

The 4th Industrial Revolution and Education:

Digital Language Learning and Teaching

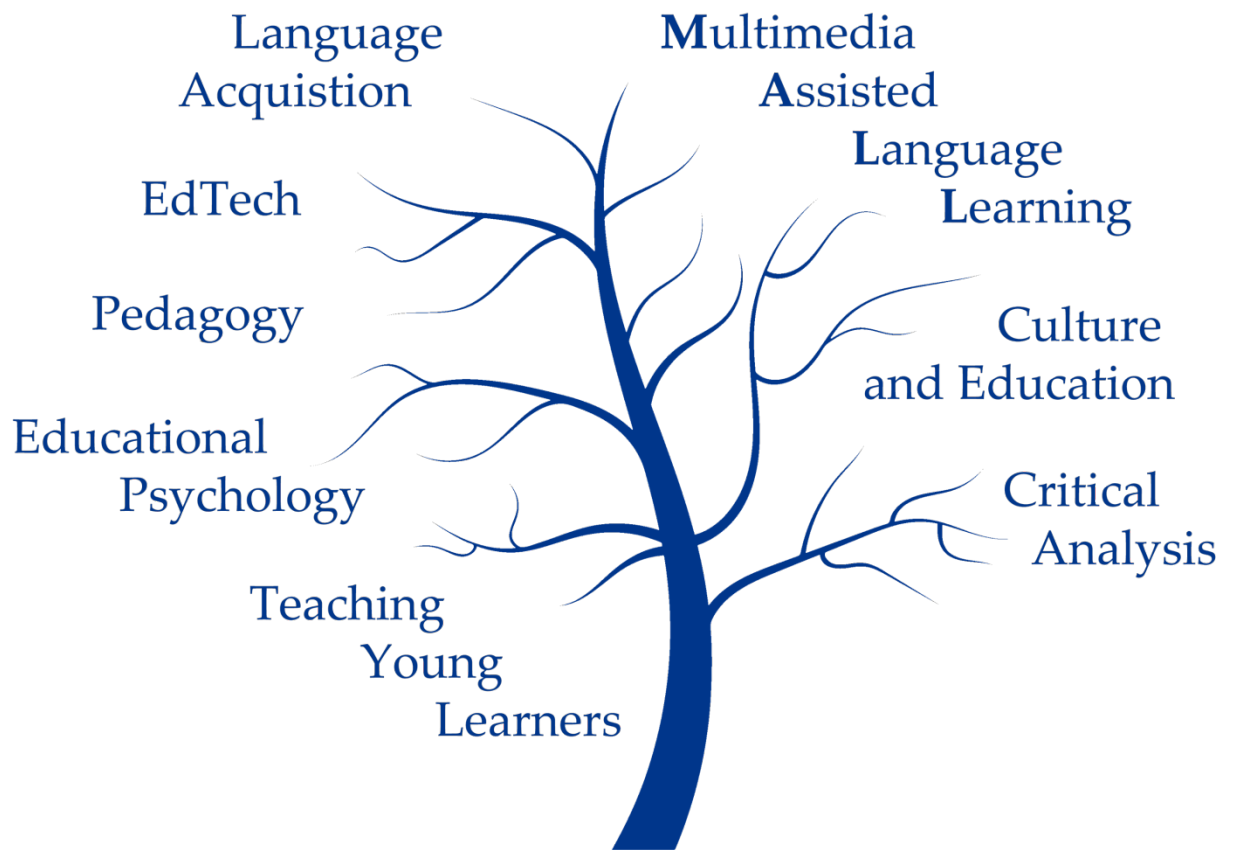
TESOL-MALL Graduate Program
Woosong University Symposium
KOTESOL DCC Workshop

2019.06.01 (토) 12:00~18:00

우송대학교 서 캠퍼스

Woosong University West Campus
Building W16 5th floor

Teaching English to Speakers of Other Languages



TESOL-MALL
Graduate Program Woosong University

Table of Contents

WELCOME FROM WOOSONG UNIVERSITY.....	1
WELCOME FROM THE TESOL-MALL GRADUATE PROGRAM.....	3
WELCOME FROM THE KOTESOL DCC CHAPTER.....	4
PLENARY SPEAKER.....	6
KEYNOTE SPEAKER.....	7
FEATURED PRESENTERS.....	8
PLENARY ADDRESS.....	12
CLOSING KEYNOTE.....	14
FEATURED WORKSHOPS.....	15
SYMPOSIUM PROGRAM.....	18
SYMPOSIUM SESSIONS – PRESENTERS AND ABSTRACTS.....	20
VIRTUAL PRESENTATIONS – PRESENTERS AND ABSTRACTS.....	27
TECHNOLOGY INTEGRATION ANALYSIS AND EVALUATION – CONCEPTUAL MODEL.....	32
TECHNOLOGY INTEGRATION EVALUATION – RUBRIC.....	34
NOTES.....	36



From the President of Woosong University

May I say how wonderful it is to welcome you to Woosong University. From its inception in 1954, Woosong University has instilled strong values such as integrity, excellence, creativity, diversity, flexibility, and innovation. With over a half century of knowledge and experience in the management field, Woosong Educational Foundation established Woosong University under the motto: Paving the way to a stronger and brighter future. The school logo consists of a circle, triangle, and a square, which are the basis of all forms of life. Thus, the symbol conveys the strong will of Woosong University, continuously striving to become the driving force of society for the future.

With that in mind, I encourage you to take advantage of the opportunities being provided through the auspices of the TESOL-MALL graduate program and the Daejeon Chungcheong chapter of KOTESOL to expand your knowledge and expertise in English language teaching. Hopefully the opportunities presented inspire you enough to join our university as a student of the TESOL-MALL graduate program, undertaking a Certificate in TESOL, the Master of Arts in TESOL, or seizing the dual-degree opportunity with St. Cloud State University in Minnesota, USA.

I sincerely believe that today's symposium will help you learn, and expose you to the tools you need to excel. Make this day a building block for your intellectual and professional development. Moreover, please do not forget, when you leave today and move into the world of the 21st Century, use the tools learned here to continue your never-ending quest for knowledge and understanding. I wish you success not only while you are here with us for this event, but in your entire life.

Sincerely,





TESOL-MALL 학과

TESOL-MALL Graduate Program

Highlights

All English instruction
 Taught by language and education doctorate holders

WHAT IS TESOL-MALL?

The TESOL-MALL Graduate Program at Woosong University, established in 1999, is the longest running TESOL program in Korea.

