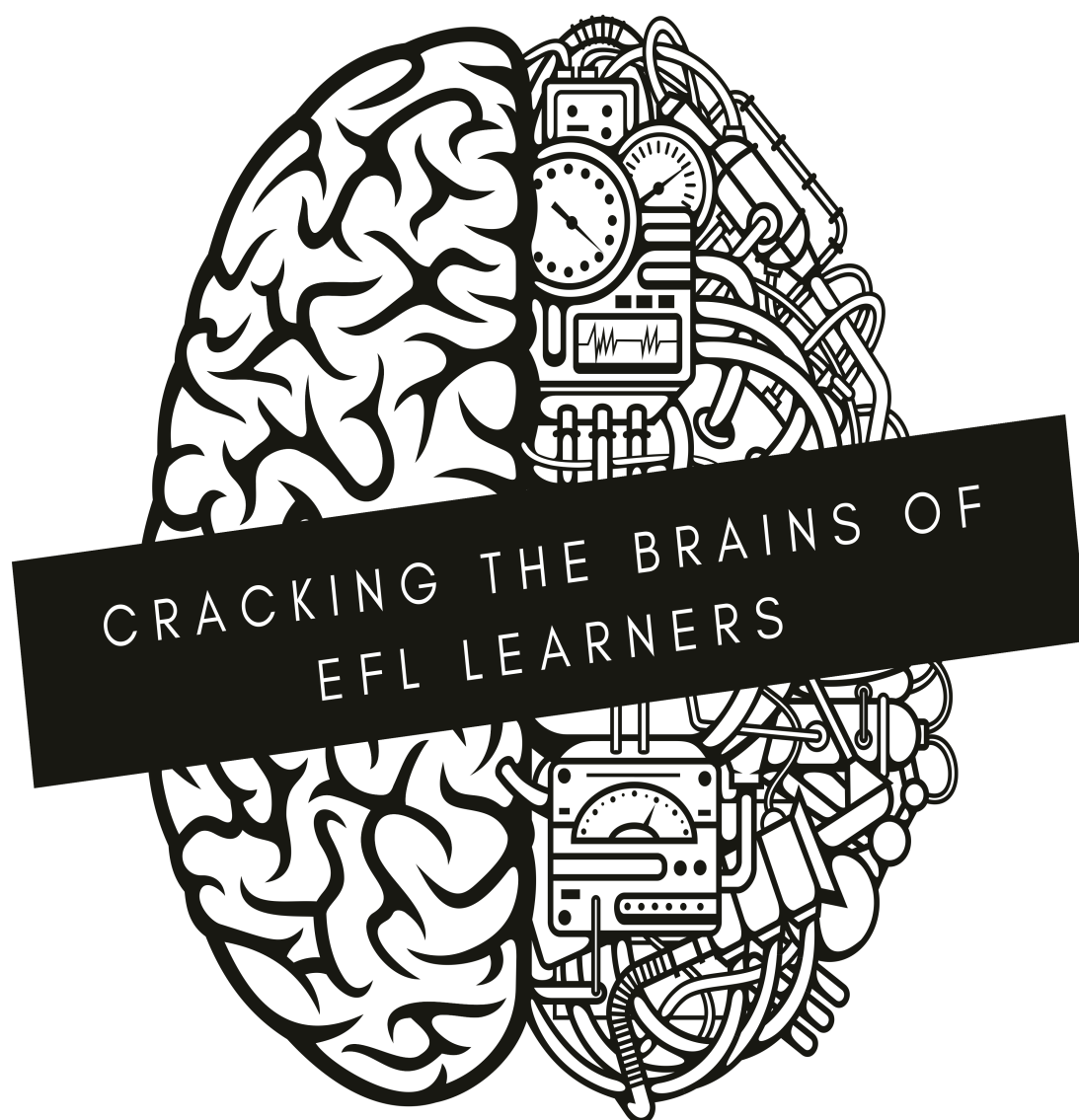


KOTESOL DC CHAPTER  
SPRING WORKSHOP/CONFERENCE 2017  
CO-SPONSORED BY TESOL-MALL



**MAY 27TH, 2017**

## SCHEDULE

TIME	PRESENTER(S) AND TOPIC
9:00 –	<b>REGISTRATION</b>
9:45- 10:00	<b>OPENING CEREMONY</b>
10 – 11:45	<b>NICHOLAS WALKER</b> <i>21<sup>ST</sup> CENTURY PEDAGOGY: INTERACTIVE AND AUTOMATIC CORRECTIVE FEEDBACK</i>
11 – 11:45	<b>FEATURED SPEAKER: GUNTHER BREAUX</b> <i>THERE IS SOMETHING NEW UNDER THE SUN: CONVERSATION-BASED LEARNING</i>
12 – 12:45	<b>SARDORBЕК АRIFKHODJAEV, SEUNG-BIN BAI, YUANGONG LIU, DONIYORBЕК RAHMATULLAEV PANEL</b> <i>EFL TEACHERS' PERSPECTIVES FROM AROUND THE GLOBE</i>
1 – 2:00	<b>LUNCH</b>
2 – 2:45	<b>CHRISTOPHER MILLER</b> <i>STRATEGIC CONSIDERATIONS FOR MAXIMIZING METAPHORS IN THE CLASSROOM</i>
3 – 3:45	<b>MARK LOVE</b> <i>THE ROLE OF EMOTIONS IN EFL TEACHING</i>
4 – 4:45	<b>VIRGINIA HANSLIEN</b> <b>DEVELOPING LEARNERS' WRITING SKILLS: PROCESS VS. PRODUCT</b>
4:45– 5:15	<b>CLOSING CEREMONY</b>

Join us for the after conference dinner at ?????? [tenten kitchen?]

**FEATURED SPEAKER****11 AM****GUNTHER BREUX**

**Gunther Breux**, has taught English conversation to Korean university freshmen for 20 years. He is an associate professor at Hankuk University of Foreign Studies and the author of several EFL textbooks. He has presented at international conferences in China, Korea, Japan and the U.S. He has a BA in Advertising Design, an MA in American History, and an MA in TESOL. He's taught Business English at Korea Development Institute (KDI) and computer graphics at the Korean National University of the Arts. His research interest is Conversation-Based Learning.

**Abstract:** Despite 10 years of English education, your average Korean university freshman cannot smoothly tell you what they had for lunch. Why? Their educational goal was a high score on a grammar-based test. Why? Because we can easily devise an objective test of grammar and administer it to large numbers students efficiently. This may be a fair way to select school and job applicants, but it is a poor measure of the complexity of English education. Now we have a practical and objective classroom conversation test. This changes everything: It fundamentally changes how foreign languages can be taught.

Grammar-based tests result in more grammar study. Role-playing tests result in more memorizing. Presentations and interviews are not conversations. Such tests merely provide grade spread while indirectly and subjectively measuring the sub-components of speaking (grammar, pronunciation, etc).

