

Jeonju-North Jeolla KOTESOL Regional Conference 2013

PUTTING IT ALL TOGETHER

making the pieces

fit

SATURDAY **April 20th**
Geunyoung Girls' High School
JEONJU

Registration: 12:30
Opening Ceremony: 13:00
Sessions start: 13:30



www.koreatesol.org/Jeonju
jnconference@gmail.com | 016 665 6915 (Phil)



Jeonju-North Jeolla Regional Conference 2013
Putting the Pieces Together: making it all fit

Schedule of Presentations

	Auditorium (First floor)	Sunshine (Second Floor)	E-Cinema (Second Floor)	Smile (Third Floor)	Star (Third Floor)
12:30	Registration				
1:00-1:30	Opening Ceremonies				
1:45-2:30		Lucas Snyder Writing Towards Fluency: Journal Writing as an Integral Part of Language Learning	Jared Sandler George Balarezo BAN-JANG-NIM: Good for Students; Great for Teachers	Peadar Callaghan Active Listening (moving beyond fill in the blanks)	Mark Preston Using '무한도전'(Infinity Challenge) with Social Networking Services to promote extracurricular learning related to the English class
2:45-3:30		Casey M. Barnes Say it, Show it, Act it...Tell Me a Story!	David Shaffer Holding It All Together – With Interventions in the Classroom	Amanda Maitland Fun With TPRS	Lindsay Herron Easy Integration of Authentic Video into Grammar- and Function-Focused Lessons
3:45-4:30		Allison Bill Creative Reading and Writing for Children	Jenica Park Ryan Finnegan Consideration of 'Classroom Chemistry' in an EFL Context	Maria Lisak More than Edutainment - Technology and Pedagogy	Sara Juveland Motivating Students through Video Creation
4:45-5:30	Jared Sandler Drew Mountain QR Quest: Smartphones Beyond the Classroom	Ingrid Zwaal Crazy Prepositions	Nick Ziegler International Student Academic Needs	Amanda Maitland Adapting Personality Tests For Use in the TESOL classroom	~~PECHA KUCHAS~~ Nate Kent What the +* & ^ is a Pecha Kucha? David Shaffer Back Then: English Education on the Peninsula Lindsay Herron Growing Pains: Or, How I Learned to Stop Worrying and Love My Devil Spawn
5:40-6:00	Closing Ceremonies and Book Draw				



Greetings from Ingrid Zwaal

Jeonju-North Jeolla Chapter President

It is with great pleasure that I welcome you to this year's regional conference, "Putting It All Together: making the pieces fit".

To me, KOTESOL's main goal is to help teachers improve their English teaching skills and that is what we are doing here today. I feel privileged to be part of an organization that has teachers who volunteer their time, skills, experience and research to aid other teachers and in turn learn themselves from those same teachers that they once helped.

I hope you find today's experience useful in your teaching. Our conference chair, Phil Owen, has worked very hard in putting this conference together, bringing together an amazing group of presenters. I would like to thank Allison Bill and Kimmie Kim for all their hard work helping Phil, and to JNJ KOTESOL's executive for all their support and help, too. JNJ has a lot of hard working people that I am proud of. I would like to thank the presenters for coming from across Korea to share their knowledge with us.

Ahn Byoung Man, the principal of GeunYoung Girls' High School, has been very kind to support us by allowing us to have our monthly chapter meetings here as well as today's conference. The school also supplied some of their students as our volunteers, so when you see one of the girls, be sure to thank them. I would also like to thank Park Eun Young who has been a great supporter, for all of her hard work and tireless assistance with our meetings and conference. She has been a gift. If you see a hard working woman running from place to place, it is probably her.

And thank you for coming to our conference and being interested in learning more about the many ways of teaching English. This is our reason for being. I hope you will become a member today if you are not already and help us improve teaching in Jeonju North Jeolla. I hope you enjoy the conference.

Ingrid Zwaal
JNJ President



Welcome from the Conference Chair

Dear Conference Attendees,

Welcome to the annual Jeonju-North Jeolla KOTESOL Regional Conference. Thank you for coming out on this spring Saturday afternoon when you might prefer to be enjoying the cherry blossoms.

We have gathered 18 speakers for today's event. Some are old favorites; others are new to our conference. We expect great things from all 19 presentations. I do not think there are any duds in the group. It will be a great afternoon to learn new skills and enjoy talking about the teaching of English.

It not just enough to come to a conference like this one and learn a new idea or activity for your classroom. You have to shape it to your classroom. You have to change the vocabulary, add or limit the grammar, add scaffolding. You may even need to change it from one class to the next to best fit your students, hence the theme for today: *Putting It All Together: making the pieces fit.*

I would like to add my thanks to Principal Ahn Byoung Man and all the staff of Geun Young Girls' High School for your gracious hospitality today. Geun Young Girls' High School has been hosting Jeonju-North Jeolla KOTESOL events for several years now. Your wonderful state-of-the-art classrooms and cheery atmosphere add a much-appreciated dimension to our regular meetings and annual conference.

