

DRIVE:

PUTTING STUDENTS
AT THE WHEEL

INTERNATIONAL
PLENARY ADDRESSES

BY

TIM MURPHEY
AND
MARC HELGESON

KOTESOL

NATIONAL CONFERENCE

2012




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

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TABLE OF CONTENTS

TABLE OF CONTENTS -----	1
WELCOME FROM THE PRESIDENT OF KOTESOL: MIJAE LEE -----	2
WELCOME FROM BUSAN-GYEONGNAM PRESIDENT AND CONFERENCE	
CHAIR: BRAD SERL -----	3
THE 2012 KOTESOL NATIONAL CONFERENCE COMMITTEE -----	5
20TH KOREA TESOL INTERNATIONAL CONFERENCE -----	6
TIM MURPHEY - PLENARY 10:30AM -----	7
MARC HELGESEN - PLENARY 5:00PM -----	8
FEATURED SESSIONS: 11:30-12:20 -----	9
CONCURRENT PRESENTATIONS: 1:30-2:20 -----	13
BUSY NEXT WEEKEND? -----	20
CONCURRENT WORKSHOPS: 2:30-3:50 -----	22
CONCURRENT PRESENTATIONS: 4:00-4:50 -----	30
PRESENTER BIOGRAPHIES -----	37
EXTENDED SUMMARIES -----	45

WELCOME FROM THE PRESIDENT OF KOTESOL: MIJAE LEE

Dear KOTESOL members, friends, and guests,

As the current National President of KOTESOL, I am honoured and pleased to be able to welcome you to the National Conference 2012, being held in Busan University of Foreign Studies, in Busan, a vacationers' paradise. I would like to express my deepest gratitude to Busan University of Foreign Studies for having us, and all the conference team headed by Busan Chapter President, Mr. Bradley Serl for putting this amazing event together for us all to enjoy.

In this 2012 conference the educational focuses are put on practical teaching concerns like how we help our students talk, find, and exercise students' English voices inside classroom and how we find their voices in writing assignments, and how we work together to use of technology and projects for public school teachers.

By having conference nation wise we in KOTESOL strive to provide teachers in Korea with the best information for improving their teaching methodology and approaches in the EFL field. We do this at our international conference, national conferences, chapter workshops and monthly meetings throughout the year as a one team and regionally as well.

I would like to thank the conference chairs and the program team for making this possible; as well as to all the amazing plenary, invited and vetted presenters for sharing their time with us today.

Finally I would like to thank all the people involved in this quality conference, and the event sponsors for their generously supporting today's event.

If you are not a KOTESOL member, then please become one today. Our strength increases with our numbers. Thank you very much for being with us at this terrific KOTESOL event!

Sincerely,

Mijae Lee, Ph.D

National President, KOTESOL

WELCOME FROM BUSAN-GYEONGNAM PRESIDENT AND CONFERENCE CHAIR: BRAD SERL

Dear Conference Attendees,

From my position as Conference Chair and president of the Busan-Gyeongnam Chapter, I would like to extend my warmest welcome to all our presenters and participants at the 2012 KOTESOL National Conference, being held this year at Busan University of Foreign Studies.

A long time has passed since KOTESOL put on a conference of this magnitude in Busan. To my knowledge, we have not been hosts since 2004, and to see so many people attend, and to have so many great presenters; some of whom have come from as far away as America, while others represent the best of Busan KOTESOL is sincerely gratifying.

Being able to put on an event of this caliber is doubly gratifying as the Busan-Gyeongnam Chapter almost ceased to be. As recently as four years ago we had less than 20 members, and we had not accomplished anything special like symposia, or mini-conferences, in years. This year, by hosting the National Conference again, we have completed our journey back to being a healthy active support group for teacher development.

This could not have come at a better time, as English Education in Korea seems poised to undergo its own metamorphosis from focusing primarily on receptive skills to productive ones. To enable students to meet these new demands, it is essential to make them want to learn English, to see it as a vibrant and vivacious language used by hundreds of millions of people world-wide, rather than a dead, burdensome language that must be memorized for tests. Our responsibility as educators is to be the catalyst for this change, to motivate them to learn and to give them the skills they will need to take the reins, or the wheel, and direct their own studies.

Thank you for coming and being part of this event, thank you for your passion, your prowess, and your participation. None of this would be possible without you, the teaching community.

Sincerely,

Bradley Serl

President, BG KOTESOL

KOTESOL NATIONAL CONFERENCE 2012 SCHEDULE

START TIMES	OPENING CEREMONY (AUDITORIUM)															
10:00	<p>TIM MURPHEY – PLENARY (AUDITORIUM) DRIVE: PUTTING STUDENTS AT THE WHEEL WITH AGENCY, IDENTITY, AND ALTRUISM</p>															
10:30	<p>HYESUN CHO USING TECHNOLOGY TO PUT STUDENTS IN THE DRIVER'S SEAT: DEVELOPING ELECTRONIC PORTFOLIOS AND PUBLIC SERVICE ANNOUNCEMENTS ROOM R101</p>	<p>GEORGE SCHOLZ LEARNING MYTHS AND TEACHING CHALLENGES ROOM R102</p>	<p>PEGHA KUGHA DAVID SHAFFER - CLASSROOM MANAGEMENT: THE STRATEGIES GORDON WEST - DON'T BE A DICTATOR! MARG HELGESEN - LESSON FROM A WAT TIM MURPHEY - STRETCHING MIRROR MODELING WITH DIVERSITY PEERING ROOM F206</p>	<p>KOREAN ELT LEADERS' PANEL ON THE FUTURE OF ENGLISH EDUCATION IN KOREA SUN-HEE KWON - BUSAN UNIVERSITY OF FOREIGN STUDIES IL-JAE JO - TEACHER'S COLLEGE AT PUSAN NATIONAL UNIVERSITY MIJAE LEE - SUWON UNIVERSITY JEONG-RYEOL KIM - TEACHER'S COLLEGE AT PUSAN NATIONAL UNIVERSITY ROOM R201</p>	<p>CHRISTIE PROVENZANO, ARINA BRYLGO, AND NAOMI MIKI TEACHER BLOGS - EXPANDING THE CLASSROOM AND EMPowering STUDENTS</p>	<p>BRIAN DEAN CREATIVITY IN THE CLASSROOM</p>	<p>STEVE GARRIGUES TIME, PLACE AND PERSON: CULTURAL DIMENSIONS OF ENGLISH TEACHING IN KOREA</p>	<p>AMELIE KELLY THE WRITING PROCESS MADE EASY</p>	<p>APRIL ABATE GORDON WEST LEARN BY DOING: CRITICALLY ENGAGED TBLT WITH YOUNG LEARNERS AND MIDDLE SCHOOL</p>	<p>SARAH ELIZABETH SEITZINGER LIGHTS, CAMERA, ACTION: GIVING CREATIVE CONTROL TO EFL STUDENTS THROUGH SHORT FILM-MAKING</p>	<p>PHILLIPA ARTHUR CONCEPTS OF LEARNER AUTONOMY: THE SELF-DIRECTED ADULT LEARNER</p>	<p>ALEX GREVETT MAKE YOUR STUDENTS THE EXPERTS</p>	<p>MICHAEL JONES SMART USE OF SMART PHONES - QR CODES IN THE CLASSROOM</p>	<p>SCOTT MILES LANGUAGE AND MEMORY: FOUR FINDINGS FROM RESEARCH TEACHERS SHOULD KNOW</p>	<p>GRADUATE RESEARCH PRESENTATIONS HEE-CHUL JEON VOCABULARY ANALYSIS IN ELEMENTARY SCHOOL ENGLISH BY RECEPTIVE AND PRODUCTIVE VOCABULARY TESTS EUN-KYONG HAAM AN ANALYSIS OF EFFECTIVE MULTIMEDIA-BASED TASK TYPES FOR DEVELOPING DIGITAL TEXTBOOK</p>	<p>CARL DUSTHIMER - E-FUTURE TAKING READING TO THE NEXT LEVEL</p>
11:30	LUNCH ROOM F204	LUNCH ROOM R101	LUNCH ROOM R201	LUNCH ROOM R102	LUNCH ROOM F206	LUNCH ROOM F202	LUNCH ROOM F203	LUNCH ROOM F203-1	LUNCH ROOM F211	LUNCH ROOM F303	LUNCH ROOM F304	LUNCH ROOM F305				
1:30	<p>LEONIE OVERBECK VOCABULARY GAMES IN THE KOREAN CLASSROOM</p>	<p>MARG HELGESEN ELT AND THE 'SCIENCE OF' HAPPINESS</p>	<p>MATTHEW WALKER - HOUGHTON MIFFLIN HARCOURT USING SAMPLE TEXTS TO IMPROVE STUDENT WRITING</p>	<p>KENNETH MOORE WRITING AS PROBLEM-SOLVING: TURNING AESOP'S FABLES INTO SCRIPTS.</p>	<p>TORY THORRELSON MOTIVATION AND PROBLEM SOLVING IN THE EFL CLASSROOM</p>	<p>PANEL OF MATESOL PROGRAMS OFFERING STUDENTS IN KOREA</p>	<p>COLIN WALKER TEACHING AND WRITING THE BORED MONSTER</p>	<p>JAMES UNDERWOOD DRIVING STUDENTS TO VOCABULARY LEARNING AUTONOMY</p>	<p>EXTENSIVE READING SIG PRESENTATION ROCKY NELSON APPROACH TO DEVELOPING AN EXTENSIVE READING PROGRAM [50 MINUTE PRESENTATION]</p>	<p>KSANI RUBADFAU THE ESSENTIAL BRIDGE: EDUCATORS HELPING EMOTIONALLY DISTRESSED STUDENTS</p>	<p>MYEONG-GI JEONG MOBILE COMMUNITY-BASED LANGUAGE LEARNING: A FOCUS ON INTERACTION IN MOBILE LEARNING</p>	<p>ARRON JOLLY - ENGLISH CENTRAL VIDEO FOR LANGUAGE LEARNING: PERSONALIZED IMMERSION ON ENGLISHCENTRAL</p>				
2:30	<p>JAMES GARNER DATA-DRIVEN LEARNING: PUTTING STUDENTS AT THE WHEEL OF THEIR LEARNING</p>	<p>TIM MURPHEY MATERIALS FOR PORTABLE EMBEDDED & EXTENDED COGNITIVE SELF-SOURCING (PECCSS)</p>	<p>RESEARCH SIG PRESENTATION ERIC REYNOLDS GETTING STARTED: RESOURCES FOR LITERATURE REVIEW AND BEYOND</p>	<p>JU A HWANG THE RELATIONSHIP BETWEEN THE IMPORTANCE OF IMPROVING L2 WRITING FLUENCY AND FREEWITING</p>	<p>ANDEE POLLARD AUDIO ASSIGNMENTS: A TOOL FOR SPOKEN FLUENCY AND STUDENT MOTIVATION</p>	<p>NICO LORENZUTTI LISTENING ACTIVITIES FOR USING POP SONGS IN THE EFL CLASSROOM</p>	<p>NATE KENT JUMPSTART YOUR INTENSIVE LANGUAGE LEARNING</p>	<p>MARTIN TUTTLE HOMEWORK THAT WORKS!</p>	<p>PEADAR DALLAHAN TOTAL PARTICIPATION TECHNIQUES</p>	<p>ROGER FUSSELLMAN BEGINNING RIGHT: LEADING IN TO A LESSON</p>	<p>CLARENZO WILLIAMS INTERACTIVE SPEAKING ACTIVITIES FOR THE EFL CLASSROOM</p>	<p>SARA DAVILA AND AARON JOLLY - E-FUTURE KNOCK IT OUT OF THE PARK</p>				
4:00	<p>MARC HELGESEN - PLENARY (AUDITORIUM) HAPPINESS 2.0: NEW IDEAS FROM THE SCIENCE OF WELL-BEING</p>															
5:00	<p>CLOSING CEREMONY (AUDITORIUM)</p>															
6:00	<p>CLOSING CEREMONY (AUDITORIUM)</p>															

THE 2012 KOTESOL NATIONAL CONFERENCE COMMITTEE



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The 20th Korea TESOL International Conference

*Perfect Score: Methodologies, Technologies,
and Communities of Practice*

October 20-21, 2012

Sookmyung Women's University, Seoul, Korea

20TH KOREA TESOL INTERNATIONAL CONFERENCE Call for Proposals

The KOTESOL 2012 International Conference is a forum for educators to share their ideas, innovations, experience, action research, and major research findings. This year, we are exploring a more out-of-the-box approach to the conference and to TESOL in general, with particular emphases on technology and the teaching community. This is reflected in the Conference theme:

Perfect Score: Methodologies, Technologies, and Communities of Practice

Under this theme we are searching for practical applications, useful experiences, and fresh ideas. We invite proposals for workshops, colloquia, research reports, and poster presentations. **As we did** last year, we invite presentations for the **101 Series**. These presentations are designed specifically for new teachers and cover the basics of best teaching practices in one area of ELT. **Proposals** are welcomed from KOTESOL members and non-members alike. However, all presenters must be members of KOTESOL at the time of the Conference. **Presenters** are encouraged to submit multiple proposals. However, no more than two proposals will be accepted from any individual. All presenters must pre-register for the conference and pay all relevant fees at pre-registration.

Closing date for the receipt of proposals: May 31, 2012.

All proposals must be submitted online: <http://tinyurl.com/IC2012proposals>.

Please direct any program related inquiries to the Program Committee: kotesol.program@gmail.com

Extended summaries from accepted presentations may be submitted for the conference program guidebook. Full-length papers for publication in the *KOTESOL 2011 Conference Proceedings* may be submitted after the Conference. More information on these options will be sent to presenters.

TIM MURPHEY - PLENARY 10:30AM



Drive: Putting Students at the Wheel with Agency, Identity, and Altruism

Auditorium

Presentation Outline:

I will start with a big anthropological story (as Daniel Pink does) of the evolution of humanity's drives (motivations) but with a few interesting twists and turns that even Pink has not put together yet, supported by research from John Schumann's UCLA laboratory. I will then bring it all down to the classroom level and ask what this tells us about facilitating learning in our classrooms and out.

Agency, the capacity to control at least some of your actions and your world) is an exciting elementary drive that has pushed us from the beginning of our species. Agency and autonomy exist in most animals on the earth, but they have special dopamine connections to our development of pleasure and meaningfulness. As a species, we love to learn to do new things, and it increases our ability to control what we do. It is the answer to: Why is a turtle trying to fly more beautiful than a bird sitting in a tree?

Identity has to do with our ability to identify others and then identify with them in order to get a sense of belonging and community that is also a powerful drive. Identity and community feed *altruism* in that once you identify with others, you tend to feel what they feel (with our mirror neurons) and want to help them if at all possible. Mirror neurons have speeded the advancements in civilizations, increasing adoption of new forms of behavior and technologies, i.e., massive imitation. Here culturally developed senses of autonomy and difference may also clash with desires for altruistic actions through identifying. But in general, our brains function to get excited about learning and improving, and there is evidence that at least some of the species are getting more and more altruistically excited about the development of others and enabling others (often what teachers do) rather than fighting for a piece of the ground.

In our classrooms, all these drives are present, and the tone set by teachers can often determine the atmosphere. I will demonstrate several everyday activities that hopefully help us to use these motivations in proactive ways. Angeles Arrien has said, "I think the human spirit always wants to make a contribution. And I don't think there are enough invitations" (Briskin et al., 2009, p. 156). One of our main jobs is to assure there are enough invitations to help others in our classes.

Briskin, A., Erickson, S., Ott, J., & Callanan, T. (2009). *The power of collective wisdom and the trap of collective folly*. San Francisco: Berrett-Koehler.

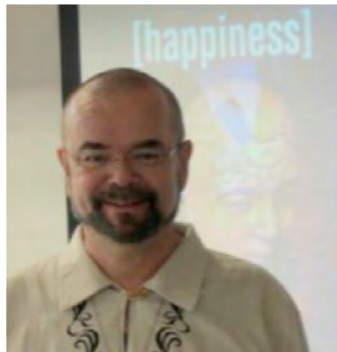
Pink, D. (2006). *A whole new mind*. New York: Riverhead Books.

