

**2013 KOTESOL DCC Chapter Thanksgiving Symposium  
and Turkey Dinner Schedule**

9:00 – 9:40	<b>Registration</b> <i>1st Floor Lobby, Building W10 (Woosong University West Campus)</i>			
9:40 – 10:00	<b>Opening Ceremony</b> <i>1st Floor Auditorium (Room 102), Building W10</i>			
10:00 – 10:50	<b>Plenary Speaker</b> <b>Dr. Jeon Young-Joo</b> <i>Chari, English Education Dept., Mokwon University</i> <b>Zoom in English Classrooms in Korea</b> <i>1st Floor Auditorium (Room 102), Building W10</i>			
11:00 – 11:50	<b>Invited Speakers</b>			
	<table border="0" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%; vertical-align: top; padding: 5px;"> <p align="center"><b>Dr. Mark D. Love</b> <i>Woosong University</i> Revisoning CLT Through Materials' Analysis  Room 3XX</p> </td> <td style="width:33%; vertical-align: top; padding: 5px;"> <p align="center"><b>Joshua Davies</b> <i>The LAM Institute</i> Beyond Info-Dump: Using Visuals to Enhance Classroom Interaction  Room 3XX</p> </td> <td style="width:33%; vertical-align: top; padding: 5px;"> <p align="center"><b>Matt VanVolkenberg</b> <i>Gusts of Popular Feeling</i> "Patience, sir" - 200 Years of Foreigners Teaching English in Korea  Room 3XX</p> </td> </tr> </table>	<p align="center"><b>Dr. Mark D. Love</b> <i>Woosong University</i> Revisoning CLT Through Materials' Analysis  Room 3XX</p>	<p align="center"><b>Joshua Davies</b> <i>The LAM Institute</i> Beyond Info-Dump: Using Visuals to Enhance Classroom Interaction  Room 3XX</p>	<p align="center"><b>Matt VanVolkenberg</b> <i>Gusts of Popular Feeling</i> "Patience, sir" - 200 Years of Foreigners Teaching English in Korea  Room 3XX</p>
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11:50 – 1:00	<b>Lunch</b>			
1:00 – 5:00	<b>Concurrent Sessions</b> <i>3rd Floor, Building W10</i>			
5:00 – 5:20	<b>Closing Ceremonies</b> <i>1st Floor Auditorium (Room 102), Building W10</i>			
5:20 – 6:20	<b>KOTESOL Daejeon-Chungchung Chapter Annual Business Meeting</b> <i>1st Floor Auditorium (Room 102), Building W10</i>			
6:30 – 8:30	<b>Turkey Dinner</b> <i>Solpine International Restaurant 13th Floor, Building W13 - Woosong Tower</i>			

## Concurrent Sessions

	Room 3XX	Room 3XX	Room 3XX	Room 3XX	
<b>1:00</b> - <b>1:50</b>	The Golden First Five Minutes  <i>Patrick Huang</i>  <i>EC Toronto</i>	An App for That: A Peek into the Digital Instruction Ecosystem  <i>Dr. David Kent and Brandon Sherman</i>  <i>Woosong University</i>	Winning Slots and Influencing Veters: A Guide to Preparing Proposals for Conferences  <i>Brad Serl</i>  <i>Busan University of Foreign Studies</i>	Breaking Resistance to CLT Through Exploration of Beliefs  <i>Petra Glithero</i>  <i>Gongju National University of Education</i>	<b>1:00</b> - <b>1:25</b>
				The Image of a Fallacy - How American Hegemony Has Directly Affected Korea's English Language Curriculum  <i>Van Walker</i>  <i>Woosong University</i>	<b>1:30</b> - <b>1:55</b>
<b>2:00</b> - <b>2:50</b>	<b>PANEL</b>  Exploring Your Options Additional TEFL Credentials  <i>Dr. Eric Reynolds</i> <i>Patrick Huang</i> <i>Brad Serl</i>	Speaking Out: Using Technology Resources for Speaking Skills Development  <i>Julien McNulty</i>  <i>EFL ProDev</i>	So You Got Accepted to Present: How to Deliver the Content You Prepared  <i>Tim Thompson</i>  <i>KAIST</i>	From Class to Citizenship: Doing Something Matters  <i>Isaac Bretz</i>  <i>Woosong University</i>	<b>2:00</b> - <b>2:50</b>
<b>3:00</b> - <b>3:50</b>	Writing as a Precursor to Communicative Speaking Activities  <i>Neil Briggs</i>  <i>Woosong University</i>	The Mystery Game: A Critical Thinking EFL Activity  <i>Robert Badal</i>  <i>Woosong University</i>	Understanding and Teaching Young EFL Learners  <i>Julie Kim</i>  <i>Woosong University</i>	Imagining Extensive Speaking for EFL  <i>Sarah Gu</i>  <i>Seoul Women's University</i>	<b>3:00</b> - <b>3:25</b>
				Videoconferencing-based ESL Classrooms: Reflections  <i>Dan Korklan</i>  <i>Daejeon University</i>	<b>3:30</b> - <b>3:55</b>
<b>4:00</b> - <b>4:50</b>	The Use of the Graphic Novel in the Classroom  <i>Michael Hurt</i>  <i>Hongik University</i>	From Grammar to Critical Thinking in Seven Steps  <i>Paul Friesen</i>  <i>Woosong University</i>	Presenting Grammar to Young Learners  <i>Ross Chambers</i>  <i>Gwangju National University of Education</i>	Politeness and Command in English  <i>Dr. Robert Hausmann</i>  <i>University of Montana</i>	<b>4:00</b> - <b>4:25</b>
				Teacher Role Changes of Native-English Assistant Teachers  <i>Dr. Kim Jeong-Ryeol</i>  <i>Korea National University of Education</i>	<b>4:30</b> - <b>4:55</b>

