



SEOUL KOTESOL'S 15TH ANNUAL  
CONFERENCE

# THINK GLOBAL, ACT LOCAL.

*Sunday March 24, 2019 ( 10 AM - 5 PM )*

*Sookmyung Women's University, Injaegwan Building*

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#SEOULKOTESOL



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# MESSAGE FROM THE PRESIDENT

Welcome and thank you for attending the KOTESOL Seoul Chapter 15th Annual Conference! It is my pleasure to welcome you to a wonderful day full of exciting and informative presentations, workshops, activities, and networking here at Sookmyung Women's University Injaegwan. Our conference theme this year is "Think Global, Act Local". We have taken this theme to heart and have made quite a few changes for this year's conference. There are no plenaries, no opening or closing ceremonies. We are focusing instead on the presenters and attendees who have come here today to improve their skills as English educators. We want to give YOU as much time and as many opportunities to learn,

# THINK GLOBAL, ACT LOCAL



grow, and thrive in this day of professional development as possible. Today, is for you.

I would like to briefly thank the wonderful team who have helped to put this event together, all of our wonderful presenters, fabulous volunteers, and of course all of the superstar attendees as well. In particular, I would like to thank: Kara Waggoner, Sean Dailey, Johnathan Patch, Richard Stahl III, Cheryl Woelk, Kathy Lee, Maria Lisak, Robert Dickey, Dr. Yeum Kyung Sook, Melissa Kim, and all of the staff at Sookmyung Women's University Injaegwan. Thank you and have a wonderful day!

Elizabeth May, President of KOTESOL Seoul Chapter (2018/2019)



A group of people are gathered around a table in a dimly lit room, possibly a bar or restaurant. They are smiling and looking towards the camera. The room has string lights and paper lanterns hanging from the ceiling. A sign on the wall in the background says "Tap Public CHEERS".

# PRE-CONFERENCE SOCIAL

**#SEOULKOTESOL**  
**#AFTERSCHOOLSOCIAL**  
**SATURDAY MARCH 23 7PM**  
**TAP PUBLIC ITAEWON**

**MEET - DRINK - MINGLE**



Come and join us for an evening of getting to know each other before the conference even starts.

The Pre-Conference Social is a chance to meet the conference organizers and other attendees, share some drinks, and start networking!



# Think Global, Act Local



**#SEOULKOTESOL**  
**15TH ANNUAL CONFERENCE**



**ROOM #301:**  
**ACTIVITIES, GAMES &  
THE ARTS**



**STREAMS**

TO HELP YOU TO  
NEGOTIATE THE  
CONFERENCE AND  
TO PARTICIPATE IN  
THE SESSIONS YOU  
WANT TO WE HAVE  
ORGANIZED THE  
SESSIONS INTO  
STREAMS OF  
SIMILAR CONTENT



**ROOM #302:**  
**CRITICAL EDUCATORS  
& SOCIAL JUSTICE**



**ROOM #305:**  
**SKILLS IN FOCUS**



**ROOM #306:**  
**EDUCATOR  
DEVELOPMENT**



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SEOUL KOTESOL CHAPTER



SUNDAY MARCH 24, 09.00-17.00  
SOOKMYUNG WOMEN'S UNIVERSITY  
INJAEGWAN

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# Sookmyung TESOL "Injaegwan" Map



Get out of exit 10 at the subway station and turn left.

Pass the tunnel.

Cross the street ahead to the bakery "Tour les Jours."

Go straight to Sookmyung Women's University. Turn right at the corner of the store "Lalavla."

Go straight and Injaegwan is on the right, across from 7/11.



IN PARTNERSHIP WITH KOTESOL  
CHRISTIAN TEACHERS SIG

# Morning Worship Session

Led by Heidi Nam and Elizabeth Belcour

9.00 am - 9.30 am

Seoul KOTESOL 15th Annual Conference

Sookmyung Women's University Injaegwan

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Registration will be open from 8.45 for those  
who wish to attend the worship session.



A Morning Worship Session in partnership with the KOTESOL Christian Teachers SIG will take place from 9.00-9.30 am.

Registration will open from 8.45 am for those who wish to attend the worship session.

Many thanks to Heidi Nam and Elizabeth Belcour who will be leading the session.

# KOTESOL SEOUL CHAPTER 2019 ANNUAL CONFERENCE SCHEDULE



Registration open from 9.00 / Worship Session: 9.15-9.45 / Post Conference Social from 17.00

## SESSION TIME

Session 1:  
10.00 - 10.45

Session 2:  
11.00 - 11.45

Lunch: 11.45-13.00

Session 3:  
13.00 - 13.45

Session 4:  
14.00 - 14.45

Session 5:  
15.00 - 15.45

Session 6:  
16.00 - 16.45

## ROOM #301

Activities, Games & The Arts

**Kylie Genter:** Improv Comedy as a Tool for English Language Learning.

**Jeff Shelley:** English Language Arts and Crafts: A 45-Minute Bonanza of Activities, Games and Resources for the Classroom!

Lunch

**Arturo Collado:** Utilizing Theater Performance in the Middle School and High School Classroom

**Rhea Metituk:** Film projects for university ELT conversation students: a comparison of the practical versus the whimsical

**Maria Lisak and Stewart Gray:** Game Making: Templates to Let Words Tumble Out

Reflective Activity Session

## ROOM #302

Critical Educators & Social Justice

**Julian Warmington:** SOS = Save Our Students: The fun-time vocab our students and we need to survive climate change

**Richard Stahl III:** Managing Second Language Anxiety in the Classroom

Lunch

**Anthony D'Arth:** Teaching Informal Fallacies as a component of an EFL University Academic English Program

**Luis Caballero Orozco:** Using Critical Language Pedagogy in the EFL Classroom

**James Rush:** Designing Significance: Inspiring Awareness and Action

Reflective Activity Session

## ROOM #305

Skills in Focus

**Bryan Alkema:** Code-Switching: Assist or Avoid

**Daniel Dusza:** Plagiarism transgression, detection, and learning across genre, language, competency, and organizations

Lunch

**Bilal Qureshi:** Encouraging Engagement in Language Learning: Online Discussion Boards for Writing Feedback

**Daniel Dusza:** Integrating Technology, Pedagogy, and Content Knowledge to Enhance Foreign Language Learning

**Kevin Boringot:** Using Literature in the English as a Foreign Language (EFL) Classroom

Reflective Activity Session

## ROOM #306

Educator Development

**Fely Kwak:** Flipped learning in a real corporate classroom  
**Louis Groves:** Taking Middle School off the Page

**Matkhiya Usmonova:** The impact of the Syrian civil war on Syrian children's education.

**Hee Jeong Oh:** Growing socioeconomic disparities in children's English education

Lunch

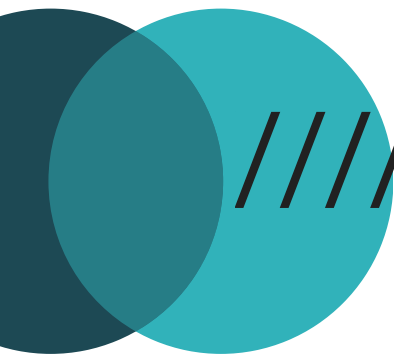
**Jeff Shelley:** Classroom Anthropology: An Exploration of Culture and Class Management

**Paul Johnson:** Is it Time to Give Up? What the Stoics' can Teach us about Dealing with the Existential Problems that Come with Teaching

**Nicole Domay:** Behavior Management in the English Foreign Language Classroom

Reflective Activity Session





# WHY ARE THERE 15 MINUTES BETWEEN SESSIONS?

**We believe this conference should be about you, the participants. We want you to have the opportunity to meet new people and build your personal support network. We want you to have time to discuss and reflect on the sessions you attend. We want you to have the space to find out about sessions you couldn't attend. We would love you to use this time to continue discussions or start new ones. Or maybe you can use it to grab a coffee and take some personal space and time to relax. We all need some peace and quiet sometimes!**

**Above all, we hope you find this time beneficial and a positive addition to your conference experience.**



**Think Global,  
Act Local**





# Think Global, Act Local



## REFLECTIVE PRACTICE ACTIVITY SESSIONS 16.00-16.45 #301, 302, 305, 306

Move freely between the rooms and engage in the activities offered.