Offerings

Certificate in TESOL
 150 hours coursework and practicum – ₩2,050,000

Master's of TESOL
 Thesis or portfolio options
 30-50% tuition waivers

American MA (TESOL)
 1+1 degree – St. Cloud State University (SCSU)

WHY APPLY?

Gain skills and qualifications!

- Engage in professional development.
- Earn accredited and transferable qualifications.
- Become more marketable to employees.

Contact

tesollmall.weebly.com/application-form.html

Woosong Language Center
 5th floor S1.509

tesollmall@woosong.org
 042 640-9895

HOW DO I APPLY?

Download and Fill out the application form and send it to us!

NEED HELP APPLYING?

Drop by – we can help you complete the forms
 Email/telephone friendly multi-lingual office staff (English/Chinese/Korean)

From the Head of the TESOL-MALL Graduate Program

It is wonderful that you are able to attend this joint KOTESOL DCC and TESOL-MALL Graduate Student Symposium on digital language learning and teaching being held at Woosong University, the home of the TESOL-MALL and St Cloud State University 1+1 Master's degree program, and I extend a very warm welcome to you today.

The TESOL-MALL graduate program was first founded in 1999, and so, we are the longest running TESOL program in Korea. We were originally founded as the Graduate School of Foreign Language Communication but this was renamed in 2002 to better reflect the professional development and educational opportunities that we afford. The TESOL acronym in our name stands for Teaching English to Speakers of Other Languages, and the acronym MALL refers to Multimedia Assisted Language Learning. In fact, our program offers an interdisciplinary curriculum that covers TESOL, MALL, and critical English language teaching (CELT), and we have a faculty that consists of native speakers with language and education specializations at the doctoral level. The program is one of only a handful in Korea that offers English-only education for both native and non-native speakers, as well as that of a 1+1 option with St. Cloud State University.

Our program offerings include a number of respected certification pathways that are globally recognized, and comprise of a 150-hour *Certificate in TESOL* that includes coursework and practicum components, the *Master of Arts in TESOL* by thesis or portfolio, and an *American MA (TESOL)* dual degree that can be completed from any location through St. Cloud State University in Minnesota. We also offer a number of competitive tuition waiver scholarships to assist with the financial aspect of completing higher education. Depending on GPA, TOPIK, and IELTS scores, tuition waivers range from 30% to 50%, with Woosong employees and family members guaranteed a 50%-off tuition waiver.

Take the opportunity at today's symposium to engage in professional development, to develop and expand the sphere of your personal learning environment, to network, and to meet new friends. Perhaps also, while you are here, seize the opportunity to expand your academic horizons and future career prospects by applying to our degree program or by joining KOTESOL if you have not already done so.

I wish you all the best with your future teaching, engagement with students, and providing an ever-effective learning environment for those pupils under your care. Enjoy your day today, and the talks and workshops we are very happy to provide.

Sincerely,



DCC Chapter President's Welcome

Welcome to the TESOL-MALL graduate program Woosong University Symposium and KOTESOL 2019 Daejeon-Chungcheong Chapter Workshop on The 4th Industrial Revolution and Education: Digital Language Learning and Teaching!

We are so thankful that you have chosen to take time out of your busy schedules to join us today. The theme of this joint symposium-workshop, that of digital language learning and teaching, is one that is important for both native-Korean and foreign-born educators residing on the Korean peninsula today. It is particularly important as we move forward into the heart of the 21st century and the 4th industrial revolution begins to increasingly impact upon our lives and our teaching.

We are very happy to welcome the faculty of the TESOL-MALL graduate program who will provide the plenary address, on 'teaching in the time of digital language learning', and a workshop revolving around 'TESOL, posthumanism, and the fourth industrial revolution'. This will then lead into a variety of workshops provided by students of the Woosong University TESOL-MALL program, as well as those participating in the 1+1 degree with St. Cloud State University. (These workshops are augmented by a number of virtual presentations that can be viewed from [the symposium homepage](#).) Invited speakers from Konkuk and Kyonggi universities will then follow, before a closing keynote is provided by Wu Yang (Miranda Wu) which discusses how the emergence of artificial intelligence (AI) in the fourth industrial revolution era may result in the demise of English as a lingua Franca.

Once again, thank you for joining us today! Enjoy the talks, professional development, and the networking opportunities available.

Thank you,

M. Peacock

Daejeon-Chungcheong President



MIKE PEACOCK

**DAEJEON-CHUNGCHEONG
PRESIDENT
KOREA TESOL
2ND VICE PRESIDENT**

KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

*Teachers Helping Teachers
Learn, Share, Succeed*

Membership Fees

Regular 1-year
50,000 won

International
70,000 won

Undergraduate Student
30,000 won

Lifetime
500,000 won

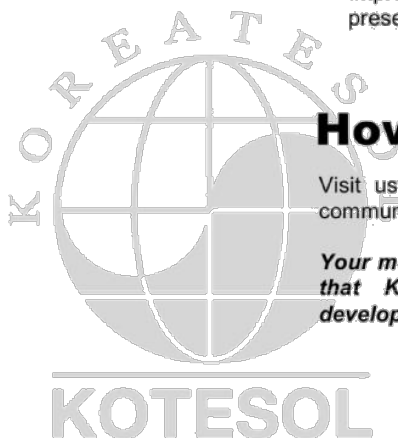
What Is KOTESOL?

KOTESOL (Korea TESOL) is a professional organization for English teachers in Korea. Members include English teachers from across the globe, Korean nationals, seasoned university professors, and first-time private academy teachers. KOTESOL is an inclusive community of practice that strives to improve English teaching in Korea by sharing knowledge and learning from each other.

Why Join?

Enhance your career in education!

- Add professional affiliation and experience to your resume
- Attend professional development workshops and presentations
- Receive invitations to networking events
- Present at the KOTESOL International Conference
- Apply for research grants while furthering your education
- Improve public speaking and presentation skills
- Become part of a SIG (Special Interest Group)
- Participate in our classroom observation program
- Attend KOTESOL National Council meetings, vote in elections, or run for office
- Immediately access *The English Connection*, *Korea TESOL Journal*, and *KOTESOL Conference Proceedings*



How Can I Join?

Visit us at <http://koreatesol.org/join-kotesol> to become part of our community!

Your membership dues help support your local chapter and ensure that KOTESOL continues to offer high-quality professional development opportunities nationwide!

<http://koreatesol.org>

Dr. David Kent
Associate Professor

TESOL-MALL Graduate Program Head of Department
Woosong University



David Kent is an Associate Professor at Woosong University in the Republic of Korea. He provides teacher and technology education through the TESOL-MALL graduate program where he currently serves as Head of Department.

