

The 9th Annual  
**DCC Symposium**  
and  
**Thanksgiving Dinner**



*Korean Contexts and Korean Students:  
Better Understanding Makes Better Teaching  
and Better Learning*

**11.24**  
**Woosong University**



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*The 9<sup>th</sup> Annual DCC Symposium & Thanksgiving Dinner, November 24, 2012*

**WELCOME LETTER FROM KATHY MOON,  
DCC CHAPTER PRESIDENT**

Dear Conference Attendees,

On behalf of the Daejeon-Chungcheong Chapter, I would like to welcome you to the 9th Annual Thanksgiving Symposium, at Woosong University in Daejeon.

All the members of our Chapter have worked together to bring you wonderful experiences today. I would like to thank each and every one of the Chapter executives for their efforts. I hope you will enjoy this conference, and that you will have the opportunity to improve your career as an English teacher. The Thanksgiving Dinner is our Chapter's special tradition. Through this dinner, you will have a chance to meet and talk with other English Language teachers in Korea.

The Daejeon-Chungcheong Chapter is a very special organization in some ways. We have helped each other and tried to provide English teachers with professional experiences. Anyone who wants to be a member of our Chapter is welcome, and will be welcomed. Our Chapter is managed in both professional and social ways.

Please enjoy the hospitality and warm hearts of all of the people in the Daejeon-Chungcheong Chapter. Come and join us! Once again, I welcome all of you.

Sincerely,

Kathy Moon

President KOTESOL Daejeon-Chungcheong Chapter

*The 9<sup>th</sup> Annual DCC Symposium & Thanksgiving Dinner, November 24, 2012*

## **WELCOME LETTER FROM THE CONFERENCE COMMITTEE CO-CHAIRS**

Saturday, November 24, 2012

Dear participants in the 2012 Thanksgiving symposium,

**WELCOME!**

In this season of thanksgiving, Mike and I want to extend our earnest thanks to you for taking the time from your busy schedules – and with holidays coming and the end of the semester right at our doorstep, we do know that everyone who is here today *did* make time that they could have used in another, perhaps pressing way. Thank you all for being here today.

Perhaps more importantly we wish to thank all of the presenters for the hours of work that they have invested in their presentations. Each one of them chose to do this work, not for some monetary reward, not for an opportunity for self-aggrandizement, but for the chance to give back to the profession, to share with their peers, to demonstrate the merit of their mentors confidence in their abilities, and perhaps most of all to welcome new teachers and provide them with the hard-won insights of their experience.

In addition, we thank Woosong University for providing facilities for the event, and the chefs and staff of Solpine restaurant and the Culinary Arts Institute for providing the meals. Your support allows us to keep improving for ourselves and our students -- some of whom are you ☺! Of course, we thank all of the volunteers at the event. To the people in involved in registration, and planning, the volunteer working today at the conference, and the people who will be cleaning up after we leave, your efforts are greatly appreciated.

So on this day of thanks -- sorry we are a month late you Canadians, and almost two months late for you Koreans – we hope that each of you will take a moment to turn your thoughts to those whose those things, those events, and those individuals that you have been thankful for in the past year. In addition we hope you will turn your thoughts ahead to the next year and start imagining the things you *will be* thankful for and begin to plan to make people thankful for thing that you do for them.

We hope you all have a fabulous day and sincerely hope to have you back for next year's tenth anniversary DCC Chapter Thanksgiving Symposium and Dinner!

