

2020 Korea TESOL National Conference

Be the Change:
Creativity,
Community &
Collegiality in EFL



Tomomi Kumai
Online Plenary Speaker



Yunjeong Hwang
Online Invited Speaker



Stafford Lumsden
Online Invited Speaker



Casey Lartigue Jr., Eunkoo Lee,
and Yuna Jung
Special Presentation for KOTESOL Gives Back

Online
April 25, 2020

<https://kotesolconf.com>





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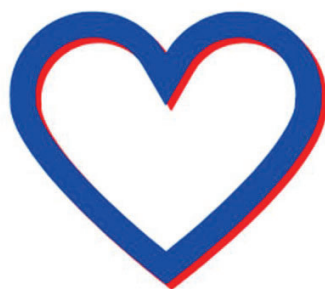
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KOTESOL GIVES BACK!

Fundraiser

TO BENEFIT TEACH
NORTH KOREAN
REFUGEES (TNKR)



For information about the featured presentation by representatives from Teach North Korean Refugees (TNKR), and the work they provide, check pages 16-20 in this program book.



**TO DONATE TO TNKR,
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<https://give.lovetnkr.com/en/KOTESOL>

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A Welcome Message from the President of KOTESOL: Lindsay Herron

I find it fairly remarkable that the theme for the 2020 KOTESOL National Conference, “Be the Change: Creativity, Community, and Collegiality in EFL,” was chosen months ago, long before the coronavirus hit. While this theme has undeniable perennial appeal and broad application, it seems especially relevant at this particular moment in history. Never before have the values cited in the theme been both more evident and necessary, I think, than now.

This conference embodies change and creativity. Already, 2020 has been a landmark year in KOTESOL history; this is the first time KOTESOL has had to suspend all face-to-face events and, correspondingly, the first time we’ve had an online national conference—which is, itself, a testament to the creativity of the conference team. When KOTESOL’s in-person gatherings were suspended, the conference committee flexibly and conscientiously responded, moving the conference online. The team adapted as needed, working through the challenges of hosting an online conference to ultimately craft an event that proffers a full day of synchronous presentations as well as access to asynchronous presentations by accepted presenters. The format, the medium, the very *vision* of the conference, itself, all exemplify creative innovation and an evolution in our ideas of what our events can be.

This conference embraces community and collegiality. The conference contents represent a laudable attempt to support educators; as classes worldwide increasingly were moved online, the conference committee intentionally sought out experts and topics that could address the most pressing issues facing us today. Moreover, in the spirit of empathy and solidarity, KOTESOL has chosen to waive the conference fees, as we’re aware of the many financial and other hardships our fellow educators are currently facing. I am proud to note that the absence of financial barriers, combined with the online and partially asynchronous nature of this conference, makes this our most accessible event yet.

The KOTESOL community right now shines amidst the current turmoil. The challenges and tensions emerging from COVID-19 have yielded some truly thoughtful and caring responses, setting new precedents and prompting innovative evolutions at the individual, chapter, and national level—all oriented around the values espoused in this conference theme. Some of our members have created new online communities to support each other as classes move online; others have rallied financial and other support for colleagues in need of assistance. Chapter leaders have been collaborating to help ensure a full calendar of virtual events for our members, striving to provide continued access not only to professional development

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opportunities but also the attendant personal connections. None of this is easy, but I have been awed and impressed to watch our volunteers rise to the challenge.

This conference, at this moment in history, truly represents the spirit of KOTESOL—the spirit of “teachers helping teachers”; the spirit of service to others, inextricably bound up with the values of creativity, community, and collegiality. On behalf of our organization, I offer heartfelt gratitude to the conference committee for all the effort, thought, and care they’ve invested in this event. Thank you, team, for ensuring this event could happen, and thank you for carrying it off with grace and aplomb!

My gratitude, too, goes to all participants in this event. Thank you for helping ensure its success, and I hope you enjoy the connections, creative inspirations, and community it provides. Please also remember that KOTESOL is a nonprofit organization; please consider taking out membership or making a small monetary donation to help support this event and others like it. I hope to see you in person soon; until then, stay safe and healthy!



A Welcome Message from the Conference Chair:

Sunil Mahtani

“Be the change that you wish to see in the world.” Mahatma Gandhi may never have uttered those exact words, but his writings, his actions, and his very life so exemplified the meaning of these words that he has forever been associated with them. This quote inspired the organizing team of KOTESOL’s 2020 National Conference because we understand that change comes from within, and we need to be the catalyst for any change we wish to see in the organization and the world of education. We all need to “Be the Change” for it to actually occur.

We further specified our theme to “Creativity, Community & Collegiality” not just because we loved the alliteration, but also because nurturing the imagination, building bridges with our students and the wider world around us, and strengthening the support we have for each other as educators and as people both inside and outside the classroom are values we support and want to see promoted through the lens of this national conference.

When we began the early planning last fall, the theme was related to recognizing the changing face of education and educators who work in the English language today. We locked in the plenary speaker and that laid the foundation of the direction we were going in. Tomomi Kumai is a Korean-Japanese intercultural communication specialist who will speak on raising intercultural awareness for teachers and learners. We are proud to be spotlighting this dynamic individual who has something a little different to say than plenary speakers of the past. She and our invited speakers, lawyer Yunjeong Hwang, professor Stafford Lumsden and Casey Lartigue, Jr., Eunkoo Lee, and Yuna Jung from Teach North Korean Refugees, are the dynamic leaders of our theme this year.

Then, in the winter, something happened. The universe may always have known COVID-19 was going to hit, but we didn’t. With social distancing and home quarantine, our lovely conference had to morph and change itself into something unexpected, something none of us were ready for but thankfully were brave and crazy enough to go ahead with anyway: A fully online, free conference; our theme represented in the very way the conference would be presented to the world.

It almost goes without saying that bringing this conference to you all today took a great deal of “creativity, community & collegiality”, and sometimes blood, sweat & tears, but it is important to extend a grateful thanks to everyone involved in the planning and execution of this from the very beginning last fall to the ones who have provided the largest doses of our theme on a daily basis in recent times: program chair Vanessa Virgiel, webmaster and tech

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chair Aaron Snowberger, and advisor and Zoom coordinator Rhea Metituk. They are the core of this conference and it wouldn't be happening without them.

I also wish to thank Korea TESOL for giving the Busan-Gyeongnam chapter a chance to spread its wings and shine with this conference. It won't be without its hitches and glitches, but please know we tried our very best to exemplify our theme and transform ourselves into more than what we were at the start. Our lovely poster art by Madeleine Wunderlich features a caterpillar emerging from its chrysalis as a fully formed butterfly, and so we have tried to emerge through COVID-19 into something bigger and greater than we used to be.

I hope you enjoy every aspect of this conference and I encourage you all to attend the invited speaker sessions on YouTube and the live Zoom sessions, watch the pre-recorded sessions in the video library, have lunch with your colleagues in our Zoom lunchroom, and interact with us and each other all day long in our conference Slack chat. We have a lot going on today and by the end of it, we hope you, too, will be inspired to "Be the Change"... in 2020 and beyond!

Sunil Mahtani

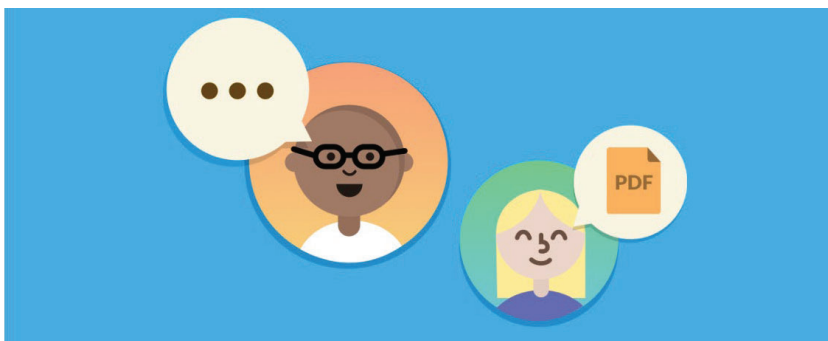
Conference Chair

Join the Slack workspace **KOTESOL National Conference 2020**



Official Event App

- Virtual hallway or meeting room
- Network and find attendees with common affiliations, educations, and professional interests
- Meet the presenters and ask questions
- Receive the latest updates from the conference organizers
- Send in-app messages and exchange contact info



<https://tinyurl.com/KOTESOL-Chat>

CONFERENCE COMMITTEE

CONFERENCE CHAIR: Sunil Mahtani

PROGRAM CHAIR and PROGRAM BOOK; OP LIAISON: Vanessa Virgiel

TECH CHAIR and WEBMASTER for kotesolconf.com: Aaron Snowberger

ADVISOR and ZOOM VOLUNTEER COORDINATOR: Rhea Metituk

PUBLICITY: Wayne Finley

POSTER AND MATERIALS DESIGN: Madeleine Wunderlich

PRESENTER REGISTRATION: Lindsay Herron

WEBMASTER for koreatesol.org/NC2020: Brittany Cardamone



Thank you to our volunteer **Zoom session moderators** for their expertise and commitment:

Riann Arkinstall
Greg Brooks-English
Anika Casem
James Rush
Heidi Vande Voort Nam



And a heartfelt **thank you** to the executive council members of the KOTESOL Busan-Gyeongnam Chapter for their continual support in the organization of this conference.

