

OUR PROVINCES

The 2016 Korea TESOL National Conference

Photo: View from Cheongbyeok Mtn., Gongju, Korea, by John Steele

May 28, 2016

Sangji University, Wonju

PLENARY SPEAKER

Theron Muller (Univ. of Toyama)

<https://koreatesol.org/nc2016/>





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KOTESOL 2016



PLENARY SPEAKERS

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Tracey Tokuhama-Espinosa

FEATURED SPEAKERS

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Boyoung Lee (이보영)
William Littlewood
Kara Mac Donald
Todd Beuckens
Burcu Tezcan Unal
Lynda Yates
And More

The 24th Annual
**Korea TESOL
International
Conference**

Oct. 15-16

Seoul, Korea

Call-for-Presentations Deadline coming soon!

KoreaTESOL.org



2016 Korea TESOL National Conference



Our Provinces

**28 May 2016
Sangji University
Wonju Korea**



The KOTESOL 2016 National Conference is being held at Sangji University's Dongak Hall (동악관) in Wonju.

Dongak Hall is behind the “Main Building.” From the campus main entrance, proceed past the athletics field, then past the Main Building.

The Conference takes place on the first and second floors of Dongak Hall.

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Closing Session	39

Time	Our Provinces — Presentation Schedule					
8:00-9:00	Arrival and Registration					
	Morning Concurrent Sessions					
	Room 1101	Room 1103	Room 2103	Room 2104	Room 2107	Room 2108
9:00-9:45	DeHond: Appraisal in L2 Peer Feedback	Breckenfeld: Developing a Debate Structure within the EFL Class	Petilla: 3 Provinces and 5 Rules to Rule them (25 mins)		Brusky: Music and Language in the Elementary ESL Classroom	
10:00	Opening Ceremony Plenary Address Connecting the Provinces in ELT Research: Making the Local Visible Globally Theron Muller, University of Toyama Room 1106					
11:00-11:15	Break and Lunch Order Confirmation					
	Room 1101	Room 1103	Room 2103	Room 2104	Room 2107	Room 2108
11:15	Walker: Developing English Fluency through Research & Discussion of Countries & Cultures	Whyte: Teach Writing Thinkingly	Lee: Novice English Teachers: Insights from the Field	May: Online Quizzing: Why and How	Hall: English Graphic Novels: A Creative Process	Reynolds: Reading, The Brain, and Korean ELT
12:00	Lunch					

	Afternoon Concurrent Sessions					
	Room 1101	Room 1103	Room 2103	Room 2104	Room 2107	Room 2108
1:00-2:15	Wright: Pedagogical Activities for Promoting Social Action (75 mins)	McCuaig: The University of Birmingham: ELA MA in TESOL and MA in Applied Linguistics	Oh: Beyond ELT's Provinces: When You Meet The Suicidal Student (45 mins) Vitta and Wollock: Improving a Korea University EFL Program through Language Learning Strategy Research (25 mins)	Bartlett: Issues in Teaching and Assessing Pronunciation (75 mins)	Henderson: Using and Teaching About Visual Art in EFL Classes (45 mins) Garland: Gamification of Education and Directions for SLA (25 mins)	Muller and Talandis: Teachers Doing Classroom Research: An Interactive Professional Development Workshop (75 mins)
	~Break~					
2:30-3:45	Thorkleson and Finley: Motivating Your EFL Students: Theory Versus Practice (75 mins)		Griffin: Lesson from Behavioral Economics for EFL Teachers (45 mins)	Breux: Conversation- based Learning (45 mins) A Conversation Class needs a Conversation Test (45 mins)	Bryer: Using Movies in the Language Classroom (45 mins)	Vande Voort Nam: Competition and Cooperation in Classroom Activities (75 mins)
	~Break~					
4:00-4:45	Hartley and Schei: Beyond The Classroom: Volunteering With ELT	Thackery: Changing Demographics in our Classrooms		Warndorff: What Exactly is the Goal?	Magpale-Jang: Using Language Needs Assessment on ESP Syllabus Development...	Kangas: Korean Student Group Fear of Social Faux-Pas
5:00-6:00	Closing Session: Reflecting on “Our Provinces” Facilitated by the KOTESOL Reflective Practice SIG, with Bryan Hale Closing Ceremony Room 1106					

Welcome Message

Michael Free
2016 National Conference Chair

On behalf of the 2016 National Conference Committee, I would like to welcome you to Wonju, to Gangwon, and to *Our Provinces!*

In our theme, *Provinces* refers, firstly, to those administrative divisions whose socio-economic characteristics give broad shape to our teaching contexts. Whether we hail from another country or are native Korean, some of the challenges we face as ELT professionals are common to all the Korean provinces. Theron Muller's plenary addresses one of these: much of our methodology is developed primarily in "center contexts." Such methodology requires thoughtful adaptation to local realities, not just immediate, blanket acceptance. The successful implementation of an innovation requires, among other things, sensitivity to the differences that exist from province to province; teaching in Gangwon is not, entirely or always, the same thing as teaching in Gyeonggi.

Secondly, *provinces* are the many domains of ELT, and today's sessions investigate several, but certainly not all, of these: the traditional (motivation, assessment), the interdisciplinary (the use of art, film, and music), and the new (an increased awareness of the importance of social justice in education).

The inclusive *Our* relates to KOTESOL's motto of "Teachers helping Teachers," the profession of ELT in general, and of course, our being situated in Korea. It speaks to the building of communities of practice that are so vital to the success of our work. You may see some of KOTESOL's such communities in action today. A number of our Special Interest Groups (SIGs) are meeting during lunch (they would be happy to meet you), and the closing session will be facilitated by the Reflective Practice SIG!

KOTESOL's annual National Conference is also a time to go beyond the borders of these provinces, and in some cases break them down. It fosters a sense of national community through the chance it provides to meet other ELT professionals in real time, face-to-face (as opposed to Facebook-to-Facebook). It also allows us to look into unfamiliar territory, learning from those who come from outside our quotidian environments or specific ELT disciplines.

This conference is the result of the efforts of many people who have generously donated their time. A full list of contributors is simply too long to repeat here, but I would be remiss if I did not mention a few: First, the presenters, who will inform and inspire. A special acknowledgement goes to John Steele for allowing us the use of his marvelous photography. To the student volunteers from Sangji University, our thanks. Finally, to all the attendees who have made the trip: without you, there would be no need for any of this.

I firmly believe that this National Conference can serve to develop our sense of current best practices in our field. It can also reinvigorate us as we move toward the end of another academic term — and beyond.

Once again, to everyone, welcome! Enjoy the conference!

President's Welcome

Lindsay Herron, Korea TESOL President

Welcome to the 2016 KOTESOL National Conference! I'm delighted the conference is in Wonju this year; not only does the Gangwon province feature some truly breathtaking scenery, but the Gangwon chapter of KOTESOL features some truly enthusiastic, dedicated members—many of whom are responsible for this grand undertaking and the impressive result. In fact, before I write anything else, I want to congratulate the conference organizing committee and thank them for their stupendous efforts. This conference would not have happened without the amazing dedication of conference chair Michael Free and his multi-province conference team, including George Settlemyer, Andrew Pollard, Jeffrey Walter, David Shaffer, Robert Dickey, and Mike Peacock.

The KOTESOL National Conference is always one of the highlights of my year; it provides a uniquely broad but intimate opportunity to connect with teachers from around the country and seek inspiration from a diverse collection of peers. I especially love the theme this year: “Our Provinces.” The play on words is elegant, encompassing both the provinces of ELT and the provinces of Korea, hinting at a well-rounded whole that emerges from the parts.