I would also like to thank all of the members of the Conference Committee and the folks who pitched in for today. We all owe them a big, "Thank you!" I would especially like to single out last year's conference chair Allison Bill and Geun Young teacher Park Eun-young. Despite busy schedules, these two women took care of -- or reminded me to take care of -- uncounted details. Without them, this would event would not have come together.

I hope you find this afternoon helpful. I hope to see you again at a regular monthly JNJ KOTESOL workshop soon.

2012 Regional Conference Committee

(in alphabetical order)

- Allison Bill
- Shawn DeLong
- Anjee DiSanto
- Kimmie Kim
- Amanda Maitland
- Owen McCaffrey
- Phil Owen
- Eun Young Park
- Ingrid Zwaal



Why not join KOTESOL?

Membership of KOTESOL is 40,000 KRW for one full year (Undergraduate students with ID pay 20,000 KRW) and comes with the following benefits:

- Reduced entry fees to major conferences
- Free-to-attend monthly workshops at your local chapter
- The English Connection – a quarterly news magazine featuring articles related to language teaching/learning, teaching tips, reviews, and KOTESOL news and notices of upcoming meetings and conferences, as well as information on a variety of language teaching materials
- The opportunity to meet and work with the finest teachers in Korea.

Go to www.koreatesol.org
and click on 'join KOTESOL' for more details.

Welcome from Young-suk Lee, Supervisor of the Education Innovation

Department of Jeollabukdo Education Office

All the teachers, Members of Jeonju-North Jeolla KOTESOL and Faculty of Jeonju Geonyoung Girls' High School. Thank you for coming and participating in this workshop. My name is Young-suk Lee, supervisor of the Education Innovation Department of Jeollabukdo Education Office.

First of all, I'd like to welcome KOTESOL members and English teachers, and thank you, principal Byung-man Ahn, who opened the doors for this great workshop. I really appreciate all the efforts Kotesol and the school have made together.

It's already late April. All the flowers began to bloom and the nature is green and full of energy. Today, in this workshop, I hope we could learn the various and new teaching methods and especially, recharge our energy through 16 instructors' lectures.

I also hope we can exchange the information through this workshop so we can change the English classes to attract students' attention. Through this little change, we can set up a solid public education.

Once again, thank you for your big support and interest on English Education. Enjoy your time here at the Workshop. Thank you.



Message from Principal Ahn Byoung Man Geun Young Girls' High School

Honorable guests and English teachers,

It is my great pleasure to greet all of you. My name is Ahn Byoung Man, the principal of Geun Young Girls' High School. First of all, on behalf of the faculty and the students of our school, I extend a heartily and warm welcome to the participants of 2013 KOTESOL Regional Conference. I would like to ascribe this distinguished annual event to all who worked together to provide the best for English educators here.

It has been our privilege to see many English teachers who shared a fulfilling day, learning and growing by experiencing a diverse range of teaching philosophies and advanced instruction here at our school.

This year, we are meeting again with a theme of "Putting it All Together: Making the Pieces Fit". I believe this concept is a key component of English education and is already being practiced and forged by some passionate English teachers. Now I hope this effort can be deepened and widened in a way that allows more teachers to come and relish the benefits of today's lectures together.

Even though we are faced with enormous difficulties in our English education today, we can make improvements. I truly believe that this conference will bear a fruitful outcome and lay the firm groundwork for future development of English education.

Indeed, it is my hope that you will open your mind to the many creative and productive influences throughout all the lectures. I wish all participants great luck and happiness in the future. Thank you very much!



Congratulatory Message

Dr. Mijae Lee

KOTESOL National President

It is an honor and pleasure to have a chance to write a congratulatory message to to the KOTESOL Jeonju-North Jeolla Conference in Jeonju with the theme of “Putting the Pieces Together: Making It All Fit”. I would like to express my deepest gratitude to Jeonju-North Jeolla Chapter President Englid Zaal and a conference chair Phil Owen as well as to the members of these KOTESOL groups who have worked to make this event possible.

Any theme in English education is of great interest to me. But this year’s conference theme is of special value because it is important for teachers to put the pieces in and out of classes as well as teachers themselves and to make it work together to the degree of well fit. When I recall the old times of my first experience as an English language instructor for one year and half at Sung Sim (Sacred Heart) Girls Middle School and two years of Sung Sim (Sacred Heart) High School in Jeonju with U. S. Peace Corps volunteers at that time, it is both hilarious and painful lack of materials. Taken as such, I greatly enjoyed this experience teaching English to secondary school students, and I often came across English teachers who were my students of those times with surprise.

Today, Korean parents want their children to get better English education, thus they are all eager to search better learning environment, better materials and better learning regardless of ages and levels. Educators like you, who make it their business to refine and improve their teaching techniques, are the greatest hope for English learners today. With your diligence and enhanced expertise, you serve your students as the best English instructors in the world and by joining Jeonju chapter conference we all witness ourselves growing great and deep.

I sincerely hope that all of you greatly enjoy this conference and take home something good and valued.. Thank you very much.

