

Gwangju-Jeonnam KOTESOL  
presents

# “Are We There Yet?”

Revisiting, Reflecting on, and  
Re-imagining Our ELT Goals



Gwangju-Jeonnam KOTESOL  
Regional Conference 2019

Gwangju National University of Education



**March 9, 2019**

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





2019  
Gwangju-Jeonnam KOTESOL  
Regional Conference

# “Are We There Yet?”

*Revisiting, Reflecting on, and  
Re-imagining Our ELT Goals*

March 9, 2019  
Gwangju National University of Education

Organized by  
Gwangju-Jeonnam Chapter  
Korea TESOL

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

# Gwangju-Jeonnam Chapter Officers

**Bryan Hale**

President

Yeongam High School, Yeongam

**Dr. David E. Shaffer**

Vice-President

Chosun University (Emeritus)

**Lisa Casaus**

Officer-at-Large

Pungam Elementary School

**Phillip G. Schrank**

Treasurer

Chosun University

**Gene Shaffer**

Officer-at-Large

Gwangju

**Peter Lucarotti**

Membership Coordinator

Jeollanamdo International Education  
Institute (JIEI), Yeosu

**Jocelyn Wright**

Officer-at-Large

Mokpo National University

**Lindsay Herron**

Immediate Past President

Gwangju Natl. Univ. of Education

**Tom Wyatt**

Officer-at-Large

Gwangju Board of Education



**Chapter Email:** [gwangju@koreatesol.org](mailto:gwangju@koreatesol.org)

**Chapter Website:** <http://koreatesol.org/gwangju>

**Facebook:** <http://www.facebook.com/groups/GwangjuKOTESOL>

## Table of Contents

Conference Welcome	5
KOTESOL President's Message	6
Plenary Session	7
Conference Schedule	8-9
Pre-Conference Workshop	10
Session Abstracts & Presenter Information	12-19
2:00-2:45 p.m. Concurrent Sessions	12-13
3:00-3:45 p.m. Concurrent Sessions	14-15
3:45-4:15 p.m. Poster Sessions	16-17
4:15-5:00 p.m. Concurrent Sessions	18-19
Featured Session	20
About Korea TESOL	21
About the Gwangju–Jeonnam Chapter	22
Membership Information	24

# The First Alleyway

is proud to support the

**GWANGJU-JEONNAM CHAPTER OF KOTESOL**

in facilitating the professional development of English teachers.



To show our appreciation of the hard work of KOTESOL members,  
The First Alleyway extends a discount of 10% on food  
to all active KOTESOL members. (Proof of membership required.)

Located at Chungjang-ro An-gil 5-4 (충장로 안길 5-4) 1st Floor,  
On the street parallel to Chungjang-ro 3-ga.

Facebook: The First Alleyway  
Telephone: 070-4127-8066

## Conference Welcome

**Bryan Hale**  
**Chapter President**  
**Gwangju-Jeonnam KOTESOL**



Hidden away in the corners of my school, you can discover a lot of the history of English language teaching in Korea. There are these enormous “language lab” audio machines with arrays of buttons and controls that make them look like props from old science fiction movies. There are graded readers - so many graded readers, endless towering piles of them! Biographies, short stories, folk tales, literary adaptations. I’m sorry to say that most of these have never been read. The books focused on grammar explanations, though, have been read. They are dog-eared and annotated with word-by-word translations. So when I say you can find the history of ELT in Korea in my school, maybe I mean that you can get glimpses of the hopes and goals and big plans ELT in Korea has had, along with evidence of realities that may not have lived up to these plans.

Last year while exploring all this stuff, I came across a cache of professional development materials. One conference program book caught my eye. On the cover, it had a picture of a glistening fairytale castle, an image that contrasted with how old and yellowed the pages were. I flicked through it, curious about what was going on at a conference taking place decades ago. To be honest, I was preparing to be judgmental! But I quickly realized what an arrogant instinct that was. While the program did contain some curiosities of ELT past, the abstracts were brimming with dynamic ideas about the challenges around making English real and vital for students in Korea. “I could probably learn a lot at this conference,” I thought, “if I could travel back in time to attend it!” I imagined that maybe now all the presenters live in some kind of hidden valley somewhere in Korea and have everything figured out. What would I ask them if I could?

Well, of course there’s no magical hidden valley of perfected ELT. There’s only us and this conference that we’re about to share. But during my time with KOTESOL, I’ve really come to see how much we can learn from each other. By asking “Are We There Yet?” I hope this conference will offer us some opportunities to help each other reflect on, ask questions about, and perhaps affirm or perhaps seek new perspectives on the goals we’re pursuing in ELT. If some teacher stumbles upon this program a quarter of a century from now, I think (and hope) that the world of Korean ELT will have changed, but I also think that teacher could learn a lot from us!

Great, big thank yous to our amazing chapter volunteers for all their work putting this conference together; to today’s presenters for sharing their knowledge, insights, and time; and to all attendees for contributing to the wonderful professional development community we have here in Gwangju-Jeonnam.

