



**2016**

**Gwangju-Jeonnam KOTESOL  
Conference**

***SERVICE –  
A Tradition in Teaching***



**March 12, 2016**

**Gwangju National University of Education**

**Organized by  
Gwangju-Jeonnam Chapter  
Korea TESOL**

**[www.koreatesol.org/Gwangju](http://www.koreatesol.org/Gwangju)**

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# **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 will extend a discount of 10% on food  
to all active KOTESOL members. (Proof of membership required.)

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# Conference Welcome

**Dr. David E. Shaffer**  
**Gwangju-Jeonnam Chapter President**  
**KOTESOL First Vice-President**



Fellow Chapter members, distinguished presenters, KOTESOL members and ELT colleagues, sponsors and guests. Welcome to the Gwangju-Jeonnam KOTESOL Conference, the main event of the year for the Gwangju-Jeonnam Chapter of KOTESOL. Welcome to a full afternoon of professional development, brought to you through service, under the slogan of *Teachers Helping Teachers*.

The Gwangju-Jeonnam Chapter strives to assist English language teachers in the Gwangju-Jeonnam area in their professional development through monthly presentations by local specialists and invited outside speakers. The Chapter also organizes outreach workshops to more distant corners of the province in addition to annual Chapter conferences such as this. We endeavor to provide relevant and quality presentations, and credit our thriving membership to this effort.

As are all our conferences, this conference is an attempt to meet the needs of not just our members, but those of the greater ELT community as well. This year's conference theme is *SERVICE – A Tradition in Teaching*. Teaching has always been much more than a 9-to-5, punch-card job; taking that extra step beyond the call of duty, making that extra impact. The theme is directly reflected in the plenary session and in an entire strand of concurrent presentations today. It embodies service to students, to other teachers, and to the wider community, as well as instilling the spirit of service in our students. It is our hope that this conference has a positive impact upon your professional development.

I would like to extend a couple of special welcomes to some special people, all outstanding examples of service. Professor Robert Dickey, a past president of KOTESOL, is our plenary speaker today. Dr. Gyeonggu Shin, Director of the GIC and a lifetime chapter member; and another lifetime chapter member, Lindsay Herron, currently President of KOTESOL.

We have an outstanding group of presenters assembled for you today: some familiar faces from within the Chapter, others from various corners of the nation, and a sizeable contingent of Japan-based presenters. Presenting on service in ELT, social justice, research results, and a variety of other topics, they bring us an outstanding selection of fresh and interesting ideas for you to choose from.

I cannot conclude without acknowledging the efforts of our conference team and of our student volunteers. It takes many hours of work over many months to put together a conference of this scale, and they have contributed more than you can imagine.

Once again, I welcome all of you, and hope that you find the conference intellectually stimulating and professionally rewarding.

# President's Message

**Lindsay Herron**  
**Korea TESOL President**  
**Gwangju-Jeonnam Chapter Treasurer**



I love the theme of this conference – “Service: A Tradition in Teaching.” It works on so many levels.

First, it encapsulates our efforts for our students: the countless hours teachers spend pondering and preparing lessons, worrying about and working with students, creating materials, and seeking out professional development opportunities in order to provide the best possible experience for everyone involved.

The theme also captures the essence of KOTESOL. Without the selfless dedication of hundreds of volunteers across the country, KOTESOL would not exist. KOTESOL, itself, is an exemplar of the power of service: it brings together a diverse array of people – different interests and talents, different backgrounds, countries, and native languages – to create a whole that is greater than its parts. For many of us, KOTESOL serves as a support network and surrogate family; for others, KOTESOL provides a locus for sharing ideas, inspiration, and guidance. We are teachers helping teachers, united in our desire to improve English language teaching in Korea. KOTESOL is rooted in service, built on thousands of hours of effort by volunteers and dedicated to providing service to educators throughout the country. The result is an amazing and diverse organization that has touched countless teachers’ lives and – I hope – uplifted and improved them in some way.

