



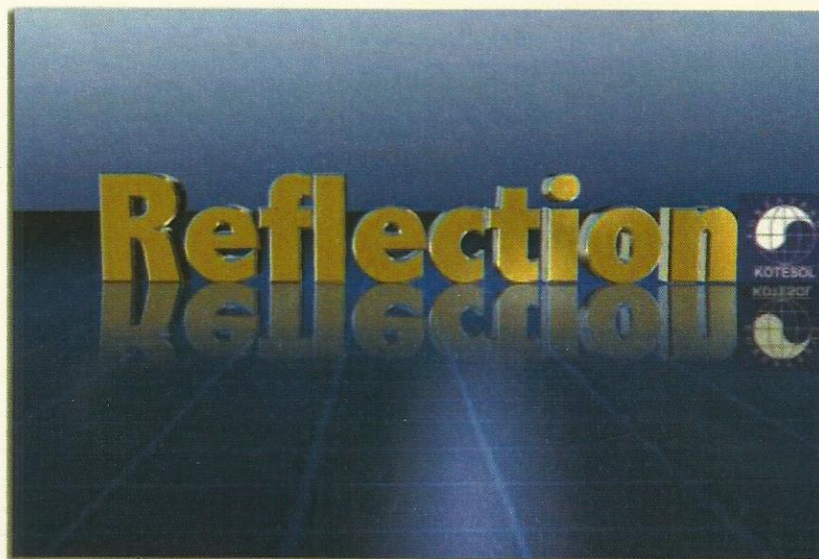
2013

Gwangju KOTESOL Conference

*Reflecting on Practice;
Projecting on the Future*

March 9, 2013

Chosun University, Gwangju



**Organized by
KOTESOL Gwangju-Jeonnam Chapter
With the KOTESOL Reflective Practice SIG**

www.koreatesol.org

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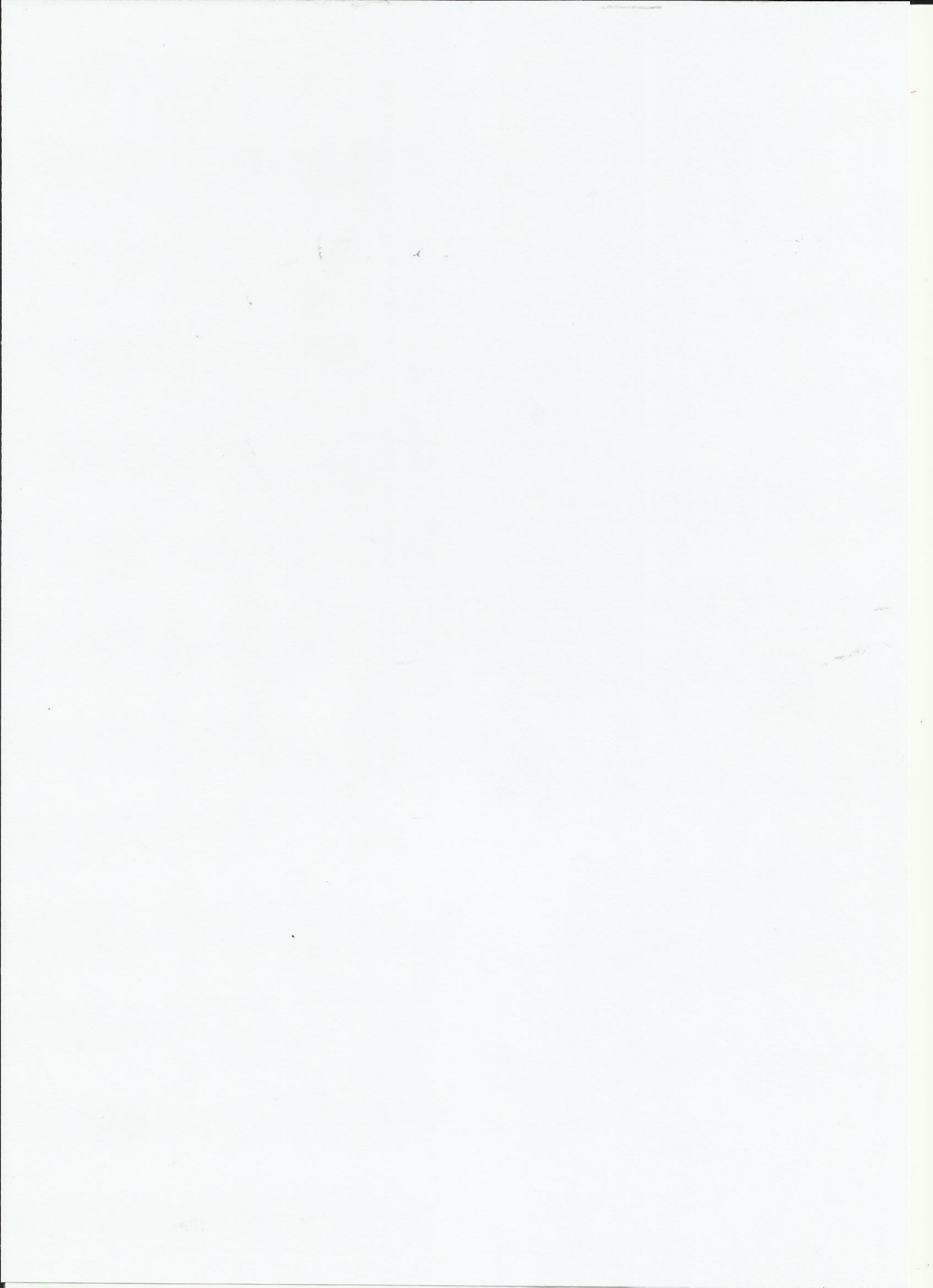
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Conference Greeting

Dr. David E. Shaffer
Gwangju-Jeonnam KOTESOL
Chapter President



Fellow Chapter members, distinguished presenters, KOTESOL members and ELT colleagues, sponsors and guests. Welcome to the Gwangju KOTESOL Conference, organized by the Gwangju-Jeonnam Chapter of KOTESOL in cooperation with the KOTESOL Reflective Practice Special Interest Group (RP-SIG). Welcome to a day of multi-faceted professional development.

