher-training courses. In addition to this, Amanda Maitland has been published in the fields of "reading" and "reflective journal writing".*  
[Maitland39@hotmail.co.uk](mailto:Maitland39@hotmail.co.uk)



the Annual KOTESOL...

# National Drama Contest



November 10<sup>th</sup>  
Jeonju University JJ Art Hall  
starts at 1pm

ENTRY FEE 20,000 won per team  
(all teams must be registered by November 1<sup>st</sup>)

for further information please contact Shawn DeLong  
(delong76@yahoo.com)

## Session 4 – 4:30-5:10

### **Room A**

#### **On-Line and Mobile “Flash Cards” with Quizlet**



**Phil Owen**  
(Kunsan National University)

Flash cards have been a standard teaching tool for decades. *Quizlet.com* is an easy-to-use, free website which moved the flashcard idea into the 21<sup>st</sup> century. *Quizlet.com* allows teachers and students to create, share and study vocabulary flashcards online or via mobile applications. In this presentation, I'll share how I've used *Quizlet.com* with my first-year writing students. You will go home with another resource to enhance student study and autonomy. *Quizlet.com* is most suitable for independent study by students from middle school to adult, but could be used in classroom and supervised lab settings by younger learners.

*Phil Owen, MEd, MDiv, got his start in teaching English in graduate school at UCLA. After that, he taught in several programs in the US. Phil moved to Korea in 1999 to work at the Language Education Center of Kunsan National University. A year later, he joined the English Department as a visiting professor and has been there since. Phil is active in, and a past president of, Korea TESOL and frequently does workshops. He enjoys travel, movies and Korean green tea. He can be contacted at phil.owen.99@gmail.com.*

### **Room B**

#### **The Bimodal Narrative Approach – Delivering Extensive Reading and Listening Experiences to the EFL classroom in East Asian Contexts**

The Bimodal Narrative Approach (BNA) is an approach in development that combines principles and materials from Extensive Listening and Extensive Reading (ER) with teacher led and assisted skills practice. In East Asian contexts ER is underused in language programs due to its incompatibility with the local teacher-centered norms of education. BNA attempts to bring together traditional and more recent ideas on language learning by moving learners gradually toward an ER experience, linking educational and authentic materials, and providing a rich multi-modal learning experience. The approach was developed for an in-service regional teacher training program at Chonnam National University in South Korea, and was well received by trainee teachers. Participating teachers have begun to employ the approach in their own high school classrooms. A detailed discussion of BNA, sample activities and an example of how the approach was applied to the graded reader *Billy Elliot*, incorporating its audio CD and clips from the feature film will be discussed.



**Michael Rabbidge**  
(Chonnam National University)

*Michael Rabbidge has taught and trained teachers in South Korea for the past 12 years. He is the head of the Intensive Teacher Training Program at Chonnam National University and holds an MA in Applied Linguistics/TESOL from Macquarie University. His main research interests are the use extensive reading materials in the EFL context and the code switching practices of non native speaker teachers of English. Email:mikemind@hotmail.com*



**& Nico Lorenzutti**

*Nico Lorenzutti has taught and trained teachers in Japan, Canada and South Korea for over fifteen years. He is currently a candidate for an MA in Literary Linguistics at the University of Nottingham. His main research interests are the use of popular culture and literary texts in the language classroom. Email:zutti25@hotmail.com*

## **Room C**

### **Examining English from a Korean Grammar Perspective: Why Korean ESL Learners Make the Mistakes They Do**

"I store-to go. I quick. And, I do the buying will. Expensive thing more than cheap thing more buy am going to."  
제가 가게에 갑니다. 제가 빠릅니다. 그리고, 제가 사겠습니다. 비싼 것보다 싼 것이 더 많이 살 것 입니다.  
Each of these sentences makes perfect sense, and is grammatically excellent, from a Korean standpoint. This standpoint does much to explain why Korean ESL/EFL learners make the errors that they do when learning English. This paper aims to explain which errors are often made due to a differing grammatical structure of the learner, and what teaching techniques can be used to most efficiently correct the error. The approach herein is cognitive, focusing on learning and not acquisition, but the author invites those who teach children or who focus on acquisition methodology to devise methods more appropriate to that methodology based on this paper.

