

**TEN YEARS IN:**

**ADVANCING KOREAN TESOL  
IN THE 21<sup>ST</sup> CENTURY**

**KOTESOL**

**NATIONAL CONFERENCE 2011**



**SATURDAY, MAY 14, 2011**

**HOSTED BY**

**DAEJEON-CHUNGCHEONG CHAPTER  
AT KAIST**



## Welcoming address from the President of KOTESOL

As the current National President of KOTESOL, and as past president of Daejeon-Chungcheong chapter, I am doubly honoured to be able to welcome you to this year's National Conference, being held in KAIST, in Daejeon. I'd like to thank KAIST for having us, and also thank the conference team for putting this amazing event together for us all to enjoy.

We in KOTESOL strive to provide teachers in Korea with the best information for improving their teaching. One of the ways we do this is through providing access to presentations covering a wide variety of topics of interest in the EFL field. We do this at our conferences, chapter workshops and "meetings" throughout the year. This conference is no exception, and in fact pushes the envelope by offering a range and quality of practical teacher-development style presentations not usually seen here in Korea. I would go as far to say as this must be the one of largest TESOL events in Korea, ever, outside of Seoul; certainly in terms of the number of presentations. More than 50 presentations from 50 presenters, and in the provinces – it deserves a round of applause. I'd like to thank the conference chairs and the program team for making this possible; as well as to all the amazing plenary, invited and vetted presenters for sharing their time with us today.

Furthermore, the focus on Multi-media & Computer Assisted Language Learning (MCALL or CALL SIG), and the number of teacher training workshops in the afternoon sessions is truly exciting. I'm also delighted by the participation of KOTESOL Special Interest Groups in this conference: The Young Learners SIG (YL SIG), The Extensive Reading SIG (ER SIG), the Research SIG (RSIG), the Reflective Practice SIG (RP SIG) and of course the MCALL SIG have all provided quality presentations for us to enjoy today.

It is my belief that this conference showcases our strengths. I encourage you to follow the post-conference buzz on the new improved KOTESOL website, at [www.koreatesol.org](http://www.koreatesol.org). It has a whole new look and many new features for everyone. Also, it will be undergoing further improvements in the very near future. Finally, remember to follow KOTESOL on Facebook and Twitter if you don't already. A number of today's sessions will be videotaped and uploaded to the Internet via YouTube and you can discuss these and share more online after the conference. I would also like to mention that the late Chris Surridge was a great help in helping the Webmaster, Bryan Stoakley, and the IT Chair, John Phillips, set this up, and he will be sorely missed.

Finally let me thank the event sponsors KAIST, EnglishCentral, EnglishPlus in Daejeon, Kids English and Pearson Longman for generously supporting today's event.

If you are not a KOTESOL member then please become one today. Our strength increases with our numbers. Let's walk together!

Robert Capriles  
National President, KOTESOL

## Welcoming address from the Daejeon Chapter President

Dear Conference Attendees,

On behalf of Daejeon-Chungcheong chapter, I would like to welcome you to the 2011 Kotesol National Conference, at KAIST, Daejeon.

All of the members of our chapter have worked hard to provide you with the many presentations, benefits and special events at the conference today. I would like to thank each and every one of them for their effort. I hope you will enjoy the day, and have the opportunity to thank them for their help. Please feel free to approach any of the conference organisers for assistance if you have any queries.

I hope that you enjoy the conference, the presentations you attend, and the opportunity to meet and talk with other English language teachers in Korea. I am looking forward to learning new things that will help me improve as a teacher, and it is my hope that you too will take away lots of information that you can use in your classes.

Please enjoy the hospitality and warm hearts of all of the people in Daejeon-Chungcheong Chapter. Come and join us again at the earliest opportunity. You and your friends are always welcome in Daejeon. For those of you who have come here from other provinces, we hope you enjoy your stay and have a safe journey back to your homes.

Sincerely,

Kathy Moon  
Daejeon-Chungcheong Chapter

## Welcoming address from the Conference Committee Chairs

Dear KOTESOL members and friends in Korean English Language teaching and learning,

On behalf of Daejeon-Chungcheong Chapter, KAIST university, the rest of the national conference team and KOTESOL's National Council, we are very proud to welcome you to KAIST University's Creative Learning Center and Daejeon, South Korea. All of us sincerely wish that all of you have a wonderful time today and that this experience serves as a great opportunity to re-network with old and new colleagues and to recharge your batteries and enthusiasm for our wonderful shared profession in English language teaching!

We have a full agenda during the day today—starting with our fabulous plenary speaker Jason Renshaw, continuing with a powerful group of featured presenters from Korea and around the world, and on through the vast array of new and established local speakers presenting on so many interesting and specific topics that you are certain to find plenty of professional development opportunities throughout the day. So please take a few minutes to read through the information in this packet, therein you will find a treasure trove of chances to grow as a teacher. In addition there are some special opportunities at the conference: Please pick up a conference T-shirt, the proceeds of which will go to support young students in the Asia Youth Forum (AYF), peruse the display areas to learn about different materials and opportunities for English teachers, and, if you can make it, join us at the special conference banquet prepared by the outstanding chefs at the Woosong University's prestigious Culinary Arts Institute.

On a sad note, the year since the last KOTESOL National Conference has seen a fair share of struggles for people all over the world including those in our small culture of EFL teachers. Friends and colleagues have faced major natural disasters in Indonesia, New Zealand, Japan, and the United States as well as places around the globe. Indeed, the recent news out of Pakistan is itself a dark reminder of our struggles. We have also just experienced a great loss in our own KOTESOL community with the passing of Chris SurrIDGE. I hope that we can all take a moment to reflect on how to use our talents, knowledge, and resources to help and help support our friends in need both here and around the world.

After reflecting and grieving, we will pick ourselves up and get back to work. Today, we look forward to spending this time with you at KAIST in Daejeon and look forward to putting what we gain here into practice. If we can do anything to make your stay more pleasant, please let us know. Have a fantastic day and thank you for joining KOTESOL's NatCon2011!

Sincerely and with the utmost respect,

Eric Reynolds and Aaron Jolly  
Conference Co-Chairs

# KOTESOL NATCON 2011 SCHEDULE

9:15-10:00	REGISTRATION	Room 101A	Room 102A	Room 103A	Room 201A	Room 202A	CALL LAB 1	CALL LAB 2	Room 204	Room 205	Room 206	Room 207	Room 208	Room 209	
10:00-11:20	Opening Ceremony & Plenary	Jason Renshaw: Materials Development for Language Learning - The Next Ten Years (Auditorium)													
11:30-12:20	Morning Featured Invited Speakers (All 50 mins)	Kevin Giddens Advancing TESOL in the 21st Century by Simply Doing Less	Barbara Sakamoto The Power of Connection: How Twitter (and the Internet) Can Make You A Better Teacher (International Speaker Webinar)	Dr. Hanjion Kang SALT's Better Sifted than CLL, CBI, and Immersion for Korean EFL	Tim Thompson Leveraging Technology: Helping students become more receptive to production.	Seongwan 'Mark' Lee w/ Aaron Jolly & Joshua Davies English for Specific Purposes: Save Lives' with Awesome Prizes									
12:30-1:20	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
	Reflective Practice SIG	Extensive Reading SIG	Young Learners SIG	KOTESOL Teacher Training	MC-CALL SIG	MC-CALL SIG									
1:30-2:20	Afternoon Concurrent Presentations (All 50 mins)	Margal Sahota and others Reflective Journal Writing in Collaborative Groups	Rob Waring Why Rugby Players Like Fairy Stories: The Inexplicable Case for Extensive Reading (International Speaker Webinar)	Froilan Vepo Lights, Camera, Action! Creating Student-Friendly Role Plays	Jin Special Workshop Joshua Davies Part 1: Persuasive Communications in the 21st Century Classroom	Doug Huffer Creating Coherent Writing	David Deubeliss Getting Your Students Speaking: "The Power of New Technologies" (International Speaker Webinar)	Daniel Gerken & Hoalas Woudenberg Express Yourself (with Functions and Expression)	Melissa Goldman Blogging and Bravery: A Student-Centered Pedagogical Approach to Using CALL Materials	David Shaffer The Five Spheres of Teacher Development: Which Are for You?	Leonie Overbeck The Cart Before the Horse: Technology in ESL/EFL	Joanne McCaig Example of Task Based Teaching in an Adult Korean Classroom	Maria Pinto Grammar patterns: More conversation, less teacher talk	Gerald de la Salle We taught the "ABC's," but what about the "1,2,3's"?	
2:30-4:00	Afternoon Training Workshops (90 mins)	Tana Etuagh & Josette Leblanc What Teachers Say: What Students Hear	Extensive Reading SIG Practical Extensive Reading Demonstration: Making ER Work with Adults, Teens, Young Learners and Very Young Learners	Jason Renshaw Collaborative Coursework Design and Application	Jin Special Workshop Joshua Davies Part 2: Persuasive Communications in the 21st Century Classroom	Tim Dalby Negotiated Writing: students' hearts and minds	A Tribute to Chris Surridge with KAIST Students An awesome "Second Life": Friends and students of Chris Surridge show his work.	Mary Ewald Using Web 2.0 Tools to Teach (Poetry)	Amanda Mainland Accessing a child's mind: Using creative play to promote literacy, oral communication and creativity	Ralph Cousins Spring into Action: Motivating and Managing the Second Language Classroom	Tory Thorlkelson Webdemos: Resourcing your classroom online	Julien McNulty Hi, I'm a writer: A 12-step program to deaworkdifying sentence building	David Kent, Michael Jones & Colby Jones EIT with VoiceThread: From Theory to Practice	Lisa Levine High Interest CBI: Motivating Students with "Glee"	
4:10-4:35	Afternoon Research Posters (25 mins)	Reflective Practice SIG Join this New KOTESOL Special Interest Group & Become a Reflective TESOL Practitioner	Eunsul Shin More of the Case for ER: How Graded Readers Helped a Korean EFL Learner Become Successful.	Adia Dunsuel Reading Strategies	Jin Special Workshop Joshua Davies Part 3: Persuasive Communications in the 21st Century Classroom	Bradley Seel Korean Education: Embracing World Englishes			Andee Pollard Writing in the Wide World of Web 2.0	Daniel Craig Videoconferenced teaching: Potentials and challenges	Michael Massey & Vincent Greener Advancing Critical Thinking in the Korean EFL Classroom				
4:40-5:30	Afternoon Featured Invited Speakers & Pecha Kucha Show (50 mins)	Josette Leblanc Blogging: Creative Interaction	Scott Miles Assessing Extensive Reading	Jiyoung Jang Hands on Activities for the Korean Elementary School Classrooms	Jin Special Workshop Joshua Davies Part 4: Persuasive Communications in the 21st Century Classroom	Tim Roberts & Maria Pinto Making Peer Editing Work	Paul Preblich You Only Live Twice: Virtual Worlds in Language Education	Mike Peacock Firefox is CALL's Best Friend	Simon Gillett Integrating Globalization	Peader Callaghan Active Listening (moving beyond filing in the blanks)	Joanne McCaig Instructions and CCO's	Kyle Kim Harnessing Youtube in the Classroom	Jackie Bolen Motivation: Effective Reward Systems	James Lite Meeting the Challenge: English Native Speakers in Korean Universities	
5:30-5:35	Raffle Draw	Auditorium	Room 101A	Room 102A	Room 103A	Room 201A	Room 202A	CALL LAB 1	CALL LAB 2	Room 204	Room 205	Room 206	Room 207	Room 208	Room 209
5:35-5:45	Closing	Auditorium													

## RIP Chris Surridge: A CALL Pioneer, Passed Away May 4th 2011



As most of you are probably aware, the ELT teaching community in Korea recently lost a wonderful man, a man who made deeply significant contribution to the lives of many colleagues, mentees and students during the 10 years he taught here. Tragically, on May 4<sup>th</sup>, the day before his 46<sup>th</sup> birthday, **Professor Chris Surridge**, of KAIST in Daejeon, originally from Woodstock, Ontario, Canada, passed away suddenly after suffering a heart attack while in Seoul for a CALL presentation.

Chris was an amazing friend, brother and father figure to many people. His students and colleagues at KAIST, participants in the KAIST Adventure Club, his colleagues and friends in online and virtual education worldwide, the KOTESOL family in Daejeon-Chungcheong and CALL, so many people were touched by him. Among other significant contributions to the field in Korea, he was one of KOTESOL's early CALL SIG facilitators in 2005/6, the originator of big CALL events in KOTESOL, and inspirer of many new to CALL.

Chris was also a “finder” and “encourager” of a great number of people; I know that Tim, Joshua, Suzanne, Matthew Baldwin, Chris C and Reece, and this writer, among numerous others, count themselves as people whose career was initially propelled, at some stage profoundly influenced, or changed in a fundamentally new direction by Chris's creativity, positivity and “light”. The quality of people he surrounded himself with and helped was simply amazing! The way he helped people see things in themselves that they couldn't see yet themselves was simply awesome.

What made Chris's loss doubly tragic for those who worked with him, or those who had seen him present recently, or perhaps even just those who have watched his YouTube videos, was that he had created some amazing CALL-based classroom tools, using Second Life and other applications, and many people were looking forward to being mentored by him and trying these out in their classrooms over the years to come. Chris had big plans to be part of revolutionary change in ELT teaching in terms of the use of out-of-class-communications and CMS technology in Second Life (see the abstracts, for the presentations he was to give at this conference, at the end of this book), among other things. The work that he was doing with Paul Preibisch and Tim Thompson among other collaborators was truly ground breaking. So amazing, in fact, that a number of us have talked about creating the “Chris Surridge Foundation”; keep your eyes out for Devil's Island and for Chris Surridge's “Second Life”. As he put it “The next few years is going to be an awesome ride!”

Here's a sample video link: <http://www.youtube.com/watch?v=Bh4IN5o3g4k> . One of his students made the “The Chris Surridge Memorial Hall” in Second Life <http://westsidecho.blog.me/40128958024>. There will be more tributes and videos posted online soon, so just google “Chris Surridge Memorial” or “Chris Surridge Foundation” or “Chris Surridge eLearning Project” if you want to see more about his work.

At this time, please take a moment to send thoughts and prayers to his loving wife, his friends and family, and to his students and colleagues at KAIST. So many people are devastated by this loss. At the time of reading this, Chris's funeral services have been held in Daejeon and also in Canada. He will be resting in peace now!

The photo here is of Chris from his wedding day in 2002, just two years before I met him, and it's

how I will always remember him, dashing handsome with a brilliant smile and the ability to light up a room with his charisma and confident insouciance that made everybody feel good. He was truly infectious in the best possible way. I will always remember his awesome stories and his sheer sense of good fun. And, what's more I am sure that Chris is smiling down upon us today. He said this was going to be an "awesome" conference. I know you will think so too.

Be amazed... And be amazing...

Be like Chris Surridge!

Much love to those who loved Chris,

Aaron D. Jolly.  
KOTESOL 2nd Vice-President  
jollyprofessor@gmail.com

PS. I have copied (with names removed) the text from some of the many amazing tribute posts from his FB page from last week from students and colleagues. These are a just a sample from many, many touching tributes.