\* room numbers to be finalized

## Plenary Speaker



### Dr. Jeon Young-Joo

*Chair, English Education Department, Mokwon University*  
ipeuni2@hanmail.net

### Zoom in English Classrooms in Korea

This presentation observes the current situation concerning CLT (Communicative Language Teaching) in schools where the government has given considerable support as well as pressure to English teachers in Korea. To explain CLT in public schools in Korea, I will introduce the English education policy, which was created to boost CLT in Korea including providing every school in Korea with a specialized English classroom for communicative language teaching, including extensive reading. The presentation will include a video of model CLT classes which was broadcast on the Korean education channel, EBS. This top-down effort will be contrasted with the situation at local schools where teachers rarely have confidence in CLT because of the university entrance exam.

#### *Bio*

Young-Joo Jeon has a Ph. D in English education and has been a professor of English education department at Mok-won University in Korea. She had taught English in several middle and high schools for 15 years. She has been involved in several government projects concerning English education policy, teaching methodology and classroom observation of ER. She has published books on classroom English and high-school English textbooks. She has published many articles in the area of primary & secondary school English education, the English teachers' employment exam and classroom observation & analysis.

She is a vice-president of KAFLE (Korea Association of Foreign Languages Education). She was an editor of journal of KEES (Korea English Education Society). Now she is an editor of Journal of Extensive Reading in Foreign Languages (JERFL) as well as a board member of KATE (Korea Association of Teachers of English), KAMALL (Korea Association of Multimedia-Assisted Language Learning) and KASEE (Korea Association of Secondary English Education). She has been a community relations chair in KOTESOL in National Committee 2012-2013. She is a 2<sup>nd</sup> vice-president of KOTESOL. She has been a presenter at IATEFL 2013, JALT 2013, CamTESOL 2012 and 2013, and Hawaii TESOL 2012.

## Invited Speaker



### **Dr. Mark D. Love**

*Graduate School of TESOL-MALL, Woosong University*  
tesolmallmcl@gmail.com

### **Revisioning CLT Through Materials Analysis**

While CLT, along with its cousin task-based learning, have certainly expanded how much conversation is going on in the classroom, some have questioned the depth of the conversations engendered by many ELT materials (“Yes, pizza is my favorite food, too. We have so much in common”). As many teachers are working in situations in which their materials are assigned to them, they may not be free to choose their materials, but they are free to choose what they do with those materials. This workshop will briefly introduce participants to commonly practiced critical approaches, such as critical multiculturalism and World Englishes, and then have participants analyze materials using Maley’s twelve ways to adapt materials to correct the imbalances noticed in the materials, which will hopefully improve the depth of conversation taking place in the classroom.

#### *Bio*

Mark Love, Ph.D, currently holds the title of assistant professor in the Graduate School of TESOL-MALL, Woosong University. His academic interests revolve around the intersection of culture, language, (media) literacy, engaged pedagogy, student-fronted learning, and critical inquiry. He is the author of “Carving critical spaces in high stakes systems through materials analysis workshops” and “Changing habits through a pedagogy of engagement: Student-fronted discussions and appropriat(iv)e responses in TESOL seminars.”

- 2013. Carving critical spaces in high stakes systems through materials analysis workshops. *The Journal of Asia TEFL*, 10(3), 101-131
- 2012. Changing habits through a pedagogy of engagement: Student-fronted discussions and appropriat(iv)e responses in TESOL seminars. In Kiwan Sung and Rod Pederson (Eds.), *Critical ELT Practices in Asia: Key Issues, Practices and Possibilities* (pp. 185-110). Rotterdam: SensePublishers

## Invited Speaker



### **Joshua Davies**

*LAM Institute*

joshua@laminstitute.com

### **Beyond Info-Dump: Using Visuals to Enhance Classroom Interaction**

How do teachers utilize PowerPoint and similar visual media in the classroom? We want students to learn as much as possible, and that requires a high degree of engagement, but too often our visuals work to further distract and bore students, rather than support and energize our message. Microsoft estimates that over 80 million PowerPoint presentations are given every day. Most of them, sadly, are bad. This workshop will address the discrepancy between our desire for what visuals can do, and the problems caused by what they are actually doing in the classroom today. The workshop will begin with a brief overview of the theory and latest research behind visual media use in the classroom, covering areas from cognitive overload to memory retention. From there the presenter will move into practical applications of these scientific principles to the ESL/EFL classroom. The audience will walk away with a better understanding of just what goes in to visuals that engage, and with the knowledge to begin applying those same techniques to their own media use in the classroom.

#### *Bio*

A former faculty member at Yonsei University, Joshua trains and researches for LAM Institute, a boutique corporate consulting firm. With 10+ years of international business experience, Joshua specializes in persuasive communication. He blends sound pedagogy and research-based techniques to turn clients' ideas into audience actions. With a base in Seoul, Joshua divides his time throughout the Asia-Pacific region working with Fortune 500 and S&P Asia 50 companies, as well as a number of non-profits/NGOs. He delivers corporate coaching along with workshops on various areas of communications improvement (intercultural competence, public speaking, influencing skills, negotiations, conflict management, etc.).