BUSAN-GYEONGNAM CHAPTER OFFICERS



PRESIDENT: Sunil Mahtani

VICE-PRESIDENT: Stephanie Downey

PAST PRESIDENT: Rhea Metituk

MEMBERSHIP OFFICER: Anika Casem

SECRETARY: Daniel Jones



TREASURER: Nicole Domay

WEBMASTER: Brittany Cardamone










OFFICER AT LARGE: Minji Kim

OFFICER AT LARGE: Vanessa Virgiel

SCHEDULE FEATURED SESSIONS


10:45	OPENING CEREMONY
11:00	PLENARY
	Tomomi Kumai <i>Creating a Safe Space for Transformation</i> <i>Raising Intercultural Awareness for Language Teachers and Learners</i>
12:00	Lunch Hour Open Video Library (Pre-Recorded Presentations)
1:00	INVITED SPEAKER
	Yunjeong Hwang <i>Essential Knowledge on Employment and Labor for Expat Teachers</i>
2:00	INVITED SPEAKERS / KOTESOL GIVES BACK
	TNKR: Casey Lartigue, Jr., Eunkoo Lee, and Yuna Jung <i>KOTESOL Gives Back: Empowering North Korean Refugees Through ELT</i>
3:00	INVITED SPEAKER
	Stafford Lumsden <i>Timeline of an outbreak: Australian Higher Education Moving to Online Teaching in Response to Novelcorona Virus 19 (COVID-19)</i>

SCHEDULE ZOOM LIVE SESSIONS

10:45	OPENING CEREMONY		
11:00	PLENARY		
	<p>Tomomi Kumai <i>Creating a Safe Space for Transformation</i> <i>Raising Intercultural Awareness for Language Teachers and Learners</i></p>		
12:00	Lunch Hour Open Video Library (Pre-Recorded Presentations)		
1:00	 Technology Ehean Kim <i>Tourism Projects with Local Communities</i> <i>Situated Learning and Place-Dependent Model to Enhance Authenticity</i>	 Reflective Practice Jocelyn Wright <i>Educational Gifts</i>	 Material Design, Writing Terri Beadle <i>What Disney can teach us about Compare and Contrast Writing</i>
2:00	 Technology Lisa M. Hunsberger <i>Creative Uses of PowerPoint and Keynote in the Techni-Capable EFL Classroom</i>	 ELT and Culture Adrienne Seo and Daniel Moonasar <i>The Why and How of Using Multicultural Children's Literature</i>	 Professional Development Joanne McCuaig <i>The University of Birmingham</i> <i>MA TESOL / MA Applied Linguistics</i>
3:00	 Reflective Practice Kevin Kester <i>Tips for Getting a PhD, Academic Employment, and Publishing</i>	 Learner Identity Brian Raisbeck <i>Implications of English Names in the Korean EFL Classroom</i>	 Material Design Roger Fusselman <i>Maximizing Creativity When Planning Lessons</i>

VIDEO LIBRARY







PRE-RECORDED SESSIONS

1	ELT and Culture
	Blake Brunner <i>Renouncing "Global Citizenship": Seeking More Personal Ways of Motivating Students</i>
2	Technology
	Josh Brunotte <i>Comparing imaginal versus virtual exposure training for public speaking anxiety reduction</i>
3	ELT and Critical Disability Studies, Material and Course Design
	Crystal Cho Jones <i>Creating a Space for Students with Disabilities and Neurodiversity in the Classroom</i>
4	Professional Development
	Liliana Cuesta Medina <i>Building a Research and Writing Culture: Stories from ELT Communities</i>
5	Material and Course Design
	Gereltuya Damdinsuren <i>Developing a Creative and Successful English Resource Cabinet</i>
6	ELT and Critical Disability Studies, Course Design
	Rosa Dene David <i>Teaching Strategies to Optimize Accessibility and Inclusivity for Students with Learning Disabilities</i>
7	Professional Development
	Kristy Dolan <i>Revisiting Old EFL Classroom Practices with New Teacher Trainer Eyes</i>
8	Technology
	Simon Fisher <i>TBL and Technology: Teaching Creativity with Computer Coding</i>
9	Financial, Teacher Wellness
	Daniel Jones <i>The Great Blind Spot - The Importance of Financial Education</i>

VIDEO LIBRARY PRE-RECORDED SESSIONS

10	Reflective Practice
	Kevin Kester <i>A Pedagogy of Vulnerability</i>
11	Technology
	Grace Kudlack <i>Low Tech/High Tech: Technology Integration in the ESL Classroom</i>
12	Material and Course Design, Technology
	Marc C. LeBane and Mark Melican <i>MiLEE - Mini-Lectures to Enhance English Language Learning</i>
13	Material and Course Design, Multiple Skills
	Angie Lee <i>Teaching Integrated Skills Through Arts & Crafts in the EFL Classroom</i>
14	SLA, NEST/NNEST
	Andrew Lerner <i>Native Speaking Teachers as a Source of Extrinsic Motivation</i>
15	Reflective Practice
	Samantha Levinson <i>Improving Collaboration and Self-Reflection in the Private Sector: A How-To</i>
16	ELT and Critical Disability Studies, SLA
	Mei Fung Lewina Lung <i>A Comparative Study: Autistic and Ordinary Learners' Motivation in SLA</i>
17	Classroom Management, Translanguaging
	Maria Teresa Martinez-Garcia <i>Translanguaging Strategies for Teaching a Foreign Language Classroom</i>
18	CLIL, NEST/NNEST
	Jermaine S. McDougald <i>Downgrading NEST: Creating a path for CLIL teacher identity</i>
19	Reflective Practice
	Elexis Nelson <i>Bringing Authenticity into the Classroom</i>

VIDEO LIBRARY PRE-RECORDED SESSIONS

20	ELT and Culture
	Reece Randall <i>Global Citizenship Education (GCED) via Online Debate</i>
21	Translanguaging
	Cyril Reyes <i>(Re)Defining Translanguaging</i>
22	ELT and Culture
	Bruce Screws <i>How is English Conversation class useful? Korean university students' perspectives</i>
23	Professional Development
	Lindamulage Chaturi Nisansala Silva and Sakuni Amanda Dushyanthi Telikada Palliya Guruge <i>Difficulties Encountered by ESL Teachers in Government Schools in Sri Lanka</i>
24	Material and Course Design
	Joseph Tomei <i>I am a plastic model: Teaching through Metaphor</i>
25	ELT and Critical Disability Studies, Material and Course Design
	Caroline Torres and Kavita Rao <i>Universal Design Learning and Digital Tools for Language Learners</i>

Show Your KOTESOL Membership Proudly!



<http://tinyurl.com/KOTESOL-SALE>

KOTESOL brand items for sale, with free shipping for members.



KOTESOL Special Interest Groups (SIGs)

Bringing educators together to learn, share, grow, and collaboratively explore mutual interests

CHRISTIAN TEACHERS SIG

A SIG to inspire Christian teachers to seek excellence in their teaching, integrity in their lifestyle, and service to others.

<https://koreatesol.org/content/christian-teachers>

CLASSROOM MANAGEMENT SIG

A SIG devoted to exploring effective methods for managing classes and building a classroom environment conducive to learning.

<https://koreatesol.org/content/classroom-management>

ENVIRONMENTAL JUSTICE SIG

A SIG to support English teachers interested in including information about environmental justice in their curriculum.

<https://koreatesol.org/content/environmental-justice>

MULTIMEDIA & CALL SIG

A SIG for teachers who are interested in integrating educational technology and media into their classrooms.

<https://koreatesol.org/content/multimedia-call>

PEOPLE OF COLOR TEACHERS SIG

A SIG where POC teachers in Korea can find solidarity in their shared experiences; explore issues related to racial, cultural, ethnic, and other forms of discrimination; and raise awareness among the wider KOTESOL community.

<https://koreatesol.org/content/people-color-teachers>

RESEARCH SIG

A SIG that provides a forum for KOTESOL members to develop their research interests and abilities.

<https://koreatesol.org/content/research>

REFLECTIVE PRACTICE SIG

A SIG that provides tools and opportunities for teachers to reflect on their practice in constructive ways.

<https://koreatesol.org/content/reflective-practice>

SOCIAL JUSTICE SIG

A SIG for educators interested in social justice, language teaching & learning, and critical approaches to education in Korea.

<https://koreatesol.org/content/social-justice>

WOMEN & GENDER EQUALITY SIG

A SIG that focuses on gender equality and women's issues in ELT as well as in a broader context.

<https://koreatesol.org/content/women-and-gender-equality>

<http://koreatesol.org/SIGs>



PLENARY SPEAKER

Tomomi Kumai

Independent Intercultural Trainer

(formerly at Osaka Gakuin University)

Tomomi Kumai is an intercultural coach based in South Korea. She works in the intercultural services and education field serving expatriates, international students, and nationals in the US, Korea, and Japan. Her clients include universities in Japan and Korea, and multinational corporations in various fields such as automotive, financial, and information technology. Born a Korean-Japanese bicultural citizen in Hiroshima, Japan, she has lived, worked, and studied for over 16 years in the United States, Korea, and China. She has been always interested in and fascinated with communicating with people from different backgrounds. She received a B.A. in Linguistics with a minor in Psychology from San Diego State University, and an M.A. in Linguistics from the University of Illinois at Urbana-Champaign. She studied Educational Psychology in the University of Illinois Education Doctoral Program.

Her mission is to provide space and time for people to connect with, learn from, and empower each other to create positive synergy, and she truly enjoys serving people while drawing from her own multi-cultural background and experience of living as a minority.

April 25, 2020, 11:00AM

Creating a Safe Space for Transformation

Language education takes place in the context of culture. Language educators do not only support the learners to achieve linguistic competence in the target language but also intercultural competence to communicate effectively and appropriately in a different cultural context. In order to nurture intercultural competence, a safe intercultural space is needed for it allows more sharing and learning, which then invite more positive changes and transformation to happen. This plenary session will raise the intercultural awareness of language educators who work in multi-cultural environments by introducing cultural dimensions, intercultural communication theories and models. Through interactive discussions, the audience will explore how different cultural values influence their own and their learners' perceptions and practice of language teaching and learning. At the end of the session, the participants will be more aware of their cultural influences in their instructions and communication styles, which will enable them to create a safe space for their learners to become more conscious of their own cultural patterns and be able to express themselves more freely and effectively.