In addition, I love how the theme connects us not only to our predecessors in the grand tradition of teaching – millennia of teachers working hard for the benefit of their students – but also to the present and future. As teachers, we serve not only our students but also our world, as the service and social justice strands at this conference will explore. We are cultivating global citizens and the leaders of the future; in our classrooms, we can sow the seeds necessary to create critically and socially aware students – students who do not blindly submit to dominant paradigms, who are empowered to control their own learning, question the system, and take action in their local communities. We, as teachers, can serve society now and in the future by nurturing a generation willing to challenge entrenched ideologies, decry injustice, and address with determination and compassion the myriad problems facing us today, both locally and globally.



## Service – A Hallmark of Professionalism

*Prof. Robert Dickey*

### PLENARY PRESENTATION



Education is known as one of the “service industries.” But I think most of us would agree that we see teaching as more than just that – yes, even for those in the education sweatshops found across Korea. If we seek to be called “professionals,” how are we distinguishing ourselves from janitorial staff and short-order cooks?

In this brief presentation, we will charge ourselves with defining our marks of distinction. We may roughly classify these as (a) the way we work, (b) our expectations, and (c) our service.

In academia, performance evaluation is not strictly measured by the quantitative outputs (although this is changing somewhat). Common measures include research, classroom performance (however measured), the traditional “white-collar worker” measures, and SERVICE. Today we will talk about three types of service: (a) service on campus, (b) service within the profession, and (c) service in the wider community.

Active participation from all attendees is highly sought. Through our service to our colleagues, we all learn.

### PLENARY SPEAKER

**Rob Dickey** has been teaching English and assorted other subjects in Korea since 1994. He is a past-president of Korea TESOL, and has been involved in the management of various organizations and events within and beyond TESOL since 1980. Rob holds advanced degrees in public administration (MPA) and law (JD), plus the CELTA, and has also completed coursework for a Master in English Education. His publications include the forthcoming entry “Ethics” in the *TESOL Encyclopedia of English Language Teaching* (Wiley-Blackwell). After 10+ years teaching in tourism-English and law departments, he has been teaching in the School for Public Service at Keimyung University since 2009. Email: [rjdickey@content-english.org](mailto:rjdickey@content-english.org)

# Gwangju-Jeonnam KOTESOL Conference

## *Service – A Tradition in Teaching*

### Schedule

<b>10:30-12:00</b>	■ <b>Pre-Conference Workshop</b> (Reflective Practice SIG) <i>Reflecting on the Services We Provide as Teachers</i>	Stewart Gray	833
<b>12:00</b>	■ <b>Registration Begins</b>		1F
<b>1:00-1:25</b>	■ <b>Opening Ceremony</b>	David Shaffer, Lindsay Herron Gyeonggu Shin	Graduate School
<b>1:25-1:50</b>	■ <b>Plenary Session</b> <i>Service – A Hallmark of Teaching</i>	Robert Dickey	"
<b>2:00-2:45</b>	■ Serving the Community Through Adult Language Ed. Simple Activities to Make Your Schools More Accepting Grades, Grade Inflation, and What We're Measuring Commonly Overlooked Issues with Classroom Management	Sylvain Bergeron Jocelyn Wright Billie Pritchett Brian Borgoyne	811 812 813 814
<b>3:00-3:45</b>	■ The Shared Benefits of Student Community Volunteer Experiences Content Builders for Community Action Streamline the Teaching of Writing with Google Classroom Teaching Writing Skills: From Letters to Words to Sentences	Nancy Harcar  Maria Lisak C Gallagher, K Enochs, G Smith Jessica Magnusson	811  812 813 814
<b>4:00-4:45</b>	■ Service Learning in Foreign Language Learning Serve Your Students' Children: Teach Anthropogenic Global Warming	Robert Dickey Julian Warmington	811 812
<b>4:00-4:25</b>	Teaching the Article to Korean Learners	Chris Redmond	813
<b>4:25-4:50</b>	Profiling EFL Learners' Motivational Trajectories	Neil McClelland	814
<b>4:25-4:50</b>	Effort-Based Grading for General Skills Language Classes Young EFL Learners and Critical Thinking	Daniel Corks  Stewart Gray	813  814
<b>5:00-5:25</b>	■ How a Student Internship Program Can Globalize a University Focusing on the Triple Bottom Line in Gwangju "End-to-End" English: The Pitfalls of Translating in ELT NNESTs' Anxieties and Insecurities: Self-Perceptions Of Their Communicative Limitations	Tracy Wiedman  J Wright, M Lisak Daniel Svoboda  Mikyong Lee	811  812 813  814
<b>5:30</b>	■ Closing (Prize Drawing)		811

