

English Expo 2014 at COEX



The Power of Questions



The KOTESOL Conference @ English Expo 2014

Saturday, December 13, 2014

COEX, Seoul

Who questions much,
shall learn much,
and retain much.

– Francis Bacon



Timetable		
KOTESOL Conference @ English Expo 2014 ?		
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Thanks to the following for their work towards today's event:

Registration - Lindsay Herron

Program - Rob Dickey

Program Book Design/Development - Rob Dickey, David Shaffer

*KOTESOL Booth - Madison (Hwaeryeon Hahn) Lumsden, Jamie Carson,
Kathy Moon*

Why? How do you know?

Let's find out together!



Korea TESOL is proud to partner with English Expo to provide presentations with ideas and methods to enhance the teaching and learning of English. The theme of the conference is "The Power of Questions" and is meant to mirror government initiatives to improve the experience of both language learners and teachers.

It is generally accepted that questions are the foundation for all learning. As very young children we use questions to find out about our surroundings and about things that will help us function and grow. We've all interacted with children enough to have experienced an almost constant barrage of questions: Why this? Why that? Why? Why? Why? We are all hardwired to do this. It reflects our thirst for knowledge.

It is our job as parents and teachers to encourage our children and students to ask questions. All too often we, perhaps unintentionally, discourage our youth from asking questions. Instead, we'd rather just fill them with the knowledge we feel they should have, or the knowledge that will help them pass this or that test. Unfortunately, in the end, this doesn't benefit them. Just the opposite. It actually robs them of a powerful tool to keep developing their minds and reach their full potential.

All educators agree that students need to develop the ability to ask questions, or more accurately, to develop the ability to ask the right questions. This is where we, as parents and teachers, should be prepared to support and guide them. We teachers are often heard telling our students "There are no bad/wrong/stupid questions." I don't necessarily agree with that statement, but I wholeheartedly agree with the truism behind it, that students should be made to feel comfortable asking any question, because it is only by asking wrong/silly/bad questions that students can learn to ask the right questions, the questions that will lead them to become independent learners who have the courage to take ownership of their learning experience.

All of us, parents and teachers alike, should encourage our youth to explore things that fascinate them. That exploration begins with QUESTIONS.

A handwritten signature in black ink, appearing to read "Carl Dusthimer". The signature is fluid and cursive, with a large initial "C" and "D".

Carl Dusthimer
Chair,
KOTESOL Conference @ English Expo 2014

Assumpta Calano

1:15 – 2:00 Room 'B'

3M Questioning Strategy

Talk time by students is given much premium in an ESL class as this gives the students more practice to use the target language. And one way of getting responses from students is to ask questions. So in effect, the quality of questions asked in the classroom highly determines the quality of discussion inside the classroom. Therefore classroom questions are an important consideration because an unknowing teacher can build or kill a classroom instruction.



However, it is not just asking questions that is of the essence but also on the range of questions asked depending on the objective(s) set for that lesson, how to sustain and build follow-up questions depending on responses gathered and the dependability of these questions that demand inferential and critical answers leading into a life course of action.

It is the norm in many classrooms that teachers pose questions on the “read the lines” level and much less ask questions on the “reading in between the lines” level that demand inferential reasoning and rarely ask questions on “reading after the lines” level that demand creative answers for life-long learning.

Thus this paper proposes three ‘M’s essential that in classroom questions These 3Ms are: MATTER, MANNER and METHOD. This proposed strategy is to make classroom questions more authentic and not just rhetorical and oftentimes withdrawn leading to nowhere. This plan of action includes how to ask follow up questions to engage the students towards insights or critical and creative thinking.

Assumpta Calano is currently a visiting assistant professor at Sungkonghoe University in Seoul, Korea. She has taught in Korea since 2009 and has been in two universities, Jeonju University and Sungkonghoe University. With a masters degree in English at Saint Louis University, she is currently finishing a doctorate degree in Language Education. As an educator, she is a constructivist and is into materials preparation. Currently she teaches subjects in Intercultural Communication, Reading Into Speaking, and Business English among others. She fosters critical thinking and creates motivated and independent learners among her students.