**Tributes from his students at KAIST:**

*"Thank you for making KAIST and the world a better place. I am honored to have known you and you have truly enlightened my life with your presence. You will be greatly missed... This world needs more people like you... We'll miss you Chris..."*

*"You had a heart for your students, even the strangers you met, u wanted them to feel loved. Thank you so much making adventure a place for us to feel the love and joy that those around us, like you. God bless Chris' family."*

*"...I'm so desperate that I can't speak how I feel now in English. You're the best professor I've ever met. You may not like my crying but I can't stop crying. Rest in peace..."*

*"Rest in peace my dear SIR..... :(((... we will really miss u a lot... never ever forget u.... :(((.. and today is your birthday...hope that u have again taken a new birth somewhere in the world and leave a new life full of joy... HAPPY BIRTHDAY MY DEAR LOVELY SIR"*

*"A great professor, leader, husband, brother, movie maker, role model, and friend... Always wanted to live like u... You will be always in my heart... Rest in Peace...Chris...or 백승일..."*

*"The best man I've met, and the best professor, friend! Rest in Peace Chris!"*

*"Before I met you, I've never thought that professor can be so close with students..."*

*"Rest in Peace "Captain My Captain" :( I'll miss you and I'll never forget you :("*

**From colleagues at KAIST:**

*Dear Chris and Luci, I've never met a person more dedicated to teaching than Chris. Unbelievably selfless, amazingly innovative, he left us (teachers) all in the dust with his original vision. Chris personally transformed my teaching with his sharing and helped me so many times. I was blessed to know him and be his roommate for one month. It's a great loss personally and for KAIST and so many people.*

*Chris, I still cannot believe you are here and you will not be here to celebrate your birthday or future birthdays. Words cannot express what I am feeling right now, nor how much you have made a difference to me and made an impact in my life. THANK YOU for being patient, considerate, professional, warm, kind, and genuine. THANK YOU for believing in me and encouraging me in many aspects of my life. THANK YOU for being YOU! We need more people like you in this world. I love you and you will always be in my heart!*

*This writer's tribute:*

*Big brother. Chris 형. I respected you so much and loved you like a real big brother. Your encouragement changed my life, as with many of your other students and mentored friends. You left us early but with such a remarkable love. Part of us all is Chris Surridge now! Long will you live!... and your work will be continued!*

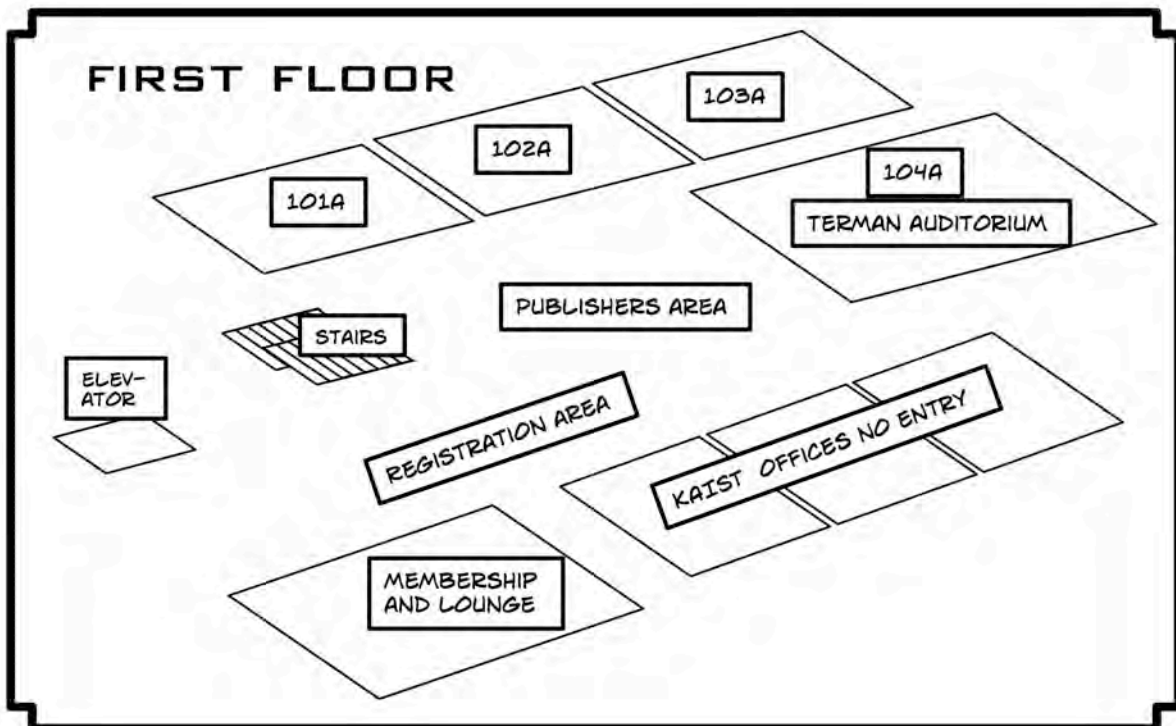
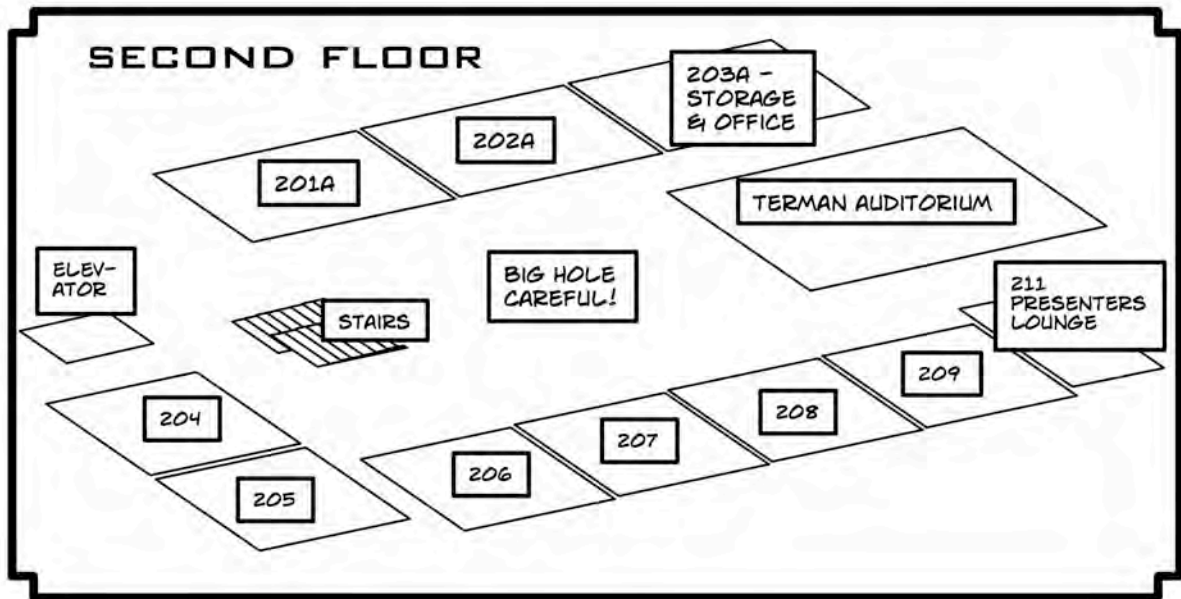


## The 2011 KOTESOL National Conference Committee

<p><b>Co-chair: Program</b> Aaron Jolly</p> <p><b>VIP Services</b> Yunhill Go Meesun Heo</p> <p><b>MC</b> Eric Reynolds</p> <p><b>Vetted Presentations</b> Tim Dalby</p> <p><b>Solicited Presentations</b> Aaron Jolly</p> <p><b>Program Book</b> Maria Pinto</p> <p><b>OP Liaison</b> Bob Capriles</p>	<p><b>Co-chair: Venue</b> Eric Reynolds</p> <p><b>Treasurer</b> Aaron Dougan</p> <p><b>Registration</b> Aaron Dougan Steve Rego Carl Philips Ralph Cousins</p> <p><b>Clean up team</b> Liz Bailey</p> <p><b>Volunteer Coordinator</b> Mike Peacock</p> <p><b>Room Monitors</b> Rodney Stubbs</p> <p><b>Greeters</b> Bryan Kim</p>
<p><b>Publicity</b> Jure Majnaric</p> <p><b>Local organisation outreach</b> Brian Kim Justin McKibben</p> <p><b>In-house</b> Bryan Stoakley</p>	<p><b>Venue Co-ordinators</b> Kathy Moon Eunju Kim Don Rikley</p> <p><b>Local Daejeon transport</b> Kathy Moon</p> <p><b>Room Control</b> Daniel Gerken</p> <p><b>Food Service</b> Erica Kang</p>

## Map of the venue: Creative Learning building, KAIST

### MAP OF THE CREATIVE LEARNING BUILDING



# 2011 KOTESOL International Conference XIX

## CALL FOR PAPERS



“Pushing Our Paradigms; Connecting with Culture”

October 15 - 16

Sookmyung Women’s University Seoul, Korea

Inviting presentations that discuss approaches to out-of-the-box teaching practices, using technology in the classroom, or culture and identity in teaching practices.

**Deadline for submissions: 10 June 2011**

For more information, please visit:

<http://www.kotesol.org/IC2011CallForPapers>

## 10:30-11:20 Plenary session

### Auditorium

Jason Renshaw



### Materials Development for Language Learning - The Next Ten Years

#### Presentation Outline:

Given the central (and often overwhelming) role materials play in English language instruction, they can make for interesting evidence in terms of where we have been and where we are going within the broader sphere of English language teaching. In this presentation, Jason will review some of the developments in coursebook content and design over the past ten years, both globally and for the Korean context in particular. From there, he will go on to present some of here-and-now developments in course material evolution and discuss what we may be seeing in the way of materials (and, as important, the ways in which they are delivered and used) as the next decade unfolds.

#### Presenter biography:

Jason Renshaw is a former lecturer in the department of English Education at Kyungpook National University, and the author of *Boost!*, the well-known integrated skills coursebook series from Pearson Longman. He is currently based in Australia, following ten years in Korea in a variety of teaching and management roles covering private language institutes, business English and teacher education programs at university level. He was a pioneer of content-based learning programs and online course delivery focusing on speaking and writing skills in the Korean context. He currently works as the managing director of his own company, English Raven Educational Services, which specialises in online course design and delivery as well as resource development for teachers of English. He has become very active with social media for education purposes, maintaining one of the world's most popular English language teaching blogs and acting as co-founder and moderator for #ELTChat, a Twitter-based teacher discussion and development initiative which brings together English language educators from all over the globe.

## Featured speaker sessions: 11:30-12:20

<b>Room 101A</b>	Kevin Giddens	
<b>Reflective Practice SIG</b>	<b>Advancing TESOL in the 21st Century by Simply Doing Less</b>	
Time: 11:30-12:20	Featured speaker (50-minutes)	Audience: All
<p><b>Presentation Outline:</b></p> <p>Is it possible that our students might learn more if we simply do less? As teachers and teacher trainers we generally focus on what to do in order to best serve our students' learning in the classroom. Action research, reflective practice and experiential learning tend to focus on creating and solving action points related to teaching and learning. In this presentation the presenter will share and we will explore his concept of Do-Nothing Teaching (DNT), which encourages us to focus on non-action points and to experiment with what we might <i>not</i> do in the best interest of our learners. The presenter will share examples from his own and others teaching that demonstrate the value of DNT as a form of reflective practice. He will guide us through a simple three-step process of critical questioning that will become a process of peeling away unnecessary pedagogical practices as a means of enhancing our students' learning. Finally he will argue that DNT and reflective practice in general should lead our vision for 21st Century English teaching and learning .</p>		

<b>Room 102A</b>	Barbara Hoskins Sakamoto	
	<b>The Power of Connection: How Twitter (and the Internet) Can Make You a Better Teacher</b>	
Time: 11:30-12:20	Featured speaker (50-minute webinar)	Audience: Young Learners, All

**Presentation Outline:**

(International speaker webinar) The Internet allows us to connect with teachers living around the globe, and Twitter is the easiest entry point! How can an English teacher in Greece or Brazil help you be a better English teacher in Korea? Why are online networks so powerful for teachers? We'll talk about it all – why teachers connect, how they connect, and why you should, too. This workshop will be very practical and hands on. If you are comfortable with online networks (like Facebook or Yahoo Groups) you will learn how to make even better use of your Internet resources. If you have never used the Internet for professional development, or are nervous about meeting new people online, you will learn how to feel confident (and safe) in cyberspace. We'll walk through clear, easy steps in setting up an account with Twitter, and in creating your own Personal Learning Network (PLN). We'll look at examples of ways teachers have used their online networks to learn about new teaching ideas, to find materials for class and to collaborate on projects with other educators. We'll explore ways that you can use online tools in your own classes, whether or not you have computers or Internet access available. While the activities and examples in this workshop are geared toward teachers of young learners, the tools and resources are will be useful for all teachers. You will hopefully leave this workshop eager to meet new teachers around the world, who are already eager to meet you! <http://www.teachingvillage.org/>

<b>Room 103A</b>	Namjoon Kang <b>SBLT is Better Suited than CLL, CBLT and Immersion for Korean EFL</b>	
Time: 11:30-12:20	Featured speaker (50-minute teacher training session)	Audience: Young Learners, Public School Teachers

**Presentation Outline:**

This presentation will introduce Subject-Based Language Teaching (SBLT), explaining why it is different from CLIL (Content and Language Integrated Learning) and Immersion, how it can be used, and why it has to be used in an EFL setting like Korea. Three issues will be highlighted in this discussion. In the first part, theoretical rationales for Subject-Based Language Teaching (SBLT) will be discussed and it will be compared to CLIL (Content and Language Integrated Learning) and Immersion in order to find the differences and the similarities between these three methods.

In the second part, reasons for applying SBLT in Korean setting will be discussed, reflecting some findings from research which was carried out for this presentation a few months ago. Observation, interviews and surveys were carried out in 4 different public primary schools in Kyungido and Sokrisan areas. More than 150 primary school children between 1st and 6th grade and around 10 native and non-native English language teachers were participated in this research.

In the third part, ways of implementing SBLT in English lessons for Korean young learners between K1 and K3 will be introduced. For this part, three SBLT-mediated text materials that were published last year, with the help of EBS (Educational Broadcasting Service, a Korean national TV broadcasting company), and three English television programmes for children (Knock, Knock English Playground, Yo Yo Play Time 1 and 2) will be introduced. The first programme targeted kindergarten learners and the next, Yo Yo 1 and 2, targeted respectively, 1st and 2nd, and 3rd grade learners. These programmes were very popular with the viewers and were awarded the best programme of the year title in EBS. Four subjects: Math, Science, Social Studies, and Ethical Issues were chosen for these materials. Content and unit organization of each material parallels the Korean national curriculum. It is expected that young English learners in Korea should learn English using contents of the subjects from the same grade. Clear and simple language objectives were used in these materials, with the underlying belief that the main goal of using subjects in English lessons is not to learn only the content of subjects but to acquire both language and content knowledge.