David is a long-standing member of the Korean academic community with a principal research focus that revolves around digital language learning. He has been living and teaching in Korea since 1995.

He has published a number of books, many of which have been translated into other languages. These include *Teaching with Technology: Integrating Technology into the TESOL Classroom*, *Internet in Education: Integrating the Internet into the TESOL Classroom*, and a seven-book *TESOL Strategy Guide* series that focuses on the use of specific digital tools for teaching. He has also authored a number of multimedia applications.

Currently, David serves on the editorial board of several journals, and his research articles have been published at the SCOPUS and SSCI levels in such periodicals as *Teaching English with Technology*, *The Journal of Asia TEFL*, and the prestigious *Language Learning and Technology*.

He can be contacted at dbkent@wsu.ac.kr

Wu Yang
(Miranda Wu)

Endicott College of International Studies
Woosong University



Wu Yang (Miranda Wu), assistant professor of Chinese language (2017-2018); PhD candidate of International Business Management, Woosong University, Republic of Korea (2017-); research fellow at the Alpaca Pearson Test of English Academic Institute (2018-); tenured business English lecturer and interpreter at the Hunan University of Commerce, People's Republic of China (2009-); MA in Foreign Linguistics and Applied Linguistics (English-Chinese Simultaneous Interpretation, 2006-2009), Central South University, People's Republic of China. She can be contacted at mirandawu@endicott.ac.kr

Dr. Mark Love
Assistant Professor
Woosong University



Mark Love is an Assistant Professor at Woosong University in the Republic of Korea. He provides teacher education through the TESOL-MALL graduate program.

A long-term resident of Korea who has taught in a wide range of venues, Mark's research interests revolve around critical approaches to language, curriculum design, pedagogy, and identity as well as cultural and media literacy. As a fan of pragmatism and eclectic methodology, his principal pedagogical goal in his own courses is to encourage his students to reflect on the best ways to incorporate new approaches, and combinations of new approaches with old, in their own teaching situations.

Mark has published articles, book chapters, and a monograph that deal with issues in the fields of TEFL, literary criticism, video game criticism, cultural criticism, curriculum analysis, pedagogy and affect theory in such journals as *Teaching English with Technology* and *The Journal of Asia TEFL*.

He can be contacted at mlove@wsu.ac.kr

Dr. Daniel Bailey
Assistant Professor
Konkuk University Glocal Campus



Daniel Bailey is an Assistant Professor in the English Department at Konkuk University's Glocal Campus in the Republic of Korea. His recent research has investigated automatic writing evaluation with Grammarly, and his curriculum design interests pertain to courses associated with digital literacy. He regularly presents on topics related to motivational psychology and computer assisted language learning. Daniel holds a PhD in Education Technology from Korea University. He can be contacted at [dbailey0566@gmail.com](mailto:d Bailey0566@gmail.com)

Michael Cary
Assistant Professor
Kyonggi University Main Campus, Suwon



Michael Cary is an Assistant Professor at the Kyonggi University – Main Campus, Suwon. He has been teaching English in the Republic of Korea at the university level since 2010. Since beginning his teaching career in 2004 he has taught a wide range of language students from diverse backgrounds, at the pre-K through to the post-doctoral level, both in the Republic of Korea and in the United States of America. He received his B.S. and M.A. from Eastern Michigan University. Although he continually explores new and upcoming technologies for use in the teaching of language, his current research interests include the use of wikis in the classroom, including that of individual assignment versus group project completion. He can be contacted at theoriginalmikecary@yahoo.com

Getting Involved with KOTESOL

Thinking about getting more involved in KOTESOL? Meeting more people?
Doing cool things? Volunteering your skills? And learning new things?

But you don't know how? Don't know what you could do? Or who to contact?

KOTESOL is beginning a new Volunteer Service initiative to make
volunteering easier for KOTESOL members. Tasks of all sizes, all types.
Details on the KOTESOL website.

VOLUNTEER



<https://koreatesol.org/content/members-we-need-you>

The KOTESOL Pass-It-On Challenge

Have you benefitted from KOTESOL? I know I have. KOTESOL has made me a better teacher, a better researcher, a better presenter and a better speaker, a better writer and editor, as well as a better leader, organizer, and administrator. Because I have benefitted so much from KOTESOL, I feel obliged to give back through volunteering my time for a variety of KOTESOL tasks (and through these tasks, I benefit even further). I am so happy that I became a KOTESOL member when I did.



I hope you are happy to be a KOTESOL member, too. If that is the case, I encourage you to **pass it on** – to pass on the word about the benefits to be gained from KOTESOL, to introduce to your ELT colleagues the advantages of membership in the KOTESOL community. Our challenge to each KOTESOL member is to bring one new member into our organization in 2018. Are you up to the challenge?

— David Shaffer, KOTESOL President

TESOL-MALL PROGRAM PATHWAYS						
Degrees	Certificate in TESOL		Masters of Arts (WSU – Korea)		Master of TESOL (SCSU – America)	
	150 hours & Practicum		Thesis (8 courses)	Portfolio (9 courses)	Portfolio & Praxis Test	Thesis (5 courses)
	<i>Intensive</i>	<i>Normal</i>	<i>Face-to-Face</i>		<i>Face-to-Face/Online</i>	
Semester 1	Course 1 Course 2	Course 1	Course 1		Complete 5 courses from Woosong University	
	Course 3 Practicum (15hours)	Course 2	Course 2			
Semester 2		Course 3	Course 4			
		Practicum (15hours)	Course 5			
Semester 3			Course 6 Course 7		Course 1 Course 2 Course 3	
Semester 4			Course 8	Course 8	Course 4	
			Thesis Defense	Portfolio Submission	Course 5	Portfolio/Praxis test Thesis Defense
Tuition	2,00,000 KRW 50,000 KRW application fee		2,110,680 KRW per semester*		2,110,680 KRW per semester* at Woosong 10,000 USD Per year* at SCSU	
Scholarships	n/a		50% Tuition waiver for Woosong faculty/family *40% New student tuition waiver 20-40% Tuition waivers based on GPA and IELTS scores		*Teaching assistantships available on competitive basis	
Language	IELTS 5-6+		IELTS 5-6+		IELTS 6.5+	

* subject to change

Plenary Address

David Kent
Woosong University

13:15

Teaching in the Time of Digital Language Learning

The fourth industrial revolution has seen the convergence of innovation and technology, led by AI (Artificial Intelligence), big data, and IoT (the Internet of Things), and it has restructured industry across all sectors including that of education. These changes have been disruptive, and have seen how our students interact with us as teachers change, and how we as teachers prepare and provide learning opportunities in and outside of the classroom transform as well. Moving forward, these changes will also see the need to provide learners with different skill sets, not only ones they will need to use in order to function in the classroom, but in society, and in the workplace as well. These changes have already seen how we access content transform, providing perhaps too much with quality hard to assess. It therefore becomes imperative that now, more than at any other time, teachers be able to understand what digital language learning means, what the benefits are, and how they can analyze and evaluate any technologies that they might seek to use with their learners. The aim of this talk is to do just that, while also introducing a rubric that participants can utilize throughout the symposium when considering the potential of the tools and techniques that the invited professor and practitioner workshops provide.