## Schedule of Events

10:30-12:00	Reflective Practice Session: Reflecting on the Services We Provide as Teachers (Teacher Training Center / 교사교육센터, Rm. 833)			
12:00	Registration Begins (TTC, 1F / 교사교육센터, 1 층)			
13:00-13:25	Opening Ceremony (Graduate School, 대학원 대강당)	Welcome Address — Dr. David Shaffer (Chapter President) Service through KOTESOL — Lindsay Herron (KOTESOL President) Service through ELT and the Community — Dr. Gyeonggu Shin (GIC Director)		
13:25-13:50	Plenary Session Service: A Hallmark of Professionalism — Dr. Robert Dickey			
<b>CONCURRENT SESSIONS</b> (TTC, 교사교육센터)	<b>Service Rm. 811</b>	<b>Social Justice Rm. 812</b>	<b>General ELT Rm. 813</b>	<b>General/Research Rm. 814</b>
14:00-14:45	Serving the Community Through Adult Language Ed. — Sylvain Bergeron	Simple Activities to Make Your Schools More Accepting — Jocelyn Wright	Grades, Grade Inflation, and What We're Measuring — Billie Pritchett	Commonly Overlooked Issues with Classroom Management — Brian Burgoyne
15:00-15:45	The Shared Benefits of Student Community Volunteer Experiences — Nancy Harcar	Content Builders for Community Action — Maria Lisak	Streamline the Teaching of Writing with Google Classroom — C. Gallagher, K. Enochs, G. Smith	Teaching Writing Skills: From Letters to Words to Sentences — Jessica Magnusson
16:00-16:45	Service Learning in Foreign Language Learning — Robert Dickey	Serve Your Students' Children: Teach Anthropogenic Global Warming — Julian Warmington	Teaching the Article to Korean Learners — Christopher Redmond	Profiling EFL Learners' Motivational Trajectories — Neil McClelland
			Effort-Based Grading for General Skills Lang. Classes — Daniel Corks	Young EFL Learners and Critical Thinking: An Action Research Project — Stewart Gray
17:00-17:25	How a Student Internship Program Can Globalize a University — Tracy Wiedman	Focusing on the Triple Bottom Line in Gwangju — Maria Lisak & Jocelyn Wright	"End-to-End" English: The Pitfalls of Translating in ELT — Daniel Svoboda	NNESTs' Anxieties and Insecurities: Self-Perceptions... — Mikiyoung Lee
17:30	Closing: Prize Drawing (TTC, Rm. 811)			

## REFLECTIVE PRACTICE SIG WORKSHOP

### *Reflecting on the Services We Provide as Teachers*

Stewart Gray

*KOTESOL Reflective Practice SIG Facilitator*

#### **THE PRESENTATION**



In the spirit of the conference, the theme of this reflective practice will be *service*. During this 90-minute morning session, we will be taking the opportunity to reflect upon the ways that we, other teachers, and students provide service to one another, and share our opinions on the subject for our mutual benefit. Here are some questions that you might find useful to think about as a lead up to the session:

- What services do you believe an English teacher can or should provide to others?
- Which of these services, if any, might you wish to provide more of, or more completely, or in a different way?

The goal for the meeting will be for everyone, through reflection and discussion, to have the opportunity to clarify for themselves what sorts of services are fundamental to them as EFL professionals, and how they might be able to more efficiently, effectively, and satisfyingly render these services. Hope to see you there.

#### **THE PRESENTER**

Stewart Gray is an English teacher at Baekseok Culture University, and a graduate of the Dankook University TESOL program. His interests are language, identity, motivation, critical thinking and reflective practice. Stewart is the facilitator of the Seoul Reflective Practice SIG, which holds meetings on the third Sunday of any given month.