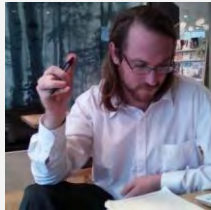


**Darren Bean**  
(Chosun  
University)

*Darren Bean has taught ESL in Yonsei ELP (Wonju, Gangwon-do), Jeonju University, and currently teaches Criminology at the Chosun University Department of Criminology. He is a California attorney, speaks conversational Korean, and has published various works in English as well as limited poetry in Korean.*

## **Room D**

### **Total Participation Techniques for the classroom**



**Peadar  
Callaghan**  
(Daegu  
University)

One of the biggest challenges for teachers is to get students to become actively involved in the class. In many classrooms around the world students can be described as politely disengaged. The teacher often struggles to get these disengaged students to answer a question and in frustration ends up calling on the same high level students again and again. Unfortunately this results in us catering our teaching to the gifted students and ignoring the ones who need our support the most. This workshop will highlight several techniques that encourage total participation in the EFL classroom. It will focus on practical techniques such as the use of board splashes quick draws and thought cards to improve classroom engagement for both the students and the teacher.

*Peadar Callaghan graduated from the University of Limerick with an M.A. in ELT. He has been working in Korea for over six years. During this time he has moved from a stand and deliver style of teaching to a student centered approach. Peadar is best known for his presentation on the use of comic books in the classroom. This presentation brings the same sort of practical and imaginative approach to making the classroom a more active environment.*

# The Regional Conference Dinner:



open to **all** conference attendees  
(please sign-up at the registration  
area by 2 p.m.)

Saturday, April 21<sup>st</sup>  
at 6 p.m. at



Urban Picnic



Downtown, in the Intersports (인터스포츠) building near Gaeksa

Taxi:

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GPS:

063)232-0888

Basic Buffet 25,700 won +tax



# Jeonju North Jeolla KOTESOL 2012 Calendar of Events

May 12 – **Trivia Night** (sponsored by JNJ KOTESOL)  
*at the Jeonju Diner*

May 19 – **Outreach Workshop**  
*at Kunsan National University*

May 26 – **National Conference**  
*in Busan (see ad on p.7)*

June 2 – **KOTESOL National Pop Song Contest**  
*at Jeonju University JJ Art Hall (see ad on p.13)*

June 9 – **Chapter Meeting**

August 25 – **Chapter Meeting**

September 15 – **Chapter Meeting**

October 20-21 – **KOTESOL International Conference**  
*at Sookmyung Women's University, Seoul*

November 10 – **KOTESOL Drama Festival**  
*at Jeonju University JJ Art Hall (see ad on p.20)*

November 17 – **Chapter Meeting**

December 8 – **Chapter Meeting/Elections/Christmas party**

*\*Located at Geun Young High School unless otherwise stated.*

*\*\*To keep up to date on upcoming events, friend "Jeonju North Jeolla" on Facebook.*





# Extended Summaries

# ***Classroom Management Strategies to "Live by".***

**Amanda Maitland EL Amri**

**MA ELT**

**PGCE English Language/Literature**

**BA Languages, Linguistics, Literature (Hons)**

**Dip Crim Psych**

**Dip Counselling/Therapy**

**Chonbuk National University, Jellabukdo, South Korea**

## **Abstract**

Effective classroom management is often the yardstick by which teachers are measured, leading many to become disheartened if their daily teaching strategies and their own personal authority appear to fail them in the classroom. Traditional teacher-training courses do not usually provide much training on classroom management, leaving new teachers ill-equipped for the "challenging classroom". This workshop aims to provide information that could help take the stress out of teaching, and to provide reliable positive classroom management strategies as well as some related classroom management theory. The workshop also aims to explain the characteristics of a "good" school behavior system and its connection to classroom management. This connection will demonstrate how a teacher with even a low personal authority can effectively manage difficult students. Management strategies may change depending on the age range of students and this topic will also be addressed during the workshop. A wide range of strategies will be provided at the workshop for coping with common classroom management issues.

The workshop would be of interest to experienced and inexperienced teachers alike. The main area of focus will be Middle and High School classroom management, although there will also be some reference to strategies that can be used in an Elementary School.