Reflect on our day of professional development.

Discuss what you have discovered.

Continue the conversation.

Share your insights.

Find answers..

# SEOULKOTESOL  
15TH ANNUAL CONFERENCE

**ELECTION**

**FAREWELL**

**RESULTS**

**# 308, 16.45-17.00**

**AWARDS**

**Think Global,  
Act Local**

SEOUL KOTESOL CHAPTER  
15TH ANNUAL CONFERENCE

# SESSION I

10.00-10.45

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**ROOM #301: ACTIVITIES, GAMES & THE ARTS**

KYLIE GENTER: IMPROV COMEDY AS A TOOL  
FOR ENGLISH LANGUAGE LEARNING.

**ROOM #302: CRITICAL EDUCATORS & SOCIAL  
JUSTICE**

JULIAN WARMINGTON: SOS = SAVE OUR  
STUDENTS: THE FUN-TIME VOCAB OUR  
STUDENTS AND WE NEED TO SURVIVE  
CLIMATE CHANGE

**ROOM #305: SKILLS IN FOCUS**

BRYAN ALKEMA: CODE-SWITCHING: ASSIST  
OR AVOID

**ROOM #306: EDUCATOR DEVELOPMENT**

FELY KWAK: FLIPPED LEARNING IN A REAL  
CORPORATE CLASSROOM  
LOUIS GROVES: TAKING MIDDLE SCHOOL OFF  
THE PAGE



**SESSION | 10.00 - 10.45**

**ROOM #301: ACTIVITIES, GAMES & THE ARTS**

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# **IMPROV COMEDY AS A TOOL FOR ENGLISH LANGUAGE LEARNING**

## **KYLIE GENTER**

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### **BIO**

Kylie Genter is an English teacher at the MOE NIIED English Education Center located in Jeju, South Korea. She's originally from New York, USA. Her classes for Korean English teachers specialize in improv comedy in the classroom, storytelling techniques, Jeju Culture, and Jeju Geology. She has lived in Korea since September, 2012 and has taught students from age five to eighty-three.

[kylie.e.genter@gmail.com](mailto:kylie.e.genter@gmail.com)

### **ABSTRACT**

This workshop will present teachers with a basic knowledge of improv comedy rules and games modified for an ESL classroom. First, teachers will learn some basic improv/theater warm-up games followed by a brief overview of the rules of improv and how they align with common ESL classroom goals. Following this brief introduction, teachers will jump right into various improv games starting with easy, basic games and gradually working towards more difficult games. The improv games will provide students with opportunities for spontaneous English production through speaking, regardless of age or ability. All teachers in this workshop are expected to play the games. After playing several games teachers will be asked to break into small groups and discuss how they could utilize these games in their own classrooms.

SESSION | 10.00 - 10.45

ROOM #302: CRITICAL EDUCATORS & SOCIAL JUSTICE

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**SOS = SAVE OUR STUDENTS: THE FUN-TIME  
VOCAB OUR STUDENTS AND WE NEED TO  
SURVIVE CLIMATE CHANGE.  
JULIAN WARMINGTON**

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## BIO

Julian Warmington is a trained teacher from New Zealand who has been working at the university level in Korea for more than ten years. His professional interests include critical thinking, cooperative learning, and the student-centered classroom. He has presented about climate change at KOTESOL and internationally over the last three years, has run film festivals on climate change, and is a member of the Climate Education Network, Korea.

[GGESkills.wordpress.com](http://GGESkills.wordpress.com)

[JulianW.NZ@gmail.com](mailto:JulianW.NZ@gmail.com)

## ABSTRACT

Whatever your students' ages or English levels, we need to talk about this thing called climate change, and, it needs to be fun and engaging. Is your school and community "resilient"? What is the difference between "mitigation" and "adaptation," and what techniques of each are best for our students and their wider community? How can we make learning such crucial new material both fun, and, a natural, integral part of our English language lessons? This workshop is focused on practical lesson ideas, and is open to input from participants.

# CODE-SWITCHING: ASSIST OR AVOID

## BRYAN ALKEMA

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### BIO

Mr. Alkema has taught both EFL and ESL to students of all ages and skill levels, in contexts ranging from North America to the Middle East and Asia. He has given presentations at previous national and international KOTESOL conferences, as well as in Oman. He currently teaches both English and TESOL courses at Handong Global University in Pohang, South Korea.

[alkema2@gmail.com](mailto:alkema2@gmail.com)

### ABSTRACT

That moment when you know you've heard the other language in an English-only classroom, so you turn around and see all your students blinking innocently at you....it happens to all of us. But is there any way in which NOT using English can be beneficial in the EFL classroom? Shifting between different languages within one interaction is called code-switching. In a second-language learning environment, what are some purposes for code-switching? As second-language teachers, what sort of responses can we develop to code-switching that won't frustrate either us or our students? We'll examine how first language can be used to either assist or avoid the second-language learning process, and how being intentional in what we do and don't allow can streamline our classes.



SESSION I 10.00 - 10.45

ROOM #306: EDUCATOR DEVELOPMENT

PRESENTATION I (10.00 - 10.20)

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# FLIPPED LEARNING IN A REAL CORPORATE CLASSROOM FELY KWAK

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## BIO

Fely Kwak has been working as an English contents developer since 2009 at the YBM NET. She had multiple presentations titled "Living in Korea" and "Han Style" at the Gyeonggido Office of Education orientations for the native teachers from 2009 to 2011. She also had about 80 teacher training presentations from 2014 to 2016 and 238 corporate English instructors participated. She graduated from Ewha Womans Univ. majoring philosophy and finished the special course under Brother Anthony at the Korean Literature Translation Institute. Currently, she's the head of curriculum and recruiting department and making various textbooks for corporate classes.  
felykwak@ybm.co.kr

## ABSTRACT

While getting some positive outcomes from the college flipped learning programs, none was reported yet from the corporate education. The presenter had run two different projects in 2018 having her co-workers as target students. The first project tested three languages and started in the middle of the in-house language session. Five new video lectures were made but the feedback was not encouraging. The second project was initiated with an English class only. All 20 lessons with one video link and the list of questions were made. They were shared in the Google Drive and it would be a paperless class. The curriculum was divided into four categories with five lessons each. Despite the low attendance rate and mixed-level setting, the satisfaction survey proved that there was hope for the corporate flipped learning model; especially in the one-on-one executive class and the intensive course.