Pink, D. (2009). *Drive: The surprising truth about what motivates us*. New York: Riverhead/Penguin.

Presenter biography:

Tim Murphey is editor of TESOL's *Professional Development in Language Education* book series and co-author with Zoltan Dörnyei of *Group Dynamics in the Language Classroom*. He has studied and taught in Europe for 15 years and in Asia for another 15. His research interests at Kanda University of International Studies in Japan include Vygotskian socio-cultural theory with a transdisciplinary emphasis on community, play, and music. Several of his books, *Teaching One to One*, *Music and Song*, and *Language Hungry!* have been widely cited and used, as have his numerous book chapters and articles. Dr. Murphey also has about 50 short video clips at the National Foreign Language Resources Center, University of Hawaii (Tim Murphey Tips, http://www.youtube.com/view_play_list?p=274902FC5BDAAA30) and 10 freely downloadable presentations. Dr. Murphey's new novel, *The Tale That Wags*, is about the university entrance examination system in Japan. Home page: <http://web.me.com/murpheytim> and Email: mitsmail1@gmail.com

MARC HELGESEN - PLENARY 5:00PM



Happiness 2.0: New Ideas from the Science of Well-Being

Auditorium

Presentation Outline:

Happy students learn more, work harder on tasks, and approach those tasks with enthusiasm – all keys to creating and focusing learner drive. Positive Psychology explores happiness, positive emotion, and those things that allow us to flourish.

In this session, we'll look at some key ideas from positive psychology and brain science, and ways to use them in the classroom via activities with clear language and communication goals. Specifically, we'll look at some of the more recent developments in Positive Psychology and Brain Science. These ideas consider happiness in the greater context of *well-being*. This includes Martin Seligman's PERMA Model (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment), Mihaly Csikszentmihalyi's concept of *Flow*, and Barbara Fredrickson's Positive Emotion "Tipping Point" (it really is a scientific concept, not just a metaphor). We will also consider negative emotions – the uses of stress as well as the dangers of amygdala hijack. We'll connect them to practical, motivating English learning tasks. The session will expand on the ideas from the presenter's earlier workshop, but doesn't assume participants attended that one. A handout identifying ways to connect the ideas to your classroom will be provided.

Presenter biography:

Marc Helgesen is author of more than 150 professional articles, books, and textbooks, including the *English Firsthand* series (Pearson Education/Longman Asia) and *Practical English Language Teaching (PELT) – Listening* (David Nunan, Ed.; McGraw-Hill) and has been an invited/featured speaker at conferences on five continents. He is a professor at Miyagi Gakuin Women's University, Sendai, Japan, and an adjunct professor at Teachers College, Columbia University, MA Program, in Tokyo. He is particularly interested in connecting Positive Psychology to English language teaching. He is also interested in extensive reading and materials design. Email: march@mgu.ac.jp

FEATURED SESSIONS: 11:30-12:20



Hyesun Cho

Using Technology to Put Students in the Driver’s Seat: Developing Electronic Portfolios and Public Service Announcements

Room R101

Time: 11:30-12:20

Featured speaker

Audience: All

Presentation Outline:

In this featured presentation, I will describe how technology motivated “low-achieving” ESL high school students and enhanced their learning in both Academic English and their native language at a public high school in Hawaii. After introducing curricular goals and activities in language classes, I will present the process of electronic portfolio development, including benefits and challenges in the implementation. The electronic portfolios were used as a tool not only for language learning purposes, but also for embracing students’ academic and social identities in and outside of the classroom. I will also demonstrate how public service announcements (PSA), using a video technology, offered an opportunity for students to get their voice heard in the school and in the community. Examples of both electronic portfolios and PSAs will be shown in the presentation. Finally, I will discuss with the audience how electronic portfolios and PSAs can be utilized in a range of EFL contexts in which teachers work with students with varying degrees of English proficiency.

Presenter biography:

Hyesun Cho, Ph.D. is an assistant professor of TESOL in the Department of Curriculum and Teaching at the University of Kansas (KU), USA. She received her MA and Ph.D. degrees from the University of Hawaii at Manoa. Prior to her graduate studies in Hawaii, she taught EFL in secondary schools in Seoul for about five years. She also taught high school students in Honolulu and worked with public school teachers in the Hawaii Department of Education. She is currently teaching graduate TESOL courses at KU while working with pre-service teachers and in-service teachers to prepare them for teaching diverse English language learners in their classroom. She is a recipient of the 2008 Outstanding Dissertation of the Year Award from the Second Language Research SIG at the American Educational Research Association (AERA). Her research interests include social identity of language learners and teachers, critical literacy, technology-integrated language instruction, heritage identity, and electronic portfolios for teacher preparation and development. She can be reached at hcho@ku.edu. Her website is: <http://soe.ku.edu/faculty-staff/hyesun-cho.shtml>



George Scholz

Learning Myths and Teaching Challenges

Room R102

Time: 11:30-12:20

Featured speaker

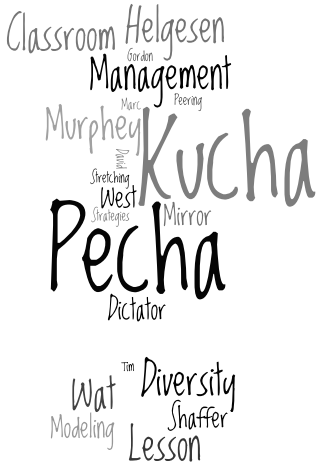
Audience: All


Presentation Outline:

A myth is a story, a narrative that is shared among communities and holds popular value. Myths of how people learn are perhaps based upon our own or others' personal experiences in school. A language teacher may want to review some learning myths and decide whether they are actually useful for classroom pedagogy and learner empowerment. For example, does extensive teacher talk indicate a good language learning classroom? On the other hand, does a quiet classroom necessarily indicate a learning environment? This presentation will examine some learning myths, identify teacher challenges, and discuss practical ways to engage our students and enable their language learning both inside and outside the classroom.

Presenter biography:

George Scholz is currently based in Seoul as the U.S. State Department Public Affairs Regional English Language Officer (RELO) serving Japan, Taiwan, and Korea. George's first overseas teaching position was in Morocco, where he was a Peace Corps volunteer. In the United States, George taught intensive English and freshman composition at the university level. Before joining the U.S. State Department Office of English Language Programs, George was a teacher-trainer in Algeria, a director of courses in Portugal, a visiting lecturer/Chief of Party with UCLA in China, and a program analyst/advanced instructor with ARAMCO, the Saudi Arabia national oil company. George enjoys all aspects of English language education. His current professional interests include distance learning, Internet applications, and print materials development. George has previously served as RELO in the Middle East, southern Africa, and Southeast Asia. He holds a Bachelor's Degree in Government from Lawrence University and a Master's Degree in Teaching English as a Foreign Language from Southern Illinois University.

	<p>Pecha Kucha</p> <p>David Shaffer <i>On Language Teaching and Learning – And Beliefs and Misbeliefs</i></p> <p>Gordon West <i>Don't be a Dictator!</i></p> <p>Marc Helgesen <i>Lesson from a Wat</i></p> <p>Tim Murphey <i>Stretching Mirror Modeling with Diversity Peering</i></p> <p>Room F206</p>	
<p>Time: 11:30-12:20</p>	<p>Featured panel</p>	<p>Audience: All</p>
<p>Presentation Outlines:</p> <p>David Shaffer <i>On Language Teaching and Learning – And Beliefs and Misbeliefs.</i> Numerous beliefs about how languages are learned and how they should be taught have coalesced over the years among laymen and foreign language teachers alike, often without much theoretical foundation or supporting research as a basis. The aim of this presentation is to challenge about ten such popular opinions and show how they are not supported or only partially supported by present second language acquisition research and theory – debunking or qualifying them. This presentation is intended to show that some of the beliefs teachers hold about language teaching and learning may not be based on fact or sound research, and to stress the need to keep informed of current research, theory, and practice in the field of ELT to improve ourselves as teachers.</p> <p>Gordon West <i>Don't be a Dictator!</i> This pecha kucha will present a unique view on some teacher friendly, but ultimately flawed classroom management techniques drawn from the presenter's academic background in human geography and his experience in three years working at a K-6 hagwon. Insights from resistance movements will help show us how some of the ways in which students resist and teachers think about and seek to control the space of the classroom. Throughout the presentation, the presenter will share his experience of shifting classroom environments and roles as he moves through his work day teaching every age level from kindergarten to middle school, and show how even kindergarteners have the ability to be democratic participants in their classrooms rather than just passive subjects.</p> <p>Marc Helgesen <i>Lesson from a Wat.</i> What if you, as a middle-aged (or not), Western (or not) English teacher (you probably are that), became a novice monk at a Thai Buddhist temple? You'd probably learn a lot. I did.</p> <p>Tim Murphey <i>Stretching Mirror Modeling with Diversity Peering.</i> This pecha kucha presentation will be looking at mirror neurons, agency, and altruism and showing how these can interact to improve our performances and the world itself.</p>		

	<h2 style="text-align: center;">Korean ELT Leader's Panel</h2> <p style="text-align: center;"><i>on the Future of English Education in Korea</i></p> <p>Il-Jae Jo - <i>Teacher's College at Pusan National University</i></p> <p>Sun-hee Kwon - <i>Busan University of Foreign Studies</i></p> <p>Jeong-ryeol Kim - <i>Korea National University of Education</i></p> <p>Mijae Lee - <i>Suwon University</i></p> <p>Eric Reynolds [Moderator] - <i>Woosong University's TESOL-MALL graduate program</i></p> <p style="text-align: center;">Room R201</p>
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Time: 11:30-12:20	Featured panel	Audience: All
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Presentation Outline:

Today's panel discussion with Korea's ELT leaders will prove dynamic and wide ranging. Topics to be discussed regarding the future of English Education in Korea will cover forward looking topics including NEAT and its impact on English education, changes in KSAT, the reduction of the scale of EPIK programs and the pending demographic crisis facing Korea's schools and universities.

Presenters' biographies:

Il-Jae Jo Ph.D. is a professor in the Dept of English Education of the Teacher's College at Pusan National University. He has been a visiting scholar at the University of Nottingham, at the University of Hawaii at Manoa, and at Fordham University. He has also been Dean of the Institute of International Exchange & Education. Dr. Cho's written works include: *Classroom English & Teaching English through English Model in the Classroom, How to Teach English Literary Texts for English Education, Stylistic Analysis of English Prose Texts, and Understanding & Visiting British and American Culture and Cultural Places.*

Dr. Sun-hee Kwon is an assistant professor in the English Department at Busan University of Foreign Studies (BUFS) where she teaches undergraduate and graduate courses on the teaching of general English and TESOL. Dr. Kwon's research focuses on English teacher training program, L2 vocabulary learning and curricular and programs on university student learning. She was a director of English teacher training program at BUFS for the last five years, and currently serving as a chair of the English Department and the Graduate School of TESOL at BUFS.

Jeong-ryeol Kim has a Ph.D. in applied linguistics from University of Hawaii and is a professor of English at Korea National University of Education teaching methodology, integrated content and language teaching, and English linguistics. He served as a director of planning and a vice-dean of center for in-service education at KNUE. He was the president of Korea Association of Primary English Education in 2010 and 2011, and was the president of KOTESOL in 1995. His Published works include books on classroom English, teaching methodology, English curriculum, and English classroom observation and analysis as well as numerous articles in the area of elementary English education and technology enhanced English teaching.

Dr. Mijae Lee has a Ph.D. from Seoul National University and is a professor at Suwon University. Dr. Lee is currently president of KOTESOL. Her published works include: *영어 학습방법, (How to Learn English).*

Eric Reynolds was recently granted a Ph.D. in Educational Psychology from the University of Illinois in Urbana-Champaign focusing on social/culture perspectives on education. His research interests include the communicating emotion across cultures, teacher development, peer mentoring, TESOL research and ESL-EFL writing. He is the junior faculty member in Woosong University's TESOL-MALL graduate program.

CONCURRENT PRESENTATIONS: 1:30-2:20

Room	Presenter and Presentation title
F204	Christie Provenzano, Arina Brylko, and Naomi Miki <i>Teacher Blogs - Expanding the Classroom and Empowering Students</i>
R101	Brian Dean <i>Creativity in the Classroom</i>
R201	Steve Garrigues <i>Time, Place and Person: Cultural Dimensions of English Teaching and Learning in Korea</i>
R102	Amelie Kelly <i>The Writing Process Made Easy</i>
F206	April Abate and Gordon West <i>Learn By Doing: Critically Engaged TBLT with Young Learners and Middle School</i>
F202	Sarah Elizabeth Seitzinger <i>Lights, Camera, Action! Giving Creative Control to EFL Students through Short Film-making</i>
F203	Phillipa Arthur <i>Concepts of Learner Autonomy: The Self-Directed Adult Learner</i>
F203-1	Alex Grevett <i>Make your Students the Experts</i>
F211	Michael Jones <i>Smart Use of Smart Phones - QR Codes in the Classroom</i>
F303	Scott Miles <i>Language and Memory: Four Findings from Memory Research Teachers Should Know</i>
F304	<u>Graduate Research Presentations</u> Hee-Chul Jeon <i>Vocabulary analysis in Elementary School English by Receptive and Productive Vocabulary Tests</i> Eun-kyong Haam <i>An analysis of effective multimedia-based task types for developing digital textbook</i>
F305	Carl Dusthimer and Sara Davilla - E-Future <i>Taking Reading to the Next Level</i>

PRESENTATION ABSTRACTS: 1:30-2:20

F204	Christie Provenzano, Arina Brylko, and Naomi Miki <i>Teacher Blogs - Expanding the Classroom and Empowering Students</i>	
Time: 1:30-2:20	50-minute technology session	Audience: Public School Learners, University Learners, Adult Learners, Business English
Presentation Outline:		
<p>With computer and Internet access becoming a standard feature on university campuses all over the world, instructors are increasingly making use of Internet tools for pedagogical applications. The web log (blog) is one tool that is well suited to TEFL/TESL purposes. This presentation will explore the utility and versatility of the teacher blog; that is, a blog maintained by the teacher not only to keep students informed of homework assignments and deadlines, but also to consolidate lesson material, to expand on topics covered in class, to link students to related information on the Internet, and to act as a forum for the sharing of ideas between class members. Teacher blogs help to place responsibility for learning firmly in the students' own hands. The presenters will demonstrate the creative application of teacher blogs not only in writing classes, but also in reading, listening, and communications skills classes. They will also compare and contrast two popular Internet blog providers, outlining their strengths and weaknesses. Finally, the presenters will discuss the results of a survey that determined students' perceptions of the usefulness of this tool in their language classrooms.</p>		

R101	Brian Dean <i>Creativity in the Classroom</i>	
Time: 1:30-2:20	50-minute presentation	Audience: All teachers
Presentation Outline:		
<p>Creativity is not something you either have or don't have; it is a skill that can be, and needs to be, learned. Although the source of the genius spark of a sudden idea is not fully understood, ways to prepare, to gather tinder for that spark, are.</p> <p>However, there are reasons why we need to be cautious of teaching and encouraging creativity. Many teachers claim to want creativity in class, but creative students are often also considered problem students.</p> <p>In this presentation, we will take a look at the science of creativity, draw upon research in motivation and discuss the best ways to encourage and use it in class. The presentation will be a combination of big think or general principles and of techniques and activities that can be used in class 'out of the box'.</p>		