INVITED SPEAKER

Yunjeong Hwang

Law Firm Jeongron

Hwang, Yunjeong is an attorney at Korean law, who mainly deals with Family Law, Labor and Employment Law, and International Transactions. Ms. Hwang has extensive experience in offering legal counselling to expats in Korea on a variety of legal issues, as she provides English language legal services for expats in Korea and for foreign nationals of other countries involved with Korean legal issues, in addition to maintaining her Korean client base. Because of her well-established competence in international divorce suits, she's often sought out by international couples in Korea as legal counsel. In order to protect client assets and rights, Ms. Hwang uses various strategies--including pre-emptive mediation and negotiation; along with preservative measures such as provisional attachments and injunctions, as necessary. She has also been actively involved as a legal advisor in the establishment of joint venture corporations involving foreign investors, and has handled the drafting of all relevant agreements between parties.

April 25, 2020, 1:00PM

Essential Legal Knowledge on Employment and Labor for Expat Teachers

My presentation will aim to provide legal knowledge on employment for the teachers at the conference. I'd like to discuss employment issues from making an employment contract to unpaid wages and unfair dismissal based on the Labor Standards Act, Civil Act and other relevant laws and rules.

First, during my presentation, several points that an employee needs to keep in mind when drafting an employment agreement will be mentioned. Also, I'm going to introduce examples of unfair clauses that are often put into the employment agreement.

Second, as for unpaid wages, I'll introduce the way of reporting it with a labor office, and how the process goes during the investigation. It will be also mentioned that the labor office may investigate the case, confirm the unpaid amount and send the case to the prosecutor's office to make the employer penalized, but the process itself is different and separate from civil suit for claiming the money shall be paid.

Third, unfair dismissal will also be one of the subjects of my presentation. I'll suggest what 'unfair' means reviewing Supreme Court precedents and how to prove the dismissal is unfair. I'll also explain how to file for a remedy for unfair dismissal with the Regional Labor Commission and how the proceedings will go. Legal issues for unfair dismissal that should be paid attention to will be also covered.



INVITED SPEAKER

Stafford Lumsden

University of Wollongong (Australia)

Stafford Lumsden is a Technology Enhanced Learning & Education (TEL Ed.) Specialist at the University of Wollongong, NSW, Australia. A longtime member of KOTESOL he is also a PhD candidate in the Faculty of Medicine and Human Sciences at Macquarie University, NSW, Australia.

April 25, 2020, 3:00PM

Timeline of an outbreak: Australian Higher Education Moving to Online Teaching in Response to Novel Coronavirus 19

The beginning of the 2020 academic year will be remembered as being disruptive due to the calamity that is COVID19. This presentation provides a chronological narrative of one university's response to the pandemic. It examines the challenges the university faced transferring the entire student body to online learning, and the important learning (and discoveries) that occurred along the way. Finally it considers the impact the 2020 pandemic will have on remote and online learning for the future



INVITED SPEAKERS

Casey Lartigue, Jr., Eunkoo Lee, and Yuna Jung

Teach North Korean Refugees (TNKR)

About TNKR

TNKR's mission is to empower North Korean refugees to find their own voice and path through education, advocacy, and support. Our core values include access to education

opportunities for refugees, a positive experience for volunteers, practicality and authenticity of action.



Casey Lartigue, Jr.

TNKR Co-Founder

Casey Lartigue is an American advocate and activist for educational freedom based in South Korea. In 2013, he co-founded along with Eunkoo Lee the Teach North Korean Refugees Global Education Center in Seoul. He is the 2017 winner of the Hansarang Rural Cultural Foundation's "Special Contribution" Award and Challenge Korea's 2018 Global Award and 2019 "Challenge Maker" Award. He is co-editor of the book *Educational Freedom in Urban America: Brown v. Board after Half a Century*. He is a columnist with the Korea Times and a former commentator on National Public Radio's News and Notes.

Lartigue received a bachelor's degree from the Harvard University Extension School and a master's degree from the Harvard University Graduate School of Education.



Eunkoo Lee

TNKR Co-Founder

Eunkoo Lee is a co-founder of TNKR. Prior to working with TNKR, she was a researcher with the Korean Development Institute, and her focus was on young North Korean refugees in South Korea. Before that, she was a researcher at Database Center for North Korean Human Rights and published internal white papers on North Korean human rights from 2007 to 2009 as a departmental co-author. She has a master's degree in North Korean Studies from Ewha Woman's University in South Korea, as well as a master's degree in International Studies from The University of Sheffield. Eunkoo has recently begun a PhD at the Graduate School of International Studies at Ewha Woman's University.



About Yuna Jung

TNKR Student Representative

Yuna Jung originally hails North Korea and defected to South Korea in 2006. A TNKR representative, Ms. Jung is a student of their one-on-one tutoring program, which she credits for her proficiency in English. She has worked as an instructor of North-South unification education in many organizations, as an English teacher at YBM Private Academy, and as a translator and personal secretary to the chairman of Roger Holdings and Beeland Interests, Inc. A public speaker in high demand, Ms. Jung frequently lectures at secondary schools and government institutions across Korea, and she also makes regular guest appearances on the South Korean TV talk show “Now on My Way to Meet You (이제 만나러 갑니다)” on Channel A. Other notable past speaking engagements have included being the featured speaker at the Ivy League Conference for Korean Unification at Harvard University in the United States in 2019, and competing in the 2017 Ministry of Unification Education Experience Presentation Contest, for which she won the Grand Prize.

April 25, 2020, 2:00PM

KOTESOL Gives Back: Empowering North Korean Refugees Through ELT

KOTESOL is excited to collaborate once again with Teach North Korean Refugees (TNKR), a fellow non-profit organization. TNKR is dedicated to supporting refugees by providing English language programs, including one-on-one tutoring, speech competitions, and mentoring for employment and education opportunities, so that they may better navigate and thrive in South Korean society. As a result many of TNKR’s alumni have gone on to deliver TED Talks and write bestselling books about the ongoing humanitarian crisis in North Korea. In this session, attendees will first hear from TNKR’s co-founders about the invaluable work they provide, and how English language teachers can support their students. Then, a TNKR student will describe her life in North Korea, her defection to the South, and her experiences as an English language learner and refugee in South Korean society. Q&A will conclude the presentation. The conference program chair highly recommends this session!



KOTESOL GIVES BACK!

Fundraiser



To donate to Teach North Korean Refugees:
<https://give.lovetnkr.com/en/KOTESOL>



Teach North Korean Refugees

TNKR

Teach North Korean Refugees Global Education Center (TNKR)

About TNKR: TNKR is a nonprofit organization based in Seoul engaging North Korean refugees in preparing for their transition to life outside of North Korea by providing them with free learning opportunities.

Our mission: TNKR empowers North Korean refugees to find their own voice and path through education, advocacy, and support.

Whom do we serve? 450 North Korean refugees have studied in TNKR since it was founded in 2013 by Casey Lartigue (American) and Eunkoo Lee (South Korean). 76% are women, 57% are college and graduate students, 29% are working, 14% are preparing for college, unemployed, housewives.

Why do North Korean refugees need English? In the last two decades, more than 34,000 North Korean refugees have escaped to South Korea. Escaping is only the first battle, as they encounter prejudice, employment, deal with PTSD, struggle in South Korea's hyper competitive capitalist society, and unfamiliar languages, especially English. About 28% of North Korean refugees drop out of college, compared to 4.5% of South Koreans. About 33% cite English as a major factor and 40% cite foreign languages, especially English, as a barrier to their adjustment in South Korea.

How does TNKR recruit North Korean refugees? We don't! Through word-of-mouth, North Korean refugees learn about TNKR. North Korean refugees show up hours in advance for the opportunity to choose tutors. TNKR is truly student-centered, refugees feel respected because they choose their respective study paths and language helpers for 1:1 support in a self-study program.

Who volunteers? 1,020 tutors, speech coaches and mentors have volunteered their time. Refugees receive more than \$10,000 of free English tutoring monthly. Teaching experience isn't required, but volunteers must respect the privacy of refugees and accept TNKR's student-centered approach.

Special student accomplishments: Numerous TNKR students have graduated from college, become employed, won scholarships and fellowships, studied abroad, gained confidence in themselves as humans. Three TNKR students have published memoirs in English and many have engaged in public speaking.

Want to join us? www.lovetnkr.org, call our office, 02-6929-0942 or email us TNKR@teachnorthkoreanrefugees.org or CJL@alumni.harvard.edu



“TNKR(Teach North Korean Refugees English) was one of the turning points of my life outside of darkness.

“TNKR gives voices to North Korea defectors to share their stories internationally by teaching them English for free.

“The founders of TNKR and the volunteers that I met showed me an unconditional care and that gave me a confidence that we can free North Koreans if we know what is going on.”

-Yeonmi Park

(former TNKR Ambassador and student, 2013-14)



Who volunteers with TNKR for North Korean refugees?

- 1) English teachers who enjoy teaching motivated adults.
- 2) NGO-hoppers who volunteer for NK-related causes, and want to help individuals directly.
- 3) Professionals outside of teaching who want to help directly.
- 4) Curious people who read about North Korea, but aren't sure how they can help.
- 5) Justice warriors who appreciate TNKR's learner-centered approach.



TNKR Member and volunteer Anna Martinson tutoring Sungju Lee, author of Every Falling Star, at the TNKR office in 2017.

Save the date!

Korea TESOL PanSIG 2020 **BEYOND BOUNDARIES**

September 19, 2020 (Saturday)
Mokpo National University (Muan)

A day of coming together, collaboration, and professional development for all English language teachers, featuring KOTESOL's special interest groups.

Get in touch:
2vp@koreatesol.org





ZOOM LIVE SESSION – 1:00PM

What Disney can teach us about Compare and Contrast Writing

We all LOVE Disney, but have you ever thought of using Disney to help students understand and write compare and contrast essays? Compare and contrast is something we do in everyday life. We are always analyzing the best way to work a problem, finding all the pros and cons to a solution, or just trying to determine which action is best. It does not matter what your field of expertise is, this is something that students need to master in order to be productive members of the workforce, so why not make it fun? When we open our students' creative minds, thinking outside of the box, they tend to be more engaged in the class. So, in this workshop, I will explain how I use Disney Movies and their original writings to get the students to understand compare and contrast, and to get the students to think creatively about them.

