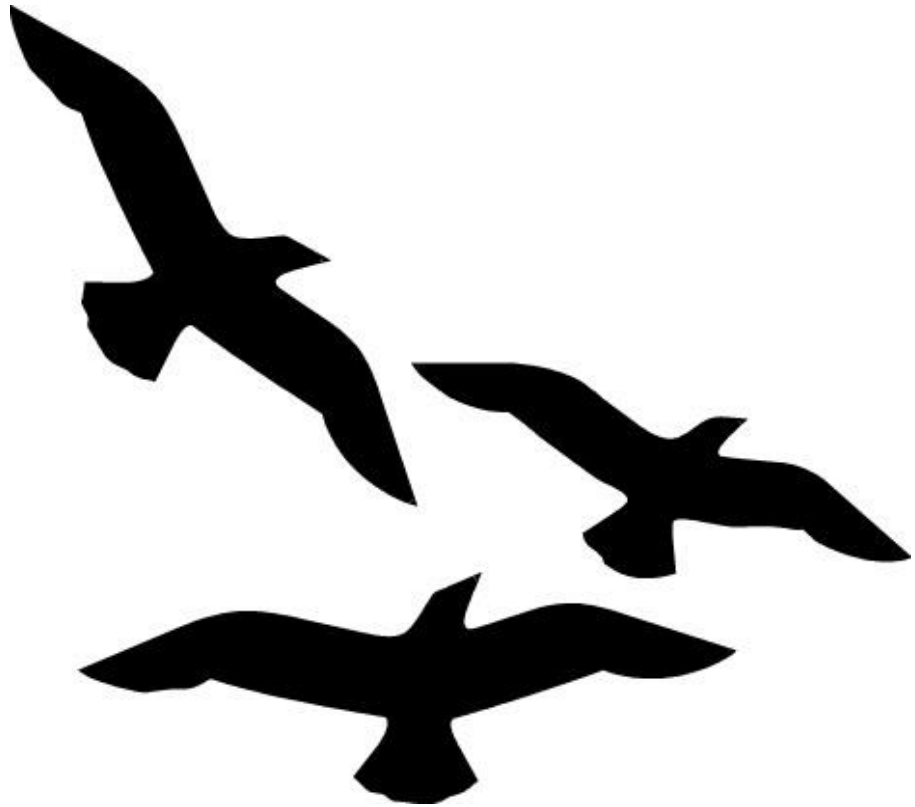


The 5th Symposium of the KOTESOL Christian Teachers SIG



Let us consider how to

inspire each other

to greater love and righteous deeds.

- Hebrews 10:24

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Symposium Schedule

	Lobby
9:30 AM	Registration

	Room 423
9:45 AM	Opening Ceremony Welcome to Korea Nazarene University – Eunhee Han Opening Prayer – Peter Scott Songs – Heidi Vande Voort Nam
10:00 AM	Meditation - Joe Birdsall "The Power of Encouragement"
10:30 AM	Break
10:45-12:20	Discussion - Virginia Hanslien "Building Communities of Learners inside and Outside the Classroom"
12:30-1:20	Lunch

Workshops

Time	Room 423	Room 425
1:30-2:20	Nicole Chetty and Amanda DeCesaro "Collaborative Teaching and Learning Strategies"	Robert Black "Fostering Creativity Through Drama Education"
2:30-3:20	Rebecca Jessup "Stories to Tell"	Akli Hadid "Korean Culture and Lifestyle to Inspire Teaching Content"
3:30-4:15	Heidi Vande Voort Nam "Closing Discussion"	

The Power of Encouragement

Joe Birdsall

10:00-10:30 AM

Korea Nazarene University International English Church

Room 423

Hebrews 10:24-25

It's not always easy to walk by faith in tough times. It's not always easy to follow God as we know we should. It's not always easy to live according to God's will for our lives. Sometimes we need a little help... a little motivation to do what we know is right, to stand up for what we believe, and to spread his word throughout the whole world. We each need to be encouraged.

Encouragement is tremendous. It can actually change the course of another person's day, week, or life. You will find, if you think for a moment, that the people who influence you are the people who believe in you most, who encouraged you.

There are high spots in all of our lives and most of them have come about through the encouragement for someone else. It doesn't matter how famous or successful a man or woman may be, each hungers for encouragement. Correction does much, but encouragement does even more.