The strategies presented in the workshop will help to create a positive work day where teachers feel less tired and worn down by disruptive classroom management events. Also considered will be common classroom management scenarios and best practices for dealing with them. The workshop content has been distilled from the author's own baptism by fire in the UK school system, where a mixture of in-school training and guidance from other more-experienced teachers helped her to overcome a shaky start and quickly become effective in a large variety of difficult classroom management situations. The author learnt to "live" rather than "die" when faced with the sometimes dauntingly steep rock-face that is teaching.

It is hoped that delegates will benefit from the author's experience and will leave with a set of "strategies to live by".

Classroom management is a crucial teaching skill and yet it is often barely visible in teacher-training course curricula. Teaching-training courses have a tendency to focus on the presentation of knowledge in the classroom and on the development of syllabus, curriculum, and related knowledge. Often teacher-training courses hold to the belief that classroom management needs to be learnt through experience. This has meant that traditionally little has been taught in the teacher-training classroom about management strategies and school behavior systems. This attitude is partly due to the

fact that each situation in a classroom can be unique, and that the personalities of teachers and students will differ. In addition to this, teachers have different teaching styles and levels of personal authority. For these reasons it is not possible to adopt a "one size fits all" approach for every teacher or every school, nor is it possible to prescribe teaching strategies and teaching systems for every classroom setting. However, it is possible to present a range of possible strategies that teachers can adapt to their own personal teaching styles. It is also possible to identify the core features that should be present within a "positive" school behavior system which supports individual teachers and learners.

The foundation of behavior in any school comes from the "whole school behavior system." The first question a manager needs to ask is: what management system does my school require? And the first question a teacher should ask is: what is the behavior management system at my school? If at an interview for a teaching post the hiring manager is unable to advise the candidate on the school's behavior system, the author would recommend that the candidate view this as a negative factor in deciding whether or not to work at that particular school.

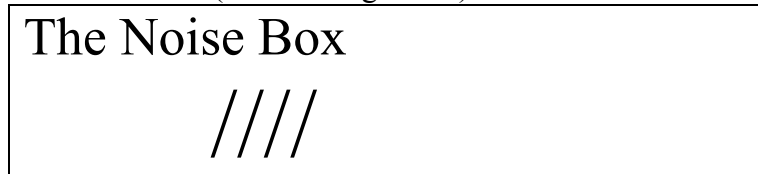
A behavior management system should consist of a system of rules and conventions for teaching and learning that need to be adhered to by both students and staff. It is also useful to include staff, parents and students in the actual development of the system, as individuals are more likely to support a system which they have personally helped to construct. The system should itself be supported by a documentation process that will record behavior events within the school. This is important for evidencing patterns of behavior and is thus useful in negotiation with parents and with other groups of professionals, such as counselors and social workers. The system should also contain a set of predefined "rewards" and "consequences". It is of utmost importance that the management team support their teaching staff in the consistent application of these rewards and consequences. A system can easily fail if a teacher threatens a consequence which does not materialize, since students soon learn that they are able to behave in a disruptive way with little or no consequence for their actions. Likewise, if promised rewards are not forthcoming then students will lose their motivation to respond positively and will lose faith in the school behavior system. Therefore overall good behavior standards in a school arise from the existence of a school system, from the competence of management in supporting that system, and from the contribution of individual teachers working within the system. A teaching system should be supportive of all teachers, no matter what level of personal authority they may have. The system should not require raised voices, physical punishment or strictness. It requires consistency in application, in other words, all teachers should apply the same system of rewards and consequences. It also requires a strict application of the behavior documentation process and the use of "positive" behavior-system and classroom-management strategies. Most of all, it requires cooperative and supportive team work from all the system's stakeholders.

### Routines and Organization

The repetitive use of "routines" and good organization can decrease the amount of behavior management necessary in a classroom situation. For example, students should always know the general format that their lessons will take. The system should also include routines for lesson-commencement, entrance and exit. In addition to this, it should include: registration routines, break time routines, reward-giving routines, and formalization of the roles and responsibilities of the students within the lessons. It may also include routines for homework, book-giving and for the handing

out of equipment such as pens, erasers, etc. Classroom routines and "good" organization provide natural boundaries which make students feel secure; they are less likely to be disruptive when they know what to expect and what is expected of them. Therefore it is important to establish routines and to be consistent in their execution. In addition, if a class has effective organization and routines then there will be less "dead " classroom time, in turn leading to less disruptive behavior.