Now you can easily measure how much students do well in conversation, instead of tediously measuring how much they do wrong. This presentation will describe a test that is easy to give and grade. The test both measures and improves ability. Each student gets extensive personal feedback and teachers get accurate grading and improvement data. Most importantly, the students do all the work.

In brief: three students of similar ability have a 17-minute conversation. The test is recorded on teachers' and students' phones. Students transcribe only what they say (takes about 90 minutes) in MS Word. Word gives their total words spoken and how many times they spoke, which gives their average words per utterance. These provide an accurate measure for their ability and improvement. In short, students talk and transcribe, and Word does their data. The transcript gives students personal feedback and teachers accurate grading and improvement data. Most importantly, students do all the work.

You can contact Gunther Breux at: [plangbro@gmail.com](mailto:plangbro@gmail.com)

**MORNING SESSIONS****10 AM - NICHOLAS WALKER*****NEW PEDAGOGY: AUTOMATIC CORRECTIVE FEEDBACK***

Artificial intelligence is beginning to transform the world, with Google's driverless cars, Amazon's predictive sales pitches, and Netflix's personalized movie recommendations. No less so, education can expect its share of revolutionary technologies to help teachers teach—and learners learn—more, better, and faster. In language learning, artificial intelligence is set to help lighten teachers' correction load by providing second language learners with automatic corrective feedback on surface errors using an [online grammar checker](#). One impediment to integrating [grammar checker](#) technology into language teaching is teachers' and students' lack of familiarity and experience with it. Nicholas will demonstrate how to use his [VirtualWritingTutor.com](#) website (using Hangouts) to check spelling, grammar, vocabulary, paraphrasing, and pronunciation, and propose ways to integrate this versatile website into a second or foreign language writing course. Finally, the presentation will end with a discussion of the limitations of the technology and the road ahead.