## **Gwangju-Jeonnam Reflective Practice SIG**

The Gwangju-Jeonnam Reflective Practice Special Interest Group (RP-SIG) is a group of professional EFL teachers with a desire to reflect upon and improve their teaching and assist others in doing the same. We meet monthly, usually on the second Saturday of the month, from 11:00 AM-12:30 PM at the Aldersgate Café next to GNUE. Our next meeting will be held on April 9. For more information, visit our Facebook page (Reflective Practice SIG Gwangju-Jeonnam) or the Korea TESOL website (<http://www.koreatesol.org/content/reflective-practice-special-interest-group-gwangju-jeonnam-group>) or contact one of the co-facilitators: Jocelyn Wright ([jocelynmnu@yahoo.com](mailto:jocelynmnu@yahoo.com)) or Bryan Hale ([bryan.english.teacher@gmail.com](mailto:bryan.english.teacher@gmail.com)).



2:00–2:45

## Serving the Community Through Adult Language Education

*By Sylvain Bergeron*



For TESOL educators wishing to share their knowledge beyond a traditional classroom setting, community service offers an excellent way to experience a different and rewarding side of English language teaching. By reaching out to the local community, teachers are able to further develop their professional skills as they serve others through the medium of language education.

This presentation will address three main topics: The first, offers a Japan-based EFL perspective on the topic of service through English language teaching. The second topic introduces some of the challenges and rewards associated with serving the community through adult language education. The third topic introduces a student-centered activity that can be used effectively with a large, mixed-level, and multi-generational class of adult learners.

**Sylvain Bergeron** has been teaching EFL in Japan since 1993. He holds an MEd TESOL from the University of Wollongong (Australia). A member of Gunma University's Center for International Education and Research, he is involved in program planning and development while also continuing to maintain his role as a language instructor. His research interests include global education management, peace and ethics education, and learner-centered teaching.

3:00–3:45

## The Shared Benefits of Student Community Volunteer Experiences

*By Nancy Harcar*



In the process of teaching an English interview class at her university, this presenter noticed gaps of certain skills and experience in several high-need areas on her students' resumes: lack of language practice with actual native English speakers outside the classroom, lack of experience with volunteerism and other service jobs, and lack of exposure to working in all-English environments. Committed to helping her students find ways to bridge these experience gaps, Nancy Harcar experimented with coordinating an opportunity for her students to volunteer at a non-profit expat event in her city of Gwangju.

She will describe how the event was mutually beneficial for both the students and the community, and how the program has grown since its inception.

**Nancy M. Harcar** has been teaching English in Korea since 2009. She currently works at Kwangju Women's University in the International Education Center, where she is an assistant professor of English. She has been very active in the Gwangju community as a fundraiser, volunteer, and event organizer.

4:00–4:45

## Service Learning in Foreign Language Learning

*By Robert Dickey*



Service Learning is “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” Korea’s universities are now looking towards task-based, content-driven and student-discovery (inquiry) models, plus stronger ties to employment throughout the curriculum. And mandatory “social service” from undergraduates. Service Learning offers opportunities to address all these.

This workshop starts from a few illustrations of on-campus and off-campus activities, and puts teachers together to discuss ideas based on the skills and knowledge beyond language teaching that can be used to motivate students to further develop their language skills.

**Rob Dickey** has been teaching English and assorted other subjects in Korea since 1994. He is a past-president of Korea TESOL, and has been involved in the management of various organizations and events within and beyond TESOL since 1980. After 10+ years teaching in tourism-English and law departments, he has been teaching in the School for Public Service at Keimyung University since 2009. Email: [rjdickey@content-english.org](mailto:rjdickey@content-english.org)

5:00–5:25

## How a Student Internship Program Can Globalize a University

*By Tracy Wiedman*



Tokyo International University has created a new internship program through which students have the opportunity to become leaders and role models at the university. Faculty Advisor Tracy Wiedman will discuss the creation and implementation of the Student Leadership Internship (SLI) and how it encourages student-generated activities and ideas in an effort to promote a truly globally minded university community. The presentation will outline the organizational structure of the program as well as offer examples of how the student teams support and serve international students and language programs on campus.