It is a powerful idea, this notion of strength in diversity, synthesis from divergence. It is appropriate to this conference, which today welcomes teachers from around Korea as well as from Japan, and it is appropriate to KOTESOL. Our organization comprises teachers not just from Korea but also from across the globe, each with their own perspectives, insights, strengths, and skills—a far-reaching diversity that elevates our organization to more than the sum of its parts. This premise also underlies the new special interest group we are officially announcing at this conference: the Social Justice SIG, which embraces diversity and seeks to empower the powerless, with an aim of promoting inclusion, equity, critical inquiry, and positive social change.

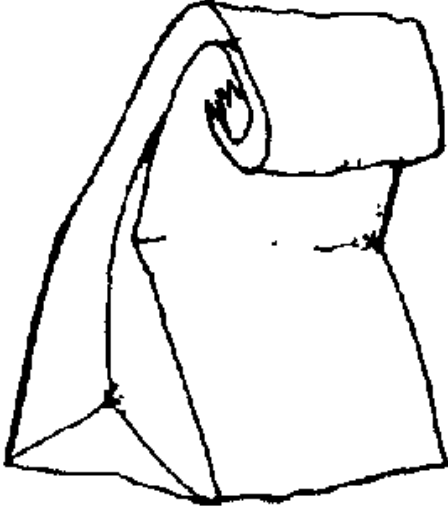
The theme resonates for me on a personal level, as well. For many of us, KOTESOL is a kind of family. KOTESOL members are our support network, our cheerleaders, our sounding boards, our role models—and yes, there's even that querulous uncle whose contrarian arguments force you to really think through your positions. It was at a KOTESOL National Conference not so long ago that I first realized what a welcoming, supportive, and genial organization KOTESOL is, and where I tentatively began forging connections that, unbeknownst to me, would soon prove to have a profound influence on my life. My KOTESOL extended family consists of a motley assortment of (sometimes conflicting) personalities and ideas, and it is stronger (and more interesting) for it!

I wish you all the best at this National Conference. May you connect with a wide variety of people, expand your KOTESOL family, and challenge your personal ideas and beliefs—and by doing so, identify and clarify your own “provinces,” forging yourself into a stronger, better educator.

2016 National Conference Committee

- Chair — Michael Free
- Program — Andrew Pollard
- Registration — Lindsay Herron
- Finance — David Shaffer
- OP Liaison and Website — Rob Dickey
- Publicity — Mike Peacock
- Venue and Volunteers — Jeff Walter
- Food and Beverage — George Settlemir

With help from Student Volunteers of Sangji University



Have your lunch with a SIG!

For more information on what SIGS are and what they do, please visit:
<https://koreatesol.org/sigs>

Professional Development (PD SIG)
Room 2108
Contact Person: Rob Dickey

Christian Teachers (CT SIG)
Room 2107
Contact Person: Heidi Vande Voort Nam

MCALL
Room 2104
Contact Person: Lindsay Herron

Reflective Practice
Room 2103
Contact Person: Stewart Gray

9:00 – 10:00 Sessions

Appraisal in L2 Peer Feedback

Room: 1101

Garret DeHond
Seoul Tech
dehondg@gmail.com

Type of Session: 45-minute Presentation

Session Abstract

While many researchers of peer feedback in L2 writing have examined issues of stances in feedback, few have deeply probed students' language choices for constructing evaluative commentary. Issues of language choice can be challenging for writing instructors and their students as they negotiate ideas on constructive criticisms that promote successful revisions.

The presenter approaches this concern area by exploring appraisal analysis – a sub-field of systemic functional linguistics – for probing evaluation in peer review. The presenter will provide a brief introduction of analytical practices common to both L2 peer feedback stances and appraisal analysis, advocating their interactive potential. He will illustrate this applicability through data samples collected from peer feedback sessions in English academic writing classes, encouraging audience members to add their own interpretations of students' evaluative language. The presenter will conclude with a discussion of considerations for best practices and future research.

Biographical Data

Garrett DeHond is a Doctoral Student of Education at the University of California, Davis. His research interests focus on issues of response discourse and computer-mediation in second language writing. He currently teaches writing and conversation at Seoul National University of Science and Technology.

Developing a Debate Structure Within the EFL Class

Room: 1103

John E. Breckenfeld
johnbreck@ucla.edu

Type of Session: 45-minute Workshop

Session Abstract

An appropriate debate framework within the EFL classroom provides many advantageous learning opportunities: novelty, critical thinking, improvisation, competition, and, naturally, speaking/conversation practice. Before using such a framework, the instructor must provide the necessary guidance and scaffolding to encourage productive debate. If done successfully, students

can engage with target language/content in new and exciting ways.

A debate structure makes speaking practice fun by transforming it into a game, role play, or competition. Through role-playing from different positions of a debate-friendly scenario, students engage with content from multiple perspectives, all the while practicing target language. While playing the role of debate moderator/facilitator, students have the added benefit of creating questions. According to Lieb (Teaching Debate Skills to Intermediate and Lower Level EFL Students. Himeji Dokkyo University, 2007), debate can promote teamwork, cooperation, and critical thinking. Students may also develop greater capacities for tolerance, open-mindedness, and empathy toward their peers (81). Furthermore, debating serious topics that students care deeply about may boost student participation (80). The workshop will focus on best practices of developing a debate framework utilized within English conversation classes at the university level. It will begin with remarks on BP, including reflections from the presenter's work using debate within university conversation classes over previous semesters. Next, in small groups, workshop participants will discuss their experiences, ideas, and/or concerns about doing debate in the classroom. Then, small groups will report their ideas back to the whole group. Finally, the presenter will summarize key insights and implications for best practices.

Biographical Data

John Breckenfeld has taught EFL in Korea for over three years, within K-6, university, and adult classrooms. In 2013, John completed a Master of Education Degree at UCLA, while teaching 4th Grade. He is currently a Visiting Professor in the Department of English Language and Literature at Gangneung-Wonju National University.

3 Provinces and 5 Rules to Rule Them All

Room: 2103

Zon Petilla

Ojeong English Center

zdpetilla@gmail.com

Type of Session: 25-minute Presentation

Session Abstract

Given my experience teaching elementary students in 3 provinces and using the Nurtured Heart Approach from my Teacher Ready credential program in correspondence to University of West Florida teacher training program, I've come to five class rules that should work in most classrooms with Korean elementary student populations. Although having a Linguistics degree with TESOL training has helped greatly teaching elementary students in South Korea, I was really not prepared to teach children without a co-teacher in English camps or afterschool programs. This Pecha Kucha will highlight the similarities I've seen in the Chungcheongnam, Busan, and Kwangju provinces with the Korean populations I've taught, my reflections, and relevant credential program readings which helped develop 5 simple rules. These rules are labeled with simple English phrases and are represented by a consecutive numeric order of one to five fingers. Also, I've planned time and activities to help students learn the class rules similar to techniques demonstrated from "Talking

about Teaching” episode “Caring and Control” from the website teachingchannel.org. Teachers can use the rules in class games to get students to learn the rules kinesthetically as well as verbally. My Pecha Kucha will introduce relevant methodologies to teaching students’ rules in the USA, and how my simple rules can help manage classes in order to help students become better English learners.

Biographical Data

Zon Petilla graduated CSU Fresno with a Linguistics degree focusing on TESOL. He has about 6 years teaching experience in California in institutions such as Contra Costa College, and 3 years teaching in provinces such as Chungcheongnam, Busan and is currently in Kwangju at Ojeong English Center.