SESSION I 10.00 - 10.45

ROOM #306: EDUCATOR DEVELOPMENT

PRESENTATION 2 (10.25 - 10.45)

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**TAKING MIDDLE SCHOOL OFF THE PAGE:  
DESIGNING TEXTBOOK-RELATED ACTIVITIES FOR  
STUDENT ENGAGEMENT AND SELF-EXPRESSION**  
**LOUIS GROVES**

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## BIO

My name is Louis Groves. I am a CELTA trained teacher who has been teaching English as a foreign language for nine years in Korea, Thailand, Vietnam and China. I have experience of working with children in elementary, middle and high school as well as with adults at Tertiary level. My last two years have been spent teaching in Middle schools, using increasingly interesting and well-developed lessons. In my current role, I teach grades one, two and three at Bangbae Middle School in Seocho-Gu, Seoul. I would like to become involved in the KOTESOL events in order to learn from other teachers as well as to share some of my own experiences.

[louis.s.groves@gmail.com](mailto:louis.s.groves@gmail.com)

## ABSTRACT

Often newer teachers with less experience can find themselves overwhelmed by how to design EFL activities for middle school students. The EPIK orientation tends to train teachers for Elementary school, leaving middle school to think for themselves. This presentation is about how to work with the textbook as a friendly tool rather than an adversary. Firstly, I will look at how to analyse the text book lessons, to make working with the language easy. Secondly, how to approach designing each activity. Does it fit the target language? Is it scalable or can both low level and high-level student participate? Does it have the depth to allow the students to express their intellect? Is there time in the lesson to build up to it (to build up to what? Do you mean 'Is there time in the lesson in which to build up the activity without...') without overwhelming the students? Finally, I want to look at some activities that have been successful in the classroom this year including songwriting and singing.

CALL FOR PRESENTATIONS OPEN UNTIL APRIL 1, SUBMIT ONLINE:

[KOREATESOL.ORG/NC2019](http://KOREATESOL.ORG/NC2019)

2019 Korea TESOL National Conference  
May 25 / Jeonju University, Jeonju

# MOTIVACTION

sparking learner motivation in our evolving context

[koreatesol.org/nc2019](http://koreatesol.org/nc2019)

Plenary Speaker

**JACK C. RICHARDS**

*Teacher Identity in Language Teaching*





SEOUL KOTESOL CHAPTER  
15TH ANNUAL CONFERENCE

# SESSION 2

11.00-11.45

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**ROOM #301: ACTIVITIES, GAMES & THE ARTS**

JEFF SHELLEY: ENGLISH LANGUAGE ARTS  
AND CRAFTS: A 45-MINUTE BONANZA OF  
ACTIVITIES, GAMES AND RESOURCES FOR  
THE CLASSROOM!

**ROOM #302: CRITICAL EDUCATORS & SOCIAL  
JUSTICE**

RICHARD STAHL III: MANAGING SECOND  
LANGUAGE ANXIETY IN THE CLASSROOM

**ROOM #305: SKILLS IN FOCUS**

DANIEL DUSZA: PLAGIARISM  
TRANSGRESSION, DETECTION, AND  
LEARNING ACROSS GENRE, LANGUAGE,  
COMPETENCY, AND ORGANIZATIONS

**ROOM #306: EDUCATOR DEVELOPMENT**

MATKHIYA USMONOVA: THE IMPACT OF THE  
SYRIAN CIVIL WAR ON SYRIAN CHILDREN'S  
EDUCATION.  
HEE JEONG OH: GROWING SOCIOECONOMIC  
DISPARITIES IN CHILDREN'S ENGLISH  
EDUCATION



**SESSION 2 11.00 - 11.45**

**ROOM #301: ACTIVITIES, GAMES & THE ARTS**

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**ENGLISH LANGUAGE ARTS AND CRAFTS: A 45-MINUTE BONANZA OF ACTIVITIES, GAMES AND RESOURCES FOR THE CLASSROOM!**

**JEFF SHELLEY**

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## **BIO**

Jeff Shelley has been teaching English as a foreign language for over a decade. He has been employed at numerous language academies throughout Korea in the capacity of teacher, Head English Teacher, and curriculum developer. He also worked as an EFL professor at Kaplan International College in New York City. After a career educating students of every age and numerous nationalities, he currently works as a freelance consultant and teacher trainer.

[j.shealee@gmail.com](mailto:j.shealee@gmail.com)

## **ABSTRACT**

In order for teachers to inspire their students to learn, they themselves must first find their own inspiration to teach. How is this accomplished? Much of the time, the curriculum has already been chosen by administrators: All too often, the writing workbooks provided, the textbooks given, the reading material chosen can feel just as stale to the educator as they do to the learner. Luckily, the method by which teachers execute their lessons is in their control.

This practical, energetic, thorough workshop will employ the use of innovative activities, kooky contests and prize-winning games in order to inject a bit of excitement into otherwise odious subject matter and material. With each activity lasting approximately six minutes, participants will work in groups to complete a menagerie of tasks that will take on academic hurdles such as (1) speaking in front of the class, (2) writing with more independent thought, (3) understanding paragraph structure, (4) correcting pronunciation, (5) using competition to motivate the class, (6) using reward systems to incentivize students, (7) utilizing props to articulate complex themes and ideas, and, if time allows, how to make some balloon animals.

These skillsets can easily be accommodated to fit most any lesson, be it one of vocabulary, speaking, reading or writing. The workshop is designed to exemplify how participants might go about running a similarly structured class with their own students, and the takeaway is the cache of ideas, the inspiration for oneself to innovate further, and prizes to be had by all!

**SESSION 2 11.00 - 11.45**

**ROOM #302: CRITICAL EDUCATORS & SOCIAL JUSTICE**

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## **MANAGING SECOND LANGUAGE ANXIETY IN THE CLASSROOM**

**RICHARD STAHL III**

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### **BIO**

Richard H. Stahl III is an English teacher at Joongbu University and the Hospitality Officer at the Seoul Chapter of KOTESOL. Originally from Philadelphia, he earned an MA in Applied Linguistics at the University of Essex in 2016 and has since taught English in a variety of different contexts in Korea. He is especially passionate about the nature of second language anxiety in the classroom, and seeks to conduct more research on this topic in the future.

[richardh.stahl@gmail.com](mailto:richardh.stahl@gmail.com)

### **ABSTRACT**

Faced with unprecedented levels of competition and pressure, students live in an increasingly anxious academic world. As social situations that often require real-time, online processing, language learning contexts are particularly prone to the debilitating effects of anxiety. The fear conjured up in such contexts, known as second language anxiety, has the potential to negatively impact student motivation, confidence, participation and overall success in the target language. Furthermore, studies have shown that East Asian learners are disproportionately affected by second language anxiety, thus making a working understanding of this ailment crucial for English educators in Korea. In this session, teachers will be given a comprehensive explanation of how anxiety negatively impacts the cognition of the language learner and some practical advice on how to reduce second language anxiety levels in the classroom. Teachers will also be given time to share and reflect on their own experiences with second language anxiety in groups.

**PLAGIARISM TRANSGRESSION, DETECTION, AND  
LEARNING ACROSS GENRE, LANGUAGE,  
COMPETENCY, AND ORGANIZATIONS**  
**DANIEL DUSZA**

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## BIO

Daniel Dusza is a teacher/researcher currently in the English for International Communications Instructor at Kanda Institute of Foreign Languages in Tokyo. He has been working with technology in education for over 25-years. His academic interests include psycho-linguistics, meta-cognition, critical thinking, peer corrective feedback, and tech-integrated formative assessment. He is currently working on his doctoral research on the orthographic influence of Japanese romaji on learning to read and write English writing and reading. He is a published writer and reviewer for two journals in Japan. He has presented at conferences and symposiums extensively in Japan, Taipei and in Canada.