**Tracy Wiedman** is currently a Global Teaching Fellow in the School of Language Communication at Tokyo International University. She has a master’s degree in teaching language arts and ESOL from Willamette University and a bachelor’s degree in journalism from the University of Oregon. She also has experience teaching high school students in Oregon and has taught elementary school English in Hanam City, South Korea.

2:00–2:45

## Simple Activities to Make Your Schools More Accepting

*By Jocelyn Wright*



Since UNESCO endorsed “education for all” in The Salamanca Statement in the 1990s, South Korea has made an effort to greatly expand inclusive education. Today, more special-needs children than ever before have access to schools. However, there are still a number of obstacles, including the competition-oriented school culture, a lack of leadership from principals, attitudes towards students with disabilities, cooperation between regular and special education teachers, and teacher education. Although our power may be limited as language educators, we can nevertheless attempt to raise awareness, change perceptions, and eliminate discrimination. Aiming towards these goals, this interactive workshop will discuss special needs and present simple activities that can contribute to more accepting classrooms and schools while promoting English language learning.

**Jocelyn Wright** works in the Department of English Language and Literature at Mokpo National University. Her background is in linguistics and education, and she is also CELTA certified. She has been teaching English in Korea at the university level for over seven years. She co-facilitates the local Reflective Practice Special Interest Group (RP-SIG) and is trying to stimulate a Social Justice SIG for critical educators.

3:00–3:45

## Content Builders for Community Action

*By Maria Lisak*



Within the frameworks of community action, social justice, and experiential learning, the presenter shares materials on community engagement, volunteering, and social entrepreneurship in topics administration and welfare as created with her Korean university students in Gwangju. The materials used to help students discover the world around came from Gwangju organizations as well as well-known international nonprofit organizations. With these materials the learners engaged and challenged themselves through a critically reflective lens. By tackling topics of social welfare administration, the learners developed confidence to share their voice in a way that was participatory and co-constructive with their world.

**Maria Lisak** teaches in the Public Administration & Social Welfare Department at Chosun University in Gwangju, South Korea. She is a teacher who is committed to a volunteer lifestyle. She is currently working on her EdD in Literacy, Culture and Language Education through Indiana University. She is researching digital and media technology acquisition and use by low-income older adults.

4:00–4:45

**Serve Your Students' Children: Teach AGW** (Anthropogenic Global Warming)*By Julian Warmington*

This presentation starts with a conversation focused on the conference theme and introduces a set of precepts: that students have traditionally seen the student-teacher relationship as one of trust with a potential to learn wider life lessons; that life is starting to change drastically for us all due to anthropogenic global warming (AGW); that just as AGW presents the largest challenge to daily life, so too it presents the largest challenge for teachers. The presentation will then introduce a selection of teaching materials, while also covering a range of key vocabulary and terms. Both selections include material for teaching across the spectrum of students' ages and levels. Some of the varied resources will be described; others will be demonstrated involving audience interaction.

**Julian Warmington** is a trained and experienced primary and intermediate school teacher from Aotearoa (New Zealand). For his post-graduate diploma in teaching, he specialized in teaching in a second language, including studying the Maori language. He holds an MA in English literature and has taught at the university level in South Korea for over ten years. He is currently editor-in-chief of *The English Connection*. He is interested in teaching English through song, cooperative learning, and critical thinking.

5:00–5:25

**Focusing on the Triple Bottom Line in Gwangju***By Maria Lisak & Jocelyn Wright*

When John Elkington (1997) talks about the “triple bottom line” in *Cannibals with Forks*, he is referring to three components of a socially responsible agenda: economic prosperity, environmental sustainability, and social justice. He uses the metaphor of a three-legged stool to drive home the fact that all three are necessary. In this short, interactive session, participants will complete an activity that involves dialoging and networking with others who have engaged in various local initiatives (e.g., Clean Gwangju project, World Human Rights Cities Forum, Gwangju Freecycle, The Vagina Monologues, UNESCO KONA cultural exchange). The hope is that everyone will gain knowledge about current and past projects and be inspired to take positive action in the future.