우송대학교 TESOL 학과

Certificate in TESOL

*Graduate program with all English instruction
Native speaker language and education doctorate holders*

150 hours coursework and practicum

*Single semester (3 month intensive) or
Two semesters (9 month extensive)*

*Total Course Fee: ₩2,000,000**

Contact:
tesolmall@woosong.org
042 630-9895
Woosong Language Center S1.509
<http://english.wsu.ac.kr>
<http://tesolmall.weebly.com>



Woosong University

Closing Keynote

Wu Yang (Miranda Wu)
Endicott College of International Studies, Woosong University

17:15

Will the English Language Remain a Lingua Franca with the Rise of Artificial Intelligence in the Industrial 4.0 Era?

The English language has held a position of unprecedented dominance for global business and communication since the 20th century. The unassailable importance of English can be seen in all social and economic spheres. However, the prominent performance of the People's Republic of China is empowering Mandarin with increasing economic strength. Together with the disruptive impact of artificial intelligence (AI) powered technologies, i.e., machine translation technologies in the ongoing era of the fourth industrial revolution (Industry 4.0), the English language is experiencing transformation in varieties and application. Will English remain in a position of preeminence in the 21st century and maintain its hold as a global language? In this presentation, the perception of 500 participants regarding the future of English in industry 4.0, with a focus on two parameters (i.e., AI innovations such as machine translation with deep learning, and the rise of Mandarin), is discussed. The data is presented based on multiple regression analysis in order to predict whether and when the dominance of the English language as a lingua franca will be challenged.



Featured Workshop 1

Mark Love
Woosong University

13:45

TESOL, Posthumanism, and the Fourth Industrial Revolution

An often mentioned characteristic of the fourth industrial revolution is how it involves a merging of digital systems, physical systems, and biological systems (World Economic Forum) and the various issues that attenuate these mergers. One branch of the social sciences and humanities that shares an interest in these issues is posthumanism, which “interrogates the relations among the terms in the cybernetic triangle of human/animal/machine” (Snaza et al., 2014, p. 40), which Pennycook (2018) expands to include “animals, objects and places,” adding physical and virtual environments as factors to consider. The central thrust of posthumanism is that we should decenter our anthropocentric approach to research and consider a “flat” ontology (theory of being) that privileges none of the terms. This involves a challenge to the notion of human agency as (digital) things and environments are factored into the causality of events, as well as their affect on the human subjects with which they intra-act (Barad, 2007). Basically, the direct causality inherent to the humanist understanding of the world and language as a monolithic entity that conveyed meaning from a sender to a receiver through encoding and decoding of a message is being challenged in favor of a view of communication as a result of semiotic assemblages, and semiotic landscapes (Pennycook, 2018), recognizing that communication is often partial and incomplete. A posthumanist approach to language exponentially expands the standard multimodal approach to studying signs to include all objects in the environment when a communicative act occurs as part of the semiotic assemblage, and also consider the role that an individual’s emotions may play in the reception and decoding of that message (affect theory). To study language, we need to study it as embodied in individuals, embedded in situations, and “distributed across people, places and time” (Pennycook, 2018, p. 51). Central to a posthumanist view of literacy is the notion of distributed cognition, that thinking no longer resides in the mind of an individual but is a combination of all of the resources that individuals employ to think, and communicate. The point of this talk is to begin a conversation at the local level to examine in a workshop fashion how these issues may play out in our language teaching.

Barad, K. (2007). *Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning*. Durham, NC and London: Duke University Press.

Pennycook, A. (2018). *Posthumanist applied linguistics*. New York, NY: Routledge.

Snaza, N., Appelbaum, P., Bayne, S., Carlson, D., Morris, M., Rotas, N., Sandlin, J., Wallin, J., & Weaver, J. (2014). Toward a posthumanist education. *Journal of Curriculum Theorizing*, 30(2), 39-55.

Featured Workshop 2

16:30

Auditorium 1

Fight or Flight: Are Edubot Worth Figuring Out?

Daniel Bailey, Konkuk University Glocal Campus

This workshop will discuss the use of education chatbots (edubots) in the context of language learning. I will discuss an ongoing case study that uses edubots as automatic and interactive messaging programs that train second language (L2) English students in how to use language learning strategies. In addition, challenges and shortcuts in building your own edubots will be explored. Edubot-student interactions often occur through dialogue trees programmed with artificial intelligence markup language (AIML) which is surprisingly simple. Certain video game genres, such as visual novels and dating sim games, entail character interactions and branching dialogues. These branching dialogues are often used as a gameplay mechanic in adventure and role-play video games. When interacting with a gamebot, the player is given an option of what to say and makes subsequent choices until the conversation ends, and the same gamification technique can be used to assist educators in engaging students. Edubots use natural language (i.e., language developed naturally in use) to model the types of interactions between a student and another person, and serve a variety of educational purposes such as providing realistic simulations: and improving learners' sociocultural needs; fostering engagement, motivation, and responsibility; and improving learning and performance. While cautiously optimistic with the implication of edubots for language elearning, especially as a primary activity, it is hoped that you walk away from this presentation with an understanding of how edubots can help students.

Featured Workshop 3

16:30

Auditorium 2

Practical and Innovative Applications for Wikis in a Language Classroom

Michael Cary, Kyonggi University

What is a wiki? We all know *Wikipedia*, but a wiki is a free website that anyone can create to fit a variety of needs. “Wikis are collaborative web-based environments that allow multiple users to easily and quickly contribute content” (Matthew, Felvegi, & Callaway, 2009, p. 510), with this workshop providing useful information and links that any teacher can take advantage of to help enhance their classroom as well as their own school/department. A plethora of current web applications can be incorporated into a wiki using embedding and other simple techniques. Everything from playable audio files, PowerPoints, videos, and images can be included in a wiki, and multiple users can contribute, making it a must-have tool for any teacher today. This workshop will detail how teachers can use wikis for their classroom with student-teacher interactions using comments and pages, student-student interactions using pages and links, as well as teacher-teacher uses for professional development and department collaborations. A wiki can help enhance anyone’s life and continued education.