Music and Language in the Elementary ESL Classroom

Room: 2107

Krista Brusky

brusky.krista@uwmalumni.com

Type of Session: 45-minute Presentation

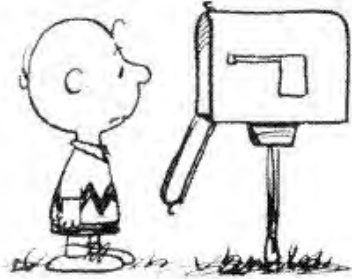
Session Abstract

There is a lot of research showing just how vital music is in child development such as coordination, creativity, social skills, or even increased SAT scores. But the improvement in language development is the most well-documented benefit of music in early education research. If we are to believe the saying that music is a universal language then music should be easy to incorporate in the ESL classroom. However, the research on language development primarily focuses on children’s development of their native language and does not seem to transfer equally to ELLs. Also, the adage of music’s universality could only be true if culture was not also inseparable from language and music. This may be the reason there are few studies on using music in an ESL context.

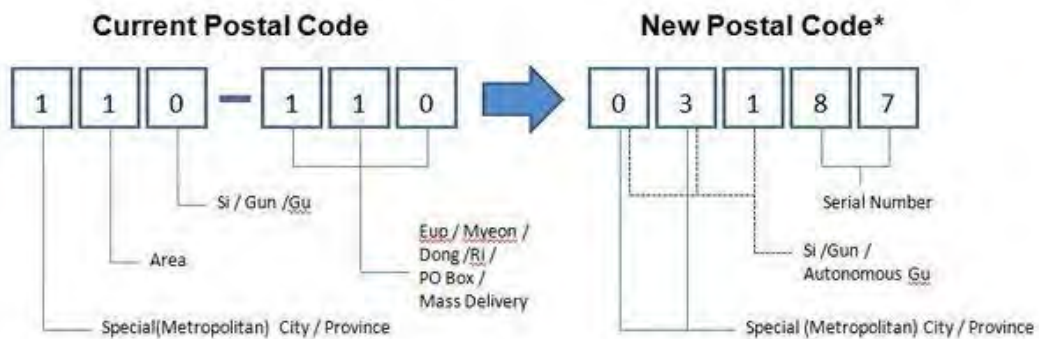
This presentation hopes to change this at least at the elementary level by describing how different world musics and languages intertwine by using an ethnomusicological approach. With various pedagogical tools in music education and my own personal (and numerous!) mistakes, it will also create an effective environment for language learning in the elementary ESL classroom. We will first learn about types of ESL songs and videos and how to quickly sift through the thousands of songs on the Internet with its different cultures, ages, levels, and target language. Then we will focus on various tips on how to introduce target language in a musical context before “rehearsing” and “performing” a song for effective language learning.

Biographical Data

Krista Brusky is an ethnomusicologist turned ESL teacher and editor. She holds a BA and MM in Music (History) and just started a M.Ed. program in TESOL. Her current research is the influence of language, music, and identity in pop music as well as the ESL classroom.



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KOTESOL

Korea Teachers of English to Speakers of Other Languages
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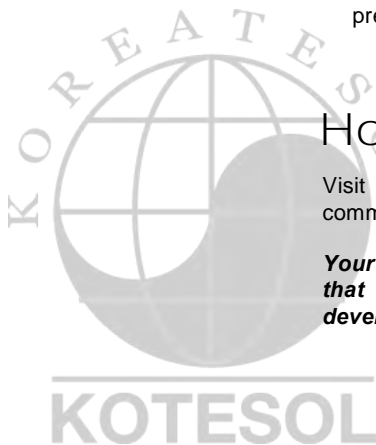
What Is KOTESOL?

KOTESOL (Korea TESOL) is a professional organization for English teachers in Korea. Members include English teachers from across the globe, Korean nationals, seasoned university professors, and first-time private academy teachers. **KOTESOL** is an inclusive community of practice that strives to improve English teaching in Korea by sharing knowledge and learning from each other.

Why Join?

Enhance your career in education!

- Add professional affiliation and experience to your resume
- Attend professional development workshops and presentations
- Receive invitations to networking events
- Present at the **KOTESOL** International Conference
- Apply for research grants while furthering your education
- Improve public speaking and presentation skills
- Become part of a SIG (Special Interest Group)
- Participate in our classroom observation program
- Attend **KOTESOL** National Council meetings, vote in elections, or run for office
- Immediately access *The English Connection*, *Korea TESOL Journal*, and *KOTESOL Conference Proceedings*



How Can I Join?

Visit us at <http://koreatesol.org/join-kotesol> to become part of our community!

Your membership dues help support your local chapter and ensure that KOTESOL continues to offer high-quality professional development opportunities nationwide!

<http://koreatesol.org>

10:00 – 11:00 Opening and Plenary

Plenary Session

Connecting the Provinces in ELT Research: Making the Local Visible Globally

The field of ELT research has tended to be driven by innovations in teaching methods developed in the global center and pushed out into what Kachru (1992) referred to as expanding and outer circle countries. However, teaching and learning strategies developed in such center contexts are not automatically relevant to local, provincial classrooms, where a variety of social and educational factors can restrict their implementation and limit their relative effectiveness. This situation is perhaps further exacerbated by teacher training programs developed by and for center contexts that train teachers who will ultimately teach outside of the center in which they were educated. This presentation proposes one solution to this dilemma, which is to encourage individual language teachers working in provincial areas outside of the global center to investigate their own contexts and practices and feed their results back into both local and global systems of research and knowledge production. While pushing provincial research into global circulation requires considerable effort and persistence on the part of locally based teacher-researchers, I will illustrate how the personal and professional benefits gained can help outweigh those costs. The presentation will conclude with some practical ideas for participants to actively share their classroom research practice both locally and globally.

Reference

Kachru, B. B. (1992). World Englishes: Approaches, issues and resources. *Language Teaching*, 25(1), 1-14.

Theron Muller is an Associate Professor at the University of Toyama, Japan. He has presented plenaries at a number of domestic and international conferences throughout Japan and Asia. His publications include research into English language teaching and academic publishing. He is lead editor on two book projects, *Innovating EFL Teaching in Asia* (2012) and *Exploring EFL Fluency in Asia* (2014), both published with Palgrave Macmillan. His most current research interests include the teaching of English for medical purposes, investigating the experiences of authors pursuing academic publication, and improvement of journal review systems. He is active with *JALT Publications* and the *Asian ESP Journal*. As a teacher trainer, he is a member of the University of Birmingham English Language and Applied Linguistics Open Distance Learning team, tutoring, marking, and supervising on their MA in Applied Linguistics and MA in TESOL programs and he is an Associate Tutor on the University of Leicester MA in Applied Linguistics and TESOL program. He is a founding member of English Scholars Beyond Borders, a not-for-profit academic circle of international scholars. He is also a fourth year PhD student at the Centre for Research in Education and Educational Technology at Open University, UK, investigating the experiences of Japan-based authors writing for academic publication. His awards include the 2008 John Haycraft Classroom Exploration Scholarship.

11:15 – 12:00 Sessions

Developing English Fluency Through Research and Discussion of Countries and Cultures

Room: 1101

Stephen Walker
Hoseo University

Type of Session: 45-minute Presentation

Session Abstract

When students are asked why they are studying English, the following four answers are frequently given: I have to, to get a better job, it's a global language, and travel. Therefore, if students feel that they 'have to' study English, why not encourage them to really explore and talk about travel using a global language: English! Many EFL/ESL classroom textbooks on the market today are quite similar concerning the topics found in the table of contents. Yet the one topic that a majority of students are interested in 'travel' is often found near the end of the book, if included at all. With this in mind, over the past seven years of in-class research on how to better implement travel into the school-selected curriculum, I have developed my own travel-related textbook.

Tell Me About It! Before You Get There is designed to develop students' English fluency through research and discussion of countries and cultures both inside and outside of the classroom. With the use of this book and accompanying journal, the student becomes the teacher as they share their researched information weekly in small groups in class throughout the semester. At the end of the semester, each student presents his or her findings to the class as a whole alongside a personalized Power Point presentation they create in Unit 10.

