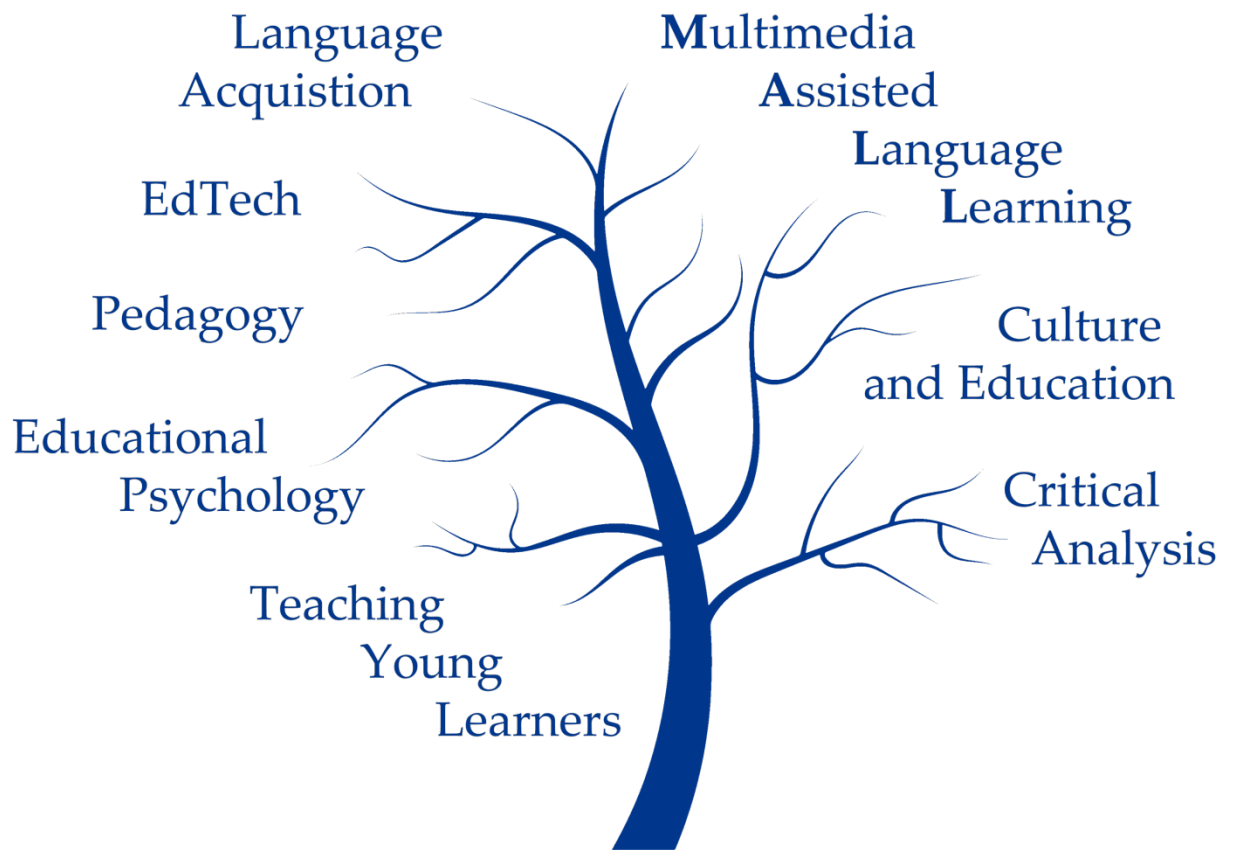# Post-Pandemic Practice:
Tools of the TESOL Trade

TESOL-MALL Graduate Program
Woosong University Symposium
KOTESOL DCC Workshop

2021
Symposium

Teaching English to Speakers of Other Languages

Language Acquistion

Multimedia Assisted Language Learning

EdTech

Pedagogy

Culture and Education

Educational Psychology

Critical Analysis

Teaching Young Learners

TESOL-MALL
Graduate Program Woosong University

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WOOSONG UNIVERISTY

TESOL-MALL

Graduate Program Woosong University

From the President of Woosong University

May I say how wonderful it is to welcome you to Woosong University. From its inception in 1954, Woosong University has instilled strong values such as integrity, excellence, creativity, diversity, flexibility, and innovation. With over a half century of knowledge and experience in the management field, Woosong Educational Foundation established Woosong University under the motto: Paving the way to a stronger and brighter future. The school logo consists of a circle, triangle, and a square, which are the basis of all forms of life. Thus, the symbol conveys the strong will of Woosong University, continuously striving to become the driving force of society for the future.