One of the most beautiful gifts in the world is the gift of encouragement. When someone encourages you, that person helps you over a threshold you might otherwise never have crossed on your own.

Building Communities of Learners inside and Outside the Classroom

Virginia Hanslien

10:45-12:20 AM

Korea University

Room 423

Fostering community among teachers serves a number of practical functions. First, it is as a means to counter isolation. Second, it can improve teacher practice and student learning. Third, it can build a common vision for schooling. Lastly, it can foster collective action around school reform. The term community often conjures images of a culture of consensus, shared values, and social cohesion.

Fostering community among students is at the heart of many reform initiatives in the United States and elsewhere. These reforms want teachers to establish "communities of learners" in their classrooms, where students, under the guidance of their teachers, explore challenging subject matter in depth. But where are teachers to find their own intellectual nourishment in such

transformed schools? What will fuel their explorations of subject matter so that they can model for students the practice and habits of inquiry?

As compelling as the idea of a community of learners may be, it will forever remain a fragile entity if no parallel community exists among teachers. As Seymour Sarason has noted, "It is virtually impossible to create and sustain over time conditions for productive learning for students when they do not exist for teachers" ([Sarason, 1990](#), p. 45). "Communities of learners" must exist on two levels: 1) for the students and led by the teacher and 2) for the teachers.

This discussion will explore definitions of community, *koinonia* as it first appears in Acts, and communities of learners. Brief definitions of the Christian practices of hospitality, fellowship, testimony, reflection, and love of learning will be explored in group discussions as they relate to inspiring "each other to greater love and righteous deeds" in Hebrews. These practices work together to strengthen community. Participants will gain insights into how to build community in their classrooms and among each other.

Bibliography

Hendrickson B. (1979) Teacher Burnout: How to Recognize it, What to do about it. *Learning* 7(5), 36-39.

Sarason S. (1997) *The Predictable Failure of Educational Reform*. San Francisco, U.S.: Jossey Bass.

Smith, David I. & Smith J.K.A. (2011) *Teaching and Christian Practices: Reshaping Faith and Learning*. Grand Rapids, Michigan: Wm B. Eerdmans.

Thomas G., Wineberg S., Grossman P., Myhere O., Woolworth S. (1998) In the Company of Colleagues: An Interim Report on the Development of a Community of teacher learners. *Teaching and Teacher Education* 14(1), 21-32.

Jim Wallis in *The Call to Conversion* says, "The greatest need of our time is for koinonia, the call simply to be the church, to love one another, and to offer our lives for the sake of the world. The creation of living, breathing, loving communities of faith..." (p109).

Collaborative Teaching and Learning Strategies

Nicole Chetty and Amanda DeCesaro
Chongshin University

1:30-2:20 PM
Room 423

Shehadeh (2012) discusses that learner-centered instruction is “a teaching situation in which the learner is central to all aspects of the learning and teaching process.” The author argues that learner-centered instruction promotes such concepts as learner independence, student self-evaluation, individualized instruction, student-student interaction, pair and group work, and collaborative learning” (Shehadeh, 2012). This workshop aims to help educators develop the necessary skills to work with the curriculum whilst considering the different learning styles of students and focusing on collaborative work by ensuring that learners are actively involved in the learning process. At the end of this workshop, educators will be able to successfully facilitate small group work that encourages students to value community.

According to Bruffee (1995) “two or more students working together may learn more than an individual student working alone” and that inevitably “two heads are better than one”. The author argues that both collaborative learning and cooperative learning were “originally developed for educating people of different ages, experience, and levels of mastery of the craft of interdependence.” As followers of Christ we are encouraged to continuously operate in community. Ecclesiastes 4 vs 9 (ESV) says that: “two are better than one, because they have a good reward for their toil. For if they fall, one will lift up his fellow.”

Furthermore Barcelona and Rockey (2010) discuss that “collaborative-learning experiences have been shown to promote creativity, increase critical thinking competencies, build stronger interpersonal skills, enhance relationships with faculty, provide exposure to diverse viewpoints and prepare students for real-world work”. As an English language teacher I value using real-world learning opportunities in my classroom. I believe that collaborative activities which are centred on real-world lessons can help build a community of learners within my classroom. Moreover the end goal of both collaborative learning and cooperative learning is to learn “how to share our toys”, so to speak. Bruffee (1995) argues that inevitably we all learn by sharing.