KOREA TESOL
NATIONAL CONFERENCE 2013

DEVELOPING PROFESSIONALLY:
PLUG-AND-PLAY SLA PEDAGOGY

INTERNATIONAL PLENARY:
DR. KEITH FOLSE

INVITED SPEAKERS:
DR. KIM JEONG-RYEOL
& ROB MURPHY

KOTESOL

NATIONAL CONFERENCE
2013

MAY 25TH & 26TH, 2013

KOREA NATIONAL UNIVERSITY OF EDUCATION

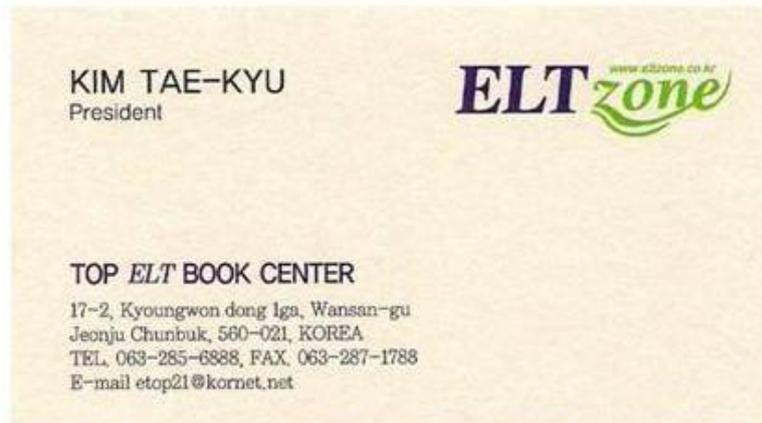


KOTESOL
대한영어교육학회

HOSTED BY DAEJEON-CHUNGCHEONG
CHAPTER & THE PROFESSIONAL DEVELOPMENT SIG

[HTTP://KOREATESOL.ORG/NC2013](http://koreatesol.org/nc2013)

[The Jeonju-North Jeolla Chapter of KOTESOL would like to thank *ELT Zone – TOP ELT Bookstore* for their generous support of this conference.



For absolutely the *best* selection of English language and English Teaching books available.



Only five-minutes walk from Gaeksa.

Session 1: 1:45 – 2:30

SUNSHINE

Writing Towards Fluency: Journal Writing as an Integral Part of Language Learning



Lucas Snyder
(Snyder Language School)

Journal or diary writing is an often used approach for including writing in a language program. Typically, topics are chosen only because they are interesting topics for journals or diaries. While it is important to have students writing on a broad range of subjects, not having those subjects connected to students' language learning deprives them of valuable practice. There are already too few opportunities for students to practice their English in a non-English speaking country to allow language output to occur without much purpose.

This presentation will examine how a journal program can become a connected and meaningful part of a language classroom. It will start by discussing why writing is important to language learning. Next it will present a process for integrating journal writing into the classroom. This process includes choosing topics that are purposeful to what students are learning, a five-step approach to journaling for students to follow, preparing students for writing, and setting up a method for students to check and learn from their own mistakes. Then the area of feedback will be considered with some suggestions offered for making feedback more worthwhile. Finally, this presentation will also look at ways to include writing in the classE-Cinemaeyond journaling.

This journal program as presented is intended for beginning to intermediate language learners or learners who are in the early stages of learning how to write. It is not dependent on a particular age or class size, though smaller classes create more manageable workloads. Some suggestions will be given for implementing the program with larger classes.

Lucas Snyder holds a Master of Education in Learning and Instruction with a specialization in English Language Learners from Northeastern University in Boston, MA. He has been teaching English in Korea for over six years, and particularly enjoys teaching children. He and his wife recently opened their own English school where they help young language learners travel the road to English fluency. He takes a personal interest in encouraging students to read more and to be creative. His email address is citizensnyder@gmail.com.

E-CINEMA

BAN-JANG-NIM: Good for Students; Great for Teachers



Jared Sandler
(Gimcheon University)

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 will be the 5th consecutive semester that the presenter has been utilizing a BAN-JANG-NIM. There are a multitude of benefits and virutally no drawbacks, so this would be an interesting topic to introduce. While the use of a BAN-JANG-NIM is standard practice in the Korean educational system, it remains largely unknown to native English speaking instructors in Korea. We will discuss how the use of a BAN-JANG-NIM (class leader) may benefit the instructor, the students, and, most importantly, the BAN-JANG-NIM himself/herself. In our experience, we have found the concept of a class captain to be a very effective way of communicating with our students on a deeper level. This acquired knowledge facilitates a better understanding of Korean culture; it is a "win-win" for everyone.

Jared Sandler was born, raised, and educated in the United States. He backpacked across South Korea before deciding to embark on an EFL career back in 2008. Jared first lived in suburban Seoul, but quickly moved to rural Gyeongsangbuk-Do to begin work as an English professor at Gimcheon University. The highlight of his first two years in Gimcheon was co-creating a location-based smartphone game called QR Quest. Jared is also keen to continually improve the Ban-Jang-Nim system with his students. He is currently a professor in the Departments of Physical Therapy, English, and General Education at Gimcheon University. Jared is a master's degree candidate at both St. Cloud State and Woosong Universities.