With that in mind, I encourage you to take advantage of the opportunities being provided through the auspices of the TESOL-MALL graduate program and the Daejeon Chungcheong chapter of KOTESOL to expand your knowledge and expertise in English language teaching. Hopefully the opportunities presented inspire you enough to join our university as a student of the TESOL-MALL graduate program, undertaking a Certificate in TESOL, the Master of Arts in TESOL, or seizing the dual-degree opportunity with St. Cloud State University in Minnesota, USA.

I sincerely believe that today's online symposium will help you learn, and expose you to the tools you need to excel. Make this day a building block for your intellectual and professional development. Moreover, please do not forget, when you leave today and move into the world of the 21st Century, use the tools learned here to continue your never-ending quest for knowledge and understanding. I wish you success not only while you are here with us for this event, but in your entire life.

Sincerely,

TESOL-MALL 학과
TESOL-MALL Graduate Program

Highlights

All English instruction

Taught by language and education doctorate holders

Offerings

Certificate in TESOL
150 hours coursework and practicum – w2,050,000

Master's of TESOL
Thesis or portfolio options 30-50% tuition waivers

American MA (TESOL)
1+1 degree – St. Cloud State University (SCSU)

Contact

tesolmall.weebly.com/application-form.html

Woosong Language Center
5th floor S1.509

tesolmall@woosong.org
042 630-9895

WHAT IS TESOL-MALL?

The TESOL-MALL Graduate Program at Woosong University, established in 1999, is the longest running TESOL program in Korea.

WHY APPLY?

Gain skills and qualifications!

Engage in professional development.

Earn accredited and transferable qualifications.

Become more marketable to employees.

HOW DO I APPLY?

Download and Fill out the application form and send it to us*!*

NEED HELP APPLYING?

Drop by – we can help you complete the forms

Email/telephone friendly multi-lingual office staff (English/Chinese/Korean)

From the Head of the TESOL-MALL Graduate Program

It is wonderful that you are able to attend this joint KOTESOL DCC and TESOL-MALL Graduate Student Symposium on post pandemic pedagogy being held at Woosong University, the home of the TESOL-MALL and St Cloud State University 1+1 Master's degree program, and I extend a very warm welcome to you today.

The TESOL-MALL graduate program was first founded in 1999, and so, we are the longest running TESOL program in Korea. We were originally founded as the Graduate School of Foreign Language Communication but this was renamed in 2002 to better reflect the professional development and educational opportunities that we afford. The TESOL acronym in our name stands for Teaching English to Speakers of Other Languages, and the acronym MALL refers to Multimedia Assisted Language Learning. In fact, our program offers an interdisciplinary curriculum that covers TESOL, MALL, and critical English language teaching (CELT), and we have a faculty that consists of native speakers with language and education specializations at the doctoral level. The program is one of only a handful in Korea that offers English-only education for both native and non-native speakers, as well as that of a 1+1 option with St. Cloud State University.

Our program offerings include a number of respected certification pathways that are globally recognized, and comprise of a 150-hour *Certificate in TESOL* that includes coursework and practicum components, the *Master of Arts in TESOL* by thesis or portfolio, and an *American MA (TESOL)* dual degree that can be completed from any location through St. Cloud State University in Minnesota. We also offer a number of competitive tuition waiver scholarships to assist with the financial aspect of completing higher education. Depending on GPA, TOPIK, and IELTS scores, tuition waivers range from 30% to 50%, with Woosong employees and family members guaranteed a 50%-off tuition waiver.

Take the opportunity at today's symposium to engage in professional development, to develop and expand the sphere of your personal learning environment, to network, and to meet new friends. Perhaps also, while you are here, seize the opportunity to expand your academic horizons and future career prospects by applying to our degree program or by joining KOTESOL if you have not already done so.

I wish you all the best with your future teaching, engagement with students, and providing an ever-effective learning environment for those pupils under your care. Enjoy your day today, and the talks and workshops we are very happy to provide.