The Gwangju-Jeonnam Chapter strives to assist English language teachers in the Gwangju-Jeonnam area in their professional development through monthly presentations by local specialists and invited outside speakers. The Chapter also organizes outreach workshops to more distant corners of the province such as Suncheon and Mokpo, in addition to annual Chapter conferences such as this. We endeavor to provide relevant and quality presentations, and credit our thriving membership to this effort.

This conference is an attempt to meet some of the needs in our ELT community. The Conference theme is *Reflecting on Practice; Projecting on the Future*. By reflecting on our teaching practices, improvement can result to impact future teaching practices. The theme is directly reflected on the pre-conference workshop, the plenary session, and an entire strand of concurrent presentations today, all of which have been organized by the KOTESOL Reflective Practice SIG and are being presented by RP-SIG members. We also hope that this Reflective Practice emphasis will lead to the formation of a hardy RP-SIG group associated with our Chapter.

I would like to make a couple of special welcomes. KOTESOL 1st Vice-President Peadar Callaghan is with us. We thank him for the work he is doing to assist KOTESOL's chapters in their operations. Next, I would like to welcome our plenary speaker: Michael Griffin, Co-facilitator of the Reflective Practice Special Interest Group. He has been an immense asset in organizing the RP section of this Conference

We have an outstanding group of presenters assembled for you today: both from within the Chapter and from other KOTESOL chapters around the nation. And we have an outstanding selection of presentation topics for you to choose from.

I cannot conclude without acknowledging the efforts of our conference committee and of our student volunteers. It takes many hours of work over many months to put together a conference of this scale, and they have contributed more than you can imagine.

Once again, I welcome all of you, and hope that you find the conference intellectually stimulating and professionally rewarding.

Welcome Address

Peadar Callaghan
First Vice-President
Korea TESOL



Good afternoon, ladies and gentlemen. When I was asked to give this address, I looked at the theme, and it reminded me of a conversation I had with Thomas Farrell. We were discussing modern teaching and the variety of methodologies available: extensive reading, task-based learning, project-based learning, computer-assisted language learning, and so on. He said that the modern teacher should rely more on “principled pragmatism.” A modern teacher should know the methodologies and the theories behind learning but should adapt them to their own classroom environment.

There is no one methodology that suits every student or every teacher. Each class we teach has its own challenges and triumphs. Each student has a different learning style, interests, and motivations; as such, why should we try to teach them all as if they were identical? What we do in a classroom, instead, should be based on sound principles without sacrificing student learning to rote educational theory.

Walking the path of principled pragmatism is not easy; it requires reflection, study, and thought about the future. When we reflect, we begin to make connections between what we are doing as a teacher and what the student is learning. In turn, these connections help to form a picture of what will happen when we use the techniques. Each day, we create the building blocks that become the basis of tomorrow’s teaching. With this, we can help to support our learners and our community of education.

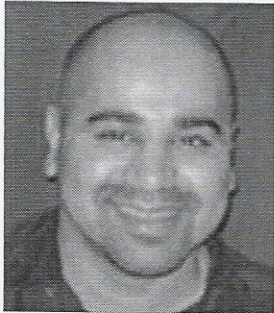
Our students are important, and so are our connections with our colleagues and peers. I’m sure we have all had the experience of trying something new and it just didn’t work as we expected it to. It is at those times that we need friends and colleagues to help us reflect and try again. It is not through blindly following a methodology but, instead, through this continual struggle that we improve our classes. These friends and colleagues share troubles and triumphs, and most importantly we learn from one another. This is why we are here today, and I am so proud to see so many people willing to stand up and share what they have learned on so many different topics. I don’t know what the future holds for teaching English in Korea, what I do know is that all of us here today are committed to making that future better, through our shared experiences, one classroom at a time.

Welcome Address

Manpal Sahota

Co-facilitator

Reflective Practice SIG



On behalf of the all the members the Reflective Practice SIG, I would like to welcome you to the Gwangju-Jeonnang KOTESOL 2013 Annual Conference. The Reflective Practice SIG (RP-SIG) was honored when we were asked by the Gwangju-Jeonnang Chapter to take part in this conference. We always enjoy meeting dedicated teachers who take time out of their busy schedules to further their professional development.

For those of you who are not very familiar with the term “reflective practice,” this conference can be a great opportunity for you to learn about what reflective practice is and how it can help you develop as an educator. It is also a great chance for you to meet other reflective teachers who are passionate about what they do and would love to guide you on your reflective journey.

The RP-SIG is very active throughout Korea, with monthly meetings in Busan, Daegu, Daejeon, and Seoul. We are always looking to expand and we hope that teachers in Gwangju will be inspired to start their own monthly meetings this year. To learn more about what a typical RP-SIG meeting is like, we scheduled the pre-conference workshop presented by Suzanne Bardasz. This gives audience members a chance to see what actually happens at a monthly meeting.