Controlling Noise and Disruptive Behavior  
 Using the Black or White Board to Support Classroom Management  
 The Noise Box (Good for age 8-15)



There will often be a need for students to make productive noise in the classroom. A teacher must be able to distinguish noise which is productive from that which is disruptive, and must also find a positive mechanism for controlling noise levels; the "noise box" is one such effective tool. The teacher should draw the box on the board at the start of the lesson. If noise levels rise the teacher should place a strike in the box and explain that if 5 strikes are put in the box due to continued excess noise then the students will receive a sanction (such as staying in at break time, extra homework, staying after school, or tidying the classroom). As with all behavior management methods, students must be allowed the chance to redeem themselves by improving their behavior . This redemption scheme will allow the teacher to gradually remove the strikes, and will promote a "feel-good" atmosphere in the classroom as students come to realize that improvements in their behavior will be rewarded. If punishments are fixed in stone early in a lesson with no opportunity for redemption, then there is no incentive for students to improve their behavior; and if a child feels that there is no chance to redeem the situation then he/she may continue behave in an inappropriate way, knowing that the punishment will occur regardless of their behavior for the remainder of the lesson. A teacher who perceives that the class noise becomes more productive and/or lower in volume should gradually remove strikes to reward and acknowledge the improvement in behavior. The value of the noise box is that it is very visible and flexible.



If one or two students continue to make noise in an inappropriate way these students may be given their own noise box and personal sanctions.

Personal Noise Box

John	///
Gemma	/

Using a chart on the classroom board can be a positive way to record and highlight both good and inappropriate behavior. Adding smiley faces or funny faces can add fun and humour to the situation. Younger students can get great joy from seeing their names in the happy face column. Students will also be mortified to find their name in the sad face column which is indicating that they have behaved in an inappropriate way. The chart will usually encourage children to seek rewards for positive behavior and to avoid using inappropriate behavior.

## Behavior Chart

	
<p>John Gemma Oh</p>	<p>Jin Joy</p>

### Round Robin Lines

Giving lines to students is an old-fashioned method of punishing students.

Traditionally, if a student is "given lines" he or she must write out a prescribed phrase many times, for example "I must not interrupt my teacher when she is talking ". If we change the manner in which we give out lines we can add humor and ease classroom tension, thus creating a more positive relationship with the students. Humor is a very important part of good classroom management. "Round Robin Lines" is a way of introducing humor, fun and variety into this traditional classroom management technique. If a student talks, the teacher will give him or her a blank piece of paper to be used for writing down the lines. Then if another student speaks inappropriately the paper will be passed to him or her. The student who eventually gets to write down the lines will be the student who is left holding the paper at the end of the lesson. This method of giving lines encourages students not to talk inappropriately. It also allows a student the chance to improve their behavior in the hope that another student will receive the lines for talking.

The method also creates a fun atmosphere as there is an element of chance in the technique which makes it almost like a game. The students often receive their punishment with a smile and at the same time learn a valuable lesson about not talking when the teacher is talking.

### Managing Teenagers - And Turning a Blind Eye

Younger children accept the natural authority of an adult more readily than older children. Therefore it is easier for teachers in a Kindergarten or Elementary school to give orders to children. As children get older however they need to develop a sense of conscience about their own actions. Older children and teenagers need to be encouraged to think about and discuss the consequences of their actions. This is an important part of the process that allows a child to develop into a mature adult.

Generally speaking, the older the child the slower they will be at reacting to requests and orders. Pushing a teenager to respond before he/she is ready will often lead to unproductive conflict, creating negative feelings and disrupting your lesson.

Teenagers need to be given sufficient time to respond, and usually if they are prompted with gentle reminders of the school behavior system and are given some time to think about your request, then they will react positively and will complete the action that you require of them. It is sometimes best for teachers to walk away from the teenager for a few minutes to allow them this time, thus avoiding a possible confrontation that might destroy a lesson.