George Balarezo
(Chungang University)

George Balarezo first came to Korea in 2008 and has been enjoying life to the fullest in the Land of the Morning Calm ever since then. Before teaching university students at Chung-Ang University he worked at a public high school for several years and also taught at a private academy. George has been studying Korean language intensively throughout his stay in Korea.

SMILE

**Active Listening
(moving beyond
fill in the
blanks)**



Peadar Callaghan
(Daegu University)

Student centered and task based learning have proved again and again to be better teaching methodologies than the traditional teacher centered classroom. However when it comes to teaching listening too often the teacher centered classroom is the norm. Teachers are unsure of how to teach listening using the principles of task based learning or how to give students the ability to take control of their learning with listening. This leaves the teacher with the sensation of only being responsible for pressing the button on the cd player and often bores both the students and the teacher with endless repetition.

This workshop will discuss the basic principles behind good listening instruction. The workshop will then go on to showcase several different approaches to listening tasks applicable to all levels and ages of students.

Peadar Callaghan is first vice president of KOTESOL. He graduated from the University of Limerick with an Ma in ELT. He has been working in Korea for over six years. During which time he taught a lot of conventional listening classes. The classroom techniques in this presentation are a distillation of his attempts to move away from the teacher lead listening classroom. This presentation brings a practical and imaginative approach to the teaching of listening.

STAR

**Using ‘무한도전’
(Infinity
Challenge)
with Social
Networking
Services to
promote
extracurricular
learning**



Mark Preston
(Jeonju National University of Education)

‘무한도전’(Infinity Challenge) is a popular entertainment television program. The show’s hosts are issued a new challenge each week. I will explain how to use this format to good effect in the English language classroom, with the addition of social networking services, such as Facebook.

These days the Internet is an integral part of our lives and our students see their smart phones not merely as a communication tool but as an extension of themselves. Furthermore, many students have little or no time to watch television during the week, but they do on Saturdays, which is when ‘무한도전’ is broadcast. I use both to integrate English learning into the students out-of-class activities. The Facebook app can be left running in the background of smart phones, and a push alert appears when new activity takes place, so the students can always be connected.

METHOD: 1. Set up a class Facebook group page, and have each student join the group. 2. Explain the premise of ‘무한도전’ and that using the Facebook page, a challenge will be created requiring the students to log on outside of class and complete the challenge. 3. An example challenge is to integrate other online services such as YouTube, to find a ‘trending’ video, create a link on the Facebook group page, and write a comment. Other students view the posts and comment. In the next class, each student makes a presentation.

Mark Preston BA(Hons) CELTA is finishing an MEd in Applied Linguistics from The Open University, UK. He has taught English and English Education for over 12 years, 3 at the university level. Since 2007, he has been involved with teacher education programs as coordinator and trainer. His professional interests include co-teaching, young learner literacy, and online learning. Email: bwjkr@hanmail.net.

Session 2: 2:45 – 3:30

SUNSHINE

Say it, Show it, Act it...Tell Me a Story!

Casey M. Barnes
(Kyung Hee
University)

Anyone who can speak can tell stories. We tell them informally as we relate the mishaps and wonders of our day-to-day lives. We gesture, exaggerate our voices, and pause for effect. When story telling is used in the classroom, students have the opportunity to share ideas, organize information, and generate interesting, relevant language in peer to peer contexts. Students are able to listen to their classmates and develop a familiarity with language patterns. When used as a culminating activity, students can easily develop more advanced presentation skills like intonation, gesticulation, and use of dramatic pauses.

Casey Barnes started teaching EFL in Seoul in 2005. After two years in a middle school, he went to the USA to pursue a Master's degree in English and ESL. During his stay, he taught English and Creative Writing in an American high school, before returning to Seoul to teach for an additional two years in a public high school. He has recently been teaching full time at Kyung Hee University, Seoul.

E-CINEMA

Holding It All Together – With Interventions in the Classroom



David Shaffer
(Chosun University)

Selection of material to be presented in a lesson and preparation of the activities for practicing that material are important aspects of lesson planning, but even the best preparations are in danger of being ineffective if the in-class interventions of the teacher are not supportive or are lacking. These interventions may be anything that the teacher says or does that lead to some change in the learning process. Interventions, whether pre-planned or spontaneous, need to be purposeful and effective to hold our lessons together. The more aware we are of why we are intervening and what we hope to achieve from intervening, the more effective our interventions, and our lessons, will be.

This presentation will introduce a dozen key interventions that will help ensure that one's well-prepared lesson has maximum effect. These interventions include: being supportive, asserting authority, giving instructions and telling, eliciting responses, questioning, checking learning and understanding, and giving encouragement, feedback, and praise. Also to be included are interventions for structuring and signposting, being catalytic, being unhelpful, permitting emotion, and even vanishing.