Sincerely,

D. B. Kent

DCC Chapter President's Welcome

Welcome to the TESOL-MALL graduate program Woosong University Symposium and KOTESOL 2021 Daejeon-Chungcheong Chapter Workshop on Post-Pandemic Practices: Tools of the TESOL Trade!

We are so thankful that you have chosen to take time out of your busy schedules to join us today as we provide this previously live event as an online symposium. The theme of this joint symposium-workshop, that of digital language learning and teaching, is one that is important for both native-Korean and foreign-born educators residing on the Korean peninsula today. It is particularly important as we move forward, and out of quarantine, that we embrace new practices and new ways of doing things into our teaching craft, all of which will come to better our students learning and educational experience.

We are very happy to welcome Wayne Finley who will provide the plenary address, on 'building successful on-demand video courses'. This will be the lead of our seven Zoom sessions, with these sessions augmented by five virtual presentations that can be viewed from the symposium homepage.

Once again, thank you for joining us today! Enjoy the talks, professional development, and the networking opportunities available.

Thank you,

M. Peacock

Daejeon-Chungcheong President

KOREA TESOL
KOTESOL · 대한영어교육학회

MIKE PEACOCK

DAEJEON-CHUNGCHEONG
PRESIDENT

KOREA TESOL
2ND VICE PRESIDENT

KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

Teachers Helping Teachers
Learn, Share, Succeed

Membership Fees

Regular 1-year
50,000 won

International
70,000 won

Undergraduate Student
30,000 won

Lifetime
500,000 won

What Is KOTESOL?

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

Why Join?

Enhance your career in education!

- Add professional affiliation and experience to your resume
- Attend professional development workshops and presentations
- Receive invitations to networking events
- Present at the KOTESOL International Conference
- Apply for research grants while furthering your education
- Improve public speaking and presentation skills

- Become part of a SIG (Special Interest Group)
- Participate in our classroom observation program
- Attend KOTESOL National Council meetings, vote in elections, or run for office
- Immediately access *The English Connection, Korea TESOL Journal,* and KOTESOL Conference Proceedings

How Can I Join?
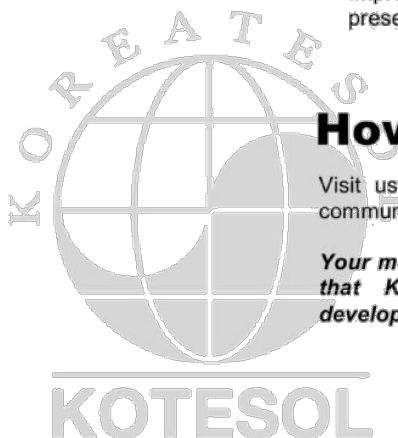
Visit us at **http://koreatesol.org/join-kotesol** to become part of our community!

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

http://koreatesol.org

Wayne Finley
Assistant Professor

Korea Polytechnic University

Wayne Finley is a teacher, teacher trainer and is the current Korea TESOL Publicity Chair. He first arrived on Korean shores to teach children, but since 2012 has primarily taught university students. Among his achievements are a -TEDx talk in 2018 and several awards for his teaching and volunteering. In his free time, he loves to create video content and in 2019 he started building video courses. As of today, his English teaching and teacher training Udemy courses have proved popular: tens of thousands of enrollments and 5-star ratings.

KPu KOREA POLYTECHNIC UNIVERSITY

Getting Involved with KOTESOL

Thinking about getting more involved in KOTESOL? Meeting more people? Doing cool things? Volunteering your skills? And learning new things?

But you don't know how? Don't know what you could do? Or who to contact?

KOTESOL is beginning a new Volunteer Service initiative to make volunteering easier for KOTESOL members. Tasks of all sizes, all types. Details on the KOTESOL website.

VOLUNTEER

https://koreatesol.org/content/members-we-need-you
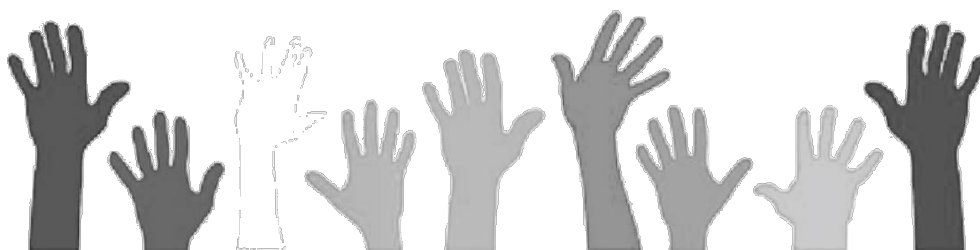
The KOTESOL Pass-It-On Challenge