He can be reached at [joshua@laminstitute.com](mailto:joshua@laminstitute.com).

## Invited Speaker



### **Matt VanVolkenberg**

*Gusts of Popular Feeling*

mattvanv@yahoo.com

### **Beyond Info-Dump: Using Visuals to Enhance Classroom Interaction**

From the first-recorded English lesson in 1816 to Lee Myung-bak's promises of a "native speaker in every school", English has played many different roles in Korea's history, from its use in Korean attempts to preserve its sovereignty and Japanese efforts to present Korea as a 'failed state' at the turn of the last century to the radical expansion of the study of English as a foreign language over the past twenty years. This presentation will look at the experiences of those teaching the language, including missionaries, Peace Corps Volunteers, 'beeper cowboys' and even World War II prisoners of war. At the same time, while the Korean government has perceived mastery of English as necessary for Korea to compete in a globalized world, it has also shown distrust of the culture attached to the language, a wariness which stretches back to the days of the Joseon Dynasty, and manifestations of both the desire to learn the language and the distrust of the accompanying culture - and the teachers who embody it - will also be examined.

#### *Bio*

Matt VanVolkenburg has taught English in Korea for twelve years and writes the blog 'Gusts of Popular Feeling,' which, among other things, examines media perceptions of foreign English teachers in Korea. He has written for various publications, and co-authored with Benjamin Wagner *HIV/AIDS Tests as a Proxy for Racial Discrimination? A Preliminary Investigation of South Korea's Policy of Mandatory In-Country HIV/AIDS Tests for its Foreign English Teachers*, which was published by the Journal of Korean Law in 2012. He is also a council member of the Royal Asiatic Society, Korea Branch.

## Presenters and Abstracts – Concurrent Sessions

### Concurrent Sessions 1:00

#### **The Golden First 5 Minutes**

Patrick Huang  
EC Toronto  
pmh1225@gmail.com

*Presentation Type: 50 minute workshop*

*Topic Area: Speaking*

*Teaching Context: University, Adult*

#### *Abstract*

In this session there will be a short demonstration (with audience participation) of how the first five minutes of a lesson can be exploited, hopefully to engage students and give the teacher useful clues to inform subsequent stages. It will then be followed by a plenary discussion, to include - depending on the interest of the participants - possibly some of the following elements in the Korean adult ESL context: student engagement, context and personalization; using student-generated language to inform subsequent stages in the lesson; lesson type or approach; language clarification to address meaning, use, form and pronunciation; providing language practice relevant to students' needs.

#### *Bio*

An experienced teacher, teacher trainer, examiner and assessor based in Toronto, Canada, Patrick has taught and provided training in the Americas, Europe and the Middle East. He is particularly interested in working with pre- and in-service colleagues to share ideas and tools that can help teachers and adult learners benefit from a classroom experience that is more effective, engaging and valuable for all concerned.

#### **An App for That: A Peek into the Digital Instruction Ecosystem**

David Kent & Brandon Sherman  
Woosong University  
dbkent@msn.com, brandonsherman@woosong.org

*Presentation Type: 50 minute presentation*

*Topic Area: CALL, Action research*

*Teaching Context: Kindergarten, Elementary, Middle School, High School, University, Adult*

### *Abstract*

A major shift in education has slowly emerged since the introduction of the internet, and it is this shift that has coincided with a change in how we as instructors and learners utilize the web and the technology that supports it both in our classrooms and our daily lives. Keeping this in mind, this presentation will focus on aspects of what it means to be a 21st century teacher who utilizes technology to support learning in the educational context. This will be achieved by briefly exploring the movement from Web 1.0 to 2.0, while considering the emergence of Web 3.0 from an Education 3.0 perspective. A peek into the digital instruction ecosystem will then be undertaken by taking into account Bloom's Digital taxonomy, and reinterpreting it along the lines of iPadagogy, in order to illustrate the various ways in which to best employ technology in the learning context. As an example of an iPad language learning resource, the application Memrise will be introduced, along with ways in which it has been used in an EFL classroom.

### *Bios*

David B. Kent is currently employed as Assistant Director – Technology at the Graduate School of TESOL-MALL, Woosong University. He has a doctorate from Curtin University, in Australia, with a specialization in Computer Assisted Language Learning (CALL) and Teaching English as a Foreign Language (TEFL). His research interests include CALL; e-learning; design and development of multimedia for language learning; as well as mobile learning (m-learning) technologies, applications, and initiatives for linguistic development. E-mail address: dbkent@msn.com.

Brandon J. Sherman serves as both an Associate Professor of English at Woosong Information College, and a student in the Graduate School of TESOL MALL, Woosong University. He holds a MA in Philosophy from University of New England, Armidale, and is returned Peace Corps volunteer (Ukraine, 2005 - 08). He can be reached at: brandonsherman@woosong.org

## **Winning Slots and Influencing Veters: A Guide to Preparing Proposals for Conferences**

Brad Serl  
Busan University of Foreign Studies  
bradleyserl@gmail.com

*Presentation Type: 50 minute workshop*

*Topic Area: Professional development*

*Teaching Context: Kindergarten, Elementary, Middle School, High School, University, Adult*

### *Abstract*

This workshop will first introduce the process used to vet and select presentation proposals for the KOTESOL International Conference, 2013. It will then move into a discussion of what the features are of effective proposals. Then we will do a hands-on mock-vetting process

with the audience vetting actual conference proposals from the last International Conference and will finish with a discussion thereof. This workshop is designed for people that are looking to present at conferences and would like to improve their proposal writing skills, and to de-mystify the vetting process used in KOTESOL.