Completed in 2016, this colorful textbook helps create curiosity about the world we live in and opens up discussion on a variety of topics related to the countries and cultures highlighted in the book as well as those the students are researching individually. As students become more comfortable and confident with their ability to describe things, even simplistically, they can feel the power of communicating in a second language and can be proud of making another step forwards in their language fluency while broadening their geographical and cultural knowledge.

Biographical Data

Stephen Walker is a professor in the English Department at Hoseo University. He has a B.A. in Journalism & Mass Communications and an M.A. in TESOL. Prior to teaching, he worked in television production & news in the U.S.A., and was a Peace Corps volunteer in The Gambia, West Africa. Website: LattitudePublishing.com

Teach Writing Thinkingly

Room: 1103

Rob Whyte

robbusan@yahoo.com

Type of Session: 45-minute Workshop

Session Abstract

Many of us have heard about inquiry-based learning, and its potential contribution to student success inside the classroom, and beyond. But how do we transform this vague concept into meaningful and specific lessons that improve the quality and clarity of EFL student writing? By the end of this presentation, you will have one answer to that question. You'll learn a four-step critical thinking framework that helps students write well-reasoned, and on occasion brilliant, analyses of problems and solutions. We'll then look at three groups of activities which teachers can use to help students improve fluency, proficiency and style. Finally, we'll look at an email writing activity that brings all four writing elements together into a practical, skills-building exercise.

Biographical Data

A long-time resident of Busan, Rob has been an EFL teacher and teacher trainer for far too many years. In his free time, he manages a website for English teachers (www.eslwriting.org), dabbles in the world of ebook publishing and occasionally writes Korea-focused content for Lonely Planet.

Novice English Teachers: Insights from the Field

Room: 2103

Ju Seong (John) Lee

University of Illinois

jlee682@illinois.edu

Type of Session: 45-minute Presentation

Session Abstract

To enhance our understanding of novice English teachers in language teacher education, this study aims to unravel challenges experienced by two novice English teachers in the Korea's EFL school context. The researcher spent 13 months in the participants' natural environment, observing and collecting data through observation field notes, interviews, questionnaire, and cultural probe. A grounded theory approach (Strauss & Corbin, 1998) was adopted to guide the recursive data analysis and identify the themed findings – personal factors (e.g., unrealistic expectations), sociocultural factors (e.g., school policy and structure), and sociopolitical factors (e.g., national university entrance examination). These findings suggest novice English teachers should obtain the accurate information about the new school and seek actively for formal and informal support from multiple sources. This study offers several practical suggestions for novice English teachers and school administrators in various local EFL contexts, which would help the beginning English

teachers to sustain and succeed in the new teaching environment.

Biographical Data

Ju Seong (John) Lee is a doctoral student at the University of Illinois at Urbana-Champaign. His research interest includes 1) CALL (via video conference, tele-collaboration, flipped classroom, and wearable devices), 2) Sociolinguistics – English as an International Language (EIL), 3) Learner Autonomy – Self-directed Language Learning beyond Classroom, and 4) Teacher Development – Novice Language Teacher. He is also the UIUC best-paper winner of the 6th Annual College of Education Graduate Student Conference (2015).

Online Quizzing: Why and How

Room: 2104

Elizabeth May
Kongju National University
elizabethjmay@yahoo.co.uk

Type of Session: 45-minute Workshop

Session Abstract

This workshop presentation will focus on the use of online resources to undertake class quizzes and surveys; the rationales for conducting them online and also introduce a practical methodology. There will be a special focus on exit surveys.

Firstly the rationale behind online surveys and quizzes will be discussed. Followed by a brief discussion of what people are currently utilizing and some suggestions from the presenter.

The presentation will then introduce Socrative, an online survey or quiz site, which can be utilized to quickly conduct surveys and quick quizzes. Results are automatically collected and allow the educator to look at class wide trends and individual responses. The streamlining of the quiz or survey process online makes it more efficient and allows for easier analysis and comparisons over the course of the content delivery. There will then be the opportunity to experience making and using quizzes.

Finally the rationale for online exit surveys will be explained; including checking student understanding, providing an opportunity to ask the educator any questions or to give feedback on content, to monitor student satisfaction and to look towards creating more positive student evaluations. This ongoing feedback about student understanding and satisfaction allow the educator to continually reflect upon their own performance to identify key areas of success and improvement.

(It is advised attendees bring a device with an Internet connection.)

Biographical Data

Elizabeth May is a Visiting Professor at Kongju National University. She has taught all age groups, in both public and private institutions, in South Korea and Thailand. She has a MEd (Applied Linguistics) and is working towards a MA (Education). Elizabeth serves as the Vice President for Seoul KoTESOL chapter. (Contact email: elizabethjmay@yahoo.co.uk)

English Graphic Novel Project: A Creative Process

Room: 2107

Eric Hall

Hoseo University

erichall7@gmail.com

Type of Session: 75-minute Workshop

Session Abstract

Have you ever wanted to use English learning in a fun, creative fashion? In this workshop, you will learn how to develop and create an English language graphic novel class. This workshop is based on an English graphic novel class conducted at Hoseo University in the Fall of 2015. The topic chosen by the class was the Korean story of Ryu Gwan Sun. This young patriot was born in 1902 in Cheonan, South Chungcheong province, Korea. Her story was chosen by the students because Hoseo University is also located in Cheonan so they had access to local information and the Ryu Gwan Sun Memorial Hall for research.

The theoretical foundation for this class is based on my published dissertation (2015) which deals with university students and their experiences with language learning strategies. The top three referenced strategies (using resources for sending and receiving messages, cooperating with peers, and cooperating with a proficient user of English) were incorporated in the daily activities of the class. Other key strategies that were used in the class will be detailed throughout the workshop.

The workshop will cover several areas of graphic novel creation such as:

- Selecting a topic
- Group work
- Peer cooperation
- Proficient speaker cooperation
- Using resources for sending and receiving messages
- The art process
- Translation
- Print and web publication

This is a project that any teacher can do even if they have little to no graphic novel or publishing experience.

Biographical Data

Dr. Eric Matthew Hall has been teaching English at Hoseo University in Cheonan for the past 6 years. He recently completed his doctoral dissertation (2015) entitled, "A Hermeneutic Phenomenological Inquiry Into The Meaning Of Language Learning Strategies As Experienced By Successful English Language Learners At A South Korean University."

Reading, the Brain, and EFL

Room: 2108

Eric Reynolds

Woosong University

reynolds.tesol.mall@gmail.com

Type of Session: 45-minute Presentation

Session Abstract

Reading is amazing! How the heck do human beings do that? In this presentation, cutting edge neuroscientific research results into the process reading in the brain will be discussed. How are these results forcing us to modify our previous psycholinguistic models? What does the research tell us about contrastive differences between reading in languages that are broadly different in orthography, syntax, and other characteristics? What are the neuroscientists discovering about what happens in the brains of bilinguals when they read in their different languages? What does this research tell us about reading in the brains of our students of English as a foreign language? Ultimately, how should we rethink our instructional practices to best help our students become successful readers in English in particular and stronger in all writing, speaking, and listening in English as well. Come prepared to question your assumptions and move forward with a new understanding of reading, the brain, and EFL.

Biographical Data

Eric Reynolds has been a world traveler for EFL. He has lived and traveled all over the U.S. Unfortunately, his wanderlust was unsatisfied in America, so he became an EFL teacher, and lived and taught in "a bunch" of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign and is the Department Head of the TESOL-MALL MATESOL program at Woosong University in Daejeon.