The presentation intends to have an interactive component by questioning and eliciting from the audience how they do or would intervene in given situations, and by discussing audience member cases of not being sure of how to properly intervene in certain situations. The audience is expected to leave with a fuller awareness of the critical role that interventions play in the teaching/learning process and how they can be fine-tuned.

David E. Shaffer, PhD Linguistics, is a long-time educator in Korea and long-time KOTESOL member. He is a professor at Chosun University in Gwangju, teaching in the graduate and undergraduate programs. Dr. Shaffer is the author of books on learning English as well as on Korean language, customs, and poetry. His present academic interests include professional development, SLA, young learner and extensive reading research, as well as loanwords and effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea and regularly presents at their conferences. Within KOTESOL, he is presently Gwangju-Jeonnang Chapter President, an editor of KOTESOL publications, and a member of the National and International Conference Committees.

SMILE

Fun With TPRS



Amanda Maitland
(Chonbuk National University)

This presentation will remind teachers of the core concepts of TPRS (total Physical Response with Story Telling) and connect it with creative activities that can be used and adapted for Elementary, Middle and High School Students. TPRS is a mode of teaching favoured by Stephen Krashen as it provides excellent "comprehensible input" and a creative lesson that students will find both fun and informative. It also provides a chance for students to learn English in a way that encourages teachers to present grammar and vocabulary in a comprehensible way. Students are able to use new words and grammar structures to form interesting narratives whilst repeating language many times in a way that mimics natural language which encourages the development of fluency. The workshop will focus on the TPRS skills of "pause", "point" and "highlight" and "Questioning using a circling technique." The workshop will also show how the technique can be supported with art, drama, mime and roleplay.

Amanda Maitland is a professor at Chonbuk National University in Jeonju, South Korea where she is Director of TESOL Teacher-Training and Education. Before she came to Korea she was a senior professor at the University of East London where she taught linguistics, language studies, education theory and TESOL courses. Amanda Maitland also has extensive experience of teaching in the secondary sector in the UK and has developed a large personal portfolio of strategies for "Classroom Management." In addition to this, she is currently studying for a PhD in Criminal Psychology and has already obtained a diploma in Mental Health and Psychiatry and Counselling and Therapy. Her other duties have been related to course design and the development of primary, secondary, post-compulsory, and TESOL teacher-training courses. In addition to this, Amanda Maitland has been published in the fields of "reading" and "reflective journal writing". Maitland39@hotmail.co.uk

STAR

Easy Integration of Authentic Video into Grammar- and Function-Focused Lessons



Lindsay Herron
(Gwangju National University of Education)

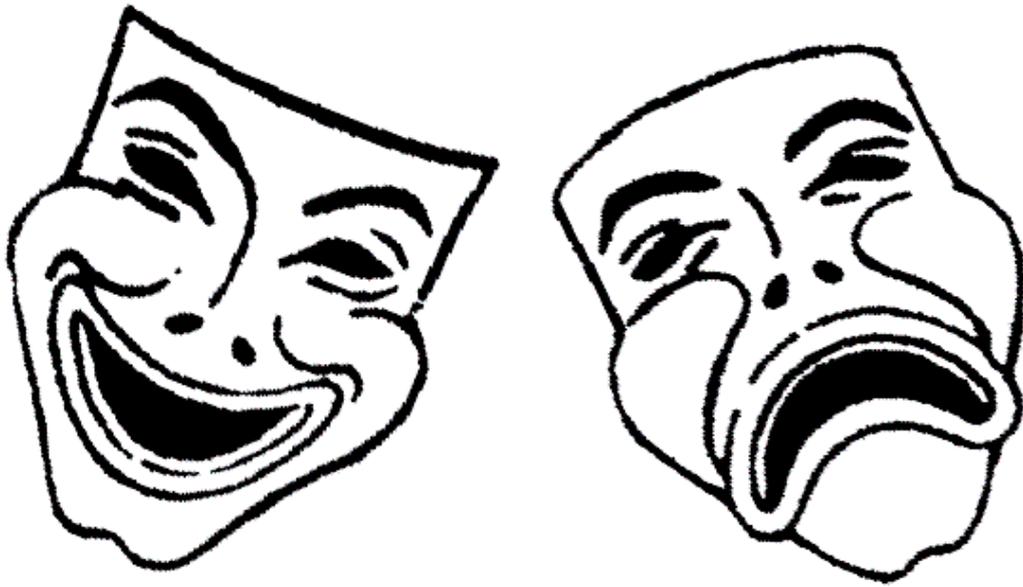
Using authentic video in class can be an effective way to increase student engagement, add dynamic visual elements, and introduce authentic and culturally appropriate language use. Unfortunately, teachers using grammar- or function-focused textbooks might have difficulty figuring out exactly how to incorporate such materials into their lessons. This talk will introduce a variety of videos that can be used to elicit, model, or practice a variety of language structures. It will touch on activities that can be used with videos, and it will highlight a sampling of useful online video resources and tools.