References:

- Barcelona, R. J., & Rockey, D. L. (2010). Using collaborative learning technologies to facilitate effective group work. *Journal of Physical Education, Recreation and Dance*, 81(4), 12-14, 55.
- Bruffee, K. (1995). Sharing our toys: Cooperative learning versus collaborative learning. *Change*, 27(1), 12-18.
- Shehadeh, A. (2012). Learner-Centered Instruction in the ELT Classroom: What, Why and How? *Perspectives (TESOL Arabia)*, 19(3), 5-12.

Fostering Creativity through Drama Education

Robert Black
Gimcheon University

1:30-2:20 PM
Room 425

Creativity has become a hot topic in Korean education. Hye-Ryun Kang PhD, President of KOFAC (Korea Foundation for the Advancement of Science and Creativity) said "In this rapidly globalized world, Korea is determined to be a "First Mover" who leads change, rather than a "Fast Follower" who seeks to catch up to leading countries." Kang further emphasizes the importance of creativity in achieving this leadership goal. Creativity can be difficult to define, hard to develop and techniques supportive of a creative learning environment can be challenging to implement. In this workshop, we will take a look at what creativity actual is as a defined concept. This will include a look at Kirby Ferguson's four-part video series entitled Everything is a Remix.

After being invited to join the Gimcheon University English Department, I was given the task of creating a range of courses. One particular course was entitled ""Drama English Practice."" The explanation given was short. The administration wanted a course that would promote creativity, increase fluency and help students overcome language learner identity and affective-filter issues. I will present details of this drama English course and we will discuss and practice some of the techniques used in the course.

The attendees at this workshop will leave with an understanding of creativity, a description of my course and process and some materials and methods that can be used in various mediums of English education.

Stories to Tell

Rebecca Jessup

2:30-3:20 PM

Korea Nazarene University

Room 423

Stories are important. Whether true or false, riveting or dull, stories are what can make or break a community. They can gain someone's trust or cause someone to use it. How can story telling become a useful tool in Christian community? How do you tell your story? Do you use words, pictures, or music?

This workshop is designed better understand methods of communication in story format. Participants will be given examples and resources to use for telling their own stories and finding clear and creative ways to communicate with others. The group will then be open for discussion. In the classroom, how do you tell a story to build classroom community? What are some creative ways to keep students interested in a story from a different language?

Stories can help us guild community not only in the classroom but also throughout our lives. Stories can be told with coworkers. Stories help us find community with diversity. In my experience I have learned that sharing my story with other people can be a healing process. It opens doors and creates an opportunity to share common ground and ideas.

Stories are the tools we use for building community. They shape the way people think whether good or bad. Using storytelling to communicate is essential to relating with others. Ideas for this workshop are taken from book and articles I have read on the past. I hope to pass along this vital information to others.

Korean Culture and Lifestyle to Inspire Teaching Content

Akli Hadid

2:30-3:20 PM

Academy of Korean Studies

Room 425

The purpose of this workshop is to share our experiences with Korean culture, when we interact with our students, with our Korean friends or Korean family. There are major differences in Korean culture whether it be child-rearing practices, education systems, mandatory military service for men, how families interact or how Koreans interact at the workplace.

Being a workshop, the presenter will keep presentation time to a minimum. 4 presentations will last 6 minutes each before participants will be encouraged to ask questions or share their experiences with Korean culture. The presenter having lived in Korea 9 years and being Ph.D. candidate in Korean Studies and sociology can share some of his knowledge regarding Korean culture, while others can share their own personal experiences no matter how long they have been in Korea or how frequently they interact with Koreans.

The presentations will be four pecha kuchas (20 slides, 20 seconds per slide) on the following topics:

- 1) Korean youth and child-rearing practices
- 2) Korean pre-marital life (university and military service)
- 3) Korean family life
- 4) Koreans at the workplace

Each pecha kucha will last 6 minutes followed by participants sharing their knowledge about the topic. The purpose of this workshop is for participants to share information and experiences to help enlighten other participants, including the presenter, on Korean culture. Those participants with children can share their experiences on the different experiences about child-rearing, and those living with Korean families can share their experiences about the military service, while those working for Korean companies can share anecdotes about how Koreans interact at the workplace.