Have you benefitted from KOTESOL? I know I have. KOTESOL has made me a better teacher, a better researcher, a better presenter and a better speaker, a better writer and editor, as well as a better leader, organizer, and administrator. Because I have benefitted so much from KOTESOL, I feel obliged to give back through volunteering my time for a variety of KOTESOL tasks (and through these tasks, I benefit even further). I am so happy that I became a KOTESOL member when I did.

I hope you are happy to be a KOTESOL member, too. If that is the case, I encourage you to **pass it on** – to pass on the word about the benefits to be gained from KOTESOL, to introduce to your ELT colleagues the advantages of membership in the KOTESOL community. Our challenge to each KOTESOL member is to bring one new member into our organization in 2018. Are you up to the challenge?

— David Shaffer, KOTESOL President

Miranda Wu
Lecturer

Huaihua University, PRC

Miranda Wu (Wu Yang) is a Business English Lecturer at the Huaihua University in the People's Republic of China. She earned her PhD at Woosong University in the Republic of Korea and her master's degree from the Foreign Linguistics and Applied Linguistics department of Central South University. She also provides Pearson Test of English Academic (PTEA) online sessions and teacher education at the Alpaca PTEA research center where she currently serves as a research fellow. Currently serving on the editorial board of Computer Assisted Language Learning, an international SSCI level journal, her principal research interests revolve around instructional technology, artificial intelligence in linguistics, and digital language learning. She has published a number of books, including the *Pearson Test of English Academic Introduction, Strategies and Answers* and *Language Learning with Artificial Intelligence in the Fourth Industrial Revolution Era.*

TESOL-MALL Program Pathways
Live in Korea – Earn an American MA – All English Taught

Degrees	Certificate in TESOL		Masters of Arts (WSU – Korea)		Master of TESOL (SCSU – America)	
	150 hours & Practicum		*Thesis (8 courses)*	*Portfolio (9 courses)*	*Portfolio & Praxis Test*	*Thesis (5 courses)*
	Intensive	*Normal*	*Face-to-Face*		*Face-to-Face/Online*	
Semester 1	Course 1 Course 2 / Course 3 Practicum (15hours)	Course 1 / Course 2	Course 1 Course 2 Course 3		Complete 5 courses from Woosong University	
Semester 2		Course 3 / Practicum (15hours)	Course 4 Course 5			
Semester 3			Course 6 Course 7		Course 1 Course 2 Course 3	
Semester 4			Course 8 / Thesis Defense	Course 8 Course 9 / Portfolio Submission	Course 4 Course 5 / Practicum/ Praxis test	Thesis Defense
Tuition	2,00,000 KRW 50,000 KRW application fee		2,110,680 KRW per semester*		2,110,680 KRW per semester* at Woosong 10,000 USD Per year* at SCSU	
Scholarships	n/a		50% Tuition waiver for Woosong faculty/family *40% New student tuition waiver (based on two courses) 20-40% Tuition waivers based on GPA and IELTS scores		*Teaching assistantships available on competitive basis	
Language	IELTS 5-6+		IELTS 5-6+		IELTS 6.5+	

* subject to change

10:00 Plenary

Wayne Finley
Assistant Professor, Korea Polytechnic University

Building Successful On-Demand Video Courses

The coronavirus pandemic of 2020 thrust a lot of teachers into the world of online teaching, but teaching online is nothing new. Massive open online courses (MOOCs) through providers like Udemy and Coursera have proven to be extremely popular. As of today, Udemy has more than 40 million learners, 50,000 instructors and over 30 million minutes of content. The popularity of MOOCs offers a world of opportunity for teachers. Successful on-demand video courses reach thousands of students all over the globe and can generate a reliable source of passive income.

In this presentation, we will cover the basics of everything a teacher needs to build courses for commercial MOOC providers like Udemy. From acquiring the right equipment, structuring the curriculum, creating engaging content, through to editing of the videos and the means of launching a successful marketing campaign for the course. You will leave this presentation with all the basics, and what's more, you will also receive valuable tips and advice to give your courses the upper hand in such a competitive environment. MOOCs are here and they are here to stay. Join us to get started!