Peadar Callaghan

2:15 – 3:00 Room 'A'

Comics Who, What, When, Where, and How?

Comics are great sources of authentic language and opportunities for students to learn. However with the vast amounts of them available it can be difficult to decide which ones to purchase for the classroom or home. This presentation will look at the various types of comics out there. It will look at the various linguistic levels represented by the various forms and how to choose the best for the target learners. It will also look at ways to source comics on a budget.



Peadar Callaghan graduated from the University of Limerick with an MA in ELT. He has been working in Korea for over eight years. During this time he has given numerous presentations on a wide range of topics. All his presentations focus on being practical and adaptable to all students no matter their levels or ages. Peadar is currently the president of KOTESOL and teaching at Daegu University

Michael Griffin

3:15 – 4:00 Room 'B'

(with Bora Sohn, Anne Hendler, David Harbinson, & Bryan Hale)

Exploring (some of) Thornbury's "Big Questions in ELT"

In this session we will consider and discuss some of the questions and topics found in Scott Thornbury's 2013 book, *Big Questions in ELT*. Participants will be asked to share their thoughts on and experience with key questions from topics including learning styles, vocabulary, communicative activities, and the role of practice. Participants can expect to walk away with a clearer sense about their personal views on these topics as well as more questions to continue thinking about.



Michael Griffin is, among other jobs in various places, the Vice President of Social Media Strategy for #KELT chat.

*Bora Sohn is an ELT consultant at E*Public.*

Anne Hendler is just a teacher.

David Harbinson, originally from the UK, has been teaching in Korea since 2007. He's currently a freelance teacher in Daegu.

Bryan Hale is a teacher from Australia. He teaches elementary and middle school students at Sunkyung Academy in Gwangju.

Tim Hampson

4:15 – 5:00 Room 'B'

Questioning Towards Learner Autonomy

Question asking in the classroom, particularly with young learners, is often the sole preserve of teachers. A student may know the grammar of how to ask questions but be reluctant to actually do so when given free time to do it.

Firstly, this talk looks the ways in which nurturing question asking is beneficial. By encouraging it teachers can improve student talk time. They can also focus lessons more strongly on students' interests as students direct classroom discussion to things they care about. These conversations are more authentic as they become real exchanges of information that students are interested in.

Secondly, it explores reasons why students are reluctant to ask questions in class. Students might have a lack of confidence in structuring questions or just in their ability to ask. Another reason is that they may be unsure about what questions to ask.

Structuring questions, being confident, and knowing what to ask are all skills that can be taught in the classroom. The final, and largest section of the talk takes a hands-on look at ways to practice questions in the classroom with audience participation and activities to take home. If we take the time in class to focus on structured question asking, and then slowly removing this support, we can build confidence and teach questioning skills and then allow learners to ask questions autonomously. We will work through several activities that have been successfully used in the classroom. Including using scaffolded questions, question cards and activities to practice follow up questions.



Tim is an English teacher at Jungchul Academy. He blogs at tjhampson.com

James Johnston

4:15 – 5:00 Room 'A'

**Rethinking English Education in Korea Through
Family-oriented Learning Programs**

South Korean mothers are one of the major economic driving forces that have made Korea the 6th best educated country in the world with 7.6% of its GDP being spent on education (Grossman, 2012; ICEF Monitor, 2014). Historically, though, there has been a disconnection between how much Korean families invest in their children's education and how well their children are actually learning English. Korean students rank 24th on the World's English Language Proficiency Index (English First, 2014) and 110th on ETS's global TOEFL rankings (Card, 2006). With those issues in hand, this workshop considers the possibilities of integrating family-oriented language learning programs in South Korea, where mothers, in particular, can use English with their children at home and in their communities to make English language learning more authentic and natural. Audience members will take part in an inquiry-driven examination into possible methods for creating practical, holistic, family-centered learning models in their own contexts—private institutions, local communities, or even their own homes.