**Maria Lisak** teaches in the Public Administration and Social Welfare Department at Chosun University in Gwangju. She is a teacher who is committed to a volunteer lifestyle. She is currently working on her EdD in Literacy, Culture, and Language Education through Indiana University.

**Jocelyn Wright** works at Mokpo National University. Her background is in linguistics and education, and she is CELTA certified. She co-facilitates the local Reflective Practice Special Interest Group (RP-SIG) and is trying to stimulate a Social Justice SIG for critical educators.

2:00–2:45

## Grades, Grade Inflation, and What We're Measuring

*By Billie Pritchett*



What is the purpose of grades in EFL teaching? What effect might grade inflation have on the instruction? What is actually being measured through grades in the EFL classroom, and what difference do grades make to how and what we teach? These are the primary questions that will be addressed in this talk, and although we might not achieve certainty with respect to these questions, the hope is that through looking at the thoughts and experiences of fellow teachers and sharing our own thoughts and experiences, we can come to some rough understanding of the relationship between grades and our learning-teaching practices.

**Billie Pritchett** is an assistant professor of English at Chosun University. He has a master's degree in TESOL from Murray State University in Kentucky (USA), and he has worked as an English language instructor in both Korea and the United States. Billie has been teaching for over six years.

3:00–3:45

## Streamline the Teaching of Writing with Google Classroom

*By C. Gallagher, K. Enoch, G. Smith*



Recent technological developments by Google make it possible for writing teachers to have an almost entirely digital workflow that reduces work while enhancing the writing process for novice academic writers. This practice-based presentation will show just how easy it is to use an integrated combination of Google Classroom, Drive, and Docs to distribute assignments, collaborate on documents, provide feedback, monitor progress, and assess work – all within the digital domain. Available in most any language and free, these apps offer an attractive and effective digital solution for any teacher, program, or writing center, regardless of language, culture, or economic circumstance.

**Chris Gallagher, Ken Enochs, and Guy Smith** are instructors in the English for Liberal Arts program at International Christian University in Tokyo, Japan. They specialize in teaching English for Academic Purposes and each has considerable experience presenting at TESOL conferences in Japan, Korea, Cambodia, USA, and the UK. Recently they have dedicated themselves to collaborating on an increasingly digital workflow, especially in teaching writing.

4:00–4:25

## Teaching the Article to Korean Learners

*By Christopher Redmond*



The article has long been a point of difficulty for Korean learners of English. Even for more advanced learners, article errors remain common in both spoken and written speech. Fortunately, there are several possible solutions to this problem. This presentation aims to provide evidence-based strategies to reduce the number of article errors in Korean learners' output. Examples of some common article errors from my own learners will be provided, as will some theoretical basis for the reasons behind the errors. The primary aim is to put forward strategies that teachers can use and develop to teach this problematic area of grammar. Evidence from published literature will be used to support the suggestions provided.

**Chris Redmond** teaches English at Duksung Women's University in Seoul. He taught for two years at a high school in Daegu and has worked as a presentation skills instructor at Yonsei University. He received his BA (English and history), MA (film studies), and CELTA from University College Cork and is currently studying towards an MA in applied linguistics and TESOL with the University of Leicester.

4:25–4:50

## Effort-Based Grading for General Skills Language Classes

*By Daniel Corks*



When creating assessments for our students, we often default to the most straightforward thing to evaluate: their raw language ability. However, for a class with a wide range of levels that is often the least fair or productive way to grade them. The lower-level students can't catch up, and the higher-level students stay on top regardless of effort. However, rewarding effort over ability, either directly or indirectly, can encourage every student to apply themselves and improve, regardless of level, and it promotes the skills and habits that they will need for continuing to learn outside of the classroom.

This presentation will expand on the rationale for this type of assessment and present specific techniques for doing so. Participants will be encouraged to share their ideas with the audience as well.