TESOL-MALL
Graduate Program Woosong University

13:40 Keynote

Miranda Wu
Lecturer, Huaihua University

Working Memory Strategy Efficacy
for the Pearson Test of English Academic Speaking

In the computer-based Pearson Test of English, Academic (PTEA), test-takers and instructors are usually eager to understand how the reporting algorithm is based on the enabling skills (ES) and communicative skills (CS) scores shown on test reports. Undoubtedly, their interest in investigating the algorithm are driven by endeavoring to develop strategies to improve their speaking score in the test. This presentation examines aspects of how to obtain better performance in this test, analyzing 214 score reports collected from 107 participants over a three-year longitudinal experiment exploring strategies and cognitive factors that influence performance. We test efficacy of working memory (WM) by developing latent constructs for tasks. Findings show that WM strategies can explain significant variance in complexity, accuracy and fluency (CAF) in both experiments and in actual tests. Fluency, reflected by articulation speed, breakdowns and repair, is the predominant component here because the use of fluency-oriented strategies can improve speaking performance rapidly and lead to lexical complexity and phonological accuracy transfer. Cognitive factors such as response latency, speed fluency, attention, confidence and target score as motivation are significant for the variance. Findings indicate awareness of mapping learners' meta-cognition with WM strategies during instruction to optimize test outcome, and this has implications for tutors assisting students in passing the speaking component of the PTEA.

TESOL-MALL
Graduate Program Woosong University

Symposium Program

	SYMPOSIUM SCHEDULE – 일정	
10:00	**Welcoming Ceremony – 환영식**	SYNCHRONOUS SESSIONS – 동시에 진행되는 세션
10:10	**Plenary Speaker – 총회 연사** Building successful on-demand video courses *Wayne Finley*	
11:00	The role of vocabulary in needs analysis *Marina Dodigovic*	
11:30	Time-saving dynamic rubrics for effective online feedback and scoring *Jan Mathys de Beer*	
12:00	Integrated approaches using student generated content *Andrew Aguiar and Nicole Shiosaki*	
12:50	Teaching in a time of crisis and the opportunities to inspire social activism *Cyril Reyes*	
13:40	**Keynote – 기조연설** Working memory strategy efficacy for the Pearson Test of English Academic speaking *Miranda Wu*	
14:30	**Closing Ceremony – 폐회식** *Prize draw and TESOL-MALL program final Q&A*	
VIRTUAL PRESENTATIONS *https://tesolmall.weebly.com/presentations-2021*	**Symposium Asynchronous Sessions – 동시 진행되지 않는 심포지엄 세션**	ASYNCHRONOUS SESSIONS – 동시에 진행되지 않는 세션
	The three 'tenses' of Education: Past (imperfect), present, and future (indefinite) *Dawn Edgecome*	
	Communicating with Korean students – Crossing the cultural barrier (preconceptions and cultural differences) *Retha Choi*	
	Group work: Its effectiveness on learning the English Language among the students of Korea University of Media Arts *Carmela Quiatchon*	
	A multi-label question tagging tool for item classification in question repositories *Irada Gezalova and Arthur Ganeev*	
	An analysis of a university LMS-based wiki for English writing during emergency remote teaching *Michael Cary*	
	Evolving identities and teacher-student relationships in the midst of COVID-19: Teacher notes *Valentin Tassev*	

Symposium Speakers – Zoom Sessions
Presenters and Abstracts

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The role of vocabulary in needs analysis

Marina Dodigovic, University of la Rojia

Zoom Session 2: 11:00

Understanding the needs of second or foreign language (L2) learners is essential in the process of both planning and delivering L2 lessons. Vocabulary seems to be particularly underrepresented in needs analysis. Needs analysis is the kind of investigation "curriculum developers use to identify the gap between what learners already know and what they need to know in order to study or work in their specific target environments" (Basturkmen, 2005, p. 15). Failing to determine which vocabulary the students already know and what might be the realistic vocabulary targets for their classes is likely to result in failure to make progress in the target language, an outcome unfortunately too often observed in foreign language settings. Similarly, failing to examine the extent to which textbook vocabulary addresses the needs of students, more often than not, results in the absence of learning. Finally, vocabulary learning strategies are frequently taken for granted, leaving the students ill equipped for the task. This talk will share the experiences regarding the above three variables gathered in the context of the pandemic precipitated online English classes and make recommendations for the post-pandemic era.