[dusza-d@kifl.ac.jp](mailto:dusza-d@kifl.ac.jp)

## ABSTRACT

Plagiarism, the use of non-authentic material, has never been easier to hide, mask, and detect. Many services are now readily available which provide translation, rewriting software, and plagiarism detection devices. While using other's work is useful in education and research, many regard plagiarism as a transgression. Therefore, addressing the issues surrounding plagiarism should be a priority to educators and learners. This presentation will first address several notions surrounding the attitudes and praxis of managing the growing occurrences of cross-language and cross-genre plagiarism in both student and academic writing. Recent developments in pedagogical solutions, which provide students with skills to avoid this transgression, will also be discussed. The presentation features recent technology for both concealment and detection of plagiarism across languages, genre, and organizations. A framework for processing and managing plagiarism will then be presented and participants will be invited to share their workplace experiences and opinions on managing plagiarism in education.

SESSION 2 11.00 - 11.45

ROOM #306: EDUCATOR DEVELOPMENT

PRESENTATION I (11.00 - 11.20)

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# THE IMPACT OF THE SYRIAN CIVIL WAR ON SYRIAN CHILDREN'S EDUCATION. MATKHIYA USMONOVA

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## BIO

Matkhiya Usmonova is from the Republic of Uzbekistan. Presently, she is a student at Chonnam National University, majoring in English Language and Literature. Except for her studies she does volunteering programs in Children's English Library, Gwangju Children's Home, UNESCO and Gwangju News Magazine. She habitually strives to improve herself personally and educationally and tries to learn from her own mistakes. With all her heart, she is quite grateful for her meaningful loving life.

matkhiya98@gmail.com

## ABSTRACT

Today, there are more than 2.2 billion children on The Earth. Nearly two billion of these live in developing countries. However, one of the most challenging countries is Syria, where children can not enjoy the same rights or conditions of life as their western counterparts. In this 10-minute session, we'll take a look at education in Syria, social problems such as child labor, child marriage, and sexual violence show how war and poverty are impacting children's learning and their access to education. This session offers an opportunity for participants to know more about Syrian children and simultaneously to differentiate them from the kids who live in good conditions.



SESSION 2 11.00 - 11.45

ROOM #306: EDUCATOR DEVELOPMENT

PRESENTATION 2 (11.25 - 11.45)

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# GROWING SOCIOECONOMIC DISPARITIES IN CHILDREN'S ENGLISH EDUCATION

## HEE JEONG OH

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### BIO

Hee jeong Oh (M. A., Hanyang University, Seoul, Korea) is a recent PhD graduate in the Department of Teaching and Curriculum at the University of Rochester, Rochester, New York. She has been a public school English teacher in Seoul for more than ten years and currently teaches at Seonyoo middle school. Her research interests include parental/family engagement in English education, process assessment, literacy as pedagogy for L2 learners, and teacher education and development.

blue0502@hotmail.com

### ABSTRACT

Extending previous research on the effects of globalization and drawing on symbolic capital (Bourdieu, 1986), this study explores Korean mothers' perspectives on their children's English education. The data were drawn from in-depth interviews with 15 Korean middle-class mothers, five from each of three categories of study abroad: "wild-geese" families, "parachute-kids," and "summer-camp" study abroad experiences. The study used modified grounded theory (Charmaz, 2006) as the analytic framework for the data. The study documents how the unequal distribution of resources, access, and opportunities for English education (Blommaert, 2010) in Korea reinforce the asymmetry of power relations among mothers. A key finding is how opportunity for English learning depends on structured conditions, widening the gap between those who possess capital and those who do not. Implications from this study for policy makers and educators include improving public education approaches to teaching English as well as understanding the emotional impact on Korean families.

# 2019 KOREA TESOL INTERNATIONAL CONFERENCE

October 12-13, 2019  
Seoul, Korea



## Advancing ELT: Blending Disciplines, Approaches, and Technologies

Current prevailing discussions on ELT revolve largely around the concept of social context. The overlap between language proficiency and cultural fluency have come to occupy a considerable amount of space in ongoing discourse on language teaching practices. As the inherently interdisciplinary field of applied linguistics continues to evolve, with it comes the need for closer attention to the salient intersection of culture, communication, and identity. The emergence of this dimension to language teaching has also drawn an increasing amount of interest in teacher-led ELT research, such as action research and reflective teaching practice. These approaches allow educators to facilitate instruction and assessment that account for several variables in context-specific scenarios, such as student goals, teacher self-awareness, and institutional standards on learning outcomes. This growing trend in research can effectively provide continuous professional development for language teachers, for it can offer a direct response to changing students' needs in localized contexts.

We invite educators and presenters from all backgrounds to submit proposals for our 2019 Korea TESOL International Conference. This conference will provide opportunities to explore advancements in ELT that prepare language learners for 21st Century social interaction. By drawing on theories from multiple disciplines, such as social science and quantitative analysis, and applying them to classroom practices, such as integrated pedagogies and CALL & IoT technologies, we are hopeful that this event will help equip educators for the dynamic demands of a changing education landscape.

*-The 2019 Korea TESOL International Conference Committee*

**Call for Proposals**

**Opening: January 15**

**Closing: May 10**

**<https://koreatesol.org/IC2019>**





SEOUL KOTESOL CHAPTER  
15TH ANNUAL CONFERENCE

# SESSION 3

13.00-13.45

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## ROOM #301: ACTIVITIES, GAMES & THE ARTS

ARTURO COLLADO: UTILIZING THEATER  
PERFORMANCE IN THE MIDDLE SCHOOL AND  
HIGH SCHOOL CLASSROOM

## ROOM #302: CRITICAL EDUCATORS & SOCIAL JUSTICE

ANTHONY D'ATH: TEACHING INFORMAL  
FALLACIES AS A COMPONENT OF AN EFL  
UNIVERSITY ACADEMIC ENGLISH PROGRAM

## ROOM #305: SKILLS IN FOCUS

BILAL QURESHI: ENCOURAGING  
ENGAGEMENT IN LANGUAGE LEARNING:  
ONLINE DISCUSSION BOARDS FOR WRITING  
FEEDBACK

## ROOM #306: EDUCATOR DEVELOPMENT

JEFF SHELLEY: CLASSROOM ANTHROPOLOGY:  
AN EXPLORATION OF CULTURE AND CLASS  
MANAGEMENT



**SESSION 3 13.00 - 13.45**

**ROOM #301: ACTIVITIES, GAMES & THE ARTS**

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**UTILIZING THEATER PERFORMANCE IN THE MIDDLE SCHOOL AND HIGH SCHOOL CLASSROOM**  
**ARTURO COLLADO**

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**BIO**

Arturo Collado currently teaches in a Korean public school. He holds an MA in English adolescent education and a BA in film studies. Home will always be Queens, New York City. The different modes of storytelling are his passion, and he remains deeply committed to promoting social justice

arturo.collado11@ gmail.com

**ABSTRACT**

Often, Korean high school students are given rigid training for the sole purpose of passing standardized tests. There is very little time or space given for them to show their desires, anxieties, and things they enjoy. So in the last two years that I've taught in Korean public schools, I have turned my classroom into a venue for my students' creativity and self-expression. Along with providing them opportunities to practice the English that they've learned with their Korean teachers, I found that giving them opportunities to create and perform stories that reflect their experiences caters to a much ignored need in their education. This workshop will showcase the role-playing project that my students and I have completed. Participants will test out sections of the project. And student products will be exhibited. Participants will share their reflection on the benefits of projects and offer helpful feedback to improve it.