The RP-SIG is also proud to present the conference’s plenary speaker, Michael Griffin. Michael is the co-facilitator and one of the founders of the RP-SIG. Michael will be sharing why reflective practice can help teachers and the various avenues available to reflect on your teaching.

For those of you still thirsty for more, I would strongly encourage you to attend the afternoon presentations by three active RP-SIG members. John Pfordresher will be talking about how to separate emotions from classroom experiences so that you can more objectively reflect on teacher-student interactions. Gemma Lunn will be sharing ideas on how to record, transcribe, and analyze what is really happening in your classrooms. Alex Walsh will be combining theory with practical ideas to help you with owning and recording your reflections. Each presentation is unique, and I am confident that you will be able to take away ideas that will help you reflect on your own teaching.

There is a wealth of excellent topics today, and whether you go to reflective practice presentations or the many other great presentations scheduled, I am sure that when you walk away from this conference, you will agree that it was time well spent. The RP-SIG looks forward to meeting all of you and sharing ideas with dedicated professionals. I hope you enjoy the conference!

Gwangju KOTESOL Conference

Reflecting on Practices; Projecting on the Future

Organized by: KOTESOL Gwangju-Jeonnam Chapter
With the KOTESOL Reflective Practice Special Interest Group

Schedule

- 10:00-11:30 Pre-Conference Reflective Practice Workshop** Suzanne Bardasz
Presenting Reflective Practice: A Sample RP-SIG Meeting (2123)
- 12:00 Registration Begins** 1st Floor
- 12:45 Opening Ceremony** (2104)
- 1:00 ■ Reflective Practice Plenary Session** Michael Griffin (2104)
Becoming a Better Teacher Through Reflective Practice
- 2:00 ■ The Challenge of Description: Strategies for** John Pfordresher (2105)
Seeing through the Cloud of Emotion
- Finding the Hero in the Young Student** Amanda Maitland (2107)
Whilst Embracing the Dark Side
- Approaches to Using Short Stories** Michael Rabbidge (4211)
in the EFL Classroom
- Drawing Blanks II: Five Activities for When** Julien McNulty (TBA)
You Have Nothing or Technology Fails
- 3:00 ■ Explore Your Teaching Through Self-Observation** Gemma Lunn (2105)
- "Banjang-nim": Good for Students;** Jared Sandler (2107)
Great for Teachers
- Vocabulary Games: More than Words!** Nico Lorenzutti (4211)
- Using Comic Books in the Classroom** Peadar Callaghan (TBA)
- 4:00 ■ Making Reflection Your Own** Alex Walsh (2105)
- Communicative EFL Activities that Encourage** Ynell Lumantao (2107)
Spoken Production
- Punctuating Punctuation** David Shaffer (4211)
- That's Konglish – Or Is It?** Robert Dickey (TBA)
- 5:00 Pecha Kucha Sessions** Nate Kent David Shaffer (2104)
Robert Dickey Julien McNulty
- 5:30 Book Drawing and Closing** (2104)

Schedule of Events

10:00 – 11:30	Pre-Conference Reflective Practice Workshop Suzanne Bardasz				2123
12:00	Registration Begins (1st Floor)				
12:45	Opening Ceremony (Room 2104)				
1:00-1:45	Reflective Practice Plenary:		Michael Griffin	2104	
Room	2105	2107	4211	TBA	
Strand	Reflective Practice	Young Learners & Teens	General ELT 1	General ELT 2	
2:00-2:45	J. Pfordresher Challenge of Description	A. Maitland Finding the Hero	M. Rabbidge Short Stories	J. McNulty Drawing Blanks	
3:00-3:45	Gemma Lunn Explore Your Teaching	Sadler/Balarezo “Ban-jang-nim”	N. Lorenzutti Vocabulary Games	P. Callaghan Using Comic Books	
4:00-4:45	Alex Walsh Making Reflection Your Own	Y. Lumantao Activities for Spoken Production	David Shaffer Punctuating Punctuation	Robert Dickey That’s Konglish	
5:00-5:30	Pecha Kucha Sessions:		Nate Kent David Shaffer	Robert Dickey Julien McNulty	(2104)
5:30-5:45	Book Drawing and Closing				(2104)

Presenting Reflective Practice: A Sample RP-SIG Meeting

*Suzanne Bardasz
Daejeon Co-facilitator, RP-SIG*

THE PRESENTATION



Recently, reflective teaching has been gaining importance in the TESOL community as a way for teachers to think about what they are doing in the classroom. To that end, in the past few years, the KOTESOL Reflective Practice SIG was created with “branch” groups in Seoul, Daejeon, Daegu, and Busan. Most of these groups have been active for over a year and are always looking for new members. This workshop will be a sample group meeting of what normally takes place in a RP-SIG meeting and will introduce reflective practice to those who are new to it. In this workshop, we will be reflecting on the structure of our lessons, including how we open, sequence, pace, and close a lesson. We believe that by reflecting on our basic actions in the classroom, we can improve the quality of lessons we deliver. This workshop is open to those who are both new and experienced to reflective practice.

Target Group: EFL teachers at all levels

THE FACILITATOR

Suzanne Bardasz currently teaches English at KAIST. She has been at KAIST and in Korea since 2008. Before coming to Korea, she taught ESL and EFL to students of all ages in the United States and Poland. Suzanne has an MA in TESOL from SIT Graduate Institute in Brattleboro, Vermont.