James Johnston has over 7 years of EFL experience in the Peace Corps, Korea, Indonesia, and the US. Recently, he completed his MA in TESOL from SIT Graduate Institute and moved back to Korea. James can be contacted by email at james.johnston@mail.sit.edu

Stafford Lumsden

10:15 – 11:00 Room 'B'

Taking Questions Mobile, Three Ways of Using Socrative in Your Classroom

Socrative, taking its name from the Socratic method of questioning, is an application available on Apple's iOS, Google's Android and web platforms that provides a useful and convenient way for teachers to engage their learners both in class, and perhaps more interestingly, outside of class. The mobile platform means that students (many of whom have smartphones, even at very young levels) are able to engage in tasks and activities even "on-the-go".



This workshop will demonstrate three techniques for using the Socrative application as a means of posing questions to students of all levels and eliciting responses. It will also look at how, through the app's teacher interface, we can build a useful and very detailed database of information on how our students think and on their progress throughout the semester, but perhaps more importantly how they feel as they exit each of our classes.

Participants in this workshop will require a mobile phone/other internet connected device.

Stafford Lumsden is an Instructor in the YL TESOL program at Sookmyung Women's University and teaches a wide range of courses on child development, curriculum design and lesson planning and young learner literacy development. A past-president of the Seoul chapter of Korea TESOL, he is also the chair of the 2015 Korea TESOL National Conference.

B.T. Stoakley

1:15 – 2:00 Room 'A'

**CALLing for a Multimedia-based Gamification of
SLA for Young(er) Learners**

While there is growing literature advocating the use of multimedia in SLA, the implementation of such a curriculum has not yet come to fruition. Due to this situation, the aim of this workshop is to succinctly provide a pedagogical justification for using multimedia activities/ games for English language learners. Next, an overview and partial demonstration of the types of programs will be displayed. Following this, an authentic game will be played in the session to demonstrate how to incorporate gaming. The session will wrap up with a discussion of such technologies or demonstration of other programs if requested. Programs/games that will be showcased will:



- (can) cater to the pre-k - 6th grade language learners
- vary in cost from free to thousands of dollars
- be easily accessible to creatively challenging to access
- vary from “traditional” CD-ROMs to online platforms
- be for individuals or (small) groups types.

B. T. Stoakley, a doctoral candidate, started teaching in Korea in 1997. He teaches at Korea National University of Education as well as owns a language school for elementary and middle school learners. In both locations he utilizes technology in all learning courses. Research interests: CALL, gaming in SLA, curriculum development, and elementary education. Email: Stoakley@knue.ac.kr

Makiko Tanaka & Edward Sanchez

2:15 – 3:00 Room 'B'

Peer Questioning in Reading to Improve Understanding and Speaking

One of the most common practices teachers engage in teaching reading is to check meanings of words and phrases with students followed by comprehension questions that are either stated in reading textbooks or else asked by the teacher. The problem with this practice is that teacher- directed questions alone may not enhance students' understanding. Teachers also may miss to know whether students truly comprehended what had been taught.



In this presentation, the presenters will introduce student-initiated peer questioning, a complementary practice to teacher-directed questioning, but crucial to deepen student's reading comprehension. Presenters will demonstrate how student-initiated questioning is conducted in reading class. After asking questions about meaning of words and phrases, the presenters will ask participants to prepare a few questions from a reading passage. Participants will then be grouped together to ask and answer each other's questions by discussing together. They then write answers to their own questions on a sheet of paper.

This presentation is based on the result of the research we conducted with the 20 first year college students. The purpose of the research was to investigate how effective students' asking questions with each other would be. The presenters will also report educational implications about “questions.”