SESSION 3 13.00 - 13.45

ROOM #302: CRITICAL EDUCATORS & SOCIAL JUSTICE

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TEACHING INFORMAL FALLACIES AS A  
COMPONENT OF AN EFL UNIVERSITY ACADEMIC  
ENGLISH PROGRAM  
ANTHONY D'ATH

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## BIO

For the last four and a half years Anthony (Tony) S. D'Ath has held the position of assistant professor at Korea University (Seoul Campus) Institute of Foreign Language Studies where he developed an elective in Critical Thinking. He graduated from the University of Auckland, New Zealand with an MA in Philosophy and a double major in English Literature and Philosophy and has held similar position at three other universities in Korea for periods of not less than four years.

[tony.dath@gmail.com](mailto:tony.dath@gmail.com)

## ABSTRACT

The topic of informal fallacies is a core component of critical thinking courses and also offers some challenging content for EFL programs. Informal fallacies are distinguished from 'formal' in the field of logic and characteristically embody psychological dynamics that can be utilized more in socio-linguistic and cross-cultural terms. This workshop will support the above relevant claims and offer participants a framework in which to present the topic along with some insight on the presenter's own classroom experiences in this field. Some challenging interactive exercises will also be offered. A categorization of four different kinds of informal fallacies (not necessarily exhaustive or exclusive) will be presented in the following order: informal fallacies of relevance, defective induction, presumption and ambiguity. After defining these categorizations, brief comment will be made on the most common examples in each category and some of the challenges that have arisen when presenting this material to students. Participants will be given the opportunity to distinguish cases themselves and some engaging and interactive methods on how this material has been covered in classes by the presenter will be mentioned.

**ENCOURAGING ENGAGEMENT IN LANGUAGE  
LEARNING: ONLINE DISCUSSION BOARDS FOR  
WRITING FEEDBACK**  
**BILAL QURESHI**

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## BIO

Bilal Qureshi has earned his Doctorate degree in TESOL at Queen's University Belfast and currently teaches at Seokyeong University Seoul. For past 10 years, he has been researching how to incorporate digital literacy into second language acquisition, and how L2 learners motivation can be improved through online resources. Bilal has previously presented at a few distinguished platforms including KOTESOL National and International Conferences 2017, JALTCALL 2017, ICLICE Bangkok 2018, and KOTESOL international Conference 2018.

[qureshi@skuniv.ac.kr](mailto:qureshi@skuniv.ac.kr)

## ABSTRACT

One of the most challenging issues that writing instructors face in the EFL setting is encouraging learners to make the most of meaningful peer-feedback. Most students feel reluctant or consider it a burden to criticize their peers' writing and limited class time and the potentially uninteresting nature of in-class peer feedback make it even more of a daunting task for instructors to motivate students to comment meaningfully on their peers' written work. Feedback provided through online discussion boards can help learners not only feel engaged but also helps develop their own autonomy. Online discussion boards help EFL learners provide written feedback to their peers in their leisure time, allow the learners to read and reflect on their peers' feedback comments upon their writing, and use the discussion boards for socializing that enhances their interpersonal communication skills. This action research project was conducted as a part of doctoral dissertation that examined Korean university undergraduate EFL learners' writing development through the use of online websites as a medium of feedback. The first half of this presentation focuses more on the literary aspects of this qualitative investigation, whereas, the second half focuses on the practical applications of peer feedback through online discussion boards for writing classes. By the end of this presentation, the audience will have a clear idea of how to integrate and implement online discussion boards as a peer feedback tool for their EFL learners' writing development.



SESSION 3 13.00 - 13.45

ROOM #306: EDUCATOR DEVELOPMENT

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## CLASSROOM ANTHROPOLOGY: AN EXPLORATION OF CULTURE AND CLASS MANAGEMENT

### JEFF SHELLEY

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### BIO

Jeff Shelley has been teaching English as a foreign language for over a decade. He has been employed at numerous language academies throughout Korea in the capacity of teacher, Head English Teacher, and curriculum developer. He also worked as an EFL professor at Kaplan International College in New York City. After a career educating students of every age and numerous nationalities, he currently works as a freelance consultant and teacher trainer.

[j.shealee@gmail.com](mailto:j.shealee@gmail.com)

### ABSTRACT

A Government. A Religion. A Nation. Comic Con. A Familial Household. A Group of Friends. Every one of these collectives will develop certain habits, customs, and traditions of its own. A Class. Whether consciously recognized or simply unnoticed, every class we teach is bound to develop its own unique culture. This is organic. If students behave well and put forth academic effort in the promise of receiving prizes or accolades, then their educator has created a meritocracy, perhaps even an economy: If pupils are comfortable arriving to class late every day, then a ritual has been established. Culture manifests itself in all social groups with or without the intentional participation of its human constituents. It is happening right now in our classes, which, of course, offers us a fantastic opportunity to inspire our students! This interactive presentation is designed to challenge the traditional concept of what class management is composed of, what it should be, and also explores what class management has the potential to become. Part PowerPoint slideshow and part workshop, this training session shows teachers how to take advantage of certain mechanisms of anthropology and effectively insert them into the classroom infrastructure. Though the aesthetics focus more on early childhood education, the ideas shared can be implemented amongst any age group.

SEOUL KOTESOL CHAPTER  
15TH ANNUAL CONFERENCE

# SESSION 4

14.00-14.45

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**ROOM #301: ACTIVITIES, GAMES & THE ARTS**

RHEA METITUK: FILM PROJECTS FOR  
UNIVERSITY ELT CONVERSATION STUDENTS:  
A COMPARISON OF THE PRACTICAL VERSUS  
THE WHIMSICAL

**ROOM #302: CRITICAL EDUCATORS & SOCIAL  
JUSTICE**

LUIS CABALLERO OROZCO: USING CRITICAL  
LANGUAGE PEDAGOGY IN THE EFL  
CLASSROOM

**ROOM #305: SKILLS IN FOCUS**

DANIEL DUSZA: INTEGRATING TECHNOLOGY,  
PEDAGOGY, AND CONTENT KNOWLEDGE TO  
ENHANCE FOREIGN LANGUAGE LEARNING

**ROOM #306: EDUCATOR DEVELOPMENT**

PAUL JOHNSON: IS IT TIME TO GIVE UP?  
WHAT THE STOICS' CAN TEACH US ABOUT  
DEALING WITH THE EXISTENTIAL PROBLEMS  
THAT COME WITH TEACHING

**SESSION 4 14.00 - 14.45**

**ROOM #301: ACTIVITIES, GAMES & THE ARTS**

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**FILM PROJECTS FOR UNIVERSITY ELT  
CONVERSATION STUDENTS: A COMPARISON OF  
THE PRACTICAL VERSUS THE WHIMSICAL  
RHEA METITUK**

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## **BIO**

Rhea Metituk has an MA in Rhetorical Writing and Digital Media and is currently posted at the University of Ulsan. Research interests include CLT (communicative language theory), and flipped/blended learning. Experience with young learners as well as adults in private institutes, public and post-secondary schools has informed her experience, in addition to NGOs in Canada and Swaziland, ESL in Canada, and teaching English sign language. In KOTESOL, she volunteers as president of the Busan-Gyeongnam chapter and co-coordinator of the Environmental Justice SIG.

[rhealm@gmail.com](mailto:rhealm@gmail.com)

## **ABSTRACT**

The presenter will share two approaches to including film projects as assignments in the ELT conversation classroom for university students, and compare and contrast the highlights and lowlights of each method. One method is using video projects as a practice for a conversation-based test in which students record conversations and transcribe their speaking. The other method is an open creative project in which students have free rein to conduct a more artistic film production that will be presented to the class. Participants can view and discuss the projects, ask questions, and share their own experiences with using media in the classroom.



