

Jeonju-North Jeolla 2014 KOTESOL Regional Conference

Focusing on  
Student Differences:  
Responding to Individual Needs



April 12  
1-6pm



Jeonju University, Star Center  
(Registration: 12:30pm)



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

For more information call Phil at 010-2665-6915 or email [jnjconference@gmail.com](mailto:jnjconference@gmail.com)

Welcome to the  
Jeonju-North Jeolla KOTESOL  
2014 Regional Conference

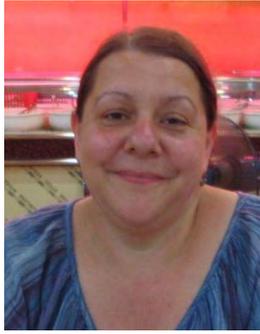
*Focusing on Student*

*Differences:*

*Responding to*

*Individual Needs*





**Greetings from Ingrid Zwaal**  
**Jeonju-North Jeolla Chapter President**

It is my pleasure to welcome you to our annual conference! This year's theme is "Focusing on Student Differences: Responding to Individual Needs". It's not easy being an English teacher living outside your country and becoming accustomed to a new culture, let alone each student's individuality and teaching them all effectively. We at Jeonju North Jeolla KOTESOL do our best to help teachers with practical information and teaching skills and today's conference should demonstrate that.

I would like to thank all the presenters and our conference chair, **Phil Owen**, for finding them and all his hard work preparing for today. I would also like to thank **Allison Bill** and her volunteers for their contributions. And I thank **Peadar Callaghan**, national president of KOTESOL for his opening remarks and presentations. And everyone else whose hard work contributed to the success of today's conference.

And I would like to thank you for taking the time to come to our conference and your interest in professional development. I hope we are able to help you today with new ideas, activities and guidance. We have monthly workshops throughout most of the year on a variety of teaching topics and we hope to see you not only attend, but take the time to become a KOTESOL member.

**Ingrid Zwaal**

President, Jeonju North Jeolla KOTESOL



## 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 outdoors.

We have gathered 9 veteran speakers for today's event. We expect great things from all of the presentations. It will be a great afternoon to learn new skills and enjoy meeting new folks who also teach English.

We know that each student is unique – with her or his own interests, abilities, prior knowledge, and learning curve. We KNOW we should respect and use these individual characteristics of our students – but it's HARD to respond to each student while still meeting the expectations of administrators, parents, and the student themselves. That's why we settled on the theme for this year:

### ***Focusing on Student Differences: Responding to Individual Needs***

Today, we will try to address this issue. Please take this opportunity to talk to the presenters and to the other attendees; get one good idea or technique you can begin to use in your classroom.

It not enough to come to a conference like this once a year. Please consider joining us for our (almost) monthly KOTESOL workshops. We cover a large number of issues – let us know what you would like to discuss. AND – consider PRESENTING at a JNJ KOTESOL workshop. I know most of you are doing great jobs of teaching – please share your ideas and your passion.

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

KOTESOL



KOTESOL National Conference 2014

Change in the classroom:

*Principled*  
**Pragmatism**



**Saturday, May 31st 2014**

**Global Plaza Building  
Kyungpook National University, Daegu**

**A big “Thank You” to all who helped make  
this conference a reality and took care of all  
the little details!**



*Why not join KOTESOL?*

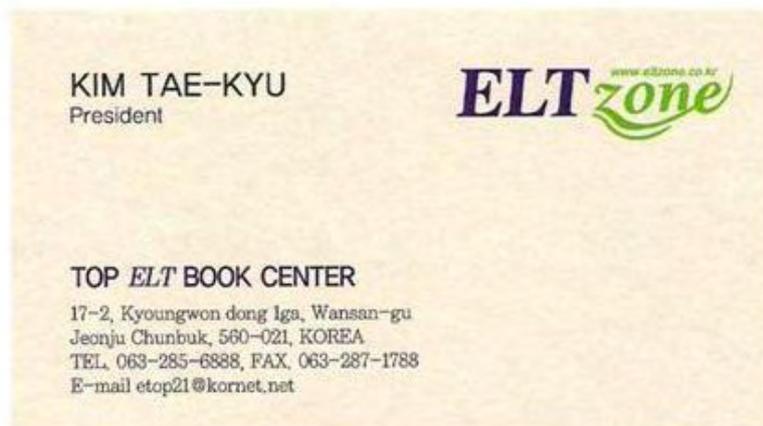
Membership of KOTESOL is 40,000 KRW for one full year (Undergraduate students with ID pay 20,000 KRW) and comes with the following benefits:

- 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.