<b>Room 201A</b>	Tim Thompson  <b>Leveraging Technology: Helping Students Become More Receptive to Production.</b>
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Time: 11:30-12:20	Featured speaker (50-minutes)	Audience: All
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**Presentation Outline:**

I learn best when I can see a practical application for what I am learning and I believe that my students do too. This presentation will introduce technology-assisted projects that help students take control of their language learning by using their second language to create and share information on topics of interest to them. Projects to be discussed and demonstrated include student-created videos, podcasts, and student-run websites that can be viewed and commented on by millions of people on the Internet. Examples of free software and web resources will be given to show how you can help your students produce fun and interesting projects. Finally, I will explain how to implement these projects across a broad range of learner levels and the pedagogy behind why they help students in the classroom and beyond.

<b>Room 202A</b>	Seongkwan 'Mark' Lee, with Aaron Jolly & Joshua Davies  <b>English for Specific Purposes: 'Save Lives' with Awesome Prezis</b>
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Time: 11:30-12:20	Featured speaker (50-minute presentation)	Audience: University, Adult, Business
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**Presentation Outline:**

This is a presentation in three parts: First, Dr. Seongkwan “Mark” Lee, a senior researcher from Korean Expressways Corporation will deliver a presentation on his department’s work on road safety. “Why traffic accidents happen and where the solutions are?” The message is road safety and it provides a background to training courses which KEC runs yearly at their center in Gyeonggi-do. Dr. Lee’s students are overseas guests from equivalent highway and traffic organizations around the world. His presentation is a sample of the kind of English for Specific Purposes which is becoming more and more necessary in Korea as it continues to develop a leadership role on the global stage of business, construction and diplomacy. In the second part of the presentation, the creation of Dr. Lee’s presentation will be considered. Dr. Lee was a student of Aaron Jolly and Joshua Davies in a recent 3 day presentation training skills course, and excelled to such a degree as to become an exemplary model of ESP content delivery. After Dr. Lee’s presentation, Joshua and Aaron will walk the audience through a presentation course and what important factors need to be included to ensure that Korean academics and content providers can deliver lectures and workshops in English that meet the appropriate performance targets. Use of presentation rubrics, videoing and peer evaluation will be discussed and shown. Joshua will also show the audience how the power of Prezi and similar tools might be utilized. Finally, there will be time for brief Q & A with the audience. Warning: The road safety aspects of the training videos shown in Dr. Lee’s Prezi contain some quite graphic traffic accidents. The idea is to shock the audience, similarly to graphic commercials shown in western countries. After watching you will never speed, or drive without a seat belt again.



## 3 hour Special Presentation

<b>Room 201A</b>	Joshua Davies	
<b>KOTESOL Teacher Training</b>	<b>Persuasive Communications in the 21st Century Classroom (3 hour special workshop)</b>	
Time: 1:30-4:20	3 hour workshop	Audience: All
<p><b>Presentation Outline:</b></p> <p>When was the last time you saw a presentation that stayed with you for days? What specific qualities did it have that made its presenter resonate with you? Consider how the goal of a great presentation is not its completion, but in how much the audience remembers and acts. An idea presented and forgotten is almost worse than one never shared, for the latter at least still has the potential of becoming something more. Ideas are only as strong as the life they find in the minds of listeners. Sadly, great concepts brought by well-intentioned teachers and presenters often struggle to reach their audience, and the thinkers behind them are uncertain how to push beyond information overload and really connect. In this series of integrated workshops we'll analyze our own classrooms and see how they can be transformed into places of more powerful and lasting communication. Come prepared to get active -and participate! This is definitely not a workshop for napping.</p> <p><b>1. Leading with Charismatic Presence</b></p> <p>What path can we take to towards achieving a positive leadership role in our classroom? In this session we'll examine the use nonverbal and prosodic techniques in creating powerful presence, focusing on:</p> <ul style="list-style-type: none"> <li>• How to establish stage presence and rapport with the audience.</li> <li>• Common problems between Eastern and Western styles of voice and body language.</li> <li>• The science behind charismatic presence.</li> </ul> <p><b>2. Crafting Convincing Content: Basic Engagement Techniques</b></p> <p>Many have heard of Search Engine Optimization (SEO), but what of Listener Engagement Optimization (LEO)? This session will help participants to rearrange and structure their message in ways that stay with an audience beyond the final test. Topics include:</p> <ul style="list-style-type: none"> <li>• Common Errors Preventing Effective Speech: the amount we share, expository versus narrative, and organizational style.</li> <li>• Scripting memorable moments.</li> </ul> <p><b>3. Getting Everyone Involved: Advanced Engagement Techniques</b></p> <p>Beyond simply reorganizing your content: how well do you engage with your audience? We tend often to create presentations with ourselves in mind, rather than considering how best to engage participants and help turn a download into a dialogue. This final session will deal with:</p> <ul style="list-style-type: none"> <li>• Increased knowledge about different ways of communicating.</li> <li>• Dealing with and encouraging audience questions</li> <li>• Audience analysis.</li> <li>• Methods for greater interaction.</li> </ul>		

## Special Interest Group presentation strands

	Room 101A	Room 102A	Room 103A
	Reflective Practice SIG	Extensive Reading SIG	Young Learners SIG
1:30-2:20	Manpal Sahota <i>Communities of Practice: Reflective Journal Writing in Collaborative Groups</i>	Rob Waring <i>The Inescapable Case for Extensive Reading</i>  (International Speaker Webinar)	Froilan Vispo <i>Lights, Camera, Action! Creating Student-Friendly Role Plays</i>
2:30-4:00	Tana Ebaugh & Josette LeBlanc <i>What Teachers Say: What Students Hear</i>	Extensive Reading SIG <i>Practical Extensive Reading Demonstration: Making ER Work with Adults, Teens, Young Learners and Very Young Learners</i>	Jason Renshaw <i>Collaborative Coursework Design and Application</i>
4:10-4:35	Reflective Practice SIG <i>Join this New KOTESOL Special Interest Group &amp; Become a Reflective TESOL Practitioner</i>	Eunsol Shin <i>More of the Case for ER: How Graded Readers Helped Me</i>	Aulia Djunaedi <i>Reading Strategies</i>
4:40-5:30	Josette LeBlanc <i>Blogging: Creative Interaction</i>	Scott Miles <i>Assessing Extensive Reading</i>	Jiyoung Jang <i>Hands on Activities for the Korean Elementary School Classrooms</i>

## Special Interest Group presentation strands

	Room 201A	CALL Lab 1	CALL Lab 2
	<b>KOTESOL Teacher Training</b>	<b>MC CALL SIG</b>	<b>MC CALL SIG</b>
<b>1:30-2:20</b>	3hr Special Workshop Joshua Davies <i>Part 1: Persuasive Communications in the 21st Century Classroom</i>	David Deubelbeiss <i>Getting Your Students Speaking: "The Power of New Technologies"</i> (International Speaker Webinar)	Daniel Gerken & Hobbes Woudenberg <i>Express Yourself (with Functions and Expressions)</i>
<b>2:30-4:00</b>	3hr Special Workshop Joshua Davies <i>Part 2: Persuasive Communications in the 21st Century Classroom</i>	A Tribute to Chris Surridge with KAIST Int. Students <i>Come see the work of a CALL pioneer in EFL with his students and his principal Second Life collaborator Paul Preibisch (by web-link)</i>	Mary Ewald <i>Using Web 2.0 Tools to Teach (Poetry)</i>
<b>4:10-4:35</b>	3hr Special Workshop Joshua Davies <i>Part 3: Persuasive Communications in the 21st Century Classroom</i>		
<b>4:40-5:30</b>	<i>Pecha Kucha Presentations</i> (MC Tim Dalby with Eric Reynolds, Julien McNulty, David Shaffer, Robert Dickey & Aaron Jolly) <i>(6min 40sec each)</i>	Paul Preibisch <i>You Only Live Twice: Virtual Worlds in Language Education</i> (International Speaker Webinar)	Mike Peacock <i>Firefox is CALL's Best Friend</i>

## Concurrent presentations: 1:30-2:20

Room	Presenter and Presentation title
Room 101A Reflective Practice SIG	Manpal Sahota <i>Communities of Practice: Reflective Journal Writing in Collaborative Groups</i>
Room 102A Extensive Reading SIG	Rob Waring <i>The Inescapable Case for Extensive Reading (International Speaker Webinar)</i>
Room 103A Young Learners SIG	Froilan Vispo <i>Lights, Camera, Action! Creating Student-Friendly Role Plays</i>
Room 201A KOTESOL Teacher Training	Joshua Davies <i>Part 1: Persuasive Communications in the 21st Century Classroom (3hr Special Workshop)</i>
Room 202A	Doug Huffer <i>Creating Coherent Writing</i>
CALL Lab 1 CALL SIG	David Deubelbeiss <i>Getting Your Students Speaking: "The Power of New Technologies"</i>
CALL Lab 2 CALL SIG	Daniel Gerken & Hobbes Woudenberg <i>Express Yourself (with Functions and Expressions)</i>
Room 204	Melissa Goldman <i>Bloggng and Bravery: A Student-Centered Pedagogical Approach to Using CALL Materials</i>
Room 205	David Shaffer <i>The Five Spheres of Teacher Development: Which Are for You?</i>
Room 206	Leonie Overbeek <i>The Cart Before the Horse: Technology in ESL/EFL</i>
Room 207	Joanne McCuaig <i>Examples of Task Based Teaching in an Adult Korean Classroom</i>
Room 208	Maria Pinto <i>Grammar patterns: More conversation, less teacher talk</i>
Room 209	Gerald de la Salle <i>We taught the "ABC's", but what about the "1,2,3's"</i>

## Concurrent Presentations: 1:30-2:20

<b>CALL Lab 1</b>	David Deubelbeiss	
<b>MC CALL SIG</b>	<b>Getting Your Students Speaking: "The Power of New Technologies"</b>	
Time: 1:30-2:20	50-minute technology session	Audience:
<b>Presentation Outline:</b>		
<p>Technology in the English language classroom is mostly seen as a receptive provider and pipeline. Like the TV, one way. audio, video, ebooks, visuals – they all bring passive input into the classroom. However, technology is now able to empower both teachers and learners in new, more “productive” ways. Long gone “should be” the days where students are mere receptacles, only banking language and learning. They now must be active participants in the construction of their own learning. This presentation will highlight the new ways teachers and students can use cooperative and production-oriented online tools for language learning. The author will show how teachers can use technology to get their students practicing speaking and writing along with the powerful contextualization that technology can pipe into the classroom.</p>		

<b>Room: CALL Lab 2</b>	Daniel Gerken & Hobbes Woudenberg	
<b>MC CALL SIG</b>	<b>Express Yourself (with Functions and Expression)</b>	
Time: 1:30-2:20	50-minute technology session	Audience: All teachers
<b>Presentation Outline:</b>		
<p>Wish you could get more out of spreadsheet programs like Excel, OpenOffice.org Calc, or Google Spreadsheets? Want to create your own gradebook? Want to be able to better compile, manage, and draw results from data?</p> <p>Come learn about using functions and expressions. Functions and expressions can help you do things like:</p> <ul style="list-style-type: none"> <li>• combine cells, like first and last names, into one cell, as full names (or vice versa)</li> <li>• convert numerical data (e.g. percentage grades) to “text strings” (e.g. letter grades)</li> <li>• find the sum or average of absences, assignment completion, or other data</li> </ul> <p>The tutorial will be conducted in the Google Docs spreadsheet service or OpenOffice.org Calc. Attendees will work independently or in groups along with the presenters to practice inputting data and manipulating it. By the end of the tutorial, attendees will have an improved understanding of electronic spreadsheets, and be able to produce several examples of function and expression use.</p> <p>There will be periodic question and answer segments. Attendees will leave with a handout containing a summary and explanation of the electronic spreadsheet functions and expressions the presenters have found most useful in an EFL/ESL setting.</p>		

<b>Room 101A</b>	Manpal Sahota, Tonya Bryant & Heather McCloskey	
<b>Reflective Practice SIG</b>	<b>Reflective Journal Writing in Collaborative Groups</b>	
Time: 1:30-2:20	50-minute	Audience: Public school teachers
<b>Presentation Outline:</b>		
<p>Journal writing is a valuable method teachers can use to reflect on their teaching practices. Through journal writing teachers can gain awareness of what is actually going on in their classrooms. Keeping a written record of reflections is a great way to see how your thoughts and beliefs about teaching change over time. By sharing these journals in collaborative groups, teachers can benefit from the knowledge and experiences of their group members, and thus increase their practical knowledge. In this presentation, attendees will see how foreign English teachers working in public schools in the Gangnam District of Seoul engage in reflective journal writing in collaborative groups. Attendees will have the opportunity to see some sample journals and feedback, as well as see how this project has evolved over the past 2 years. Attendees will leave the presentation with a better understanding of how to set up their own reflective journal writing group and why doing so can help them develop as teachers.</p>		

<b>Room 102A</b>	Rob Waring	
<b>Extensive Reading SIG</b>	<b>Why Rugby Players Like Fairy Stories: The Inescapable Case for Extensive Reading</b>	
Time: 1:30-2:20	50-minute webinar	Audience: All
<b>Presentation Outline:</b>		
<p>(International speaker webinar) In recent years there has been a greater awareness within Asia of the need for students to build all aspects of their fluency, both receptive and productive. This is highlighted by the great increases in the number of Extensive Reading and Extensive Listening programs. However, there are still vast numbers of institutions and teachers reluctant to provide fluency practice for their students because they believe that 'one-point' teaching will meet their students' needs - usually helping them pass exams. Within Asia the 'culture of the one correct answer,' which focuses on atomizing language instruction and assessment into discrete elements, dominates much of language teaching and learning and deemphasizes the importance of fluency work. This talk will argue that fluency is an essential component rather than an optional extra, not only in the process of language learning but also for helping to build the product. A language teaching framework called The Balanced Curriculum will be used to show how these elements fit together and can be used to help both teachers and students to understand the importance of fluency work - especially Extensive Reading and Extensive Listening.</p>		

<b>Room 103A</b>	Froilan Vispo	
<b>Young Learners SIG</b>	<b>Lights, Camera, Action! Creating Student-Friendly Role Plays</b>	
Time: 1:30-2:20	50-minute teacher training session.	Audience: Young Learners, Public School Learners
<p><b>Presentation Outline:</b></p> <p>Role plays are a significant part of the Korean elementary English curriculum. Lessons often lead into the role play as the ultimate activity designed to help students develop communicative competence. Despite its importance, role plays provided by textbooks may be poorly conceived, awkward and uninteresting. This presentation explores approaches that empower teachers to improve the effectiveness and student-friendliness of the role play in their classrooms. Attendees will reflect on the characteristics of the effective role play, then learn how to cast their own critical eye. Practical methods for more effective and student-centred role plays that encourage creativity and motivate students to push their own language competence forward will be explored and discussed.</p>		