THE PRESENTER



TERRI BEADLE

Woosong University

Terri Beadle has been teaching English for 10 years in the US and abroad. She has taught university language classes as well as content classes in Education. She is currently teaching at Woosong University in Daejeon, South Korea. Ms. Beadle has recently started her Doctorate at the University of Illinois.

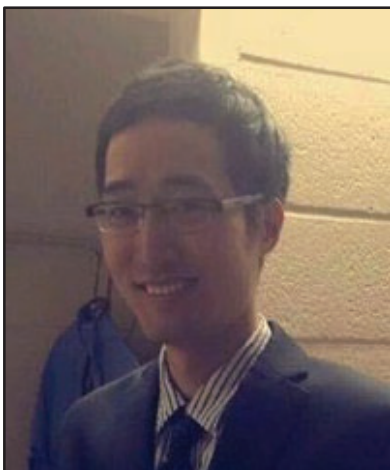


ZOOM LIVE SESSION – 1:00PM

Tourism Projects with Local Communities: Situated Learning and Place-Dependent Model to Enhance Authenticity

This presentation aims to demonstrate how language teachers can create authentic lessons connecting to local communities while promoting regional attractions and culture in different genres. Participants are expected to come away with ideas to collaborate with local communities considering students' contexts giving students' real-world experiences as well as teach genres appropriate to purpose, audience and modes. Sample activities and the rationales of this curriculum will be in the presentation, and participants will then be encouraged to create their own activities fitting their own teaching contexts. By doing so, participants are expected to learn a) how language teachers can integrate students' contexts into their curriculum, b) how to make students aware of different genres, and c) how to integrate technology into the project.

THE PRESENTER



EHEAN KIM

The Pennsylvania State University

Ehean Kim is a teaching faculty in the Department of Spanish and Intensive English Communication Program at the Pennsylvania State University. He is also a graduate student studying Teaching English as a Second Language at the same university. His research interests include computer-assisted language learning, polyglots, and genre-based language teaching.

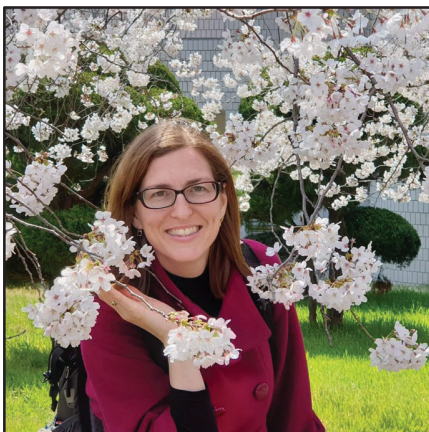


ZOOM LIVE SESSION – 1:00PM

Educational Gifts

Every day, we exchange gifts. In the educational context, “gifts” may take different forms. Some may not appear to be gifts at all when we first give or receive them. However, later, we may find that they were quite precious. Or vice versa. Given our preferences and our goals, our desire might be to increase the exchange of certain gifts and decrease the exchange of others. In this synchronous Zoom workshop inspired by my studies of Nonviolent Communication (NVC), we will after a brief introduction to NVC, reflect on the types of educational gifts we like to give and receive and talk about the feelings and needs associated with these. It is hoped that this discussion will help us orient our future educational gift exchanges. (Note: despite the title and topic, this presentation does not encourage any illegal activities.)

THE PRESENTER



JOCELYN WRIGHT

Mokpo National University

Jocelyn Wright, Associate Professor at Mokpo National University, studied linguistics and education and is currently writing a dissertation on Nonviolent Communication. As a local facilitator of KOTESOL’s Reflective Practice Special Interest Group (SIG) and a national coordinator of the Social Justice SIG, she hopes this workshop on educational gifts is relevant to many teachers.



ZOOM LIVE SESSION – 2:00PM

Creative Uses of PowerPoint and Keynote in the Techni-Capable EFL Classroom

Many EFL teachers use technology in the classroom as teaching aids and as a tool to help enhance their students' learning experience. Presentation software, like Microsoft PowerPoint and Apple Keynote, is often used to display lecture/presentation notes and homework on the screen, but more creative use of the software tends to be rare. In this presentation, we will learn practical ways in which we can use animation, simple images and shapes to illustrate and explain lecture notes and assignments. Examples will be given using activities the presenter has created and used in the EFL classroom.

THE PRESENTER



LISA HUNSBERGER **Kyushu Sangyo University**

Lisa M. Hunsberger teaches full-time at Kyushu Sangyo University in Fukuoka Prefecture, Japan. She has an MA in Linguistics, and has been teaching in the field of language and linguistics for almost 15 years. She has taught at universities in Jamaica, at a high school in France, and at every level in Japan, from kindergarten to university. She is consequently adept at adapting her work to varying levels. She regularly uses technology in the classroom, and she is an Apple Keynote enthusiast.



ZOOM LIVE SESSION – 2:00PM

The University of Birmingham: MA TESOL / MA Applied Linguistics

The University of Birmingham, UK, is pleased to offer an information session about the distance (and campus based) MA programs it offers in TESOL and Applied Linguistics. Topics covered include: structure of the program, courses offered, program expectations, timelines, and program costs. As well, we will be talking how to be successful in your MA studies with Birmingham and if this program is a fit for your needs. Questions are always welcome and if you can't attend the session. For more information about the program please visit: <https://canvas.bham.ac.uk/courses/11732>

THE PRESENTER



JOANNE MCCUAIG

University of Birmingham

Joanne McCuaig is a PhD Candidate with the department of English Language and Applied Linguistics, at the University of Birmingham. Her research focus can be found here: <https://www.birmingham.ac.uk/joanmccuaig>. She completed her MA in Applied Linguistics with UofB and is a tutor, marker, dissertation supervisor, and the in-country representative for South Korea. She can be reached at J.McCuaig@bham.ac.uk



ZOOM LIVE SESSION – 2:00PM

The Why and How of Using Multicultural Children's Literature

Developing learner literacy and cross-cultural awareness can be achieved by incorporating multicultural children's literature (MCL) in the classroom. While learning about multiculturalism tends to focus on differences, there should be a focus on the similarities across cultures. MCL "helps children identify with their own culture [and] exposes children to other cultures" (Coby & Lyon, 2004). To facilitate these experiences, teachers can use students' L1 culture to bridge and develop a framework for examining the similarities between cultures. Using MCL in this manner meets current Korean educational goals: introducing and teaching other cultures while appreciating and teaching their own culture. In this session, participants will explore the benefits of MCL, look at a variety of storybooks, and identify internal and external cultural elements, focusing on the similarities of lived experiences through other cultures.

THE PRESENTERS



ADRIENNE SEO

Gyeonggi-do Institute for Language Education

Adrienne Seo is an instructor at the Gyeonggi-do Institute for Language Education. She graduated from Eastern Michigan University with a Master of Arts in TESOL. She has presented at the 2019 KOTESOL International Conference, 2018 National Geographic Learning Symposium, and 2018 Michigan TESOL Conference. She has been teaching ESL/EFL for 10 years in Korea, France, and the USA. She has worked in elementary schools, high schools, university, and teacher education.



DANIEL MOONASAR

Gyeonggi-do Institute for Language Education

Daniel Moonasar is a U.S. certified teacher and an instructor at Gyeonggi-do Institute for Language Education. He graduated from the University of London with an MRes in Educational and Social Research and has been teaching for 16 years. During his 10 years in Korea, Daniel has worked as a native English teacher in private and public schools, an assistant professor, and a teacher trainer for the Gyeonggi-do Provincial Office of Education, EPIK, and TALK programs.



ZOOM LIVE SESSION – 3:00PM

Maximizing Creativity When Planning Lessons

Creativity can solve the many problems teachers may face, but being creative can be difficult when teachers feel burdened by the curricular and institutional pressures of their work. How does a teacher take command of materials and curriculum and become one's most creative self? The principles illustrated in the workshop focus on four skills: seeing the world with an integrative frame of mind, using specific values to fuel your subconscious, applying techniques for advancing one's ideas further, and framing the process so that mental blocks occur less often. Each of these domains is broken down into separate principles, with exercises and discussion. Examples given are derived from and applicable to teaching kindergarten, university, and levels in between. The goal is to fuel the teacher's next adventure into creative planning. Note: Because of the online challenges posed by the spread of COVID-19, there is a greater focus added to this presentation using examples from online work experience.

THE PRESENTER



ROGER FUSSELMAN

Joongbu University, Goyang Campus

Roger Fusselman is a longtime active member of KOTESOL and an active participator and speaker at its chapters and conferences. He currently teaches at Joongbu University, Goyang Campus, but has taught at Sookmyung Women's University, the University of Ulsan, and Seoul National University of Education, along with eight years of experience teaching young learners and others at academies in Korea. Roger is a performer and practice leader in Seoul City Improv and a prominent speaker, officer, and educator in Korea Toastmasters, District 93.



ZOOM LIVE SESSION – 3:00PM

Implications of English Names in the Korean EFL Classroom

Research suggests that the perception of one's name is correlated with employability, likeability, academic achievement, and other important life outcomes. This is important in Korea where the use of English names is common. With names being an integral part of our identity and how we are perceived, it is imperative that EFL teachers understand the consequences of using English names with English language learners and its impact on L2 motivation. This presentation addresses two research questions. First, do differences in L2 motivation exist between Korean students with and without an English name? Second, what impact does using English names have on participants' L2 motivation in a Korean EFL classroom? Using a quantitative questionnaire and a non-randomized, controlled experiment with Korean secondary students, the dissertation focuses on a topic that has received scant attention in SLA research. Both the results and implications for EFL teachers will be discussed.

THE PRESENTER



BRIAN RAISBECK

University of Oxford

Brian Raisbeck has taught EFL in Korea for nearly a decade. He holds a BA in History from the University of California at Santa Cruz and an MAT in TESOL from the University of Southern California. He recently completed his master's dissertation on the use of English names in the Korean EFL classroom for an MSc in Applied Linguistics and Second Language Acquisition at the University of Oxford.



