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Schedule

Yongin KOTESOL 2015 Conference

12:30	Room 602 Opening Ceremony	Room 602 Creative Applications of Presentation Tools David Marthin Blair	Room 603 Let's travel the world! Cristen Royce
13:00	Room 601 Exploring Error Correction Options in the Conversation Classroom. Christopher Miller	Room 602 Using Mobile Response System App to Increase Class Participation Martha C Wilson	Room 603 Thinking Outside the Textbook: Fun Activities to Learn English Paul Hershberger
14:00	Room 601 Project-based Learning Classroom Activities Hyojin Park	Room 602 Apps for Interactive Presentation: Information Technology for Streamlined Student-teacher Interaction Stewart Gray	
15:00	Room 601 Magic Bullets in ESL/EFL Leonie Overbeek		
16:00			Closing

Welcoming Message

Welcome to our third KOTESOL Yongin Chapter Conference. Given our ever changing environment, here in Korea, we chose our theme "Practical Classroom Activities: Arts & Technologies in the Classroom" with the intention of bringing in new ideas for a variety of situations and environments. We were lucky to have some great proposals and we think we were able to assemble a collection of presentations that will bring some insights to even our most experienced attendees. We hope that you all walk away with a desire to continue to improve, and a sense of community, having met people who share interests and problems and are happy to share ideas to make us all more effective English educators.

We wish to thank Kangnam University for providing the venue for this conference. We would also like to thank our presenters, for offering their time, expertise and enthusiasm to our conference. Finally, we wish to give thanks to the volunteers working to make our conference a success and to the national KOTESOL for their support. Without all of you, we would not have been able to make this conference happen.

Have a great time,

Karlene Blackburn,
2015 Yongin KOTESOL Conference Co-chair

Martin Todd
2015 Yongin KOTESOL Conference Co-chair

Conference Committee

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Presenter's Abstracts/Introductions

1:00-1:50 (Room 601)

***Exploring Error Correction Options in the Conversation
Classroom***

Christopher Miller

Daeil Foreign Language High School

EFL teaching often involves making decisions in ambiguous contexts. Dealing with errors in student oral production is no exception. In reality, there is no, nor can there be, a “perfect” solution for dealing, and hopefully reducing errors in spoken output by learners. This presentation will provide a panoply of well-informed options suggested by, among others, Nation and Newton (2009) and Rolin-lanziti (2006). Rather than prescribing “correct” strategies for dealing with learner’s oral production errors, the presenter will invite participants, through a series of reflective activities and mock scenarios, to explore which strategies will be most effective for instructors in their particular contexts, given local constraints and possibilities. Participants can expect to leave with a solid understanding of multiple strategies for dealing with learner spoken errors, as well as increased sensitivity for selecting among the range of available strategies.

1:00-1:50 (602)

Creative Applications of Presentation Tools

David Marthin Blair

MapleBear

Teachers, like any public speaker, depend on the style of their presentation to capture their audience. As such, how teachers relay knowledge is important to building and holding student interest in English language learning. In this presentation, teachers will look at pitfalls to avoid in the use of presentation software like PowerPoint as well examine the use of integrating other forms of media into their presentations. In addition, teachers will discuss creative ways these tools can be effectively applied to teaching pedagogy and the benefits they hold for the learning process. Consideration will be made to teachers of different digital skill levels and access, as well as to the range of student digital skills and access. Teachers will leave this presentation with a better understanding of how to use digital resources to facilitate the learning process.

1:00-1:50 (Room 603)

Tour the World

by Cristen Royce

Seoshin Middle School, Jeonju

Why not tour the world with your students? This set of lessons combines interesting topics, classroom games, and project-based learning for a middle school low-intermediate school camp or after school unit. Students are presented with a new topic each day through an interactive presentation. Then, working in pairs, they randomly choose a country and study that topic by using their smartphones or classroom computer. The teacher assists students in learning how to find information on the internet and providing scaffolding for writing. Finally, the students make a poster to illustrate their topic, and present to the class. At the end of each lesson, the teacher can hang up their posters to decorate the classroom. Students are motivated by engaging activities and topics, learning about new countries, practicing research skills, and collecting stamps in their passport to get prizes

"All lesson materials from this presentation are freely downloadable from <http://cristenteacher.com/>"

2:00-2:50 (Room 601)

Project-based Learning Classroom Activities

Hyojin Park

International Graduate School of English (IGSE)

Project-based learning is a student-centered approach which encourages learners to use English for communication while they complete the project. Learners do project work in a single lesson and each project will be accumulated developing one bigger project. While they are taught in the course, they will concentrate both what language they are learning and what projects they end up with. This suggested course is basically an integrated skill course focusing more on productive skills such as speaking and writing for secondary school students in Korea. Along with other skills, especially vocabulary learning has more emphasis due to the concept of project-based learning which is closely associated with content or theme based learning. There are scope and sequence of lesson and sample material chapter suggested and they are adapted from ¹⁾Phillips et al. (1999).