**CONFERENCE SPECIAL – for TODAY ONLY!  
Get a 15-month membership for the same price!  
(Offer good for NEW memberships at the conference.)**

[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.

**Jeonju-North Jeolla Regional Conference 2014**  
**Focusing on Student Differences: Responding to Individual Needs**

**Schedule of Presentations**

	Room 302	Room 301	Room 303	Room 304
12:30	Registration / Refreshments			
1:00-1:30	Registration / Refreshments	Opening Ceremonies		
1:45-2:30	Registration / Refreshments	Peadar Callaghan <i>Different Learners, Different Learner Needs: Establishing a Differentiated Classroom</i>		
2:45-3:30	Registration / Refreshments	Raymond Bryer <i>Siskel, Ebert, and Seung-Beom – Effectively Using Movies in the Second Language Classroom</i>	Allison Bill <i>Helping Your Students to Use Strategies for Success</i>	Aaron Snowberger <i>Delinquent to Star Student: My Journey toward Second-Language Learning Motivation</i>
3:45-4:30	Registration / Refreshments	Peadar Callaghan <i>Using Gamification in Your Classroom</i>	Sara Juveland <i>Goal Setting, Needs Analyses, and Student Feedback: Techniques to Better Structure Your Courses around Your Students</i>	Brian Heldenbrand <i>Why Extensive Reading?</i>
4:45-5:30		Mike Peacock <i>You Too Can Audiobook</i>	Phil Owen <i>Vocabulary Cha-Cha: Easy Vocabulary Matching Activity</i>	Ingrid Zwaal <i>Multiple Intelligences Theory and the Classroom</i>
5:40-6:00		Closing Ceremonies and Book Draw		

## Session 1: 1:45 – 2:30 -- Plenary

### Room 301

#### **Different Learners, Different Learner Needs: Establishing a Differentiated Classroom**



**Peadar Callaghan**  
(President, Korea TESOL, Daegu University)

One of the many challenges teachers face is a wide variation within the students in our classrooms. Each student brings with them different experiences, abilities, and interests. These differences profoundly affect how they learn and the scaffolding that they will need to learn a language effectively.

To address this challenge, many teachers have become interested in a differentiated classroom. Such a classroom is one in which multiple tasks are available to meet the learning preferences of more of the students, thus encouraging further student participation and retention of the curriculum. This workshop will focus on giving an overview of differentiation, looking at how to get to know the strengths and preferred learning styles of our students, and then looking at how basic classroom activities can be differentiated.

Peadar Callaghan graduated from the University of Limerick with an MA in ELT. He has been working in Korea for over six years. During this time, he has given numerous presentations on a wide range of topics. All his presentations focus on being practical and adaptable to all students regardless of their levels or ages. Peadar is currently the president of Korea TESOL and is teaching at Daegu University.

## NOTES

## Session 2: 2:45 – 3:30

### Room 301

#### **Siskel, Ebert, and Seung- Beom – Effectively Using Movies in the Second Language Classroom**



**Raymond Bryer**  
(Jeonju National  
University of  
Education)

This presentation provides some ideas for using English movies in class as a method to introduce target vocabulary and grammatical structures as well as promote open class discussion. It reports on the methods used in a class entitled “English Educational Discussion” taught (in two different versions) to pre-service teachers at Jeonbuk National University and Jeonju National University of Education. In both classes, students were required to watch a specific film every week (each relating in some way to teaching or learning) for homework. That movie was then used as the basis of each week’s lecture. First, specific quotes from the film were analyzed for targeted vocabulary and grammar practice, and then characters and/or general themes in the movie were used as the basis for more low structure activities, which included group, pair, and whole class discussions. The discussions served as a motivating way for learners to express their own opinions and challenge the opinions of others. After summarizing the methods used in “English Educational Discussion”, the presentation gives several other ideas for movie-based activities that could be effectively employed for students at different ages and skill levels.