Lindsay Herron has been a visiting professor at Gwangju National University of Education in Gwangju since 2008. Prior to that, she taught English on a Fulbright grant in Seogwipo, Jeju-do. She is currently working on a master's degree in Literacy, Culture, and Language Education at Indiana University—Bloomington. She also has a master's degree in cinema studies from New York University, bachelor's degrees in English and psychology from Swarthmore College, and a CELTA as well as the CELTA-YL Extension.

Notes

the Annual KOTESOL...

National Drama Contest



November 16th
Jeonju University JJ Art Hall
starts at 1pm

ENTRY FEE 20,000 won per team
(all teams must be registered by November 1st)

for further information please contact Ingrid Zwaal
(scottietoy@gmail.com)

Session 3: 3:45 – 4:30

SUNSHINE

Creative Reading and Writing for Children



Allison Bill
(Jeonju University)

Do you have a set reading and writing curriculum which doesn't seem to be helping your students? Are you looking for some practical ideas? From working on the alphabet to using story books and readers, this presentation will provide you with some simple activities to add practice and motivation to your YL reading and writing classroom. You will leave with ideas you can use on Monday, as well as inspiration for future projects.

Allison Bill started her own second language learning at the age of 5. She completed her B.Ed. in Elementary French Education at the University of Ottawa, and her M.A. TESL/TEFL at St. Michael's College in Vermont. She is currently studying for an Ed.D. through Anaheim University. Allison has taught FSL in Canada, and EFL in France and South Korea. She is a native of Ottawa, Canada. She has lived in Korea since 2000, and teaches at Jeonju University. E-mail: allison.bill1@gmail.com

E-CINEMA

Consideration of 'ClassSmilehemistry' in an EFL Context



Jenica Park
(Chonbuk National University)

TESOL professionals and researchers have investigated the factors that influence student interaction during group work, and therefore promote or hinder language learning (Sachs et al., 2003). We would like to use this framework to analyze the dynamics of classSmileommunities in a more holistic sense.

We aim to address a different set of factors that influence the classSmileommunity as a whole. Specifically, we confront the question of why the same lesson can be taught to several different classes of similar language abilities, yet the lesson has a range of different outcomes in terms of level of interaction and student reception. Intuitively, one might assume the answer to this question lies within the realm of 'classSmilehemistry.'

The subject has been broached by Hilligoss (1992), operating in the field of Sociology. Hilligoss defines classSmilehemistry as the combined effect of students' personalities on classSmileommunity.

Agreeomg with Hilligoss, we would like to argue that not only can classSmilehemistry be changed, but sometimes must be, because of its significant impact on lesson effectiveness. We will seek to identify the factors that influence classSmilehemistry in an EFL setting, and the ways in which classSmilehemistry affects language acquisition. Finally, we will present methods that teachers can use to promote positive classSmilehemistry.

Jenica Park currently teaches credit English courses at Chonbuk National University in Jeonju, South Korea. She completed a year as a public high school English as a Foreign Language (EFL) teacher, working for the Seoul Metropolitan Office of Education in Seoul, South Korea. She taught conversational English and English for Tourism courses at Daeil Tourism and Design High School. Jenica earned her Bachelor's Degree from the University of Nevada, Reno (UNR) in Spanish, spending one semester abroad in Madrid, Spain, and also received a minor in Teaching English to Speakers of Other Languages (TESOL). She earned her Master of Art's in TESOL from UNR in 2011.



Ryan Finnegan
(Chonbuk National Universtiy)

Ryan Finnegan has been living and teaching in South Korea since 2011. He currently serves as an English Instructor at Chonbuk National University in Jeonju. Ryan obtained his MATESOL from the University of Nevada, Reno. He received his Bachelor's of Arts in History from San Diego State University. Ryan enjoys all things to do with the ocean especially surfing, scuba diving and sea turtles.

SMILE

More than Edutainment - Technology and Pedagogy



Maria Lisak
(Chosun University)

Technology, whether video, mobile or smart carts permeate our learning spaces. Often teachers are at a loss how to incorporate technology into learning experiences structured with quality instructional design and sound methodology. Maria shares a semester of media projects, the implementation and methodology behind them, and shows how you can incorporate the use of media to support your curricular and learning goals.

Maria Lisak is an educator and activist based in Gwangju, South Korea. She has been tutoring others in business and reading since the early 1990s and teaching English as a nonnative language since 1996. With certificates and degrees in philosophy, economics, computer technology, English language teaching, business administration, education, instructional systems technology, Swedish massage, Reiki and reflexology, she prides herself as being a life-long learner. She is currently working on a PhD in Literacy, Culture and Language with Indiana University. She teaches public administration and social welfare at Chosun University in Gwangju, South Korea.