## KOTESOL President's Message

**Dr. David E. Shaffer**  
**Korea TESOL President**  
**Gwangju-Jeonnam Vice President**



I take great pleasure in congratulating the Gwangju-Jeonnam Chapter on convening what is sure to be another outstanding conference in what has become a long tradition of annual conference organizing. It is a tradition dating back to 1995 when the chapter serving this area was still known as Cholla Chapter. Conferences are a very useful tool in disseminating English language teaching (ELT) information and techniques to the attendees. They serve as a means of professional development for all involved: attendees, presenters, and organizers. They also serve to promote community-building among the ELT community. Annual conferences and monthly meetings are the two main functions of our chapters, and they both contribute greatly to professional development and to building an integrated community of practice.

I would like to point out that Gwangju-Jeonnam Chapter is the only KOTESOL chapter to meet *every* month of the year, and it has done so for nearly a decade. I believe that this achievement is due to the degree of commitment by the chapter membership, the degree of volunteerism that this chapter exhibits. This commitment can also be acknowledged by the percentage of this chapter's members who are lifetime members; that number is approaching 50 percent – higher than that of any other chapter! So Gwangju Chapter, pat yourself on the back three times: for your long tradition of chapter conferences, for your tradition of a full 12 months of chapter events, and for your chapter's exceptional commitment to chapter volunteerism. (I must recognize also that volunteerism at the National level by Gwangju chapter members is outstanding.)

“Are We There Yet?” – What a thought-provoking question to ask in the conference theme! Of course, while most of us likely think that we will never reach an endpoint where we can relax and say that we have discovered the most perfect way to teach English, it is incumbent upon us to every-so-often consider the progress we have made, reflect upon how it came about, and chart a course forward toward new and revised goals. I am sure that today's conference will be instrumental in doing exactly this.

As we go forward today and beyond, as ELT professionals and KOTESOL members, let us be mindful of the importance of professional development; let us continue to be exemplars of service and volunteerism in our field; and let us continue to advance the quality of ELT in Korea.

## PLENARY SESSION

### *Where Is “There” and Are We There Yet?*

**Michael Griffin**  
*The ELT Workshop*

#### THE PRESENTATION



In line with the conference theme, “Are We There Yet?” this plenary talk will begin with ideas on what could be meant by “there” for ELT in general and Korea specifically. The speaker will offer his ideas on what “there” could mean and share thoughts on both why we might and might not be “there” yet. Looking backwards and forwards from optimistic, pessimistic, and perhaps more realistic or balanced perspectives, we will consider the state of ELT in Korea and beyond.

Through weaving personal stories, outside opinions, data, anecdotal, a few science-fiction references and, yes, road-trip metaphors, the speaker will give the audience a great deal to consider regarding the state of our field. A range of issues, including native-speakerism, racism, professional development, pedagogy (critical and otherwise), materials use, and teacher autonomy, will be addressed. The audience will be left to decide where ELT is and where it could be headed as a field.

#### THE PLENARY SPEAKER

**Michael Griffin** has been involved with English education for nearly 20 years. His first conference presentation was in 2009 at the KOTESOL International Conference, and since then, he has presented over 60 times, in 7 countries. Michael has worked as a teacher, teacher-trainer, trainer-trainer, online instructor, curriculum developer, substitute teacher, assistant director, and mentor. Intercultural awareness, world Englishes, curriculum development, teacher development, and reflective practice are some of his main interests. Michael currently teaches at Chung-Ang University in Seoul and does teacher education work online for World Learning and the New School. He blogs at <http://eltrantsreviewsreflections.wordpress.com>



## Conference Schedule

### Gwangju-Jeonnam KOTESOL Conference Schedule

*Are We There Yet? Revisiting, Reflecting on, and Re-imagining Our ELT Goals*

\* Schedule may be subject to unforeseen changes. All conference events take place at the GNEU Teacher Training Center/교사교육센터/교육연수원.