Matthew, K. I., Felvegi, E., & Callaway, R. A. (2009). Wikis as a collaborative learning tool in a language arts method class. *Journal of Research on Technology in Education*, 42(1), 51-72.

Symposium Program

12:00	Registration – 등록 VRBox display		SCHEDULE 일정
13:00	Welcoming Ceremony – 환영식		
13:15	Plenary Address – 총회 연설 Teaching in the time of digital language learning: The fourth industrial revolution and education <i>David Kent</i>		
13:45	Invited Workshop – 초대 워크샵 TESOL, posthumanism, and the fourth industrial revolution <i>Mark C. Love</i>		
	Auditorium (강당) 1	Auditorium (강당) 2	
14:15	‘Explain Everything’ in the English classroom <i>Dilbar Shermatova</i>	Customized content testing using ‘Google Forms’ and ‘Flubaroo’ <i>Irada Gezalova, and Gulnoza Sobirova</i>	CONCURRENT SESSIONS 동시에 진행되는 세션
15:00	‘Keep talking and nobody explodes’: A commercial video game with EFL applications <i>Andrew Aguiar, and Nicole Shiosaki</i>	Digital storytelling with young learners <i>Ariane Rodrigues Annunciacao, and Md Kumruzzaman Patwary</i>	
15:45	Technology and language learning: A less-is-more approach to classroom integration with ‘KakaoTalk’ <i>Natasha Reddy, and Randlee Reddy</i>	‘Roll20’: Incorporating digitized play inside and outside of the classroom <i>Christy Jordan</i>	
16:30	Invited Workshop – 초대 워크샵 Fight or flight: Are edubot worth figuring out? <i>Daniel Bailey</i>	Invited Workshop – 초대 워크샵 Practical and innovative applications for wikis in a language classroom <i>Michael Cary</i>	
17:15	Closing Keynote – 마무리 기조연설 Will the English language remain a lingua franca with the rise of artificial intelligence in the industrial 4.0 era? <i>Wu Yang (Miranda Wu)</i>		
17:45	Closing Ceremony – 폐회식 <i>Award Ceremony and Oxford University Press prize draw</i>		
VIRTUAL PRESENTATIONS https://tesolmall.weebly.com/presentations	‘Purdue Online Writing Lab (OWL)’ and the flipped approach: An integration which complements language learning <i>Ariadne Patricia Borges</i>		https://tesolmall.weebly.com/presentations 가상 프레젠테이션
	‘Plickers’: What is it, and how do I use it? <i>Edward T. Spraggins</i>	Personalizing English learning through ‘Pinterest’ and ‘Flash Card Go’ in order to promote creative self-study experiences and tools <i>Laura Francescangeli</i>	
	Digital applications and multimedia for vocabulary learning <i>Ohunjon Shermatov, and Md Shahdat Hossain</i>	Using ‘Drops’ to memorize vocabulary <i>Liu Lu</i>	

June 15, 2019



Hanbat Arboretum

13:00 to 16:00

Symposium Sessions

‘Explain Everything’ in the English classroom

Dilbar Shermatova, Woosong University

Explain Everything is an interactive whiteboard platform where both teachers and students, or students by themselves, can work collaboratively in real-time. The application provides a means of breathing new life into teacher presentations, so that they become engaging for learners, while also focusing on aspects of audio and visual-based collaboration. The significance then, for teachers of English to speakers of other languages (TESOL), is that this tool can be used to help engage students of any age level in the learning experience in both novel and interesting ways. Besides learning how to create their own digital stories workshop, attendees will be familiarized with how to construct class tutorials, and how to provide meaningful feedback to their students when using *Explain Everything*. Attendees will also be given the chance to practice what has been explained using their own smartphones.

Dilbar Shermatova is an international student from Tashkent, Uzbekistan. She is a certified English language teacher, with 2 years teaching experience. She is currently in her final semester of study in the TESOL-MALL graduate program offered by Woosong University. Upon graduation, she will be awarded the Master of Arts.

14:15 – Auditorium One

Customized content testing using 'Google Forms' with 'Flubaroo'

Irada Gezalova, Woosong University
Gulnoza Sobirova, Woosong University

The start of the 21st century has been set apart by exceptionally innovative advancements in how we impart, live with, and comprehend data (Fischer, 2005). This has led to a growing number of technology-enhanced classrooms and courses, and ones that require consequent modification to the process of assessment, especially since assessment is an integral component of course design. When collecting test results digitally, it is also important to be able to dissect the data in order to follow student advancement and to propose techniques to learners for their development, which can effectively be achieved by providing opportunities for students to learn from their errors in unobtrusive ways (Watt, Simpson, McKillop, & Nunn, 2002). To assist educators with this process, this presentation aims to examine model tests developed using *Google Forms* and scored with *Flubaroo*. Aspects of test items that are reliable and effective for use in the EFL classroom will then be discussed. It will then be shown how *Google Forms* and *Flubaroo* can work alongside each other, with *Flubaroo* examining student performance by analyzing *Google Forms* data to provide a secure grading standard that focuses on legitimacy, reliability, and practicality. As these two tools are free-for-use, instructors can profit by applying these technologies when providing work that is developed in an organized and sagacious manner, and provided to students online. To this end, centering the appraisal procedure and developing a viable guide for instructors to follow when implementing the usage of these tools in the English as a foreign language (EFL) classroom is the resulting focus.

Fischer, G., & Konomi, S. (2005). Innovative media in support of distributed intelligence and lifelong learning. In *Proceedings of the Third IEEE International Workshop on Wireless and Mobile Technologies in Education*, Los Alamitos, CA: IEEE Computer Society.

Watt, S., Simpson, C., McKillop, C., & Nunn, V. (2002). Electronic course surveys: Does automating feedback and reporting give better results? *Assessment & Evaluation in Higher Education*, 27(4), 325-337.

Irada Gezalova is an international student from Russia. She is in her 1st semester of study, and participating in the Woosong University/St. Cloud State University Master of Arts degree program.

Gulnoza Sobirova is an international student from Samarkand, Uzbekistan. She is in her 1st semester of study, and is participating the in the Master of Arts TESOL-MALL program at Woosong University.