<b>Room 201A</b>	Joshua Davies	
<b>KOTESOL Teacher Training</b>	<b>Persuasive Communications in the 21st Century Classroom (3 hour special workshop)</b>	
Time: 1:30-4:20	3 hour workshop	Audience: All
<p><b>Presentation Outline:</b></p> <p>Please go to the Presentation outline on page 16 of this book.</p>		

<b>Room 202A</b>	Doug Huffer	
	<b>Creating Coherent Writing</b>	
Time: 1:30-2:20	50-minute teacher training session.	Audience: University Learners, Adult Learners
<p><b>Presentation Outline:</b></p> <p>After students learn the basic structure of an essay, what do you teach next? This presentation will show how to use topical themes to help create more coherent writing. By focusing on how sentences are connected to each other, students can better develop their ideas and details.</p>		

<b>Room 204</b>	Melissa Goldman	
	<b>Blogging and Bravery: A Student-Centered Pedagogical Approach to Using CALL Materials</b>	
Time: 1:30-2:20	50-minute presentation.	Audience: University Learners, Adult Learners
<b>Presentation Outline:</b>		
<p>This presentation will describe the journey of one Intermediate Conversation and Writing class and the students' blog entries. One major assignment of this course for English majors was to start a blog and to contribute at least one entry per week. Wanting to find an assignment that would go beyond the classroom, the instructor found out that blogging provided a significant connection to her students. The students also realized considerable learning growth when reflecting at the end of the semester - not only in content but also in confidence.</p>		

<b>Room 205</b>	David Shaffer	
	<b>The Five Spheres of Teacher Development: Which Are for You?</b>	
Time: 1:30-2:20	50-minute presentation.	Audience: All teachers
<b>Presentation Outline:</b>		
<p>In order to prepare today's student for tomorrow's world, we need not only consider what tools the student will need, but also what tools we will need as English teachers. This presentation highlights what the EFL teacher needs to do in today's reality to develop professionally in order to be prepared to prepare tomorrow's learners. Professional development is presented as being part of one of five "spheres," or areas of activity: (1) oneself, (2) oneself and one's students, (3) oneself and one's colleagues, (4) oneself and one's school, and (5) oneself and one's profession. Sphere 1 focuses on self-reflection, journal writing, subject-matter knowledge improvement, and professional reading. Sphere 2 stresses classroom communication, student needs analyses, action research, and new techniques and materials. Sphere 3 suggests colleague observation, mentoring, and teacher development groups. Sphere 4 recommends participating in and organizing school events, and proposing administrative changes. Sphere 5 urges teachers to be part of an ELT organization, attend and give presentations, write, publish, and pursue further education. This presentation intends to heighten teacher awareness of what is readily available and what one can do for professional development, and motivate teachers to challenge themselves to greater heights in self improvement.</p>		




<b>Room 206</b>	Leonie Overbeek	
	<b>The Cart before the Horse - Technology in ESL/EFL</b>	
Time: 1:30-2:20	50-minute presentation.	Audience: All teachers
<b>Presentation Outline:</b>		
<p>This workshop is for anyone working at any level in the ESL field in Korea and the focus will be on technology in the ESL classroom. In the first half participants will explore the emergence of technological gadgets that can be used in ESL teaching, and their impact. A case study that presents some of the problems of unbridled and unnecessary use of technology will be discussed. In the second half participants will be introduced to Prezi, if they do not already know about this presentation tool. Ideas for using Prezi, by incorporating photos of the students and their community, to draw and engage students' attention for the vital stages of presenting new language and drilling of the new language, will be shared. Finally, some of the many useful tools that are available to ESL practitioners on the internet will be discussed and participants will have an opportunity to share ideas and sites that have worked for them. The focus will thus be on classroom techniques and activities.</p>		

<b>Room 207</b>	Joanne McCuaig	
	<b>Examples of Task Based Teaching in an Adult Korean classroom</b>	
Time: 1:30-2:20	50-minute presentation.	Audience: University Learners, Adult Learners
<b>Presentation Outline:</b>		
<p>There are many approaches to task-based teaching and I will share with you some of the specific projects, with examples of student's work, that I have successfully used in South Korea. We will discuss set-up, benefits, and some potential drawbacks to this approach, with specific reference to the examples on display. Finally, a group discussion and brainstorming session about potential projects in your own teaching environment will take place.</p>		

<b>Room 208</b>	Maria Pinto	
	<b>Grammar patterns: More conversation, less teacher talk</b>	
Time: 1:30-2:20	50-minute teacher training session.	Audience: All
<b>Presentation Outline:</b>		
<p>In this workshop presentation, Maria Pinto will show teachers unaccustomed to teaching grammar the QASI approach to forming simple tense questions. For teachers familiar with QASI, have you heard of QASG? SAnotI your students into the negative, and get them to teach you the present perfect with QASpp. Build grammar patterns on the board and help your students become more confident and fluent conversationalists by using these for plug-and-play speaking activities.</p> <p>Input from participants will be used to build the grammar patterns, and teachers will be shown how these can be used in the classroom to assist students in building conversational fluency. Handouts on these grammar forms, and quick practice activities, will be available via email, or to save onto your usb sticks.</p>		

<b>Room 209</b>	Gerald de la Salle	
	<b>We taught the “ABC’s”, but what about the “1,2,3’s?”</b>	
Time: 1:30-2:20	50-minute presentation.	Audience: Public School Learners , University Learners, Adult Learners
<b>Presentation Outline:</b>		
<p>Numbers permeate every facet of our lives. There is no escaping them. Unfortunately, as EFL teachers, when it comes to teaching numbers, we’re not getting the job done. The main problem is that numbers are an ignored topic. Textbooks and curricula devote minimal time and space to them (e.g. how to say them). Consequently, many EFL learners have great difficulty verbally communicating numerical data (especially over the telephone). They prefer to send text/email messages containing this data than to say it. To complicate the problem, the translation of numbers from Korean to English is awkward. We don’t say numbers the same way in both languages. Even within the English language, we say numbers differently, depending on the kind of number. We have numbers for addresses, passports, flights, credit cards, prices, years, dates, rankings, money, temperature, statistics, fractions, negatives etc. The focus of this workshop will be on some simple solutions for teaching different kinds of numbers. I will talk about how to make numbers interesting and reveal some games/activities that will enhance students’ competence in numbers. In the end, some games (for teaching numbers) will be raffled to a few lucky winners.</p>		

<b>THE DAEJEON-CHUNGCHEONG CHAPTER</b> <b>SUMMER POTLUCK PICNIC EXTRAVAGANZA!</b>	
	
<b>THE DETAILS</b>	
<b>DATE:</b> Saturday, June 25 <sup>th</sup> <b>TIME:</b> 1:00pm to 4:00pm?	<b>MENU:</b> Hot dogs and hamburgers with fixin's will be provided by the chapter, as well as a selection of non-alcoholic beverages.
<b>COST:</b> FREE for chapter members and families. Prospective members are welcome too.	<b>POTLUCK:</b> Everyone else is asked to bring their own signature side dish (appetizer, salad, potato, or dessert; enough for about 5 people).
<b>LOCATION:</b> T.B.A. (somewhere around Cheongju this year)	<b>ACTIVITIES:</b> But wait, there's more! The chapter social coordinator will be working around the clock to provide some fun activities for everyone.
It will be an afternoon of good people, good food and good times! Interested? Email your name to <a href="mailto:professordougan@gmail.com">professordougan@gmail.com</a> & check the chapter website for more information about this great event!	

## Concurrent Workshops: 2:30-4:00

Room	Presenter and Presentation title
Room 101A Reflective Practice SIG	Tana Ebaugh & Josette LeBlanc <i>What Teachers Say: What Students Hear</i>
Room 102A Extensive Reading SIG	Extensive Reading SIG <i>Practical Extensive Reading Demonstration: Making ER Work with Adults, Teens, Young Learners and Very Young Learners</i>
Room 103A Young Learners SIG	Jason Renshaw <i>Collaborative Coursework Design and Application</i>
Room 201A KOTESOL Teacher Training	Joshua Davies <i>Part 2: Persuasive Communications in the 21st Century Classroom (3hr Special Workshop continued)</i>
Room 202A	Tim Dalby <i>Negotiate! Winning students' hearts and minds</i>
CALL Lab 1 CALL SIG	A Tribute to Chris Surrige with KAIST Int. Students <i>Come see the work of a CALL pioneer in EFL with his students and his principal Second Life collaborator Paul Preibisch (by web-link)</i>
CALL Lab 2 CALL SIG	Mary Ewald <i>Using Web 2.0 Tools to Teach (Poetry)</i>
Room 204	Amanda Maitland <i>Accessing a child's mind: Using creative play to promote literacy, oral communication and creativity</i>
Room 205	Ralph Cousins <i>Motivating and Managing Kindergarten &amp; First Grade Classes</i>
Room 206	Tory Thorkelson <i>Webgems: Resourcing Your Classes Online</i>
Room 207	Julien McNulty <i>Hi, I'm a writer: A 12-step program to deawkwOrdifying sentence building</i>
Room 208	David Kent, Michael Jones & Colby Jones <i>ELT with VoiceThread: From Theory to Practice</i>
Room 209	Lisa Levine <i>High Interest CBI: Motivating Students with "Glee"</i>

## Concurrent Workshops: 2:30-4:00

<b>Room: CALL Lab 1</b>	Tribute to Chris Surridge	
<b>MC CALL SIG</b>	<b>A Tribute to Chris Surridge with KAIST Students An Awesome "Second Life": Friends and Students of Chris Surridge Show his Work.</b>	
Time: 2:30-4:00	90-minute	Audience: All teachers
<b>Presentation Outline:</b>		
Come and see the work of a CALL pioneer in EFL with his students and his principal Second Life collaborator Paul Preibisch.		

<b>Room: CALL Lab 2</b>	Mary Ewald	
<b>MC CALL SIG</b>	<b>Using Web 2.0 Tools to Teach (Poetry)</b>	
Time: 2:30-4:00	90-minute technology session.	Audience: All teachers
<b>Presentation Outline:</b>		
<p>Web 2.0 tools offer the world of language teaching endless possibilities to integrate speaking, listening, reading, and writing with practice and review in meaningful contexts at school or at home. With these tools teachers can present their course work online for teaching and review. Students can access their class materials anywhere there is an Internet connection. Students will still produce real and meaningful with the same course materials.</p> <p>This hands-on workshop will present how Web 2.0 tools (Wetpaint Wiki, Voicethread, Voxopop, and other free online tools) are used to teach (Poetry), or a unit of study. Wetpaint is a wiki. Wikis are interactive and editable by one or many people. Voicethread is a site where people can post pictures, video clips or documents and talk, and students can listen to other topics and comment. Voxopop is an online tape recorder for discussions in talkgroups. Participants will create Wetpaint wiki and Voicethread accounts. They will learn how to integrate these Web 2.0 tools by following a step-by-step lesson which is a final project for the unit on Poetry.</p>		

<b>Room 101A</b>	Tana Ebaugh & Josette LeBlanc	
<b>Reflective Practice SIG</b>	<b>What Teachers Say: What Students Hear</b>	
Time: 2:30-4:00	90-minute teacher training session.	Audience: All
<p><b>Presentation Outline:</b></p> <p>“You can do better than that” and “It’s OK” may seem like words of encouragement, but is it possible that these expressions could decrease student motivation or hinder student learning?</p> <p>What we say as teachers in the classroom may not be what our students hear. The message we intend to send to our students may be distorted by the words we choose to use. The presenters believe that certain types of language that teachers use to talk to, and about students, can reduce learning, and create a state of classroom disharmony. The language we explore is the language of “classroom English” as presented in published handbooks and textbooks for Korean teachers of English and common expressions we have heard in our training classrooms.</p> <p>During this presentation we will explore these expressions, examine the effects of language choices used by teachers in the classroom, and with the audience, develop harmonious solutions. The audience can expect to leave this presentation with a new awareness of their language use.</p>		

<b>Room 102A</b>	Aaron Jolly	
<b>Extensive Reading SIG</b>	<b>Practical Extensive Reading Demonstration: Making ER Work with Adults, Teens, Young Learners and Very Young Learners</b>	
Time: 2:30-4:00	90-minute	Audience: Young Learners, University
<p><b>Presentation Outline:</b></p> <p>Research by ELT experts such as Paul Nation, Richard Day and Rob Waring has shown the crucial connection between extensive reading (ER) &amp; language development. But, while some lucky well-funded teachers have been trained and given access to libraries of English books and reading systems, many others ask: How do I get started? How can I use ER as a way to provide "massive amounts of comprehensible input" (Krashen, 1983) for my students? In this presentation, Professor Aaron Jolly will first demonstrate how such balance might be struck for teachers of very young learners, elementary students and teens, and Professor Scott Miles will then discuss ways that teachers of young adults at the university can get started with ER, with or without the financial support of the university. Various techniques will be discussed and shown including use of mini-book libraries, integration of reading strategies to develop better independent readers, as well as supplementing intensive reading practice with ER through graded readers and books available online. A few key points will be shown for different student levels, illustrated by classroom videos &amp; student interviews. There will be time for brief audience Q &amp; A.</p>		

<b>Room 103A</b>	Jason Renshaw	
<b>Young Learners SIG</b>	<b>Collaborative Coursework Design and Application</b>	
Time: 2:30-4:00	90-minute workshop	Audience: Young Learners, All

**Presentation Outline:**

Despite a variety of coursework developments over the past decade or so, the reality is that most commercially produced coursebook material still very much represents a sort of one way street in terms of content and activity selections. The coursebook is the curriculum, the teacher is the delivery person, and the learners are like consumers. Is it possible to bring teachers and learners more into this overall picture through new kinds of course material design? In this workshop, Jason Renshaw will present a variety of new coursework models that work on the principle of content and activity application being more of a collaborative process. Participants will be invited to apply their own ideas and creativity to facilitate an approach that sees learners becoming active contributors to their own coursebooks. For the purposes of this workshop we will focus on material and activities for learners in the 10-15 age bracket, but there is no reason why the basic principles involved can't be successfully applied to other age sectors as well.

<b>Room 201A</b>	Joshua Davies	
<b>KOTESOL Teacher Training</b>	<b>Persuasive Communications in the 21st Century Classroom (3 hour special workshop)</b>	
Time: 1:30-4:20	3 hour workshop	Audience: All

**Presentation Outline:**

Please go to the Presentation outline on page 16 of this book.