### *Bio*

Brad Serl came to South Korea in 2002. Since that time he has worked with students as young as six and as old as seventy-five. His undergraduate major is in Rhetoric and Composition from Thompson Rivers University. His M.A. is in Applied Linguistics from the University of Birmingham, and was completed in September 2010. He is currently president of the Busan-Gyeongnam chapter of KOTESOL and is a coordinator in the teacher training department at Pusan University of Foreign Studies, as well as working as a tutor for the Birmingham CELS MA program. Brad enjoys mountain biking, cooking and takes a significant amount of guilty pleasure in all manner of geekery. Brad's research interests are in teacher motivation, student motivation, and integrated skills language teaching. He is planning on beginning an EdD in 2014.

## **Breaking Resistance to CLT through Exploration of Beliefs**

Petra Glithero  
Gongju National University of Education  
petra.glithero@gmail.com

*Presentation Type: 25 minute research presentation*

*Topic Area: Research, Action research, Speaking, Teacher training*

*Teaching Context: High School, University, Adult*

### *Abstract*

Communicative Language Teaching (CLT) and traditional Confucian culture of teaching can be in conflict (Hu, 2002; Littlewood 2000) due to different beliefs, including the nature of teaching, roles and responsibilities of teachers and learners, and qualities valued in teachers and learners. These beliefs can be defined as "propositions individuals consider to be true, [...] are often tacit, and have a strong evaluative and effective component" (Borg 2011). Learning behaviour is conditioned by these beliefs. By better understanding students' beliefs teachers can begin to address students' expectations of, commitment to, and satisfaction with language classes.

The presentation is based on research on learner beliefs and how to encourage learners to explore and acknowledge those beliefs. This action research was conducted with sophomore students at a university of education exploring the use of reflective learning journals and discussions on teaching methods. These activities produced a shift in beliefs, making the learners more open to communicative activities.

Participants will leave the presentation able to assess some of the common beliefs causing resistance to CLT and how to help students deal with the discrepancy between their beliefs and activities they are asked to engage in.

### *Bio*

Petra Glithero has been an EFL teacher in Korea since 2006 and teaches at Gongju National University of Education. She has recently completed her MA in TESL/TEFL through the University of Birmingham, UK. Petra's research interests include task-based language learning, content-based teaching, learner beliefs and their influence on learning, and the use of L1 in the classroom.

## Concurrent Sessions 1:30

### **The Image of a Fallacy - How American Hegemony Has Directly Affected Korea's English Language Curriculum**

Van Walker  
Woosong University  
vanwalker1@gmail.com

*Presentation Type: 25 minute research presentation*

*Topic Area: Teaching Context: Kindergarten, Elementary, Middle School, High School, University, Adult, Teacher trainers*

#### *Abstract*

Critical theory is beneficial to ESL/EFL pedagogy because it can reveal certain unequal power relations at work within the very materials we use to teach our students. As others have examined issues like sexism and pedagogical tasks, I found it useful to examine the very images within the texts we use daily. I performed a longitudinal experiment where I considered the concentrations of various ethnicities represented across a broad spectrum of ESL/EFL textbooks available for the last twenty years in Korea because images can also be seen as text. My goal was to determine whether any particular ethnicity was over-represented, and what that over-representation might mean within this particular language context. I discovered that images representing white Americans overwhelmingly dominated the images of all ethnicities represented within these textbooks. The images in Korea's English language curriculum reflect the fallacy that there is one native speaker of English in the world, and reveal the extent to which America's hegemony and resultant linguistic imperialism have directly and indirectly impacted and affected Korea's educational practices and culture.

### *Bio*

Javan Walker is an assistant professor at Woosong University. He received his M.A. at Southern Illinois University at Carbondale, and in 1997 he became the first minority to win the MAGS/UMI Outstanding Thesis award for his Master's thesis "Imagined Communities of Race in Ellison's 'Invisible Man.'" He is currently a PhD candidate at Kyung Hee University in Suwon. He and his wife have two children.

## Concurrent Sessions 2:00

### **PANEL - Exploring your Options: Additional TEFL Credentials**

Eric Reynolds - Woosong University

Brad Serl – BUFS, Birmingham University

Patrick Huang – CELTA/DELTA Trainer, EC Toronto

Dr. Robert Hausmann – University of Montana

*Presentation Type: Panel, Workshop*

*Topic Area: Professional development*

*Teaching Context: Kindergarten, Elementary, Middle School, High School, University, Adult, Content instructors*

#### *Abstract*

This workshop and panel will help participants consider their options for continuing professional development and gaining additional credentials. We will gather panelists and materials from a variety of different credentialing agencies and opportunities, including CELTA, DELTA, Korean based Master's and PhD programs, international online programs for MA and PhD, as well as hybridized and dual degree programs.

Participants in this session will have an opportunity to discuss their specific needs and interests with the knowledgeable panelists. At the end of the session we as certain that the participants will leave with lots of contact information and a better sense of the options as well as an action plan to continue the professional development and get the credentials that will best help them meet their goals.