Sincerely,

Eric Reynolds and Mike Peacock

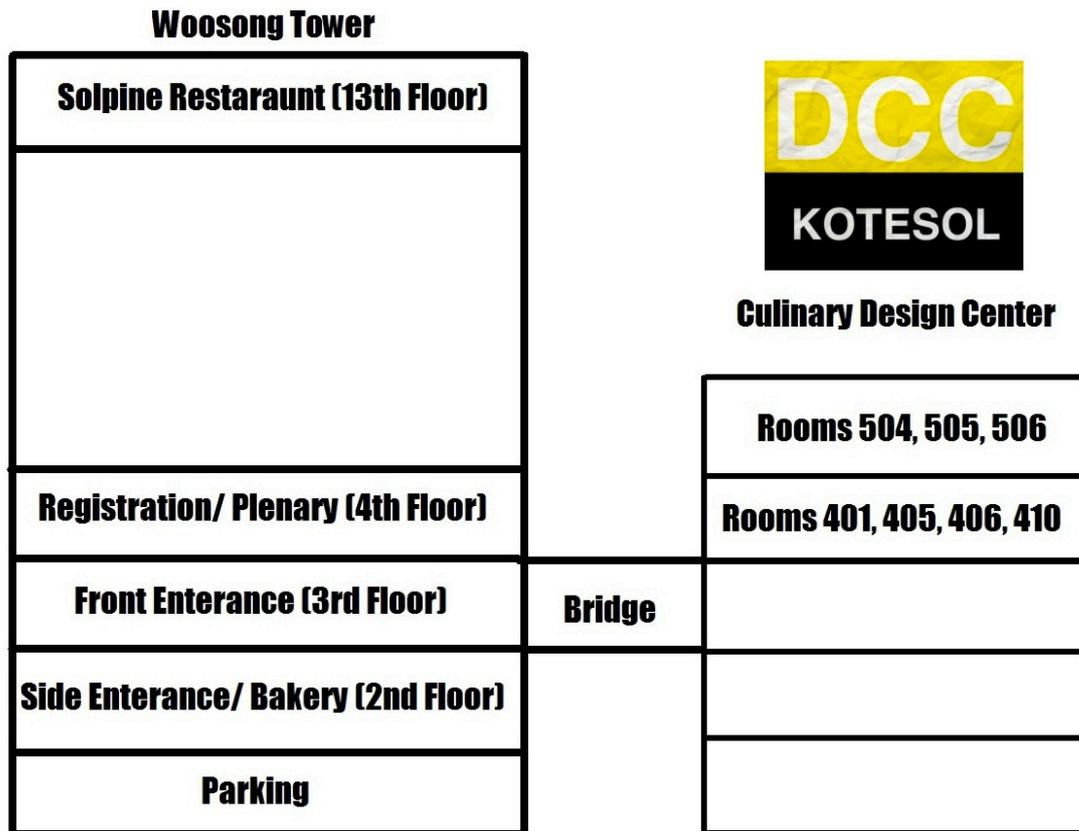
Conference Co-chairs

# KOTESOL DCC CHAPTER THANKSGIVING SYMPOSIUM 2012 SCHEDULE

START TIMES	ROB DICKEY – PLENARY (AUDITORIUM)									
9:45	OPENING CEREMONY (AUDITORIUM)									
10:00	ROB DICKEY – PLENARY (AUDITORIUM)									
ROOM	REFLECTIVE PRACTICE ROOM	MULTIMEDIA AND CALL ROOM	TESOL RESEARCH ROOM	CLASSROOM INSTRUCTION #1 ROOM	CLASSROOM INSTRUCTION #2 ROOM					
	HELENA BYRNE, SUZANNE BARDASZ, SUE YOUNG, KIM, AND EUNJOO BYUN	CHUNGNAM NATIONAL UNIVERSITY, KAIST, DONGBANG HIGH, AND JEONMIN MIDDLE	CALLING FOR COLLABORATION: COMPUTER SKILLS TO FOSTER B.T. STOAKLEY COMMUNICATION	RESEARCH SIG MEET AND GREET	LANGUAGE LEARNING AND MEMORY: FOUR FINDINGS FROM MEMORY THAT TEACHERS SHOULD KNOW					
11:00	LUNCH									
12:00	LUNCH									
	REFLECTIVE PRACTICE SIG MEET AND GREET	JARED SANDLER AND DREW MOUNTAIN	USING WEBCAM-BASED CONFERRING TO EXPLORE ENGLISH WITH KOREAN ELEMENTARY SCHOOL STUDENTS	DAEGU HAANY UNIVERSITY	ROOM					
1:00			DANIEL KORKLAN	JULIEN MCNUITY	ROOM					
2:00	JENNIFER YOUNG	DOSEONG ELEMENTARY SCHOOL, SEOUL	ERIC REYNOLDS	ALEXIS TERRELL	ROOM					
3:00	BRAD SERL	THE MEAT: BACKGROUND, CONSEQUENCES	MONIQUE SIMPSON	CARL PHILLIPS AND BRANDON SHERMAN	ROOM					
4:00	PECHA KUCHA (AUDITORIUM)									
5:00	AUDITORIUM									
6:00	CLOSING CEREMONY									
	THANKSGIVING DINNER (SOLPINE)									

Audience: E = elementary, M = middle school, H = high school, U = university, A = adult, K = Kindergarten, All = all

**MAP OF THE VENUE**



We know it may be a little tricky to navigate the venue the first time, but follow the signs--and the crowds--and you will get the hang of it right away!

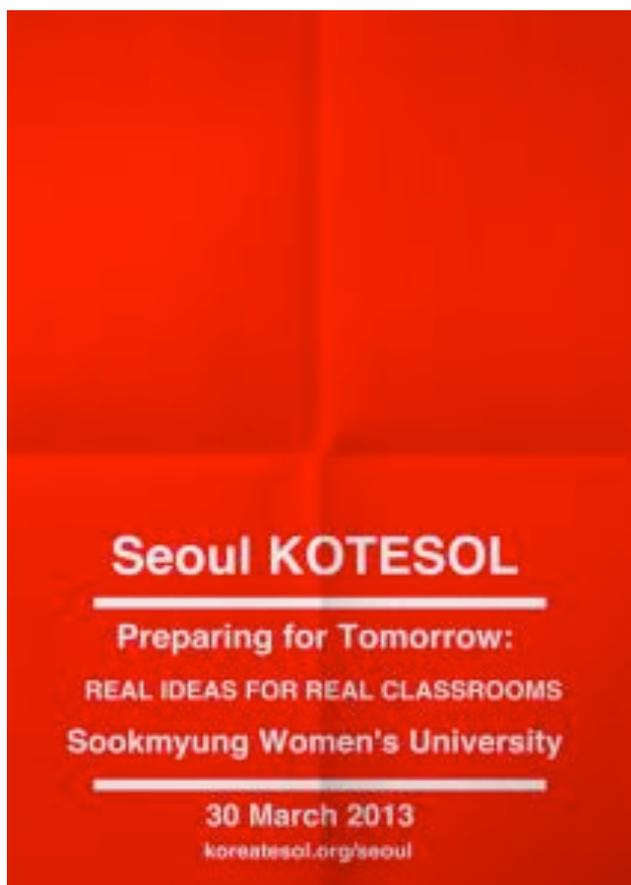
**THE 2012 KOTESOL DCC NOVEMBER  
SYMPOSIUM COMMITTEE**

<p><b>Program Chair:</b> Eric D. Reynolds</p> <p><b>Program Book:</b> Liz Bailey</p> <p><b>On Line Registration:</b> Michael Jones</p>	<p><b>Venue Chair:</b> Mike Peacock</p> <p><b>Treasurer:</b> Aaron Dougan</p> <p><b>On site Registration:</b> Ralph Cousins</p> <p><b>Clean up team:</b> Liz Bailey</p>
<p><b>Publicity:</b> Mike Peacock</p> <p><b>Room Control:</b> Rodney Stubbs</p>	<p><b>Hospitality:</b> Kathy Moon and Erica Kang</p>

## ANNOUNCEMENTS

### Seoul KOTESOL Annual Conference

#### CALL FOR PRESENTERS



Each year Seoul KOTESOL holds its annual conference at Sookmyung Women's University.