Makiko Tanaka is a professor at Kanda University of International Studies in Japan. She has a Ph.D. (Education with emphasis on Applied Linguistics) from University of California, Santa Barbara.

Edward Sanchez has an MA in TESOL from Teachers College, Columbia University. He teaches part-time at Sophia University and Tokyo University of Foreign Studies. He seeks a doctorate in Instructional Design.

Tory Thorkelson

10:15 – 11:00 Room 'A'

Teach your Child to Question and...

This presentation will focus on the value of using different question types (Open, Closed and Wh. questions) to foster curiosity, motivation and even critical thinking in children in and out of the classroom. It will begin with a brief overview of what these questions are and then use examples from contexts like the ELT classroom (and the related skills) leading into ways to get children to become curious, self motivated and constructively 'critical' about what they are doing and the world around them (e.g. making choices, expressing preferences and opinions and so on) through asking and answering the aforementioned question types.



Tory S. Thorkelson, M. Ed. (TESL/TEFL) is an Associate Professor at Hanyang University's English Language and Literature Department. He specialises in Content and Skills-Focused courses and has helped design and implement programs and curriculum for a variety of programs and departments at Hanyang and other Universities. He is a Past President of KOTESOL and is currently working on his doctoral dissertation for Middlesex University as well as a number of domestic and international projects. Email him at: thorkor@hotmail.com

Andreas Varsakopoulos

11:15 – 12:00 Room 'B'

Using Culture to Generate Questions

There is a discrepancy between what language we expect our students to learn, and what they actually produce. The issue is that students are not always learning the language they want to use. Typically the target language starts from the English context and then provides the L1 equivalent, but too often students can't relate to that translation sequence. By not providing an accurate point of reference for the students, much of the language they learn lacks the relevance necessary to create real meaning. I argue that Native English Teachers (NETs) can remedy this situation by shifting the focus from teaching English conversation, to promoting a cultural exchange. Giving students a chance to answer questions about their culture, and question the behaviors of another will provide an opportunity to use meaningful language. The presentation will demonstrate how asking the right questions can create language learning goals that are relevant to student's context and perspective. The audience will explore how to form focus questions, and learn how to use student's responses to calibrate their expectations.



Andreas Varsakopoulos is pursuing a masters in foreign language pedagogy at the University of Massachusetts Boston, and teaches English in S. Korea. He has participated as a speaking judge for the Ban Ki Moon English competition, been in voice recordings for the national mock college entrance exam tests, and conducted a number of cultural exchange programs throughout the Chungbuk province.

Rob Waring

11:15 – 12:00 Room 'A'

How to get your children to read English well

Generally, reading in Korea is taught as study reading – the reading of short difficult texts to build vocabulary to prepare students for tests. However, research shows that practice in fast fluent natural reading at the right ability level will help students do better on tests than by doing only reading test practice with short difficult texts. This means teachers and parents must embrace new ideas of what learning to read in English involves by introducing the right kinds of reading materials for their children at the right level. This talk will focus on how to get your child interesting in reading and by reading I mean reading, not study reading for tests. We will then find out how to find books at their right reading level and discuss how much reading needs to be done so they will be able to read fast, fluently and naturally.



Dr. Rob Waring teaches at Notre Dame Seishin University in Okayama, Japan. He is an acknowledged expert in Extensive Reading and second language vocabulary acquisition and lectures and publishes widely on these subjects. He is on the Executive Board the Extensive Reading Foundation and is also author and series editor of the Foundations Reading Library, the Footprint Reading Library, and the Page Turners Reading Library by Cengage Learning. He often travels to Korea.