2:00-2:50 (Room 602)

Using Mobile Response System App to Increase Class Participation

Martha C Wilson

Cyber Hankuk University of Foreign Studies

With the peak of Computer-Assisted Language Learning slowly coming to pass and Mobile-Assisted Language Learning, at times, a bit lacking in the communicative department, we are now faced with a challenging question: How can we engage the interest of our digital native students and, most importantly, sustain it? As previously mentioned, our classrooms are now experiencing an influx of “digital natives” – people who have grown up using and having unlimited access to technology. While modernizing our curriculum and digitalizing our classrooms are necessary in order to accommodate this new learning style, it is a huge financial burden and a massive undertaking for language institutes. Instead, opting for a more compact, simple, yet multidimensional pedagogical tool may be the solution to the issue at hand. This paper aims to give a brief overview into an existing device referred to as Student Response Systems (SRS) and to expand on this notion to include a new prototype of response system that will be designed as a mobile application to eliminate the need for costly hardware and software. Additionally, an analysis into recent attempts by other institutes to develop the Mobile Response System (MRS) and customer reviews of the existing MRSs will be provided, as well as the lessons learned from those projects. Finally, while the new model of MRS is still in its infancy stage, this paper will discuss the implications of incorporating such an application as a tool to support and to enrich traditional techniques and also offer practical classroom applications with the existing response systems that are immediately available on the market.

Keywords: app, mobile app, mobile response system, student response system, clickers

2:00-2:50 (Room 603)

Thinking Outside the Textbook: Fun Activities to Learn English

Paul Hershberger
Asea Aviation College

As educators, we are often proud of our students for speaking English in the classroom. However, what happens when we take away the safety net, and expect students to speak the language in a new environment, without the comfort of the teacher they have come to rely on?

In the Summer of 2015, students of Asea Aviation College in Seoul participated in a summer camp which would ultimately lead them to speaking English in a variety of settings, and to a wide array of people they had never met.

It may seem as though it is not easy to find places to speak real-life English, but have you ever considered English through Yoga? Or how about an English scavenger hunt? What could students learn from drinking beer together?

This workshop aims to introduce practical ways to use English in and around Seoul that you may have never thought of.

3:00-3:50 (Room 601)

Magic Bullets in ESL/EFL

Leonie Overbeek
Namyang Elementary School

In this workshop, participants will explore the promises made to students of languages concerning the ease of learning a new language, the speed at which the language can be learned, and the proficiency they will be able to attain.

Various courses and methods will be examined in the light of the latest in neuroscience findings, and some myths will be examined and dispelled.

Participants will be able to share their own experiences with courses and methods that worked or did not work, and the reasons why they worked. Participants will be able to take away ideas and suggestions to implement with their own students and in their courses.

3:00-3:50 (Room 602)

Apps for Interactive Presentation: Information Technology for Streamlined Student-teacher Interaction

Stewart Gray

Baekseok Culture University

As information technology advances, it continues to take an ever greater role in the foreign language classroom, and as smart phone possession and use becomes ever more common among students and teachers, the use of these devices for education is increasingly both possible and desirable. This talk presents a number of highly practical smart-phone apps and websites that can be easily employed in an internet accessible classroom to facilitate student-teacher interaction, presentation, and feedback, while encouraging the use of smart-phones by students (and teachers) to enhance their experiences in the English classroom. This talk draws on examples of actual usage of these apps from university level EFL classes, and includes comprehensive details of the method of their use, as well as the opportunity for all in attendance to share their insights into recent, educationally useful technology.

Presenter's Biographies



Christopher Miller has been involved in ELT for over seven years working in both Eastern Europe and South Korea. He holds an MEd from Shenandoah University and currently works at Daeil Foreign Language High School in Seoul, South Korea. His research interests are primarily focused on reflective practice.



David Marthin Blair, a TESOL/TEFL certified instructor with a Bachelor's in Computer and Information Sciences, has used his 6 years of teaching in Korea to also combine his two skills into a cohesive teaching style that prepares students for the future job market. He has had experiences teaching students from pre-K up to senior high school and adult, and he is currently finishing his MATESOL program with the University of San Francisco.