<b>10:30-12:00</b>	<b>Pre-Conference Reflective Practice Workshop</b> (RP newcomers welcome) Responding to Negative Feedback: Critically Reflecting on Beliefs and Goals	Dr. Yeon-seong Park	81D
<b>12:00</b>	<b>Registration Begins</b>		1F
<b>1:00-1:10</b>	<b>Opening Ceremony</b>	Bryan Hale David E. Shaffer	835
<b>1:10-1:50</b>	<b>Plenary Session</b> Where Is “There” and Are We There Yet?	Michael Griffin	835
<b>2:00-2:45</b>	Barcodes in Education (Especially QR and Data Matrix Codes)	Jessica Magnusson	811
	Privilege and Marginalization: Complex Identities of Foreign English Teachers	Stewart Gray	813
	Classroom Anthropology: An Exploration of Culture and Class Management	Jeff Shelley	81D
	Learning about Refugees from Syria & Yemen: Lesson Plans for Korean Learners	Matkhiya Usmonova & Maria Lisak	814
<b>3:00-3:45</b>	Error Correction Strategies, Techniques, and Activities for the EFL Classroom	Scott Findlay	811
	A Holistic Approach to Evidence-Based Reflective Practice	Brennand Kennedy	813
	A (Hopefully Productive) Discussion on Native-Speakerism in Korea	Michael Griffin	81D
	Peacebuilding Education in Post-truth Times: Lessons from the Work of Betty A. Reardon ( <i>Research Report</i> )	Kevin Kester	814
<b>3:45-4:15</b>	<b>Poster Sessions</b>		
	<i>Johnny and Joshua Coming to Korea</i> (EJ Asare)      Game Making: Game Templates to Mix It Up in Class (Maria Lisak) A to Z of Social Justice (Social Justice Special Interest Group)      Where Have We Been? (Bryan Hale & David Shaffer) Ready, Action! Implementing Story Drama into EFL English Classrooms (Ahra Cho)		
<b>4:15-5:00</b>	English Language Arts and Crafts	Jeff Shelley	811
	Research in Korea: What Counts and Who Counts What?	Kevin Kester	813
	Teaching Content in the ESL Classroom	Phillip G. Schrank, Maria Lisak, & Arlo Matisz	81D
	Using Critical Language Pedagogy in the EFL Classroom	Luis R. Caballero	814
<b>5:15-6:00</b>	<b>Featured Session</b> What Are We Teaching For?!	Jocelyn Wright	835
<b>5:45-6:00</b>	Closing & Prize Drawing		835

## Schedule of Events

\* All conference events take place at the GNUE Teacher Training Center (TTC) / 교사교육센터 / 교육연수원

10:30–12:00	Reflective Practice Session	Responding to Negative Feedback: Critically Reflecting on Beliefs and Goals — Dr. Yeon-seong Park Rm. 81D		
12:00	Registration Begins 1 <sup>st</sup> floor / 1 층			
13:00–13:10	Opening Ceremony	Welcome Address — Bryan Hale (Chapter President) KOTESOL President’s Greeting — David Shaffer Rm. 835		
13:10–13:50	Plenary Session	Where Is “There” and Are We There Yet? — Michael Griffin Rm. 835		
<b>CONCURRENT SESSIONS</b>	<b>Teaching Ideas Rm. 811</b>	<b>Professional Development Rm. 813</b>	<b>Discussion Rm. 81D (Seminar Room)</b>	<b>Social Justice &amp; Critical Pedagogy Rm. 814</b>
14:00–14:45	Barcodes in Education (Especially QR and Data Matrix Codes) — Jessica Magnusson	Privilege & Marginalization: Complex Identities of Foreign English Teachers — Stewart Gray	Classroom Anthropology: An Exploration of Culture and Class Management — Jeff Shelley	Learning about Refugees from Syria & Yemen: Lesson Plans for Korean Learners — Matkhiya Usmonova & Maria Lisak
15:00–15:45	Error Correction Strategies, Techniques, and Activities for the EFL Classroom — Scott Findlay	A Holistic Approach to Evidence-Based Reflective Practice — Brennand Kennedy	A (Hopefully Productive) Discussion on Native-Speakerism in Korea — Michael Griffin	Peacebuilding Education in Post-truth Times: Lessons from the Work of Betty A. Reardon (Research Report) — Kevin Kester
15:45–16:15	<b>Poster Sessions</b>			
	<i>Johnny and Joshua Coming to Korea</i> —EJ Asare // Ready, Action! Implementing Story Drama into EFL English Classrooms—Ahra Cho // Where Have We Been? —Bryan Hale & David Shaffer // Game Making: Game Templates to Mix It Up in Class—Maria Lisak // A to Z of Social Justice—Social Justice Special Interest Group			
16:15–17:00	English Language Arts and Crafts — Jeff Shelley	Research in Korea: What Counts and Who Counts What? — Kevin Kester	Teaching Content in the ESL Classroom — Phillip G. Schrank, Maria Lisak, & Arlo Matisz	Using Critical Language Pedagogy in the EFL Classroom — Luis R. Caballero
17:15-18:00	Featured Session	What Are We Teaching For?! — Jocelyn Wright		Rm. 835
18:00-18:10	Closing & Prize Drawing			Rm. 835

## REFLECTIVE PRACTICE SIG WORKSHOP

# *Responding to Negative Feedback: Critically Reflecting on Beliefs and Goals*

**Dr. Yeon-seong Park**  
*Chonnam National University*

### THE WORKSHOP



Instructors, teachers, and educators can be sensitive to any negative feedback from students, parents, or school administrators. After teaching your class with all your heart and skills, you hear, “Your class is useless and unhelpful.” How can we cope with this kind of situation?

In this workshop, we will reflect on teacher beliefs of our own and check how they are related with the description of goals, objectives, and learning outcomes of the courses we teach. Then, in a small groups, we will discuss if there is any way to improve in our ELT practices and principles.

### THE PRESENTER

**Yeon-seong Park** is a research fellow at the Institute of British American Studies, Chonnam National University. She earned her BA in English literature from Ewha Women’s University, her MA from Seoul National University, and her PhD from Chonnam National University. In her teaching career, she has taught such courses as Conversational English and Composition, Speech and Debate, and English Poetry. She is a lifetime member of KOTESOL and serves as a research board manager of The Modern British and American Poetry Society of Korea. As well, she has given numerous presentations in several academic societies and published dozens of articles and books.