ZOOM LIVE SESSION – 3:00PM

Tips for Getting a PhD, Academic Employment, and Publishing

This professional development workshop will offer tips on: navigating the PhD process; publishing in high-impact journals during and after the PhD; ways to increase impact and attract funding; and strategies for maintaining a healthy work-life balance. In addition, the workshop will survey the various publishing indexes prioritised by universities and hiring committees in Korea, and discussion of the metrics that faculty are judged against for hiring and promotion. The session is targeted primarily toward younger researchers/educators considering careers in academia. A Q&A will follow.

THE PRESENTER



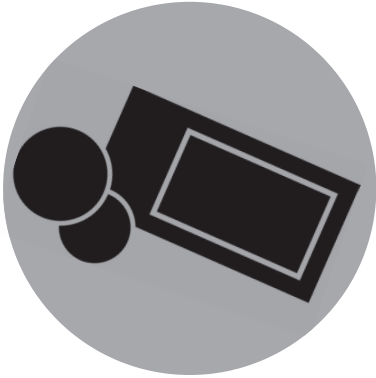
KEVIN KESTER

Keimyung University

Kevin Kester is Assistant Professor of International Education and Global Affairs cross-appointed to the Department of Education, Graduate School of Education, and School of Global Affairs at Keimyung University in Daegu, South Korea. He is a regular consultant with national and international organizations, including the UNESCO Asia-Pacific Centre of Education for International Understanding; United Nations Office on Drugs and Crime; United Nations University for Peace Africa Centre; and the Korean Educational Development Institute. He publishes widely and serves on numerous editorial boards of scholarly journals, including the Review of Education, Pedagogy and Cultural Studies; In Factis Pax; and the Journal of Peace Education. He holds a PhD in Education, Globalization and International Development from the University of Cambridge.

BENEFITS OF

KOTESOL MEMBERSHIP



SAVINGS

KOTESOL members receive a discount to the annual KOTESOL International Conference, the KOTESOL National Conference, all regional conferences, and other KOTESOL special events. Members also have access to various negotiated discounts and perks.



PUBLICATIONS

Members have immediate online access to all KOTESOL publications, including *The English Connection*, our quarterly magazine; *Korea TESOL Journal*, our peer-reviewed research journal; and *KOTESOL Proceedings*, our annual conference proceedings. Hard copies are also available.



GRANTS & AWARDS

Members can apply for research grants, represent KOTESOL on a conference grant, be considered for our Research Paper of the Year Award, or win the Teacher of the Year Award.



SCHOLARSHIP

KOTESOL members can enhance their academic credentials by submitting work to KOTESOL publications or by presenting at KOTESOL conferences.



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KOTESOL Special Interest Groups (SIGs) provide a supportive space for members with a shared special interest to collaborate and mutually explore that interest.



... AND MORE!

Members also:

- can run for office and vote in KOTESOL elections;
- are invited to exclusive social & networking events;
- receive free shipping on KOTESOL merchandise;
- have access to our Job Board;
- receive a membership card and our monthly e-news;
- and more!

50,000 won 1-year domestic membership
70,000 won 1-year international membership
30,000 won 1-year undergraduate student membership
500,000 won lifetime membership

KOREATESOL.ORG/JOIN-KOTESOL



PRE-RECORDED SESSION

Renouncing “Global Citizenship”: Seeking More Personal Ways of Motivating Students

In Korea, “global citizenship” has become ubiquitous in curricula. However, research shows that global-citizenship education may not actually motivate students to study. Global-citizenship education encourages students to become “productive, self-employable, competitive beings addressing the demands of national economic growth and competition in a global marketplace.” Yet, young Koreans say they hope to escape the “unending competition” of modern life. Therefore, if global-citizenship education focuses on economic competition, it will not motivate all students. Even if students are amenable to using education to prepare themselves for economic competition, the concept of global citizenship provides extrinsic, instrumental motivation, which is hard to sustain. In this dialogue session, we will continue to consider the potential problems of using global citizenship to motivate students. We will also explore other sources of motivation, seeking to help students to cultivate their own unique, English-language identities within a global context without prioritizing economic competition over all.

THE PRESENTER



BLAKE BRUNNER

Korea Polytechnic University

Blake Brunner has taught English and international relations at Korea Polytechnic University since 2016. From 2010 to 2015, he taught in high schools in Daegu. He has also taught in Vietnam and Syria. He has Cambridge CELTA and Delta certifications, as well as a master’s degree in international relations. His research interests include motivation in monolingual classes, ELT policy in Korea and the role of the mass media in international relations.



PRE-RECORDED SESSION

Comparing imaginal versus virtual exposure training for public speaking anxiety reduction

As presentation skills become an increasingly important communication tool on the global stage, the prevalence of public speaking phobia has important implications for the classroom and future workplace success of students. Speaking publicly in a foreign language can create additional sources of anxiety, causing some students' fear to reach debilitating levels. More effective methods for combating this problem must be developed, and virtual reality-based exposure to public speech acts may hold advantages over the use of traditional instructional methods alone, allowing students to rehearse speeches in low-anxiety environments in front of simulated audiences. This presentation will explore a study conducted with university students in Japan in which presentation skills and mindfulness training, along with VR-based presentation practice, were combined to attempt a reduction in public speaking anxiety. Data from these participants will be compared against a control group who used more traditional, imagination-based home practice methods.

THE PRESENTER



JOSH BRUNOTTE

Aichi Prefectural University

Josh Brunotte is an associate professor at Aichi Prefectural University in Nagakute, Japan, where he has been working within the Liberal Education Center since 2017. He researches the intersection of psychology and computer-assisted language teaching, with a focus on how virtual reality and other emerging technologies can help with anxiety reduction related to studying abroad and public speaking. He has also been involved with research into the sleep behaviors of Japanese university students and the implications for language learning.



PRE-RECORDED SESSION

Creating a Space for Students with Disabilities and Neurodiversity in the Classroom

Cultural and social stigmas hinder disabled and neurodiverse individuals from succeeding and thriving within society and the education system, especially in Asia. Is there a lack of early childhood intervention in South Korea and the resulting impact it has on students going undiagnosed? We need to dismantle stigmas and provide an understanding of neurodiversity and disability. The best methods to improve learning are implementing Assistive Technology, what is Universal Design for Learning framework, how can we engage the students and create a space that allows them the freedom to move around easily within the classroom and provide a learning experience that meets their needs. Moreover, how to design our classroom for student's special needs. Research is based on teachers' classroom experiences, studies in special education and research.

THE PRESENTER



CRYSTAL CHO JONES

Indiana University

Crystal Cho Jones is a current graduate student at Indiana University and is in the Master of Science in Education program specializing in Special Education. They have lived and worked in South Korea as an ESL teacher for over five years of teaching K-12 and adults and has worked with and helped individuals of different disabilities for over six years. They have an interest in neuroscience, sociology, philosophy, religions, and anthropology.



PRE-RECORDED SESSION

Building a Research and Writing Culture: Stories from ELT Communities

This session gives account of diverse strategies incorporated in two teacher development programs (F2F and online) to foster the development of research and academic writing in English language teaching and learning populations. The strategies unveiled in the session have been fused from the research literature and the implementation of instructional and learning practices at the graduate level, attending at aspects such as the fosterage of critical thinking, self-regulatory and lifelong learning skills. Through the session, participants will gain insight of practical ways to guide their learners (and/or their language team members) to conduct research and disseminate it through scholarly pieces. Overall, the session is intended to support educators and language learners in the building of a research and writing strategic plan that helps them develop and showcase the work conducted at their specific educational institutions. Hence, the presentation offers recommendations for the local and global ELT community, in which research and writing are targeted areas to conquer.

THE PRESENTER



LILIANA CUESTA MEDINA

Universidad de La Sabana

Dr. Liliana CUESTA MEDINA is an Associate Professor at the Department of Foreign Languages & Cultures, Universidad de La Sabana (Chía, Colombia) in the Master in Language Teaching –programs. She holds a Ph.D. in English Philology from the Universidad Nacional de Educación a Distancia (UNED-Madrid, Spain), a B.A. in English and Spanish from the Universidad Pedagógica Nacional (Bogotá, Colombia), and a Specialization in Applied Linguistics to the Teaching of English from the Universidad La Gran Colombia (Bogotá, Colombia). She has been involved in national and international teacher development programs, mainly in EFL, e-learning, and e-tutoring. Her research areas include CALL, academic writing, teacher education, CLIL, cyberbullying, and learners' self-regulation in blended/virtual learning environments, on which topics she has published in a number of indexed journals and conference proceedings.



PRE-RECORDED SESSION

Developing a Creative and Successful English Resource Cabinet

Organizing and finding creative ways to develop an English resource cabinet is a continual challenge for English teachers. This presentation reports the process of developing and setting up an English resource cabinet. It examines the importance of the cabinet as seen by teachers and students. The research methods used include questionnaires and interviews. Results show that the English resource cabinet has helped users in many ways, including improving teaching methodology and more effectively engaging students in learning. This presentation is useful for those interested in learning new and effective ways to develop an English resource cabinet and a handout will be given.

THE PRESENTER



GERELTU YA DAMDINSUREN

First Laboratory Secondary School of Sukhbaatar Province

Damdinsuren, Gereltuya lives in Baruun-Urt, Sukhbaatar Province in eastern Mongolia. With 10 years of teaching experience, she works at a public school teaching English to 5th-12th grade students. She obtained her Bachelor's degree of Education with an emphasis in English from Gurvan-Erdene University in Mongolia in 2007. In 2018, she received an online diploma of TESOL from Concordia International College in Canada. She received a Methodologist Degree in 2015 and a Mastership Degree in 2019 from the Ministry of Education in Mongolia. In November, 2019, she completed the Massive Open Online Course (MOOC) "Teaching English to Young Learners".