Angie Yuri White

3:15 – 4:00 Room 'A'

Using TPR Storytelling to Check Young Learners' Comprehension

Teachers often use storytelling to entertain and engage young learners when teaching English. But storytelling has pedagogical benefits that extend beyond entertaining learners. Storytelling can serve as the catalyst for concept checking questions as demonstrated by TPR Storytelling. TPRS was developed by Blaine Ray, a Spanish teacher from California, as an alternative to traditional textbook centered teaching. TPRS incorporates storytelling as an effective medium for introducing vocabulary or other language features and follows up with a series of repetitive questions called circling. Circling is a simple yet effective way to actively check young learners' understanding as the lesson is conducted. Students are constantly focused on and learning key concepts during storytelling. In addition, circling allows students to think critically, recall information and more importantly, to retain information.



This presentation will involve participants from the beginning in an interactive “learn by doing” format. Participants will practice how to effectively weave key expressions or vocabulary into a story where the students are often the characters of the story. But more importantly, participants will practice the circling technique to become more conscious of the quality and format of their comprehension checking questions.

Angie Yuri White is from Los Angeles, California and has been an English teacher and teacher trainer in S. Korea for 8 years. For the past 2 years she has been the writing instructor at the Gyeonggi-do Institute for Foreign Language Education. Ms. White has presented on numerous topics ranging from EFL Methodology to Practical EFL Teaching Methods to both in-service Korean English teachers and Foreign English teachers. She received her MA in TESOL from Anaheim University.

**Korea TESOL National Conference
Saturday 30 May 2015**

Sookmyung Women's University

Bridging the Digital Divide: Examining Online Language Teaching in Asia

Call for Proposals

Korea TESOL invites interested parties to submit a proposal to present at the 2015 national conference to be held at Sookmyung Women's University, Saturday, 30 May 2015.

The 2015 national conference will feature three strands:

- Online Experiences in Language Teaching
(Techniques and tips for online instruction, academic research etc.)
- ELT 101
(Share your experiences in the Korean classroom with teachers new to the field)
- Other ELT Topics
(There will be limited space for exceptional proposals from experienced presenters on topics that don't necessarily match the conference theme but would be of interest to attendees)

The overarching theme for the conference examines how the online environments are changing language teaching. We are looking for presentations, panels, and other sessions that discuss and share new, creative, and unique experiences and observations regarding language teaching online, or using the internet or other technologies to aid teaching.

Proposals that meet the criteria listed below will be given preference for the limited number of presentation slots available. Individuals may not submit more than two proposals. No more than one proposal per presenter will be accepted.

The vetting team will give preference to proposals which:

- *highlight a creative idea for teaching English as a foreign language,*
- *give a clear understanding of what attendees can expect in the presentation, and*
- *offer practical suggestions/tips/lesson ideas to EFL teachers, or*
- *report research results that have practical application to the classroom.*

Presentations will be 45 minutes in length. Presentations of research results will be granted 20 minutes. Abstracts should be approximately 200-250 words in length and should include an additional 100-word biographical statement.

The call for papers closes 1 March 2015

See <http://koreatesol.org/nc2015> for more details and to submit a proposal.

Presenters must be current KOTESOL members at the time of the conference.



Call for Proposals

23rd Annual Korea TESOL International Conference *Transitions in Education - Transitions in ELT*

To be held October 10-11, 2015
COEX Convention Center, Seoul, South Korea

The International Conference Committee of Korea TESOL invites proposals for **practical workshops** (45 or 80 minutes), academic **research papers** (20 minutes), **colloquia** (80 or 105 minutes) and **panels** (80 or 105 minutes) related to the teaching of English, especially in the Korean setting.