Cristen Royce graduated from Eastern Washington University with BA degrees in History and Philosophy. He has been teaching public elementary and middle school in South Korea through EPIK since 2010. Currently he is an online Masters of Education student at the University of Cincinnati, focused on teaching writing to EFL students through blended learning instruction. He enjoys drumming, chess, cats, motorcycles and craft beer.



Hyojin Park is currently studying English education at International Graduate School of English in Seoul. She is interested in project-based learning in EFL context and learners' motivation.



Martha Wilson has worked as a professor of English at CUFS after graduating with a Master of Science in TESOL from California State University – Fullerton in 2013. In addition to her classroom teaching experience, her research interests are in language educational technology and classroom application, teacher training, and second language acquisition. She has presented at several TESOL conferences and published online articles on language learning and teaching methods. She plans to pursue a doctorate in educational technology to help the new generation of digital natives.



Paul Hershberger is a native of the United States of America. After working in the airline industry, he started his adventures in teaching EFL in Korea in 2009. Paul is currently teaching English at Asea Aviation College in Seoul



Leonie Overbeek has been teaching in Korean public schools for eight years. She is passionate about teaching and learning, and considers herself a life-long learner. She has recently completed several online courses dealing with how we learn, and how brains work, and is actively exploring these concepts in her own teaching.



Stewart Gray is a teacher of EFL from England, resident in South Korea. He has been a teacher of English in Korea for five years, and is currently employed as a professor at Baekseok Culture University. He is a graduate of the Dankook University TESOL graduate program. His principle research interests are language, identity and motivation.



Handouts and Summaries

Tour the World

by Cristen Royce
Seoshin Middle School, Jeonju

Print out and cut up this list of countries and put in a bag or box (see next page).

Each day have the students choose from the bag to see which country they will visit.

**It may be necessary to help students choose a country within the Pacific islands. Some topics may be more difficult for certain nations, but the challenge can be interesting as well.

Summer Camp 2015

Seoshin Middle School

Teacher Cristen Royce

This passport belongs to

대한민국
REPUBLIC OF KOREA



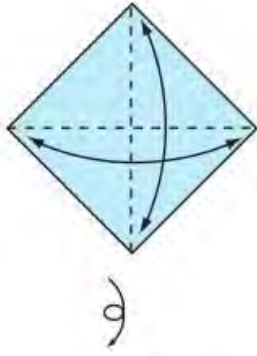
여권
PASSPORT

Africa	Middle East & Central Asia	South America	Asia	Oceania	Central America & Caribbean	Europe	English-speaking countries
Egypt	Saudi Arabia	Brazil	Mongolia	Papa New Guinea	Mexico	France	USA
Ivory Coast	Iraq	Peru	Myanmar	Philippines	Guatemala	Romania	South Africa
Madagascar	Iran	Columbia	Nepal	Singapore	Cuba	Ukraine	Ireland
Angola	Afghanistan	Suriname	India	East Timor	Dominican Republic	Italy	New Zealand
Nigeria	Kazakhstan	Paraguay	Russia	Micronesia (any country)	Panama	Greece	Canada
Chad	Israel	Argentina	Vietnam	Melanesia (any country)	Costa Rica	Spain	England
Ethiopia	Qatar	Ecuador	Thailand	Malaysia	Haiti	Iceland	Australia
Algeria	Syria	Uruguay	China	Brunei	Nicaragua	Sweden	
Sierra Leone	Azerbaijan	French Guiana	Cambodia	Polynesia (any country)	Grenada	Estonia	
Zimbabwe	Yemen	Venezuela	Bangladesh	Indonesia	El Salvador	Germany	

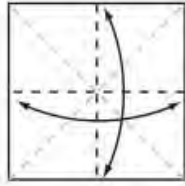


Origami Horse Instructions

origami-fun
www.origami-fun.com



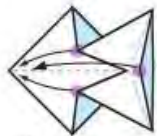
1. Start with a square piece of paper coloured side up. Fold the paper in half, crease well and open, and then fold again in the other direction.



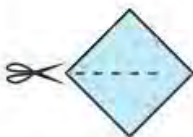
2. Turn the paper over to the white side. Fold the paper in half, crease well and open, and then fold again in the other direction. Your creases should look like this.



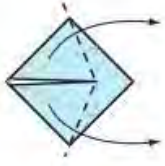
3. Using the creases you have made bring the top 3 corners of the model down to the bottom corner. Flatten model.