<b>Room 202A</b>	Tim Dalby	
	<b>Negotiate! Winning Students' Hearts and Minds</b>	
Time: 2:30-4:00	90-minute workshop	Audience:
<b>Presentation Outline:</b>		
<p>The Internet allows us to connect with teachers living around the globe, and Twitter is the easiest entry point! How can an English teacher in Greece or Brazil help you be a better English teacher in Korea? Why are online networks so powerful for teachers? We'll talk about it all -- why teachers connect, how they connect, and why you should, too. This workshop will be very practical and hands on. If you are comfortable with online networks (like Facebook or Yahoo Groups) you will learn how to make even better use of your Internet resources. If have never used the Internet for professional development, or are nervous about meeting new people online, you will learn how to feel confident (and safe) in cyberspace. We'll walk through clear, easy steps in setting up an account with Twitter, and in creating your own Personal Learning Network (PLN). We'll look at examples of ways teachers have used their online networks to learn about new teaching ideas, to find materials for class and to collaborate on projects with other educators. We'll explore ways that you can use online tools in your own classes, whether or not you have computers or Internet access available. While the activities and examples in this workshop are geared toward teachers of young learners, the tools and resources are will be useful for all teachers. You will hopefully leave this workshop eager to meet new teachers around the world, who are already eager to meet you!</p>		

<b>Room 204</b>	Amanda Maitland	
	<b>Accessing a Child's Mind: Using Creative Play to Promote Literacy, Oral Communication and Creativity</b>	
Time: 2:30-4:00	90-minute	Audience: Very Young learners, young learners
<b>Presentation Outline:</b>		
<p>A classroom can be more than just a learning environment. It can be a place of: imagination, comfort, healing, self-expression, creativity and real sharing.</p> <p>Soft toys and imaginary friends can be a valuable resource to any teacher and a source of joy, comfort and fun to young learners. Children – and not just young children – need to feel safe and comfortable in their school and environment, they also need to learn through play and the more enjoyable the play the more learning takes place. In addition to this, accessing a child's thoughts and enabling a child to express their thoughts can be a tricky process requiring approaches that are indirect. This workshop will demonstrate how using soft toys and creative approaches can raise literacy levels in your classrooms and promote creativity and healthy child development through the creation of real communication authentic writing and reading and natural language acquisition. These methods can be of use to all children, however, children who lack self-esteem, confidence and come from troubled backgrounds or who are having difficulties in learning English will particularly benefit from these approaches.</p>		



<b>Room 205</b>	Ralph Cousins <b>Spring into Action: Motivating and Managing the Second Language Classroom</b>	
Time: 2:30-4:00	90-minute	Audience: All teachers
<p><b>Presentation Outline:</b></p> <p>This workshop teaches you how to spring into action!! Change your class to the class you deserve. Bring an open-mind. Get rid of negative thinking and habitual negative teaching habits. You will walk away from this workshop with new ideas you can immediately put into use in your classroom.</p> <p>In line with reflective teaching, humanistic psychology, and a holistic teaching approach, the presenter focuses on improving your classroom through the understanding of student's individual needs, emotions, and feelings. Theories regarding the important role of affect in learning are prevalent. The workshop uses research ideas and quotes from the likes of Maslow, Krashen, Stevick, Gardner, Young, and Price, as well as the speaker's teaching and teacher training experiences.</p>		

<b>Room 206</b>	Tory Thorkelson <b>Webgems: Resourcing Your Classroom Online</b>	
Time: 2:30-4:00	90-minute presentation.	Audience: University Learners, Adult Learners, Business English
<p><b>Presentation Outline:</b></p> <p>The purpose of this workshop is to share some activities and useful websites for teachers. First, we will look at some sample activities that I have found useful for teaching a variety of skills classes and 2) I will share a bunch of my favorite websites and what I use them for. Finally, participants will share some of their most useful websites with the rest of the group.</p>		

<b>Room 207</b>	Julien McNulty	
	<b>Hi, I'm a writer: A 12-step program to deawkwOrdifying sentence building</b>	
Time: 2:30-4:00	90-minute presentation.	Audience: Public School Learners , University Learners, Adult Learners

**Presentation Outline:**

We know many games or exercises that help with teaching grammar; we play games to teach the weather or word order. However, one of the most challenging aspects of ELT is teaching writing. Moreover, few strategies seem to help teachers provide effective feedback or techniques when dealing with the awkward sentence.

This workshop explores the idea that we can heighten student awareness of awkward sentences, through an amalgam of 12 unique techniques, enabling students to increase auto-correction and improve their own peer feedback. This 12-step program was developed and honed in Korea, keying into the student's creativity, analytical mind, and capitalises upon his/her strong grammar background to build solid, logical, organised sentences. This workshop is very student-centred, incorporating individual and group activities.

Beware! This workshop is not for the faint of heart; it will test your own sentence writing abilities, and through this process, you will be able to deawkwardify sentence building in your own writing class. When this process is used, the learner outcome will be an a-ha moment.

<b>Room 208</b>	David Kent, Michael Jones & Colby Jones	
	<b>ELT with VoiceThread: From Theory to Practice</b>	
Time: 2:30-4:00	90-minute technology session.	Audience: All

**Presentation Outline:**

Instructors can use VoiceThread to provide language learners with the means to develop visually-based digital conversations in both classroom and home contexts. These digital conversations can then be used to engage students in various meaningful language-based tasks from simple lexical activities and commenting tasks right through to extensive digital storytelling projects. In light of this, the pedagogical affordances provided by the Web 2.0 tool will first be presented, along with the types of educational VoiceThreads in use with language learners today. A means of evaluating language production and learning outcomes afforded through use of the tool will also be discussed. The presentation will then highlight a number of resources useful for guiding in-class participation, and out-of-class technological use. In closing, VoiceThread instructional strategies suited to the ELT context will be covered and illustrated through examples. This will occur in conjunction with a practical demonstration that will provide a comprehensive overview of potential classroom uses and activities for English language teaching.

<b>Room 209</b>	Lisa Levine <b>High Interest CBI: Motivating Students with "Glee"</b>	
Time: 2:30-4:00	90-minute	Audience: University, Adult.

**Presentation Outline:**

Even in the Internet age, language teachers can still use “old media” such as broadcast television to create engaging, exciting, and effective lessons. ESL/EFL teachers know that learners who are exposed to authentic texts, such as television programs, are more motivated to learn the target language than those who study English in an “artificial” text such as a traditional course book. In addition, Korean students seem to remain fascinated by American popular culture and eager to learn more about it, especially from an American instructor. Capitalizing on this fascination by using high-interest content can also enhance learning. This presentation describes an undergraduate course I taught in 2010 at Soongsil University in which I used the first season of the American television series, Glee, as the primary “text”.

## Concurrent Research Poster Presentations: 4:10-4:35

Room	Presenter and Presentation title
Room 101A Reflective Practice SIG	Reflective Practice SIG <i>Join this New KOTESOL Special Interest Group &amp; Become a Reflective TESOL Practitioner</i>
Room 102A Extensive Reading SIG	Eunsol Shin <i>More of the Case for ER: How Graded Readers Helped Me</i>
Room 103A Young Learners SIG	Aulia Djunaedi <i>Reading Strategies</i>
Room 201A KOTESOL Teacher Training	Joshua Davies <i>Part 3: Persuasive Communications in the 21st Century Classroom (3hr Special Workshop continued)</i>
Room 202A	Bradley Serl <i>Korean Education: Embracing World Englishes</i>
Room 204	Andee Pollard <i>Writing in the Wide World of Web 2.0</i>
Room 205	Daniel Craig <i>Videoconferenced teaching: potentials and challenges</i>
Room 206	Michael Massey & Vincent Greenier <i>Advancing Critical Thinking in the Korean EFL Classroom</i>

The DCC Chapter of KOTESOL announces our September Mini-Conference

Use MINE! My  
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September 24th, 2011  
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Bring your activities and ideas that help your students use and (eventually) understand how to use all their English expressions. This should be lots of fun!

If you have any questions, please send them to Liz Bailey at:

dccseptconf2011@gmail.com

## Concurrent Research Poster Presentations: 4:10-4:35

<b>Room 101A</b>	Reflective Practice SIG	
<b>Reflective Practice SIG</b>	<b>Join this New KOTESOL Special Interest Group &amp; Become a Reflective TESOL Practitioner</b>	
Time: 4:10-4:35	25-minute Meet the SIG	Audience: All
<p><b>Presentation Outline:</b></p> <p>It seems like teachers in Korea are always talking about teaching. Unfortunately they are not always talking about teaching in productive and constructive ways. The three facilitators, Kevin Giddens, Michael Griffin and Manpal Sahota hope that this SIG will begin to change this trend by creating a context where “teachers can begin talking constructively about teaching.” We think that this is a worthwhile goal in and of itself, but we also think that doing so will benefit the teachers, their students and the field in general.</p> <p>Our goal is to create a KOTESOL group that encourages teachers to actively reflect on their own teaching and teaching contexts. We will hold monthly meetings where we can gather ideas, make plans and hold one another accountable as we learn to be reflective teachers. We will also hold annual events where we engage in, share ideas about and provide examples of reflective practice.</p> <p>Come and talk with us about Reflective Practice in teaching.</p>		

<b>Room 102A</b>	Eunsol Shin	
<b>Extensive Reading SIG</b>	<b>More of the Case for ER: How Graded Readers Helped a Korean EFL Learner Become Successful.</b>	
Time: 4:10-4:35	25-minute research presentation.	Audience: Public school teachers, young learners, adult learners
<p><b>Presentation Outline:</b></p> <p>In this presentation, I will talk about the relationship between ER and motivation for learning English, especially when the learners are teenagers struggling for learning without any specific purpose. When I was a teenage learner I was, like many other teenage learners, really depressed and bored learning English as my second language. This means I can totally understand what learning without motivation is like. Thankfully ER saved me! I will discuss my practical experience of developing motivation through ER when I was a middle school student and how I developed successful strategies to become a confident and successful learner of English without any experience of travelling to English-speaking countries.</p>		

<b>Room 103A</b>	Aulia Djunaedi	
	<b>Reading Strategies</b>	
Time: 4:10-4:35	25-minute research presentation.	Audience: University Learners, Adult Learners

**Presentation Outline:**

This paper involves two subjects; Korean College students and native English teachers in Korea. This paper investigates which reading strategies and teaching reading strategies Korean college students and native-speaker English teachers prefer, the effectiveness of the strategies that both of the subjects choose, and the difficulties and problems that inhibit reading comprehension. It also focuses on the gap and misunderstandings between teachers and students, to find out what has been lacking in the education system and its facility. Furthermore, the purpose of this paper is to give a better understanding to educators and students, and to give some inputs to publishers to provide better learning textbooks or reading materials.

This survey used *Survey of Reading Strategies* (SORS, Mokhtari & Sheorey, 2002). SORS measures meta-cognitive reading strategies, which has three categories: global reading strategies or the intentional and carefully planned strategies, problem solving or the strategies for basic support mechanism, and support strategies which are also known as the strategies for working directly with texts. For Korean college students:

1. What are the difficulties and problems that inhibit their effectiveness in reading comprehension?
2. Which reading strategies do Korean college students use?
3. Which reading strategies they think effective to help them to improve their reading comprehension ability?

For native-speaker English teachers:

4. Which reading strategies do Native English teachers like to teach?
5. Which teaching strategies do they think are effective to help the students to improve their reading comprehension ability?
6. What are the difficulties and problems that inhibit their teaching reading strategies?

<b>Room 201A</b>	Joshua Davies	
<b>KOTESOL Teacher Training</b>	<b>Persuasive Communications in the 21st Century Classroom (3 hour special workshop)</b>	
Time: 1:30-4:20	3 hour workshop	Audience: All

**Presentation Outline:**

Please go to the Presentation outline on page 16 of this book.

<b>Room 202A</b>	Bradley Serl	
	<b>Korean Education: Embracing World Englishes?</b>	
Time: 4:10-4:35	25-minute research presentation.	Audience: All
<b>Presentation Outline:</b>		
<p>Historically, English education in Korea has focused on North American accents, to the exclusion of most others. Recently there has been a putative shift away from this towards engagement with English accents from around the world, but has this shift affected attitudes of Korean teachers and learners of English?</p> <p>This presentation investigates the findings of a study conducted at an international high school in Busan, focusing on attitudes towards English accents that students acquired while living overseas.</p>		

<b>Room 204</b>	Andee Pollard	
	<b>Writing in the Wide World of Web 2.0</b>	
Time: 4:10-4:35	25-minute research presentation.	Audience: Public School Learners , University Learners, Adult Learners, Business English
<b>Presentation Outline:</b>		
<p>Since the days of the language laboratory, technology has played a role in the language classroom. The development and change through the times has lead us to the current state of affairs that very much promotes the use of web-based mediums as learning supplements. As technology moves forward and the Internet becomes a genuine part of the lives of all, the language learners that are a part of Generation Web are seeking new ways of practising and developing their languages. This paper suggests ways in which these learners can develop both their learner autonomy and their language skills through the use of the technology that is available and Web 2.0 specifically. Through this research it is possible to see how Web 2.0 technology can be used to develop the written proficiency of language learners and how these same learners view Web 2.0 as a tool in their language learning journey.</p>		

<b>Room 205</b>	Daniel Craig	
	<b>Video-conferenced Teaching: Potentials and Challenges</b>	
Time: 4:10-4:35	25-minute research presentation.	Audience: All teachers
<b>Presentation Outline:</b>		
<p>Information and communication technologies (ICTs) have made it possible for students and teachers to connect from around the globe. This has major implications for language teaching and learning. This new paradigm of teaching has seen explosive growth in both teachers and companies providing online language instruction, particularly in videoconferenced one-to-one and one-to-many instruction. This has benefitted some groups of teachers, particularly those traditionally discriminated against in the global TESOL marketplace, and has commodified other groups traditionally privileged in the same realm. One group sees their earning potential and respect in ascendance, whereas the other sees the market moving toward the lowest common denominator in terms of earnings and respect. This paper and presentation will discuss the different players in the industry as well as experiences of teachers practicing in this virtual space.</p>		

<b>Room 206</b>	Michael Massey & Vincent Greenier	
	<b>Advancing Critical Thinking in the Korean EFL Classroom</b>	
Time: 4:10-4:35	25-minute research presentation.	Audience: All
<b>Presentation Outline:</b>		
<p>While many have expressed the need for a more communicative approach to EFL in Korea, this study focuses on the type of ‘communication’ desired, specifically the importance of analytical, reflective and ‘critical’ inquiry to help students recognize how ‘meaning’ and ‘purpose’ are constructed and conveyed in discourse. As Korean policy-makers prepare materials for this generation of EFL learners, it is exigent that they recognize the value of ‘critical thinking’ skills and fully implement methods that will activate them.</p> <p>Through survey and ethnographic research, this presentation focuses on the perspectives and experiences of both Korean and native-speaking teachers of English at public schools, universities and private academies, to identify the central issues and generate a feasibility study for using a ‘critical’ approach in the Korean EFL curriculum.</p> <p>The problems identified include a perception of Confucian ideals, class size, overburdened teachers, lack of training in this approach, and the emphasis on testing. We will begin by investigating the legitimacy and saliency of these obstacles by evaluating the results of the survey. Next, we aim to explicate problematic issues and offer suggestions for overcoming them. We conclude by specifying some of the benefits of a ‘critical’ approach and provide a few examples.</p>		