R201	Steve Garrigues <i>Time, Place and Person: Cultural Dimensions of English Teaching and Learning in Korea</i>
Time: 1:30-2:20	50-minute presentation Audience: Public school teachers
Presentation Outline:	
<p>Journal writing is a valuable method teachers can use to reflect on their teaching practices. Through journal writing teachers can gain awareness of what is actually going on in their classrooms. Keeping a written record of reflections is a great way to see how your thoughts and beliefs about teaching change over time. By sharing these journals in collaborative groups, teachers can benefit from the knowledge and experiences of their group members, and thus increase their practical knowledge. In this presentation, attendees will see how foreign English teachers working in public schools in the Gangnam District of Seoul engage in reflective journal writing in collaborative groups. Attendees will have the opportunity to see some sample journals and feedback, as well as see how this project has evolved over the past 2 years. Attendees will leave the presentation with a better understanding of how to set up their own reflective journal writing group and why doing so can help them develop as teachers.</p>	

R102	Amelie Kelly <i>The Writing Process Made Easy</i>
Time: 1:30-2:20	50-minute teacher training session Audience: University Learners, Adult Learners, Business English
Presentation Outline:	
<p>Having to teach writing can strike fear in the hearts of native and non-native English speaking teachers alike. Often one's own writing skills are good but not understood methodologically and therefore difficult to teach. But, through a simple cartoon illustration and an easily remembered English acronym, you can, in one class period, easily teach the writing process. This 'student-tested' and 'classroom-proven' method will help your students become more effective writers. In a mock-classroom demonstration, participants will see how this method is taught, resulting in a well-written paragraph all within one, 50 minute class period. (Honest!)</p>	

F206	April Abate and Gordon West <i>Learn By Doing: Critically Engaged TBLT with Young Learners and Middle School</i>	
Time: 1:30-2:20	50-minute presentation	Audience: Young Learners, Public School Learners

Presentation Outline:

Learning theorists and educators have been consistently gaining ground regarding the effectiveness of learner-centered, task-based lessons. This workshop will discuss how Task-Based Language Teaching (TBLT) supports the "Learn by Doing" theory, in which the learners are put in control of the lesson and form personal connections to the material while gaining confidence and fluency through practice. The facilitators will look at ways to not only use language learning tasks within the confines of the classroom, but will also enable learners to take a leadership role in critically engaged tasks outside of the classroom, in the real world. Participants will be provided with a refreshed awareness of critically engaged TBLT and will be offered practical applications that have previously achieved success in the facilitators' kindergarten, elementary school, and middle school classrooms. After a brief presentation, there will be a practical workshop on building TBLT lesson plans and a guided discussion to share ideas for tasks well suited for various age and proficiency levels and to address problems or concerns associated with TBLT. Participants will take away new ideas on how to empower their learners to take control of and ultimately shape tasks that deal with real problems affecting their lives.

F202	Sarah Elizabeth Seitzinger <i>Lights, Camera, Action! Giving Creative Control to EFL Students through Short Film-making</i>	
Time: 1:30-2:20	50-minute presentation	Audience: Public School, University, & Adult Learners

Presentation Outline:

Inter-session English camps and after school classes are excellent settings for conducting English short filmmaking projects. Putting creative control of the film-making process into EFL students' hands can inspire students to take charge of their own learning and to exceed task requirements. By teaching students the basics of movie genres, story-boarding, character design, script-writing, camera techniques or angles, light and sound, setting, and editing, and then employing that information in a hands-on project, instructors can empower ELLs to use English in an engaging task-based learning activity. Taking advantage of Korea's readily available technology (digital cameras or smart phones), this project puts tools in students' hands to create meaningful finished products as students use English in every step of the production. Students will gain confidence in English speaking by interacting with the teacher and by seeing their efforts come to fruition in a tangible and lasting way through film. Teachers often work with limited budgets and facilities, but a filmmaking unit can be cost-effective and conducted with relatively limited financial resources. Korean public high school students carried out this project during a 7-day summer English camp, though it applies to other levels and settings.

F203	Phillipa Arthur <i>Concepts of Learner Autonomy: The Self-Directed Adult Learner</i>
Time: 1:30-2:20	50-minute presentation Audience: University Learners, Adult Learners

Presentation Outline:

Participants in this discussion group will be guided through an interactive discussion on the self-directed adult learner- learner independence. The discussion will initiate with participants establishing a working definition of ‘autonomous learning/learner independence’ thus ensuring that the content of the discussion remain focused and cohesive. The discussion will progress to characterizing the self-directed adult learner; identifying the learning habits of the self-directed adult learner; and acknowledging the role of both the self-directed adult learner and that of the instructor. Participants will be encouraged to explore guiding principles that could enable instructors to support learners who take on a greater degree of responsibility for their own learning.

By the end of this discussion, participants will have: a renewed understanding of learner independence; an updated characterization of the self-directed adult learner; an adjusted perception of the roles of the self-directed adult learner and the instructor; and a repertoire of guiding principles with which to support self-directed adult learners in their own teaching contexts.

F203-1	Alex Grevett <i>Make your Students the Experts</i>
Time: 1:30-2:20	50-minute presentation. Audience: Public School and University Learners

Presentation Outline:

Do you ever feel that communication in your classroom is a little one way? Despite your best efforts, do your students still resemble five or six rows of mannequins?. This may be because we are not giving them the chance to talk about what they actually know and can teach us. This presentation will show how we can use areas of our students’ expertise to get them to tell us something that we don’t know!

The presentation will highlight a number of areas in which our students may know more than we do, and help teachers to integrate those areas into a high school or middle school class. It will focus on techniques for drawing information out of students and highlight the differences in communication that it can lead to, as well as how we can assess our performance in this respect as teachers. Attendees should be able to leave this presentation with a student-centred lesson ready for the following week.

F211	Michael Jones <i>Smart Use of Smart Phones - QR Codes in the Classroom</i>	
Time: 1:30-2:20	50-minute technology session	Audience: All teachers
<p>Presentation Outline:</p> <p>The use of smartphones in the classroom has become a controversial topic among teachers. Some teachers embrace the phones and the pedagogical opportunities they provide, while others ban the devices due to decidedly non-educational use by students. As smartphones explode in popularity, a steadily increasing number of students will be using the devices in the classroom. This is something that teachers are going to have to deal with whether they like smartphones or not.</p> <p>Anyone who has been in a classroom can tell you that students of all ages are enamored with the use of their smartphones. This presentation will examine different ways in which we can harness that interest in technology to increase motivation in the L2 classroom. Instead of reducing the phones to nothing more than electronic dictionaries, we will look at how to use smartphones effectively in the classroom. Using QR codes and the internet, this hands-on demonstration will show you how to deliver authentic content, set up paperless tasks, create easily accessible multimedia projects, and manage administrative duties.</p> <p>Note: It is recommended that attendees with smart phones install a barcode scanning app prior to the workshop. For Android users I recommend "Barcode Scanner"; for iPhone users I recommend "QR Reader".</p>		

F303	Scott Miles <i>Language and Memory: Four Findings from Memory Research Teachers Should Know</i>	
Time: 1:30-2:20	50-minute presentation.	Audience: All teachers
<p>Presentation Outline:</p> <p>In the words of B. F. Skinner, "Education is what survives when what has been learned has been forgotten." Regardless of how well students do within our classrooms, our teaching has little value if most of what is learned is quickly forgotten after the final tests. Advancements in the fields of cognitive sciences are giving new direction for educators, particularly in regards to memory and learning. This presentation will review some of the most dramatic findings in memory research that language teachers and learners should be aware of. First, the presenter will discuss the relationship between health and memory function, and how the current education environment in Korea may be doing far more harm than good in the long run. Next, two of the most powerful classroom practices for developing learning and long-term retention, 'the testing effect' and 'the spacing effect', will then be reviewed, and tips for practical implementation will be given.</p>		

F304	<u>Graduate Research Presentations</u>	
	Hee-Chul Jeon <i>Vocabulary analysis in Elementary School English by Receptive and Productive Vocabulary Tests</i> Eun-kyong Haam <i>An analysis of effective multimedia-based task types for developing digital textbook</i>	
Time: 1:30-2:20	2 x 25 - minute research presentations	Audience: All teachers

Presentation Outline:

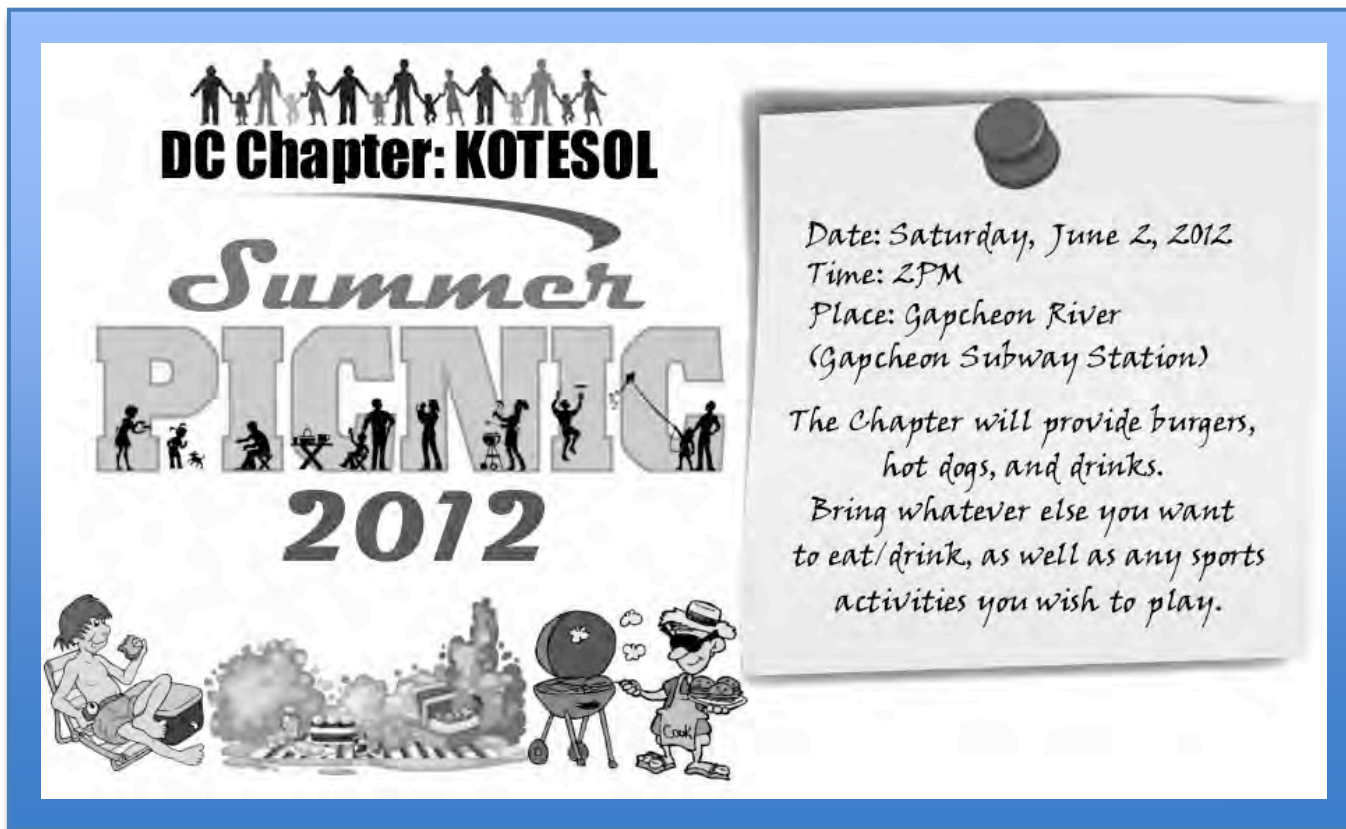
There are many approaches to task-based teaching and I will share with you some of the specific projects, with examples of student's work, that I have successfully used in South Korea. We will discuss set-up, benefits, and some potential drawbacks to this approach, with specific reference to the examples on display. Finally, a group discussion and brainstorming session about potential projects in your own teaching environment will take place.

F305	Carl Dusthimer and Sara Davilla - E-Future	
	<i>Taking Reading to the Next Level</i>	
Time: 1:30-2:20	50 - minute presentation	Audience: All teachers

Presentation Outline:

Reading can be more than just understanding the words on a page or getting the main idea. We can use reading to help improve critical and creative thinking and so much more. The PYP Readers series is based on three simple principles: explore, reflect and apply. The stories are about kids, for kids, and are dialogue-based so they use authentic language we want our students to learn and use. Sara and Carl will explain the IB framework of the Primary Years Program and demonstrate how to use these rich stories and the Teacher Resource Books (TRBs) to help your students go beyond simply understanding the plot.

BUSY NEXT WEEKEND?



DC Chapter: KOTESOL

Summer PICNIC 2012

Date: Saturday, June 2, 2012
Time: 2PM
Place: Gapcheon River (Gapcheon Subway Station)

The Chapter will provide burgers, hot dogs, and drinks.
Bring whatever else you want to eat/drink, as well as any sports activities you wish to play.

The poster features a silhouette of a family at the top, a row of picnic-related icons (picnic basket, stroller, grill, etc.) in the middle, and a cartoon illustration at the bottom showing a person relaxing, a grill, and a chef.

The 3rd Symposium of the KOTESOL Christian Teachers SIG



June 2, 2012, 10:30 AM – 4:20 PM

Star Center, Jeonju University
Jeonju South Korea

Registration 10:00-10:30 AM

Registration fee
(payable at the door)
₩5,000 KOTESOL members
₩10,000 non-members

Please RSVP at
<http://www.koreatesol.org/CTSIG>



Do you want to teach at a university?
Find work at UnijobsKorea.com.

Email: info@unijobskorea.com

CONCURRENT WORKSHOPS: 2:30-3:50

Room	Presenter and Presentation title
F204	Leonie Overbeek <i>Vocabulary Games in the Korean Classroom</i>
R101	Marc Helgesen <i>ELT and the 'Science of Happiness'</i>
R201	Matthew Walker - Houghton Mifflin Harcourt <i>Using Sample Texts to Improve Student Writing</i>
R102	Kenneth Moore <i>Writing as Problem-Solving: Turning Aesop's Fables into Scripts</i>
F206	Tory Thorkelson <i>Motivation and Problem Solving in the EFL Classroom</i>
F202	Panel of MATESOL Programs Offering Programs to Students in Korea
F203	Colin Walker <i>Teaching Writing and Battling the Boredom Monster</i>
F203-1	James Underwood <i>Driving Students to Vocabulary Learning Autonomy</i>
F211	<i>Extensive Reading SIG presentation</i> Rocky Nelson <i>A Four Strands Approach to Developing an Extensive Reading Program [50 minute presentation]</i>
F303	Ksan Rubadeau <i>The Essential Bridge: Educators Helping Emotionally Distressed Students</i>
F304	<u>Graduate Research Presentations</u> Myeong-gi Jeong <i>Mobile Community-Based Language Learning: A Focus on Interaction in Mobile Learning</i> [start @ 3:30] Mizuka Tsukamoto <i>Use of Language in EFL Classrooms</i>
F305	Aaron Jolly – EnglishCentral <i>Video for Language Learning: Personalized Immersion on EnglishCentral</i>

WORKSHOP ABSTRACTS: 2:30-3:50

F204	Leonie Overbeek <i>Vocabulary Games in the Korean Classroom</i>
Time: 2:30-3:50	80-minute teacher training session Audience: Any and all
Presentation Outline:	
<p>One of the most tedious parts of language learning is the memorization of vocabulary, yet it is also one of the essential components of language learning. Korean learners spend endless hours memorizing lists of words, which never get used in context in order to facilitate understanding. Using games students are exposed to the words, the context of the words, their spelling and their sounds, all in an atmosphere that is relaxed and creative and where the student can make mistakes without feeling that it will affect their academic performance negatively. Games that will be presented to the participants range from games for presenting new vocabulary to games using existing vocabulary. Participants will be given the basic tools to use within Excel spreadsheets to create many games of their own, appropriate to their students and their curriculum.</p>	