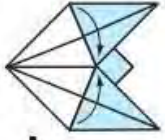
4. Fold upper layer's outside corners toward centre line, then fold the top downward along the crease shown. Unfold.



5. Cut only top layer up to the top crease.



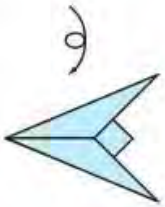
6. Fold the "legs" upwards along the creases shown.



7. Fold these sections in half toward the centre.



8. Turn model over and repeat steps 4-7 on other side. The model should now look like this.



9. Rotate model and make creases as shown. Unfold.



10. Inside reverse fold the head and the tail finished horse!



Optional Step: Blunt the head of the horse by folding the top upward on the inside of the model.



To make the horse die's somewhat, sharply tap upwards under this tab.

Creative Applications of Presentation Tools

by David Blair

E-mail 1: dmbair@dons.usfca.edu

E-mail 2: tesoleducator@gmail.com

In this presentation, we will examine the uses of presentation tools such as PowerPoint and Prezi. We will look at the roles they can play in the classroom, effective ways to integrate them into our teaching approach, and what mistakes to avoid in the use of these tools. Lastly, teachers will look at different examples of successful and unsuccessful presentations, and finally share their own ideas of potential future uses of these tools.

Because everyone has a different background in the use of these tools and different teaching situations, I would like to individualize this presentation by encouraging listeners to choose what they want to take out. Feel free to jot down any ideas that resonated with you in the following two blanks.

Presentation Tool Ideas I Liked

Mistakes I Need to Avoid

Brainstorming Activity: How can we make our presentations more engaging?

Useful Presentation Tools and Resources

Audacity: <http://audacityteam.org/>

Audacity is a free, easy-to-use, multi-track audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems.

ComputerSafe: <http://www.computerhope.com/issues/ch001002.htm>

Instructions on how to download videos from YouTube. Do not use YTDnloader as it is malware/spyware.

Pete's PowerPoint Station: <http://www.pppst.com/>

A great start for teachers new to PowerPoint. Has thousands of examples on many different subjects.

PowerPoint in the Classroom: <http://www.actden.com/pp/>

A very in-depth resource on using PowerPoint in the classroom with tips, tricks, tutorials, free templates and much more.

PPT Examples: <https://sites.google.com/site/mrblairsresourcepage/home/ppt-examples>

My Google sites page has examples including the PowerPoints you saw here. Please note that some files may be incompatible with your computer when downloaded.

Prezi: <https://prezi.com/>

Prezi is a free online alternative to PowerPoint that has grown in popularity over the years.

Prezi Game Links

Boggle Game: https://prezi.com/khu0ied_yb_a/boggle-game/

Pass the Ball (template): <https://prezi.com/rtlxvewubo2/pass-the-ball-template/>

Picture Shuffle (template): https://prezi.com/unawsoa_6kwj/picture-shuffle-game-template/

Word Mix (template): <https://prezi.com/gomnv65betbu/word-mix-game-template/>

Zoom Game (template): <https://prezi.com/gfz7q8gko9r9/zoom-game-template/>

3rd Annual National Symposium
at Dankook University

TESOL Symposium

Theme: Professional Growth & Development



For more information contact:
DKUSymposium@gmail.com



28. November
1pm - 6pm

Dankook University's MA TESOL program is a unique program, encouraging a critical consideration of TESOL practices, with a focus on within the Korean context. This program is designed both for inservice and preservice English teachers. An ultimate goal of the program is for all students to graduate from the program having an understanding of TESOL and English language education as they intersect with the world and community we live in, as well as being able to utilize these understandings to enhance language classrooms and to gain confidence in developing and share new innovations.



Application : 2015. 11. 10(Tue) ~ 12.5(Sat) (available 24 hours)

Interview : 2015. 12. 11(Fri) 19:00

You can get more information on our homepage!

<http://cms.dankook.ac.kr/web/ginter>

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Notes

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Why not join KOTESOL?

Go to the Korea TESOL website for details:

www.koreatesol.org/Membership

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KOTESOL: Korea Teachers of English to Speakers of Other Languages is a professional organization for teachers of English. Our main goals are to assist members in their self-development, and improve ELT in Korea. KOTESOL allows teachers to connect with others in the ELT community and find teaching resources in Korea and abroad through KOTESOL publications, conferences and symposia, and chapter meetings and workshops.