It may also be desirable to deal with minor rule infringements at a time of your own choosing, rather than at the time that the offence occurs. For instance a teacher's responses to "gum chewing" could be left until a natural break in the lesson; prior to

that a teacher can pretend not to notice. This way the teacher retains control of the lesson and avoids unnecessary disruptions.

Classroom management strategies can take a significant amount of time to become obviously effective. A common error is to give up too early. It can take up to 6 weeks to see definite and consistent changes in a class's behavior. The author recommends that adequate time is allowed for the establishment of a new management and behavioral system, and that a system is properly trialled for a significant period before any changes are considered. Constantly "tinkering with" a behavior system is likely to confuse students, and at worst may cause conflict with them.

### **The Author**

Amanda Maitland is a professor at Chonbuk National University in Jeonju, South Korea where she is Director of TESOL Teacher-Training and Education. Before she came to Korea she was a senior professor at the University of East London where she taught linguistics, language studies, education theory and TESOL courses. Amanda Maitland also has extensive experience of teaching in the secondary sector in the UK and has developed a large personal portfolio of strategies for "Classroom Management."

Her other duties have been related to course design and the development of primary, secondary, post-compulsory, and TESOL teacher-training courses. In addition to this, Amanda Maitland has been published in the fields of "reading" and "reflective journal writing".

*Maitland39@hotmail.co.uk*



# Language Learning Portfolios: Transforming Students into Effective Reflective Learners

David E. Shaffer

Chosun University, Gwangju

## INTRODUCTION

At the university level, the new student becomes aware of a very different language learning system from the highly structured high school English study program. The university student often does not recognize that the required university English courses are not sufficient to meet their English learning needs; however, the average student often wanders aimlessly, not knowing how to plan or manage a satisfactory personal language learning program.

The English language learning portfolio is widely regarded as a tool that has the potential to increase student motivation (Apple & Shimo, 2005; Malone, 2003) as well as self-direction in English study (Davies, 2003; Hirvela & Pierson, 2000; Kuriland, 1999; Sontgens, 2002), providing the language learner with better study practices (Baak, 1997; Banfi, 2003; Gottlieb, 1995; Kuhlman, 2006; Shimo & Apple, 2006; Smith, 2002) and providing the teacher with an additional assessment tool (Delett, Barnhardt, & Kevorkian, 2001; Gottlieb, 2000; Kohonen, 2000; Salaberri & Appel, 2003; Santos, 1997; Shimo, 2003; Smith, 1996; Woodward, 1998).

This paper describes the results of the language learning portfolio project. It presents student survey data on how often the students added materials to their portfolios, how much they added, and what types of items they included. It reveals the students' changes in attitude toward the portfolio project from the beginning to the end and their desire to continue keeping a portfolio, as well as the degree of influence the portfolio had on the changes they made in their study program during the semester.

## METHOD

**Participants.** The participants in this study were 73 EFL students at a large private university in Korea. The participants broke down into 21 males (29%) and 52 females (71%), and their mean age was approximately 22.5 years. All the participants were juniors or seniors majoring in an English language-related major.

**Instrument.** The instrument administered at the end of this study was an online survey whose URL was provided to the participants. The participants were asked to complete the survey online and submit it as instructed. The survey contained biographical questions about the participant and questions about the participant's impressions of the language-learning portfolio project and about the contents, amount, and frequency of their portfolio keeping. Of the twelve portfolio-related questions, all were multiple-choice type with several being Likert-scale type responses.

**Procedure.** The participants were asked to keep a language-learning portfolio as part of the course requirement of the English oral-aural skills course that they were taking during the second semester of 2011. They were informed that the main purpose of this project was for them to reflect upon their individual language-learning programs through making additions to their portfolio throughout the semester, and through their reflection, assess the effectiveness of each element of their language study program and make adjustments to it as they felt necessary; examples were shown. They were told to include in their portfolio a copy of their English study plan for the semester and to also include any changes that they made to that plan throughout the semester. The participants were told that their portfolios could possibly be checked during the semester and that the percentage value of their final grade that the portfolio project would carry would be determined in consultation with the students at the end

of the semester. At the end of the semester, the portfolios were collected and assessed. It was at this time that the participants were instructed to complete the online survey about their portfolio project.