New Social Justice SIG

(Critical Educators in Korea)

KOTESOL IS PLEASED TO ANNOUNCE the official inauguration of a new Special Interest Group! Since its unofficial launch in September 2015, the **Social Justice (Critical Educators in Korea) Special Interest Group**

(**SJ SIG**) has endeavored to connect active educators interested in social justice and critical approaches to education in South Korea.

Through its Facebook page (of the same name) and member-driven initiatives, the SIG aims to provide a forum for discussion and exchange of a wide range of social justice issues connected to language and education. In the spirit of heart and hope, members of



this SIG will attempt to promote positive and pacific transformative social outcomes through teaching and learning.

If you are interested in **social justice issues** and education, are willing to adopt a **critical stance**, believe you can **make a difference**, would like to engage in **constructive dialogue** with others, and possibly have **collaborative project ideas**, please send a brief message to the

group facilitator (Jocelyn Wright) with a short statement, relating your interest and motivation for joining our group on Facebook, or email her for more information at sjsig@koreatesol.org.
<http://koreatesol.org/content/social-justice>

Multimedia & CALL SIG

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- ✓ Articles related to media or technology use in EFL classrooms

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1:00 – 2:15 Sessions

Pedagogical Activities for Promoting Social Action

Room: 1101

Jocelyn Wright

Mokpo National University

jocelynmnu@yahoo.com

Type of Session: 75-minute Workshop

Session Abstract

Some practitioners in English language teaching (ELT) believe that their job is not simply to teach the nuts and bolts of language or even normal transactional and relational communication but also to prepare active global citizens. To this end, they may consider the social, political, and moral implications of their teaching and engage in social justice education, which aims to make students more aware of different forms of oppression and get them involved in efforts to shape a society that is more just, equitable, empowering, and sustainable. The purpose of this workshop will, therefore, be to get participants to reflect on their own teaching and consider ways to integrate social justice into their classrooms. To this end, after a short icebreaker, they will complete a self-reflective questionnaire to uncover how they currently address (or ignore) diversity and social justice in their practice. Then, participants will discuss how common class projects can be adapted so that students become engaged in understanding issues, spreading awareness about them, and taking action. All throughout this session, participants, together in small groups, will brainstorm possibilities for using these projects in their own teaching contexts.

Biographical Data

Jocelyn Wright works in the Department of English Language and Literature at Mokpo National University. Her academic background is in linguistics and education. She is actively involved in KOTESOL at the chapter level, where she coordinates the Reflective Practice Special Interest Group (RP-SIG) and a newly formed Social Justice SIG.

**The University of Birmingham:
ELA MA in TESOL and MA in Applied Linguistics
Room 1103**

Joanne McCuaig
The University of Birmingham
J.McCuaig@bham.ac.uk

Type of Session: 75-minute Presentation

Session Abstract

The University of Birmingham, UK, is pleased to offer an information session about the distance (and campus based) MA programs it offers in TESOL and Applied Linguistics. Topics covered include: structure of the program, courses offered, program expectations, timelines, and program costs. As well, we will be talking about what kinds of students take the program, how to be successful in your MA studies with Birmingham, and if this program is a fit for your needs. Questions are always welcome and if you can't attend the session, please come visit our promotional table to speak with us.

Biographical Data

Joanne McCuaig is a 2012 graduate of the University of Birmingham, MA in Applied Linguistics (with distinction). She is a tutor for the program as well as the in-country representative for Korea.
J.McCuaig@bham.ac.uk

When You Meet a Suicidal Student

Room: 2103

Jungkeun Oh
Gongju National Hospital, Director of Psychiatric Rehabilitation
6291203@hanmail.net

Type of Session: 45-minute Presentation

Session Abstract

Among OECD countries, Korea has the highest suicide rate. For young people in their teens, twenties, and thirties, the leading cause of death is suicide. This means more people at those ages die by suicide than by traffic accident, so suicide in a school setting is not unusual.

In language education, teachers may meet a student who talks about suicide. Because there are lots of conversions between the students and teacher in a language class, some students can express their thoughts more easily.

In that situation, we must be concerned about what we can do, what we should do, and what we shouldn't do. How can we help students who have suicidal ideas or who are depressed? This presentation will discuss relevant psychological information, and teachers will be invited to share their own experiences.

Biographical Data

Dr. Oh was born in Jeonju. He graduated from the medical school of Jeonbuk National University and received his the medical license in 2002. He interned at Jeonbuk National University Hospital in 2005, and did his residence at Seoul National University Hospital from 2006-2010. He received his certification as a psychiatric specialist in 2010.

Improving a Korean University's EFL Program Through Language Learning Strategy Research

Room: 2103

Joseph P. Vitta
Tokyo International University
vittajp@gmail.com

AR Woollock
Queens University Belfast

Type of Session: 25-minute Presentation

Session Abstract

A coeducation university in Seoul invited research into the associations between proficiency and gender, respectively, and language learner strategy (LLS) usage to facilitate improvements to its

EFL program where 76 of its ELL's were participants. This paper presents this enquiry's findings and the modifications it drove while also offering guidance for similar future inquiries. The Oxford SILL (1990; 1996) was used to measure LLS usage and proficiency was measured by conflating instructors' holistic assessments of students' proficiency with students' self-assessment vis-à-vis the ACTFL scale. Theoretical (Kiely & Rea-Dickins, 2006; Shameem, 1998) and statistical justification was observed for this method of proficiency measurement. In its prerequisite assessment of the SILL's internal reliability (as proposed by Park, 2011), the study observed that the conventional 6 sub-domain model of LLS usage did not meet sufficient alpha values for each category and the lesser used 2 sub-domain (direct + indirect) did and was therefore employed. Gender differences, assessed by independent sample T-tests, saw males employing more strategy usage than females which corresponded to previous work in the Asian setting (e.g. Tran, 1988) but these differences were not significant. As with prior research (e.g. Alhaisoni, 2012; Radwan, 2011), the associations between proficiency and LLS usage, assessed by Spearman's rho correlations, were positive, significant, and moderate to strong (rho = .630-total LLS; .617-direct LLS; .547-indirect LLS). The results saw the program institute supplementary initiatives were: 1 - lower proficient students were given extra instruction on language learning techniques; and 2 - female instructors designed and implemented EFL interventions exclusively for female students. The areas that this paper offers guidance for future/similar studies are: 1 - using simple Cronbach's alpha/internal reliability values to choose from the three SILL models of LLS usage; 2 - reasonably and innovatively measuring proficiency without costly formal assessments; and 3 - making informed policy decisions using observed findings.

Biographical Data

Joseph P. Vitta, MA-TESOL & ABD EDD-TESOL, has 11 years' experience in the EFL/ESL at both the practitioner and management levels with 7+ in Korea and Japan. His research interests focus on lexis, program management, CALL, and assessment.

AR Woollock, MA-TESL & PhD candidate, has over 14 years' experience in Japanese EFL. His doctoral research is concerned with exploring the pedagogical potential of a Japanese cultural artefact in Belfast but is also active in ELT inquiry in a general sense.

Issues in Teaching and Assessing Pronunciation

Room: 2104

C Craig Bartlett

KDLI

ccraigbartlett@gmail.com

Type of Session: 75-minute Workshop

Session Abstract

In this workshop, participants will be invited to share any issues they have encountered when trying to teach or assess aspects of pronunciation. Following this, the workshop leader will share his experiences as part of a team of instructors seeking to work with adult students in the area of improving pronunciation. Issues around the place of pronunciation within a language course

curriculum, and within the prosody pyramid (re: Gilbert 2008) will be addressed. The presenter's practical experience in teaching and assessing pronunciation will form an integral aspect of the workshop.