PRE-RECORDED SESSION

Teaching Strategies to Optimize Accessibility and Inclusivity for Students with Learning Disabilities

As an educator, have you ever struggled to find appropriate strategies to support students who seem to be having difficulties meeting the learning objectives, while ensuring that the rest of the class receives high-quality instruction? By differentiating classroom tasks, educators have moved away from “the one size fit all” classroom a more equitable model of teaching that notes the that there that there is no such thing as a “typical” learner and there is no one way to learn or demonstrate learning (Dickerson, 2017). The needs of diverse student populations should be embedded throughout classroom instruction, not to only shape the ways students are taught, but to rethink how students can demonstrate their learning. This workshop will help its participants develop a series of classroom strategies to support all learners in the second language acquisition process. Participants will be introduced to equitable teaching practices that promote accessibility and inclusivity in the language classroom.

THE PRESENTER

ROSA DENE DAVID

Universidad de La Sabana



Rosa Dene began her teaching career in Bolivia, and since then she has taught in Korea, Colombia, Mexico, and the United States. Rosa is an English Professor for the Department of Foreign Languages and Cultures at Universidad de La Sabana in Bogotá, Colombia. Rosa serves as an Associate Editor of the Latin American Journal of Content & Language Integrated Learning and as the In-coming Chair for TESOL International’s Supporting Students with Disabilities Interest Section. Her research areas include developing equitable learning environments for students with learning differences, World Englishes, critical pedagogies, rural education, and identity politics.



PRE-RECORDED SESSION

Revisiting Old EFL Classroom Practices with New Teacher Trainer Eyes

In this presentation for EFL teachers working mainly with primary and secondary grade students, I will outline my general teaching philosophy and specific EFL goals before revisiting the inefficient classroom practices from my early days of teaching in South Korea. By the end of this hands-on presentation, participants will have a better awareness of the flaws inherent in these common practices, and they will also leave with tried and tested alternatives to improve their lesson planning process and increase the overall engagement of their students. Particular focus will be given to microskills, including questioning strategies, minimizing teacher talk, giving effective instructions, and choosing appropriate activities for EFL learners.

THE PRESENTER

KRISTY DOLSON

Jeollanamdo International Education Institute



Originally of Ontario, Canada, Kristy moved to South Korea after attaining her Bachelor of Education. After acquiring five years of teaching experience and professional development, she is now a teacher trainer at the Jeollanamdo International Education Institute. Her main responsibility is instructing and inspiring Korean primary and secondary public school teachers. She focuses on Pronunciation Skills to improve her trainees' comprehensibility, and Microteaching to improve their teaching skills and strategies. AT JIEI she also teaches workshops for other school personnel, middle and primary student camps, and is highly involved with the annual JLP Native English Teacher orientations and renewal meetings.



PRE-RECORDED SESSION

TBL and Technology: Teaching Creativity with Computer Coding

As a result of the increasing automation and emerging reliance upon technology, it is clear that creativity and tech-based skills are growing in value in modern society. With programming becoming one of the fastest growing industries in the world, does it have a place in the ELT curriculum? This workshop aims to answer this question with an experiential session where participants will interact with examples of projects created by ESL learners using the BBC micro:bit. It will explore how coding can be implemented and is highly suitable for task-based syllabi, and lesson plans making reference to learner preferences and motivational theory. Attendees will witness how targeted coding tasks promote analytical, creative, and critical thinking skills. How coding fosters collaboration and meaning focused communication. How it can be used as a tool to develop language at multiple levels, and how it can create motivated, engaged, and successful learners.

THE PRESENTER



SIMON FISHER

Hyundai ChungUn High School

Simon Fisher is a lead English Instructor at Hyundai ChungUn High School. Holding both a BA(hons) and MA(TESOL) from Birmingham University in the United Kingdom, he has worked in various forms of instruction and education for the past 12 years and now teaches philosophy, politics, and economics at a specialist high school in Korea. Areas of current interest include the suitability of TBL in the Korean context, and innovation in curriculum design.



PRE-RECORDED SESSION

The Great Blind Spot - the Importance of Financial Education

The purpose of this presentation is twofold. Firstly, I intend to expose what I have coined, The Great Blind Spot in the education system: financial education, or rather lack thereof. I shall argue why financial education must be taught in public schools, and I intend to prove that this alarmingly widespread lack of even basic knowledge of personal finances is real, and yields terrible – sometimes even fatal – consequences. Secondly, I intend take on the mantle of finance-ed instructor, and give my attendees a brief, simple blueprint for themselves to achieve financial wellness and eventually build a nest-egg for their futures. It is my hope that this seminar will increase awareness of this Great Blind Spot in the education system, as well as imbue fellow educators with confidence and knowledge in order to better tackle this important issue.

THE PRESENTER



DANIEL JONES **Yeungjin University**

Daniel Jones is the Financial Affairs Chairman of KOTESOL and secretary of KOTESOL's Busan-Gyeongnam chapter. His brand new YouTube channel, Epic Investing Nerd, teaches financial wellness and investing basics to beginners. He has been living in Korea for over nine years, the past five of which have been spent teaching ESL at several Korean universities.



PRE-RECORDED SESSION

A Pedagogy of Vulnerability

Vulnerability is an act of dialogue. Hence, in this chapter we will enact our vulnerabilities through a dialogue with each other. Our dialogue moves us into, out of, and across Deleuzian and Freirean plateaux as we engage with each other, knowing that the co-creation that we articulate is both structural and ephemeral at the same time. The act of dialogue is concurrently familiar and vulnerable, through it we place ourselves in a position of consumption, reproduction, and critique. Given the surveillance cultures we live in today, with smart technologies grasping at our every move, and audio/video threatening our anonymity and freedoms, these vulnerabilities are particularly amplified for us as scholars and educators. In response, we have chosen to enter into a vulnerable dialogue on hope in contemporary education. We will overview some principles for vulnerable teaching, and discuss the pedagogical and methodological implications before concluding.

THE PRESENTER



KEVIN KESTER

Keimyung University

Kevin Kester is Assistant Professor of International Education and Global Affairs cross-appointed to the Department of Education, Graduate School of Education, and School of Global Affairs at Keimyung University in Daegu, South Korea. He is a regular consultant with national and international organizations, including the UNESCO Asia-Pacific Centre of Education for International Understanding; United Nations Office on Drugs and Crime; United Nations University for Peace Africa Centre; and the Korean Educational Development Institute. He publishes widely and serves on numerous editorial boards of scholarly journals, including the Review of Education, Pedagogy and Cultural Studies; In Factis Pax; and the Journal of Peace Education. He holds a PhD in Education, Globalization and International Development from the University of Cambridge.



PRE-RECORDED SESSION

Low Tech/High Tech: Technology Integration in the ESL Classrooms

Technology integration has become a key topic amongst educators in the past decades. How, exactly, can ESL teachers utilize technology in their classrooms? What sorts of low-technology options are there for those who do not have the budget or set-up to use more expensive or time intensive technologies? What measures can be put in place to keep misuse of technology to a minimum? With a focus on pedagogical-approach, this workshop aims to give educators new resources for integrating different technologies into their classrooms. From low-tech zines and choose-your-own adventure books to higher tech augmented reality or game creation, technology can be used in a myriad of ways to enrich language learning.

THE PRESENTER



GRACE KUDLACK

Miryang Girl's Public Middle School

Grace Kudlack is a Guest English Teacher in Gyeongsangnam-do Province, South Korea. She earned a Bachelor of Education with a concentration in Teaching English as a Second Language from McGill University. Her research interests include classroom gamification, tech integration, and medieval werewolves. Previous teaching experience includes K 12 placements in Canada, Hong Kong and Kyrgyzstan.



PRE-RECORDED SESSION

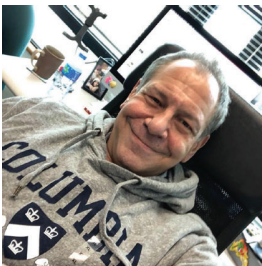
MiLEE - Mini-Lectures to Enhance English Language Learning

MiLEE lectures aim at improving students grasp of the subject they are studying from a linguistic perspective, equipping them with key language skills they will have to utilise in order to comprehend and competently complete the tasks set out in discipline based course syllabi.

THE PRESENTERS

MARC LEBANE

LINGNAN UNIVERSITY



Mr. Marc C. LeBane, Senior Lecturer/ ELSS Coordinator Educated at the University of Winnipeg in Canada (BA), the University of Wales, College of Cardiff (LLB), the University of Southern Queensland in Australia (M.Ed.), and the English Learning Centre in London, UK (TESL Certificate).

MARK MELICAN

LINGNAN UNIVERSITY



Mr Mark Melican, Lecturer/Asst. ELSS Coordinator Educated at the University of Limerick (BA & TESOL Certificate), the University of Birmingham (MA).



PRE-RECORDED SESSION

Teaching Integrated Skills Through Arts & Crafts in the EFL Classroom

Learner diversity in the classroom is both an asset and obstacle for teachers. Multiple factors influence the efficacy a student learns, uses, and applies new knowledge. Through the acquisition of a foreign language, young students should be simultaneously fostering their critical thinking, creativity, collaboration, and communication skills in diverse ways.

THE PRESENTER



ANGIE LEE

Gyeonggi-do Institute for Language Education

Angie Lee is an instructor at Gyeonggi-do Institute for Language Education and currently trains in-service public elementary and secondary school teachers in EFL education. She received her Master of Education degree in International Teaching from Framingham State University in 2018. She has over 11 years of experience teaching EFL in South Korea at the elementary, secondary, and adult level.



PRE-RECORDED SESSION

Native Speaking Teachers as a Source of Extrinsic Motivation

The presenter will discuss his research that uncovered data demonstrating Korean elementary students who acquire English from native speaking English teachers (NETs) are more successful language learners than those who do not. This research was based on the hypothesis that NETs positively influence their students' sense of integrativeness and provide them with a significant source of extrinsic motivation. To test this hypothesis, two groups of 6th grade elementary students were surveyed on their English abilities, attitudes, and motivations: the first had been studying with a NET for five years, the second for five months. Results indicated that students in the first group were more proficient in English than those in the second, and an analysis attributed this to the impact of the NET. In this talk, the presenter will review his research and suggest how NETs can be utilized as sources of extrinsic motivation.