## Gwangju–Jeonnam Reflective Practice SIG

Reflective practice is an integral part of professional practice. In education, reflective practice in special interest groups (SIGs) helps teachers and administrators develop and also support



one another. Since 2013, members of the Gwangju–Jeonnam community have been meeting regularly to discuss and reflect on vast issues of pertinence and interest to teachers in our region. Most meetings are held from 11:00 a.m. – 12:30 p.m. on the second Saturday of each month before the KOTESOL chapter meetings. We usually meet at Coffee Lab Mujji, just east of the Teacher

Training Center (our regular chapter workshop venue) at Gwangju National University of Education. We invite you to follow us on Facebook (Reflective Practice SIG Gwangju–Jeonnam) and join us when you can.

<http://koreatesol.org/content/reflective-practice-special-interest-group-gwangju-jeonnam-group>



**RM. 811—TEACHING IDEAS**

**Barcodes in Education (Especially QR and Data Matrix Codes)**

*By Jessica Magnusson*



To date, the primary use of QR codes in education has been to have students scan these codes with an app on a smart device such as a phone or tablet. This can be a great application of this technology. However, there are other less explored uses of QR codes and data matrix codes (another type of 2D barcode) that can help teachers organize their teaching resources and create teaching materials. This presentation covers topics ranging from creating and scanning 2D barcodes to new approaches towards using this technology such as an attendance tracking system and QR code games.

**Jessica Magnusson** has been teaching general conversation courses, teacher training courses, and special programs at Gwangju National University of Education (GNUE) since 2011. In addition, she has various types of experience teaching in *hagwons* and at English camps. She earned a master's degree in TESOL from the School for International Training (SIT) in Vermont, USA, in 2005. She is interested in teaching vocabulary and reading comprehension to all ages of learners.

**RM. 813—PROFESSIONAL DEVELOPMENT & RESEARCH**

**Privilege & Marginalization: Complex Identities of Foreign English Teachers**

*By Stewart Gray*



This presentation relates the results of a study conducted with four foreign English teachers of various backgrounds. Results demonstrate that the four teachers in question shared certain perspectives on the relevance of their racial, ethnic, linguistic, professional, and other identities to their experiences of privilege and/or marginalization in some areas of their personal and professional lives in Korea. Conversely, they also had sharply differing perspectives on other areas. The presenter will detail and explore these commonalities and differences. In so doing, he will provide a “real-world” example of the complex interplay of identities and the experience of privilege and marginalization.

**Stewart Gray** is an English teacher at Hankuk University of Foreign Studies. He completed his MA TESOL at Dankook University and is a PhD student at the University of Leeds. He is also president of the Yongin chapter of KOTESOL, and a coordinator for the KOTESOL Reflective Practice SIG. His research interests include language and identity, reflective practice, critical thinking, and critical pedagogies. Email: [ec\\_391@hotmail.com](mailto:ec_391@hotmail.com)

**RM. 81D—DISCUSSION**

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

*By Jeff Shelley*



This interactive presentation is designed to challenge the traditional concept of what class management is composed of and what it should be, and also explores what class management has the potential to become. Part PowerPoint show and part workshop, this training session shows teachers how to take advantage of certain mechanisms of anthropology and effectively insert them into the classroom infrastructure. Though the aesthetics focus more on early childhood education, the ideas shared can be implemented amongst any age group.

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

**RM. 814—SOCIAL JUSTICE & CRITICAL PEDAGOGY**

**Learning about Refugees from Syria & Yemen: Lesson Plans for Korean Learners**

*By Matkhiya Usmonova & Maria Lisak*



**Part I:** The impact of the Syrian civil war on Syrian children's education. This session offers an opportunity for participants to know more about Syrian children and simultaneously to differentiate them from the kids who live in good conditions. (Matkhiya Usmonova)

**Part II:** South Korean Students Discuss the Yemeni Refugee Crisis  
The presenter introduces her Korean university students' attitudes towards Yemeni refugees in Jeju. She shares how learners tap into personal and societal opinions while offering support and challenge to each other's opinions. (Maria Lisak)



**Matkhiya Usmonova** is from the Republic of Uzbekistan. Presently, she is a student at Chonnam National University, majoring in English language and literature. In addition to her studies, she does volunteer work for programs in the Children's English Library, Gwangju Children's Home, UNESCO, and the Gwangju News. Email: [matkhiya98@gmail.com](mailto:matkhiya98@gmail.com)

**Maria Lisak** teaches administration and welfare at Chosun University. She is the Nominations and Elections Committee chair and is an active Gwangju-Jeonnam Chapter member committed to reflective teaching practices. She is currently working on her EdD from Indiana University in literacy, culture, and language education.