The 2013 Conference will be held on Saturday 30 March. The theme for the conference is

*Preparing for Tomorrow:  
Real Ideas for Real Classrooms*

Seoul KOTESOL encourages everyone, both seasoned and first time presenters to submit a proposal for a presentation.

For more information please go to [seoulkotesol.org](http://seoulkotesol.org)

<http://koreatesol.org/content/seoul-kotesol-annual-conference-call-presenters>

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*The 9<sup>th</sup> Annual DCC Symposium & Thanksgiving Dinner, November 24, 2012*

**9:45 OPENING CEREMONY**

**KOREAN CONTEXTS AND KOREAN STUDENTS:**

**BETTER UNDERSTANDING MAKES BETTER  
TEACHING AND BETTER LEARNING**

**WOOSONG TOWER 4TH FLOOR**

**AUDITORIUM**

**Audience:** E = elementary, M = middle school, H = high school, U = university, A = adult, K = Kindergarten, All = all

## 10:00 PLENARY ADDRESS



**PROFESSOR ROBERT DICKEY**

**PERCEPTIONS WHILE  
WORKING WITH KOREANS'  
ENGLISH (IT'S NOT JUST  
KONGLISH!)**

**AUDITORIUM**

We take students as we get them. They are not just blank slates (c.f., "tabula rasa"). The youngest children in Korea are aware of at least some so-called "English" words. Even in small-town Korea, Koreans encounter foreign words on a daily basis. As teachers of English, how do we deal with this?

I confess: in my early years as a teacher I said to students "that's not English"... only to later discover it was perfectly good English, just not the English I knew. And who decides what is English, anyways? How do we treat loanwords?

This presentation is Not about World Englishes, English testing, or the history of English. Instead we will explore learners' and teachers' perceptions of English and the types of English we encounter in Korea. Part of that is the question of Korean-ized English, and Konglish (whatever these two words mean). Before correcting learner "errors" we must decide what English is "valid" -- the arguments for more globalized forms of English, particularly outside of the so-called inner-circle of norm-setting native speakers, grow louder and more specific. At what point does English lose its Englishness? Does it matter if the English will or won't be used in particular overseas contexts?

The choices we make here impact what and how we teach English. This presentation reviews many of the major discussions concerning Konglish and Korean-English (by whichever names), presents a number of terms for consideration, and invites the audience to assist in conceptualizing the issue further through specific examples.

**Rob Dickey** has been teaching (and learning) English in Korea since 1994. Prof. Dickey is from the USA, and holds higher degrees in Law and Public Administration, but also obtained the CTEFLA in England as part of his English language awareness and TESOL preparations. Rob has completed the coursework for a Masters in English Education at Korea Maritime University, and served as president of KOTESOL 2001-2002. His research interests include teaching pronunciation, content-based language learning, and task-based instruction, as well as cross-cultural issues. He teaches in the Department of Public Administration at Keimyung University in Daegu.

Email: [rjdickey@content-english.org](mailto:rjdickey@content-english.org)

## CONCURRENT PRESENTATIONS 11:00 AM

<b>Room</b> <b>Reflective Practice SIG</b>	<b>Helena Byrne, Suzanne Bardasz, Sue Young Kim, and Eun Joo Byun</b>	
	<b>Reflecting on the Structure of a Language Lesson</b>	
Time: 11:00-11:45	Workshop (45-minutes)	Audience: All
<p><b>Presentation abstract:</b> The Reflective Practice SIG has branches in Seoul, Daejeon, Daegu and Busan. The Daejeon branch has been active for over a year now and is open to new members joining. This workshop will be an open meeting for anyone to join. We will be discussing the structure of our lessons, including how we open, sequence, pace and close a lesson. We believe that by reflecting on our basic actions in the classroom, we can improve the quality of the lessons we deliver.</p>		

<b>Room</b> <b>Multimedia and CALL SIG</b>	<b>B. T. Stoakley</b>	
	<b>CALLing for collaboration in a blended classroom: Using computer games and the Internet to foster communication and language acquisition.</b>	
Time: 11:00-11:45	45-minute presentation	Audience: E M H U
<p><b>Presentation abstract:</b> In this academically-based session it will be attempted to justify the necessity to implement computer games into the Korean EFL classroom (late primary-university) through a post-methods approach, via eight conditions for optimal language learning, by utilizing computer-assisted language learning (CALL) concepts. The presentation will then transition into demonstrating how ubiquitous L1 computer games, such as hidden object games (HOGs), that are wedded to online and offline collaborative activities at/for various age and proficiency levels attend to most, if not all, of the eight conditions for optimal language learning. A sample lesson plan and materials will be supplied, video footage shown, and an explanation of where to obtain additional materials offered. These games can be done in pairs, groups, and whole class depending on student proficiencies and computer access.</p>		

<b>Room</b> <b>TESOL Research</b>	<b>Research SIG</b>	
	<b>Meet and Greet</b>	
Time: 11:00-11:45	45-minutes	Audience:ALL
<p>Do you have questions about your research project? About a research project you think is fantastic? Here's your chance to talk it up and get advice about your next step.</p>		

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<b>Room</b>	<b>Scott Miles</b>	
<b>Classroom Instruction # 1</b>	<b>Language Learning and Memory: Four findings from memory research that teachers should know</b>	
Time: 11:00-11:45	45-minute presentation	Audience: M H U A
<p><b>Presentation abstract:</b> Language classes have questionable value if most of what we teach is quickly forgotten after the final tests. Advancements in the fields of cognitive sciences are giving new direction for educators, particularly in regards to memory and learning. This presentation will review some of the more dramatic findings in memory research that language teachers and learners should be aware of. First, the presenter will discuss the importance of working memory in regards to language learning, and how this can have profound effects on student performance in the classroom. Next, two of the most powerful classroom practices for developing learning and long-term retention, 'the testing effect' and 'the spacing effect' will be presented. Finally, the presenter will go over the most recent findings on the relationship between health and memory function, and how the current education environment in Korea may be doing far more harm than good.</p>		