## Concurrent Presentations: 4:40-5:30

Room	Presenter and Presentation title
Room 101A Reflective Practice SIG	Josette LeBlanc <i>Blogging: Creative Interaction</i>
Room 102A Extensive Reading SIG	Scott Miles <i>Assessing Extensive Reading</i>
Room 103A Young Learners SIG	Jiyoung Jang <i>Hands on Activities for the Korean Elementary School Classrooms</i>
Room 201A KOTESOL Teacher Training	<i>Pecha Kucha Presentations</i> (MC Tim Dalby with Eric Reynolds, Julien McNulty, David Shaffer, Robert Dickey & Aaron Jolly)
Room 202A	Tim Roberts & Maria Pinto <i>Making Peer Editing Work</i>
CALL Lab 1 CALL SIG	Paul Preibisch <i>You Only Live Twice: Virtual Worlds in Language Education</i> (International Speaker Webinar)
CALL Lab 2 CALL SIG	Mike Peacock <i>Firefox is CALL's Best Friend</i>
Room 204	Simon Gillett <i>Integrating Globalization</i>
Room 205	Peadar Callaghan <i>Active Listening: Moving Beyond Fill in the Blanks</i>
Room 206	Joanne McCuaig <i>Instructions and CCQ's</i>
Room 207	Kyle Kim <i>Harnessing Youtube in the Classroom</i>
Room 208	Jackie Bolen <i>Motivation: Effective Reward Systems</i>
Room 209	James Life <i>Meeting the Challenge: English Native-Speakers in Korean Universities</i>

## Concurrent Presentations: 4:40-5:30

<b>Room: CALL Lab 1</b>	Paul Preibisch	
<b>MC CALL SIG</b>	<b>You Only Live Twice: Virtual Worlds in Language Education</b>	
Time: 4:40-5:30	50-minute	Audience: All
<p><b>Presentation Outline:</b></p> <p>Virtual worlds like Second Life and Open Simulator have been around for some time now, and so have tools like SLOODLE, which allow educators to connect their virtual worlds with the Moodle learning management system. The potential is still largely untapped, with many virtual schools choosing to go the route of creating virtual desks and chairs to match the ones in the real world. The potential for virtual worlds in language educations is clearly greater than providing a copy of the traditional classroom. With no boundaries of time, space and physics, virtual worlds can be powerful platforms for educational simulations, games and communities of practice. Join Paul Preibisch, aka Fire Centaur, for a dynamic, eye-opening look into what is possible for Language Education in virtual worlds. It will change your life and change your other life, too.</p>		

<b>Room: CALL Lab 2</b>	Mike Peacock	
<b>MC CALL SIG</b>	<b>Firefox is CALL'S Best Friend</b>	
Time: 4:40-5:30	90-minute technology session.	Audience: All
<p><b>Presentation Outline:</b></p> <p>Every TOEFL educator who has tried using CALL with their students has run into the same problem: trying to find free resources on the web. And, once found, it's difficult to use them as a stand alone resource. What if there was an easy way to download or link media from a website to use on your blog, Moodle, or Blackboard? There is!</p> <p>Using Mozilla's Firefox Internet browser, educators can easily download or link to media files they would like to use for their class. This presentation will show how this can be done, as well as show examples of how such media files can be used in Moodle.</p>		

<b>Room 101A</b>	Josette LeBlanc	
<b>Reflective Practice SIG</b>	<b>Blogging: Creative Interaction</b>	
Time: 4:40-5:30	50-minute	Audience: All
<p><b>Presentation Outline:</b></p> <p>We all know the benefits of reflective inquiry: it brings clarity to our teaching practice and helps us define our professional goals. But how many of us really practice reflective teaching? At the end of a long week, the thought of writing a lesson analysis onto a stark white piece of paper, or a blank Word document can seem like an uninspiring task. This is why the presenter began blogging. In the blogosphere, the canvas for reflection is colorful. The possibilities for creative interaction range from meaningful play with photography and video, to passionate personal dialogues with readers. It is through this multimedia, and through peer sharing that the presenter has been able to increase her teaching confidence, as well as develop a clearer vision of her pedagogical ambitions. The speaker will present the evolution of her blog (throwingbacktokens.com), and how blogging can impact the audience's reflective practice. The presenter would love to see her audience leaving her presentation with the idea that the reflective blogging community may be also be a circle they would like to join.</p>		

<b>Room 102A</b>	Scott Miles	
<b>Extensive Reading SIG</b>	<b>Assessing Extensive Reading</b>	
Time: 4:40-5:30	50-minute	Audience: All
<p><b>Presentation Outline:</b></p> <p>One of the trickier aspects of implementing an extensive reading program is checking whether or not students read the books. The wrong kind of assessment can quickly take the pleasure out of reading, but with no assessment, many students will not do the reading. This presentation will go over a number of practical techniques. In particular, the moodlereader site, which provides a large number of online graded reader quizzes, will be introduced.</p>		

<b>Room 103A</b>	Jiyoung Jang	
<b>Young Learners SIG</b>	<b>Hands on Activities for the Korean Elementary School Classrooms</b>	
Time: 4:40-5:30	50-minute	Audience: Young Learners
<p><b>Presentation Outline:</b></p> <p>This presentation will give you a chance to take a look at some practical activities for developing your students' four language skills as well as the materials that are used in English classroom management (i.e. English folder, homework checks, quizzes, study guides, and individual and class reward systems.). If you have a large classroom, and if you want to teach all four language skills in a balanced way, you can get some practical answers with Ms. Jang. In addition, she will show her co-teaching lesson videos, so that you can experience how co-teaching works in a lesson and how you can start and wrap up English lessons. Hopefully, through this presentation, you can take away fun and useful ideas that will assist you in teaching elementary English in your own classroom in the future.</p>		

<b>Room 202A</b>	Tim Roberts & Maria Pinto	
	<b>Making peer editing work</b>	
Time: 4:40-5:30	50-minute teacher training session.	Audience: University Learners, Business English
<p><b>Presentation Outline:</b></p> <p>When teaching process writing, most teachers choose to have students peer edit their partners' drafts, to help them notice errors, and to teach them to correct these errors and improve their writing. However, peer editing often does not work because students either don't notice the errors or see them as common usage, or don't/can't do what is expected of them. The authors will share instruction-giving techniques they developed to help their students work through the peer editing process successfully: how to give instructions, how to set up the peer editing process and facilitate 'noticing' and error correction, how to increase student participation and enable students to feel that they can successfully edit or peer edit writing assignments.</p>		

<b>Room 204</b>	Simon Gillett	
	<b>Integrating Globalization</b>	
Time: 4:40-5:30	50-minute presentation.	Audience: University Learners, Adult Learners, Business English
<b>Presentation Outline:</b>		
<p>Content and Language Integrated Learning (CLIL) integrates content into language teaching, especially for adult learners, who can be stimulated and motivated by learning useful and practically applicable language. It is gaining increasing popularity in the European Union. This presentation contends that it can be applied to teaching about globalization in Korea.</p> <p>Using evidence and materials from a university English language content course, the presentation combines applicable techniques for teachers considering integrating globalization in their teaching, or who are simply interested in academic discourse about globalization. A textbook, a series of slideshows, graphics, charts, pictures and assessments will be shown for suggested use in the classroom. These can be supplemented with online content and a course management system. Also, findings from a course taught at a Korean university aims to show how students have studied the integration of globalization content in their English language study. Those students' written coursework and the class's organization and syllabus are provide for teachers wishing to directly implement globalization content in the adult classroom.</p> <p>A question and answer session about how to integrate content and language learning, how to negotiate ethical issues, and how to maintain student motivation will follow the presentation.</p>		

<b>Room 205</b>	Peadar Callaghan	
	<b>Active Listening (moving beyond filling in the blanks)</b>	
Time: 4:40-5:30	50-minute presentation.	Audience: All
<b>Presentation Outline:</b>		
<p>Student centered and task based learning have proved again and again to be better teaching methodologies than the traditional teacher centered classroom. However when it comes to teaching listening to often the teacher centered classroom is the norm. Teachers are unsure of how to teach listening using the principles of task based learning or how to give students the ability to take control of their learning with listening. This leaves the teacher with the sensation of only being responsible for pressing the button on the cd player and often bores both the students and the teacher with endless repetition.</p> <p>This workshop will discuss the basic principles behind good listening instruction. The workshop will then go on to showcase several different approaches to listening tasks applicable to all levels and ages of students.</p>		

<b>Room 206</b>	Joanne McCuaig	
	<b>Instructions and CCQ's</b>	
Time: 4:40-5:30	50-minute teacher training session.	Audience: All
<b>Presentation Outline:</b>		
<p>In this session we will discuss and practice how to word and deliver effective instructions for activities, tests, homework etc. I will then introduce Concept Checking Questions (CCQ's), what they are, when you can use them, and finally, how and why to use them. We will practice creating and using them in the session. There will be time for questions and discussion at the end.</p>		

<b>Room 207</b>	Kyle Kim	
	<b>Harnessing YouTube in the Classroom</b>	
Time: 4:40-5:30	50-minute technology session.	Audience: University Learners, Adult Learners, Business English

<b>Presentation Outline:</b>		
<p>Multimedia content is no longer an optional, but rather a required, tool in the classroom. ClipEnglish exposes learners to web content from around the world. Through the use Youtube, ClipEnglish exposes learners to (a) various accents and speaking speeds (b) cross-cultural topics and (c) up-to-date, timely lessons.</p> <p>With clips in over 10 categories including Movie Trailers, IT &amp; Technology, and Science &amp; Culture, ClipEnglish is designed to give learners latitude in choosing content that they prefer. And the bite-sized clips, averaging 1.5~2.5 minutes in length, allow ambitious learners to study a clip every day.</p> <p>ClipEnglish offers two innovative tools. First, our MP3 dictation activities compares what learners write with the correct answer. Second, learners may catalogue everything they have learned, along with a scapbook of notes, linked to each clip they study.</p> <p>ClipEnglish provides free access to teachers and hopes our site may offer some value in your classroom.</p>		

<b>Room 208</b>	Jackie Bolen	
	<b>Motivation: Effective Reward Systems</b>	
Time: 4:40-5:30	50-minute teacher training session.	Audience: Young Learners, Public School Learners , University Learners

**Presentation Outline:**

In Korea, motivation for learning English can be quite low, especially among lower-level students in mid to lower level universities. However, by setting up a reward system tied to final grades, motivation and participation in class can be greatly enhanced. This presentation will be an informal survey of what reward systems actually work in the Korean University context. The presenter will discuss her own system in detail, as well as cover some common themes of what has worked for fellow colleagues. The goal of the presentation is to provide practical strategies that can be easily implemented into any university classroom, with some application to younger learners as well.

<b>Room 209</b>	James Life	
	<b>Meeting the Challenge: English Native-Speakers in Korean Universities</b>	
Time: 4:40-5:30	50-minute presentation.	Audience: University Learners

**Presentation Outline:**

The ESL environment in Korean universities and colleges offers a unique challenge for English native-speakers. Some may say I have under-stated the mountain of obstacles that inhibit the effective educating of Korean university and college students by English native-speakers. If unmanaged, the obstacles can over-whelm us but this need not be the case. The Korean ESL environment is a challenge but a manageable one and an impressive amount of learning is possible in this environment if managed within the Korean context.

In this presentation and discussion, the following topics will be addressed; the university ESL environment in Korea, what can and cannot be changed, the classroom environment, giving the ESL students what they need, and how to develop a more professional image. Practical examples will be offered and audience interaction encouraged. The purpose is to give guidance for new instructors and encouragement for those frustrated by the reality of instructing ESL at Korean colleges and universities.

## Pecha Kucha: 4:40-5:30

<b>Room 201A</b>	Robert Dickey	
	<b>Alternatives in Continuing Professional Development (CPD)</b>	
Time: 4:40-5:30	Pecha Kucha.	Audience: All
<b>Presentation Outline:</b>		
<p>In any profession, the professionals are expected to keep up with current developments and improve their own knowledge-base and skills. If we are to be considered professionals in our field, language teachers can do no less. What are our options? There is more than just "do an advanced degree" and "take a recognized certification course." More than "publish." This session will introduce some of the options.</p>		

<b>Room 201A</b>	Aaron Jolly	
	<b>Simply "Sing, Dance and Chant!"</b>	
Time: 4:40-5:30	Pecha Kucha.	Audience: All
<b>Presentation Outline:</b>		
<p>What do you do when everything goes wrong in the language classroom? Do you have a favorite activity, a standard speech, a call to arms, or a simple plea for forgiveness or attention from your students? This presenter recommends when in doubt, "sing, dance and chant." Examples of what "everything goes wrong" might mean will be shown, best ideas for saving the day will also be shown. Finally, if all else fails we will, of course, simply "Sing, Dance and Chant!"</p>		



<b>Room 201A</b>	Julien McNulty <b>English History through Poetry</b>	
Time: 4:40-5:30	Pecha Kucha.	Audience: All
<p><b>Presentation Outline:</b></p> <p>This is a 6min40sec Pecha Kucha presentation on the History of the English Language. It is done in poetic verse. It traces the history of the language from its roots in Celtic to the domination of Latin; from the invasion of the Angles, Jutes and Frisians, to the Norman Invasion. Those pesky things like seemingly contradictory grammar rules, or pronunciation, to inconsistent spelling will be discussed. Have you ever wondered why it is goose-geese, but yet book-books? Even though they are BOTH from the same language root? Chaucer to Claxton, loathing Lowthe to loving our Johnson will ALL be covered – in poetic verse...in 6 minutes, 40 seconds!</p> <p>I covered this content in an 8 unit course I developed for an Elementary Teacher’s Camp, and the trainees found it very useful and insightful in explaining those difficult questions posed to them by their students, about funky English rules.</p>		

<b>Room 201A</b>	Eric Reynolds <b>Yoojin: Portrait of a Bilingual Boy</b>	
Time: 4:40-5:30	Pecha Kucha.	Audience: All
<p><b>Presentation Outline:</b></p> <p>In the world of second language acquisition, one key subgroup is early simultaneous bilinguals—the so-called perfect bilinguals. However, early simultaneous bilinguals are about as common as unicorns. My son yoojin will enter the first grade next year, and he is one of those unicorns. In this presentation will get a chance to look at some of the key characteristics associated with simultaneous bilinguals: pronunciation issues, cognitive processing, relative language development, and code switching. We have a lot to learn from this gold standard in second-language acquisition—and, besides, he's really cute!</p>		

<b>Room 201A</b>	David Shaffer <b>What Makes a Good Teacher: Teacher and Student Views</b>	
Time: 4:40-5:30	Pecha Kucha.	Audience: All teachers
<p><b>Presentation Outline:</b></p> <p>In order to advance TESOL in this arena in this century, it bodes well for the language teacher to know what both students and teachers consider to be the characteristics of a “good” teacher. This pecha kucha draws on the main findings of the main studies of the relative few works undertaken. The presentation begins with the early studies of what constitutes a good teacher (Brown &amp; McIntyre, 1989; Batten, Marland &amp; Khamis, 1993) as viewed by both teachers and students in both studies and reveals the similarities of the results.</p> <p>Next the main expectations of a good TESOL teacher by Chinese students (Cortazzi &amp; Jin, 1996) reveal a difference of opinion. Dividing responses into three categories – English proficiency, pedagogical knowledge, and socio-affective skills – these results are compared and contrasted with the most frequently mentioned characteristics of a good TESOL by a mixed group of mainly Asian students in Australia (Mullock, 2003). Using these same three categories, the pecha kucha finishes with a look at the main characteristics of the effective English teacher in a more recent study (Park &amp; Lee, 2006) carried out in Korea. The rankings of the 27 items by both students and teachers reveal surprisingly similar results, making them that much more useful to the teacher in Korea for purposes of self development.</p>		

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## Presenter biographies

**Jackie Bolen** has been teaching English in Korea for about six years, four of which have been at Hoseo University in Cheonan/Asan. The other two years were at private English language institutes teaching kindergarten kids to adults. Through her varied experiences in the uniquely Korean context, she is able to provide practical strategies and ideas that can be easily implemented across the various levels and age groups. She is the creator and sole contributor to the blog, "My Life! Teaching in a Korean University." It has well over 300 entries from the past 3 years and covers a wide range of topics having to do with teaching in a Korean university, as well as some general observations and commentary on the Korean ESL industry as a whole. Feel free to visit the site at: [www.eslteacherinkorea.blogspot.com](http://www.eslteacherinkorea.blogspot.com). She can be contacted by email at [jlbolen@gmail.com](mailto:jlbolen@gmail.com) or by leaving a comment on her blog.