A list of book recommendations and vocabulary relating to Korean culture will be given to participants in electronic form upon request. All information in the pecha kuchas will be drawn from books and academic articles relating to Korean culture.

Closing Discussion

Heidi Vande Voort Nam

3:30-4:15 PM

Chongshin University

Room 423

	What happened in the session?	(1) Why should Christian teachers be interested in this? (2) How can you apply ideas from this session to your teaching context?
The Power of Encouragement Joe Birdsall		
Building Communities of Learners inside and Outside the Classroom Virginia Hanslien		
Collaborative Teaching and Learning Strategies Nicole Chetty & Amanda DeCesaro		

	What happened in the session?	(1) Why should Christian teachers be interested in this topic? (2) How can you apply ideas from this session to your teaching context?
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Fostering Creativity Through Drama Education Robert Black		
Korean culture and lifestyle to inspire teaching content Aki Hadid		

Resources

KOTESOL Christian Teachers SIG: <http://koreatesol.org/CTSIG>

International Journal of Christianity and ELT: <http://cook.biola.edu/publications/ijcelt/>

Christian English Language Educators Association: <http://www.celea.net>



Presenter Bios

Before coming to Korea, **Joe Birdsall** worked for the US Department of Veterans Affairs, The Burlington Northern Sante Fe Railroad, and had his own computer repair business. While serving in Ephrata, PA, Joe and his wife Debbie led the Celebrate Recovery ministry, which is a Christian 12-step program that deals with all of life's issues in a constructive, biblical, and cohesive manner. In 2013, God made it very clear that Joe and Debbie were being called to Korea. They arrived in December of 2013 and are loving every minute of their new adventure. Joe is pastor of the Korea Nazarene University International English Church.

Robert Black is an assistant professor of English at Gimcheon University in South Korea. He has a Bachelor of Arts in TESOL and a Master of Education degree focused on assessment outcomes and curriculum development. During his time at Gimcheon University, he has assisted in the ongoing development of a four-year English language curriculum and provided consultation and support for practicum creation and implementation. His academic focus centers primarily on learner autonomy and practical classroom skills.

Nicole Chetty is an English Professor who values education and life experiences and believes that both are the necessary tools in molding holistic individuals. Her educational philosophy is entrenched in one of the invaluable quotes made by former President Nelson Mandela: "Education is the most powerful weapon which you can use to change the world." Her desire as an educator is to facilitate students in successfully achieving their fullest potential in these areas by providing an environment which is supportive and one which encourages the involvement of ideas of every individual present in her classroom.

Amanda DeCesaro is a University of Wisconsin River Falls graduate. She studied Animal Science and minored in International Studies. Her interest in traveling led her to study in Europe and to the mission field in various countries. She served with CCC (now called Cru) in Australia where she spearheaded the international student ministry. It was here that she first became aware of the value of teaching ESL as a tool to share Christ with the world. She now works at Chongshin University still upholding the vision to not only teach English but train kingdom workers and share the gospel.

Akli Hadid is a Ph.D. candidate at the Academy of Korean Studies, majoring in Korean Studies and Sociology. He is writing a dissertation on the career cycles, job satisfaction and professional development of foreign TESOLers in Korea. He also does research on teaching Korean content in the classroom and hopes to publish materials that will help teach Korean content in the Korean EFL classroom.

Virginia Hanslien (MA Intercultural Studies) teaches speaking, reading, and writing classes in the Sejong Institute of International Affairs and Education department at Korea University Sejong Campus. She is the co-facilitator of the KOTESOL Christian Teachers Special Interest Group. Her research interests include motivation, materials development, and professional development.

Rebecca Jessup works as an international professor for Korea Nazarene University. She has been living in Korea for over three years and enjoys exploring new things while living there. She enjoys art, books, and her participating in her Swing-Hi swing dance group where she is currently the only foreign student. She is a graduate of Oklahoma Christian University with a Master of Business Administration and also received a Bachelor's in Science in Graphic Design from John Brown University. Rebecca Jessup can be reached at the following email address: rebecca.jessup@yahoo.com.

Heidi Vande Voort Nam (MA TESL/TEFL University of Birmingham) works with pre-service English teachers in the department of English Education at Chongshin University in Seoul. Within KOTESOL, she is a presenter for Korea Teacher Trainers (KTT) and co-facilitator of the Christian Teachers Special Interest Group (CT-SIG). She can be reached at heidinam@gmail.com.