R101	Marc Helgesen <i>ELT and the 'Science of Happiness'</i>
Time: 2:30-3:50	80-minute teacher training session Audience: All teachers
Presentation Outline:	
<p>Positive, motivated students – engaged with what they are studying and with each other – learn more and approach tasks with more enthusiasm. How do we foster that positive attitude in the language classroom? The new field of “positive psychology” offers direction. Psychology has traditionally focused on <i>mental illness</i>. Positive psychology focuses on <i>mental health</i>: What do happy, mentally healthy people do? TIME magazine dubbed this “the Science of Happiness.”</p> <p>How can we connect ideas from positive psychology to our classrooms? In this session, we’ll work/play/experiment with tasks that do just that.</p> <p>Positive psychology has identified eight behaviors of happy, mentally healthy people. They are (a) remembering good things in one’s life, (b) doing kind things, (c) taking time for friends and family, (d) forgiving, (e) taking care of one’s health, (f) expressing gratitude, (g) noticing good things as they happen (mindfulness), and (h) learning to deal with problems. All of these items connect to language skills we teach our students: “express gratitude” and “remember good things” require past tenses, “notice things” requires the present, “dealing with problems” often brings up modals for advice, “friends”, family” and “health” are common classroom topics, “forgiveness” requires functional language.</p> <p>This session will connect to practical classroom activities. Ranging from “happiness journals” to “gratitude letters” to “compliments and saying ‘thank you,’” these tasks allow learners to learn and practice English while engaging in the same behaviors positive psychology recommends. The presenter has touched on Positive Psychology/ELT at KOTESOL before, but this workshop format will give us more time to delve deeper.</p>	

R201	Matthew Walker - Houghton Mifflin Harcourt <i>Using Sample Texts to Improve Student Writing</i>	
Time: 2:30-3:20	50-minute presentation	Audience: Any and all
Presentation Outline:		
<p>During the writing process, too often students are not provided with sample writing texts for a variety of reasons ranging from lack of preparation time to limited resources. Despite these challenges, sample-writing texts remain an invaluable tool for students and teachers during the writing process. Sample texts give students more time to explore the topic, build background knowledge, and interact with target language. For teachers, sample texts can be used as tools for building classroom tasks that better prepare students to create their original texts. Through these tasks, teachers can integrate language and thinking skills, teach students to revise and edit texts, as well as teach the target language. This session begins with a brief discussion of the writing process and how teachers use sample texts in their classrooms. Then teachers will be introduced to an effective classroom task sequence that will help teachers better utilize sample texts.</p>		

R102	Kenneth Moore <i>Writing as Problem-Solving: Turning Aesop's Fables into Scripts</i>	
Time: 2:30-3:50	80-minute teacher training session	Audience: Public School Learners
Presentation Outline:		
<p>Reader's Theater can involve English language learners more actively in reading, listening, and speaking in authentic contexts and can lead to more comprehension, motivation, and language processing, and thus to greater retention and fluency. Aesop's Fables, being short, readily available, and focused on a single theme, are useful resources for Reader's Theater scripts, but they present challenges for dramatization since they often involve only one or two characters in fairly static dramatic situations. This presentation and workshop will offer practical advice and examples for turning Aesop's Fables intoactable scripts to increase student involvement and enjoyment in Elementary, Middle School, and High School English classrooms. Working in groups, participants will practice answering audience and performer needs and expectations to produce lively, dramatically effective scripts that also include comprehensible examples of English forms, vocabulary, and idioms in a natural context. Attention will additionally be given to script writing as an interesting and useful student writing assignment that can increase student-writer audience awareness.</p>		

F206	Tory Thorkelson <i>Motivation and Problem Solving in the EFL Classroom</i>	
Time: 2:30-3:50	80-minute teacher training session	Audience: University Learners
Presentation Outline:		
<p>What motivates you? What motivates your students? This workshop will look at the theories on motivation first before we move on to small group and whole group discussions of some of the more common problems teachers have motivating students as well as some solutions to dealing with these in virtually any educational context. Finally, the presenter will offer some resources and techniques that have helped him overcome many of these problems over the past 15+ years teaching in Korea.</p>		

F202	Panel of MATESOL Programs Offering Programs to Students in Korea	
Time: 2:30-3:50	80-minute teacher training session	Audience: Public School, University, & Adult Learners
Presentation Outline:		
<p>Are you interested in upgrading your academic qualifications? Are you someone who has been testing the water as an English teacher, but have now decided to become a true TESOL professional? Indeed, due to a variety of demographic and economic factors, a growing number of the better teaching positions at universities, in-house training programs, even public schools and hagwons now see additional TESOL training beyond the traditional “bachelor’s degree in <i>anything</i>” as one of the minimum requirements for the people they hire. The field of Teaching English to Speakers of Other Languages in Korea is rapidly growing in professionalism, and one of the primary markers of this professionalism is additional certifications and degrees.</p> <p>For this panel, we have assembled many of the leading programs that offer higher TESOL degrees and certifications in Korea. The panel members represent programs taught entirely online, or entirely in face-to-face/brick-and-mortar, and even hybrids of the two. The programs feature Western faculty, or a mix of Western and Korean instructors. Representatives from Leeds University, Hamline University, Woosong University, St. Cloud State University, BUFS, and others will be here to describe their programs and answer your questions. Come and find out how to take the next step in your professional development!</p>		

F203	Colin Walker <i>Teaching Writing and Battling the Boredom Monster</i>	
Time: 2:30-3:50	80-minute teacher training session	Audience: Public School, University, & Adult Learners
Presentation Outline:		
<p>Encouraging students to speak and write in class can be particularly challenging for public school teachers, who must accommodate large class sizes and varying levels of student proficiency. Teachers in Korea are pressured to meet curriculum objectives and test students on the basis of declarative knowledge, such the memorization of grammatical terms through teacher-fronted language learning where teachers lecture for the majority of the time and students remain passive observers. Unfortunately, teacher-fronted classrooms make it difficult for teachers to provide personalized feedback, which can negatively influence student motivation to learn English. In addition, this format does not allow time for students to practice writing and speaking in class.</p> <p>However, every challenge presents an opportunity for success and some teachers have been able to foster communicative classrooms in Korea. This presentation will review such successful strategies that teachers can use to promote learner-centered classrooms by demonstrate speaking and writing activities which have proved effective in increasing student participation and motivation to learn English. The benefits to learner-centered education and the teacher’s role in the learner-centered classroom will also be explored. Participants can expect to learn and share strategies for success that they can apply to foster a more communicative, learner-centered atmosphere in their own classes.</p>		

F203-1	James Underwood <i>Driving Students to Vocabulary Learning Autonomy</i>	
Time: 2:30-3:50	80-minute teacher training session	Audience: University & Adult Learners, Business English
Presentation Outline:		
<p>This practical 90 minute workshop will examine various ways of putting students in the driving seat of their vocabulary learning. It will give participants the opportunity to not only practice various activities that promote the acquisition of vocabulary but also discuss and reflect on them.</p> <p>First, participants will be introduced to the idea of a vocabulary learning history, then they will be given practical ideas of how this could be used in the classroom or set as homework using web 2.0 tools. Following this, the participants will take part in a guided discussion of what constitutes effective vocabulary learning. This discussion will investigate what vocabulary the students should be learning and how they should be doing it.</p> <p>Finally, several word study strategies will be examined and the participants will be able to practice these and discuss how these could be used in the classroom in order to promote student autonomy in their vocabulary learning.</p>		

F211	<p><i>Extensive Reading SIG presentation</i> Rocky Nelson <i>A Four Strands Approach to Developing an Extensive Reading Program [50 minute presentation]</i></p>	
Time: 2:30-3:20	50-minute presentation	Audience: All teachers
<p>Presentation Outline:</p> <p>Dr. Paul Nation describes the main types of activity that should make up a balanced language course. These can be classified into the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development. Anyone wishing to develop an ER course that teaches a student to be truly fluent in using what English they know, can profit from this guidance. This presentation describes a successful Korean ER course built around these strands.</p>		

F303	<p>Ksan Rubadeau <i>The Essential Bridge: Educators Helping Emotionally Distressed Students</i></p>	
Time: 2:30-3:50	80-minute teacher training session	Audience: All teachers
<p>Presentation Outline:</p> <p>You care about your students. You're extremely worried about students suffering from stress, personal difficulties, depression, or even suicidal thoughts. Sometimes students even come to you for help. But you're a teacher, and not a counselor. This wasn't in your teacher training, let alone your job description. So what is your role? This workshop 1) presents results from research in Korea on how educators can help emotionally distressed students; 2) describes the creation of a student-run peer helping group at a Korean university; 3) provides important resources; and 4) invites participants to share successful strategies from their schools. From interacting regularly with students, language teachers are in a special position to recognize emotionally troubled students. Do not miss this opportunity to learn more about your crucial role in getting help for your students.</p>		

F304	<u>Graduate Research Presentations</u>	
	Myeong-gi Jeong <i>Mobile Community-Based Language Learning: A Focus on Interaction in Mobile Learning</i> Mizuka Tsukamoto [start @ 3:30] <i>Use of Language in EFL Classrooms</i>	
Time: 2:30-3:50	2 x 25 - minute research presentations	Audience: All teachers

Presentation Outlines:

Myeong-gi Jeong *Mobile Community-Based Language Learning: A Focus on Interaction in Mobile Learning*

Mobile communities are important for language learners to learn and practice the language. The mobile learning can confirm the individual learning and enhance the interaction between teacher and learner, learner and learner, and content and learner as Moore and Kearsley (1996) proposed interaction types of educational community.

A language learning community needs an interaction for collaboration, sharing and contribution of learning resources. The community allows students to post ideas and comments and share their opinions through a webpage. Especially mobile community enables students continue their learning processes and interact with community of learners anytime and anywhere. However, existing e-learning framework may not work very well with mobile learning (m-learning) because learning with mobile devices constitutes new interaction experience.

So this research is aimed at understanding interaction of language learning community in m-learning situation by examining a broad range of features of mobile learners (m-learners), m-learning environments, and the relationship or interaction between m-learners and m-learners, teachers and m-learners, and m-learners and contents. This research has two main areas under above objectives:

1. Understanding of m-learners, m-learning environments, and m-learning contents.
2. Developing framework that takes into account interaction in mobile community.

Language learners often find themselves in mobile situations where they want to maintain their learning processes and interact with their peers, teachers, and contents composing of community.

It is hoped that this research will serve as a base for understanding m-learning and development of an m-learning interaction framework in mobile community.

[start @ 3:30]

Mizuka Tsukamoto *Use of Language in EFL Classrooms*

This study examined students' perception of teachers' use of language in EFL classrooms. The debate over whether or not the students' L1 should be used in classrooms is ongoing. Some recent studies have found that EFL teachers had mixed attitudes towards the use of students' L1 in language classrooms. In the case of Japan, the students' relatively low proficiency in English, at the time of entering university, makes teachers question whether maintaining English only classrooms "work" or puts too much pressure on students. To explore this line of inquiry, a questionnaire was given to the students. The results showed that regardless of their proficiency level, most students appreciated, in various aspects, that the classes were conducted in English only rather than the teacher using the students' L1.

This presentation will discuss some findings, especially focusing on what the students found useful/helpful. The discussion will extend to explore implications for further research to enhance effective learning environment for students.

<p>F305</p>	<p>Aaron Jolly – EnglishCentral <i>Video for Language Learning: Personalized Immersion on EnglishCentral</i></p>	
<p>Time: 2:30-3:20</p>	<p>50 - minute presentation</p>	<p>Audience: All teachers</p>
<p>Presentation Outline:</p> <p>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 for more.</p>		

CONCURRENT PRESENTATIONS: 4:00-4:50

Room	Presenter and Presentation title
F204	James Garner <i>Data-Driven Learning: Putting Students at the Wheel of Their Learning</i>
R101	Tim Murphey <i>Materials for Portable Embodied & Extended Cognitive Self-Sourcing (PEECSS)</i>
R201	Research SIG presentation Eric Reynolds <i>Getting Started: Resources for Literature Review and Beyond</i>
R102	Ju A Hwang <i>The Relationship between the Importance of Improving L2 Writing Fluency and Freewriting</i>
F206	Andee Pollard <i>Audio Assignments: A Tool for Spoken Fluency and Student Motivation</i>
F202	Nico Lorenzutti <i>Dynamic Listening Activities for Using Pop Songs in the EFL Classroom</i>
F203	Nate Kent <i>Jumpstart Your Intensive Language Learning</i>
F203-1	Martin Tuttle <i>Homework that Works</i>
F211	Peadar Callaghan <i>Total Participation Techniques</i>
F303	Roger Fusselman <i>Beginning Right: Leading in to a Lesson</i>
F304	Alonzo Williams <i>Interactive Speaking Activities for the EFL Classroom</i> [start @ 4:30] Joseph Vitta <i>Students' Affective Responses to Peer Assessment</i>
F305	Sara Davila and Aaron Jolly - E-Future <i>Knock It Out of the Park</i>

PRESENTATION ABSTRACTS: 4:00-4:50

F204	James Garner <i>Data-Driven Learning: Putting Students at the Wheel of Their Learning</i>	
Time: 4:00-4:50	50-minute presentation	Audience: Public School, University, and Adult Learners, Business English

Presentation Outline:

Data-Driven Learning helps students take control of their own learning by giving them direct access to tools used by professional linguists, namely language corpora. They are given access to these large databases of text and encouraged to find the answers to their questions about English on their own. This approach has the added benefit of increasing students’ abilities to make generalizations about language, both inside and outside the language classroom. This presentation will describe how Data-Driven Learning can be implemented in the language classroom. The first half will focus on the theoretical basis of Data-Driven Learning and empirical studies into its effectiveness and student attitudes towards it. In the second half of the presentation, the presenter will demonstrate several sample DDL activities. These activities focus on issues such as word knowledge, collocations, grammar, and register differences. They can be implemented at multiple levels of proficiency, in a variety of contexts, and with or without direct student access to computers.

R101	Tim Murphey <i>Materials for Portable Embodied & Extended Cognitive Self-Sourcing (PEECSS)</i>	
Time: 4:00-4:50	50-minute Teacher Training Session	Audience: All

Presentation Outline:

Many people have a hard time talking without moving their bodies. Language is co-constructed with body movement. Most people have a time speaking a foreign language without a partner to speak it with, these might be called situational extensions. Many people also have movements (a golf swing), a song they sing, or a saying they repeat when they want to change their mood or remind themselves of important things. The use of embodied and extended cognitive activities such as songs, stories, poems, phrases, mantras and gestures, that gain meaning outside the language classroom once repeated and learned, can become portable for language learners. A small group of researchers have been studying PEECSS procedures and the development of materials for language teachers and their classes that can help students, not only learn more language more easily, but also feel psychologically supported and generally more positive with well-being (called, value added language learning). The shared theme is that songs, stories, and other portable activities bring emotional humanistic support to learners in and outside the classroom and assist in language learning continually. This presentation will provide examples that you can use and hopefully stimulate you to create more yourselves.