## **RM. 811—TEACHING IDEAS**

### **Error Correction Strategies, Techniques, and Activities for the EFL Classroom**

*By Scott Findlay*



Error correction can be one of the hardest things to do as a new or experienced teacher. However, many students want to be corrected and expect the teacher to provide constructive feedback on their language development. This workshop begins by establishing a straight-forward framework for helping teachers judge when and how to correct, and highlights strategies for dealing with different types of errors. The second part of the workshop demonstrates a range of error correction-focused classroom activities that are both fun and informative for students and enable teachers to bring error correction into the language classroom in a

non-threatening manner.

**Scott Findlay** has been teaching in Korea since 2003. For the last 13 years, he has been working at Chonnam National University, the last four years as an assistant professor in the Department of English Language and Literature. At CNU, he teaches credit courses in business English, media English, and English writing. He holds a TESOL certification and a Master of Arts in TESOL from the University of Nottingham.

## **RM. 813—PROFESSIONAL DEVELOPMENT & RESEARCH**

### **A Holistic Approach to Evidence-Based Reflective Practice**

*By Brennand Kennedy*



Farrell's (2015) framework for reflecting on practice provides TESOL professionals with a thorough and easy-to-follow guide for data-driven reflection by establishing five stages of the reflection process. Supported by data from one elementary EFL teacher's own reflections, this workshop will explore each of Farrell's five stages in detail. This workshop will also give attendees opportunities to sample some of the techniques discussed in each stage in the hopes that they may reveal something about their own practice. The goal of this workshop is to share tools for objective, and holistic reflection that attendees can test for

themselves in their own contexts.

**Brennand Kennedy** is an EFL instructor from Calgary, Canada. He currently is an assistant professor at Dongshin University in Naju and has taught in rural elementary schools in Hadong. Brennand completed his MA in applied linguistics (TESL) at Brock University in Canada. There, he conducted research in the area of reflective practice under the supervision of Dr. Thomas Farrell. Other areas of interest include issues of social and environmental justice in language teaching.

## RM. 81D—DISCUSSION

### A (Hopefully Productive) Discussion on Native-Speakerism in Korea

*By Michael Griffin*



In this discussion-focused session, we will tackle the issue of native-speakerism through a series of small- and whole-group discussions. Audience members will be asked to reflect on their experiences related to native-speakerism. Questions to be considered include “What is native-speakerism?” and “How does native-speakerism” impact our field?” Considerable attention will be paid to the impact of native-speakerism on students, teachers, and the field itself. Questions not to be discussed include “Does native-speakerism exist in the world?” and “Is there native-speakerism in Korea?” Participants can expect to clarify their thinking and gain some insights on native-speakerism. Participants can also expect to hear and share ideas for combating native-speakerism in South Korea.

**Michael Griffin** has been involved with English education for nearly 20 years. His first conference presentation was in 2009 at the KOTESOL International Conference, and since then, he has presented over 60 times, in 7 countries. Michael has worked as a teacher, teacher-trainer, trainer-trainer, online instructor, curriculum developer, substitute teacher, assistant director, and mentor. Intercultural awareness, world Englishes, curriculum development, teacher development, and reflective practice are some of his main interests. Michael currently teaches at Chung-Ang University in Seoul and does teacher education work online for World Learning and the New School. He blogs at <http://eltrantsreviewsreflections.wordpress.com>

## RM. 814—SOCIAL JUSTICE & CRITICAL PEDAGOGY

### Peacebuilding Education in Post-truth Times: Lessons from the Work of Betty A. Reardon (*Research Report*)

*By Kevin Kester*



Peacebuilding education has grown significantly since the 1970s. Reardon’s work has responded to numerous global crises during the period of her foundational contributions. This presentation will examine several of Reardon’s seminal works and the contents of her correspondence letters between 1969 and 2001, as archived in the Betty Reardon Papers Special Collection at the University of Toledo. Examining how Reardon intellectually tangled with the crises of the Cold War could assist peace scholars today in dealing with the contemporary challenges and contradictions of teaching for peace in the post-truth era. Theoretical and pedagogical implications will be offered.

**Kevin Kester** is a tenure-track assistant professor of International Education and Global Affairs at Keimyung University in Daegu. He completed his postdoc and PhD at the University of Cambridge and regularly consults with UNESCO in Seoul. Kevin has published more than 40 peer-reviewed articles and book chapters in international and domestic venues, including SSCI, Scopus, and KCI publications. He has worked in Korea since 2007.



## ***Johnny and Joshua Coming to Korea***

*By EJ Asare*



*Johnny and Joshua Coming to Korea* is a new children's picture book that celebrates the commonalities between the Ghanaian and Korean cultures. This book encompasses friendship, love, culture, family, food, song, dance, and diversity between Ghana and South Korean cultures. It is a perfect read to increase cultural awareness and diversity for students of all age groups. *Johnny and Joshua Coming to Korea* is the first of a series of books that will follow Johnny and Joshua as they explore different cultures and learn to "be brave."

**EJ Asare** is an African-American living and teaching English in South Korea. She has many years as a business professional and holds an MBA from Saint Peter's University. After teaching in an elementary school in Gwangyang for more than five years, she decided to create a children's picture book about diversity and acceptance. EJ believes that native English teachers are ambassadors for their countries.