<b>Room</b>	<b>Nathan Rice</b>	
<b>Classroom Instruction # 2</b>	<b>Practical Games for the ESL Classroom</b>	
Time: 11:00-11:45	45-minute workshop	Audience: E M H U
<p><b>Presentation abstract:</b> Keeping students interested can be a challenge. These games are a simple way to add some variety to lessons, or a way to cover a few minutes when a projector breaks or the copy machine is out of paper. These games are designed to be simple, easy to implement at a moments notice, and fun.</p>		

**LUNCH FROM 12-1**

## CONCURRENT PRESENTATIONS 1:00

<b>Room</b>	<b>Reflective Practice SIG</b>	
<b>Reflective Practice</b>	<b>Meet and Greet</b>	
Time: 1:00-1:45	45-minute session	Audience: Everyone
Come and meet people who are interested in developing their teaching and helping you develop your teaching through reflective practice.		

<b>Room</b>	<b>Jared Sandler</b>	
<b>Multimedia and CALL</b>	<b>QR Quest: Smartphones Beyond the Classroom</b>	
Time: 1:00-1:45	45-minute presentation	Audience: U
<p><b>Presentation abstract:</b> During Gimcheon University's annual Spring Festival in 2012, we created and deployed a location-based, EFL QR Code Quest for students, faculty, and community members. Our goal was to offer players a relevant and authentic way to engage with L2. Players used their smartphones to link to internet videos of EFL professors and Korean students giving spoken directions to the location of the next QR code station. Videos also featured speaking tasks that matched Gimcheon University's General Education EFL curriculum. Our videos contained Korean pop music from the festival musicians, followed by video commercials that we produced for local sponsors of the QR Quest. We incentivized student participation via coupons from these local sponsors. We emphasized all four core areas of language: listening, reading, writing, and speaking. QR Quest was location-based, but it employed approaches/methods from Task-Based Language Teaching as well as mobile Collaborative Learning. We tackled a multitude of barriers en route to the project completion and wish to share them with progressive-minded EFL educators.</p>		

<b>Room</b>	<b>Daniel Korklan</b>	
<b>TESOL Research</b>	<b>Using Webcam-based Conferencing to Explore English with Korean Elementary School Students</b>	
Time: 1:00-1:30(approx)	25 minute research presentation	Audience : E M H A /CALL
<p><b>Presentation abstract:</b> Technology has created a plethora of new teaching tools, and new delivery methods for education. Webcam-based conferencing has gained popularity in the ESL world as; access to high-speed internet, access to videoconferencing tools, and demand for native-English speaking teachers have all increased. After participating in the pilot program, I now have over 3 years of experience working with the Jeollanamdo Language Program's Online Teaching Program. This Spring I conducted a Classroom Research Inquiry of my sixth-grade students to monitor their experience in the online classroom. Although rudimentary in both scope and depth, the experiences of the students which are outlined in this inquiry shed light on some of the potential benefits and limitations of webcam-based teaching technology, and the results provide an opportunity for teachers to reassess their own teaching methods.</p>		

*The 9<sup>th</sup> Annual DCC Symposium & Thanksgiving Dinner, November 24, 2012*

<b>Room</b>	<b>Julien McNulty</b>	
<b>Classroom Instruction # 1</b>	<b>Drawing Blanks: 5 Paper Activities when you have Nothing or Technology Fails</b>	
Time: 1:00	45-minute workshop	Audience: ALL
<p><b>Presentation abstract:</b> It's your first day of classes, and you've been given no syllabus, no textbook, no attendance sheet. What can you do to save the day? You've planned an entire lesson on Power Point and Youtube videos, but the computer in your classroom has crashed? How can you save face and still make your class engaging, entertaining, and educative? Have no fear! A simple blank sheet of paper is near!</p> <p>This first of a two part workshop series will model 5 activities that can be used with any class of any age – all with just a simple page of A4. These activities range from vocabulary exercises, to story writing boards; from listening games, to pronunciation drills. If you need a few quick tricks for your teacher toolbox, this workshop will fill the bill.</p>		
<b>Room</b>	<b>Stafford Lumsden</b>	
<b>Classroom Instruction # 2</b>	<b>Dealing with Difference: Mixed Level Classrooms</b>	
Time: 1:00	45-minute workshop	Audience: E M H
<p><b>Presentation abstract:</b> Differentiation means tailoring instruction to meet individual learners' needs. At the most basic level it consists of the efforts of teachers to respond to variance among learners. Whenever a teacher reaches out to an individual or small group to vary his or her teaching, in order to create the best learning experience possible, that teacher is differentiating instructions.</p> <p>This workshop will look at some practical approaches to dealing with mixed Ability classes as well as examining how Bloom's taxonomy might be applied. Although the content and examples are geared towards elementary, middle and high school students it could equally be applied to all learners.</p>		

Audience: E = elementary, M = middle school, H = high school, U = university, A = adult, K = Kindergarten, All = all

## CONCURRENT PRESENTATION 1:30

Room	Scott Wigenton	
TESOL Research	Young Korean English Speakers Changing Phonology	
Time: 1:30-2:00 (approx)	25-minute research presentation	Audience: E
<p><b>Presentation abstract:</b> The purpose of this study is to see if there can be found a difference between the pronunciation of English between younger and older native Korean speakers. The hypothesis is that younger speakers, after years of exposure to English both at school and in popular media, will be better able to approximate the pronunciation of American English in particular. This study will compare the pronunciation of all consonants in the English phonology between speakers less than 15 years of age to those over 25 years of age. These ages are chosen because of the fact that for the past 7 years Korean students have begun to study English in elementary school, and have received a higher exposure to English due to the various forms of media. These two data sets will be compared to data obtained from native American English speakers. For each consonantal phoneme in the English language the precise measurements to be compared for each will be explained in detail.</p>		

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Catering and meal services were provided by



Located on the 13<sup>th</sup> floor of the Woosong Tower  
on the Woosong University campus

042-629-6610

For more information please go to: <http://www.solpine.kr/>

*The 9<sup>th</sup> Annual DCC Symposium & Thanksgiving Dinner, November 24, 2012*

## ANNOUNCEMENTS

# **DCC CHRISTMAS PARTY AND ABM**

Invitation to Attend

Deajeon-Chungcheon Chapter Annual Business Meeting will be held  
on December 15, 2012 at 3:00 pm.