#### *Bios*

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 for TESOL-MALL at Woosong University.

Brad Serl came to South Korea in 2002. Since that time he has worked with students as young as six and as old as seventy-five. His undergraduate major is in Rhetoric and Composition from Thompson Rivers University. His M.A. is in Applied Linguistics from the University of Birmingham, and was completed in September 2010. He is currently president of the Busan-Gyeongnam chapter of KOTESOL and is a coordinator in the teacher training department at Pusan University of Foreign Studies, as well as working as a tutor for the Birmingham CELS MA program.

Patrick Huang is an experienced teacher, teacher trainer, examiner and assessor based in Toronto, Canada, Patrick has taught and provided training in the Americas, Europe and the Middle East. He is particularly interested in working with pre- and in-service colleagues to

share ideas and tools that can help teachers and adult learners benefit from a classroom experience that is more effective, engaging and valuable for all concerned.

Robert Hausmann is currently Professor Emeritus at the University of Montana and Special Assistant for International Development at the Mansfield Center. He earned a PhD in English Linguistics in 1972, was Chair of Linguistics for 20 years, Director of English Language Programs for 15 years, and was the Founding Director of the Soros Professional English Language Teaching Program for the Newly Independent States of the Former Soviet Union and Yugoslavia from 1990-1999. For the past 8 years, he has directed the Special English Language Program for Toyo University, Tokyo.

## **Speaking Out: Using Technology Resources for Speaking Skills Development**

Julien McNulty  
EFL ProDev  
julien@eflped.com

*Presentation Type: 50 minute workshop*

*Topic Area: CALL, Writing, Listening, Speaking,*

*Teaching Context: Elementary, Middle School, High School, University, Adult*

### *Abstract*

As technology improves and the capacity for learning applications increases, teachers struggle to keep pace with the growing availability of resources and information. Moreover, teachers often have multimedia at their fingertips, but little training or familiarization for classroom uses. Particularly, as technology becomes more accessible, language skills development, like speaking, are presented opportunities to practice outside the classroom.

Objectives: In this workshop, participants will:

1. Explore MALL speaking apps.
2. Discuss their benefits and challenges
3. Share/discuss multimedia resources
4. Plan contingencies for technology challenges

### *Bio*

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 British Columbia, Canada. He has also worked as a corporate trainer, then as a bilingual training consultant in Toronto, developing an accent optimisation program in India. Teaching English in Korea since 2008, Julien is a language skills instructor at Chosun University and was the Chair of the 19th Korea TESOL International Conference 2011. Most recently, he is the co-founder of EFL ProDev, a consulting company specializing in teacher training, camp creation, and executive presentation skills.

## **So You Got Accepted to Present: How to Deliver the Content You Prepared**

Tim Thompson  
KAIST  
thompson@kaist.ac.kr

*Presentation Type: 50 minute presentation*

*Topic Area: Professional development*

*Teaching Context: Elementary, Middle School, High School, University, Adult*

### *Abstract*

An often-heard complaint at conferences is that presenters, from plenary to first-time speakers, were "not very good". A common misconception regarding audience expectations is that presenters need to be perfect and that simply isn't true. Attendees are cheering for you to simply be good enough. By being prepared to deliver your content, you can leave a lasting, professional impression and be someone that attendees speak of glowingly afterward. This presentation will highlight common errors and how to avoid making them during your next public speaking opportunity.

### *Bio*

Tim Thompson has been teaching in South Korea for fourteen years and is currently a visiting professor at the Korea Advanced Institute of Science and Technology. He specializes in teaching presentation and interview skills. Tim regularly presents at conferences and conducts teacher training seminars around Korea. He can be reached at thompson@kaist.ac.kr.

## **From Class to Citizenship: Doing Something Matters**

Isaac Bretz  
Woosong University  
seniorcoordinator@woosong.org

*Presentation Type: 50 minute workshop*

*Topic Area: Action research, Culture*

*Teaching Context: University, Adult*

### *Abstract*

Participatory Action Research aims at helping people to view their community through a critical lens, to learn a process of critical inquiry, and to use the knowledge they have acquired from their research to support collaborative activities for creating local change (Cammarota & Fine, 2008). This presentation will focus on methods to initiate critical inquiry with EFL students. How can we integrate Critical Literacy in our classrooms? What are the components of a Community-based Participatory Action Research program? What are some activities which give students the opportunity to learn about citizenship and social justice and to develop their sense of self-efficacy?

### *Bio*

Isaac Bretz is the senior coordinator at Woosong University and a teacher and curriculum designer who has worked in Korea for 13 years. His specific interest is in developing pedagogy that encourages young people to create powerful solidarity with the oppressed in their communities, in their countries, and throughout the world. A graduate of the Woosong TESOL-MALL Master's program, he will pursue a PhD. at Penn State in the fall of 2014.

## Concurrent Sessions 3:00

### **Writing as a Precursor to Communicative Speaking Activities**

Neil Briggs

Woosong University

neilbriggs@woosong.org

*Presentation Type: 50 minute workshop*

*Topic Area: Action research, Writing, Speaking*

*Teaching Context: University, Adult*

#### *Abstract*

Foreign language anxiety can be extremely detrimental to participation rates in many EFL classrooms in Korea. Particularly in classes with low-level or mixed ability learners, attempts to encourage students to communicate can often be unsuccessful. This issue is often attributed to cultural traits, low ability levels, low motivation, and texts that don't meet the needs or interests of the students. This workshop will demonstrate how using writing as a precursor to communicative tasks can help to overcome many of these issues. Based on actual survey results, participants will learn exactly what aspects of language learning the students are apprehensive about. They will also learn how writing as a precursor to speaking can help to foster confidence among low-level learners while at the same time allowing the more advanced level students to thrive. Participants will observe and/or take part in simulated classroom activities which will demonstrate how writing preparation can serve as a catalyst towards a more friendly and communicative EFL classroom.