Biographical Data

C Craig Bartlett has been teaching English as a Second or Foreign Language since 1997. He has worked in the Republic of Korea, mainland China, Hong Kong, and the UK. He is currently an Instructor in the English Language Department at the Korea Defense Language Institute (KDLI) in Icheon.(ccraigbartlett@gmail.com)

Using and Teaching About Visual Art in EFL Classes

Room: 2107

Scott Henderson

HUFS Global Campus

mr.scotthenderson@hotmail.com

Type of Session: 45-minute Workshop

Session Abstract

As Korean universities aim to diversify their curriculum and attract students from both home and abroad, EFL university instructors have increasingly been tasked with teaching content related courses alongside their regular language courses. With this added responsibility in mind, this workshop will demonstrate how terms, concepts, and content involving visual art can be introduced by EFL instructors so that students may increase their interest in the fundamental and formal aspects of art while obtaining a more thorough understanding and appreciation of the art they see throughout their lives. Though the target audience for this workshop is university instructors, those who teach adolescents, high school students, and adults may benefit from attending.

Biographical Data

Scott Henderson has been teaching English at the university level for nearly seven of his eight years in Korea. He has been active in promoting effective teacher practice by presenting at national and international conferences in Korea, and by serving for two years as an executive committee member of the Gangwon branch of KOTESOL. He received his MATESOL from Anaheim University in 2012.

Gamification of Education and Directions for SLA

Room: 2107

Christopher Garland

cmgarlan@gmail.com

Type of Session: 25-minute Presentation

Session Abstract

Gamification is a fairly novel concept that has been recently seen use in the field of education. While the work of Deterding and others has sought to define gamification, there are still a variety of ways in which gamification can be applied. While many gamification application studies have shown positive results, others have shown conflicting results. Additionally, as of yet there have been no studies conducted in the field of TESOL. In this research a meta-analysis of gamification of education studies was conducted in order to determine how gamification could best be applied to the English language classroom. Specific contexts, times, and methods were found to be most effective in educational applications of gamification. This knowledge could be applied in English language education in order to successfully gamify a course. Specifically, the meta-analysis revealed that gamification should be used in shorter modules or courses, ideally with both in-class and online support. Most importantly, it was found that gamification should be used to increase student time on task.

Biographical Data

Christopher Garland is a recent graduate from St. Cloud State University, with a masters in English. He works and resides in Daejeon, South Korea. His work is primarily concerned with gamification, and he also has interests in critical pedagogy and sociolinguistics. He can be contacted by e-mail at cmgarlan@gmail.com.

Teachers Doing Classroom Research: An Interactive Professional Development Workshop

Room: 2108

Theron Muller

University of Toymoa

theron@theronmuller.com

Jerry Talandis Jr.

University of Toyoma

talandis@gmail.com

Session Abstract

Teacher classroom research as a way for language teachers to explore and investigate their classroom practice is an important part of teacher training and education programs (Nunan, 1990). Such research generally involves a reflective cycle of planning, acting, observing, and reflecting (Burns, 2010). However, typical research models from the literature represent an ideal and may not reflect the lived experience of teachers investigating their classrooms. In this interactive workshop, participants will share their understanding and experiences of their classroom research

projects. Participants' ideas and experiences will be compared and contrasted with some of the key literature on the topic of classroom research. Examples of teacher research will be shared and used as a springboard for participants to think about their own classroom practices, possibilities for incorporating classroom research, and how this could facilitate their professional development. We will also introduce an alternative model of teacher research that has the benefit of putting the teacher at its center, rather than classrooms or teaching methods. We will ask participants to consider their own classroom research interests and activities from the perspective of the more traditional models and our alternative model. We hope this exercise will help teachers to envision a professional development path that they can apply in their own practice.

References

- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York, NY: Routledge.
- Nunan, D. (1990). Action research in the language classroom. In J. C. Richards & D. Nunan (Eds.), *Second Language Teacher Education*. Cambridge, UK: Cambridge University Press.

Biographical Data

Theron Muller is an Associate Professor at the University of Toyama, Japan. He has presented plenaries at a number of domestic and international conferences throughout Japan and Asia. His publications include research into English language teaching and academic publishing. He is lead editor on two book projects, *Innovating EFL Teaching in Asia* (2012) and *Exploring EFL Fluency in Asia* (2014), both published with Palgrave Macmillan. His most current research interests include the teaching of English for medical purposes, investigating the experiences of authors pursuing academic publication, and improvement of journal review systems. He is active with *JALT Publications* and the *Asian ESP Journal*. As a teacher trainer, he is a member of the University of Birmingham English Language and Applied Linguistics Open Distance Learning team, tutoring, marking, and supervising on their MA in Applied Linguistics and MA in TESOL programs and he is an Associate Tutor on the University of Leicester MA in Applied Linguistics and TESOL program. He is a founding member of English Scholars Beyond Borders, a not-for-profit academic circle of international scholars. He is also a fourth year PhD student at the Centre for Research in Education and Educational Technology at Open University, UK, investigating the experiences of Japan-based authors writing for academic publication. His awards include the 2008 John Haycraft Classroom Exploration Scholarship.

Jerry Talandis Jr. has been teaching English in Japan since 1993. He did a three year stint on the JET Programme, then taught for 15 years at the Toyama College of Foreign Languages in Toyama Prefecture and at Toyo Gakuen University in Tokyo. He has been teaching English conversation and composition at the University of Toyama since April 2012. His current interests are technology in the classroom, how to effectively teach pragmatics for improving oral communication, and the connection between extensive reading and building speaking ability. He is working on the third edition of "*Conversations in Class*".

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2:30 – 3:45 Sessions

Motivating Your EFL Students: Theory Versus Practice

Room: 1101

Wayne Finley
Korea Polytechnic University
wjfinleycv@gmail.com

Tory S. Thorkleson
Hanyang University
thorkor@hotmail.com

Session Abstract

Many teachers, professors and instructors struggle to motivate their students effectively. People like Bloom, Maslow, Gardner and others have theorised diverse approaches for motivating students over the years. This workshop will begin in part 1 by reviewing some of the better known and more effective approaches to understanding and motivating students struggling with English as a language, culture and subject at the university and upper levels of public education.

Parts 2 and 3 will offer insights and activities from two experienced university level instructors based on classroom and one presenter's teacher training experience. Groups will be formed and the participants will have opportunities to discuss, share ideas about their own classroom practices from a motivational perspective as well.

Biographical Data

Since 2010, Wayne Finley has lived and breathed education in Korea. After his first year at a children's language academy, Wayne made a smooth transition to the university level. Setting his sights on greater heights, Wayne became a regular feature on the KOTESOL calendar and now works with KOTESOL Teacher Training (KTT).

Tory S. Thorkelson, M. Ed. is a Lifetime KOTESOL member. He is a Past-President of Seoul Chapter and KOTESOL and an active KTT member/current Facilitator. He is as an Associate Professor at Hanyang University and has created and taught for numerous programs. Currently, he is a Doctoral student at Middlesex University and a regular contributor to EFL Magazine.

Lessons from Behavioral Economics for EFL Teachers

Room: 2103

Michael Griffin
michaelegriffin@gmail.com

Type of Session: 45-minute Workshop

Session Abstract

Are there things that Kahneman, Thaler, Harford, and Levitt can teach us about English language teaching in Korea that Thornbury, Nation, Krashen, Farrell, and Larsen-Freeman cannot? While Behavioral Economics is not typically the province of EFL educators, perhaps there are important lessons that could be garnered from readings in the area. Perhaps lessons and ways of thinking embedded in the field Behavioral Economics that are typically not considered in ELT conferences and research or the field in general could be of use to English teachers in Korea. In this interactive and discussion-based session, lessons from Behavioral Economics will be considered and audience members will be asked to share their thoughts on how ideas from behavioral economics could be applied to their own teaching and working situations. The world of nudges, biases, sunk costs, loss aversion, and framing choices will be connected to the world of English language teaching and will be used as lenses to examine the ELT field. Attempting to bridge the gap between these seemingly different fields will provide participants with fresh perspectives on both their teaching contexts and the challenges that might be found in these contexts. Participants can expect to walk away with new ways of framing and attempting to work through challenges they encounter as EFL teachers in Korea.