Come and find out what your Executive Committee has been doing in  
2012.

Come and meet your newly elected Executive Members.

## **ELT Calendars of Events Are Back!**

Welcome back to the ELT calendars of events that have in the past been one of the most visited pages on the KOTESOL website. These events calendars feature (1) pan-KOTESOL Chapter events, arranged both chronologically and by Chapter, (2) National KOTESOL events, (3) other Korean ELT events, and (4) international ELT events in the Asia-Pacific region or of special interest to KOTESOL members. To view these events calendars at their temporary site, click the following link:

Pan-KOTESOL Chapter Events

<http://koreatesol.org/content/calendar-events-3-chapters...>

Courtesy of [www.kotesol.org](http://www.kotesol.org)

## CONCURRENT PRESENTATIONS 2:00

<b>Room</b>	<b>Jennifer Young</b>	
<b>Reflective Practice</b>	<b>Get a Grip! (on your large classes)</b>	
Time: 2:00-2:45	45-minute workshop	Audience: E M H U
<p><b>Presentation abstract:</b> Large, mixed level classes can be difficult to manage, not to mention, teach. With some strategic planning, you can help your students get the most out of class. In this workshop, attendees will discuss classroom rules, groupings, and even instruction-giving, in terms of large, mixed-level classes. Although the focus will be on YLs, the ideas presented could also be applied to older students.</p>		

<b>Room</b>	<b>Meet and Greet</b>	
<b>Multimedia and CALL SIG</b>	<b>Multimedia and CALL SIG</b>	
Time: 2:00-2:45	45-minute meet and greet	Audience: ALL
<p>Need some help incorporating multimedia into your lessons? Have some ideas for doing it? Come and check out the people who are always interested in multimedia and CALL uses in our classrooms (or our offices for that matter)!</p>		

<b>Room</b>	<b>Eric Reynolds</b>	
<b>TESOL Research SIG</b>	<b>Ten Tips for Beginning Qualitative Researchers</b>	
Time: 2:00-2:45	45-minute session	Audience:
<p><b>Presentation abstract:</b> In general TESOL and applied linguistics research has been dominated by quantitative research methodologies, and they focus primarily on numbers and statistics. Fortunately for those of us who feel that the words and stories are just as important to understanding our subject, our students, our colleagues and our profession, qualitative research is growing in impact and importance. Unfortunately, for those of us just starting to do qualitative research, an din part because of the dominance of quantitative methods, many of our professors and mentors in TESOL are not very good at guiding us through the “nuts and bolts” of doing qualitative research. This presentation will offer ten handy tips and tools for you during all stages of the qualitative research process: From idea generation, to literature review, to gathering subjects, to collecting data, to data storage, to data analysis, to data validation, to representation and eventually to publication. The pace will be fast and furious, so bring your running shoes!</p>		

## CONCURRENT PRESENTATIONS 2:00

<b>Room</b>	<b>Alexis Terrell</b>	
<b>Classroom Instruction # 1</b>	<b>Incorporating Recorded Speaking Homework</b>	
Time: 2:00	45-minute workshop	Audience: U
<p><b>Presentation abstract:</b> Speaking is an essential skill mainly delegated to native English speaker teachers in Korea. A problem that often stems from this situation is the fact that many students believe they cannot practice speaking skills without a native speaker. In fact, many assume they cannot practice speaking outside of class and not without a partner. While interaction is certainly important for developing conversational ability, this fact shouldn't deter students from practicing speaking skills on their own or teachers from including solo speaking homework in their classes. In this presentation, I will demonstrate how to use free online tools such as vocaroo.com and edmodo.com for recording and grading speaking homework. The benefits of such homework are numerous. First, it gives teachers a chance to analyze students' responses more closely and offer more personalized feedback. Second, it gives students a chance to gain confidence speaking and encourages students to take ownership of their ideas and speaking abilities without relying on others to prompt them. In addition to sharing my personal experiences using recorded speaking homework in a university discussion course, I will also include tips to share with students on how to improve their oral fluency.</p>		

<b>Room</b>	<b>Bharati Belmore</b>	
<b>Classroom Instruction # 2</b>	<b>Using Songs and Games in an EFL Classroom</b>	
Time:2:00	45-minute session	Audience: E M H
<p><b>Presentation abstract:</b> Why should we use Games and Songs in the EFL Classroom? Learning a new language is hard work, especially learning the English language. A teacher is happy when they see their students smiling, laughing and enjoying the class while they learn. It is said that students enjoy coming to class, when they can learn in a creative way, using games and songs in the classroom is a great way to reinforce the lesson and help motivate the students. If you teach mainly elementary, middle school or even high school students, then this workshop may be for you. In this workshop, I will introduce you to some game ideas that can be used at the end or beginning of your lesson. I will also show you some songs you can use and how you can teach them.</p>		