R201	Research SIG presentation Eric Reynolds <i>Getting Started: Resources for Literature Review and Beyond</i>	
Time: 4:00-4:50	50-minute workshop	Audience: Teacher researchers
<p>Presentation Outline:</p> <p>Excellent! You have decided to jump in and start your research project. This 50 minute workshop help you get started. We will go over what resources are available to start conducting the literature review that will provide the foundation for the rest of your paper. Time provided, we will work to build a research plan for your individual project and begin soliciting participation from other members of the larger KOTESOL research special interest group (the RSIG) in your efforts. Hope to see you there whether you have firm plans leading to publication or are just interested in doing classroom action research.</p>		

R102	Ju A Hwang <i>The Relationship between the Importance of Improving L2 Writing Fluency and Freewriting</i>	
Time: 4:00-4:50	50-minute workshop	Audience: All
<p>Presentation Outline:</p> <p>Freewriting was a popular method used during late 1960s and early 1970s in the U.S. focusing on writing fluency rather than writing accuracy (Fox & Suhor, 1986), and many studies showed benefits of applying freewriting in English (as L1) writing classes. According to Elbow (1998), freewriting also helps L2 learners improve their writing fluency by separating producing from editing process and their confidence by providing a risk-free environment.</p> <p>Triggered by the presenter’s case study results, which showed the improvement in her students’ English writing fluency and confidence by practicing guided freewriting, she prepared this workshop to share her experience. It will assist instructors in helping their English learners improve English writing fluency and confidence by providing freewriting concepts and some activities applicable to their classes. It will also help instructors to be ready for the newly introduced National English Ability Test in Korea (from 2015), which includes English writing assessment.</p> <p>The goal of this workshop is to revisit the benefits of applying freewriting in EFL writing classes to help writing instructors, as well as the importance of focusing on writing fluency in EFL writing classes that can present positive effects to instructors and learners.</p>		

F206	Andee Pollard <i>Audio Assignments: A Tool for Spoken Fluency and Student Motivation</i>	
Time: 4:00-4:50	50-minute presentation	Audience: University and Adult Learners

Presentation Outline:

Technology in the language classroom is almost the norm in this digital age. Part of the challenge, however, is to make use of this resource in not only a pedagogically sound way, but to also use it as a tool that is capable of increasing student motivation to push them further along their English language journey. This session will offer insights into action research conducted with audio assignments as a means of increasing students’ spoken fluency, self-confidence and motivation, and learner autonomy. Suggestions on how to implement audio assignments in the classroom will be presented in conjunction with potential hurdles and drawbacks of the implementation. Technological aspects discussed will show that the need to rely on the computer or audio recorder as the tools for student recording is not necessary as there exist a plethora of options available to the student; including the smart phone. In addition, we will also hear the students’ voice regarding such a program and its impact upon their motivational levels and self-confidence where English is concerned.

F202	Nico Lorenzutti <i>Dynamic Listening Activities for Using Pop Songs in the EFL Classroom</i>	
Time: 4:00-4:50	50-minute teacher training session.	Audience: Public School, University, & Adult Learners

Presentation Outline:

Pop songs are a motivating, authentic and easily accessible resource for EFL learners. However, despite the obvious potential of songs as a dynamic teaching tool, many teachers find they simply lack the time, training or ideas to adapt pop songs for language learning and practice in varied, active or learner centered ways, and thus rely heavily on ‘gap fills’ and other standard listening practice activities. This practical workshop demonstrates a collection of simple, effective techniques that can be easily applied to a range of songs. All techniques demonstrated incorporate active learning elements such as movement, prediction, student-student interaction and competitive games – providing participating teachers with a ready to use bank of useful and engaging classroom activities for introducing songs to learners, and putting students ‘at the wheel’ during listening activities. The activities are suitable for learners from young teens to adults, ranging from low intermediate to advanced level.

F203	Nate Kent <i>Jumpstart Your Intensive Language Learning</i>	
Time: 4:00-4:50	50-minute presentation.	Audience: Young, Very young, & Public School Learners
<p>Presentation Outline:</p> <p>An increasing number of intensive language learning experiences are available in Korea. These include week long camps, stays at an “English Village”, intensive study at your company’s training facilities, weekend seminars, etc. How does teaching change in these kinds of circumstances? How should it? Putting students at the wheel (in control) of their learning changes in situations that are not a traditional classroom setting. What kinds of things could you incorporate in your camp or other intensive setting to make these times as productive as possible?</p> <p>In this presentation I will examine some of the shortcomings of these experiences, what can be done to change some of that, and a few ways to make the teaching (and learning) time more productive, easier, and more fun for both students and teachers. In addition we will go over some practical ideas and activities that can be easily implemented. The focus will be more on elementary and middle school ages but many of the activities and suggestions can be easily tailored for any age group.</p>		

F203-1	Martin Tuttle <i>Homework that Works</i>	
Time: 4:00-4:50	50-minute workshop	Audience: All
<p>Presentation Outline:</p> <p>This workshop will describe how synchronous computer mediated communication, or written chat, can be an effective homework assignment for Korean university students. It will show how this assignment is appropriate in regard to student's past learning experience, as well as their current learning environment. Finally, how I implement the homework as a means of encouraging autonomous learning and the development of learning strategies will be presented. Teachers who participate in the workshop will be expected to discuss possible ways to expand on the original homework described, different tasks that could be assigned using chat as a medium of communication in the target language, and other ideas related to using chat for language learning.</p>		

F211	Peadar Callaghan <i>Total Participation Techniques</i>	
Time: 4:00-4:50	50-minute teacher training session	Audience: All
<p>Presentation Outline:</p> <p>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.</p> <p>This workshop will highlight several techniques that encourage total participation in the EFL classroom. It will focus on practical techniques to improve classroom engagement for both the students and the teacher.</p>		

F303	Roger Fusselman <i>Beginning Right: Leading in to a Lesson</i>	
Time: 4:00-4:50	50-minute teacher training session	Audience: All
<p>Presentation Outline:</p> <p>Getting a lesson off to a good start is important, and this start, sometimes called a lead-in, is essential to lesson design. A lead-in can help motivate learners to focus on the topic, activate prior knowledge about it, and give them some advance notice of what the lesson activities will be. However, it can be hard for both new and experienced teachers to apply this goal to their own teaching, causing some teachers to abandon lead-ins completely and others to design lead-ins that have little to no connection to the lesson's goals.</p> <p>This presentation will cover how the teacher can use an understanding of the lesson's objectives to identify how the lesson should be begun. It will distinguish different types of strong lead-ins, and cover common mistakes made in beginning lessons. Later in the presentation, participants will work together with distributed materials or lesson objectives to design a lead-in that is effective and integrated to the intended aims that the materials suggest.</p> <p>This presentation is based on the presenter's experience as an English teacher and a TESOL trainer in Korea.</p>		

F304	Alonzo Williams <i>Interactive Speaking Activities for the EFL Classroom</i>	
	[start @ 4:30] Joseph Vitta <i>Students' Affective Responses to Peer Assessment</i>	
Time: 4:00-4:50	2 x 25 - minute research presentations	Audience: All teachers

Presentation Outlines:

Alonzo Williams *Interactive Speaking Activities for the EFL Classroom*

Creating an EFL learning environment where the uses of communicative activities are interactive, collaborative and fun can be a challenge when teaching low level and unmotivated students. However, utilizing engaging speaking activities that allow students the opportunities to activate prior knowledge in connection with vocabulary learning can get students thinking more about what they are learning about words more productively (Fisher & Bates, 2011). Tertiary professionals understand the need to improve student’s vocabulary levels and communicative abilities. Empirical studies have shown that increasing student’s ability to speak the top 2000 high frequency vocabulary words increases their ability to communicate and understand more in Basic English. Incorporating multiple and varied instructional activities can provide students with speaking retrieval opportunities to rehearse words more often in class (Folse, 2011). The aim of this presentation will be to share several classroom-teaching activities that will get students standing up and activate learning. In this session, I will ask participants to engage in several interactive speaking activities that students participated in that took between 15 minutes to an entire 90-minute class period to complete. These activities can be used or modified to fit the needs of participants’ individual classrooms and student learning needs.

F305	Sara Davila and Aaron Jolly - E-Future <i>Knock It Out of the Park</i>	
	Time: 4:00-4:50	50-minute presentation

Presentation Outline:

EnglishCentral Books are designed to help bring engaging, authentic video content into the classroom. Each book, EnglishCentral 1 and EnglishCentral Pro 1, takes the best authentic videos from EnglishCentral and organizes them into units with interesting thematic topics and supports learners with engaging classroom work. When combined with the power of the EnglishCentral online-learning platform provide the best, blended four-skills learning solution on the market.

The authors will take you on a short tour of the English Central website and show how this task-based, blended solution really works.

PRESENTER BIOGRAPHIES

April M. Abate has lived and taught English as a Second Language in Seoul, South Korea since 2009. She has also taught in Siem Reap, Cambodia. April is particularly interested in studying and applying cooperative learning theories into task-based and problem/project-based lessons. She is presently collaborating with American and Canadian teachers to better incorporate technology in the classroom and to help her students gain a more personal relationship with English as they form international friendships. April earned her TESOL certificate from the Asian EFL Journal in 2009. Her undergraduate work is in Microbiology and Chemistry. April is currently a graduate student at Jones International University earning her MEd in K-12 ESL Education.

Phillipa Arthur, a native of Trinidad and Tobago, considers herself a citizen of the world. Ms. Arthur has a BA in Spanish Literature from City College of the City University of New York and an MA in TESOL from New York University. She has resided in and taught an array of adult English language learners in a multitude of programs in the United States, China and Korea. In New York City, she instructed first year university students, many of whom were recent immigrants to the U.S. In Nanjing, she instructed sophomore and junior students as part of a year-long assignment for the English Language Fellows Program. Ms. Arthur was a teacher trainer for two years prior to her current position as a full-time Language Lecturer at Yeungnam University's Foreign Language Institute in Gyeongsan. Ms. Arthur enjoys all aspects of English language instruction. However, she has a strong interest in formal assessment, world Englishes and self-directed adult learners. Phillipa Arthur can be contacted at parthur31@hotmail.com

Arina Brylko holds an M.A. in linguistics and English teaching. She is currently working on her PhD in Applied Linguistics. She has taught English in Russia, the Philippines and Japan to students of various language backgrounds. She developed and taught a TESOL course, a teacher-training certificate program in the Philippines. Her research interests include corpus linguistics, World Englishes, teaching writing and the use of technology in language learning.

Peadar Callaghan graduated from the University of Limerick with an Ma 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.

Brian Dean is an instructor at Dongseo University with more than twelve years EFL experience in Korea. He is also a summer and winter lecturer at Minjok High School in Gangwondo and has managed ecological science classes there. He is an active blogger and writes about ESL, the environment and human-powered travel at surprisesaplenty.wordpress.com After learning about the University Entrance Exams in Korea and their described effects on students, he became interested in how to preserve and encourage the creativity of his students. Contact him at surprisesaplenty@gmail.com

Rob Dickey has been teaching English and assorted other subjects in Korea since 1994. Rob is a firm believer in teaching less so they learn more (even though it's a constant struggle within himself to actually do that!). Prof Dickey is a past president of Korea TESOL, and has been at Keimyung

University in Daegu since 2009 after 11 years at Gyeongju University. rjdickey@content-english.org

Long a fixture of KOTESOL chapter-level and conference-level presentations, **Roger Fusselman** currently works as the lead TESOL trainer at Seoul National University of Education. He has taught at numerous locations within Korea for over a decade, in regions such as Daejeon, Ulsan, Pohang, and Seoul, teaching mostly young learners and teens. He holds an MA in TESL from Central Missouri State University, a postgraduate certificate from the University of Birmingham's (UK) MA TEFL/TESL program, and has been licensed to teach English in the US state of Missouri. His university career includes stints at three other universities: Ulsan University, where he taught English conversation; Central Missouri State University, where he worked in the Intensive English Program and the Writing Center; and Sogang University, where he worked on EFL curriculum development. He has served in the past as the first vice-president of both the Seoul and Busan chapters of KOTESOL. His interests outside of teaching involve comedy, particularly improvisational theater, comedy sketch writing, and occasionally stand-up. His e-mail is mrfusselman@gmail.com.

Steve Garrigues holds the position of Professor in the Department of English Language and Literature at Kyungpook National University in Daegu, where he has been teaching since 1986. Dr. Garrigues was born in the United States, but he prefers to think of myself as a world citizen, having spent most of his life outside of the US, primarily in Asia and the Pacific region, including 4 years in India, 6 years in Tonga, 10 years in Japan and more than 25 years in Korea. He completed his BA in Japanese history and language at Jochi University in Tokyo, and his MA (Colorado State University) and PhD (University of Lucknow, Uttar Pradesh, India) are both in cultural anthropology. His primary research interests are in intercultural communication, comparative phonology, and cross-cultural semantics. In addition to his academic pursuits, he is a passionate photographer (<http://sgarrigues.photopoints.com>) and a collector of world music. In 2011 he received the Drazek Excellence in Teaching Award from the University of Maryland. He is a long-time member of KOTESOL and is currently the Vice President of the Daegu-Gyeongbuk Chapter. Dr. Garrigues can be contacted at sgarrigues@gmail.com.

James Robert Garner is currently working as a native speaker English teacher at Hangang Media High School and Shindorim High School in Seoul, South Korea. He has a Master's degree in Applied Linguistics and TESOL from the University of Alabama. He has worked as a teacher of ESL academic writing courses at the university level and as an instructor at a university intensive English program. He has also worked as a writing tutor for native and non-native speaking college writers. He has presented at several conferences and symposiums on the topics of second language writing and the use of corpora in language teaching. His research interests include pedagogical approaches to implementing language corpora into the language classroom, vocabulary acquisition, English for academic purposes, and second language writing. Mr. Garner hopes to use his increasing teaching and research experience as a future applicant for a PhD program in Applied Linguistics. He may be reached by email (james.r.garner@gmail.com).

Alex Grevett has been teaching in Korea for two years, prior to which he worked in Guatemala City. He has recently moved from Jinbu High School in Gangwon-do to Korea Polytechnic University in Siheung, Gyeonggi-do. He is currently studying for a master's degree in TESOL and Applied Linguistics with the University of Leicester in the UK. His teaching and studying interests

include contingent communication, pronunciation and the use of spaced repetition systems for vocabulary acquisition

He tries to keep up with professional development, being an almost ever-present member of the Gangwon KOTESOL chapter up until his move, and he also tries to find time to tend an ELT blog at breathyvowel.wordpress.com. He still longs to move back to the countryside, and when not teaching or studying, Alex will usually be found either on the football field or halfway up whatever hill he can find on a bike or on foot. When he gets back down he will check any emails at alex.grevett@gmail.com.

Ju A Hwang currently teaches TOEIC Speaking courses at Dong-A University and also teaches general English conversation course, business English courses, and other courses in a language institute in Busan, Korea. She finished her M.A. in the Second Language Studies at the University of Hawaii at Manoa in the U.S. She had various teaching and research experience during her M.A. Her research interests includes second language (L2) pedagogy, especially in English as a foreign language and Korean as a foreign/ heritage language, L2 assessment, and pre and in-service teacher education. Among the four language skills, she is keenly interested in writing and speaking. She enjoys participating conferences to learn the current issue in L2 pedagogy and research fields. She prepared the workshop based on her teaching experience and would love to share it with other instructors and researchers. If you have any questions or love to share opinions, please e-mail her at talktojua@gmail.com

Michael Jones is a lecturer at Woosong University in Daejeon, ROK. He has completed the Cambridge CELTA and is a master's degree candidate in the Woosong University TESOL-MALL program. His current areas of interest are the use of media in the classroom, content delivery methods, and the utilization of smart phones for m-learning. He has been living and teaching in South Korea for sixteen years and has taught in a wide variety of educational contexts.

Amelie Kelly (MA, CELTA) first began teaching as a volunteer to Nepali children in 2006. Finding it rewarding, she left the corporate world after 20+ years and delved into a second career -- ESOL. Quickly realizing the need for professional training, she completed her CELTA training. Still living in Kathmandu, Ms Kelly furthered her experience at The Wishfulfilling Center for Study and Practice, the American Language Center and Himalayan Power Limited. As an ESOL teacher, she has taught the writing process to pre-Fulbright scholars, corporate and governmental managers, and nursing students. In 2010, Ms. Kelly relocated to South Korea where she is currently a Visiting Professor at Kwandong University. She can be reached at ameliekelly1@yahoo.com.

Nate Kent first arrived in Korea as a teacher in 2003. With a major in English Literature and a minor in Elementary Education, teaching in Korea seemed a better fit than working as an Account Representative for an insurance broker. In the years since his arrival he has gathered extensive experience in a variety of teaching situations including academies, a middle school, and corporate classes. Most recently he has been teaching at the university level while moonlighting at seasonal English camps with the occasional English Village appearance as well.

This wide range of experience has been in well-organized programs, and also those that were just starting out and needed extensive program development. Over the years he has developed a wide range of resources and the ability for handling most, if not all, of these situations. Nate has taken a special interest in looking at ways to make language learning more enjoyable and has the point of view that learning English doesn't have to be difficult. He can be reached at nhkent@gmail.com.