#### *Bio*

Neil Briggs is an English instructor in the Tourism department at Woosong College. He taught at Korean middle school in Bundang for two years before beginning work at Woosong College more than three years ago. He completed his Master of Teaching degree in 2008 and is scheduled to graduate in December from the Woosong University and St. Cloud State (US) dual degree MA TESL/MA TESOL MALL program.

## **The Mystery Game: A Critical Thinking EFL Activity**

Robert Badal  
Woosong University  
robertbadal8@gmail.com

*Presentation Type: 50 minute workshop*

*Topic Area: Speaking, Cognitive approach, Problem-based learning*

*Teaching Context: High School, University, Adult, Corporate setting*

### *Abstract*

At education conferences and in the boardrooms of global corporations, the lament is often heard that students—especially from Confucian-hobbled education systems—lack critical thinking skills. This has led to many studies that indicate the obvious: critical thinking skills are absolutely essential in a global business environment. The unanimous conclusion is that we as educators need to teach critical thinking, but the question arises, “can we do it in an EFL environment?” The answer is “yes.” This audience-participation workshop, based on research of Cambridge professor Mario Rinvoluceri, presents a fun and challenging cognitive game that will reinforce simple past and past progressive, increase awareness of the progression of sequencing of events and cause-and-effect, and require the participants to think and work together in a PBL (Problem Based Learning) situation. It is a prime example of output-based learning and has worked in beginning to advanced EFL settings of varying ages. A discussion will follow the game.

### *Bio*

Robert Badal has taught English, ESL, Business English, Drama, Speech, teacher training for kindergarten, corporate, hospitality, and engineering English for eleven years for Los Angeles Unified School District, Osaka Sangyo University Los Angeles, Nagoya Meito High School, Aichi Prefectural University, Nanzan Junior College, Chukyo University Graduate School of Management, Nagoya University of Arts and Sciences, Toyota Motor Corporation, Ford China, Aichi Medical University, and the Intercontinental Hotel Group. He has five teaching credentials, a university TESL, an MA and is an MBA candidate. He was the speechwriter for the CEO of Toyota Europe and Ford China and has published 4 academic research projects and 2 award winning books. His 3rd book will be published later this year. He has presented on various topics at conferences in 3 countries.

## **Understanding and Teaching Young EFL Learners**

Julie Kim  
Woosong University  
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*Presentation Type: 50 minute workshop*

*Topic Area: Reflective teaching, Listening, Speaking TEYL*

*Teaching Context: Kindergarten, Elementary, Teacher trainers*

### *Abstract*

Do you have enough fresh ideas to be the most inspiring teacher that you possibly can? In this workshop you can discover fun ideas to bring excitement and energy to your ESL classroom. Given that young learners have a very short attention span you are going to need a fresh idea about every 5 minutes! You will have hands on experience on how to turn games and activities into language learning opportunities so that the children learn to understand and speak English. You will have a battery of games, activities, stories and ideas up your sleeve so you can stride into class looking forward to being rewarded by great results and happy faces. We'll first discuss how children learn and some of the characteristics of young learners. Then brainstorm some helpful teaching techniques. Finally we'll explore variety of resources, strategies and activities including authentic materials, songs, poems, fingerplays and chants, story-telling, dramatic activities, gesture and movement, TPR and assessment in the classroom, and many more techniques to enhance your lessons. These tips are for you if you are new to teaching English as a second language to young children, or just to refresh and rejuvenate yourself as an educator.

### *Bio*

Julie Kim is an Early Childhood educator and ESL/EFL trainer. She has over 10 years of experience in teaching young children and teacher training in Canada and Korea. She has developed online EFL curriculum as well as textbooks for ESL/EFL for young children. Her current research interest is in effective teacher training for TEYL (teaching English to young learners).

## **Imagining Extensive Speaking for EFL**

Sarah Gu  
Seoul Woman's University  
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*Presentation Type: 25 minute research presentation*

*Topic Area: CALL, Research, Action research, Extensive reading, Speaking, Culture*

*Teaching Context: University, Adult*

### *Abstract*

EFL students struggle with speaking. Our research project addressed this problem on all fronts--bridging the divide between the input and output hypotheses through an extensive speaking module. Attendees at this presentation will learn how the project worked and how to implement extensive speaking in their classes.

The divide between receptive and productive language skills is one of the fundamental conundra of language education in general and of TESOL in particular. The ongoing debate regarding the relative influence of input (e.g. Krashen, 1989) and output (e.g. Swain, 1993) in second language acquisition and proficiency is at the heart of our investigation. Our contention is that output is absolutely critical to proficiency--if not acquisition. Furthermore, the principles that Krashen and others outline for instructional modules in extensive reading

can be used to design an extensive speaking module to enhance students' oral production. In a six week intensive immersion program, we asked students to record daily monologues on free topics. At the beginning and end of the program, we measured their fluency, proficiency, and attitudes to judge the impact of the new pedagogy using both quantitative and qualitative measures. Our minimal modification produced significantly better results for students in the extensive speaking group relative to the students receiving more traditional speaking instruction. Additionally, attitudes of students in the extensive speaking group toward speaking were markedly improved at the end of the program. Moreover, in their exit interview, the extensive speaking students provided useful insights for future extensive speaking instruction.