## **Ready, Action! Implementing Story Drama into EFL English Classrooms**

*By Ahra Cho*



A combination of storybooks and drama techniques, "story drama" enables kids to see beyond the books by creating their own stories while role-playing and improvising the originals. This poster session looks at the impact of story drama in young learners' English classrooms in South Korea. Attendees will be guided through the major issues and benefits that have arisen as a result of story drama and introduced to the obstacles that English teachers have when teaching story drama in EFL settings.

**Ahra Cho** is an instructor of English book storytelling and MA student in English materials development at the International Graduate School of English, Seoul, Korea. She holds degrees in English and child education. She has taught English through reading to students from very young learners to high school. She also worked as an English storyteller for a long time. Her research interests in ELT include early literacy, teaching synthetic phonics, and story drama.

## Where Have We Been?

*By Bryan Hale & David Shaffer*



This poster/display session focuses on the conference theme, “Are We There Yet?” by taking a look back and reflecting on where we have been. On display will be posters of past KOTESOL ELT events and ELT materials related to ELT in Korea over the past few decades.

**Bryan Hale** is the president of Gwangju-Jeonnam Chapter of KOTESOL and teaches at Yeongam High School in Yeongam, Jeonnam.

**David Shaffer** is a longtime educator in Korea and national president of KOTESOL. He is also chairman of the board at Gwangju International Center.

## Game Making: Game Templates to Mix It Up in Class

*By Maria Lisak*



What’s in your game-making teacher’s bag? This poster shares some generic game shells and templates. The lesson plans allow teachers to plug in new content to create the repetitive practice needed for language practice, but in a fun way! This poster outlines the steps of different games; handouts of instructional tools to set up games for classrooms at school are also provided. Participants will be able to make a game within 10 minutes and learn dozens of ways to customize it to their classroom.

**Maria Lisak**, MSED, likes to create safe environments to encourage and support learners as they risk-take and grow. Her instructional designs are dynamic, energetic, and lively but also have meditative and reflective components. By thoughtfully listening to learners’ framing of their own learning process, she focuses on authenticity and transformation while fostering a fun, cathartic adventure for them to develop new skills.

## A to Z of Social Justice

*By the Social Justice Special Interest Group*

This poster session is an interactive display of a 26-week-long thread on the Social Justice SIG's Facebook group. The thread, "Social Justice A to Z," asked members what their favorite social justice word was (beginning with the designated letter for that week), and each week respondents would answer with a word and give an explanation (i.e., 1st week: “A,” 2nd week: “B,” etc.). Attendees may add their own comments/suggestions to the alphabet of responses already made. This display was earlier showing at the Daejeon-Chungcheong Chapter's Thanksgiving Symposium at the initiative of the late Mitzi Kaufman of the Social Justice SIG.

## **RM. 811—TEACHING IDEAS**

### **English Language Arts and Crafts**

*By Jeff Shelley*



This practical, energetic, thorough workshop will employ the use of innovative activities, kooky contests, and prize-winning games in order to inject a bit of excitement into otherwise odious subject matter and material. With each activity lasting approximately six minutes, participants will work in groups to complete a menagerie of tasks that will take on a variety of academic hurdles. The workshop is designed to exemplify how participants might go about running a similarly structured class with their own students, and the takeaway is the cache of ideas, the inspiration for oneself to innovate further, and prizes to be had by all!

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

## **RM. 813—PROFESSIONAL DEVELOPMENT & RESEARCH**

### **Research in Korea: What Counts and Who Counts What?**

*By Kevin Kester*



This session will survey the various publishing indexes prioritized in Korea and offer general tips for publishing in high-impact journals and other venues. The session will overview the role of originality, rigor, and scientific impact in defining top papers, including discussion of the related metrics of JCR ranking, Impact Factor, Cite Score, h-index, and the influence of research grants and international collaborators. Practical tips on publishing from the perspective of authors, editors, and peer reviewers will be provided, as well as tips for acquiring research grant funding, maintaining an online academic presence to disseminate the research, and research considerations for promotion to tenure.

**Kevin Kester** is a tenure-track assistant professor of International Education and Global Affairs at Keimyung University in Daegu. He completed his postdoc and PhD at the University of Cambridge and regularly consults with UNESCO in Seoul. Kevin has published more than 40 peer-reviewed articles and book chapters in international and domestic venues — including SSCI, Scopus, and KCI publications — and has acquired research funding in excess of \$250,000 in his early career. He has worked in Korea since 2007.

## RM. 81D—DISCUSSION

### Teaching Content in the ESL Classroom

*By Phillip G. Schrank, Maria Lisak, & Arlo Matisz*



Teaching content in English? Join the Content-Based Instruction roundtable discussion, intended for teachers of content (social sciences, education, math, English literature, etc.). Regardless of the age of learners, attendees are invited to introduce themselves (basics, school/teaching info.) and

talk about how content is taught in their classroom. Participants are encouraged to bring any materials to contribute to the discussion. This discussion shares ideas and debates different approaches to teach content. Sharing experiences with each other can support our teaching practice and help to make each other's content classroom better.