Becoming a Better Teacher Through Reflective Practice

Michael Griffin
Reflective Practice SIG Co-facilitator

THE PRESENTATION



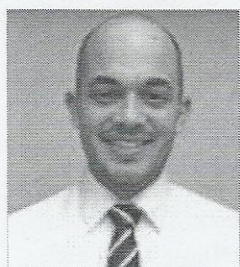
This plenary presentation aims at being an introduction to both Reflective Practice and KOTESOL's Reflective Practice SIG (RP-SIG). The presenter will share his personal experiences both before and after becoming involved in Reflective Practice while highlighting its benefits. An additional focus will be on the "whys" and "hows" related to the creation of the SIG and ways for people to get involved with the SIG and Reflective Practice. Audience members can expect to walk away with some practical ideas about how to get started with Reflective Practice and, hopefully, a vision of how Reflective Practice and the RP-SIG can potentially help make them become better teachers.

THE SPEAKER

Michael Griffin has taught EFL for nearly 10,000 hours. Unfortunately (for both him and for his former students), most of those hours were before he got into Reflective Practice. Currently working in the Graduate School of International Studies at Chung-Ang University, Mike is also a licensed SIT/World Learning Best Practices in TESOL Teacher Trainer and teaches Curriculum Development on the New School MATESOL program. In KOTESOL, Mike is currently co-facilitator of the RP-SIG. He also rants and reflects on his blog at <http://eltrantsreviewsreflections.wordpress.com/>

The Challenge of Description: Strategies for Seeing Through the Cloud of Emotion

By John Pfordresher



By reflecting on what we do, we better understand our students, ourselves, and interactions between the two. In order to effectively reflect through the Experiential Learning Cycle, we must first learn to objectively describe. To do so requires stepping away from the emotions surrounding teacher-student interaction and truly seeing what is happening in the classroom. This workshop provides the necessary tools to successfully achieve this goal. In addition to tackling issues that are common in all classrooms, we will discover ways in which we can objectively practice reflection-in-action. Successful reflection-in-action can help us not only better understand our classroom, but aid us in making the best real-time choices teachers need to make every day.

John Pfordresher is currently teaching in Busan. He regularly leads monthly Busan Reflective Practice Special Interest Group (RP-SIG) meetings. John has taught in Korea for two years and has a special interest in reflection. Prior to beginning work in Korea, John earned his TESOL certificate from the University of Maine's Intensive English Institute (IEI), and thereafter, volunteer taught university students for nine months.

Finding the Hero in the Young Student Whilst Embracing the Dark Side

By Amanda Maitland EL Amri



This workshop aims at applying soft toy theory at the middle and high school levels although many of the underlying theory, themes, and activities could also support adult literacy events. The aim is to present the soft toy and psychological theories, and connect them to popular themes: such as, "fantasy," "superhero" "traumatic world events" and "monster." The workshop will demonstrate how learning through play can develop a dialogue between the teacher and student that can fuel creative thought, whilst raising general literacy standards. The workshop will also demonstrate how applying the soft toy theory and the popular themes can raise students' self-esteem, encourage a greater complexity of thought, and trigger discussions of morality and the general level of communicative ability in the classroom and out. TARGET GROUP: Teens

Amanda Maitland is a professor at Chonbuk National University in Jeonju, where she is Director of TESOL Teacher-Training and Education. Before she came to Korea she was a senior professor at the University of East London where she taught linguistics, language studies, education theory, and TESOL courses. In addition, she is currently studying for a PhD in Criminal Psychology and has already obtained an MA ELT Applied Linguistics. Email: Maitland39@hotmail.co.uk

Approaches to Using Short Stories in the EFL Classroom

By Michael Rabbidge



The use of short stories in class is still seen as a novelty in most English teaching contexts in Korea. Issues ranging from appropriate methodology to story selection mean that use of this valuable resource in the classroom is rare. This presentation explores how graded short stories can be used to teach and practice a range of integrated language skills. By presenting a series of sample activities and examples of how various short stories were used during an in-service regional teacher training program, the presenter will discuss how task-based extensive reading and more traditional teaching approaches can be used with short stories in the classroom.

TARGET GROUP: Intermediate-Advanced Teens to Adults

Michael Rabbidge has taught and trained teachers in South Korea for the past twelve years. He is the head of the Intensive Teacher Training Program at Chonnam National University and holds an MA in Applied Linguistics/TESOL from Macquarie University. His main research interests are the use extensive reading materials in the EFL context and the code-switching practices of non-native speaker teachers of English. Email: mikemind@hotmail.com

Drawing Blanks II: Five More Activities for When You Have Nothing or Technology Fails

By Julien McNulty



It's your first day of classes, and you've been given no syllabus, no textbook, no attendance sheet. What can you do to save the day? You've planned an entire lesson on PowerPoint and YouTube videos, but the computer in your classroom has crashed? How can you save face? Have no fear! A simple blank sheet of paper is near!

This workshop is the second of two, modeling 5 additional activities that can be used with any class of any age – all with just a simple page of A4. These activities range from vocabulary exercises, to story writing boards; from listening games, to pronunciation drills.

TARGET GROUP: Intermediate Young Adults

Julien McNulty has been teaching, training, facilitating, or instructing in some form for 20 years. He has taught French, Spanish, History, and Special Education in Canada. He has also worked as a corporate trainer, then as a bilingual training consultant in Toronto. Teaching English in Korea since 2008, Julien is a language skills instructor at Chosun University and 2011 Chair of the Korea TESOL International Conference. Most recently, he is the co-founder of EFL ProDev, a consulting company specializing in teacher training, camp creation, and executive presentation skills. Email: julien@eflpc.com

Explore Your Teaching Through Self-Observation

By Gemma Lunn



Recording your class and analyzing what really goes on can be one of the most effective reflective tools to help explore your teaching; yet it is one teachers rarely use, usually due to fear or lack of time. The workshop will show you a variety of ways (that don't demand too much of your time and will put your fears at ease) to record, transcribe and analyze parts of your class in order to see what really happens. Seeing and hearing your class can really help you understand your teaching and give you a better idea of how close your perception of what you do in the classroom is to the reality.