Nico Lorenzutti is a teacher trainer currently working on Chonnam National University's TESOL certificate and in-service teacher training programs. Nico has over 14 years experience in Japan, Canada and South Korea, and has presented workshops on dynamic listening activities for pop songs at the international CamTESOL conference in Cambodia as well as to TESOL trainees within Korea. His particular area of interest is curriculum development for the principled use of popular culture texts such as film, television drama & pop songs in ELT, and he regularly teaches professional development courses focused on listening methodology and using TV drama for teaching discourse and culture. In addition to English teaching and training, Nico has also worked extensively in the film industry in Canada, and translated 6 books for ROH Press.

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.

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Naomi Miki has a BA and a MA in English literature as well as a MA in Anglo-Irish Literature. She is currently in her second year of working as a member of Academic English Program at Fukuoka Women's University. Her research interests include blogging in EFL, extensive reading and reading speed.

Scott Miles is an associate professor in the Foreign Languages Department at Daegu-Haany University in Korea. Scott has an MA in TESOL and a PhD in applied linguistics. He is the editor of the TESOL Review journal, and Series Editor and author of the Essential Reading series from Macmillan. His research interests include cognitive linguistics, extensive reading, and vocabulary acquisition. scott@dhu.ac.kr

Kenneth H. Moore earned an MA in TESOL/Rhetoric from California State Polytechnic University, Pomona (2003) and a Doctorate in Music from Claremont Graduate University (2005). In the United States, he has taught basic writing and ESL courses at the college level in California and Pennsylvania. In 2004, he presented a paper, "Understanding Korean Writer's Needs," at the TESOL International Conference (Long Beach, CA). He joined the Sookmyung Women's University Graduate School of TESOL English teacher training program (IETTP) in March 2008, where he is lead writing teacher and senior faculty member. Among the courses he designed and taught, he developed a writing skills course, From Writing to Composing, as well as two writing electives that focus on editing/proofreading skills, on specific problem areas for Korean writers, and on issues of style and control of focus. He has also taught in the Sookmyung Women's University English Language and Literature Department, where he designed and taught courses in academic writing and critical reading and writing. As a writing teacher, he encourages his students to always keep the reader in mind as a positive communication partner. He can be reached through email at kennethmoore137@gmail.com.

Rocky Nelson (M-TESL Arizona State University, 1995) was invited by Yeungnam University in 1996. He taught 3 years at the Department of English and was 1st VP, Taegu chapter, KoTesol in 1999. He moved to Andong National University, 1999 to 2001, and was the Academic Coordinator during his final year there.

Now teaching at Pusan University of Foreign Studies, Rocky is the developer of several popular "intensive fluency" courses now used on campus, as well as Extensive Reading courses. His ER course has been taught continually for the College of English since 2002, and is a popular elective choice among content courses given by the International Language Experts program/ILEC department. Since 2007, Extensive Reading has been a core course for the In-service Teacher Training program (Ministry of Education) at PUFSS.

Leonie Overbeek is currently working at Seosin and Hwado Middle Schools as a native speaker English conversation teacher. She has worked in mining and metallurgical research before turning to languages, and worked for two years as a teacher trainer in Cape Town before coming to Korea in 2007. She has presented several workshops and papers at various Kotesol functions. Her areas of interest are policy implementation, cultural values and effective teaching methodology. She can be reached at lionafrica@gmail.com

Andrew Pollard is an alumnus of Yonsei University currently lecturing at Kangwon National University, Korea. He is the recent recipient of the Palgrave Macmillan (Australia) Award for Applied Linguistics and holds a MA (Applied Linguistics) with Distinction from Curtin University. Andee's research interests have an emphasis on the East Asian context and primarily lay in English as a Lingua Franca, second language acquisition and multilingual education. He has published articles and presented at numerous international and regional conferences on issues relating to ELF and World Englishes in the East Asian Context, as well as currently exploring Korean phonetics and Romanization. Andee is currently pursuing his PhD and may be contacted at: andeepollard@gmail.com

Christie Provenzano (B.A., M.Ed.) is a Canadian TESOL practitioner living and working in Fukuoka, Japan. She is employed as one of the team members in the AEP program at Fukuoka Women's University. Christie's research interests include blogging in TESOL, extensive reading, oral communication strategies instruction and learner autonomy. You can contact her at pcprov@mac.com.

Ksan Rubadeau (M.A. Applied Linguistics) has delighted in working in TESOL for the past sixteen years in Mexico, Japan, Canada, and Korea. A former teacher trainer for Gyeonggi Province, she now lectures at Korea University and is pursuing her Doctorate of Education through Durham University in the U.K. Ksan's research interests include teacher cognitions, teacher training, 21st century technology, and pedagogical grammar. The research presented in this workshop was conducted in part thanks to a KOTESOL grant, and is the result of a collaboration between Dr. Lee Hye-Sun of Korea University's Counseling Center and the faculty learning community "The Essential Bridge." Contact Ksan at ksanrubadeau@korea.ac.kr.

Sarah E. Seitzinger holds an MA in English from Tennessee Technological University, is TEFL certified, and earned BAs in English and Spanish at Tennessee Technological University. She taught freshman composition in the United States for several years prior to teaching in Korea. She

is currently teaching in her second year at Sorae High School in Gyeonggi-do. Her instructional goals include developing the cultural awareness of her EFL students through English instruction, inspiring them to seek further learning, and increasing students' learning potential by helping them enjoy using English in an active and communicative learning environment. Ms. Seitzinger's academic interests include applied linguistics, British and young adult literature, mythopoeic studies, reflective teaching practices, project-based learning, and using cultural multimedia such as film, television, music and graphic novels to enhance and drive students' English studies. She enjoys living in Korea, misses her family, and wishes philology were not a defunct field of study. Soli Deo Gloria. Sarah.Seitzinger@gmail.com

David E. Shaffer (PhD Linguistics) has been an educator in Korea for over three decades and is a long-time KOTESOL member. He is a professor at Chosun University teaching linguistics, teaching methodology, and skills courses in the graduate and undergraduate programs. In addition, he is a teacher trainer, materials designer, and program developer. 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 cognitive linguistic constructs for 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.

Tory S. Thorkelson (M.Ed in TESL/TEFL) is a proud Canadian who has been an active KOTESOL member since 1998 and has presented at or worked on many local and international conferences in Seoul. He is the Past President for Seoul Chapter and KOTESOL (2008-2009) and is an Associate Professor for Hanyang University's English Language and Literature Department. He has co-authored research studies (see ALAK Journal, December 2001 & June, 2003 as well as Education International September 2004 VI-2) and a University level textbook, "World Class English", with a team of fellow KOTESOL members published by Hakmun Publishing Inc. He is a KOTESOL Presidential Service Award Winner (2008), a Whose Who listee (World and Asian editions) and is an Editorial board member for both the TESOL Review (Korea) and the CamTESOL journal (now Language Education in Asia). On a personal note, he married his Korean wife on July 6th, 2002 and has acted in local Drama Productions like "I Do Not Like Thee. Dr. Fell" and "A Christmas Carol – the Comedy" for The Seoul Players – a group helped found in Seoul. His daughter, Jean, was born May 2008 and he is now pursuing his Doctorate in Professional Studies from Middlesex University in the UK.

Mizuka Tsukamoto teaches at various universities in Kansai region, Japan. Her research interests include teacher education, learner development and various issues related to EFL classroom. She enjoys visiting South East Asia and has worked with local teachers in Laos through Teachers Helping Teachers (THT). She could be contacted via e-mail: mizukawk@gmail.com

James Underwood has taught English as a foreign language in Japan for seven years. He has taught children and adults of varied ability in a variety of contexts from private language schools to university. He has a Masters in Applied Linguistics and TESOL and his research interests include team teaching, autonomy, vocabulary acquisition and the use of technology in language learning. He currently teaches English at Chuo Gakuin High School and Reitaku university in Japan. At Chuo Gakuin High School he teaches English to students on the General, Exam preparation and

Sports courses, and runs the English Club. At Reitaku university he teaches the following four courses: English for Communication, Speaking for Academic purposes, World Englishes, and Writing. He is an active member of the Japanese Association for Language Teaching and also a member of several of its special interest groups, such as the Computer Assisted Language Learning SIG, College and University Educators SIG, Vocabulary Acquisition SIG and Learner Development SIG. He is also interested in ongoing professional development and recently participated in the Electronic Village's online workshops and blogged about his experience on posterous: (<http://classdigitoalsevo2011underwoodsensei.posterous.com/>).

He can be contacted by email at: jamesmichaelunderwood@gmail.com.

Martin Tuttle has taught in South Korea for over nine years. He spent six years teaching at Kumoh Institute of Technology, in Gumi, and now teaches at Yeungnam University in Gyeongsan. He recently completed his masters in TESOL from the University of Birmingham, UK. His research interests include autonomous learning, learner training, and CALL.

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Alonzo R. Williams is currently an American English language lecturer at Kyushu Sangyo University and Fukuoka University in Japan. Over the course of the past 17 years he has instructed students at all levels both in Japan and the U.S. In 1999 he received a summer a B.A.W.P. (BayArea Writing Project) fellowship award from the University of California at Berkeley to present his findings on "The Developmental Stages of Writing at the Primary Level". In the U.S. he enjoyed instructing primary school students, being a Master teacher, having the opportunity in presenting his research at The University of California at Berkeley and to graduate students enrolled in the teaching certification program at San Francisco State University and neighboring unified school districts. He has recently begun focusing on researching how code-switching behavior

impacts the EFL classroom and how communicative speaking activities driven by vocabulary instruction can increase students English-speaking abilities. His prior research and interest has surrounded vocabulary instruction, focus on form, classroom feedback, and L1 and L2 use in the EFL classroom. He can be reached at williams@ip.kyusan-u.ac.jp

EXTENDED SUMMARIES

Driving Education:

An English Education Metaphor

Tim Murphey

Once there was a country where there were almost no cars and the people in this country realized that for their growing economy it would be good to have a more mobile population with bus drivers, taxi drivers, and even individual car owners who could get around by themselves. The people in power reasoned that it was probably already too late to teach the adults in their country, and so they wanted to start with the kids and have a new generation of people all able to drive. So the government started a small program in which they brought in some "expert drivers" to teach. But the experts were far too few to go around. Most kids saw an expert once a month, if they were lucky, and usually in a group of 40 or more. They rarely even saw a real car. Thus, they usually never got to really sit in a car, much less be in it when it was moving. The few times they saw it move (on television usually), they were in awe and thought they would never be able to really make one move on their own.

Their regular teachers reinforced the image of the difficulty of driving by insisting that you couldn't drive until you could name all the parts of the car, know how the engine worked, and have memorized all the rules and actions to take if ever they got in a car. Usually the school's driver education department owned no cars. The kids only saw pictures of cars. They never sat in a real car, heard the engine roar, felt the car move, and saw things flying by. Thus, they didn't have to make decisions and choose which way to go, change their speed, and turn the steering wheel to adjust to other people in their cars, which is really the essence of driving, and they had no chance to learn these things except in theory. The graduates of these schools could pass written tests, but usually went into shock when put in the driver's seat and asked to start their engines and go somewhere.

In this country, some people in high places liked the situation. They were afraid that if kids learned to drive they might forget how to walk and life would be horrible. So these people didn't want to change the way driving was taught, and this slowed down people who wanted to reform the way it was taught.

Of course, there were some teachers who somehow got hold of a car and actually had students sit in them and drive them. But these teachers were often scorned by other teachers who said they were not sticking with the "traditional way of teaching." These teachers didn't mind much

because they knew their kids were learning how to drive and the kids were excited, while the other teachers were only teaching their students facts about cars. Unfortunately, some of the students, even though they could drive, couldn't pass the written tests about how cars worked, and so they couldn't get their licenses.

"What a waste!" some teachers said, "I quit!"

Other teachers simply said, "Let us do what we can, and gradually things will change. And at least we can have the satisfaction of teaching a few students the joys of driving."

Now of course, in Japan driving schools don't work this way. The Japanese driving instructors know that people learn to drive by driving and that they can give them safe conditions where the risks are low so that they can learn in security, with small successes built upon small successes. Theory and books may be used, but the real learning is when the student is behind the wheel and involved completely with moving the car through the environment, interacting with others who are also moving through the environment, first getting a few motions to be automatic and then learning to adjust to many things at once, until a degree of fluency is present and they can use that as they continue to build their abilities. After all, it would look bad for the world's number one car-maker if they spent so much time and effort on making cars and then their own people could not drive. Japan can be proud. I wonder in what other educational areas such practicality can be applied.

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Smart Use of Smartphones: QR Codes in the Classroom

Michael Jones

Woosong University

This summary has previously appeared in the STEM 16th International Conference Program.

Note: For those that have smart phones we recommend that you download a scanner application if you do not already have one installed. We recommend:

- Android: Barcode Scanner, Barcode Generator
- iPhone: QR Reader

The use of smartphones in the classroom has become a controversial topic among teachers. Some teachers embrace the phones and the pedagogical opportunities they provide, while others ban the devices due to decidedly non-educational use by students. As smartphones explode in popularity, a steadily increasing number of students will be using the devices in the classroom. This is something that teachers are going to have to deal with whether they like smartphones or not.

Anyone who has been in a classroom can tell you that students of all ages are enamored with the use of their smartphones. This presentation will examine different ways we can harness that interest in technology to increase motivation in the L2 classroom. Instead of reducing the phones to nothing more than glorified electronic dictionaries, we will look at how to use smartphones, QR codes, Microsoft Tags, and the internet in the classroom. Examples will include how to deliver authentic content, set up paperless tasks, create easily accessible multimedia projects, assign homework and create the QR codes themselves using both mobile and desktop-based platforms.

Quick Response (QR) codes were developed by Toyota in 1994 as a way to track parts. The code was designed to be scanned and read quickly, hence the name. Data can be encoded within the QR code itself (up to 4,200 alphanumeric characters, depending on the version of the code), or the code may simply contain a link to an online version of the target data. One popular use of QR codes with data encoded is v-cards. V-cards are electronic business cards that contain all of a person's contact information. The information can be read and automatically entered into a user's cell phone address book with the use of scanner application. These scanner applications use a smartphone's built-in camera to read and decode QR codes. A wide variety of free scanner applications are available online.

QR codes have spread beyond the factories of Japan and can now be seen everywhere; from product packaging, to billboards and movie posters, to your Facebook page. All one needs to access the content is a scanner-equipped cell phone. QR codes have allowed advertisers to make

multimedia content available everywhere. No longer do you have to wait to get home to go online, nor do you have to worry about typing long, awkward URLs into your smartphone's browser. Just scan the code and get taken to the content almost instantly. The ability to access content quickly and easily provides us with a variety of opportunities in the classroom context.

Administrative Uses

QR codes linked to Google forms can be used to track student attendance. Create a Google form and link a QR code to it using a site such as QRstuff.com. The code can be pasted in a convenient location (e.g. the classroom doorframe) and students can scan themselves into class as they enter. The timestamp function on Google docs will also let you know who was late.

Another use of QR codes for administrative purposes is to create online surveys and then link to them with QR codes. Students can scan the codes and be taken immediately to the survey. The survey itself can be anything from a teacher evaluation, to a vote on class content in following classes. This allows the students to answer anonymously, and the instructor using either a smartphone or a classroom computer can monitor the data in real time.

Daily homework assignments can also be encoded directly into a QR code, and then the QR code pasted up in the classroom. Students simply scan the QR code on their way out of the class to find out their homework assignments. You may post a paper copy of the code on a wall in the classroom, or display the code in digital format as part of a PowerPoint presentation or Prezi.

Tasks

Those of us with large classes know how much photocopying that can entail. By using QR codes to link students to online versions of worksheets and materials, you can create paperless tasks. Again, the codes can be presented to students on a piece of paper, or projected on screen as part of a presentation. A good example would be two QR codes, each linked to a different worksheet as part of an information gap exercise. Each student scans a different code and is linked to their copy of the worksheet. Without revealing their content to the other, the students work together to complete the task.