Marina Dodigovic is an honorary professor of English and TESOL at the University of la Rioja. She has taught in MA TESOL programs internationally and conducted relevant research, which is documented in a number of books and peer reviewed journal articles.

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Time-saving dynamic rubrics for effective online feedback and scoring

Jan Mathys de Beer, Woosong University

There are many advantages to online language teaching, but one of the great disadvantages is being able to not easily provide personalized feedback to students so they can improve in the areas where they are struggling. This becomes a particularly difficult task with large class sizes or when scheduled with many classes to teach. Yet, electronic dynamic rubrics can prove to be time-saving and effective for providing both constructive feedback and in providing ways to connect your feedback to the marks of a student. Getting the balance right between coaching students' language learning and showing them how they have improved is not an easy task. This talk provides the reader with practical examples to develop their own time-saving, effective dynamic rubrics for online, hybrid, and traditional classroom contexts.

Jan has many years' experience in education, research, and publishing, with degrees in philosophy, religion, ethics, psychology, and applied education. He has been an Assistant-Professor at Woosong University, in the republic of Korea, since 2017 where he teaches English and Research and & Writing courses. Until the pandemic in 2020, he acted as research coordinator.

Integrated approaches using student generated content

Andrew Aguiar, Gyeongsang National University
Nicole Shiosaki, Gyeongsang National University

The pandemic emerging in 2020 has expanded online teaching methods through technological integration. One teaching approach that has benefited from online class provision is the use of student generated content. Student generated content allows language learners to interact with content made by other language learners. As all students require a device with internet access when teaching online, interacting with student generated content is much easier than in face-to-face contexts because students can conveniently interact through applications, such as Flipgrid. This gives students a chance to hear non-standard English, gives students ownership over their language learning and gives students a chance to interact with their peers in different ways. In order to gain the most from student generated content, the students' original outputs can be used as input for other students who utilize it to develop the next output in a student generated integrated skills approach. This presentation illustrates specific examples of activities and projects centered around using Flipgrid to create student generated content for learners to interact with while integrating multiple language skills into their development of student generated content. Post-pandemic, the methods used to develop an online student generated integrated approach can be worthwhile implementing from within the face-to-face classroom.

Andrew teaches at Gyeongsang National University. He is the head of the School of Language Education curriculum committee (SLECC) and is one of the organizers of the university's monthly online workshops. He is a graduate of Woosong University's TESOL-MALL program.

Nicole is currently teaching at Gyeongsang National University. She is secretary of the School of Language Education curriculum committee (SLECC) and is one of the organizers of the university's monthly online workshops. She is also a graduate of Woosong University's TESOL-MALL program.

Zoom Session 5: 12:00

Teaching in a time of crisis
and the opportunities to inspire social activism

Cyril Reyes, Wosoong University

In response to the recent COVID-19 pandemic and social and political discord, I clarify the moral and political justification for applying social justice ideas in education, by defining the moral obligation of educators in regard to social and political issues today. The need for clarification on this subject derives from the conflation of social justice and political correctness, which reduces the moral substance of social activism to censorship and cultural policing. This paper then, is not only a defense of social justice in education but provides a conceptual framework to separate the moral duty from the combative nature of political discourse. This conceptual framework is discussed through three specific positions: 1) a strong belief in social justice, 2) that of ambivalence, and 3) that of being uncomfortable with politics. Each of these positions is then defined by their specific political and non-political stances along with their respective moral justifications and what this means for those teachers that may adhere to such perspectives.

Cyril is an Assistant Professor at Woosong University and a regular contributor to Korea TESOL's publicity efforts.