Biographical Data

Michael Griffin has been teaching for around 15 years. He's currently based in Seoul where he teaches (mostly) English at Chung-Ang University. Currently, teacher training and development is both a hobby and passion. Mike is also involved with #KELTchat, #iTDi, and the New School MATESOL program. Mike's blog is <http://eltrantsreviewsreflections.wordpress.com/>

Conversation-Based Learning: A Complete Education

Room: 2104

Gunther Breaux
HUFS
plangbro@gmail.com

Type of Session: 45-minute Workshop

Session Abstract

ESL classrooms are filled with smart students who can pass standardized English tests but cannot carry on an English conversation. Why? Because the education system places English language knowledge at the top of the pyramid, rather than English ability. Why? Because knowledge is easier to test than ability. Thus, ten years of grammar-based classes and multiple-choice tests. A

university education should be preparation for life, and life is not a grammar test.

First, conversation is the crucial skill – it's the glue that holds the other skills together. Without the interest and personal relevance of conversations, the other skills are just short-lived chores that soon evaporate. Second, conversational ability is just the tip of the improvement iceberg: listening, pronunciation, grammar, vocabulary and confidence improve as a byproduct. Finally, conversational ability should be the goal. It's the highest academic skill, not the lowest.

This presentation details from the first-day placement test to last-day improvement data. Conversation is the class and the test – there's no role playing or presentations. Conversation is the engine of integration, internalization and improvement. The placement test assesses ability, the book (covered at home) provides speaking preparation, speed dating (one topic, many partners) provides the focus and repetition necessary for improvement, while the better speakers provide gentle language gain. Academic skills are improved because conversations include: for example, first, second, third. This improves writing. The conversation test completes the circle. Each student gets extensive personal feedback and error correction and teachers get accurate grading and improvement data.

Biographical Data

Gunther Breaux has taught English conversation to Korean university freshmen for 20 years. He's an associate professor at Hankuk University of Foreign Studies and the author of EFL textbooks, teacher's resource books, and idioms books. His research interest is in Conversation-based Learning. Email: plangbro@gmail.com. Website: talk-or-walk.com

A Conversation Class Needs a Conversation Test

Room: 2104

Gunther Breaux

HUFS

plangbro@gmail.com

Type of Session: 45-minute Workshop

Session Abstract

Korean teenagers rank at the top of the world in math and science and at the bottom in English speaking ability. Why? Because in math class they have a math test. In science class they have a science test. A conversation class must have a conversation test. This is correct education methodology, and human nature. What gets tested gets done.

Grammar-graded tests result in more grammar study. Role-playing tests result in more memorizing. Presentations and interviews are not conversations. Such tests merely provide grade spread while indirectly and subjectively measuring the sub-components of speaking (grammar, pronunciation, etc). Now you can directly and objectively measure speaking ability. Measure what students do, not what they do wrong. This presentation will describe a test that is easy to give and grade. It both measures ability and improves ability. Each student gets extensive personal feedback and teachers

get accurate grading and improvement data. And students do all the work.

In brief: three students of similar ability have a 17-minute conversation. The test is recorded on teachers' and students' phones. Students transcribe only what they say (takes about one hour) on Word. Word gives their total words spoken and the number function gives how many times they spoke. By simple division students get their average words per utterance. Total and average words on the midterm reveals their ability, and a comparison of midterm and final test data measures their improvement. The bottom line is: How can you teach conversation if you can't test it?

Biographical Data

Gunther Breaux has taught English conversation to Korean university freshmen for 20 years. He's an associate professor at Hankuk University of Foreign Studies and the author of EFL textbooks, teacher's resource books, and idioms books. His research interest is in Conversation-based Learning. Email: plangbro@gmail.com. Website: talk-or-walk.com

Using Movies in the Language Classroom

Room: 2107

Raymond Bryer, JNUE

raymondbryer@gmail.com

Type of Session: 45-minute Presentation

Session Abstract

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 course taught (in two different versions) to pre-service teachers. In both classes, students were required to watch a specific film every week (each relating in some way to the theme of 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 in context for targeted vocabulary and grammar practice. 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. Special attention was paid to providing learners with opportunities to compare and contrast their past experiences in education with their peers. Each lesson concluded with a small group project related to the week's theme.

Biographical Data

Raymond Bryer currently teaches English Education at Jeonju National University of Education. He previously taught in the English Education Department of Jeonbuk National University and has taught ESL for nine years. He holds a BA in Journalism from The Pennsylvania State University and an MA in TESOL from Anaheim University.

Competition and Cooperation in Classroom Activities

Room: 2108

Heidi Vande Voort Nam
Chongshin Univeristy, Seoul
heidinam@gmail.com

Type of Session: 75-minute Workshop

Session Abstract

Competition is often used to make classroom tasks more engaging and gamelike. Although this competition can create a classroom buzz, it may also negatively affect motivation and relationships among students. Fortunately, competition between students is not the only way to give activities a motivating, gamelike feel. In fact, cooperation itself can make activities seem more gamelike. This workshop will present several alternatives to direct competition between students, such as competition against a clock or against a personal record. It will also identify features, such as interdependence among teammates that make activities truly cooperative. Workshop participants will experience more competitive and more cooperative variations of a classroom activity. Then they will evaluate the cooperative and competitive elements in other activities. Finally, they will propose ways of making these activities more cooperative while retaining the elements that make the activities engaging.

References

Joliffe, Wendy (2007) *Cooperative learning in the classroom*. Paul Chapman.
Kapp, Karl (2012) *The gamification of learning and instruction: Game-based methods and strategies for training and education*. Pfeiffer.

Biographical Data

Heidi Vande Voort Nam (MA TESL/TEFL, University of Birmingham) teaches general English and teacher training courses at Chongshin University in Seoul. She is facilitator of the KOTESOL Christian Teachers SIG and chair of the 2016 Christians in ELT International Conference.

4:00 – 4:45 Sessions

Beyond the Classroom: Volunteering with ELT Room 1101

Roisin Frances Hartley

Hwasong City English Advisors and Public School Teachers

Roisin_Hartley@hotmail.com

Bruce Schei

Hwasong City English Advisors and Public School Teachers

Type of Session: 45-minute Presentation

Session Abstract

This presentation outlines the efforts of local teachers in Hwaseong, Gyeonggi province in their endeavours to engage and build a rapport with the residents in their local community through ELT. We intend to raise several questions. What is the significance of community work amongst ESL teachers in Korea? What positive effects do EFL teachers cause when actively engaging in municipal/provincial events and volunteer opportunities? What are the results from their participation? How do the local native communities respond? How can municipal / provincial community work amongst English language teachers in Korea be developed in the future?

For many teachers, the road to improved relations with local communities often forms from positive relationships with their own students. There are many ways to achieve this goal and methods amongst teachers will vary. The aim of our presentation is to first demonstrate a few successful examples of how to develop community participation, initially from within the classroom. The second aim is to discuss the potential positive social change community work can bring about through innovation and integration, which could positively affect the relations between EFL teachers and Koreans nation-wide. Thirdly, the aim is to open up a forum for discussion with the attendees to explore ways we can better serve our communities in our respective provinces, in order to develop a personal and professional reputation amongst our neighbouring citizens.