**Nicholas Walker** is a college English Second Language teacher, textbook author, and website developer, based in Montreal, Canada. Nicholas got his start teaching English in South Korea, where he taught at Han Mi Foreign Language Institute (1995-1997) in Taejon, at Chonnam University (2002-2003) in Kwangju, and at Hallym University in Chuncheon (2003-2005). Nicholas holds a B.A. in English Literature, a Graduate Certificate in TESL,

and an M.A. in Applied Linguistics from Concordia University—with a thesis on the development and feasibility of using a speech-recognition-enabled virtual patient to provide communicative pronunciation training to healthcare professionals. He is perhaps best known, however, for his [Virtual Writing Tutor grammar checker](#).

## **AFTERNOON SPEAKERS**

### **2 PM - CHRISTOPHER MILLER**

#### ***STRATEGIC CONSIDERATIONS FOR MAXIMIZING METAPHORS IN THE CLASSROOM.***

From the ancients until the present moment many writers (see Marzano, 2003; Wormeli, 2009) emphasized the rhetorical and pedagogical value of metaphor in the classroom. This workshop will invite attendees to reflect on the role metaphor has played in their own personal learning. The presenter will provide a series of illustrations for using metaphor in the classroom to both prime students for future learning and promote learner conceptual elaboration. Following this, attendees will generate metaphors relevant for their personal teaching/learning context with consideration given to several pedagogical factors, such as sequence, scaffolds, and level of learner engagement. Attendees can expect to gain a richer awareness for the possibilities of using metaphor in the classroom.

**Christopher Miller** has been involved in ELT for over a decade. He is currently active in KOTESOL as research committee chair and national secretary. Christopher currently works at Daeil Foreign Language High School in Seoul. Contact: [chriskotesol@gmail.com](mailto:chriskotesol@gmail.com)

### **3 PM - MARK LOVE**

#### ***THE ROLE OF EMOTIONS IN EFL TEACHING***

Sarah Benesch introduced the world of TESOL to the rich variety of insights that the affective turn provides to English teaching world in her *Considering emotions in critical English language teaching*. Yet, as with all approaches, results can vary by locale. A combination of presentation/workshop, we'll be looking at some of the thoughts of the affective/new materialist approach and then trying out modifications of Benesch's instruments to see if they shed light on the role of emotions in our own teaching situations.

**Mark Love**, Ph. D., teaches in the Graduate School of TESOL-MALL, Woosong University, where he is primarily responsible for teaching courses in the critical English language teaching stream. His research interests swirl around the intersection of language and culture as well as ways to interject critical approaches into the realities of most teachers' environments in which they must teach to set syllabi.

### **4 PM - VIRGINIA HANSLIEN**

#### ***DEVELOPING LEARNERS' WRITING SKILLS: PROCESS VERSUS PRODUCT***

Are you frustrated with your chosen textbook in your writing classroom? Textbooks that address writing tend to come from either a process or a product approach and often teachers find themselves bemoaning their choice near the end of term. This workshop will lead you through a number of activities that contrast process and product approaches to developing learners' writing skills and analyze writing assessments. There will be opportunity for reflection on where you fall in terms of process versus product approaches and how to inspire your student to enjoy the writing process.

**Virginia Hanslien** (BA Development Studies, MA Intercultural Studies) has been teaching Reading and Writing as well as other courses at the Sejong Institute of Foreign Languages at Korea University Sejong Campus for over ten years. Her professional interests include motivation in the language classroom and reflective practice. She is the editor for the Christian Teachers SIG newsletter and the blog, [chroniclesofhopekorea.wordpress.com](http://chroniclesofhopekorea.wordpress.com). She is married and has three young children.