**SESSION 4 14.00 - 14.45**

**ROOM #302: CRITICAL EDUCATORS & SOCIAL JUSTICE**

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**USING CRITICAL LANGUAGE PEDAGOGY IN THE  
EFL CLASSROOM  
LUIS CABALLERO OROZCO**

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## **BIO**

Born in Mexico and educated in the United States, Luis has many experiences teaching English & Spanish languages in high schools, universities, non-profits, and corporations around the world. Luis holds a B.A. in speech & linguistics, as well as a M.A.Ed. in higher education. He has a passion for teaching public speaking skills to EFL/ESL learners. Luis has been in Korea since 2015. He is currently a Foreign Language Instructor at the Ulsan National Institute of Science & Technology (UNIST). He previously served on his local KOTESOL chapter council and is this year's Program Director for KOTESOL's upcoming international conference.

[CaballeroLR@unist.ac.kr](mailto:CaballeroLR@unist.ac.kr)

## **ABSTRACT**

In 1968, Brazilian educational theorist Paolo Freire called for a new approach to teaching in his essay collection, *Pedagogy of the Oppressed*. By employing a "critical pedagogy," educators can put students on a path toward social change. Students trace social equalities to their root causes, in the interest of exploring and enacting solutions to these societal ailments. Language educators have since adopted this framework for ELT, dubbing it "critical language pedagogy (CLP)". Crookes (2010) demonstrated that Korean high school students welcomed opportunities to engage in critical, non-authoritarian dialogues with their teachers despite stereotypes about East Asian cultures. Ooiwa-Yoshizawa (2012) argues, educators ought to highlight the lived experiences of marginalized populations, as well as show changing language usage norms. DeWaeltsche (2015) also found that Korean university students will successfully overcome perceived socio-cultural limitations to critical dialogue. Participants in this session will explore ways to empower students through the use of CLP.



**INTEGRATING TECHNOLOGY, PEDAGOGY, AND  
CONTENT KNOWLEDGE TO ENHANCE FOREIGN  
LANGUAGE LEARNING**  
**DANIEL DUSZA**

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## BIO

Daniel Dusza is a teacher/researcher currently in the English for International Communications Instructor at Kanda Institute of Foreign Languages in Tokyo. He has been working with technology in education for over 25-years. His academic interests include psycho-linguistics, meta-cognition, critical thinking, peer corrective feedback, and tech-integrated formative assessment. He is currently working on his doctoral research on the orthographic influence of Japanese romaji on learning to read and write English writing and reading. He is a published writer and reviewer for two journals in Japan. He has presented at conferences and symposiums extensively in Japan, Taipei and in Canada.

[dusza-d@kifl.ac.jp](mailto:dusza-d@kifl.ac.jp)

## ABSTRACT

Combining technology with language learning requires considerable effort, skill, and time to implement. This workshop will present a framework for integrating and assessing technology, pedagogy, and content knowledge (TPACK), which has proven effective in enhancing writing development in English for International Communications college classes, and some high schools, in Japan. The development of TPACK by teachers is critical to effective teaching with technology (Koehler & Mishra, 2009). Two examples of tech-integrated writing activities will be featured to illustrate the effectiveness using the TPACK framework. These examples focus on differences between independent writing samples and integrated writing samples, like those found in the Test of English as a Foreign Language (TOEFL) (Cumming et al. 2005, 2006). The results indicate that students gained greater autonomy and showed greater motivation to perform than with standard writing exercises. The test results indicated improved residual performance when compared with conventional teacher-focused learning.

IS IT TIME TO GIVE UP? WHAT THE STOICS' CAN  
TEACH US ABOUT DEALING WITH THE EXISTENTIAL  
PROBLEMS THAT COME WITH TEACHING  
PAUL JOHNSON

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## BIO

Paul Johnson was born and raised in Southern California. He has an M.A. in Philosophy and focuses on Ethics. He loves running, reading, and making music. He wants to use games to help make the world a better place. Paul teaches at Changshin University

ajwoodsum@gmail.com

## ABSTRACT

Working as a language teacher comes with its own distinct set of problems. "How should I present this grammar point?" "How can I get my students to talk more?" "What can be done to help generate student interest in language acquisition?" However, there is another set of problems which are often overlooked, existential ones: "How do I deal with failure in the classroom?" "What do I do when I can't succeed and see no possible way of doing so?" "What should I do with my free time outside of class?" "Time is too short! Life is too short! What can I do about it?" This workshop seeks to explain the Stoics' (a group of ancient Greek philosophers) answers to these sorts of questions, and invites the listeners to become active participants, as we seek to help better each other's classrooms and lives.

SEOUL KOTESOL CHAPTER  
15TH ANNUAL CONFERENCE

# SESSION 5

15.00-15.45

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## ROOM #301: ACTIVITIES, GAMES & THE ARTS

MARIA LISAK AND STEWART GRAY: GAME  
MAKING: TEMPLATES TO LET WORDS TUMBLE  
OUT

## ROOM #302: CRITICAL EDUCATORS & SOCIAL JUSTICE

JAMES RUSH: DESIGNING SIGNIFICANCE:  
INSPIRING AWARENESS AND ACTION

## ROOM #305: SKILLS IN FOCUS

KEVIN BORINGOT: USING LITERATURE IN THE  
ENGLISH AS A FOREIGN LANGUAGE (EFL)  
CLASSROOM

## ROOM #306: EDUCATOR DEVELOPMENT

NICOLE DOMAY: BEHAVIOR MANAGEMENT IN  
THE ENGLISH FOREIGN LANGUAGE  
CLASSROOM



**SESSION 5 15.00 - 15.45**

**ROOM #301: ACTIVITIES, GAMES & THE ARTS**

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## **GAME MAKING: TEMPLATES TO LET WORDS TUMBLE OUT**

**MARIA LISAK AND STEWART GRAY**

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### **BIO**

Maria Lisak, MSED likes to create safe environments to encourage and support learners as they risk-take and grow. Her instructional designs are dynamic, energetic and lively but also have meditative and reflective components. By thoughtfully listening to learners' framing of their own learning process, she focuses on authenticity and transformation while fostering a fun, cathartic adventure for them to develop new skills. Change in the classroom, she feels, is a constant to be embraced and celebrated. More at: <https://koreamaria.typepad.com/gwangju/2011/08/my-instructional-tojang.html>

Stewart Gray is an English teacher at Hankuk University of Foreign Studies and a Ph.D. student at the University of Leeds. He is the current president of the Yongin chapter of KOTESOL. He has taught English to students of all ages, trained teachers, presented at various conferences, organized yet other conferences, and published a modest body of research. Contact: [ec\\_391@hotmail.com](mailto:ec_391@hotmail.com)

### **ABSTRACT**

Looking for new ideas and tools to create language practice games for your classes? Whether you are new to teaching or have prior game-making experience and are interested in finding new approaches, this workshop is for you.

The main focus of the workshop is on generic game outlines that teachers can modify for the content they need to teach. The workshop coordinators will outline these resources, and also share insights from their own experiences of game-making, including a few ideas that they have experimented with and that have worked well for them.

Workshop participants will have the chance to take part in some games, and to apply the game-making tools, outlined. The coordinators' aim is that participants will come away with new resources and ideas that will help them to set up and customise various games for their own teaching situations.