Earn an American Master's Degree in TESOL While Working and Studying in Korea

St. Cloud State University / Woosong University
Dual Degree Master's in TESOL Program

OΛE
WOOSONG UNIVERSITY

Symposium Speakers – Pre-recorded Sessions
Presenters and Abstracts

The three 'tenses' of Education:
Past (imperfect), present, and future (indefinite)
Dawn Edgecome, Woosong University

Education has crossed the Rubicon in 2020. What we thought we knew is no longer relevant and, in the struggle, to stay relevant, we have lost many aspects of our profession and gained many more. This presentation will focus on the three 'tenses' of education. It will give a brief history of education, dividing it into the past: education prior to 1717, the present: education from 1717-2020, and the future: 2021 onwards. It will discuss what we knew, what we thought we knew, and what we definitely don't know. The main focus of the discussion will be on what we have learned from the chaos that was 2020, and how we can begin to apply new ideas and progressive technology, and how to handle the 'new' students. Education has not only changed from a teacher's perspective, but also from that of the student. As teachers, we may tend to forget that we were not the only ones who were severely disrupted during this pandemic. Our students had to learn an entirely new method of schooling, and although the majority of our students are proficient in the use of technology, many of us may have expected so much more of them. It is possibly one of the most dramatic changes that have taken place in education in our lifetime, and moving forward we need to be ready to face the challenges to come.

Dawn Edgecome is an Assistant Professor at Woosong Information College, assigned to the Sol International School of Culinary Arts and Pastry. She has been teaching for 26 years and has worked in South Korea for 5 years. She has been teaching at Woosong Information College since 2017. Dawn has taught students from Kindergarten, to adults and has taught a variety of subjects. Her focus, however, has always been on English. She has taught English as a Home Language, Foreign Language, First Additional Language and Second Additional Language. Her teaching career started in South Africa, where she taught in Primary Schools and High Schools. She received her B.A. Degree from the University of Pretoria, in 1988, her PGCE (cum laude) from the University of Johannesburg in 2011, and a post-graduate degree (B.Ed. Hon.) in School Management and Curriculum Development from the University of South Africa in 2017.

Virtual Session 1: https://tesolmall.weebly.com/presentations-2021.html

Communicating with Korean students – Crossing the cultural barrier (preconceptions and cultural differences)

Retha Choi, Woosong Information College

There are a couple of important questions that can be raised when thinking about communicating with English language students in the Republic of Korea (hereafter Korea). To begin with, why is it important to communicate clearly between the teacher and these students? Secondly, what kind of cultural and permanent misunderstandings can occur between the teacher and these students? Clear communication is required in order to provide a great teaching experience for students as miscommunication may occur due to an inappropriate use of verbal and non-verbal cues which can then lead to cultural misunderstandings. This may then result in the student becoming anxious and consciously or subconsciously then not responding to the teacher. Educators should also limit their use of jargon, idioms, sarcasm, or academic words, as these might confuse uninformed students. Negative biases and cultural differences between teachers and students are also considered in classroom communication in this talk. Here, students may have separate ways of learning that are at odds to the teacher's learning ideals and biases, which can then lead to poor communication through verbal cues, preconceptions, and cultural differences. The first step for teachers is to acknowledge these problems and take a few simple steps to reduce them. This can be achieved by establishing a a good rapport, showing empathy, and by being aware of verbal and nonverbal cues. Also, be aware of any use of confusing or intimidating language and actions until students get used to your teaching style. As well, use open-ended questions to let students know that care is being given for their feedback. This talk will also explore these issues and expand on ways to implement them in the classroom through a flipped classroom pedagogical approach and through the author's experiences of teaching in Korea both before and during the COVID-19 pandemic. Some implications for post-pandemic teaching going forward emerge.

Retha is an Assistant Professor at Woosong Information College in the Nursing Department, teaching English for specific purposes (ESP) courses. She holds a Master of Arts from the TESOL-MALL graduate program at Woosong University, and a graduate of the Bachelor of Social Work, Walla Walla University, Washington. She has volunteered as an academic advisor at HOPE- a registered non-profit NGO based in Seoul, and an organization that provides free English language courses for disadvantaged families and children (www.alwayshope.or.kr). She has lived and worked in Korea for 25 years, and maintains 19 years of teaching experience across three universities in Daejeon. She enjoys being creative and developing curriculum materials for all of her classes.

Group work: Its effects on learning the English language among the students of Korea University of Media Arts

Carmela Quiatchon, Woosong University

Learning English has been an in-demand skill among Koreans at all school levels. Most of Korean parents would rather their child or children learn the English language at an early age since English increases the chances of getting a good job within South Korea or for finding a job abroad. It is also the language of international communication, the media, and the internet. Moreover, learning the language can increase confidence and provide a sense of personal achievement in the learner. In line with this, this study focuses on the effectiveness of group work in learning the English language among the students of Korea University of Media Arts. The university students have been learning the English language for many years. They are exposed to the said language and most of these respondents have a desire to learn English since they will be needing the language to go abroad and to be globally competitive. The researcher will use a demographic survey, with a Likert-type scale. Furthermore, respondents will be asked about their personal information, including questions relating to their preference of either learning the English language on their own or with a group, and how often they study the language. Results relating to the effectiveness of group work in learning English among these learners are presented.