**John Broden** has lived in Korea for 14 years. He is happily married to his Korean wife and has a 7 year old son. He has extensive teaching experience, having first taught in a hogwon for two years. He has also held posts at The Korean Air Force Academy ([www.afa.ac.kr](http://www.afa.ac.kr)) and Songkyungwan University ([www.skku.edu](http://www.skku.edu)), and has participated in several Korean teacher programs in conjunction with the Hangeuk University of Foreign Studies ([www.hufs.ac.kr](http://www.hufs.ac.kr)). Mr. Broden earned an MBA while in Korea ([www.kdischool.ac.kr](http://www.kdischool.ac.kr)) and has held posts at the Financial Supervisory Service, Canadian Chamber of Commerce in Korea, and Hana Daetoo Securities. Since 2005 Mr. Broden has launched two businesses. He successfully ran High Impact Business Training for 4 years, a company that provided proprietary business English programs to multinational companies. In September 2010, with a Korean partner, he launched ClipEnglish, a website dedicated to online learning. He may be reached at [johnbroden@yahoo.com](mailto:johnbroden@yahoo.com)

**Peadar Callaghan** graduated from the University of Limerick with an Ma in ELT. He has been working in Korea for over five years. During which time he has taught a lot of conventional listening classes. The classroom techniques in this presentation are a distillation of his attempts to move away from the teacher lead listening classroom. Peadar is best known for his presentation on the use of comic books in the classroom. This presentation brings the same sort of practical and imaginative approach to the teaching of listening.

**Ralph Cousins** is in the Department of Tourism Event Management at Pai Chai University in Daejeon. For the past 15 years, in the field of English teaching, he has done TESOL Certification instruction, editing, writing, corporate Business English, and teacher training. He has extensive experience in teaching and teacher training in all grade levels from kindergarten to university. Aside from English teaching, he has held various positions in the tourism industry for 24 years. In Korea, he specializes in festival and event management and is a leisure tourism consultant for a global firm. His Master degrees are in English and Convention and Event Management.

**Daniel A. Craig** is currently an assistant professor at Sangmyung University in Seoul, South Korea. He is also a Ph.D. candidate at Indiana University in Language Education and Instructional Systems Technology. His research interests include instructional technology, distance education, computer-assisted language learning, and teacher education/professional development. Dan can be contacted via email at [dan@danielcraig.com](mailto:dan@danielcraig.com) or [@seouldaddy](https://twitter.com/seouldaddy) on Twitter.

**Tim Dalby** holds an M.A. (with distinction) in English Language Teaching from The University of Reading in the UK. Originally from Portsmouth, England, Tim has been teaching English since the summer of 2000. He has taught in Korea, New Zealand and the Czech Republic in a variety of contexts including business English, general English, EAP, FCE, CAE, IELTS, TOEIC and TOEFL. He has been a head teacher and a teacher trainer and was Korea TESOL's National 1st Vice-President in 2008-9. He currently teaches at Korea University in Seoul. Contact:

professor.tim.dalby@gmail.com.

Formerly faculty at Yonsei University, **Joshua Davies** now trains and researches for LAM Institute, a boutique corporate consulting firm that works throughout Asia. Specializing in message empowerment, he utilizes a mix of experience, research-based techniques, and good old fashioned practice to enable clients to turn their ideas into audience memories. Through LAM Institute, he has worked with Fortune 500 and S&P Asia 50 companies throughout the region, conducting coaching and workshops on various areas of communications improvement (written, intercultural, presentations, team-building, etc.). Joshua can be reached at [joshua@laminstitute.com](mailto:joshua@laminstitute.com).

**David Deubelbeiss** is a professor, educational consultant and teacher trainer in TESOL, currently in North Bay, Ontario. He is a leader in promoting the use of technology in language teaching and the use of social media. He has taught at Ewha Graduate School of TESOL and the Seoul Education Training Institute in Korea. Find him online at EFL Classroom 2.0 or through his google profile. He espouses the simple teaching philosophy of “When one teaches, two learn.”

**Rob Dickey** has been teaching English in Korea for nearly 17 years. Prior to that he was involved in the legal and management professions. He is a past president of Korea TESOL, past Facilitator for the KOTESOL Teacher Development and Education SIG, and past editor for a number of KOTESOL publications.

**Aulia Djunaedi** is an Indonesian student who is working on her doctoral thesis in English Education focusing in students reading strategies versus teaching reading strategies. She graduated with an MA in TESOL from Woosong University in Daejeon. During her studies in Korea, she has volunteered and worked as a teaching assistant with Korean young learners, teens, university students and adults. She used to volunteer teaching Korean language for Indonesian factory worker in a culture center and at the moment she is currently teaching as an Indonesian teacher for some companies in Korea.

**Mary Ewald** is a high school ESL teacher at Seoul Foreign School, an international American school. Her bachelors of arts is in TESOL and English Literature, and her masters is in TESOL. She is licensed to teach in both California and Texas in Pre-K to Adult in ESL and Language Arts. She completed a year long certificate program in the Principles and Practices of Teaching Online from the University of Wisconsin at Eau Claire. She and continues to incorporate technology into her language and writing materials. Optional: Participants are encouraged to bring a laptop with java and flash updated.

**Daniel Gerken** is an Instructor and Human Resources Coordinator at Woosong University in Daejeon, Korea. He has worked as an EFL instructor in Korea (all in Daejeon) for four years. Before coming to Korea, he was employed as a project manager at Mira Digital Publishing. As a project manager, he took care of clients after the sales force had sold a job. Part customer service representative, and part technologist, he was positioned between the client and the programmers developing solutions for the client. His work there involved extensive use of computer applications such as Microsoft Office, Adobe products, and Internet applications. He has used his computer knowledge to aid him in his current field, for example, by designing his own electronic gradebook, in the electronic archiving of courses, and in the use of course management software. He holds a B.A. in English (Composition) from Truman State University in Missouri, and is currently enrolled in Woosong's TESOL-MALL M.A. program with the intention of going on to obtain a Ph.D. He can be reached at [dgerkenWLI@gmail.com](mailto:dgerkenWLI@gmail.com).

**Kevin Giddens** has worked as a teacher and teacher trainer in Mexico and South Korea since 2006. His passion for teaching can be seen in his active participation in the field as an instructor at Sookmyung Women's University's TESOL program, a supervisor for the SIT Graduate Institute and

a co-facilitator of the KOTESOL Reflective Practice SIG. He holds an MA in TESOL, and is a Licensed SIT TESOL Certificate Trainer. His professional interests include experiential learning, reflective teacher development, developing intercultural sensitivity and most recently blogging about Do-Nothing Teaching (DNT) <http://kevingiddens.posterous.com>

**Simon G. Gillett** is a teacher and doctoral candidate of Education. Currently teaching at Sookmyung Women's University in Seoul, he has taught at universities in the UK, China and Korea. At the University of Exeter in England he is studying towards a doctorate degree in Education, specialising in TESOL. As well as teaching English outside his native Britain, Simon Gillett has taught legal theory and modern foreign languages (French and German) in the UK. His research interests include content and language integrated learning, political science, law and linguistics. He is also interested in the application of technology in creating a community of practice. Perhaps connected, he is a professional scuba diver and enjoys reading. Please contact him via [sgg206@exeter.ac.uk](mailto:sgg206@exeter.ac.uk).

**Melissa Goldman** came to Korea in 2006 after earning master's degrees in English - specializing in American Literature - and Library Science. Her teaching experiences in Korea range from hogwans, public middle schools, to a momentous year at Sookmyung Women's University - where she not only met her husband, but also obtained a CELTA and found the college setting to be her "calling" in the EFL profession. She briefly returned to the States to get married and ended up teaching college courses in public speaking, English composition, and American literature. Melissa is enjoying becoming actively involved in the Sangji University community, and loves incorporating multimedia, drama, and public speaking into every class. She hopes to use all her experiences as a hopeful applicant for a Ph.D program in TESOL and Composition.

**Vincent Greenier** teaches EFL at Kyungpook National University in South Korea. He has taught in Korea for more than 5 years and is currently completing an MA in TEFL/TESL from the University of Birmingham.

**Barbara Hoskins Sakamoto** has been an EFL teacher and teacher trainer since 1985. She has conducted workshops throughout Asia, the U.S. and Latin America, and is co-author of the best-selling *Let's Go* series (OUP). Her motto is "Always try new things, " so these days, when she's not teaching, writing, or giving workshops, you'll often find her online exploring the potential of social media for professional development. If you 'd like to explore with her, you can usually find her on her award-winning blog, Teaching Village at [teachingvillage.org](http://teachingvillage.org), her wiki at [teachingvillage.wikispaces.com](http://teachingvillage.wikispaces.com), on Twitter and Facebook, or in Second Life.

**Doug Huffer** teaches at Gyeongju University, in Gyeongju, South Korea. He is currently working towards an MA in Applied Linguistics from the University of Birmingham. His interests are learner corpora, second language acquisition and sociolinguistics. In his free time, Doug manages a herd of three milk goats and makes cheese.

**Jiyoung Jang** is an elementary school teacher in her fifth year of teaching English at Kaemyeong Elementary School in Seoul. Due to her hard work and dedication to English education, her school had been designated as an English Leading School and, therefore, received extra support for English education from the Seoul Metropolitan Office of Education (SMOE). She has written course books used at Nambu English Centers and developed English educational programs for the English Learning Center of SMOE. She is also a lecturer of in-service training in Seoul.

**Aaron D. Jolly** is an English teacher, a curriculum designer, a reading coach and reading researcher. He is also a professional workshop presenter and teacher trainer, and writes and edits textbooks for both international and Korean publishers. He has taught students of all ages in Korea, including work at private institutes for kindergarten, elementary and teenage children. He has also been a private middle school teacher as well as a university lecturer. At present he is the National

2nd Vice President of Korea TESOL, and an official KOTESOL teacher trainer. He gives teacher training workshops & presentations all over Korea and in Asia. He is also the co-Facilitator of the KOTESOL Extensive Reading Special Interest Group. From 2004-6 he was President of KOTESOL in Daejeon-Chungnam.

**Colby Jones** is an English language instructor at Woosong University, and an MA candidate at the Graduate School of TESOL-MALL. Since coming to Korea he has actively been involved in exploring the use of various technologies to supplement his teaching. comel@msn.com.

**Michael Jones** is an English language instructor at Woosong University, and is currently an MA candidate at the Graduate School of TESOL-MALL. He has been living and teaching in South Korea for sixteen years, and has worked in a variety of instructional contexts throughout the country. mdjemail@gmail.com.

**Nam Joon Kang** has her Ph.D. from the University of Leeds in the UK with a focus on young learners. For more than 20 years, she has been interested in teaching, developing English television programmes, CD-ROMs, and ELT text materials for young learners. Currently, she is very much interested in areas such as subject based language teaching, storytelling and story writing, and drama activities. She is currently involved in several projects related to co-teaching, SBLT, and is involved in developing a daily English television programme for kindergarten and primary school learners in EBS using subject based language teaching as a commentator, curriculum developer, and as a studio teacher. She has been involved in many different aspects of Sookmyung TESOL for several years and currently teaches young learner and methodology classes within the MA programme.

**David Kent** is currently employed as Assistant Director TESOL-MALL – Technology at the Graduate School of TESOL-MALL, Woosong University. He first came to Korea in 1995 and has taught at the institute, company, and university levels since that time. He has a doctorate from Curtin University of Technology with a specialization in Computer Assisted Language Learning and Teaching English as a Foreign Language. dbkent@msn.com.

**Tana Ebaugh** (Adjunct Faculty, SIT Graduate Institute; Licensed SIT Best Practices TESOL Certificate Course Trainer; MAT, School for International Training) began her career in education by teaching English as a foreign language at American University Alumni Language Center (AUA) and at The Office of His Majesty's Principal Private Secretary, in Bangkok, Thailand. She has taught primarily adults and has worked as a teacher and teacher trainer in Thailand (AUA), South Korea (UCC) and the United States (University of Michigan). She was the lead trainer for the Ann Arbor Languages Partnership under the auspices of the World Languages department at the University of Michigan, where she trained and worked with undergraduates to deliver the Spanish curriculum in the Ann Arbor Public Schools for third and fourth grade students. She has presented at Thai TESOL and Thai Ministry of Education conferences on writing poetry, portfolios for language learners, and grammaring. Her current focus is on the process of change, holistic education and experiential learning models.

**Josette LeBlanc** (MA TESOL) has always been interested in the art of contemplation. However, her reflective practice as it relates to teaching began during her studies at The School for International Training (The SIT Graduate Institute). Here, via SIT's approach of experiential education, her appreciation for reflective inquiry strengthened when she was given the task of developing her personal theory of teaching. It is at this point that she became a devoted reflective teacher. Josette is currently working as a teacher educator in the Intensive English Teacher Training Program at Keimyung University in Daegu, where she tries to instill in her participants the same passion for self-inquiry.

**Dr. Seongkwan 'Mark' Lee** is a Senior Researcher, Expressway and Transportation Technology Institute, Korea Highway Corporation in Gyeonggi, Korea. He was a research assistant for EPIL-Expert Planning Information Systems Lab, University of Illinois at Urbana-Champaign, IL, U.S.A from September 2003 - April 2008. Before that he was a researcher at the Research Institute of Engineering Science, Seoul National University, Seoul, Korea (March 1996 - February 1998). He was also Secretary of JIN-JAE KIM, a member of the National Assembly, Seoul, Korea. He has a Ph.D from the University of Illinois at Urbana-Champaign and a B.S.C.E., and M.S.C.E., from Seoul National University.