**Daniel Corks** is a graduate of Sogang University in Seoul, with a master's degree in applied linguistics in the field of second language acquisition. He is currently an assistant professor at Dongshin University in Naju, Jeonnam, and a member of the Gwangju-Jeonnam Chapter of KOTESOL.



2:00–2:45

## Commonly Overlooked Issues with Classroom Management

*By Brian Burgoyne*



This presentation will deal with classroom management, which is the one subject in education that has the least amount of time dedicated to it. After much trial and effort, a new teacher usually figures out a method that works for them. Unfortunately, that's usually where a teacher's classroom management skill development stops. This subject is one that bears regular scrutiny by educators in the same way we evaluate our daily lessons and yearly curriculum.

For the purposes of this presentation, we will be looking briefly at the lack of preparation as well as issues of teacher perception, teacher presence, and lesson reception. These three areas are usually overlooked or unknowingly addressed, yet can be the key to successful classroom management.

Brian Burgoyne is a long-time educator with over 15 years of teaching experience. He has taught in a wide variety of environments to diverse groups of students. Brian has been in Korea for eight years and his most recent position is Assistant Professor of English Language at Chosun University. He enjoys reading, writing, and does “not suffer fools.”

3:00-3:45

## Teaching Writing Skills: From Letters to Words to Sentences

*By Jessica Magnusson*



Many EFL teachers find that there is a huge gap in the English levels of their students. This gap often becomes apparent when teachers assess the writing proficiencies (or lack thereof) of their students. In the same classroom, there may be students who can write full sentences along with other students who have not yet learned to identify and write the letters of the alphabet.

This presentation demonstrates eight basic writing activities geared towards beginning or reluctant writers in the kindergarten-middle school age range and illustrates the process of developing a systematic approach towards teaching writing that allows students to move from the letter level to the word level and on to the sentence level with their writing.

**Jessica Magnusson** earned a Masters of TESOL from the School for International Training. She has taught general English courses, teacher training courses, and special programs for Gwangju National University of Education since 2011. She has also taught at DongNam Health University in Suwon. Prior to coming to Korea, she taught for four years in China. Her interests include hiking and foreign language studies.

4:00–4:25

## Profiling EFL Learners’ Motivational Trajectories

*By Neil McClelland*



This presentation presents an investigation into second language learning motivation in students at a single university in western Japan. In a mixed-methods study, Stage 1 developed longitudinal “motivational profiles” based on four attitudinal dimensions: (a) internationalism, (b) grade-orientation, (c) attitudes to native-speakers, (d) and interest in English media, as well as TOEIC scores submitted over two years. Stage 2 employed narrative elicitation with selected students to highlight “critical incidents” in their experiences with English, both before and during their time at university. To facilitate fullest possible participation, interviews were conducted in the L1 (Japanese) by a peer research assistant. The outcome of the study was a set of Thematic Language Learning Histories (TLLH) that combine quantitative profiles with in-depth narrative accounts from the students.

**Neil McClelland** is an associate professor in the Center for Fundamental Education at the University of Kitakyushu in Japan. His research interests include all aspects of individual differences and personality psychology as they affect second language learning in formal schooling. Neil has over twenty years of experience teaching and researching in Japan.

4:25-4:50

## Young EFL Learners and Critical Thinking: An Action Research Project

*By Stewart Gray*



Many commentators stress that students of all ages need to develop critical thinking skills to thrive in the modern world. However, certain issues remain controversial in the literature: Can critical thinking be taught, and if so how? Are young children capable of critical thinking? This presentation details the efforts of two teacher-researchers to teach critical thinking to a class of early elementary-aged, beginner-level Korean EFL students using children’s literature as a foundation. The presentation includes descriptions of the instruments and procedures used to guide planning, assessment, and the action research/reflection process, as well as some of the results observed, difficulties encountered, and perspectives gained as to the practicality of conducting critical thinking-focused classes.

**Stewart Gray** is an English teacher at Baekseok Culture University and a graduate of the Dankook University TESOL Program. He has been living and teaching in Korea five years. His interests are in language, identity, motivation, critical thinking, and reflective practice. This presentation is of research being undertaken collaboratively with Roxy Lee, an English teacher associated with Annyeong Elementary School and Dankook University.