Target Group: EFL teachers at all levels

Gemma Lunn has been teaching for over four years in Spain, England, and Korea to a range of ages and abilities. She is currently teaching at a girls' middle school in Busan and co-facilitates Busan's monthly RP-SIG meetings. Gemma is currently completing her Trinity Diploma in TESOL and is due to start an MA in ELT in September 2013. Gemma blogs about her reflective journey at <http://earlyreflections1.wordpress.com>, and you can follow her on Twitter: @GemL1

"Ban-Jang-Nim": Good for Students; Great for Teachers

By Jared Sandler & George Balarezo



Appointing a Ban-Jang-Nim (class captain) is extremely helpful to EFL teachers and students alike. A class captain can be an effective communicative liaison between the non-Korean teacher and his/her Korean students. This presentation will focus upon the positive aspects of a class captain. We will discuss how the use of a Ban-Jang-Nim may benefit the instructor, the students, and most importantly, the Ban-Jang-Nim himself/herself. In our experience, we have found the concept of a class captain to be a very effective way of communicating with our students on a deeper level.

TARGET GROUP: Intermediate teens and young adults

Jared Sandler is a professor in the Departments of Physical Therapy, English, and General Education at Gimcheon University. His primary EFL research interests are Content-Based Instruction and Collaborative Learning. Jared is a master's degree candidate at both St. Cloud State University and Woosong University.

George Balarezo is an assistant professor in the College of Liberal Education at Chungang University. He is fluent in Korean, Spanish, and English and is passionate about independent travel. He has been living in Seoul for almost five years. George strongly believes in the value of a Ban-Jang-Nim.

Vocabulary Games: More Than Words!

By Nico Lorenzutti



Studies show that most teachers don't pay enough attention to vocabulary instruction. New words are often taught as they are encountered in a course textbook, perhaps reviewed at the end of the unit and then possibly again before an exam. Yet language acquisition research suggests that we need to use a word at least seven times in different contexts before it becomes fixed in our long-term memory. We need to have our students review vocabulary more often, but how can we make recycling fun and challenging? This hands-on workshop will introduce participants to eight ready-to-go vocabulary activities that are easy to prepare, facilitate retention of new words and phrases, and are always a hit in EFL classrooms.

TARGET GROUP: Teens to adults at all levels of proficiency

Nico Lorenzutti has taught and trained teachers in Japan, Canada, and South Korea for over 15 years. He teaches in the Intensive Teacher Training Program at Chonnam National University where he has worked since 2008. He holds a CELTA and is currently a candidate for an MA in Applied Linguistics/ELT at the University of Nottingham. His main research interests are teacher cognition and the use of popular culture products in the classroom. Email: zutti25@hotmail.com

Comics in the Classroom

By Peadar Callaghan



Comics are one of the most popular forms of reading on the planet. The way in which they are written is especially useful for teachers in an EFL context. They provide internal context markers which help students to understand the content language. They also provide authentic language that students can use in communication. Finally and possibly most importantly, they are fun, and students enjoy reading them.

This presentation will provide a basis for choosing comics for both extensive reading and for classroom use. It will also focus on how to make comic book-based materials to support lessons covering all of the four skills.

TARGET GROUP: Young Learners to Adults

Peadar Callaghan graduated from the University of Limerick with an MA in English Language Teaching. His thesis was on "The perceived and actual value of comic books in second language acquisition." He has been teaching in Korea since 2005 currently works for Daegu University as a Freshman English teacher. Peadar is also presently 1st Vice-President of KOTESOL. Email: peadarcallaghan@gmail.com

Making Reflection Your Own

By Alex Walsh



By owning our reflective practices, we can accelerate the development of our classroom practices. This can reap benefits not just in our classrooms, but also for our long-term and short-term career goals. In this presentation/workshop, we will work together to break down the benefits to reflecting and consider ways to record our reflections. Some theoretical background will be provided to create a link between our goals and our reflective choices. We will then take this theory and harness it to aid us in owning and developing our reflections in our own contexts so that we can leave with concrete ideas on the reflective strategies to utilize in our place of work.

Target Group: EFL teachers at all levels

Alex Walsh has been teaching in Korea for four years, three of those teaching high school students in Seoul. Alex runs and jointly facilitates the Seoul Reflective Practice SIG. He completed his CELTA certificate in 2010 and is due to complete his MATESOL with University of Nottingham in mid 2013. Alex records most of his reflective work on his homepage at www.alienteachers.com and can be found rambling away on Twitter: @AlexSWalsh

Communicative EFL Activities that Encourage Spoken Production

By Ynell Lumantao



As language teachers, our goal is to create a classroom environment focusing on student talking time (STT) rather than teacher talking time (TTT). To do this, we need to provide communicative activities that give students more opportunities to speak. But how can we put the learners in a safe, non-threatening environment where they are inspired and encouraged to speak?

This workshop will demonstrate several communicative activities that will make the learners feel less pressured, less worried about speaking, and less afraid to take risks. A range of activities in which students can apply relevant knowledge and experience, such as group discussions, picture difference tasks, role-plays, group planning tasks, and ranking tasks, will be modeled.