## CONCURRENT PRESENTATIONS 3:00

<b>Room</b>	<b>Brad Serl</b>	
<b>Reflective Practice</b>	<b>The NEAT: Background, Practice and Consequences</b>	
Time: 3:00	45-minute Workshop	Audience: M H A
<p><b>Presentation abstract:</b> This presentation is an exploration into the new English test that will theoretically be replacing the English portion of the KSAT in 2015, the NEAT. I will start by looking into why the government decided to change to this new test, and question whether the reasons for the test's implementation were pedagogically sound and if the test will meet these goals. Once the introduction is finished I will then look at the individual components of the test and what this test will mean for us as English teachers. I will look at specific test items and requirements for students to successfully complete the test. This presentation will be a mix of lecture and workshop, with audience participation actively encouraged.</p>		

<b>Room</b>	<b>Scott Miles</b>	
<b>Multimedia and CALL</b>	<b>Beyond Flashcards: CALL Vocabulary Learning</b>	
Time: 3:00	45-minute workshop	Audience: M H A
<p><b>Presentation abstract:</b> There is far too little time in the classroom for students to learn the thousands of words they need to be competent in the language. CALL/MALL vocabulary programs that can be assigned as homework are increasingly used to address this issue, and have the advantage of providing systematic reviews that ensure students retain the vocabulary they study. One of the main limitations of most of these programs, however, is that they generally rely on simple "L1-L2 flashcard" exercises. This presentation will introduce the Praxis Ed System, which not only recycles words systematically for long-term retention, but provides a variety of exercises and contexts for each word, resulting in far better 'depth' of vocabulary knowledge. Studies conducted in Japan and Korea on the program will also be discussed.</p>		

## CONCURRENT PRESENTATIONS 3:00

<b>Room</b>	<b>Monique Simpson</b>	
<b>TESOL Research</b>	<b>esl@facebook: A Teacher's Diary on Using Facebook</b>	
Time: 3:00-3:30 (approx)	25-minute research presentation	Audience: H U A
<p><b>Presentation abstract:</b> "This study investigates whether Facebook would be an 'effective and easy' teaching tool in ESL classes in South Korean universities. Using a teacher's diary, action research was conducted. The study indicated that Facebook is not different from other new teaching tools; the teacher must familiarize him/herself with the tool to use it confidently. Second, a student's 'lazy factor' is quite problematic in the learning process. Lastly, action research and a teacher's journal can increase teacher's self-accountability." This article was published in Teaching English with Technology in July 2012.</p> <p>In this presentation, I would highlight the main findings, display the class Facebook page and discuss the three Facebook assignments that the class did. My article and presentation can serve as prompt to help teachers who want to use technology more in their classes but are unsure of what activities can be done on social networking sites.</p>		

<b>Room</b>	<b>Jared Sandler and George Balarezo</b>	
<b>TESOL Research</b>	<b>BAN-JANG-NIM: Good for Students; Great for Teachers</b>	
Time: 3:30-4:00(approx)	25-minute research presentation	Audience: M H U A
<p><b>Presentation abstract:</b> Appointing a BAN-JANG-NIM, or class captain, is extremely helpful to EFL teachers and students alike. A class captain can be a communicative liaison between the non-Korean teacher and his/her Korean students. This presentation will focus upon the positive aspects of a class captain. This is the 4th consecutive semester that the presenter has been utilizing a BAN-JANG-NIM. There are quite a few benefits and virtually no drawbacks, so this would be an interesting topic to present. We will present our various experiences using "ban jang nim" or class leader in the classroom. We have found this to be a very effective way to communicate with our students on a deeper level and demonstrate a greater understanding for Korean culture.</p>		

<b>Room</b>	<b>Carl Phillips and Brandon Sherman</b>	
<b>Classroom Instruction # 1</b>	<b>Non-Verbal Communication and the Korean EFL Classroom</b>	
Time: 3:00	45-minute presentation	Audience: E M H U A
<p><b>Presentation abstract:</b> This presentation will look into many facets of Non Verbal Communication in the Classroom. Including role, attitude, manifestations of power, cultural aspects, and room dynamics.</p>		

## PECHA KUCHA 4:00

<p><b>Auditorium</b></p>	<p><b>Featuring:</b>  <b>Hong Joo Lee,</b>  <b>Eric Reynolds,</b>  <b>Leonie Overbeek, and</b>  <b>Julien McNulty</b></p>	
<p>Time: 4:00</p>	<p>Pecha Kucha</p>	<p>Audience: Everyone!!!!</p>
<p><b>Pecha Kucha abstracts:</b></p> <p><b>Hong Joo Lee:</b> Grammar does not sound friendly to a lot of students. Many bright students do not care about the long list of grammar items they need to learn. However for most students grammar is a big issue. There are hidden rules in English grammar that native speakers may not have noticed, and major western grammar books have not mentioned. Grammar does not have to be complex. Easier the better. You may not need to use different context to explain one grammar item. Sometimes, one type works for all. For example, to explain present perfect, I use only 'I have cleaned the house' while most grammar books use a variety of sentences, which confuses the students. I can explain about experience, the result and other uses of present perfect.</p> <p><b>Eric Reynolds:</b> Has gathered 20 things that make Korean EFL incredible.</p> <p><b>Leonie Overbeek:</b> The teacher generally has a thankless task, but even more so the assistant English teacher in public schools in Korea. Not because the kids and co-teachers aren't great, eager, happy and helpful, but simply because we are faced with a curriculum that has to be galloped through at breakneck speed, that relies on task based activities in a teach to the test environment, and that comes in as many forms as there are publishers. Add to that the vague brief: teach them to talk; stir well and serve with eggnog and pumpkin pie and you have a thanksgiving card to send home.</p> <p><b>Julien McNulty:</b> Brings a stellar reputation as a pecha kucha practioner extraordinaire and special pecha kucha presentation to the Thanksgiving symposium</p>		

## **KOTESOL Christmas Parties around the country**

Seoul chapter Christmas Dinner

December 8, 2012 – 7:00pm

Contact Email: [president@seoulkotesol.org](mailto:president@seoulkotesol.org)

Contact Phone: 010-6449-2579

This year our Christmas Dinner will be at TABOM in Itaewon, a much regarded (and delicious) Brazilian BBQ restaurant.