STAR

Motivating Students through Video Creation



Sara Juveland
(Chonbuk National
University)

Grammar, vocabulary, conversation practice, homework, fill-in-the-blank, multiple choice, write sentences, answer questions... by the time students in Korea have reached high school or college they are familiar with all of the usual textbook exercises in English classes. Most have to take some English class as a requirement, but wouldn't choose it if given a choice. What can we as teachers do to not only try to teach them the material we are responsible for, but also to liven up classes and maybe, just maybe, help students become interested in and motivated to work hard in a class they might not have wanted to take in the first place? I have found that a substantial group video project serves this purpose. This presentation will show you how to design a group video project for the second half of the semester for your high school or university students that serves as a review for previous grammar and vocabulary, that gives students ample speaking practice, that requires students to be creative, work collaboratively, and carry through on a long-term project, that students can be proud of creating, and, perhaps most importantly, that is fun and engaging. I have used this project in 24 college freshmen English conversation classes over the past three semesters and feedback from students has confirmed that, although they think it is challenging at first and it does end up taking a lot of time and effort, in the end, they enjoy it and are happy to have done it.

Sara Juveland has been interested in languages since trying to learn Tolkien's Elvish in middle school. As a senior in college, she was a TA for beginning level Japanese classes. After two years of working with ELL students in elementary schools through AmeriCorps, she decided to make language teaching her career and completed an M.A. in TESOL at Portland State University in Oregon, USA. While there, she was again a TA, this time teaching reading, speaking, and listening classes in Portland State University's Intensive English Language Program. Her thesis investigated students' beliefs about homestays and language learning. After graduation, Sara moved to Korea and began teaching in the Language Education Center at Chonbuk National University. Her classes have included English conversation classes, writing and speaking courses, general freshmen English courses, and short and long-term in-service courses for Korean English teachers on speaking, TPR, and using stories creatively in the EFL classroom.

Session 4: 4:45 – 5:30

AUDITORIUM

QR Quest: Smartphones Beyond the Classroom



Jared Sandler
(Gimcheon
University)

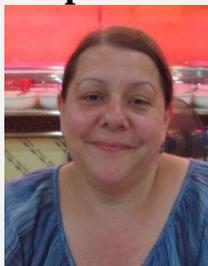
Drew Mountain
(Gimcheon
University)

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.

Jared Sandler was born, raised, and educated in the United States. He backpacked across South Korea before deciding to embark on an EFL career back in 2008. Jared first lived in suburban Seoul, but quickly moved to rural Gyeongsangbuk-Do to begin work as an English professor at Gimcheon University. The highlight of his first two years in Gimcheon was co-creating a location-based smartphone game called QR Quest. Jared is also keen to continually improve the Ban-Jang-Nim system with his students. He is currently a professor in the Departments of Physical Therapy, English, and General Education at Gimcheon University. Jared is a master's degree candidate at both St. Cloud State and Woosong Universities.

SUNSHINE

Crazy Prepositions



Ingrid Zwaal
(Jeonju National
University of
Education)

Crazy prepositions is an easy to learn and easy to teach card game for any age, depending on your students' abilities and just a fun game. There are eight prepositions – in, on, under, beside, behind, between, in front of and over. The students practice these prepositions by matching them or one of four animals. Constant repetition helps students memorize the prepositions and good sentence structure. Based on the game Crazy Eights, most native speakers already know this game but now it is an ESL game. Game practice, rules as well as copies of the cards will be given during the presentation.

Ingrid Zwaal has taught in hogwons and universities and students of all ages. She plays with Jeonju National University of Education's volleyball club. She writes a weekly column for SaeJeonuk newspaper about her life in Jeonju. She lives with her Scottie, Spike, and four birds

E-CINEMA

International Student Academic Needs

Enrollment of East Asian secondary and university students in core English-speaking countries has been increasing for decades, and this trend is likely to continue into the future. Although evidence exists that international students need help adjusting to the academic environment in these schools, very little programming has focused on improving cross-cultural adjustments for these students academically or socially within their school environment. International students and the academic community would benefit

Nick Ziegler
(Yeungnam
University)

from greater attention to these challenges as well as ease students' transition into a system that is by definition foreign to them.

This proposal highlights a model program that aims to assist international students as they adjust to their new school environment and culture. Using a Las Vegas area private school for this model, this proposal explores how international students would be assisted by such a program as they are introduced to their new classroom environment, shown details of structured coursework, and explanations given regarding the purpose of extracurricular programs. This proposal is useful because it addresses international students' need to adjust as swiftly and thoroughly as possible to their new school environment in order to participate and succeed academically.

The model program will entail three featured components: 1) a sequence of three workshops addressing classroom, coursework, and extracurricular activities; 2) an international student handbook to be distributed to all participants; 3) mid-semester counseling sessions to attend to any remaining issues or questions by the students. International students and the school community would benefit from this research as it will demonstrate a viable program that can enable schools to ease students' transition into a system that is initially foreign to them.

Nick Ziegler has lived in Korea on and off, then on again since 1996. He is originally from La Crosse, WI in the US, but was educated in Minnesota, Virginia and Nevada. He currently lives in Daegu and teaches at Yeungnam University in the College of Basic Studies. A KOTESOL member since 2001, Nick has been involved with the organization mostly at the chapter level.

SMILE

Adapting Personality Tests For Use in the TESOL classroom



Amanda Maitland
(Chonbuk National
University)

This workshop aims to demonstrate how personality tests, such as the "Rorschach ink blot tests", "house tree person" and "human drawing" tests can be used and adapted for English activities. Personality tests are useful tools for stimulating communication in the classroom, for individual, group and pair work. The activities also have the potential for usage in the Elementary, Middle and High School Classrooms.