TARGET GROUPS: Low Intermediate and up; Teens and up

Maria Neliza “Ynell” Lumantao was born in the Philippines. She holds a BA in Political Science (minor, Education), and MAs in both Business Administration and Linguistics. She has a teaching license and has been an EFL teacher for eight years. Ynell is the Vice-President of Gwangju-Jeonnang Chapter and a member of the Korea TESOL International Conference last year. She is currently a teacher trainer with MBC-KGIC TESOL Academy and a PhD candidate in Linguistics at Chonnam National University.

Punctuating Punctuation

By Dr. David Shaffer



Punctuation is a surprisingly little-explored area of ESL/EFL writing and learning. This presentation reports on a study of university students' attitudes toward English punctuation as a first step toward generating deeper understanding about Korean students' use of punctuation. The attitudinal statements studied are in the areas of ease of understanding rules, L1 transfer and interference in L2 punctuation use, ability to identify errors, confidence in using punctuation, and more. The results suggest that students are generally somewhat positive about their use of English punctuation, varying their use of punctuation somewhat depending on the context of the writing, but this positive attitude is often at variance with actual production.

TARGET GROUP: Intermediate-Advanced Young Adults

David E. Shaffer (PhD Linguistics) is a long-time educator in Korea, KOTESOL member, and professor at Chosun University. Dr. Shaffer is active in numerous ELT associations. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, an editor of KOTESOL publications, and a member of the National and International Conference Committees.

That's Konglish – Or Is It?

By Robert Dickey



It's easy for teachers to dismiss the utterances of learners as Konglish when they don't match our expectations. Probably all of us have done so at one time or another. This workshop explores the various forms of language that have been described as Konglish and seeks alternate explanations. Based on a literature review and survey of teachers in Korea, we consider not less than seven types of language that have been labeled "Konglish." Then workshop members will be invited to consider their own experiences and labels ? all in the hope of better understanding what our learners are producing, and how we can help them meet more global expectations for English. Please come in with your own "list of Konglish," and we'll find alternate descriptions for these!

TARGET GROUP: EFL teachers at all levels

Rob Dickey is a past president of Korea TESOL who has been teaching and learning in Korea since 1994. He is also a presenter with KOTESOL Teacher Training (KTT). Professor Dickey teaches at Keimyung University in Daegu and is the incoming Chair-Elect for TESOL International's Program Administration Interest Section as well as facilitator of KOTESOL's new Professional Development SIG.

Pecha Kucha: What Is That?

Nate Kent



This pecha kucha talk is about pecha kucha talks! What are they? Where did they come from? What defines one? And most importantly . . . how can you prepare for and give one in the near future? (and why would you want to?) This recent phenomenon has been appearing at KOTESOL gatherings in the last few years. The aim of this pecha kucha presentation is to (humorously?) answer any questions you have about these short presentations.

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

Professional Development SIG: Why?

Robert Dickey



What is Professional Development, and why should you care? The KOTESOL Professional Development Special Interest Group (SIG) is back with a new name and new activities aiming to help you enhance both your skills and your resume. This pecha kucha session will encourage you to consider yourself and some of the things you could be doing that could generate better classroom experiences for both you and your learners, heightened employment prospects!

Rob Dickey is a past-president of KOTESOL and the facilitator of the Professional Development SIG who led its predecessor, the Teacher Development and Education SIG.

Then and Now: 4 Korean Decades of English

Dr. David Shaffer



This pecha kucha compares the present situation with respect to English language teaching in Korea with that of 40 years ago, when the presenter began his teaching career in Korea. The presentation touches on differences in EFL students, EFL teachers, native English-speaking teachers, English teaching materials, school facilities, teaching methodology used, and English use in general.

David E. Shaffer is a professor at Chosun University. He is presently Gwangju-Jeonnam Chapter President, an editor of KOTESOL publications, and a member of the National and International Conference Committees.

Same, Putt Different: A Rook at Similar Fairs

Julien McNulty



This pecha kucha presentation looks at a common pronunciation phenomenon among native speakers and L2 learners alike: similar pair variation. These differences can lead to confusion, for example light - right, lake - rake. These differences, while confusing, can often be humorous. In 6 min. 40 sec., we will ponder, examine, and take a fun approach to identifying and CORRECTING these "errors." But are they really errors . . .

Julien McNulty is a language skills instructor at Chosun University and was the Chair of the Korea TESOL International Conference 2011. He is the co-founder of EFL ProDev, a consulting company specializing in teacher training, camp creation, and executive presentation skills.



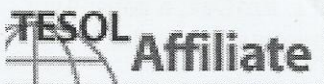
About Korea TESOL and the Gwangju-Jeonnam Chapter

Korea TESOL, also known as KOTESOL, is a professional association of teachers of English to speakers of other languages. The nationwide organization has been serving English teachers, administrators, and interested individuals in the field of English education since 1992. KOTESOL has eleven active chapters across the nation and holds annual national and international conferences. The Gwangju-Jeonnam Chapter currently has over 100 members and holds monthly meetings, usually the second Saturday of the month. Meetings regularly consist of two one-hour presentations or hands-on workshops on topics related to English language teaching, such as classroom methodology, activities, and management. It is an association of teachers helping teachers. Meetings are presently being held at Chosun University in Gwangju. Admission to Chapter meetings is free to both members and non-members. The Chapter also holds an annual Chapter Conference and Outreach Workshops. New this year will be monthly Reflective Practice sessions for members.