Raymond Bryer currently teaches in the English Education Department of Jeonju National University of Education. He previously taught in the English Education Department of Jeonbuk National University and has been teaching ESL in South Korea for seven years. Over the course of his career thus far, he has taught at the elementary, middle school, and university levels to learners at a wide range of English proficiency levels. Though he has been working in Jeonju for the past two years, he has resided in Gunsan for his entire time in South Korea. He holds a BA in Journalism from The Pennsylvania State University and an MA in TESOL from Anaheim University. His relevant academic interests include Task Supported Language Teaching and Corrective Feedback.

### Room 303

#### **Helping Your Students to Use Strategies for Success**



**Allison Bill**  
(Jeonju University,  
Jeonju)

This presentation will present a variety of different ways that our students can understand themselves better. We will try a few quizzes that look at learning styles, language ego, etc. to see what kind of learners we ourselves are, and will discuss how these individual differences affect our students. We will also look at some strategies that students can use to be more successful in English class. You should go back to school on Monday able to better understand your students, and to give them strategies for success.

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](mailto:allison.bill1@gmail.com)

**Room 304**

**Delinquent to  
Star Student: My  
Journey toward  
Second-  
Language  
Learning  
Motivation**



**Aaron Snowberger**  
(Jeonju University,  
Jeonju)

How do you teach students English? What if you didn't have to teach them? What if they were motivated to learn on their own? This presentation will consider the psychology of motivation as it relates to second language learning. There are many elements that combine to give us (or our students) success in second language learning. We will look at: The difference between Intrinsic and Extrinsic Motivation; Breaking out of your Comfort Zone and finding your Passion; Neurological Cravings, Habit Loops, and Behavior Reinforcing Rewards; The difference between Progress and Perfection; How to stick to your Schedule by reducing your Scope; How to be a better Teacher by being Taught

I hope to be able to give much good food for thought as well as some practical tips and suggestions to put into practice TODAY. Some of these suggestions may appear to be quite radical, but other suggestions will give very actionable steps for creating Habits, increasing Passion, and sticking to a Schedule.

Aaron Snowberger is an English professor at Jeonju University and the creator of [keytokorean.com](http://keytokorean.com), a Korean language learning blog that focuses primarily on Motivation. He has lived and worked in Korea since 2006, and has taught TOEFL, Debate, Computer Literacy, and Website Programming along with the usual blend of Conversational English classes. Aaron earned a Bachelor of Science in Computer Science from the University of Wyoming (USA) in 2006, and a Master of Fine Arts in Media Design from Full Sail University (USA) in 2011. His primary interests include web programming, Internet business and marketing, branding, print design, leadership, psychology, and the Korean language.

**NOTES**

## Session 3: 3:45 – 4:30

### Room 301

#### Using Gamification in Your Classroom



**Peadar Callaghan**  
(President, Korea  
TESOL, Daegu  
University)

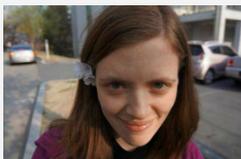
Gamification in the classroom is often viewed as the addition of fun elements and games to an established educational methodology. The additions of badges, boss fights instead of final exams and leveling systems to make a class more interesting. These gimmicks disguise the true strength of gamification however. Gamification provides a new framework to reexamine the best practices in ESL with the aim of creating better designed education experiences and outcomes. By using the design principles employed by games designers, teachers can create more engaging and rewarding classrooms.

This workshop will first over view the basic design principles of game design. Then participants will be asked to redesign classic classroom activities using the principles discussed. To show how gamification can be introduced quickly and easily into any classroom.