**Table 1.**  
**Participant Responses to Language Learning Portfolio Survey Questions**

Survey Questions	Answer and Percentage	
1. What was your impression of the language learner portfolio assignment at the beginning of the semester?	Beneficial	27.4
	Beneficial but hard	64.4
	So-so	5.5
	Hard/not beneficial	2.7
2. On average, how often did you add items to your portfolio? (times/wk)	< 1: 17.8	1: 28.8
	2-3: 50.7	4-5: 2.7
3. How many items did you include in your portfolio?	< 10: 26	10-20: 24.7
	20-30: 30.1	> 30: 19.1
4. Did you include your English study plan for this semester in your portfolio?	Yes	46.6
	No	53.4
5. Did you include changes to your English study plan in your portfolio?	Yes, a lot:	12.3
	Yes, a little	11
	No	76.7
6. Did you include items from various areas of English study in your portfolio (ex. speaking, listening, vocabulary, TOEIC)?	Yes	95.9
	No	4.1
7. Did you include items representing various study methods for each area of study (e.g., Speaking: (1) taking an English course, (2) speaking with a friend)?	Yes	87.7
	No	12.3
8. Did you alter your English study plan in any way because of keeping a portfolio?	Yes, a lot	8.2
	Yes a little	50.7
	No	41.1
9. Will you continue to keep a portfolio after this course finishes?	Yes	58.9
	Don't know	34.2
	No	6.9
10. Do you think that keeping a language learner portfolio was helpful in improving your English study methods?	Yes	89.0
	Don't know	8.2
	No	2.7
11. What is your impression of the language learner portfolio assignment after one semester of keeping a portfolio?	Beneficial	45.2
	Beneficial but hard	49.3
	So-so	4.1
	Hard/ not beneficial	1.4
12. What four items did you most often include in your portfolio?	Vocabulary-related	(42)
	Newspaper /Magazine	(30)
	TV-related	(23)
	TOEIC & TOEFL	(21)
	Grammar-related	(20)

## RESULTS AND DISCUSSION

Project-completion survey results (Table 1) showed that 55% of the participants put 10-30 items in their portfolios and 51% added items to their portfolios 2-3 times per week. English study plans were included in the portfolios by 47% of the participants, and 23% made revisions to the study plan. However, many more made their study plans available through

another related activity. Various areas of English study were represented in the portfolios of 96% of the participants, and 88% included various study methods for each area of study. The items most often included in their portfolios were related to vocabulary, newspapers/magazines, TV, TEOIC/TEOFL, and grammar, in that order, and included both structured and unstructured activities. As many as 59% of the participants altered their English study plans as a result of the portfolio project and 59% stated that they would continue keeping a portfolio after the semester is finished.

Participant impressions of the portfolio project improved with participant familiarity with the actual project. When the project was announced, 91.8% of the participants thought that the project would be beneficial (of whom 64.4% also thought it would be difficult). However, at the end of the project, 94.5% of the participants thought it was beneficial, and only 49.3% of them thought that it was difficult. In particular, the percentage of participants who thought the project to be “beneficial but difficult” decreased substantially. Of the participants, 89% thought that keeping a portfolio was helpful in improving their English study methods. These figures reveal that the participants had considerably high opinions of the portfolio project.

### **CONCLUDING REMARKS**

This study has shown the language-learning portfolio to be an effective tool in helping Korean university students reflect on and make informed alterations to their individual language-learning programs as a teacher-initiated course project. The results of this study lend support to the Apple & Shimo (2005), Hamp-Lyons and Condon (2000), and Shimo (2003), who state that through portfolios (a) learners can reflect over their learning processes; (b) portfolios make it possible to make a continuous assessment over a long period of time; (c) learners can make original products, and they can feel a greater sense of achievement than with traditional tests; (d) learners can take control over their learning and feel more responsibility for it; and (e) learners can assess weaknesses and strengths, increase their proficiency, and set and reset goals more effectively by viewing their work.

Further research could study the benefits of portfolios suggested by Shimo (2003) in promoting learner autonomy especially when the portfolio assignments include (a) decision-making or choice-making tasks which enable students to plan and organize their learning, (b) language tasks related to both in- and outside-class activities, and (c) optional tasks to accommodate students at different levels of motivation and proficiency.

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