

2014 Yongin Chapter Conference

KOTESOL



Yongin Chapter Regional Conference
USEFUL CLASSROOM ACTIVITIES & TECHNIQUES

November 8, 2014 from 12:00 - 18:00

Shallomkwon Building, Kangnam University



Table of Contents

Schedule	5
Welcoming Message	6
Conference Committee	7
Presenter's Abstracts/Introductions	10
Presenter's Biographies	16
Notes	19





Schedule

2014 KOTESOL Yongin Chapter Conference

11:00-12:00	Registration			
12:30-1:00	Opening Ceremony Venue A, Room. 301			
	Concurrent Sessions Venue A, Room 301	Concurrent Sessions Venue B, Room 302	Concurrent Sessions Venue C, Room 303	Reflective SIG Special Sessions Venue D, Room 304
1:00-1:50	Randomization in Vocabulary Building Guanying Wu	Using Foreign Currencies as Materials to Teach Language and Culture Jeanne Ashley Beck	Active Participation: How to Make Classrooms More Engaging through Meaningful Learning Rose Munoz	<i>But I know that class went terribly!": How suspending judgment can help us reflect on teaching</i> Bryan Hale
2:00-2:50	TPR Storytelling Bryan Betz	Theatre in the Classroom Joe Greenwood	Speaking Workshops for Un-chatty EFL Students Tina Zaman	Principles for Reflecting Jien Ra
3:00-3:50	Board Students? Ideas for Student Created Board Games George Settlemir	Students-Please Converse With Each Other Robert M. Kim		Reflection through Movies David Mansell
4:00-4:30	Closing Ceremony Venue A, Room 301			
5:00-6:00	Dinner Off-Campus (Off-Venue)			

Welcoming Message

Welcome to our KOTESOL Yongin Chapter Conference. We have been working hard to put together a conference to provide you an opportunity to receive quality professional development. The theme of this year's conference of "*Useful Classroom Activities and Techniques*" is geared for teachers of all experiences. Taking into consideration, we have found a total of 11 quality presentations that will help you widen and refine your pedagogical repertoire. Regardless of your teaching background, the goal is to help you gain valuable tips and insights for you and your students.

We wish to thank Kangnam University for providing the venue for this conference. In addition, we would like to thank our presenters for offering their time, expertise, and enthusiasm to our conference. We also wish to give thanks to the volunteers working to make our conference a success and to KOTESOL for its support.

Have a great time.

Robert M. Kim,
Yongin Chapter President
2014 Yongin KOTESOL Conference Co-Chair

Conference Committee

Conference Co-Chair

Robert M. Kim

Kyonggi University

Conference Co-Chair and Secretary

Karlene Blackburn

Program Chair and Conference Treasurer

David D. I. Kim

Kangnam University, Yongin

Registration Co-Chairs

Martin Todd

Tammy Warren

Refreshments/Snacks/Food Coordinator

Duck Sun Han

Set up/Break down

Kenneth Parker

Student Volunteer Coordinator

Ashely Kim

Kangnam University, Yongin

Conference Poster and Cover Artwork

Christopher Kalie





Presenter's Abstracts/Introductions

1:00-1:50 (Venue A, Rm. 301) Concurrent Session

Randomization in Vocabulary Building

Guanying Wu, *Kyung Hee University*



Vocabulary building is a tedious and boring work in language teaching and learning. However, the vocabulary automaticity is an indispensable part in achieving communicative competence. In order to couple with current task-based language teaching, content-based language teaching, Multimedia-assisted language teaching, this paper mainly aims to assist vocabulary memorization, particularly for the early beginning level of speaking, by using different kinds of games such as rocks scissor paper, darts, vocabulary cards and throwing the dice, which provides randomization in learning and teaching. The randomization created by the games mentioned above could be flexibly applied and designed to meet learners both in individual or collaborative activities. The randomization here embraces teaching and learning effects on repetition, recyclability, incidental, engagement, flexibility, interactivity, concentration and flow:

- Repetition: Repetition addresses in speaking the same word. By applying randomization, the repetition is involved in the learning process. The learners repeat words by games which provide opportunities
- Recyclability: Recyclability refers to the using of the same words in different contexts.
- Incidental: Incidental refers to the opportunities created by the games require each learner speaking according to one's real situational context.
- Engagement: Engagement refers to the learners engage in the games, rather than thinking of learning.
- Flexibility: Flexibility refers to the teachers and learners flexibly in handling the activities.
- Interactivity: Interactivity refers to the social active scaffolding from peers and teacher.
- Concentration: Concentration refers to the learners focused on the topics or questions which guided by the teachers.
- Flow: Flow refers to the state that the learners involved in the activities.