Peadar Callaghan graduated from the University of Limerick with an MA in ELT. He has been working in Korea for over six years. During this time, he has given numerous presentations on a wide range of topics. All his presentations focus on being practical

### Room 303

#### Goal Setting, Needs Analyses, and Student Feedback: Techniques to Better Structure Your Courses around Your Students



**Sara Juveland**  
(Chonbuk National  
University)

How can we use our limited class time in the most efficient manner to reach the most students possible? How can we be sure that our lessons are touching on topics and skills that are needed by our students, engage some of their varying interests, and help them reach their goals for studying English? We may sometimes feel out of the loop; often the best way to ensure success in these areas is to directly ask our students for their goals, needs, and feedback or advice. This presentation will give some overall guidelines and ideas, some examples from my own university and in-service classes, and tips for modifying these techniques for children or students with a lower aptitude. My students' responses to my use of these techniques have been positive, and many students have told me how their knowledge that I am taking their ideas and interests seriously when it comes to structuring my classes has given them more motivation to participate and work hard. Although these techniques may work best in a class where the teacher has quite a bit of freedom when it comes to preparing a curriculum or syllabus, they can also be used to guide choices of activities, presentation topics, lesson examples, skits, ppt themes, youtube videos, etc. in classes that have required textbooks or a more rigid structure.

Sara is from Oregon, USA, and has been teaching at Chonbuk National University in Jeonju since 2011. She has a BA in Japanese and an MA in TESOL. Her courses in America and Korea have included reading courses, listening courses, general freshmen courses, specialized speaking and writing courses, and in-service courses for Korean elementary and secondary school English teachers focusing on improving their own speaking ability, teaching speaking methods and techniques, TPR, and activities to use after reading or telling stories in the classroom. She also has experience giving one-on-one lessons to students ranging from beginner to advanced whose native languages include Spanish, Arabic, Japanese, and Korean. Her research interests include homestays, writing journals and blogs, how best to test and increase speaking fluency, and non-native English speaking teachers' perceptions of and beliefs about different aspects of English pronunciation.

**Room 304**  
**Why Extensive Reading?**

**Brian Heldenbrand**  
(Jeonju University,  
Jeonju)

Extensive Reading has become a common “buzz” word regarding the development of reading and vocabulary skills in English learning. Regardless of a learner’s age, the use of an extensive reading program within numerous learning environments has stimulated overall language learning worldwide. It is vital that all language classrooms understand the purpose of Extensive Reading and recognize its benefits. This presentation will look at what research has determined regarding Extensive Reading and consider how to apply an Extensive Reading program within a variety of language learning environments.

Brian Heldenbrand is an Associate Professor in the School of Liberal Arts and has been teaching in Jeonju University since 1994. He is the principal of Global Prodigy Academy, an international middle/high school on the campus of Jeonju University. He completed his M.A. in TESOL from St. Michael’s College in Vermont and has spent many years involved with EFL in Korea. In his spare time, Brian enjoys playing tennis, listening to Christian music, and observing second language acquisition in his 10 year old son, Malachi, as he experiences and learns Korean.

**NOTES**

## Session 4: 4:45 – 5:30

### Room 301

#### **You Too Can Audioboo**



**Mike Peacock**  
(Woosong University, Daejeon)

EFL students are asked to speak in conversation classes for various purposes. First, the instructor wants the students to practice his or her English conversation skills. Second, the instructor wants to assess the students' English ability. But how often do the students assess their own ability or the ability of their classmates? By recording their voices and posting them online, students can evaluate their strengths and weaknesses while working towards improved English conversation.

Mike Peacock currently teaches English conversation in the Culinary Arts Department at Woosong University, Daejeon. He is interested in MALL, especially with regards to smartphones and education. He is the current president of KOTESOL's Daejeon-Chungcheong Chapter as well as the Support Services Chair of this year's KOTESOL International Conference. He holds a B.a. and B.ed from Canada and an M.A. in TESOL from Korea. He can be reached at [mpeacock@gmail.com](mailto:mpeacock@gmail.com).

### Room 303

#### **Vocabulary Cha-Cha: Easy Vocabulary Matching Activity**



**Phil Owen**  
(Kunsan National University)

As teachers, we often have our students do vocabulary matching activities. This usually means having two cards with matching words on them or with words and pictures. The student then needs to find the two cards which go together.