**Phillip Gary Schrank** is an assistant professor in the Department of Political Science and Diplomacy at Chosun University. He has an MA in ESL from Arizona State University and is ABD for a PhD in International Relations from Korea University.

**Maria Lisak** teaches administration and welfare at Chosun University. She is a lifetime member of KOTESOL and currently serves as the Nominations and Elections Committee chair. She is currently working on her EdD from Indiana University.

**Arlo Matisz** is an assistant professor of economics at Chosun University. He holds an MA in economics from the Vancouver School of Economics at UBC. He is also a news anchor for the local foreign language public radio station, GFN.

## RM. 814—SOCIAL JUSTICE & CRITICAL PEDAGOGY

### Using Critical Language Pedagogy in the EFL Classroom

*By Luis Roberto Caballero Orozco*



Since the 1970 English translation of Freire's *Pedagogy of the Oppressed*, both it and subsequent texts on critical pedagogy have become ubiquitous in teacher education programs. Many linguists and educators have expanded on this framework to adopt it for the EFL classroom, dubbing it "critical language pedagogy" (CLP). Participants in this workshop will explore ways to use CLP in their classrooms. Through collaborative activities, participants will brainstorm and create a sample lesson with this approach.

**Luis Caballero:** Born in Mexico and educated in the United States, Luis has many experiences teaching the English and Spanish languages in high schools, universities, non-profits, and corporations around the world. Luis holds a BA in speech and linguistics as well as a MA Ed in higher education. He is currently a foreign language instructor at the Ulsan National Institute of Science and Technology (UNIST) and is this year's program director for KOTESOL's upcoming international conference.

## FEATURED SESSION

# *What Are We Teaching For?!*

**Jocelyn Wright**

*Mokpo National University*

## THE SESSION



The title of this year's Gwangju-Jeonnam Regional Conference is "Are We There Yet?" It is a provocative attempt to get us to stop and contemplate our present teaching endeavors. While it is possible that some of us do this regularly, other teachers may find that other aspects of their work preoccupy them more. Yet, for successful teaching and learning outcomes, when planning, implementing, and assessing activities, it is important to first be aware of our end goals. Aims, of course, may be various and pertain to either desired general education or subject matter-specific outcomes.

In this interactive workshop, we will discuss what aims are and how they differ from objectives and ideals. Then participants, considering their local teaching contexts, will be encouraged to raise their aims to the level of consciousness. Through this exploration, they will be led to reflect upon and question the quality of their current teaching aims. It is hoped that they will even reassess some of them in light of the framework presented and the discussions that ensue.

## THE PRESENTER

**Jocelyn Wright** works at Mokpo National University. She has been teaching practical and content-based English at her university in Korea for ten years. She has also taught in Quebec, the Dominican Republic, and France. Her educational background is in linguistics and education. In addition to being a member of the Gwangju-Jeonnam Chapter, she co-facilitates the national Social Justice (Critical Educators in Korea) Special Interest Group as well as the local branch of the Reflective Practice Special Interest Group. Her many interests include professional development, critical pedagogy, and content-based teaching.



## About Korea TESOL and the Gwangju–Jeonnam Chapter

Korea TESOL, also known as KOTESOL, is a professional association of teachers of English to speakers of other languages. The nationwide organization has been serving English teachers, administrators, and interested individuals in the field of English education since 1992. KOTESOL has ten active chapters across the nation and holds annual national and international conferences. The Gwangju–Jeonnam Chapter currently has about 80 members and holds monthly meetings, usually on the second Saturday of each month. Meetings regularly consist of two one-hour presentations or hands-on workshops on topics related to English language teaching, such as classroom methodology, activities, and management. It is an association of teachers helping teachers. Meetings are presently being held at Gwangju National University of Education. Admission to chapter meetings is free to both members and non-members. The chapter also holds an annual chapter conference and outreach workshops.

KOTESOL's active membership is currently around 600 members. KOTESOL is an affiliate of TESOL International Association (Teachers of English to Speakers of Other Languages), which has its headquarters in the United States. It is also an associate member of IATEFL (International Association of Teachers of English as a Foreign Language), based in the United Kingdom. In addition to chapter monthly meetings, symposia, and annual chapter conferences, KOTESOL holds a national conference each spring and the largest international conference of any Korean ELT (English language teaching) association in Korea. Our recent international conferences, held in October each year, have attracted well over 1,000 attendees. Recent conferences have featured world-renowned figures such as Stephen Krashen, David Nunan, Jack Richards, Jeremy Harmer, Paul Nation, Rod Ellis, and Chuck Sandy. This year's international conference will be held in Seoul on October 12 & 13.

KOTESOL members may also participate in any of the association's various SIGs (Special Interest Groups). These include the Reflective Practice SIG, Environmental Justice SIG, Social Justice SIG, Christian Teachers SIG, Multimedia and CALL SIG, and Research SIG. KOTESOL members receive several regular publications: the quarterly magazine, *The English Connection* (TEC); the *Korea TESOL Journal*, and the *KOTESOL Proceedings*. Member benefits include free attendance to any chapter meeting nationwide and reduced conference and symposia registration fees.