5:00–5:25

## NNESTs’ Anxieties and Insecurities: Self-Perceptions of Their Communicative Limitations

*By Mikyoung Lee*



This study examined NNESTs’ self-perceived English proficiency levels, anxieties, and insecurities due to their perceptions of communicative limitations and strategies to reduce those anxieties. Twenty NNESTs completed a questionnaire on self-perceived English proficiency level and were interviewed. Although they evaluated their proficiency level as high in the questionnaire, they identified anxieties because of communicative limitations in the interviews. Their anxieties originated from students, colleagues, and other potential reasons. The NNESTs felt more anxious about their communication abilities not because of comparison with NESTs but because of students who were more fluent than they were. To reduce anxieties, regardless of their proficiency levels, the participants applied five strategies: maintaining self-confidence, preparing thoroughly for classes, utilizing other resources, improving their English proficiency, and engaging with self-supported groups.

**Mikyoung Lee** received her PhD in Educational Psychology at the University of Munich, her MA in TESOL at Sookmyung Women’s University, and her BA at Yonsei University. She is a guest researcher in the Department of Psychology at the University of Munich as well as a special lecturer in the Graduate School of TESOL at Sookmyung Women’s University, also lecturing at Christian College of Nursing in Gwangju. Her main research interests are language acquisition, achievement goals and emotions, and teacher emotions and emotional regulation..





## About Korea TESOL and the Gwangju-Jeonnang Chapter

**K**orea 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-Jeonnang Chapter currently has nearly 100 members and holds monthly meetings, usually the second Saturday of the 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 close to 1,000 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, Scott Thornbury, Jack Richards, Jeremy Harmer, Paul Nation, Rod Ellis, and Chuck Sandy. This year's International Conference will be held in Seoul on October 15-16. The renowned Thomas Farrell will be a main speaker.

KOTESOL members may also participate in any of the association's various SIGs (Special Interest Groups). These include the Reflective Practice SIG, Christian Teachers SIG, Professional Development SIG, Young Learners and Teens SIG, Extensive Reading 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-Jeonnang Chapter invites you to actively participate in our 2016 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.



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



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# KOTESOL

## Membership Information

### Who May Join

English teachers of any level or nationality are eligible to join KOTESOL. We welcome native and non-native speakers teaching at primary schools, secondary schools, language institutes, colleges and universities and other organizations. University students may join as student members.

### What Memberships Types Are Available?

- Individual 1-Year Membership (40,000 won)
- International 1-Year Membership (60,000 won / US\$60.00)
- Undergraduate Student 1-Year Membership (20,000 won, with documentation)
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### How to Join

❶ Apply by using the online membership form at [www.koreatesol.org/](http://www.koreatesol.org/). On the front page, click on “JOIN KOTESOL” in the menu band and follow the directions there.

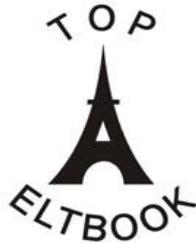
❷ Alternately, paper membership application and renewal forms are available at the Chapter desk today and at Chapter meetings for those who prefer making a hard-copy application.

Membership payment may be made by:

- Direct bank transfer to KOTESOL: KEB account number 630-006952-841
- Payment in cash to the Chapter Membership Officer at a Chapter event



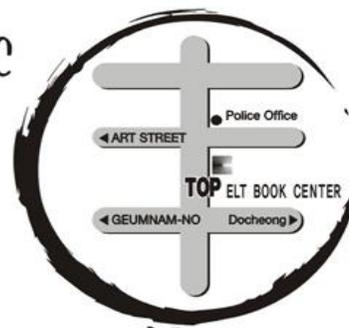
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# Conference Notes



## Gwangju-Jeonnam KOTESOL wishes to thank:



For its donation of copies of the *Longman Dictionary of Contemporary English* for the prize draw.



For providing pizza vouchers for the prize draw and for its new discount on Alleyway cuisine to KOTESOL members.



For providing tickets to the April 23-24 showing of *The Vagina Monologues* for the prize draw.



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