During the workshop some indicators of how to read the responses to the personality tests will be provided, as the tests provide a window to the psychological health of the students. Rough readings will enable teachers to be aware of patterns of response that indicate that a particular student is in need of support. However, the importance in these activities is not the responses but enabling, through facilitation, the students to explain the reasons for their responses and the encouragement of creative imagination.

Amanda Maitland is a professor at Chonbuk National University in Jeonju, South Korea where she is Director of TESOL Teacher-Training and Education. Before she came to Korea she was a senior professor at the University of East London where she taught linguistics, language studies, education theory and TESOL courses. Amanda Maitland also has extensive experience of teaching in the secondary sector in the UK and has developed a large personal portfolio of strategies for "Classroom Management." In addition to this, she is currently studying for a PhD in Criminal Psychology and has already obtained a diploma in Mental Health and Psychiatry and Counselling and Therapy. Her other duties have been related to course design and the development of primary, secondary, post-compulsory, and TESOL teacher-training courses. In addition to this, Amanda Maitland has been published in the fields of "reading" and "reflective journal writing". Maitland39@hotmail.co.uk

STAR

What the +*&^ is a Pecha Kucha?

Nate Kent
(Chosun University)

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### **Back Then: English Education on the Peninsula**



**David Shaffer**  
(Chosun University)

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Growing Pains: Or, How I Learned to Stop Worrying and Love My Devil Spawn



Lindsay Herron
(Gwangju National
University of
Education)

PECHA KUCHA Presentations

This Pecha Kucha talk is about Pecha Kucha talks. What are they? Where did they come from? What defines one? And most importantly... how can you prepare for and give one in the near future? (and why would you want to?) An often confusing and rarely explained recent phenomenon at KOTESOL gatherings in the last years has been the series of Pecha Kucha talks given in the final hours of the conference. The aim of this is to (humorously?) answer any questions you have about these short presentations.

Nate Kent has been in Korea for the last 9+ years and has been loving it. Starting at a Hakwon long ago, he now works at a university. Recently he has been doing some teacher training and as much presenting as possible.

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Ever wonder what the English education scene was like in Korea two score and several years ago -- back when Park Geun-hye's father was president of Korea? This pecha kucha presentation makes comparisons of 1970's classrooms, teaching methods, curriculums, students, teachers, and even NESTs with those of today -- all from the presenter's first-hand perspective. The differences may be surprising -- the similarities, too!

David E. Shaffer, PhD Linguistics, is a long-time educator in Korea and long-time KOTESOL member. He is a professor at Chosun University in Gwangju, teaching in the graduate and undergraduate programs. Dr. Shaffer is the author of books on learning English as well as on Korean language, customs, and poetry. His present academic interests include professional development, SLA, young learner and extensive reading research, as well as loanwords and effective teaching techniques. Dr. Shaffer is active in numerous ELT associations in Korea and regularly presents at their conferences. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, an editor of KOTESOL publications, and a member of the National and International Conference Committees.

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A new teacher encounters a trio of students who spend their spare time devising ways to shock and bedevil her. In this contest of wills, who will emerge the victor? There can be only one... right?

Lindsay Herron has been a visiting professor at Gwangju National University of Education in Gwangju since 2008. Prior to that, she taught English on a Fulbright grant in Seogwipo, Jeju-do. She is currently working on a master's degree in Literacy, Culture, and Language Education at Indiana University—Bloomington. She also has a master's degree in cinema studies from New York University, bachelor's degrees in English and psychology from Swarthmore College, and a CELTA as well as the CELTA-YL Extension.

The Regional Conference Dinner: La Luce Restaurant

open to **all** conference attendees
(please sign-up at the registration
area by 2 p.m.)

Saturday, April 20th
at 6:30 p.m. at

Basic Buffet 35,000 won





Jeonju-North Jeolla KOTESOL 2013 Calendar of Events

May 11 – **Chapter Workshop**
at *Geun Young Girls' High School*

May 25, 26 – **National Conference**
at *Korea National University of Education (see ad on p.8)*
Invited Speakers include:
Keith Folse
Kim Jeong-ryeol
Rob Murphy

June 15 – **Chapter Workshop**
at *Geun Young Girls' High School*

August 17 – **Chapter Workshop**
at *Geun Young Girls' High School*

September 14 – **Chapter Workshop**
at *Geun Young Girls' High School*

October 12-13 – **KOTESOL International Conference**
at *Sookmyung Women's University, Seoul*

November 9 – **KOTESOL Drama Festival**
at *Jeonju University JJ Art Hall (see ad on p. 15)*

November 16 – **Chapter Workshop**
at *Geun Young Girls' High School*

December 7 – **Chapter Meeting / Elections / Holiday party**
at *Geun Young Gils' High School*

* *To keep up to date on upcoming events, friend "Jeonju North Jeolla" on Facebook.

More at www.koreatesol.org/jeonju.