### *Bio*

Sarah Gu is a Chinese native who has taught English to learners of different ages in China, the US and Korea for more than a decade. She is currently working at Seoul Women's University and also a Ph.D candidate with ChungAng University in Korea. Her research interests are second and foreign language acquisition, young learners, SNS and language development, ecological perspective of language learning, technology and language learning, immersion programs, social linguistics, students autonomy and self-directed learning. Besides being a passionate teacher, she devotes herself to running and public speaking.

## Concurrent Sessions 3:30

### **Videoconferencing-based ESL Classrooms: Reflections**

Daniel Korklan  
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*Presentation Type: 25 minute research presentation*

*Topic Area: CALL, Reflective teaching, Speaking, Distance Learning*

*Teaching Context: Kindergarten, Elementary, Middle School, High School, University, Adult, VOIP/CALL*

#### *Abstract*

For almost 5 years I have participated in the Jeollanamdo Language Program (JLP) Online Videoconferencing-based ESL program. This program was designed to target elementary school students (grades 3-6) in "remote" areas for ESL classes instruction with a native English speaker via videoconferencing (webcam and headset). The program is meant to provide students with equitable exposure to Native teacher instruction, regardless of location. The JLP Online Distance Program pilot program began in January 2009 and began in earnest during March 2009. Since the inception of the program I have taught classes at every grade level and in several different areas. Reflecting on these experiences will provide an opportunity to share both the positive and negative points which I have observed.

### *Bio*

Daniel Korklan currently teaches in the English Language & Literature Department at Daejeon university. He has spent the last five years teaching ESL in Korea in a variety of contexts; English camps, online ESL classes, adult/university-level classes, and public school classes. He completed his Master's Degree in Education (TESOL focus) from the university of Missouri-Columbia in 2012.

## Concurrent Sessions 4:00

### **The Use of the Graphic Novel in the ESL Classroom**

Michael Hurt  
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*Presentation Type: 50 minute presentation*

*Topic Area: English for specific purposes, Content-based instruction, Culture*

*Teaching Context: University*

#### *Abstract*

The use of graphic novels within the ESL context is something that has been theoretically explored in terms of its "multi-modal" utility, although this pedagogical approach is somewhat untried within the Korean context. The goal is to engage with English-in-context as much as possible, which the graphic panels within the graphic novel help provide as an additional layer of context outside of the text itself, which is closer to the way that language is actually used in everyday life. While this is a desirable approach in the ESL context, the fact that Darwyn Cooke's graphic novel *The New Frontier* is a work that itself heavily references and utilizes retro artistic styles in the telling of the story is one reason it has been lauded as one of the most important and significant graphic novels of the last 2 decades, and allows for quite a bit of conversation actually about artistic styles themselves. So, while the graphic novel in general is useful within the ESL context, this graphic novel in particular is apropos for discussing art and art forms -- including such concepts as modernity and postmodernity, the Art Deco style, and the differences between the illustration styles of prominent comic artists such as Will Eisner, Max Fleischer, and Jack Kirby -- within the context of this class.

#### *Bio*

Michael Hurt came to Korea in 1994 and taught on the Fulbright ETA program for two years in Chejudo. After studying and doing dissertation work in UC Berkeley's Department of Comparative Ethnic Studies, he returned to Korea in 2002 as a documentary and street photographer. He is now an assistant professor at Hongik University and plans to finish and file his Ph.D dissertation in August, 2014.

## **From Grammar to Critical Thinking in 7 Steps**

Paul Friessen  
Woosong University  
a2bitnickel@gmail.com

*Presentation Type: 50 minute workshop*

*Topic Area: English for specific purposes, Content-based instruction, Writing*

*Teaching Context: Elementary, Middle School, High School, Adult*

### *Abstract*

The target group are those teachers Korean/ or Foreigner who teach grammar. Grammar is often dry and hard, but with a few short steps a teacher can take an hour or two and develop critical thinking. The steps will be outlined, and a handout given to work with. Using these steps students will begin to develop their critical thinking through: Finding the focus words, Combining ideas, Sequencing movement, Smoothing out with fillers, Paragraph development, Expanding the story. Helping students move from grammar to essay writing can be a long and difficult road. The students often do not mix their language development. Using these simple steps the teacher can begin to build a broader base from which to integrate creative writing, imagination, and reading. I have tested this idea personally. It has also been used by a Korean teacher in a low English setting, to accelerate the students' grammar. The goal was to build the students to a longer more creative essay writing technique. It is a challenge but not a lot once understood. Any standard grammar book which has been used in the classroom can be used even if it is in both English and Hangul.

### *Bio*

Paul is from Canada and has taught in Korea for 15 years. He grew up in West Africa, so cross culture and communication have been a large part of his world. His interests are in helping students learn to communicate better. He is also interested in using multimedia in the classroom. Helping teachers use a more integrated approach in their teaching is his passion. This includes grammar, which can be tedious at the best of times. Expanding the learning experience is a benefit to both the student and the teacher. He uploads to scribd.com regularly, and has self-published his own ESL book (Making Conversation Work for You). Paul continues to work and develop new ideas, upgrade his education, and develop more effective ways to teach ESL in a constantly changing environment.