**Lisa Levine** currently teaches in the English Department at Soongsil University, in Seoul, and serves as the Secretary of the Seoul KOTESOL Chapter Executive Committee. She is especially interested in using popular culture in the classroom and hopes to learn more about teaching with new media and conducting action research. She holds a B.A. in Women's Studies from the University of California, Berkeley and an M.A. in Adult and Continuing Education from Columbia University Teachers College.

**James Life** is a professor for the English Linguistics Department at Hankuk University of Foreign Studies, Seoul Campus. His graduate degree is in Education – Curriculum Development from the University of Victoria, Canada. The author has instructed at post-secondary level in Korea for eleven years having been employed at five different institutions. The experience helps give credibility to observations and advice offered by the author on the ESL educational environment in Korea. His areas of interest and research include language strategies, conceptual expression, instructional methodology, and curriculum development. Email: jlifevic@gmail.com

**Amanda Maitland** [EL AMRI: MA ELT, Nottingham University, UK; BA Applied linguistics 1.1, University of East London, PGCE in teaching post compulsory level, UK. University of London, UK. Diploma in Counseling and Therapy, UK Diploma in Criminology.] Amanda has experience of teacher training in Universities in both the UK and Korea and has ESL experience in the UK and in the Middle East, Turkey and Korea. She has several publications in the field of reading and computer talking books. In addition to this she has been published in the field of reflective diary writing for teachers. Amanda also participated in the development and design of the national literacy test for teachers developed by the teacher training agency in the UK. She has worked also writing articles for the *Times Educational Supplement* a news paper for teachers based in the UK. Amanda also worked recording and transcribing for the corpus of Natural Spoken Grammar created by Cambridge University Press for the use of ESL/EFL teachers and students.

**Michael Massey** has worked for 8 years as an ESL professor in South Korea. He teaches English for specific purposes (ESP) in the departments of Nursing and Tourism. He holds an M.A. in Applied Linguistics from the University of Birmingham. His current interests lie in developing 'critical language awareness' among his students and activism through the linguistic analysis of current events.

**Joanne McCuaig** has been an instructor in ELL for the past 8 years having worked in Taiwan, Canada and Korea respectively. She has experience teaching young learners and adults, multi and mono-lingual groups, and teacher training. At present, she instructs at Hongik University in Seoul and is working on her MA in TEFL from the University of Birmingham and is expected to complete her degree in March 2010. She can be reached at jmccuaig2@gmail.com

**Julien McNulty** has been teaching, training, facilitating or instructing in some form for 20 years. He taught French and Special Education in British Columbia; then he worked as a corporate trainer in Toronto, developing an accent neutralization program in India. Later, as a bilingual training consultant, he facilitated management and leadership development programs with Fortune 500

companies. Julien has been teaching English in Korea since 2008, and is currently an English Professor at Chosun University, in Gwangju. He is also the 2011 Chair for the KOTESOL International Conference. Email: julienmcnulty@gmail.com

**Scott Miles** is an Assistant Professor at the Department of Foreign Languages in Daegu-Haany University. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics in language acquisition. He has published a reading course book for Macmillan publishers (*Essential Reading*), and is the editor of the *TESOL Review* journal. He is the co-chair of the Extensive Reading SIG with KOTESOL, and a board member of the Korea English Extensive Reading Association and the Extensive Reading Foundation. His research interests include extensive reading, grammar and vocabulary acquisition.

**Leonie Overbeek** has worked in many fields over the years, ranging from research into mining to being a business consultant, and is now pursuing her love of language by teaching middle school students in Korea. She has been able to use her acting and singing abilities, as well as her experience in many fields, to connect with students and to develop additional material to enhance the curriculum material. She continues to research the field of language studies with particular reference to policy and how said policy is implemented in the classroom with regards to the social values in a country. She hold an M.Phil in Value and Policy studies from Stellenbosch University and is developing a thesis for an MA in TESOL. She can be reached at lionafrica@gmail.com

**Mike Peacock** is originally from Peterborough, Ontario Canada. He received his B.A. from Crandall University in Moncton, New Brunswick, where he studied Psychology and Biblical Studies. After finishing his B.A. he went on to do his B.Ed. in Elementary Education. In 2003 he decided to teach English in Koera and has been there ever since. After teaching in two hagwans, he moved on to Woosong University where he has been for the past three and a half years. He currently teaches in the Culinary Arts department at Woosong. Mike recently completed his M.A. in TESOL from Woosong University in the spring of 2010. Mike is currently the 2nd Vice President of the Daejeon-Chungcheong chapter of KOTESOL. His areas of interest include CALL and language learning strategies, and has presented on the two areas at various conferences around Korea. He can be reached at mpeacock@gmail.com .

**Maria Pinto** has been teaching English at Dongguk University, in Gyeongju, since 2006. She worked at Woosuk University in Jeonju for a year before that, and has also taught English in Mexico, El Salvador and Australia. She is working on her Doctor of Education degree, through the University of Southern Queensland. She can be contacted via email at: maevid@hotmail.com

**Andee Pollard** is involved in the ELT sector with experience in both Australia and Korea. He holds a BA (Asian Studies) and MA (Applied Linguistics) from Curtin University and is an alumnus of Yonsei University. His research interests have an emphasis on developments in Korea and lay in English as a Lingua Franca, second language acquisition, bilingual education and TESOL. Andee can be contacted via email at: andeepollard@gmail.com

**Paul Preibisch** is a Second Life developer, Moodle programmer and independent virtual-worlds consultant. He is currently living in Vancouver Canada. Operating out of the Network Hub in downtown Vancouver, Paul actively meets with local IT professionals and works with small to medium sized businesses helping them with their Social Media strategies. Paul has actively been developing game based educational tools for educators since 2006, in Second Life and Open Sim, first in South Korea, and now from Vancouver. His work in virtual worlds has facilitated the rapid expansion of virtual learning worldwide. Paul is also the co-developer and lead technical consultant of the Devil Island Mystery project.

**Jason Renshaw** is a former lecturer in the department of English Education at Kyungpook National



University and author of *Boost!*, the well-known integrated skills coursebook series from Pearson Longman. He is currently based in Australia, following ten years in Korea in a variety of teaching and management roles covering private language institutes, business English and teacher education programs at university level. He was a pioneer of content-based learning programs and online course delivery focusing on speaking and writing skills in the Korean context. He currently works as the managing director of his own company, English Raven Educational Services, which specialises in online course design and delivery as well as resource development for teachers of English. He has become very active with social media for education purposes, maintaining one of the world's most popular English language teaching blogs and acting as co-founder and moderator for #ELTChat, a Twitter-based teacher discussion and development initiative which brings together English language educators from all over the globe.

**Eric Reynolds** adores his son, Yoojin. Partly because getting to Yoojin was quite a journey. Since he was born in Page, Arizona, USA, Eric went on to live all over the US as a young child traveler. Even worse, since becoming an EFL teacher, he has lived and taught EFL in at least seven countries including Japan, Bulgaria, Tajikistan, and now Korea. Now Yoojin is following in his apa's footsteps developing his own bi-national, bicultural, bilingual lifestyle. Eric is a Ph.D. candidate in Educational Psychology from the University of Illinois at Urbana-Champaign focusing on social and cultural perspectives on language learning. He teaches at Woosong University in Daejeon as an Assistant Professor in the TESOL-MALL graduate program.

**Tim Roberts** joined the faculty of Dongguk University Gyeongju in 2010. He has taught at universities in South Korea a total of nine years, as well as teaching in Japan, Russia and Thailand. He holds an MA in English Literature from the University of Alaska Anchorage. He can be contacted by email at [novo97@yahoo.com](mailto:novo97@yahoo.com)

**Manpal Sahota** has been working in Korea for over 9 years. He is an academic coordinator for the foreign teachers working in elementary, middle, and high schools in the Gangnam District of Seoul. He has a M.A. degree in TESOL and his interests include professional development through reflective practice, issues of race in EFL education, and world Englishes.

**Bradley Serl** has been living and working South Korea since 2002. He has worked with students as young as 6 years old, and as old as 75. His undergrad major is in Rhetoric and Composition theory at Thompson Rivers University in his hometown in Kamloops BC, Canada. His Master's degree from the University of Birmingham was obtained in fall of 2010 in Applied Linguistics. He is currently the president of Busan-Gyeongnam Kotesol, and is a teacher trainer at Pusan University of Foreign Studies. He can be reached at [bradleyserl@gmail.com](mailto:bradleyserl@gmail.com).

**David E. Shaffer** (PhD Linguistics) has been an educator in Korea for over three decades and is a long-time KOTESOL member. He is a professor at Chosun University teaching linguistics, teaching methodology, and skills courses in the graduate and undergraduate programs. In addition, he is a teacher trainer, graduate dissertation advisor, materials designer, and program developer. Dr. Shaffer is the author of books on learning English as well as Korean language, customs, and poetry. His present academic interests, aside from professional development, include loanwords and cognitive linguistic constructs for effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea and regularly presents at their conferences. As well, he is a founding member and executive officer of Asia TEFL. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, an editor of KOTESOL's various publications, and an International Conference committee member.

**Eunsol Shin** is an English education MA student at Sogang Graduate School of Education and a general officer of KEERA (Korean English Extensive Reading Association). She has been teaching

students English, including through ER for about 7 years as an English tutor, and also organizes a study group for ER which includes adult members in Ansan.

**Christopher Surridge** passed away tragically on May 4th 2011 at the young age of 46 years. He was a career educator and self-taught technophile who worked most recently in Daejeon, Korea at the Korea Advanced Institute of Science and Technology. He constantly pushed the boundaries of eLearning, and integrated Moodle, 3D virtual worlds, adventure learning, portable gaming, and social media into his cutting-edge courses. He is also the creator of Devil Island Mystery. His work will be continued by those who knew his genius. Stay tuned for more from Chris and his friends as the years go by. Much, much, more!

**Tim Thompson** (MA TESOL) has been teaching in universities in Korea for more than ten years. He is currently a Visiting Professor at the Korea Advanced Institute of Science and Technology (KAIST). Tim is a lifetime member of KOTESOL and serves as the coordinator for KOTESOL Teacher Trainers (KTT) and the Editor-in-chief of *The English Connection* magazine. Tim is the CEO and co-founder of Education Anyware, an e-learning design and consulting company which creates and records simulations for language practice and testing. He is also the creator of the Teaching English at KAIST (TEAK) Podcast and the Blagonwight Twins book series which can be read for free in many languages at [www.blagonwights.com](http://www.blagonwights.com). Visit Tim's professional website at [www.timothyoday.com](http://www.timothyoday.com) or send him an email at [thompson@kaist.ac.kr](mailto:thompson@kaist.ac.kr).

**Tory S. Thorkelson** (M.Ed in TESL/TEFL) is a proud Canadian active in KOTESOL since 1998 and has presented at or worked on many local and international conferences in Seoul. He has been the Past-President for Seoul Chapter, KTT Coordinator and 1st VP of National KOTESOL for 2007-8. He was Assistant Professor/Research Coordinator for Hanyang University's PEEC Program until March 1st, 2007 when he moved to the English Language and Literature Department. He has co-authored research studies (see *ALAK Journal*, December, 2001 June, 2003 as well as *Education International* September, 2004 V1-2) and a University level textbook, *World Class English*, with fellow KOTESOL members. He was promoted to Associate Professor on September 1st, 2009. He is also featured in "Who's Who around the World" - 2009 and 2010 editions. On a more personal note, he married his Korean wife on July 6th, 2002 and is a stage actor with 29 years of experience and has acted in local Drama Productions for The Seoul Players. His daughter, Jean, was born in May 18th, 2008- the first grandchild on both sides of the family!

**Froilan Vispo** is from Toronto, Canada and has taught in Japan, India and Thailand. He is currently working at the Seoul Metropolitan Office of Education. He can be reached at [froilanvispo@gmail.com](mailto:froilanvispo@gmail.com).

**Dr. Rob Waring** teaches at Notre Dame Seishin University in Okayama, Japan. He is an acknowledged expert in Extensive Reading and second language vocabulary acquisition and lectures and publishes widely on these subjects. He is on the Executive Board of the Extensive Reading Foundation and is also author and series editor of the *Foundations* Reading Library, the *Footprint* Reading Library, and the *Page Turners* Reading Library by Cengage Learning.

**Hobbes Woudenberg** is an instructor at Mogwon University. He has worked a variety of corporate jobs using exactly the kind of computer skills taught here today. After finishing his degree in English Literature and Philosophy, his ESL career began by teaching Mexican expatriates. Then, he moved to a hagwon Korea to continue teaching. He got his CELTA certificate and moved to Woosong University. At Woosong, taught the Computer Applications class at SolBridge, and served as Education Coordinator for SolGeo Dormitory. He is currently studying for his MA TESOL at Woosong and St. Cloud State University.

## Chris Surridge's abstracts

Unfortunately, due to Chris's sudden death, the following presentations will not be given at NatCon2011. If you would like further information about these, please go to: <http://www.youtube.com/watch?v=Bh4lN5o3g4k>, or to the "The Chris Surridge Memorial Hall" in Second Life:<http://westsidecho.blog.me/40128958024>, or google 'Chris Surridge eLearning Project.'

### **Zero to Hero: Low-Budget eLearning That Works**

Internet services, desktop computing power and the host of applications now available to non-professional eLearning developers has changed the game for language education. Learning Management Systems, like Moodle, can be set up on commercial web hosting packages for less than 10,000 KRW a month, industry standard development tools can be purchased by educators for under 500,000 KRW, and virtual worlds can be launched on virtual private servers for less than 50,000 KRW a month. Video tutorial services that can teach anyone the ins and outs of Photoshop, Adobe Flash, PHP, Silverlight and HTML5, are available for less than 25,000 KRW a month. All that is now required is an educator or developer with some great ideas, a little tenacity, and a few hours a week to turn out industry-standard educational content that really works. This presentation shows the low cost and high benefits of eLearning resources from within the context of a number of established and proven educational innovations currently used in the English Language Department at KAIST. Join us for an enlightening, inspiring and liberating session that will have you going from zero to hero. We'll cover the power of commercial web-hosting packages, custom Moodle implementation with Adobe Flash content, powerful add-ons for your online learning site, super-easy video conferencing, and virtual world hosting and building. If you're an educator or developer who is ready to leave Powerpoint, Ning, and Youtube in the rearview mirror, you can't afford to miss this session.

### **Just Click: A Hands-On Workshop With Advanced Digital Media for Absolute Noobs**

In this innovative workshop, participants will learn how to use Adobe tools to add Flash interactivity to basic Moodle pages. Once the look-and-feel has been conquered, you'll move on to configuring and launching a Moodle-supported, multi-user video-chat application of your very own. We'll finish it all off with some Twitter and Facebook integration to let the world know what a geek you've become. Don't miss this chance to learn real skills that could forever change the way you use technology.

### **ESP meets CMS: KAIST Students Pwn Their Destinies Through Joomla, Facebook and Twitter**

In this open-house style event, you can mingle with KAISTians as build out their Joomla content management systems. Get an inside view of how and why task and skills-based learning is a must-have element for your department's English Language curriculum.