'Keep talking and nobody explodes': A commercial video game with EFL applications

Andrew Aguiar, Woosong University

Nicole Shiosaki, Gongju National University

The application of video games for teaching purposes has long been a point of interest for EFL instructors. However, different games hold different potential for classroom integration. One commercial game that seems to be versatile is *Keep Talking and Nobody Explodes*. This bomb diffusing game provides students with the opportunity to produce language based on the principles of communicative language teaching and task-based language learning. The game was used with a small class of intermediate engineering students a national university within the Republic of Korea, seeing students interact with each other in a meaningful way when they might otherwise have not. Paired with pedagogical theory, this game exhibits excellent potential for use with intermediate and above learners of English.

Andrew Aguiar is an international student from Canada. He is in his final semester of study, and will graduate with a Master of Arts from the TESOL-MALL graduate program at Woosong University.

Nicole Shiosaki is also from Canada. She is an alumna of the Woosong University TESOL-MALL graduate program. She is currently a visiting professor at Gongju National University

Digital storytelling with young learners

Ariane Rodrigues Annunciacao, Woosong University

Kumruzzaman Patwary, Woosong University

The proliferation of online sources and their domination in teaching has become increasingly common. To discern the fit-for-purpose of what is available requires digital literacy on the part of learners of all ages and their teachers. Digital literacy, in this context, is also important because it is the underpinning influence that sustains an individual's competent and purposeful use of digital technology as they engage in life-long education. So, digital literacy requires more than just the technical ability to operate digital devices and engage with digital content properly. It also encompasses a variety of skills that are utilized in executing tasks in digital environments, including those that are: socio-emotional, cognitive, productive, and those that learners need to master in order to utilize digital environments for effective content engagement. For language learning, one such environment is that of digital storytelling. Such stories, presented with multimodal elements, are able to deliver interesting, engaging, authentic, and targeted content to learners of all ages. Keeping this in mind, the purpose behind this presentation is to show how developing digital literacy, specifically for young learners, can enhance their interest in developing a variety of skills, particularly those required to engage with authentic foreign language content, and how technology can be used for learning English through the development of digital stories. This will be achieved while also illustrating how the pedagogy behind the implementation of digital stories can effectively take learning beyond the scope of the printed book.

Ariane Rodriguez Annunciacao is an international student from Brazil who is completing the Certificate in TESOL through the TESOL-MALL graduate program at Woosong University.

Md Kumruzzaman Patwary is an international student from Bangladesh in his 3rd semester of study for the Master of Arts degree offered by the TESOL-MALL graduate program.

Technology and language learning: A less is more approach to classroom integration with 'KakaoTalk'

Natasha Reddy, Woosong University

Randlee Reddy, Woosong University

In considering the concept of 'fit for purpose' as it relates to the use of digital technologies in language learning, the primary aim of this presentation is to show that while there is an amazingly diverse range of technologies and applications available for use in language learning, more is not automatically better. We contend that classroom practice is better served by the use of one or two familiar platforms instead of multiple platforms. To this end, the use of *KakaoTalk* as a tool to help develop listening, speaking, reading, and writing in EFL is explored, along with options for use of the social media platform alongside different teaching and learning approaches – whether teacher- or student-centered. We conclude by encouraging more focused and creative use of existing technologies, as opposed to the continual addition of more diverse technologies to the language classroom.

Natasha Reddy is an international student from South Africa and is in her 2nd semester of the TESOL-MALL graduate program. She is a certified educator with 12 years teaching experience and is currently providing language instruction to university students through the Woosong Language Institute.

Randlee Reddy is a published author who provides language instruction to university students through the Woosong Language Institute. He holds a doctorate from the University of Zululand in South Africa, with a specialization in Systematic Theology.

15:45 – Auditorium One

**'Roll20': Incorporating digitized play
inside and outside of the classroom**
Christy Jordan, Woosong University

The advantages of games for learning languages, and more specifically, board games in the classroom have been fairly well documented. The free website *Roll20* allows users to play virtual tabletop games, and if used at the center of a lesson or as a supplementary activity, they can assist teachers in encouraging learners to interact naturally in the target language. This workshop will familiarize participants with *Roll20*, and present the case for role-playing games (RPG) in the language learning classroom (digital or otherwise) to foster natural conversation and encourage communication between students. The aim is to present the advantages of playing tabletop RPGs in general, and how those advantages can translate to best use in the EFL (English as a foreign language) classroom. Participants will be able to learn how to create scenarios for students to engage with and learn from, and leave the workshop being able to integrate digitized games into their own lessons.

Christy Jordan is an international student from Ireland and is in his 3rd semester of the TESOL-MALL graduate program. He has 7 years teaching experience and is currently providing language instruction to returnee students, aged 6 through 12, who have spent time living in English-speaking countries.

Woosong TESOL-MALL Master's and Certificate Program

Certificate in TESOL

150 hours coursework and practicum
3-months (intensive) / 9-months (extensive)

Master's of TESOL

Thesis or portfolio options
8 classes (thesis) / 9 classes (portfolio)

American MA (TESOL)

Dual degree with St. Cloud State University
Completion from anywhere worldwide

Master's Scholarships

50% tuition waiver Woosong employees/family members
40% tuition waiver new applicants
30%+ tuition waiver based on TOPIK/IELTS/TOEFL and GPA

Certificate Course Fee

w2,000,000*

Contact

tesolmall@woosong.org
042 630-9895
Woosong Language Center S1.509
<http://english.wsu.ac.kr>
<http://tesolmall.weebly.com>



Virtual Presentations

<http://tesolmall.weebly.com/presentations>

Purdue Online Writing Lab and the Flipped Approach: An integration which complements language learning

Ariadne Patricia Borges, Woosong University

The online availability of a broad range of technology-enhanced tools for teaching and learning has resulted in the development and restructuring of second language pedagogy, particularly in regards to improving learner output. However, amongst the four language skills (reading, writing, listening, speaking), the one that is often the most developmentally challenging for English as a foreign language (EFL) learners is that of writing. Three challenges that teachers and learners face in second language writing include: emerging new written genres and their consequences for the notion of prescriptive writing; the reproduction and/or modification of 'descriptive and prescriptive' writing examples as a means of learning, which can then lead to the possibility of plagiarism; and, how students can learn to develop their own voice, and their second language identity needs when practicing their writing skills (Walker & White, 2013). With these challenges in mind, this presentation has been inspired by two elements: the exploration of the Online Writing Lab (OWL) at Purdue University; and seeking to integrate the use of this site with a flipped classroom model which aims to present an overview for acquiring and enhancing learners' writing skills, strategies, motivation, engagement, and the making of meaning from experience. Therefore, this presentation will not only educate language teachers in the use of the online resources (OWL Purdue), but it will also provide a foundation for what it means to adapt teaching and learning approaches to a flipped classroom model, and to the technology-enhanced learning and teaching approaches that have arisen as a result of the fourth industrial revolution.