**SESSION 5 15.00 - 15.45**

**ROOM #302: CRITICAL EDUCATORS & SOCIAL JUSTICE**

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**DESIGNING SIGNIFICANCE: INSPIRING  
AWARENESS AND ACTION  
JAMES RUSH**

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**BIO**

James G. Rush, II is an English Instructor at Luther University in Yongin and serves as the Vice-President of the Yongin KoTesol chapter. Among his duties, he is responsible for the workshop/events this year and is co-coordinator for the Yongin Chapter Conference in November. Furthermore, James is a member of the Christian Teachers SIG while being deeply interested in other SIG discussions and events.

[jamesrush.ltu@gmail.com](mailto:jamesrush.ltu@gmail.com)

**ABSTRACT**

How do we accomplish the two goals of achieving our professional best while instilling truths to help our students navigate more than just their English learning experience? By reflecting on the examples of world leaders and connecting with our own “networks of awesomeness”, we can offer our students a specific, intentional service that nobody else can. You are uniquely gifted to be the one who will make a significant impact on your students as you encourage them to do the same for their families, friends, and community. We will discuss 8 strategies and fully explore ways to think and act with purpose.

**USING LITERATURE IN THE ENGLISH AS A  
FOREIGN LANGUAGE (EFL) CLASSROOM**  
**KEVIN BORINGOT**

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## BIO

Kevin Rodney M. Boringot, originally from Oregon, U.S.A., is an Englishteacher at Jeomdong Middle School in Yeosu, Gyeonggi-do. He also visits and teaches at Jeomdong Elementary and High School. Besides teaching, he will begin his MA studies in Applied Linguistics at the University of Birmingham on April 2019. He is passionate about education and language, and he hopes to discover his research interests during his graduate studies.

[kboringotefl@gmail.com](mailto:kboringotefl@gmail.com)

## ABSTRACT

As English instructors in the EFL setting, the importance of teaching conversation is paramount; however, the other skills of language, particularly the receptive skill of reading, can also be effectively utilized as a way to introduce students to authentic language use. In this workshop, Kevin will begin by highlighting some key benefits and reasons as to why the teaching of literature can be beneficial in an EFL setting. Next, he will also talk about some of the problems and difficulties that may arise with its use and how these problems may be mitigated. Afterwards, he will then share how he and his co-teacher, in a public middle school setting, applied the use of literature in class, how the classes were structured and some of the activities that the students did in order to show their understanding of the literature as they go along and upon completion of reading their books.

SESSION 5 15.00 - 15.45

ROOM #306: EDUCATOR DEVELOPMENT

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## BEHAVIOR MANAGEMENT IN THE ENGLISH FOREIGN LANGUAGE CLASSROOM NICOLE DOMAY

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### BIO

Nicole Domay is an English teacher in Ulsan, South Korea who is completing her Master's degree in Applied Linguistics and TESOL at the University of Leicester in England. She has been teaching in a classroom for about 4 years and has a background teaching language to people with special needs for 2.5 years. Her experience has been with a range of ages with the bulk of experience with young learners. She is the Treasurer of the KOTESOL branch of the Busan-Gyeongnam Chapter.

nicoledomay@yahoo.com

### ABSTRACT

Teachers of all creeds are constantly making decisions on behavior management in the classroom. However, when there is a language barrier such as the one in the English foreign language (EFL) setting, those decisions and actions can become more difficult to execute. Due to this issue, this presenter will inform the audience on positive ways to handle difficult behaviors in the classroom through strategies derived from Applied Behavioral Analysis (ABA). Following the presentation, the audience will be invited to discuss issues in their own classrooms and brainstorm solutions together. This interactive presentation will be applicable for all ages and levels of English.

# ELECTIONS

**Make sure you  
vote in room  
#307**

#SEOULKOTESOL #EXECELECTIONS

## Be heard: VOTE!

The candidates are in! And now it's your turn.

1. **Visit our website** to find out more about the candidates.
2. **Pick** who you want to vote for or **alternatively** you can run yourself as a write-in candidate.
3. **Vote** at the Seoul KOTESOL 15th Annual Conference on March 24th, at Sookmyung Women's University Injaegwan.
4. **Voting opens at 9.30am and closes at 4.00pm.**
5. **Results** will be announced at the Post Conference Social, on social media and our website.

If you have any questions or would like help running as a write-in candidate please contact [president@seoulkotesol.org](mailto:president@seoulkotesol.org)



Vote in person at the Seoul Conference, March 24, Sookmyung Women's University Injaegwan  
Learn more about the Executive Committee Election at:  
<https://koreatesol.org/content/seoul-chapter-executive-committee-elections-20192020>





## Seoul KOTESOL Café

Seoul KOTESOL chapter are hosting a small café space at the 15th Annual Conference.

A small assortment of snacks and beverages will be provided.

You can use the space to meet new people, refresh old connections, or just take some time to relax and reflect.

Please bring your own tumbler if you can to cut down on waste.

SEOUL  
KOTESOL  
15TH ANNUAL  
CONFERENCE

MARCH 24,  
2019  
10.00-16.00

SOOKMYUNG  
WOMEN'S  
UNIVERSITY  
INJAEGWAN

**Come and check out the  
cafe in room #308**

# ROOM # 301 ACTIVITIES, GAMES & THE ARTS

## ROOM # 301: ACTIVITIES, GAMES & THE ARTS

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SESSION 1:  
10.00 - 10.45

KYLIE GENTER: IMPROV COMEDY AS  
A TOOL FOR ENGLISH LANGUAGE  
LEARNING.

SESSION 2:  
11.00 - 11.45

JEFF SHELLEY: ENGLISH LANGUAGE  
ARTS AND CRAFTS: A 45-MINUTE  
BONANZA OF ACTIVITIES, GAMES  
AND RESOURCES FOR THE  
CLASSROOM!

LUNCH: 11.45-13.00

SESSION 3:  
13.00 - 13.45

ARTURO COLLADO: UTILIZING  
THEATER PERFORMANCE IN THE  
MIDDLE SCHOOL AND HIGH SCHOOL  
CLASSROOM

SESSION 4:  
14.00 - 14.45

RHEA METITUK: FILM PROJECTS FOR  
UNIVERSITY ELT CONVERSATION  
STUDENTS: A COMPARISON OF THE  
PRACTICAL VERSUS THE WHIMSICAL

SESSION 5:  
15.00 - 15.45

MARIA LISAK AND STEWART GRAY:  
GAME MAKING: TEMPLATES TO LET  
WORDS TUMBLE OUT

SESSION 6:  
16.00 - 16.45

REFLECTIVE ACTIVITY SESSION

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# ROOM #302 CRITICAL EDUCATORS & SOCIAL JUSTICE

## ROOM #302: CRITICAL EDUCATORS & SOCIAL JUSTICE

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SESSION 1:  
10.00 - 10.45

JULIAN WARMINGTON: SOS = SAVE  
OUR STUDENTS: THE FUN-TIME  
VOCAB OUR STUDENTS AND WE NEED  
TO SURVIVE CLIMATE CHANGE

SESSION 2:  
11.00 - 11.45

RICHARD STAHL III: MANAGING  
SECOND LANGUAGE ANXIETY IN THE  
CLASSROOM

LUNCH: 11.45-13.00

SESSION 3:  
13.00 - 13.45

ANTHONY D'ATH: TEACHING  
INFORMAL FALLACIES AS A  
COMPONENT OF AN EFL UNIVERSITY  
ACADEMIC ENGLISH PROGRAM

SESSION 4:  
14.00 - 14.45

LUIS CABALLERO OROZCO: USING  
CRITICAL LANGUAGE PEDAGOGY IN  
THE EFL CLASSROOM

SESSION 5:  
15.00 - 15.45

JAMES RUSH: DESIGNING  
SIGNIFICANCE: INSPIRING  
AWARENESS AND ACTION

SESSION 6:  
16.00 - 16.45

REFLECTIVE ACTIVITY SESSION

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# ROOM #305

## SKILLS IN FOCUS

## ROOM #305: SKILLS IN FOCUS

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**SESSION 1:**  
10.00 - 10.45