By using randomization through games, the effects provided above are supported by sociocultural theory (Vygotsky, 1978) in its engagement and interactivity perspective, cognitivism theory (Reichards & Rodgers, 2001) in flexibility, incidental, and concentration, behaviorism theory in repetition and recyclability, and flow theory (Csikszentmihalyi, 1996). This proposal of classroom techniques is oriented in using randomization as a tool through games to achieve vocabulary automaticity. Eventually, communicative competence would be obtained through the practice.

1:00-1:50 (Venue B, Rm. 302) Concurrent Session

Using Foreign Currencies as Materials to Teach Language and Culture

Jeanne Ashley Beck, Hankuk University of Foreign Studies



Kids love money! Noting the different shape, sizes, and images on coins and bills can spark students' interest in other countries and cultures, including their own! In this workshop I'd like to demonstrate a few lesson plan ideas including ways to teach vocabulary, counting/numbers, and communication, helping students make connections between their culture and others using money. Participants will be given time to brainstorm and share a lesson plan ideas of their own, so if you have any interesting foreign currencies lying around the house be sure to bring them!

1:00-1:50 (Venue C, Rm. 303) Concurrent Session

Active Participation: How to Make Classrooms More Engaging through Meaningful Learning

Rose Munoz, Hanbat National University



Have you wondered why your students lack engagement in their learning? It may be because they are lacking something very important—a meaningful learning environment. Meaningful learning is a cycle that forms the basis in how we acquire new information and how we relate it to our past experiences. Although educators understand the impact of having a meaningful learning environment there are still many concerns that exist as to how to effectively implement a meaningful learning classroom environment. We will explore the

following questions, Why do students reject their learning? How does meaningful learning take place? What techniques can be used to facilitate a structured classroom environment? Finally, we will explore how this process works and how it comes together through practical classroom examples. Meaningful learning begins with active participation that involves all students being at the forefront of their learning.

**1:00-1:50 (Venue D, Rm. 304) Concurrent Session
Reflective Special Interest Group (SIG)**

***But I Know That Class Went Terribly!": How
Suspending Judgment Can Help Us Reflect on Teaching***

Bryan Hale, Sunkyung Academy



If you hang around reflective practitioners in Korea, you'll quickly hear about a 'reflective cycle' with different stages. The early stages ask you to think about your teaching experiences without judgment or criticism, but that can be really hard! It can be especially difficult to avoid being judgmental regarding experiences that have provoked a strong reaction in us. In this session we'll explore the benefits being non-judgmental offers us as teachers. We'll also discuss why it can be difficult to avoid judgment, and some techniques for getting that inner critic to go wait outside the room for a while.

2:00-2:50 (Venue A, Rm. 301) Concurrent Session

TPR Storytelling

Bryan Betz, GEPIK Pprogram



TPRS is a method of second language teaching that uses highly-interactive stories to provide comprehensible input and create an atmosphere of immersion in the classroom. TPR Storytelling is a natural approach to language acquisition that focuses on providing ample comprehensible input through personalized lessons that are repetitious and interesting. This method is personalized and adaptable, and can fit with any group and any curriculum. It is dependent on the teacher, not technology or special materials. Technology can enhance it, but it is primarily a methodology used to improve upon good teaching methods. High tech can be useless without corresponding high skill. This training session aims to provide that skill.

2:00-2:50 (Venue B, Rm. 302) Concurrent Session

Theatre in the Classroom

Joe Greenwood, Theatre in Education UK



A workshop exploring the uses and advantages of using theatre in the classroom. Whether this be creating a short role play using the target language you have learnt that week, or using improvisation to test your students conversational skills in a real world situation, theatre can have a huge variety of uses in the classroom. Not only can it be an excellent way for teachers to keep students interested and motivated, it can also be hugely exciting and rewarding for students to perform something entirely in the language they have been striving to learn. Theatre can be a versatile and stimulating tool for all ages and abilities!

Drawing from a number of different ESL practitioners the talk will work through different exercises teachers can use with their students, including their advantages and targets. It will then be opened up for a discussion about how teachers can best use the tool of theatre with different ages and abilities. The take away from the talk will be a greater understanding of the useful tool of theatre in the classroom, as well as some exercises for teachers to try themselves!