Walker, A., & White, G., (2013). *Technology enhanced language learning: Connecting theory and practice*. United Kingdom: Oxford University Press.

Ariadne Patricia Borges graduated from York University in Toronto, Ontario, Canada in 2010 with an Honors Degree in Linguistics and a TESOL certificate. Her primary teaching experience of ten years fall into the category of adult ESL/EFL in North and South America, and her 6 years teaching experience falls into the category of early childhood program instruction in South Korea. She is in her 2nd semester of study, and participating in the Woosong University/St. Cloud State University Master of Arts degree program.

<http://tesolmall.weebly.com/presentations>

Plickers: What is it, and how do I use it?

Edward T. Spraggins, Woosong University

Educators who started honing their craft a quarter century ago, or even a decade past, would have seen the waxing and waning of a variety of methods and approaches for the teaching of English. These educators would have also come across teachers who were enthusiastic about the use of technology in the classroom, others who were less so, students who held a dream of becoming fluent in an additional language, and those for whom such a dream was not a priority. For these former students, the increasing focus on the use of digital technologies to assist them in learning languages may serve to provide the engagement, motivation, interest, and the lowering of affective filters that they require to succeed when possessing such a mindset. The fact today, as we move into the era of the fourth industrial revolution, is that computer-assisted language learning (CALL) and multimedia-assisted language learning (MALL) are here to stay. The need to master key (digital) competencies, and develop multimedia literacy, are now recognized as essential across all areas of education, including that of the English as a foreign language (EFL) classroom. It is also important for teachers to develop these skills, and to utilize applications that can add value to their teaching. One such application is Plickers, which is a formative assessment tool that relies upon QR code cards to collect data, and as a teaching and learning tool, it is one that is easy to manipulate for the teacher, and one that can attract and retain the interest of students while providing content engagement. With this in mind, this article/presentation will cover the history of *Plickers*, how to utilize the application, the accompanying cards, and the associated website, while also covering how the tool can be used in the language learning classroom for assessment purposes.

Edward T. Spraggins is an international student from the United States of America. He is an English and French language teacher, with 40 years combined linguistics/ESL instruction experience. He is currently in his final semester of study in the TESOL-MALL graduate program offered by Woosong University. Upon graduation, he will be awarded the Master of Arts.

Personalizing English learning through Pinterest and Flash Card Go in order to promote creative self-study experiences and tools

Laura Francescangeli

In order for digital applications in the teaching of English to speakers of other languages (TESOL) to have a positive effect on language uptake, teachers need to utilize those that are easily accessible and easy to implement, and those that are suitable for enhancing a range of linguistic skills from basic through to advanced. Current research on the use of applications with learners suggests that ease of use and adaptability to personalized usage are significant factors that encourage content uptake and deep engagement, while availability to content and applications across diverse devices (e.g, smartphones, laptops and tablets) is also important. Keeping these aspects in mind, this presentation will explore the potential of two rather different digital applications to serve as visual aids for learning from within the English as a foreign language (EFL) teaching context. The first of these, Pinterest, is an image-focused sharing application with over 250 million users worldwide, and is available in numerous languages. Its interface and content are highly customizable, and it offers exceptional ease of use for content discovery and appropriation. The other application, Flash Card Go, can also be employed to personalize learning materials and offers a distinctive tool for simple memorization techniques through a process of taking photographs and uploading documents, images or diagrams. Together, these apps deliver strong potential for visually-aided learning, yet each comes with a particular set of strengths and weaknesses. The relative merits of both apps for the teaching and learning of EFL will constitute a major focus of this presentation.

Laura Francescangeli is an international student from Scotland, currently in her 3rd semester of the TESOL-MALL graduate program at Woosong University. She has 2+ years of experience in teaching EFL in the Republic of Korea, and currently teaches young learners of all levels at language camps during semester breaks.

<http://tesolmall.weebly.com/presentations>

Digital applications and multimedia for language learning

Ohunjon Shermatov, Woosong University

Md Shahdat Hossain, Woosong University

In the modern era, language learning with the use of technology is considered crucial. It is also critical for today's language instructors to possess a technological toolkit of applications, websites, and multimedia applications that can help save time, and provide variability and flexibility to engage learners with any material that they study. It is therefore the primary objective of this presentation to share innovative ways of learning English vocabulary in and outside of the classroom by focusing on vocabulary development through a number of digital resources. Moreover, teachers will come to know the do's and don'ts of effective vocabulary learning while focusing on aspects of a variety of vocabulary activities. Taking one example, *Word Hippo* provides a thesaurus and word tools, that can be used for finding synonyms and antonyms and other aspects to learn vocabulary directly or indirectly. The aim is to present a number of tools and technologies that teachers can rely upon to provide learning content for effective vocabulary development of learners under their care.

Ohunjon Shermatov is an international student from Uzbekistan in his 1st semester of study for the Master of Arts degree offered by the TESOL-MALL graduate program.

Md Shahdat Hossain is an international student from Bangladesh in his final semester of study for the Master of Arts degree offered by the TESOL-MALL graduate program.

Vocabulary learning with smartphones; Using 'Drops' to memorize vocabulary

Liu Lu, Woosong University

The popularity of smartphones today provides convenience for people, and the affordance of the opportunity to engage in just-in-time learning, as well as anywhere-anytime study. Using such mobile devices for learning has also seen an ever-increasing amount of applications emerging for this purpose. The rise of these applications, and the use of them for language learning, has also seen L2 (second language) learners gain access to authentic aspects of the target language while outside of the classroom. In this presentation the *Drops* smartphone application is explored. This application can assist students with the memorization of vocabulary. Vocabulary is important as it forms the basis of language learning, and can lead to the building of sentences which can then lead to the construction of paragraphs, with paragraphs then forming articles. Participants will come away from this presentation understanding how to use *Drops* to learn vocabulary.

Liu Lu is an international student from The People's Republic of China. She is in her second semester of study with the TESOL-MALL graduate program, and will graduate with a Master of Arts degree from Woosong University.