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Daejeon-Chungcheon Christmas Dinner

December 15, 2012 – 6:00pm

Location: Solpine Restaurant, Woosong University, Daejeon.

Further details will be available on the KOTESOL website, and discussion about it on the DCC Facebook page.

If there are more Christmas parties scheduled, sorry we missed them!

## PRESENTER BIOGRAPHIES

<p><b>GEORGE BALAREZO</b></p>	<p>I have been in Korea for four years and my experience involves teaching at private academies, public schools and university. I worked as a civil engineer in the United States before coming to Korea and would like to share my experiences using a "ban jang nim" or class leader with others at the upcoming conference.</p>
<p><b>SUZANNE BARDASZ</b></p>	<p>Currently teaches English at KAIST. She has been at KAIST and in Korea since 2008. Before coming to Korea, she taught ESL and EFL to students of all ages in the United States and Poland. Suzanne has a Master's Degree in TESOL from SIT Graduate Institute in Brattleboro, Vermont.</p>
<p><b>HELENA BYRNE</b></p>	<p>Currently teaches English at Chungnam National University. Since coming to Korea in 2010 she has worked with a variety of students from young learners to adults. Her previous experience includes teaching ESOL and ESL classes to adults in Ireland. Helena has a Master's Degree in Comparative Literature from Dublin City University, Ireland.</p>
<p><b>EUNJOO BYUN</b></p>	<p>Currently teaches English at Jeonmin Middle School. She doubled majored in general education and English education. This is her second year teaching English after she passed the teacher's exam in 2011. She also received her TESOL certificate last summer. Eunjoo is a graduate of Gongju University, Chungcheongnam-do.</p>
<p><b>ROBERT DICKEY</b></p>	<p>Rob Dickey has been teaching, researching, and living in Korea since 1994. He continues to learn from his students as much as he teaches, and discovers that he knows less English than he thought.</p>
<p><b>SUE YOUNG KIM</b></p>	<p>Currently teaches English at Dongbang High School. She is an experienced teacher and has also delivered classes on the Educational Broadcasting System (EBS) from 2002 to 2010. Sue Young has a Master's Degree in TESOL from Woosong University, Daejeon</p>
<p><b>DANIEL KORKLAN</b></p>	<p>Daniel Korklan (M.Ed TESOL) teaches English Conversation and English Writing courses at Daejeon University in the English Language &amp; Literature Department. He has spent his entire adult life teaching ESL in Korea where he has taught public school children from grades 1-12, adult teachers, university students, and lectured for orientation groups. He hopes you have enjoyed reading about him in the first person as much as he has enjoyed writing about himself in the first person.</p>
<p><b>HONGJOO LEE</b></p>	<p>Started to teach at colleges and private institutes in 1995 and is currently an Instructor of Hyecheon University. She speaks French and English (as well as Korean), earned her bachelor's degree from Ewha Women's University and master's degrees from Eastern Michigan University and Chungnam University.</p>
<p><b>STAFFORD LUMSDEN</b></p>	<p>Stafford Lumsden is the Head Teacher Trainer at the GyeongIn National University of Education TESOL Department, Incheon. He has an MA TESOL from Victoria University Wellington, New Zealand and has taught ESL in Korea and New Zealand for 10 years. An active member of KOTESOL, Stafford is the president of Seoul KOTESOL and has previously been International Conference Co-chair and Webmaster. His interests include Playstation and Cupcakes.</p>

*The 9<sup>th</sup> Annual DCC Symposium & Thanksgiving Dinner, November 24, 2012*

<p><b>JULIEN MCNULTY</b></p>	<p>Julien McNulty has been teaching, training, facilitating, or instructing in some form for 20 years. He has taught French, Spanish, History, and Special Education in British Columbia, Canada. He has also worked as a corporate trainer, then as a bilingual training consultant in Toronto, developing an accent optimisation program in India. Teaching English in Korea since 2008, Julien is a language skills instructor at Chosun University and was the Chair of the 19th Korea TESOL International Conference 2011. Most recently, he is the co-founder of EFL ProDev, a consulting company specialising in teacher training, camp creation, and executive presentation skills. Email: julien@eflpd.com</p>
<p><b>SCOTT MILES</b></p>	<p>Scott Miles is an Associate Professor at Daegu Haany University. Scott has an MA in TESOL and a PhD in Applied Linguistics. He is the Editor of the TESOL Review journal and has published a reading course book for Macmillan publishers (Essential Reading). He is the facilitator of the Extensive Reading SIG at KOTESOL, and is a Board Member of the Extensive Reading Foundation and the Korea English Extensive Reading Association. His research interests include extensive reading, memory and language learning, vocabulary and grammar acquisition.</p>
<p><b>LEONIE OVERBEEK</b></p>	<p>Leonie Overbeek has indulged in many careers, ranging from mining engineer to research chemist to business advisor before finally settling into teaching English. She holds an M.Phil in Value and Policy Studies from Stellenbosch University, South Africa, and has been in Korea since 2007, teaching at middle school level. She is interested in learning and teaching, and considers herself a lifelong learner.</p>
<p><b>CARL PHILLIPS</b></p>	<p>Carl Phillips is currently a Senior Teacher in Dept. of Nursing at Woosong University, specializing in English language teaching. He holds a BS Psychology, and is MA Candidate in Woosong University's TESOL MALL program.</p>
<p><b>ERIC REYNOLDS</b></p>	<p>Eric Reynolds has been a world traveler for EFL. He has lived and traveled all over the U.S. Unfortunately, his wanderlust was unsatisfied in America, so he became an EFL teacher, and lived and taught in "a bunch" of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign and teaches at Woosong University.</p>
<p><b>NATHAN RICE</b></p>	<p>I have been in Korea since 2008. Three years with GEPIK in a middle school and a technical high school, I am currently working at the Catholic University of Korea. I am the current 1st VP of the Seoul Chapter.</p>
<p><b>JARED SANDLER</b></p>	<p>Jared was raised in the United States and graduated from Bowdoin College (Maine, U.S.A.) in 1999. After pursuing a professional squash career in his twenties, Jared switched gears and began work as an EFL instructor in suburban Seoul in 2008. Relishing a more stable (and peaceful!) existence, he moved to rural Gyeongsangbuk-Do in 2011 to begin work as an English professor at Gimcheon University. He has worked with EFL language learners of all ages during his stay in South Korea. Jared would like to remain in rural South Korea and the field of EFL for the foreseeable future. His research interests are not limited to Computer Assisted Language Learning; he is also keen to explore other areas of TESOL such as Total Physical Response, Whole Language, Content-Based Instruction, and Task-Based Language Teaching.</p>