This year, we are particularly interested in presentations on:

- Using the **Inquiry Approach** in teaching and learning
- **Promoting Creativity** in learners
- “101” sessions aimed at basic classroom skills:
 - Classroom Management
 - Co-Teaching
 - Web Resources for Teachers
 - Lesson Planning
 - Basic Concepts behind CLT / SLA
 - Introduction to the Inquiry Approach
- Other innovative techniques, ideas, and research in the general field of ELT
- Developing learners’ English skills:
 - Speaking / Pronunciation
 - Reading / Literacy
 - Listening
 - Writing
 - Vocabulary
 - Grammar
- Developing teaching skills and knowledge:
 - Assessment / Evaluation
 - Content-based instruction
 - Materials / Course Development
 - Technology-enhanced instruction / CALL / CMI / MALL
 - Classroom Management
 - Learning Preferences / Styles
 - Music / Art / Video in the Classroom
- Other areas of interest to ELT:
 - SLA
 - Genre studies
 - Pragmatics
 - English for Specific or Academic Purposes
 - Identity (learner or teacher)
 - Reflective Teaching Practice
 - Sociolinguistics / Policy / World Englishes
 - Culture and Language Learning
 - Cross-cultural / Intercultural Communication

To find more information and to submit your proposal via the online form, go to

<http://koreatesol.org/ic2015>

Proposals will be accepted **January 1 through May 31, 2015.**

We accept proposals from KOTESOL members and non-members alike; however, all presenters must be members of KOTESOL at the time of the Conference. You may submit several proposals; however, no more than two proposals will be accepted from any one person.



KOTESOL: Who and What We Are

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) - also known by our Korean name, 대한영어교육학회 - is Korea's largest multicultural association of English Teaching Professionals.

Korea TESOL was established in October 1992, when the Association of English Teachers in Korea (AETK) joined with the Korea Association of Teachers of English (KATE). *[Note: another organization has since adopted the KATE name.]* As stated in The Constitution and Bylaws of Korea TESOL, "Korea TESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons associated with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns."

KOTESOL is an independent national affiliate of a growing international movement of teachers.

Korea TESOL is proud to be the exclusive affiliate of **TESOL International Association** for Korea. TESOL International is an international education association of approximately 14,000 members with headquarters in Alexandria, Virginia, USA. www.tesol.org

Korea TESOL is also a proud associate of the **International Association of Teachers of English as a Foreign Language (IATEFL)**, which is based in the United Kingdom with a global membership of over 3,000 teachers. www.iatefl.org

KOTESOL is a founding member of the **Pan-Asian Consortium**, which includes the Japan Association for Language Teaching (JALT), Thailand TESOL (ThaiTESOL), ETA-ROC (English Teachers Association of the Republic of China/Taiwan), Far East English Language Teachers Association (FEELTA, Russia), and most recently, the Philippines Association for Language Teaching, Inc (PALT). www.pac-teach.org

The membership of KOTESOL includes teachers at elementary, middle and high school, and university levels as well as teachers-in-training, administrators, researchers, materials writers, curriculum developers, and other interested persons.

Approximately 30% of the members are Korean. KOTESOL chapters are located in the following areas: Busan-Gyeongnam, Daegu-Gyeongbuk, Daejeon-Chungcheong, Gangwon, Gwangju-Jeonnam, Incheon, Jeonju-North Jeolla, Jeju, Seoul, Suwon-Gyeonggi, and Yongin-Gyeonggi.

Members of KOTESOL hail from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multi-cultural membership.

Annual membership in KOTESOL costs 40,000 won. Benefits include:

1. The opportunity to attend any regular meeting of any chapter.
2. A local chapter KOTESOL newsletter (whichever chapter you officially signed up through).
3. The national quarterly publication **The English Connection**, keeping you up-to-date with current issues in EFL and more.
4. **The Korea TESOL Journal**, **KOTESOL (Conference) Proceedings**, and other scholarly and professional publications.
5. Advance announcements, preregistration discounts, calls for papers, and early registration for the annual KOTESOL conference.
6. Opportunities to build a network of important professional and cross-cultural contacts.
7. Access to the latest in quality teaching resources and related materials.
8. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.
9. Membership in Special Interest Groups (SIGs) e.g., Young Learners & Teens, Extensive Reading, Professional Development, Multimedia & CALL, Research, Reflective Practice, and Christian Teachers.

KOTESOL: We are People. Teachers. Professionals.