THE PRESENTER



ANDREW LERNER **Kyungnam University**

Andrew Lerner is an ESL educator with close to a decade of experience working in South Korea. As a teacher for South Korea's EPIK program, he taught English to elementary school students in Gyeonggi province for 7 years. He is currently an English lecturer at Kyungnam University in the city of Changwon.



PRE-RECORDED SESSION

Improving Collaboration and Self-Reflection in the Private Sector: A How-To

The idea of educators as learners makes many students and administrators uncomfortable, but why? Shouldn't educators be encouraged to engage in reflective practice? Of course they should, but that requires educators and administrators reevaluate preconceived notions of what it means to be an educator. Navigating elementary English education best practices in the private sector in Korea requires collaboration and reflection. Questions such as how to best read and apply benchmark literacy results for ELLs, teaching students with one particular strength or an imbalance in their four learning groups, teaching speaking before phonics, or simply how to create a productive co teaching environment may arise. However, teaching ELL in the private sector is often an insular endeavor. This presentation is focused on utilizing tools and techniques to make collaboration more readily available and acceptable in the private sector of Korean ELL education.

THE PRESENTER



SAMANTHA LEVINSON

Mokpo English Library

Samantha Levinson (M.Ed.) received a certificate in reading and writing education in 2019. She was a presenter at the 2019 KOTESOL international and national conferences and has taught a multitude of English courses at such institutions as Mokpo National University and Mokpo English Library. She has been running a private English study room for elementary students to adults for the past five years. She has an article publication in the upcoming December 2019 Korea TESOL 15-1 Journal. Her academic interests include ELL literacy and vocabulary learning strategies. Email: srlevinson@gmail.com



PRE-RECORDED SESSION

A Comparative Study: Autistic and Ordinary Learners' Motivation in SLA

With reference to the situation that students with diverse learning needs have to acquire knowledge in the same environment, this paper aims to examine to what extent autistic students and the ordinary pupils in the same class would hold a similar or different perspective on the learning motivation for acquiring English as a second language by comparing the data from a questionnaire. By analysing the data with Self-determination Theory and 'Five Orientations', this study concludes that extrinsic motivation and instrumental orientation best suit the majority of the participants regarding their willingness in learning English as a second language, given the condition that autistic students may use more effort of teachers in developing a new mixed approach with positive teaching, computer-assisted language teaching and collaborative learning based on intrinsic motivation, instrumental and integrative orientation to cater for the diverse needs of learners so to enhance the effectiveness of English language teaching.

THE PRESENTER



MEI FUNG LEWINA LUNG

Hong Kong Baptist University

Lung Mei Fung Lewina has been teaching English as a second language in Hong Kong since 2014. The bulk of her experience is with young learners aged 6 to 11. Currently she is obtaining a Master degree in Language Studies and will continue to pursue a PGDE in September 2020. Her research interests include teaching English as a second language for young learners, using computer-assisted technology as English teaching tools, and developing teaching approaches for children with special educational needs. Her teaching passion lies in catering to the needs of students and inspiring them to be self-motivated learners.



PRE-RECORDED SESSION

Translanguaging Strategies for Teaching a Foreign Language Classroom

In any language classroom, foreign language teachers must be prepared to deal with an ever-growing group of multicultural, multilingual students varying not only in terms of their socio-economic status, but also of their linguistic background. For example, it is not uncommon for foreign language teachers to have to teach a classroom in which the students greatly vary in their proficiency level, which means that they need to know how to reach many different types of students. However, there are certain strategies that could help both the teacher and the students make a better use of the language learning processing, such as translanguaging strategies (those that promote the incorporation of students' own personal perspectives and experiences). This presentation discusses different strategies that could be used by both the teachers and the students, in a practical way, by providing concrete, hands-on examples on how to apply such strategies into a foreign-language classroom.

THE PRESENTER



MARIA TERESA MARTINEZ-GARCIA

Hankuk University of Foreign Studies

Maria Teresa Martinez-Garcia completed her PhD in Linguistics at the University of Kansas in August 2016. Her research interests focus primarily on experimental linguistics (bilingualism and second language speech perception and production) and pedagogical approaches to the teaching of foreign languages (teaching strategies). Currently, she works as an assistant professor in the Spanish department at Hankuk University of Foreign Studies.



PRE-RECORDED SESSION

Downgrading NEST: Creating a path for CLIL teacher identity

It is important to highlight that undertaking a CLIL approach depends on a range of situational and contextual variables. Thus, teachers must raise their understanding of CLIL pedagogies needed to successfully teach content and language, while ensuring effective learning. There are still inaccurate misconceptions surrounding the notion that CLIL pedagogy can only be delivered by a Native English-Speaking Teacher (NEST), thereby denying/ignoring the importance of valuable pedagogical preparation that is needed for such CLIL endeavors and merely relying on the value of the language expertise and its “authentic” feel of the conversation. Although linguists have challenged the dichotomy between NEST and NONNEST for the past few decades, there is a growing consensus to move away from associating nativeness with a series of characteristics naturally belonging to a specific group of speakers of a language. Yet CLIL is becoming an excuse to relabel teachers, perpetuating strongly ingrained beliefs—and therefore producing dangerous long-lasting effects on language learning and teaching. The presentation will highlight a possible taxonomy of skills/competencies required for the highly effective CLIL teacher, thereby demystifying the notion of NEST, while providing a clear framework that outlines skills, competences, and characteristics required for successful CLIL delivery.


THE PRESENTER



JERMAINE MCDUGALD

Universidad de La Sabana

Jermaine S. McDougald holds an M.A. in Teaching English as a Foreign Language, a Specialization in Educational Management and a Specialization in University Teaching. He is the Director of Faculty and Research and Editor of the Latin American Journal of Content & Language Integrated Learning, Universidad de La Sabana (Colombia). He actively publishes both nationally and internationally. He is also an Academic Specialist consulting on bilingual projects with the Colombian Ministry of Education and the British Council. His current research interest includes CLIL, ICTs in ELT, Teacher Training and International Education. He is the director of the research group: LALETUS – Language Learning and Teaching Universidad de La Sabana.



60th PALT Anniversary and 2020 PAC (Pan-Asian Consortium of Language Teaching Societies) INTERNATIONAL CONFERENCE

December 3-5, 2020 | Angeles University Foundation

CONFERENCE THEME: **Language Education for ALL (Asians Learning Languages)**

Learning another language has personal, professional, and economic benefits. It opens new doors of opportunities and makes us smarter and more confident. Consequently, as the demand for language learning increases, language teaching and testing need to evolve. This conference brings together language experts, teachers, assessors, materials developers, policy makers, and researchers to explore current trends in content, mentoring, materials development, pedagogy, assessment, and technology. This conference is also special because of the PAN ASIA Consortium Meeting. Representatives from its members (JALT, KOTESOL, THaiTESOL, FEELTA, and ETA ROC) will be sharing the state of language teaching and assessment.

We invite researchers, teachers, graduate students, and policy makers to submit abstracts related to the following strands:

- Classroom assessment reform
- Technology-use for teaching, assessment, and research
- MTBMLE
- Teaching and assessing English
- Teaching and Assessing Filipino
- Teaching and Assessing Foreign Languages
- K to 12 curriculum reform
- World Englishes
- Discourse analysis
- Corpus linguistics
- Approaches and Methods in English Education
- Bilingual English Education
- Culture and Literature in English Education
- Early English Education
- English as an International Language
- English for Academic Purposes
- English for Specific Purposes
- English Language Curriculum and Teaching Materials
- Intercultural Communication
- Language and Peace Education
- Language Learning and Acquisition
- Language Policy
- Language Testing and Evaluation
- Life-long Language Learning
- Distance Language Education
- Multimedia and ICT in English Education
- Teacher Training and Education
- Professional Standards of Teachers

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 Registration after Sept. 15, 2020: P6,000 (Local) / USD 150 (International)
 Graduate Student before Sept. 15, 2020: P4,000
 Undergraduate Student before Sept. 15, 2020: P3,000



PLENARY SPEAKERS:



Dr. David Carless
(University of Hong Kong)



Dr. Stefanie Pillai
(University of Malaya)

Dr. Emily Ferlis
(Regional English Language Officer)

SUBMISSION PAGE LINK:

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IMPORTANT DATES

Call for Entries: January 30, 2020
 Deadline of Abstracts: March 30, 2020
 Notice of Acceptance: May 30, 2020
 Deadline for Early Bird & Deadline for presenter's confirmation and payment of the registration fee: September 15, 2020

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PRE-RECORDED SESSION

Bringing Authenticity into the Classroom

Addressing authenticity and brainstorming methodologies that include it, are ways that we all can grow as teachers. Attendees will exit the presentation with newfound thoughtfulness and self-awareness in their roles as educators of not only English but of globalization. This presentation re-approaches the dialogue surrounding authentic teaching with the goal to prove that authenticity plays an important role in education. The presentation makes strides to conclude authenticity as a necessary characteristic of a successful instructor. Authenticity in the Classroom is a workshop on how teachers at all levels can incorporate globalization into their curriculum. The presentation follows the research and advices of Omaima Ayoub and an insightful case-study conducted by Pedro Bruyckere. Improve students' experience in the classroom by ensuring that the environment you've created is one of genuineness.

THE PRESENTER



ELEXIS NELSON

**English Program in Korea; Dongju Middle School;
Jurye Middle School**

Elexis Nelson is an American teacher through the EPIK program. With a BA in Linguistics and TESOL certification from the University of Michigan, Nelson uses her acquired knowledge of English to teach in public schools across Busan, South Korea. Outside of the classroom, Nelson shares Korean travel tips and vlogs with the local videography group 'Korea in Kolor'. Nelson intertwines her desires for students' fluency with her passions for increasing tourism and foreign residency in Busan. Through KOTESOL, Nelson intends to assist other teachers in developing new teaching tactics in the classroom.