KOTESOL's active membership is currently approximately 1,000 members. It is an Affiliate of TESOL International Association (Teachers of English to Speakers of Other Languages), which has its headquarters in the United States. It is also an Associate member of IATEFL (International Association of Teachers of English as a Foreign Language), based in the United Kingdom. In addition to chapter monthly meetings, symposia, and annual chapter conferences, KOTESOL holds a national conference each spring and the largest international conference of any Korean ELT (English language teaching) association in Korea. Our recent International Conferences, held in October each year, have attracted well over 1,000 attendees. Recent conferences have featured world-renowned figures such as Stephen Krashen, David Nunan, Scott Thornbury, Jack Richards, Jeremy Harmer, Paul Nation, Rod Ellis, and Keith Folse. This year's International Conference will be held in Seoul on October 12-13. Drs. Thomas Farrell and Dick Allwright are scheduled as plenary speakers.

KOTESOL members may also participate in any of the association's various SIGs (Special Interest Groups). At present, these include the Young Learners and Teens SIG, Extensive Reading SIG, Reflective Practice SIG, Professional Development SIG, Multimedia and CALL SIG, Research SIG, and Christian Teachers SIG. KOTESOL members receive several regular publications: the quarterly magazine, *The English Connection* (TEC); the *Korea TESOL Journal*, and the *KOTESOL Proceedings*. Member benefits include free attendance to any chapter meeting nationwide and reduced conference and symposia registration fees.

The Gwangju-Jeonnam Chapter invites you to actively participate in our 2013 program. If you are not yet a member, we invite you to become part of the KOTESOL and Chapter family, and the professional development that it has to offer.



www.koreatesol.org/gwangju



Enhance your Professional Development with

Gwangju-Jeonnam Chapter KOTESOL

When: 2nd Saturday of the month

Where: Chosun University (Main Building), Gwangju

What: ELT Presentations at Meetings	Relevant ELT Topics
Knowledgeable Presenters	Networking Opportunities
Teaching Activity Sharing	Prize Drawings
Outreach Workshops	Centrally Located
Congenial Atmosphere	Free Admission

Next Meeting Highlights: April 13

- *Time, Place and Person: Cultural Dimensions of English Teaching and Learning in Korea* Dr. Steve Garrigues (Kyungpook National University)
- *Communicative Teacher Talk* Ross Chambers (Gwangju-Jeonnam Chapter)

Come Grow with Us

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Enhance your Professional Development with the

Reflective Practice SIG

It seems like teachers in Korea are always talking about teaching. Unfortunately, it seems they are not always talking about teaching in productive or constructive ways. The co-facilitators, Michael Griffin and Manpal Sahota, hope that this SIG will begin to change this trend by creating a space where “teachers can begin talking constructively about teaching.” We think that this is a worthwhile goal in and of itself, but we also think that doing so will benefit the teachers, their students, and the field in general.

Our goal is to create a group that encourages teachers to actively reflect on their own teaching and teaching contexts. We currently hold monthly meetings in Busan, Daegu, Daejeon, and Seoul, and hopefully in Gwangju very soon. Attendees at these meetings gather ideas, make plans, and hold one another accountable as we learn to be reflective teachers. Below is a brief history of the RP-SIG and its activities:

- The RP-SIG officially started in early 2011. The wisdom and guidance from the legend of TESOL reflective practice, Dr. Thomas S.C. Farrell, has been invaluable and we are very grateful for his kindness and assistance.
- The RP-SIG got started with monthly meetings in Seoul in early 2011.
- Monthly meetings started in Daejeon shortly after the 2011 National Conference with the help of Helena Byrne and Suzanne Bardasz.
- Later in 2011, we partnered with the Daejeon-Chungcheong Chapter for their annual Symposium and Thanksgiving Dinner, where we had a dedicated room for presentations and also sponsored Dr. Steve Cornwell as one of the plenary speakers.
- We were honored to have the aforementioned Dr. Farrell deliver a day-long workshop on “Reflecting on the Four Skills” in May 2012.
- 2012 saw expansion of RP-SIG “branches” to Daegu (with the help of Josette LeBlanc) and Busan (with the help of John Pfordresher and Gemma Lunn)

We are very much looking for more of the same in 2013. We are always looking to make connections and collaborate with like-minded professionals regardless of their experience teaching or their experience with reflective practice. Thanks for your interest and happy reflecting!



Reflective Practice SIG

KOTESOL

Membership Information

Who May Join

English teachers of any level or nationality are eligible to join KOTESOL. We welcome native and non-native speakers teaching at primary schools, secondary schools, language institutes, colleges and universities and other organizations. University students may join as student members.

What Memberships Types Are Available?

- Individual 1-Year Membership (40,000 won)
- International 1-Year Membership (60,000 won / US\$60.00)
- Undergraduate Student 1-Year Membership (20,000 won, with documentation)
- Lifetime Membership (400,000 won)

How to Join

- ① Apply by using the online membership form at www.koreatesol.org/. On the front page, click on "JOIN KOTESOL" in the menu band and follow the directions there.
- ② Alternately, paper membership application and renewal forms are available at the Chapter desk today and at Chapter meetings for those who prefer making a hard-copy application.