The Gwangju-Jeonnam Chapter invites you to actively participate in our 2019 program. If you are not yet a member, we invite you to become part of the KOTESOL and Chapter family, and the professional development that it has to offer. We are "Teachers Helping Teachers."



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



Enhance your professional development with the

## **Gwangju-Jeonnam Chapter KOTESOL**

**When:** 2nd Saturday of the month (usually)

**Where:** Gwangju National University of Education

### **Come Grow with Us!**

ELT Workshops

Knowledgeable Presenters

Classroom-Activity Sharing

Social Activities

Congenial Atmosphere

Relevant ELT Topics

Networking Opportunities

Prize Drawings

Central Location

Free Admission



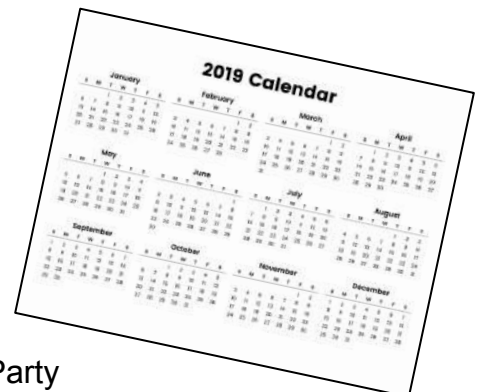
Website: [koreatesol.org/gwangju](http://koreatesol.org/gwangju)  
Facebook: Gwangju-Jeonnam KOTESOL  
Email: [Gwangju@koreatesol.org](mailto:Gwangju@koreatesol.org)

---

## **2019 KOTESOL Events**

### **Upcoming Gwangju-Jeonnam Chapter Events**

- |                 |  |
|-----------------|--|
| <b>April 13</b> | Chapter Workshop:<br>Holly Hunter, Teacher Trainer<br>Gyeonggi-do Institute for Language Education<br><i>Refining Writing Skills for You and Your Students</i> |
| <b>May 11</b>   | Chapter Workshop   |
| <b>June 8</b>   | Chapter Workshop   |
| <b>July 13</b>  | Chapter Workshop   |
| <b>Aug. 10</b>  | Chapter Workshop   |
| <b>Sept. 21</b> | Chapter Workshop   |
| <b>Oct. 26</b>  | Swap-Shop and Halloween Party  |
| <b>Nov. 16</b>  | Chapter Workshop and Elections   |
| <b>Dec. 14</b>  | Chapter Workshop and Year-End Party  |



### **Upcoming National Events**

- |                         |  |
|-------------------------|--|
| <b>May 25</b>           | KOTESOL National Conference, Jeonju          |
| <b>Oct. 12 &amp; 13</b> | 2019 KOTESOL International Conference, Seoul |

BUSAN-GYEONGNAM KOTESOL  
PRESENTS:

# ONE VISION MANY VOICES

Our 2019 Regional Academic ELT  
Conference

**SAT. APRIL 20**  
**9 AM - 5 PM**  
**KYUNGNAM UNIVERSITY, MASAN**

[HTTPS://KOREATESOL.ORG/CONTENT/2019-  
BUSAN-GYEONGNAM-REGIONAL-CONFERENCE](https://koreatesol.org/content/2019-busan-gyeongnam-regional-conference)





Seoul KOTESOL's 15th  
Annual Conference

## THINK GLOBAL, ACT LOCAL

Sunday March 24 2019, 10 am - 5 pm  
(Onsite Registration from 9 am)  
Soosmyung Women's University Injaegwan Building

Pre-registration available online now!  
<http://koreatesol.org/seoul>






# KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

*Teachers Helping Teachers  
Learn, Share, Succeed*

## Membership Fees

**Regular 1-year**  
50,000 won

**International**  
70,000 won

**Undergraduate Student**  
30,000 won

**Lifetime**  
500,000 won

## What Is KOTESOL?

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

## Why Join?

### *Enhance your career in education!*

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

## How Can I Join?

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

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



<http://koreatesol.org>

## Gwangju–Jeonnam KOTESOL wishes to thank:



For providing pizza vouchers for the prize draw and for offering KOTESOL members a 10% discount on Alleyway cuisine.



For their annual donation of books for our prize draw and for the 10% discount they offer to KOTESOL members.



UNIVERSITY OF  
BIRMINGHAM

For their annual advertising support of the Gwangju–Jeonnam Chapter and their continual support of Korea TESOL.

### Getting Involved with KOTESOL

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

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

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

# VOLUNTEER



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



# THE KOTESOL PASS-IT-ON CHALLENGE

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

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

*David Shaffer, KOTESOL President*



## LOOKING FOR FLEXIBLE STUDY OPTIONS?

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

### APPLIED LINGUISTICS MA

This programme is for professionals wishing to further their personal development, and those who are interested in learning more about possible applications of language research. You will study topics including corpus linguistics, sociolinguistics, lexis, functional grammar, spoken and written discourse, and multi-modal communication.

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

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

### KEY FACTS

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

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