Carmela holds a Bachelor of Arts (majoring in English). Currently, she is pursuing her M.A. degree at Woosong University and is working as an English instructor in Sejong City, South Korea.

A multi-label question-tagging tool for item classification in question repositories

Irada Gezalova, Woosong University
Arthur Ganeev, Samsung SDI

Various types of assessments require the development of question papers from teachers or educators. This process could be tedious and time-consuming, moreover the developer has to be an expert at question paper composing. Nowadays, a variety of applications and tools exist that can assist teachers in the process of question paper development. Mostly, these assistant tools form questions from questions repositories (QR) and could be semi-automated or automated. Semi-automated tools require human support, while automated ones can produce questions paper without any additional assistance. In spite of the multiplicity of the existence of automated applications and tools, they still have limitations. Mast of the existing projects of Automatic Generation of Question Papers' (AGQP) instruments focus on four tags: topic (content), question type, cognitive level, and difficulty level. When it comes to the first tag, development of topic (content) documents, researchers classify QR by using one content tag for one question (multi-class classification). Whereas the efficiency of a tool depends on its ability to arrange multiple content tags, in other words to allow multi-label classification. As such, in this project we are going to implement a multi-label classification algorithm by teaching it using QR acquired from theenglish.stackexchange.com forum. This forum contains numerous Q&A posts that can allow for teaching the algorithm precisely based on a wide range of input data. Additionally, the tool developed is going to be posted on github.com, and can be used freely as a QR multi-label tool, or in future research and/or development projects. Moreover, the obtained multiple tagged QR can be used by teachers for question paper generation.

Irada Gezalova is post graduate student of TESOL MALL department at Woosong University. Main interests in applications of AI in education.

Arthur Ganeev, PhD is a principle engineer at Samsung SDI and his main interests lay in data mining and machine learning.

Virtual Session 5:
https://tesolmall.weebly.com/presentations-2021.html

An analysis of a university LMS-based wiki for English writing during emergency remote teaching

Michael Cary, Kyonggi University – Suwon Campus

This presentation will discuss the basic principles of wikis and how to use one in an English writing class. Examples of a commercial wiki are examined and compared to a university learner management system (LMS) wiki. Everything possible with the university LMS wiki will be shown, with student examples for each activity highlighting how learners can interact with each other using it. The presentation will then conclude by detailing how assessments can be undertaken while accounting for the limitations of the LMS wiki.

Michael is an Assistant Professor at Kyonggi University – Suwon Campus. He has been teaching in the Republic of Korea at the university level since 2010. He began teaching in 2004 and has taught a wide range of students from pre-Kindergarten to post-doctoral from all over the world, both in the Republic of Korean and in the United States of America. He received his B.S. and M.A. from Eastern Michigan University. His research focuses on how best to use wikis in language classrooms, and he has globally presented and published on this topic.

Evolving identities and teacher-student relationships in the midst of COVID-19: Teacher notes

Valentin Tassev, Woosong University.

The COVID-19 global crisis has affected multiple industries worldwide and has changed the nature and course of human interactions. It has also changed education at all levels, the nature of how we learn and, more importantly, the nature of teacher-student relationships. Taking the latter into account, this study provides, from the teacher perspective, an examination of classroom observations regarding the nature of teacher-student relationships and learning dynamics as they evolved in emergency remote teaching classes over the span of one academic semester. The teacher argues that this form of online learning, among those not normally expected to participate in it, has helped such students develop new personal, learning, and professional identities in the learning process. In the teacher's eyes, such online learning is seen as a liberating force, which has helped these students perform in new social roles, communicate their opinions more freely than before, exercise new opportunities for academic development and engage with the language that they are learning on a more personalized, intimate, and self-driven level.

Valentin is a teacher at the Wosoong Language Institute (WLI) and is pursuing his M.A. degree at Woosong University through the TESOL-MALL graduate program.

Virtual Session 6:
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