Membership payment may be made by:

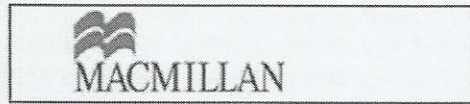
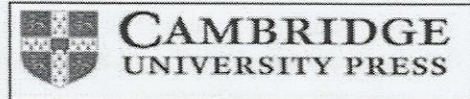
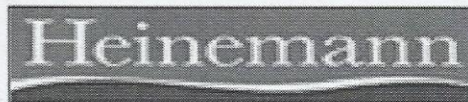
- Direct bank transfer to KOTESOL: KEB account number 630-006952-841
- Payment in cash to the Chapter Membership Officer at a Chapter event



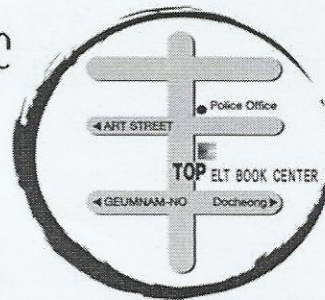
Gwangju-Jeonnam KOTESOL wishes to thank:



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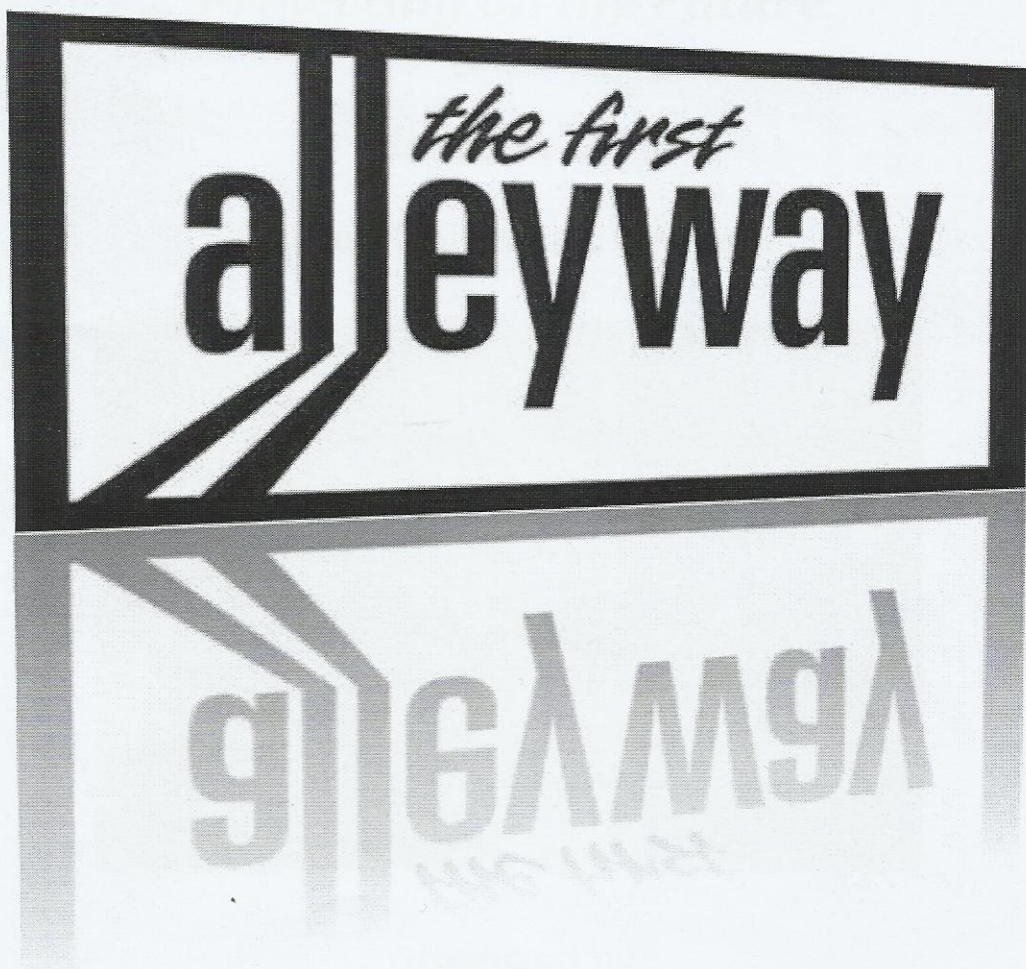


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The First Alleyway is proud to support the
GWANGJU-JEONNAM CHAPTER OF KOTESOL
in facilitating the professional development of English teachers.
We congratulate you on a wonderful conference.



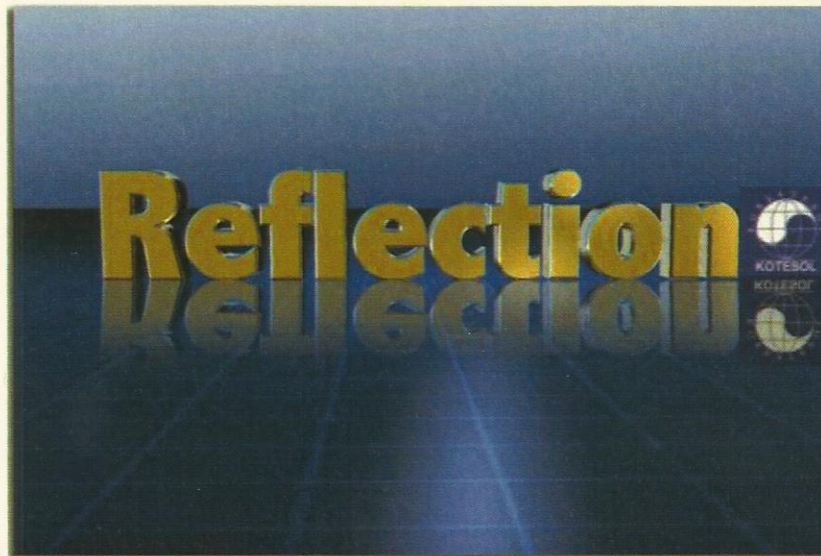
Located at Choongjang-no 3-ga 37-1 (충장로 3 가 37-1),
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2013 Gwangju KOTESOL Conference



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