2:00-2:50 (Venue C, Rm. 303) Concurrent Session

Speaking Workshops for Un-chatty EFL Students

Tina Zaman, Pusan National University



This presentation will outline how to structure and execute a successful speaking workshop at the start of each class in mixed-level university English classes. It will also provide steps to choosing speaking topics that are relevant and meaningful to students, as well as facilitate speaking workshops in order to assist students to achieve their highest level of English language mastery and fluency. The goals of this presentation will be to inform teachers of EFL students how to best activate prior knowledge, build vocabulary and grammar ability, and encourage students to practice confident and spontaneous public speaking in class, thereby preparing students for the global job market or further studies in English.

**2:00-2:50 (Venue D, Rm. 304) Concurrent Session
Reflective Special Interest Group (SIG)**

Principles for Reflecting
Jien Ra, Dowon High School



For those who strive to become better teachers, self-reflection is an essential practice. Are some methods of reflecting better than others? What are some different ways to think about reflecting upon one's own teaching, and the teaching practices of others? In this session, I will address these questions by taking a step back and examining the art of self reflection, specifically in regard to teaching. We will venture into meta-reflective territory and look at a bigger picture of things, yet not lose sight of the day-to-day details in our teaching practices. I propose a list of principles to use as a starting point in thinking about reflecting on teaching. Participants will come away with a greater understanding of reflective practices and how they can influence their daily teaching practice.

3:00-3:50 (Venue A, Rm. 301) Concurrent Session

Board Students?
Ideas for Student Created Board Games
George Settlemir, EPIK Middle School



Opportunities for students to have fun and be creative abound at different times of the year, but sometimes teachers are left wondering what they can do to create a fun lesson or set of lessons for students. Assigning students the task of creating a board game allows students an opportunity to work in groups to create a game that can be shared with others in their course. In addition, it provides an opportunity for peer review and feedback upon completion of the project. In this workshop, I will be sharing my reflections on facilitating this type of project and a few ideas about when and where board game projects work best. Participants taking part in this workshop will also have an opportunity to view things from a student perspective as they go through the process of creating a simple board game.

3:00-3:50 (Venue B, Rm. 302) Concurrent Session

Students-Please Converse With Each Other

Robert M. Kim, Kyonggi University



It is a given fact that many English classes in Korea, with the exception of college English conversation classes, do not provide students little if any opportunity to develop their listening and speaking skills. There is more emphasis on developing accuracy instead of fluency. Yet teachers can try to find ways to get their students actively involved for the equal development of fluency and accuracy in English. Through activities, such as role plays, group activities, writing and reading answers to a given question on the board from their teacher, students can be actively involved to develop their listening and speaking for the cultivation of conversation skills.

**3:00-3:50 (Venue D, Rm. 304) Concurrent Session
Reflective Special Interest Group (SIG)**

Reflection through Movies

David Mansell,
International Center for American Studies



Abstract: As a teacher, reflection and review can occur by yourself or with the help of a peer group. This workshop will use movies to explore the benefits and limitations of both styles. Demonstrating how to use movies to reflect on teaching styles, issues and objectives will lead to the participants attempts to do the same. Analysis of lessons can take many forms, from observations to taking journals to recording your own classes to thinking about classes as movie scenes. Ultimately, reflection is about self improvement as a teacher and lesson improvement for the students. By applying movie knowledge, it becomes more accessible to both student and teacher. Participants will gain a sense of the benefits of reflection through comparing classes to movies and leave with a new way to approach their classes.

Presenter's Biographies

Jeanne Beck is an assistant professor of English Education at Hankuk University of Foreign Studies in Seoul. Originally from the United States, she has taught in the United States, Japan, and South Korea, and volunteered as an English teacher in Thailand. Note: I wrote a short "Quick Tip" article for TESOL Connections in 2013 highlighting several of these techniques:

<http://newsmanager.commpartners.com/tesolc/issues/2013-10-01/1.html>

Bryan Betz is an elementary school teacher who has been living in South Korea since August of 2009. He has a bachelor's degree in Political Science from the University at Buffalo and a master's degree in Homeland Security Management from Long Island University. Since moving to Korea, he has been working for the GEPIK program under the Gimpo Office of Education. In 2010, he became a GEPIK Mentor and has provided subsequent training at every GEPIK Orientation and GEPIK+ workshop since. As of 2011, he has headed up the Gimpo Office of Education KET training program and the NET G-TED program. He is a certified NEAT testing rater and is TESOL certified and has also performed duties as a textbook editor for middle school English textbooks.