PRE-RECORDED SESSION

Global Citizenship Education (GCED) via Online Debate

This presentation will provide participants with an understanding of how different activities and formats of debate can be incorporated in an ELT context via online learning. It will showcase debate as an educational model that can not only develop fundamental academic and language skills, but also promote critical thinking and Global Citizenship Education (GCED). The session will support teachers by interactively modeling different approaches to conducting formal and informal debate-based activities, as well as highlighting the language and civic learning objectives that are targeted. It will involve discussion of debate as a mechanism for empowering learners with rhetoric, collaboration, creativity, civic-mindedness and multi-cultural awareness; thereby enhancing the complexity and quality of language use and engagement in the classroom and beyond.

THE PRESENTER



REECE RANDALL

Gangneung-Wonju National University (GWNU)

Reece Randall is currently serving as a visiting professor at Gangneung-Wonju National University (GWNU) and president of KOTESOL Gangwon chapter. He is a South African with over 8 years of experience in the Republic of Korea as a scholar, director and educator in Busan, Seoul, Seongnam, Wonju and Gangneung. He brings a diverse skill set gained from a background in EFL pedagogy, financial management and leadership roles in academic programs – as well as volunteering for education, conservation, and community outreach initiatives – in Asia, Africa and the Middle East. The Welsh name, Reece, stands for “enthusiasm” – a wealth of which he has for his professional interests in organizational leadership, humanistic language teaching (HLT) and global citizenship education (GCED). He is driven to connect the world by fostering global competencies and intercultural communication via debate, media fluency and cultural literacy.



PRE-RECORDED SESSION

(Re)Defining Translanguaging

For the past decade translanguaging and other multilingual movements, in SLA and EFL/ESL circles, have advocated for learning spaces sensitive to the learner's socio-cultural repertoire and background. And yet the growing internationalization of higher educational institutions has not embraced the diversity of student backgrounds, but instead blanketed such differences by requiring participants to study as English speakers. The current wave of English as a Medium of Instruction (EMI) disenfranchises the mother tongues of non-native English speakers, in order to conform to an external standard of English as a lingua franca. I shall provide a report on the attitudes of Korean students and international faculty in regard to EMI.

THE PRESENTER



CYRIL REYES

Woosong University

After studying English and Philosophy in university, Cyril Reyes moved to South Korea where he has been teaching EFL for ten years. His research interests are in political theory, social justice and literacy education. He is an English Instructor at Woosong University. His email is cyrilreyes@woosong.org



PRE-RECORDED SESSION

How is English Conversation class useful? Korean university students' perspectives

Many South Korean universities require students to take English conversation courses taught by native English-speaking teachers (NETs). Korean students perceive NETs differently than non-native instructors (NNETS), but how do students perceive the usefulness of their English conversation classes with NETs? In what ways do students find mandatory English conversation classes useful? What is the relationship between how much English students use in their majors and how useful they find the English Conversation courses they take with NETs? This study surveyed 89 Korean university students currently enrolled in English conversation classes with NETs. The study found that English conversation class was the most useful for making foreign friends and traveling abroad, but the least useful for their major coursework. However, the amount of English used in their majors varied greatly. The more students used English in their majors, the more useful they found their English conversation classes with NETs.

THE PRESENTER



BRUCE SCREWS

Incheon National University

Bruce Screws is a distance learning doctoral student in the Instructional Systems and Learning Technology at Florida State University in the United States. He has worked as a visiting professor at Incheon National University for the past 4 years. His primary research interests are intercultural communication and how culture impacts how students interact with instructional technologies. He holds an MS degree in Education from Florida State University.



PRE-RECORDED SESSION

Difficulties Encountered by ESL Teachers in Government Schools in Sri Lanka

The purpose of this study was to investigate the difficulties encountered by the ESL teachers in government schools in Sri Lanka. This study addresses as to what issues may arise as a result of these disparities when teaching English as a second language and in turn seeks to overcome the difficulties faced in this area in government schools in Sri Lanka. Research questions are as below. 1: What are the difficulties teachers face in teaching English as a second language in government schools in Sri Lanka? 2: Do teachers use communicative language teaching in the ESL classroom? This study used a qualitative research method and the participants in this study were four English teachers teaching grade 8 from four Sri Lankan governments schools. This study suggested that the teaching of English in Sri Lanka was not satisfactory, and many students and teachers encountered a significant number of difficulties in learning English as a second language in Sri Lankan schools. The findings in this study suggests the need for more classroom based research to comprehend the complex factors affecting the teaching and learning of ESL in government schools in Sri Lanka.

THE PRESENTERS



LINDAMULAGE CHATURI NISANSALA SILVA
Keimyung University

I have successfully completed a Master's Degree in English Education at Keimyung University. With my working experience in teaching I am interested in how to study ESL teaching, second language acquisition and study various issues and findings on it. My current research interests are classroom management, e-learning and teacher identity in pre-service.



**SAKUNI AMANDA DUSHYANTHI THELIKADA
PALLIYA GURUGE**
Keimyung University

I am studying at Keimyung University in the English Education department. I worked as a primary teacher at a government school in Sri Lanka. Currently I am interested in examining EFL context through different research areas.

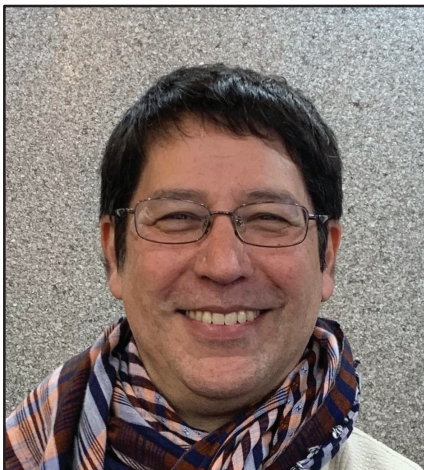


PRE-RECORDED SESSION

I am a plastic model: Teaching through Metaphor

Cognitive Linguistics postulates metaphor as the foundation of human communicative ability, fundamental to human language ability. However, for EFL teaching, metaphor has been generally limited to classes for advanced learners as a final, decorative addition. Rather than treating metaphor as an advanced topic, the accessibility argued for by Cognitive Linguistics researchers means that language learners need not be proficient in order to use metaphor, and even students at lower levels should be able to use metaphor to develop their communicative abilities. In this practical workshop the presenter will give a simple introduction to theories of metaphor, before demonstrating some simple yet effective metaphor-based classroom activities (visual metaphors, elicited metaphor in writing, self-reflections) to help learners improve their communication skills while better understanding themselves and the language learning process.

THE PRESENTER



JOSEPH TOMEI

Kumamoto Gakuen University

Joseph Tomei is a professor in the Faculty of British and American Studies at Kumamoto Gakuen University, having just completed the 2019-2020 school year as visiting professor at Daejeon University. He has taught EFL in France, Spain, and Japan at the primary, secondary, and tertiary levels. In addition to his interest in computer-mediated communication, he also is interested in the application of functional/typological grammar to language teaching, practical activities in the language classroom, and writing instruction, and his recently completed doctorate from the University of Birmingham is on the use of metaphor by EFL writers.



PRE-RECORDED SESSION

Universal Design for Learning and Digital Tools for Language Learners

Universal Design for Learning (UDL) increases access to instruction through lessons strategically designed to support students' varied needs (CAST, 2015) and is a powerful support for K-12 and post-secondary English learners (ELs) (Rao & Torres, 2016). Based on neuroscience research, UDL is a framework to design with learners' variability in mind (Meyer, Rose, & Gordon, 2014), instead of designing for "average" learners, using a reactive approach to supporting struggling students. UDL's compatibility with language development and culturally responsive teaching principles make UDL an ideal framework for supporting and engaging diverse ELs. Digital tools, when implemented intentionally and aligned with UDL to support language development, can also be maximize access, comprehension, and engagement for ELs. Participants will learn about the principles of UDL and how they align to effective language development. In addition, free and low-cost UDL-aligned digital tools to support language development in K-12 and post-secondary classrooms will be shared.

THE PRESENTERS

CAROLINE TORRES

Kapi'olani Community College



Dr. Caroline Torres is an assistant professor at Kapi'olani Community College, teaching Second Language Teaching to pre-service and a TESOL licensure program to in-service teachers in addition to Writing to non-native speakers of English. She also provides professional development on supporting English learners and culturally and linguistically diverse students to K-12 teachers. She has worked in schools across the Hawaiian Islands and in Japan. Her research interests include culturally and linguistically diverse (CLD) students, including ELLs and CLD students with disabilities, Universal Design for Learning, Evidence-Based Practices, grit and growth mindset, and writing instruction, including Self-regulated Strategy Development.

KAVITA RAO

University of Hawaii



Dr. Kavita Rao is professor at College of Education, University of Hawai'i at Mānoa. Her research focuses on instructional and assistive technology, Universal Design for Learning (UDL), online learning, and technology-related strategies for culturally and linguistically diverse students. Kavita's prior professional experiences include working as a school technology coordinator in Massachusetts and as a specialist for Pacific Resources for Education and Learning (PREL). She has worked with schools and districts in Hawaii, Guam, American Samoa, and the Federated States of Micronesia. Kavita is a member of CAST's UDL Professional Learning cadre and has conducted workshops on UDL implementation and technology integration for schools and districts in the US, the Pacific islands, and Asia.

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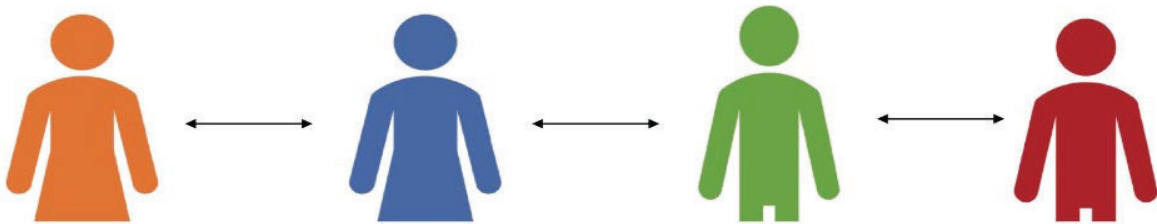
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