Biographical Data

Bruce and Roisin have both taught in Suwon and Hwaseong for the past 5 years. Since then they have embarked upon their Master's degree programs in Education and Applied Linguistics and have continued to serve the community of Hwaseong City as volunteers in teacher training, municipal events, and human resources.

Changing Demographics in Our Classrooms Room 1103

Virginia Thackeray
v.thackeray@gmail.com

Type of Session: 45-minute Presentation

Session Abstract

When teaching language related to the family unit, we often use a nuclear family and an extended family unit as the starting basis for our lessons. However, in South Korea this concept of family is a rapidly changing one, and has increasingly grown to include more one-parent households, divorced households, multicultural households, as well as other variations of the family unit. As the demographics of the South Korean family change, we as EFL educators need to be aware of how to approach classroom management with students from these varied family backgrounds. This presentation will explore some of the challenges and changes as seen through an after-school program within various elementary schools in the Gwanak area of Seoul. Through interviews with both Korean English teachers and Foreign English teachers, it will touch upon issues involved in daily classroom management. These issues include students' previous learning experiences, study habits, available resources, inside/outside classroom support, communication problems, and socialization practices. More broadly, it will address how we can include these changing cultural elements into our lessons and curriculum in order to enrich and help all of our students thrive in our classrooms. In addition, this presentation will briefly explore future implications for EFL education in various settings throughout South Korea.

Biographical Data

Ms. Thackeray has been working as an EFL instructor in various setting and places throughout South Korea for 8 years, and is currently completing a TESOL MA at Ewha Womans University. Her professional interests include student motivation, and English as a Lingua Franca.

What Exactly Is the Goal? Room 2104

Jeffrey Warndof
jwarndof@gmail.com

Type of Session: Presentation (45 minutes)

Session Abstract

“What content should I include? What skills should I focus on? How many activities should I include, and what kind?” These are common questions to ask before planning a lesson. But the question of “What exactly is the goal of this lesson?” is perhaps the most important yet easily overlooked or unconsidered.

It's easy to see it as a formality, something that you'd only do when submitting a job application or if you're being supervised. But this one sentence is the crux of any lesson! Without an objective in mind, then what results is a collage of activities, not a unified whole. These can still be great activities! But without an objective to shepherd them, they can't be greater than the sum of their parts.

Having a written objective can make this happen. But even if it's only one sentence, it still needs its own structure. We'll learn about the ABCD model of learning objectives. First we'll discuss, as a group, our experiences constructing lesson plans and objectives. Then we'll look at sample learning objectives, critique them, and practice writing objectives according to the ABCD model.

Biographical Data

Jeffrey Warndorf, 25, is an EPIK teacher in the Gangwon-do province. From the U.S, he graduated college at Arkansas Tech University with a B.A in Creative Writing and a M.A in TESOL. He's been teaching English in Korea for a whopping eight months. He likes audiences with a good sense of humor.

Using Language Needs Assessment on ESP Syllabus Development for South Korean Business Professionals **Room 2107**

Teri An Joy Magpale-Jang
terimagpale@gmail.com

Type of Session: 45-minute Workshop

Session Abstract

This paper explains the importance of using a Language Needs Assessment (LNA) tool to highlight the discrepancy between the target tasks and the learners lacks which offers a strong foundation for developing a Business English syllabus for South Korean business professionals. This research focuses on the various Business English speaking tasks which most South Korean business professionals perform in their workplace. This study uses the Needs Assessment practices of using multiple sources and multiple methods in the data gathering stage and uses triangulation in order to validate results. Accordingly, this paper aims to identify and analyze the English Speaking needs of Korean business professionals in performing their work. In addition, the purpose of this study is to conduct a Target Needs Analysis (TNA) for a Business English course which aims to improve learners' Business English speaking skill. Thus, the findings of this study provide a sound basis and valuable implications for curriculum developers and teachers in developing business English courses. Based on the data, this study asserts that a Business English speaking syllabus should focus on providing a more comprehensive instructional activity in helping learners in introducing a business proposal/plan in a meeting. By doing this, teachers and curriculum developers can help learners in addressing their needs and lacks toward a target situation at the same time. As a result, this study also presents a comprehensive Business English speaking syllabus which targets the different speaking skills needed to perform the target task (introducing a business plan/proposal).

Biographical Data

Teri An Joy G. Magpale-Jang is a Filipino ESL/EFL educator and researcher, currently living in South Korea. She used to be a Language Professor in one of the Philippine's national university. She finished her Bachelor of Arts/Bachelor of Secondary Education major in English Literature with an Academic Honor in the Philippine Normal University-Manila. She finished her Master of Arts in Teaching English Language in the De La Salle University-Manila. Her research interests include World Englishes, Discourse Analysis and Current Pedagogical issues of ELT.

**Korean Student Group Fear of Social Faux-Pas
Room 2108****Kai Kangas****Woosong University**

kajkangas@hotmail.com

Type of Session: 45-minute Presentation

Session Abstract

Groups of Korean English as a Foreign Language (EFL) students unfamiliar with each other appear reluctant to engage in communicative activities. This can be frustrating for foreign teachers unfamiliar and at a loss to interpret and deal with such behavior. Precious contact time can be lost and classroom atmosphere damaged if it is misinterpreted as antipathy, or disinterest, for example. What is the reason for this apparent passivity? To what extent does mainstream English Language Teaching (ELT) theoretical literature concerning motivation account for it? In a December, 2015 questionnaire, General English students at a Korean university agreed or disagreed and ranked the importance of reasons for passivity from both mainstream and non-mainstream ELT theoretical literature. After over-viewing the above, this presentation will show that a fear of being judged for making mistakes – something not addressed by arguably more western-centered mainstream literature, but mentioned by more marginal Asian literature- greatly eclipsed mainstream motivational reasons in explaining their passivity. Apparently, these mistakes are social faux-pas – lack of “nunchi”- with respect to a Korean social etiquette, resulting in loss of status, or “chaemyeon”. This study generally underscores the need for mainstream ELT theorizing and practice to attend more carefully to socio-cultural and psychological factors that can differently impact teaching in one country versus another. Foreign teachers in Korea need to be sensitized to the importance of this social etiquette to develop teaching strategies that incorporate it. The presentation will conclude with some strategies developed by the presenter to do this.

Biographical Data

Kaj Kangas is Assistant Professor at Woosong University in Daejeon, South Korea. He has been teaching General English at universities in Korea for nineteen years. He has presented at numerous international conferences in Korea, Japan, Malaysia, Laos and the Philippines.



Korea TESOL National Elections

Positions Available:

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Timeline:

1 September: Nominations open
23 September: Nominations close
1 October: Online voting begins
13 October: Online voting closes
15-16 October: Onsite voting at IC

Results will be announced at the ABM

Duties and Qualifications can be found at <https://koreatesol.org/elections>

Questions? Email us at elections@koreatesol.org

5:00 – 6:00 Closing Session

Reflecting on Our Provinces

Room 1106

Bryan Hale
Sunkyung Academy

Type of Session: Reflective Practice (45 minutes)

Session Abstract

In this end-of-day Reflective Practice session, attendees will have a chance to reflect on the ‘provinces’ they belong to as teachers, and which provinces they may be moving closer towards. We will take some time to share and absorb what we got out of this year’s National Conference and how we can relate it to our teaching trajectories. Seasoned reflectors might value the chance to reflect on the conference, and people who are curious about Reflective Practice might be interested to experience some of what we do in RP SIG meetings.

Biographical Data

Bryan Hale is a coordinator of KOTESOL’s Reflective Practice Special Interest Group, and co-facilitates monthly Reflective Practice meetings for the Gwangju-Jeonnam Chapter. He is an English teacher from Australia and currently teaches elementary and middle school students at Sunkyung Academy in Gwangju. Email: bryan.english.teacher@gmail.com



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