QR codes can also be linked to digital activities such as multiple-choice tests, mixing and matching activities or cloze exercises. Hot Potatoes is an excellent resource for creating these tasks. Once created, they can be posted online, to an LMS for example, and presented to students via QR codes and smartphones. QR codes containing answer keys can also be created and printed on the back of a paper quiz that students complete in class. Upon completion of the quiz, students can turn the paper over, scan the code, and check the answers themselves.

Content Delivery

A QR code, when you get down to it, is essentially a content delivery device. What makes

them unique is that they can deliver content in ways that we haven't been able to do before. In a country such as Korea, where smart phones are ubiquitous, QR codes make it possible to turn any classroom into a computer lab. The possibility of linking to the internet allows instructors to deliver streaming video, music or any other online content right to a student's desk. Students can be taken to news sites, Google Earth, blogs, Twitter, Facebook – anywhere the teacher wants to go. Placing students in groups overcomes the issue of some students not having smartphones. Again, the scanning feature makes it possible to quickly access online content without having to type in long and unwieldy URLs.

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A Four Strands Approach to Developing an Extensive Reading Program

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Dr. Paul Nation describes the main types of activity that should make up a balanced language course. These can be classified into the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development. In a well designed course there should be an even balance with roughly equal amounts of time given to each strand. The research evidence for the strands draws on the input hypothesis and learning from extensive reading, the output hypothesis, research on form-focused instruction, and the development of speaking and reading fluency.

Meaning Focused Input. Students must read 600 pages, perhaps 15 graded readers, in order to pass the course. The more they read, the higher their final grade. To determine a starting level for their reading, all the students are given a placement test developed by the Edinburgh Project on Extensive Reading (EPER). An extended version (more accurate) of another EPER test ends the program. The two test's scores are compared using a standardized table to determine the student's achievement.

Language Focused Learning. A convincing explanation of the importance of learning new vocabulary starts the semester. Students learn the usefulness of knowing the General Service List. From their readers, each week they must choose 6 words that they don't know and research them using a form they fill out. This evolves into a useful communication activity (meaning focused output) as they teach these words to another student. Students learn to take responsibility for learning new words at home, using Dr. Nation's texts, "4000 Essential Words."

Meaning Focused Output. . As a "culture of reading" is created within the classroom, a number of communicative activities are used to improve oral fluency, listening skills, pronunciation, grammar acquisition, etc. Students write a quick "abstract" of each book they read and present it orally during a 1 to 1 conference with the teacher. Cloze exercises can be fun, and very helpful in the acquisition of grammar. Other examples are: drawing pictures of momentous scenes from their books and explaining their pictures as a group activity, giving book reviews in front of the class, or talking about what they are reading in ever-changing groups.

Fluency Development. Timed Repeated Readings (per Dr. Richard Day) are given frequently and students record their results. Students also listen to easy input and write frequently.

By balancing an ER course using this approach, students at all levels of proficiency gain communicative competence.

Meaning Focused Input

I. Course Title: Learning English through Extensive Reading

II. Course Objectives: To improve student’s English skills using Extensive Reading and fluency activities. The overall objective is for students to learn to become lifelong readers of English for pleasure and information.

General Objectives:

- To develop positive attitudes and increase motivation for reading in English.
- To increase a student’s oral fluency by talking to other students and to the teacher.
- To increase foreign language competence in other aspects, such as listening, writing, grammar and vocabulary.
- To develop a student’s critical thinking skills
- To encourage students to begin autonomous “life-time” learning of English through reading for pleasure.

Specific Objectives (Learning Outcomes):

Students must read at least 15 Language-Learner novels (at least 600 pages) chosen from the PUFs library, and then write a short summary of what they have read and then talk with the teacher about the book and their reaction to it. Students will improve their knowledge of English and critical thinking skills through summarization and discussion.

III. Assessment Method: Students will be graded on:

Attendance (20%)

Participation in class activities (20%)

Personal Reading Diary: a notebook must be kept by each student, containing their Reaction

Reports, Weighted Page Scores, and so on. This book will be reviewed by the teacher every week.

The total number of pages read, with 600 pages being the minimum course requirement for a grade of “C”. (60%)

Every effort must be made to lower student’s anxiety over grading. By lowering their Affective Filters, (Krashen) students become motivated to read extensively with pleasure as their reward.

Ideally, an announcement should be made at the beginning of the term setting the curve at 30 % “A”, and 40 % “B” with “C” given only to those students who under-perform and/or meet only the minimum requirements.

IV. Teaching Method

Extensive reading is an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well with their linguistic competence, then write and talk about what they have read.

Characteristics of an Extensive Reading program: (Principles)

- Students read as much as possible, perhaps in and definitely out of the classroom.

- A variety of materials is available so as to encourage reading for different reasons and in different ways.
- Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- The purposes of reading are related to pleasure, information, and general understanding.
- Reading is its own reward. There are few follow-up exercises after reading.
- Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used.
- Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
- Reading speed is usually faster rather than slower as students read books and other material they find easily understandable.
- Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
- The teacher is a role model of a reader for students, demonstrating what it means to be a reader and the rewards of being a reader.

V. Course Content

During the class, students will do lots of **Silent Reading**. Outside of class, they will do “**pleasure reading**.” The novels used will be “easy English” books, called “Language Learner Literature or Abridged books”, such as those published by Oxford Bookworms or Penguin Readers. The books are classified into six levels, from the easiest, Level 1, to the most challenging, Level 6. Students decide which books to read and the level that they are comfortable with, as taught while learning the 10 Principles. University students usually start at level 2 or 3.

During the term they must read 600 weighted pages in order to pass the course. They need to write a short “**Reaction Report**” about each book. They must summarize or abstract the book using one of a set of simple forms supplied; ones that appeal to “multiple intelligences” such as kinesthetic or intrapersonal, then give their opinion about it. They are not graded for grammar, spelling, etc., the teacher just wants to make sure the book was read and give the student a chance to talk about what they read. The teacher scans the Reaction Report or Abstract, and engages the student in a conversation about the book. (Individualized Error-Correction, focusing on grammar, is done during this meeting) The report is signed and given back to the student, who saves them in a notebook. A small receipt form is kept by the teacher as insurance against the student losing their paperwork. As the teacher interviews individual students, the rest of the class is engaged in Silent Reading or other class related activities. At the end of the term, students hand in their notebooks for points towards their grade.

At least one hour per week will be used in conversational activities in class that are designed to make their reading input more comprehensible and also to give the students a break

from Silent Reading and make the class more entertaining. A collection of games and ER activities has been assembled for this purpose. As an example, the game of “Reader’s Bluff” is one in which three students all claim to have read the same book, but only one or two have read it. The student(s) who have read the book, have to teach those who have not in their group. Then, in front of the class, the class will ask them questions to discern who is the ‘liar’. Students like to keep new-vocabulary lists and teach their new knowledge as a class activity. Cloze exercises can be fun, and very helpful in the acquisition of grammar. Other examples are: making up story-chains in class, drawing pictures of momentous scenes from their books and explaining their pictures as a group activity, giving a book review in front of the class, or talking about what they are reading in ever-changing groups. (see Day, R.R., & Bamford, J. (2004)) The rest of the class time is used in Silent Reading or writing their summaries and cards, while the teacher individually talks with every student.

Every effort must be made to teach the student about taking RESPONSIBILITY for their own improvement. This is not a course where they are being force-fed information and then tested on it; students must be made aware that THEY control what and how much they do, and when...and what grade they end up with. Research indicates that a student responds best to this paradigm when reading at least three hours per week, and finishing over 1000 pages in a semester.

Language Focused Learning

A convincing explanation of the importance of learning new vocabulary starts the semester. Students learn the usefulness of knowing the General Service List. From their readers, each week they must choose 6 words that they don’t know and research them using a form they fill out. This evolves into a useful communication activity (meaning focused output) as they teach these words to another student. Students learn to take responsibility for learning new words at home, using Dr. Nation’s texts, “4000 Essential Words”

There are many lists of the most frequently occurring words in English... The General Service List (West, 1953) The GSL contains 2000 headwords and was developed in the 1940s. The frequency figures for most items are based on a 5,000,000 word written corpus. Percentage figures are given for different meanings and parts of speech of the headword. In spite of its age, some errors, and its solely written base, it still remains the best of the available lists... The 2000 word GSL is of practical use to teachers and curriculum planners as it contains words within the word family each with its own frequency. For example, excited, excites, exciting and excitement come under the headword excite. The GSL was written so that it could be used as a resource for compiling simplified reading texts into stages or steps.

After the 2000 high frequency words of the GSL, what vocabulary does a second language

learner need? The answer to this question depends on what the language learner intends to use English for. If the learner has no special academic purpose then the learner should work on the strategies for dealing with low frequency words. If however the learner intends to go on to academic study in upper high school or at university, then there is a clear need for general academic vocabulary. This can be found in the 836 word list called the University Word List (UWL)... The UWL consists of words that are not in the first 2000 words of the GSL but which are frequent and of wide range in academic texts. Wide range means that the words occur not just in one or two disciplines like economics or mathematics, but occur across a wide range of disciplines.

Meaning Focused Output

As a “culture of reading” is created within the classroom, a number of communicative activities are used to improve oral fluency, listening skills, pronunciation, grammar acquisition, etc.

Fluency Development

As carefully explained in Dr. Day’s Video (Oxford Book Day, 2007) “from Intensive to Extensive Reading”

- Timed Repeated Reading for building fluency by accumulating more sight vocabulary (words that the brain recognizes instantly; words that do not take any time to process.
- Have students choose any reader (or any other kind of text) that they have ALREADY read. Something they are familiar with. For example, the first page of the book they are presently reading.
- Give them a TRR CHART to fill in the date, title, and level. They will read for one minute as timed by the teacher. The students will read for one minute, count the number of words they read, then record it on their chart. The teacher has them go back to the beginning and do it AGAIN for one minute. Record the new count.
- The teacher has them read ONCE MORE for one minute and record their totals. Almost certainly everyone will notice a gain..
- Do this TRR at least once per week, if not once per class, for the entire semester. Students will be very pleased at the appearance of improvement. They actually will be more fluent readers.
- CAUTION all students when you begin to PUT DOWN THEIR PENCILS, AND, DON’T SUBVOCALIZE.
- The eyes can travel a page much faster than a pencil can and when a person pronounces the words they read, they can only read as fast as they can talk (about 200 words per minute, no faster).
- Nature of Fluency Activities
- The aim of ... fluency activities ... is to make language knowledge become readily available for use.

Research by Nation (1989) and Arevart and Nation (1990) shows that, in the case of 4/3/2, increase in rate as measured by words per minute is accompanied by improvements in the quality of the talk as measured by hesitations, grammatical accuracy and grammatical complexity. This is a very important effect of fluency activities. Improvement in fluency is not simply improvement in speed of access. Speed of access to be of value must be able to occur under a variety of conditions

and contexts and this means that the development of fluency will also involve the enrichment of knowledge of language items as known items are processed in new situations. (Dr. Paul Nation, *The English Teacher* Vol XX October 1991)

Fluency is important in the receptive skills of listening and reading as well as in the productive skills of speaking and writing. For example, listening to stories that contain very few unknown items is an excellent way of developing listening fluency.

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Vocabulary Games in the Korean ESL Class

Leonie Overbeek

One of the most tedious parts of language learning is the memorization of vocabulary, yet it is also one of the essential components of language learning. Korean learners spend endless hours memorizing lists of words, which never get used in context in order to facilitate understanding. Using games students are exposed to the words, the context of the words, their spelling and their sounds, all in an atmosphere that is relaxed and creative and where the student can make mistakes without feeling that it will affect their academic performance negatively. Games that will be presented to the participants range from games for presenting new vocabulary to games using existing vocabulary. Participants will be given the basic tools to use within Excel spreadsheets to create many games of their own, appropriate to their students and their curriculum.

Introduction

As phonemes are the building blocks of words, so words are the building blocks of sentences, which build into paragraphs or discourse ideas, which ultimately is what we commonly think of as language – people exchanging ideas in either written or verbal format, either as monologue or as a dialogue. Of course syntax and grammar are intimately bound with this creation of a logical discourse, but for now, let us focus on what is probably the biggest problem for L2 learners – the words.

Not just how to pronounce the words, but actually learning all the words they need to express themselves in a sentence. And let's face it, English, with its habit of borrowing liberally from others, has more words than most to learn.

The accepted way to learn vocabulary is to memorize it, and in the Korean classrooms where the author has worked, the methodology was for the students to chorus the list of words three or four times, following the teacher, and then write a spelling test the following day. This had many problems, not least of which was the habit of students to chorus the words without actually looking at them, thus never associating the sound and the written word, and to consider that once the test was passed they did not need to think about those words again.

In order to address these problems, and also to address another problem – the fact that after the English words had been read, the Korean teacher would provide the translation and the students would write that down, thus ending the session with their L1 rather than the target L2 – a method that uses the power of puzzles to ensure repetition and use of the vocabulary was developed.

Method

Using any spreadsheet or table generating program, or a database program, develop a word

list table that contains the following, in this order: the Korean word, an example sentence or a picture illustrating the concept or word, the English word and a simple English definition of the word. Students are then given a sheet on which the first two columns are completed, and they have to complete columns 3 and 4 using clues given to them in a puzzle type format. The puzzles can either be a randomly arranged table of the Korean word linked to the English word and definition, or a sheet in which the words are linked via connecting lines and students have to trace the correct lines in order to complete their list.

Once the word list is completed, several written puzzles drawing on the vocabulary words are presented, and have to be completed. Finally a quiz style game is played in which the English definition is given by the teacher and they have to say the English word in response. Usually the whole process up to and including this stage can be completed in a single period.

Following on the lesson in which this takes place, further puzzles and games using the vocabulary can take place as short fillers during their grammar or reading or listening lessons. These include pelmanism type matching games (match example and word), find the correctly spelled word out of a variety of misspelled ones, word search and crosswords, cryptograms, arrange the words according to categories (animals, kitchen, nouns, verbs, etc.), target vocabulary game, and twenty questions played with the vocabulary list.

Results

Since first introducing the method, it has been found that the majority of students in a class respond positively to this lesson. They become engaged by the puzzles and tend to help each other to solve them, thus teaching the material to each other.

Introducing a competitive edge also focuses them on remembering the words, and on using them in context. It has also proven beneficial since all levels of students take part in the exercise and gradually show, by means of conversation with the teacher outside the classroom, that they have absorbed the words as means of communication rather than as things to be learnt and forgotten.

IV. Conclusion

Unless we are raised in a bilingual household, most of us come to an L2 learning situation with a ready-made L1. If we continually relate from L2 back to L1, we never really reinforce the L2 concepts. Moving from L1 to L2, however, enables us to relate our existing concepts to a new word.

We also need to repeat the new word as often as possible, in as many ways as possible. The estimates of how many times you need to be exposed to a word before it becomes familiar range from hundreds to thousands. The more students are exposed to words in a way that engages their

attention, the better, and that is exactly what puzzles do – they engage students actively rather than passively.

Finally, it is an activity that all levels can be engaged in, and can do at their own pace. Lower level students will take longer, and solve less puzzles than higher level students, but the fact that they do take part and do actually engage with the work rather than tuning out is an advantage. The lesson also becomes much more student centered and allows the teacher to monitor students and engage with the students who need the most help.

To see the method at work, go to:

<http://www.youtube.com/watch?v=wPOTuSAE15U>

Lights, Camera, Action!

Giving Creative Control to EFL Students through Short Film-Making

Sarah F. Seitzinger

Presenter's Note:

Having access to tested classroom resources allows a teacher to step more confidently into unfamiliar territory. This was the case when I decided to embark on an English summer filmmaking camp for Korean public high school students. Several teachers collaborated to make and share resources, and much of the structure for the camp plus many of the materials in this presentation had their beginnings in teachers' collaborative dialog.