KOTESOL Multimedia and Computer-Assisted
Language Learning Special Interest Group

MCALL SIG

<https://koreatesol.org/content/multimedia-call>

Technology Integration Analysis and Evaluation – Conceptual Model

Technology Integration Analysis and Evaluation Conceptual Model			
Construct	Criteria	Item	Example
<i>Technology</i>	<i>Purpose</i>	Is the app/site purpose clear?	Aligns with learning objectives presented in activities.
		Is the content in line with the purpose?	Content provides learning (e.g., communicative-based).
	<i>Teacher-fit</i>	Is the app/site compatible with your teaching style?	Matches the style of the teacher implementing the content
	<i>Student-fit</i>	Is the app/site appropriate for use with the target learners?	Matches the style of the learners
<i>Content</i>	<i>Accuracy</i>	Is the information correct?	No spelling or grammar errors
	<i>Authenticity</i>	Is the data authentic?	Content comes from real-world data, and comes from real-world contexts.
	<i>Currency</i>	Is the information up-to-date or timeless?	Topics and information from the last five years
	<i>Adaptability</i>	Can the technology (or the content that it offers) be tailored to learning?	Applicability (can add content on demand; can rework content to a lesson; can utilize it to complete objectives/projects)
		Can the content be reused?	Suitable across different classes and students in the teaching and learning context; can be designed or modified once and then used across classes/students
		Can the content be shared?	Means to distribute content to all students, between students, to other stakeholders (including student's output); or the content is locked to a single student/class
<i>Reflection</i>	<i>Professional development</i>	Can instructor use of the app/site be assessed?	Useful for action research, improving teaching skills.
		Am I able to teach others how to employ this effectively?	Develop a walkthrough.
	<i>Assessment suitability</i>	Can the app/site be used for formative/summative assessment?	Provides a range of assessment choices for learners/instructors (e.g. poll, multiple-choice).
		Can grades be reviewed/resubmitted?	Allows students to redo work and resubmit before final grading.

Usability	<i>Significance</i>	How is the technology important?	Shifts learning (e.g., provides multi-modal learning; meets set standards; provides completion of competency pathways)
	<i>Adds value</i>	How is using the technology adding value?	Improves on past experience (e.g., easier distribution or revision of content).
	<i>Usefulness</i>	How is the technology useful to apply?	Means of use (e.g., provides formative/summative assessment; can be utilized for revision, homework, or skills targeting).
	<i>Uniqueness</i>	How is the technology providing something special?	Provides something old in a new or unique manner (e.g., polls students with anonymity with instant results)
	<i>Deployment</i>	How is the technology best utilized?	Context of use (e.g., in- or out-of-class, individual- pair- or group-work; smartphone, website, printouts).
Resources	<i>Existing content</i>	Does teacher-developed content already exist?	Community of content (e.g., a range of resources exists that can be adapted or used as-is to meet current needs).
Format	<i>Checklist</i>	What scale or means will be used for rating the applicability/value of items?	Likert scale (e.g., questions can be scored from 1 to 5 to get a total percentage out of 100 for the technology).

Technology Integration Evaluation – Rubric

Technology Integration Evaluation Rubric			
Aspect	Criteria	Score	
<i>Technology (hardware or software)</i>	Matches with core learning objectives (e.g., developing fluency, increasing listening practice, practicing vocabulary)	1 2 3 4 5	
	Content assists with learner development (e.g., provides communicative fluency, grammar-based activities)	1 2 3 4 5	
	Meshes well with the instructor (e.g., teaching style, classroom management techniques, time for development and incorporation into lesson plans)	1 2 3 4 5	
	Appropriate for use with the target learner (e.g., age, language level, motivation)	1 2 3 4 5	
<i>Content</i>	Content and software is error-free (e.g., no bugs; no spelling, grammar, or pronunciation errors)	1 2 3 4 5	
	Provides relevant content and topics (e.g., authentic, timeless, up-to-date, holistically useful)	1 2 3 4 5	
	Content can be modified, tailored, or guided for effective use (e.g., add content on demand, rework content to a lesson)	1 2 3 4 5	
	Content is reusable (e.g., with the same students, across classes, across the curriculum)	1 2 3 4 5	
	Content is shareable (e.g., not locked to a single student/class, distributable to other stakeholders)	1 2 3 4 5	
<i>Reflection</i>	Instructor use of the technology provides growth (e.g., leads to action research, pedagogical improvement)	1 2 3 4 5	
	Easy to teach others how to apply the technology (e.g., develop a walkthrough)	1 2 3 4 5	
	Variable assessment types (e.g., poll or multiple-choice for either formative or summative use)	1 2 3 4 5	
	Reviewability (e.g., if assessable: grades can be seen and reviewed; work can be resubmitted by students)	1 2 3 4 5	
<i>Usability</i>	Provides a learning shift (e.g., creates multi-modal learning, meets set standards; provides completion of competency pathways)	1 2 3 4 5	
	Improves on past learning experiences (e.g., easier distribution or revision of content)	1 2 3 4 5	
	Usefulness (e.g., provides formative/summative assessment; can be utilized for revision, homework, skills targeting)	1 2 3 4 5	
	Distinctive, provides something old in a new way (e.g., polls students instantly with anonymity)	1 2 3 4 5	
	Suitable for	in-class work	1 2 3 4 5
		out-of-class work	1 2 3 4 5
		individual work	1 2 3 4 5
		pair work	1 2 3 4 5
group work		1 2 3 4 5	
	use with accompanying handouts	1 2 3 4 5	
	use alongside other technologies (phone/website/etc)	1 2 3 4 5	
<i>Resources</i>	Community of content (e.g., a range of resources exist that can be adapted or used as-is)	1 2 3 4 5	
<i>Score</i>	Obtain a total across all aspects to compare between various application types, websites, or other digital language learning technologies	_____	

Ratings. 1 Poor 2 Fair 3 Average 4 Good 5 Excellent

*Earn an American Master's
Degree in TESOL While Working
and Studying in Korea*



St. Cloud State University / Woosong University
Dual Degree Master's in TESOL Program



President of Woosong University
John E. Endicott



We Want You!

Apply to the TESOL-MALL Graduate Program.

TESOL-MALL 학과

TESOL

*Graduate program with all English instruction
Native speakers with language and education doctorates*

Certificate

*150 hours coursework and practicum
Total course fee: ₩2,000,000**

Master's

*Thesis/portfolio
30%-50% tuition waiver scholarships*

American MA

*Dual degree – St. Cloud State University
Completion from anywhere worldwide*

Contact:

tesolmall@woosong.org

042 630-9895

Woosong Language Center S1.509

<http://english.wsu.ac.kr>

<http://tesolmall.weebly.com>