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<p><b>BRAD SERL</b></p>	<p>Brad Serl came to South Korea in 2002. Since that time he has worked with students as young as six and as old as seventy-five. His undergraduate major is in Rhetoric and Composition from Thompson Rivers University. His M.A. is in Applied Linguistics from the University of Birmingham, and was completed in September 2010. He is currently president of the Busan-Gyeongnam chapter of KOTESOL and is a coordinator in the teacher training department at Pusan University of Foreign Studies, as well as working as a tutor for the Birmingham CELS MA program. Brad enjoys mountain biking, cooking and takes a significant amount of guilty pleasure in all manner of geekery. Brad is currently working on a PhD in ELT and Education Management, focusing on teacher motivation.</p>
<p><b>MONIQUE SIMPSON</b></p>	<p>Ms. Simpson is a Los Angeles native who studied nonfiction writing. She has taught ESL writing workshops in Costa Rica and Ecuador and now teaches reading and writing at a university in Seoul. Her research interests are Facebook, writing and critical thinking. She has presented at ESL conferences in Peru, Ecuador and Korea. Recently, she has begun publishing ESL research articles.</p>
<p><b>B. T. STOAKLEY</b></p>	<p>B. T. Stoakley is Panamanian by birth, British by name, European by blood, American by naturalization, Southern by the Grace of God, a permanent resident of South Korea, and on track to obtain his third citizenship: Korean. He first arrived in Korea in 1997 with a B.A. in English Education. He took a leave of absence from Korea in 2003 to earn his M.A. in TESOL. He is now a doctoral candidate in English Education and SLA at KNUE. He has been teaching at Korea National University of Education in the Department of English Education since 2007 primarily for English education pre- and in-service teachers, as well as co-running his English language “school” for elementary school students.</p>
<p><b>ALEXIS TERRELL</b></p>	<p>Originally a newspaper reporter from Texas, Alexis Terrell has been working in Korea since 2008. Previously, she taught English at a high school for recent immigrants in Colorado. She currently teaches writing and speaking classes in the English Department and Graduate School of Interpretation and Translation at Sun Moon University in Asan. She holds a master’s degree in journalism from the University of Illinois and a master’s degree in TESOL from the New School.</p>
<p><b>SCOTT WIGENTON</b></p>	<p>Is a PhD Candidate at Chungnam National University. His presentation at this conference covers some of the results of his doctoral study. He was greatly honored to be a recipient of a KOTESOL research grant to support this work. He works at Woosong University in Daejeon.</p>
<p><b>JENNIFER YOUNG</b></p>	<p>I have an MEd. TESOL from the University of Southern Queensland and have been teaching English to Young Learners in Korea for over a dozen years. I am currently teaching upper grades at an elementary school in Seoul. I have served on KOTESOL’s Seoul Chapter executive in a variety of roles from 2003-present and served two terms as National Secretary.</p>

## Earn an American Masters Degree in TESOL



While Working and Studying in Korea  
through  
The St. Cloud State University/Woosong University  
Dual Degree Masters in TESOL Program



Foreign teachers working in Korea now have the opportunity to earn a Masters in TESOL degree from both St. Cloud State University and Woosong University through the St. Cloud State University/Woosong University Dual Degree Masters in TESOL Program. Successful completion of this program results in the conferral of a Master of Arts diploma from both institutions. St. Cloud State courses may be done either online or at St. Cloud State University. Woosong courses may also be done online, excepting a one-course residency requirement.

### PROGRAM STRUCTURE:

- Acceptance into the TESOL-MALL Masters Program at Woosong University
- 15 credit hours of coursework in the TESOL-MALL Program (5 graduate courses)
- Acceptance into the Master of Arts in English, emphasis in Teaching English as a Second Language Program at St. Cloud State University
- 15 credit hours of coursework in the St. Cloud State Masters in TESOL Program plus 6 credit hours of thesis study.

Students must successfully complete one semester of study in the Department of TESOL-MALL before they can enter the dual degree program and begin taking St. Cloud State courses. Teaching Assistantship positions are available at St. Cloud State on a competitive basis. Thesis advising may be done through electronic correspondence with thesis committee members, with the thesis defense being done via video conferencing. The thesis committee must be comprised of three St. Cloud State faculty members and one TESOL-MALL faculty member.

Qualified students interested in the Dual Degree program may be awarded teaching positions in the Woosong Language Institute (WLI). As Woosong University employees, WLI teachers pay half tuition in the TESOL-MALL Masters Program. Prospective students should contact Dr. Rod Pederson, director of TESOL-MALL at Woosong University at [docrod88@hotmail.com](mailto:docrod88@hotmail.com) Additional information may be found on the TESOL-MALL homepage at <http://tesolmall.wsu.ac.kr/>

## NOTES