I am indebted to whitespider (Kate Davison), Brit_1, rabel10, and other contributors on *Waygook.org* for resources and lesson ideas that motivated me to teach a filmmaking camp. If my lessons and my students' final projects were a success, it is partially due to these teachers' generosity with their camp materials, filmmaking expertise and EFL camp experiences. I hope the resources included here will aid readers who seek to give Korean EFL students a chance to show their creativity through film.

Continuing the conversation is part of becoming better teachers and professionals, and our students will surely benefit too. I'm new to this as well, and welcome feedback and idea sharing. Please contact me at sarah.seitzinger@gmail.com.

Best wishes,

Sarah E. Seitzinger, Sorae High School

Film Pack Contents

One film pack placed in folders by the teacher was distributed to each group of students on the second day of film camp, and these packs contained the following project planning items.

- Camp cover page
 - lists school name, camp theme, and dates of the camp
- Group roles sign-up sheet
 - includes director, camera operator, assistant, and actors, with Korean translations
- Filming themes page
 - gives students an idea of some topic or genre options
- Equipment checklist
 - mentions name tags, completed film pack, camera, battery, memory card, tripod, scripts, costumes, props, with Korean translations
- Costume and prop list
 - prompts students to write what they have and what they still need for both categories
- Filming location sample
 - consists of a map of school grounds in English
- Editing form
 - asks for students' directions on how to edit (if the teacher has complete the editing)

Short Films and Video Clips Used in Film Camp

Since many of the clips shown to student are accessed through YouTube, and some may disappear from time to time, I created a playlist of EFL-friendly resources videos that were used in the 2011 Sorae High School English Camp. This list may be modified or updated from time to time. The playlist can be accessed at the following URL: <http://www.youtube.com/playlist?list=PL01DFB67B768176D1>

Table 1: Camp Schedule and Syllabus/Outline

	Warm-ups, English games, Activities	Practice and Production	Follow up, Review, and Application	Key Terms	Materials List
Day 1: Orientation & Intros	-Introductions and make name tags. -Icebreaker game. -Sing “silly songs.” -Introduce theme. -Review supplies. -Learn film vocab.	-Study film genres. -Watch short films for ideas. -Films: TBA -Brainstorm about what students saw.	-Play a genre ID game. -Decide team members. -Design a studio name and logo.	-Go viral -Make a movie -Popular culture -My favorite genre is _____	Name tags Videos A4 paper PPT Markers, etc.
Day 2: Storyboards	-Play “2 Truths and a Lie” icebreaker. -Sing “silly songs.” -Learn about storyboarding thru video and PPT. -Film <i>For the Birds</i>	-Teams create storyboards. -Vote on best storyboards. -Explain boards. -Complete forms in film packs.	-Determine film roles (director, actor, cameras). -Submit decided roles to teacher. -Reflect on the day’s activities.	-Writer, actor -Screenplay -Scene/enter/exit -Director -Filmmaker -Cameraman	Name Tags Film packs* Game supplies/items PPT Pens/Pencils
Day 3: Script Writing & Characters	-Play “chutes and marbles” game to build teamwork. -Sing “silly songs.” -Write a “silly story,” contrast with a real story.	-Work in teams to write screenplay and dialogue. -Ask teacher about ideas or grammar. -Watch short film samples.	-Play group English game or outdoor activity. -Revise and practice with film scripts. -Compare scripts.	-We plan to _____ -We will _____ -INT(erior) -EXT(erior)	Name Tags Film packs PPT Pens/Pencils Sample script(s) Chutes & marbles
Day 4: Light, Sound, Costumes, & Angles	-Play “All my neighbors” to get students speaking. -Sing “silly songs.” -Work on scripts again to check grammar & vocab.	-Learn & practice film methods by watching videos and PPT shows. -Practice with actual cameras. -Film rehearsal.	-Play quiz game to review filming angles. -Plan costumes. -Reflect on current progress.	-Panoramic sweep -Close up/widen -Point of view -Transition -Fade in/out -Emotion words	Name Tags Film packs Game supplies/ items Laptop Cameras (for practicing)
Day 5: Filming	-Play games to encourage unity & problem solving. -Sing “silly songs.” -Check equipment and review roles.	-Begin filming movie for duration of class time. -Have one camera per student group. -Play games during any down time.	-Get next day’s instructions. -Write reflection of filming status if time allows. -Talk about film festivals.	-Lights, Camera -Action -Cut -That’s a wrap! -Take it from the top	Name Tags Film Packs Cameras Tripod(s) Memory Cards Editing forms

Day 6: Filming & Editing	-Play “This Is a Fork” to build focus -Sing “silly songs.” -Practice speaking with warm-ups. -Talk about PiFan (Bucheon film fest).	-Finish filming, reshoot takes as needed. -Act in, film, & direct the movie. -Watch Korean EFL short films.	-Edit films at school or give files to teacher. -Groups submit editing form. -Take group photo for DVD.	-Roll the credits -Flash Cut -Inter cut -Back to -Review earlier terms	Name Tags Laptop (demo) Cameras Tripod(s) Group photos for DVD cover
Day 7: Movie Screening	-Sing “silly songs.” -Review key terms & watch a warm-up video.	-Watch finished movies together. -Have a party and awards ceremony.	-Reflect on movies: what worked, what to change, give camp feedback.	-I enjoyed ____ -I did not enjoy ____ -I would change ____	Completed films Party food (DVDs to be given out later.)

*For film pack contents, see related list.

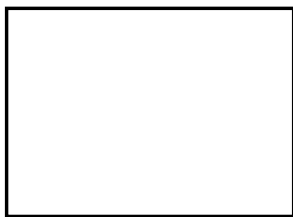
Table 2: Budget and Cost Details

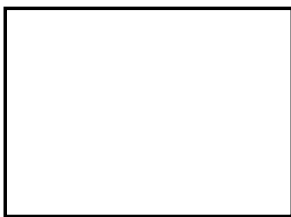
<u>Material Type</u>	<u>Description/Notes</u>	<u>Number used</u>	<u>Cost</u>
<i>Camera</i>	Point and shoot digital cameras. Teacher brought one and a student from each group brought one.	4 (possible to use fewer)	Previously owned, no additional expense
<i>Tripod</i>	Expensive, but an extremely helpful tool, and able to be used after completion of camp.	1	35,000 won
<i>Lighting Aids</i>	A purchased, battery-powered LED-desk lamp to fix lighting problems.	1	15,000 won
<i>Paper goods</i>	Name tags, colored paper, copies, workbook folders and film packs.	School provided copies. Teacher bought colored paper, folders & name tags.	25,000 won
<i>Props</i>	Costumes, items relevant to narrative, brought by students/	Varied by group, but all students used props.	Costs not borne by teacher.
<i>Snacks</i>	Teacher bought snacks for a party.	Adjust to class size.	30,000 won
<i>DVDs</i>	Blank DVDs for distributing films.	20 (two sets of 10 DVDs)	25,000 won
<i>Student rewards</i>	Stickers, candy, U.S. coins, pencils, small writing tablets, foreign postage stamps, misc.	Several awarded to each student daily	30,000 won
Total expenses			160,000 won

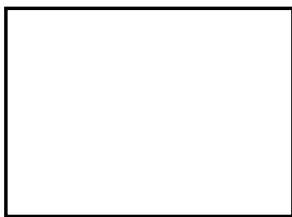
Table 3: Movie Theme Ideas

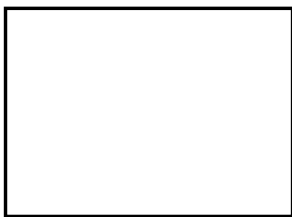
Theme Type	Description:	It Could Include:	It MUST Include:	Length:
About School	A promotional film about our school	-Reasons to attend our school. -Student or teacher interviews. -Music, sports, classes, lunch.	[Our School Name] on location, speaking roles	5-10 min
Famous Story	Recreate a famous event from history	-Music (soundtrack), costumes, and historical settings.	Dialogue, character interactions, drama	5-10 min
K-Drama	Create a scene or story like a Korean Drama	-Music (soundtrack), costumes or props, and a sad or funny theme.	Dialogue, character interactions, drama, storyline	5-10 min
Music Video	Make a music video	-Lip syncing, dancing, or singing. -Action relating to the story. -Storytelling through music.	Scripted dialogue (This can fit in with the song's theme)	3-6 min
Mystery/ Suspense	Make a scary movie, but take it seriously	-Special effects, fake blood, costumes, or a mystery. -Detectives, supernatural creatures, or political people.	Dialogue, character interactions, sound effects, props	5-10 min
News Show	Weather report, or world or local news	-Business costumes and appropriate set. -Serious or funny tone.	Dialogue, speaking roles, character interaction, news	5-10 min
Parody	A short film to make fun of a famous movie or genre type	-Scary movie concept. -Sitcom concept. -Action movie concept. -Reality TV concept .	Dialogue, character interactions or voice-overs, subtitles, costumes and props	5-10 min

Storyboard for _____ Page # _____







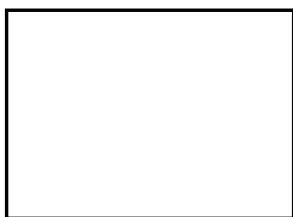


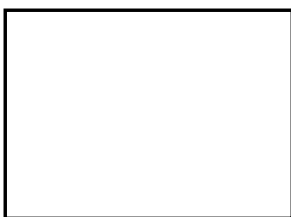


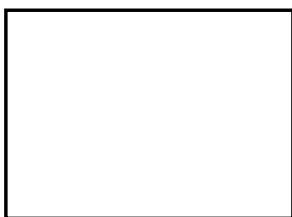


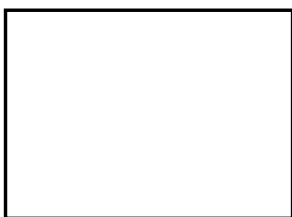


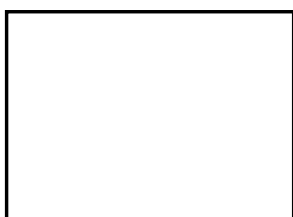


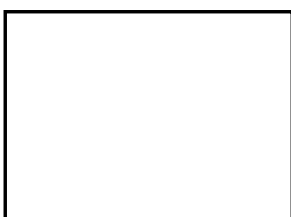


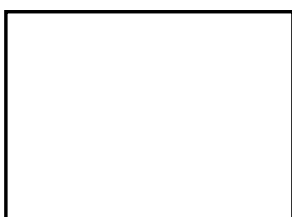


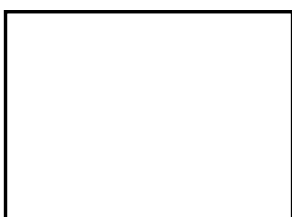












Annotated Bibliography for Online Resources

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<http://www.infotoday.com/mmschools/sep02/anderson.htm>.
 This resource offers tips for teaching the filmmaking process to children, and contains a resource page, ranging from editing software to free (legal) music websites. While focusing on iMovie, this article applies to other projects.
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 This web source offers troubleshooting ideas for the logistics of film classes, and gives ideas for guiding L1 students through the writing process of digital storytelling.
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<http://download.cnet.com/windows/>
 A well-established and critically acclaimed software resource. Users can download video players, file converters, and sound recorders.
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<http://www.sound-recorder.biz/freesoundrecorder.html>. This program is useful for recording brief audio clips.
- IntelFilmFestival. "Top 10 Filming Tricks - *Intel Virtual Film Festival 2008*." Intel Corp. 26 May 2008. Web. 14 May 2012
<http://www.youtube.com/playlist?list=PL8655E21667E96019&feature=plcp>.
 Tutorials of creative and low budget filming FX. This 10-part video series shows viewers how to manipulate sound effects and camera angles to create impressive looking scenes.
- McKenney, Susan, and Joke Voogt. "Facilitating Digital Video Production in the Language Arts Curriculum." *Australian Journal of Educational Technology* 27.4 (2011): 709-726. Web.
<http://www.ascilite.org.au/ajet/ajet27/mckenney.pdf>.
 One of few research projects on film making with EFL learners, this article offers guidance on EFL film class schedule, group organization, troubleshooting, and pedagogy, and provides a bibliography of further research.
- MrKrashmoney [Devon] "Adding both music and voiceover in Windows Live Movie Maker." <http://www.youtube.com/watch?v=X0XhF60KoR0>. A helpful tutorial for a tricky task.
- "New York Film Academy Film Camp." NYFA. 2012. Web. 14 May 2012.
<http://www.nyfa.edu/film-camp/>.
 Providing a detailed breakdown of the stages involved in movie making, this webpage offers teachers ideas of how to structure a successful (first language) film camp.
- Shhowse and Arsalan. "Make a Movie Camp." *Waygook.org*. n.p., 2011. Web. 15 May 2012.
<http://waygook.org/index.php/topic,2318>.
 This teachers' forum discussion has brainstorming, sharing of resources and materials, and offers an interactive dialog with fellow EFL teachers working on film camp projects in Korea.
- "Summer Filmmaking Camp." Austin Film Society. 2012. Web. 14 May 2012
<http://www.austinfilm.org/page.aspx?pid=316>.
 Moving beyond a mere camp registration site, this resource offers detailed movie theme ideas and videos of past student work. While these are not made by EFL students, the samples still show possible outcomes of student work.

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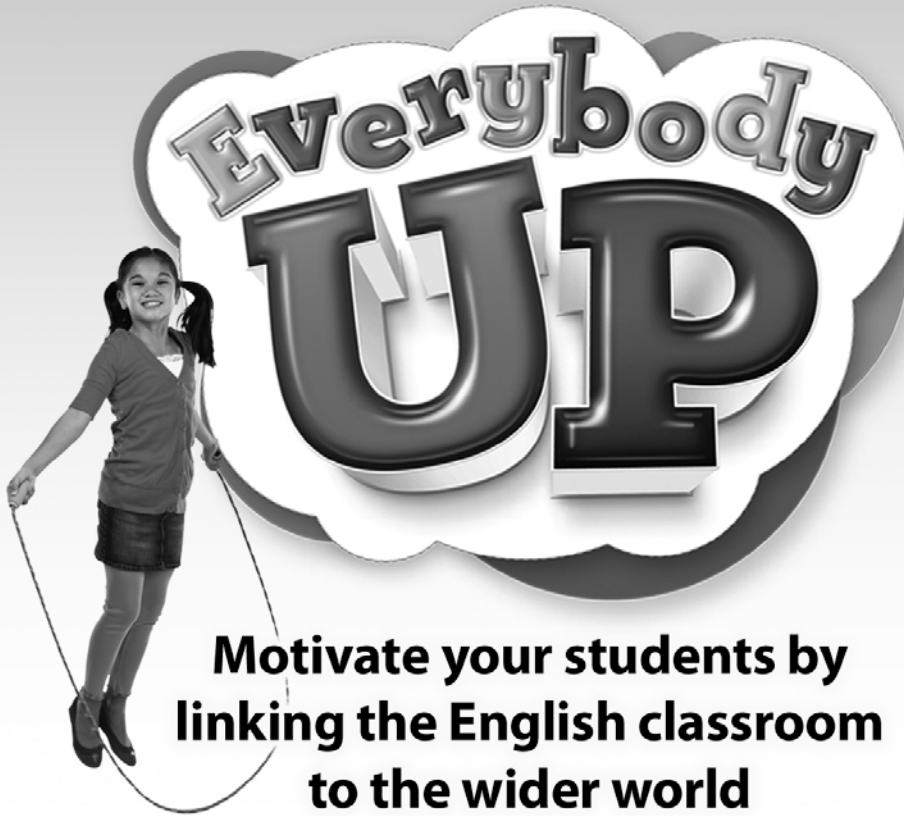
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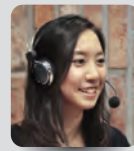
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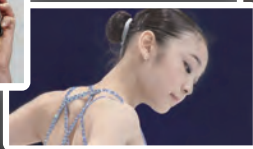


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