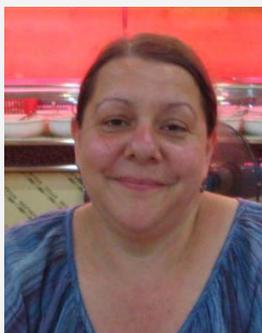
Done this way, it is a fine activity. But in this short presentation, I'll share a few ways I have used which make this kind of activity more fun and more appropriate for older or higher-level learners. Everyone should see something they will be able to use in their classrooms with minimal preparation time. I'll also talk about the reasons behind and inspiration for this activity.

Phil Owen got his start in the ESL/EFL field in graduate school at UCLA. Having subsequently taught in several programs in the States, he moved to Korea in 1999 to work at the Language Education Center of Kunsan National University. A year later, Phil joined the English Department as a visiting professor and has been there since. His interest is in practical, communicative, classroom activities.

Phil is a past national president of KOTESOL and past program chair for the KOTESOL International Conference.

**Room 304**

**Multiple  
Intelligences  
Theory and the  
Classroom**



**Ingrid Zwaal**  
(Jeonju University,  
Jeonju)

It's hard to reach all the students with the same lesson. They have different abilities and not all lessons and teaching styles match every student's learning style. It's impossible to use many different teaching styles and even if you change it every class, there will still be some students left behind. So try using different types of activities that match students' strengths. After an explanation of MI theory, each intelligence will be discussed and the type of activities most suited to those students will be identified and suggestions how to incorporate it in class at any level.

Ingrid Zwaal is a longtime resident of Jeonju and has taught at universities for over 17 years, currently teaching at Jeonju University. She has a Master's in English education and is currently president of Jeonju North Jeolla KOTESOL chapter. She plays volleyball with a local university club and writes a weekly column for Sae Jeonbuk Newspaper. She has a spoiled Scottie named Spike, and three birds flying around her house.

**Book Draw: 5:40 – 6:00**

**Room 301**

**Come see what you might win!**



## **KOTESOL International Conference**

**October 3-5, 2014**

**Seoul: COEX**

***Embracing Change: Blazing New Frontiers  
Through ELT***

- 1. Young Learners**
- 2. Business English**
- 3. Professional Development**
- 4. Assessment & Evaluation**

**Call for Papers: February 1-May 31, 2014**

**For more information:**

**<http://www.koreatesol.org/ic2014>**

## The Annual KOTESOL

# National Drama Festival

hosted by Jeonju-North Jeolla KOTESOL



Give your students the chance to perform in English!

- 10-15 minutes per team. Max of 6 teams per division. At least 1 teacher (coach) per team.
- Junior Division: kindergarten and elementary school (max 10 per team)
- Senior Division: middle/high school and university (max 8 per team)
- Prizes for 1st, 2nd, 3rd place in each division, and lots of individual prizes as well!

All students will get certificates of participation.

**Date: November 15th**

**Time: 1 p.m.**

**Location: Jeonju University**

**Fee: 35,000 won per team**

**Contact person: Ingrid Zwaal**

**e-mail: [scottietoy@gmail.com](mailto:scottietoy@gmail.com)**

**phone: 010-3650-2957**

**Reg. deadline: November 3rd**





# Jeonju-North Jeolla

## KOTESOL

### 2014 Calendar of Events

(This schedule may change.)

May 10 – **Chapter Workshop**  
at *Jeonju University*

May 31 – **National Conference**  
at *Korea National University of Education (see ad on p. 5.)*

June 14 – **Chapter Workshop**  
at *Jeonju University*

September 13 – **Chapter Workshop**  
at *Jeonju University*

October 3-5 – **KOTESOL International Conference**  
at *COEX Convention Center, Seoul*

October 18 – **Chapter Workshop**  
at *Jeonju University*

November 8 – **Chapter Workshop**  
at *Jeonju University*

November 15 – **KOTESOL Drama Festival**  
at *Jeonju University Art Hall (See the announcement on the inside back cover.)*

December 13 – **Chapter Meeting / Elections / Holiday party**  
at *Jeonju University*

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

***More at [www.koreatesol.org/jeonju](http://www.koreatesol.org/jeonju).***