## **Presenting Grammar to Young Learners**

Ross Chambers  
Gwangju National University of Education  
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*Presentation Type: 25 minute research presentation*

*Topic Area: Reflective teaching, Speaking*

*Teaching Context: Kindergarten, Elementary*

### *Abstract*

In this presentation, we will explore the role of grammar instruction within the context of the young learner classroom. Contrary to what many teachers believe, explicit grammar instruction is not always beneficial to young learners, as they do not have the analytical abilities of older learners, and neither do they have sufficient meta-language to understand the explanations given by their teachers.

It has been suggested that in order to assist young learners in developing their grammatical competence, rather than focusing on explicit instruction, teachers should create lessons where the learners are using grammar structures in enjoyable activities. Furthermore, when one looks at grammar activities from books, whilst they are often suitable for most learners in a mixed-level class, they are not always appropriate for lower-level learners. This can cause some difficulties for teachers in ensuring equal participation by all students.

Therefore, in this presentation, we will begin by looking at how the grammar instruction sequence of PPP (Presentation, Practice and Production) can help all students participate effectively in a lesson. We will then explore some activities that can be used to present different grammar structures to young learners in a fun and engaging way.

It is hoped that teachers will come away from the presentation with an understanding that a direct focus on grammar is not always necessary. Secondly, they will also be armed with some activities that can be applied to the classroom on Monday to help their learners practice grammar in a meaningful and enjoyable way.

### *Bio*

Ross is from UK and came to South Korea in 2009 looking for a change in career and life direction. He worked in Seoul for two years as a native-speaking English teacher in a technical high school. In August 2011, he took up a position as a visiting professor at Gwangju National University of Education. He completed an MA in TESOL with Sunderland University in the UK. His research on classroom interaction was published in the December 2012 *TESOL Review*.

## **Politeness and Command in English**

Dr. Robert Hausmann

University of Montana

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*Presentation Type: 25 minute research presentation*

*Topic Area: Reflective teaching, Speaking,*

*Teaching Context: High School, University*

### *Abstract*

Anyone learning a foreign language almost certainly has been frustrated by how complicated polite forms are (greetings, leavings, requests) and how delightfully simple/short informal

expressions are. Taking just one pragmatic function---command--the presentation lays out a hierarchy of some of the syntactic/semantic ways one can be impolite and polite in English. The talk suggests that students learn both the polite and impolite forms--and why humans seem to want their languages to work this way.

### *Bio*

Robert Hausmann is currently Professor Emeritus at the University of Montana and Special Assistant for International Development at the Mansfield Center. He earned a PhD in English Linguistics in 1972, was Chair of Linguistics for 20 years, Director of English Language Programs for 15 years, and was the Founding Director of the Soros Professional English Language Teaching Program for the Newly Independent States of the Former Soviet Union and Yugoslavia from 1990-1999. For the past 8 years, he has directed the Special English Language Program for Toyo University, Tokyo.

## Concurrent Sessions 4:30

### **Teacher Role Changes of Native-English Assistant Teachers**

Kim Jeong-Ryeol

Korea National University of Education

[jrkim@knue.ac.kr](mailto:jrkim@knue.ac.kr)

*Presentation Type: 25 minute research presentation*

*Topic Area: Professional development, Pedagogy*

*Teaching Context: Elementary, Middle School, University,*

#### Abstract

The English Program in Korea (EPIK) has been in place for the past 10 years introducing native English assistant teachers (NEAT) in order to assist Korean English teachers in team teaching. This study will raise an issue of role reversal between Korean teachers and NEATs in English classroom. The intermittent role-reversal can sometimes be an effective method, for example role-reversal between teachers and students, but if the role-reversal sustains over a period of semester or longer, it will become a new structure in place of the original roles. The EPIK is never designed to weaken Korean teachers of teaching English. Instead it's designed to enhance the teaching skills and English proficiency. This paper will address the issue in which Korean teachers of English is NOT teaching English but assisting NEATs by comparing teacher talks of Korean teachers of English and NEATs in team-teaching against the baseline teacher talk data of solo Korean teachers of English. The paper will investigate the overall teacher talk of team teaching against its baseline data with the following specific questions:

(1) What is the proportion of Korean teacher's instructional language using L1 and L2 in team teaching?

(2) What are the proportions of different speech acts and question types between Korean teachers and NEATs?

(3) What are the proportions of different pedagogic registers between Korean teachers and NEATs?

(4) What are the complexities of pedagogic discourses between Korean teachers and NEATs?

#### *Bio*

Jeong-ryeol Kim has a Ph.D. in applied linguistics from University of Hawaii and has been a professor of English at Korea National University of Education (KNUE) teaching methodology, integrated content and language teaching, English linguistics. He served as a director of planning and a deputy dean of center for in-service education at KNUE. He is currently serving as the president of Korea Association of Foreign Languages Education for 2013-2014 and was the president of Korea Association of Primary English Education for 2010-2011 and the president of KOTESOL back in 1996-1997. He was involved in different government projects in curriculum, textbooks and English education using information and communications technology. He has published books on classroom English, teaching methodology, English curriculum, English classroom observation and analysis to name a few. He has published numerous articles in the area of elementary English education and technology enhanced English teaching.