Joe Greenwood studied an Acting BA at a prestigious drama school in England, and was a working actor, specialising in performing Theatre in Education all over the UK. Since coming to Korea he has used his knowledge of theatre in many different formats, to enhance his classes and entertain his students! His interests include theatre, travel and teaching practices.

Bryan Hale teaches in Gwangju, where he finds joining in meetings of the Gwangju-Jeonnam Reflective Practice SIG chapter very rewarding. He currently teaches elementary and middle school students at Sunkyung Academy. His previous experience includes teaching in a public middle school, and teaching students from very young to adult. Email: bryan.english.teacher@gmail.com

Robert M. Kim is a second generation Korean-American who is currently teaching at Kyonggi University (Suwon Campus). He has extensive experience teaching in EFL and ESL contexts in Korea and the United States respectively. Robert has a BA in history and an MA in liberal studies from SUNY Stony Brook University and an MS TESOL degree from Hofstra University.

David Mansell graduated from Middlesex University in 2002 and obtained a TEFL certificate shortly after from Windsor Schools, an affiliate of Cambridge University. He has been teaching EFL in Daegu for nearly a decade and currently works at the International Center for American Studies. He is also the co-organizer of the Daegu film posse and enjoys relating his EFL experiences to films. David blogs at pointlessradish.blogspot.com.

Rose Munoz graduated from Loyola University in New Orleans with a BA in Communications. She received her Master's Degree from American College in Illinois. After receiving her MA in Education she moved to South Korea where she has been teaching for the past two years. She brings a total of 6 years teaching experience to public and private schools in the U.S. and in South Korea. During her first year in South Korea she worked in Gyeonggi-do province at an elementary school teaching first through sixth grades. Before moving to South Korea she worked with students from Eastern Europe, South America and Asia as an International Student Coordinator for one of New Jersey's language institutions. She currently teaches at Hanbat National University in Daejeon. She teaches Freshman Conversation I, Conversation II, Essay Writing, and Reading and Discussion for advanced learners. She is the author of three self-published books: *The Complete Application Process to Teach in South Korea*, *The Secrets of Effective ELA Instructional Strategies*, and *The Color Madness*.

Jien Ra graduated at the top of his class in 2013 with a degree in Art Education from the University of Illinois at Chicago. After graduation, he moved to Korea to teach English and has taught at Dowon High School in Daegu. Though his major was not in TESOL, he is very interested in the overlaps between learning the language of English and the languages of art. From his first month in Korea, Jien has been attending the "Reflective Practice" KOTESOL group in Daegu as both participant and guest facilitator.

George Settlemir is an EPIK middle school teacher and district coordinator in Gangwon Province. During his 6 years as a teacher in South Korea, he has worked with students from 5 years old to 60+ years old. His main interests are searching for ideas that can be turned into project based lessons, sharing ideas and activities with fellow teachers on his blog sometimesitworks.weebly.com, and organizing professional development events for teachers in his area.

Guanying Wu is a PhD candidate at Kyung Hee University South Korea in the British and American English Language Department. Email: wlelenorwu@yahoo.com; Tel: 82 10-2329-6068

Tina Zaman is a Visiting Professor in the Department of General Education at Pusan National University in Busan, Korea. She holds a Master of Fine Arts in English and Creative Writing, as well as a Bachelor of Arts combining social sciences, European languages, and post-colonial literature from Mills College in Oakland, California. Professor Zaman has taught in the fields of critical analysis, technical writing, and cultural studies for 5 years and has 10 years' professional experience in bilingual K-12 education, foreign language instruction, and California immigration and civil rights law.



Notes

Did you enjoy the conference?

Why not join KOTESOL?

Go to the Korea TESOL website for details:

www.koreatesol.org/Membership

<http://www.koreatesol.org/yongin>



KOTESOL: Korea Teachers of English to Speakers of Other Languages is a professional organization for teachers of English. Our main goals are to assist members in their self-development, and improve ELT in Korea. KOTESOL allows teachers to connect with others in the ELT community and find teaching resources in Korea and abroad through KOTESOL publications, conferences and symposia, and chapter meetings and workshops.