**BRYAN ALKEMA: CODE-SWITCHING:  
ASSIST OR AVOID**

**SESSION 2:**  
11.00 - 11.45

**DANIEL DUSZA: PLAGIARISM  
TRANSGRESSION, DETECTION, AND  
LEARNING ACROSS GENRE,  
LANGUAGE, COMPETENCY, AND  
ORGANIZATIONS**

**LUNCH: 11.45-13.00**

**SESSION 3:**  
13.00 - 13.45

**BILAL QURESHI: ENCOURAGING  
ENGAGEMENT IN LANGUAGE  
LEARNING: ONLINE DISCUSSION  
BOARDS FOR WRITING FEEDBACK**

**SESSION 4:**  
14.00 - 14.45

**DANIEL DUSZA: INTEGRATING  
TECHNOLOGY, PEDAGOGY, AND  
CONTENT KNOWLEDGE TO ENHANCE  
FOREIGN LANGUAGE LEARNING**

**SESSION 5:**  
15.00 - 15.45

**KEVIN BORINGOT: USING  
LITERATURE IN THE ENGLISH AS A  
FOREIGN LANGUAGE (EFL)  
CLASSROOM**

**SESSION 6:**  
16.00 - 16.45

**REFLECTIVE ACTIVITY SESSION**

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# ROOM # 306 EDUCATOR DEVELOPMENT

## ROOM #306: EDUCATOR DEVELOPMENT

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**SESSION 1:**  
10.00 - 10.45

**FELY KWAK: FLIPPED LEARNING IN A  
REAL CORPORATE CLASSROOM**  
**LOUIS GROVES: TAKING MIDDLE  
SCHOOL OFF THE PAGE**

**SESSION 2:**  
11.00 - 11.45

**MATKHIYA USMONOVA: THE IMPACT  
OF THE SYRIAN CIVIL WAR ON  
SYRIAN CHILDREN'S EDUCATION.**  
**HEE JEONG OH: GROWING  
SOCIOECONOMIC DISPARITIES IN  
CHILDREN'S ENGLISH EDUCATION**

**LUNCH: 11.45-13.00**

**SESSION 3:**  
13.00 - 13.45

**JEFF SHELLEY: CLASSROOM  
ANTHROPOLOGY: AN EXPLORATION  
OF CULTURE AND CLASS  
MANAGEMENT**

**SESSION 4:**  
14.00 - 14.45

**PAUL JOHNSON: IS IT TIME TO GIVE  
UP? WHAT THE STOICS' CAN TEACH  
US ABOUT DEALING WITH THE  
EXISTENTIAL PROBLEMS THAT COME  
WITH TEACHING**

**SESSION 5:**  
15.00 - 15.45

**NICOLE DOMAY: BEHAVIOR  
MANAGEMENT IN THE ENGLISH  
FOREIGN LANGUAGE CLASSROOM**

**SESSION 6:**  
16.00 - 16.45

**REFLECTIVE ACTIVITY SESSION**

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**ROOM #307:  
ELECTIONS AND  
PARTNERS**

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**COME AND MEET  
OUR PARTNERS,  
THE UNIVERSITY  
OF BIRMINGHAM  
AND DISCUSS  
STUDYING  
OPTIONS, AND  
DON'T FORGET TO  
VOTE IN THE  
SEOUL EXECUTIVE  
COMMITTEE  
ELECTIONS IF  
YOU ARE A SEOUL  
CHAPTER  
MEMBER!**

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**ROOM #307  
ELECTIONS AND  
PARTNERS**



**ROOM # 308**  
**CAFÉ AND**  
**NETWORKING**

**ROOM # 308:**  
**CAFÉ AND**  
**NETWORKING**

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**COME AND HAVE  
A COFFEE &  
SNACK, RELAX,  
REFLECT,  
NETWORK AND  
SOCIALIZE. THIS  
SPACE IS FOR  
YOU TO USE AS  
YOU WISH.**

**4.45PM:**  
**ELECTIONS**  
**RESULTS AND**  
**AWARDS**

**5.00PM:**  
**MEETING POINT**  
**FOR POST**  
**CONFERENCE**  
**SOCIAL**

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#SEOULKOTESOL #AFTERSCHOOLSOCIAL

# POST CONFERENCE SOCIAL



SUNDAY MARCH 24, 2019 5.30PM @ DINETTE, ITAEWON  
PRE-REGISTRATION AND RSVP NECESSARY



**Don't forget the Post Conference Social  
after the conference ends. We will be  
gathering in room #308 at 5.00pm to  
move to the social location together.**

**\*RSVP and Pre-registered guests only\***





KOTESOL Seoul Chapter

# April 20th 2019 UNCONFERENCE

Teachers helping Teachers

To follow up from our hugely successful 15th Annual Conference, Seoul Chapter will be hosting our 3rd Annual UNCONFERENCE event.

Come along at 2.30pm for an afternoon of fun, interactive professional development.

Sookmyung Women's University, Injaegwan Building.

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# AFTER SCHOOL SOCIAL

#SEOULKOTESOL: TEACHERS HELPING TEACHERS

APRIL SOCIAL: APRIL 10 2019 8PM

LOCATION: TAP PUBLIC, ITAEWON

FOR MORE INFORMATION: [HTTPS://KOREATESOL.ORG/SEOUL](https://koreatesol.org/seooul)





# SEOUL KOTESOL CHAPTER

## CALL FOR PRESENTERS

### TEACHERS HELPING TEACHERS

We are searching for presenters for our series of monthly workshops.



We are looking for interactive sessions that are informative and entertaining, with as much participation from the audience as possible.

We would especially love to welcome any first time presenters!

Timing: 20 minutes / 50 minute / 2 hour



Focus: Classroom activities / How-to / Dialogue / Pedagogy / Technology / Research

Young Learners / Public Schools / Private Institutes / University / Business Learners / Adults



Please send your proposals to :  
[president@seoulkotesol.org](mailto:president@seoulkotesol.org)

Include: a title, a 150 word abstract, a 70 word bio (inc. email address), personal photograph.



## LOOKING FOR FLEXIBLE STUDY OPTIONS?

The University of Birmingham's Department of English Language and Linguistics offers flexible personal development opportunities for professionals wishing to develop their skills and expertise. Our distance learning Masters programmes are delivered part-time over 30 months, to fit around your existing commitments.

### APPLIED LINGUISTICS MA

This programme is for professionals wishing to further their personal development, and those who are interested in learning more about possible applications of language research. You will study core modules in lexis, sociolinguistics and discourse analysis, with the option to study other topics such as corpus linguistics, functional grammar and multimodal communication.

### TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) MA

This programme is for practising teachers of English as a second or foreign language who wish to develop their knowledge of classroom methodology and materials design. You will study core modules in classroom research, language teaching methodology, pedagogic grammar and syllabus and materials, with the option to study other topics such as second language acquisition and teaching young learners.

### KEY FACTS

- Start in February, April, July, October or December
- Study entirely online
- All modules assessed by written assignment
- Pay per module

Find out more and apply:  
[www.birmingham.ac.uk/elal-dl](http://www.birmingham.ac.uk/elal-dl)