

BEYOND BORDERS:



EFL Linking the World

DCC KOTESOL
Thanksgiving
Symposium
& Dinner

November 23rd,
2019

Woosong University, Daejeon

Featuring Plenary Talk by



Carol Rinnert

Professor Emeritus &
Special Researcher,
Hiroshima City
University

"Beyond Language Borders:
Multilingual Writer Empowerment"



Welcome to the 2019 Daejeon-Chungcheong Symposium! Thank you for attending our chapter's biggest event of the year. Our Symposium team has been working since early May to bring you a quality day of learning and sharing.

We have invited Dr. Carol Rinnert as our Plenary Speaker. Dr. Rinnert, who teaches at Hiroshima City University, will be speaking to us about multilingual writer empowerment. Her major publications have focussed on L2 writing and intercultural pragmatics. We are very honored to host her at this year's Symposium!

This year we felt that it was important to include presentations that deal with the mental health of native English instructors in Korea. We have invited Virginia Hanslien and Retha Choi to speak to us on this very important subject.

There are so many opportunities to enrich yourself at this year's Symposium! We also hope you take the chance to meet some of the great people in attendance. Try to make it a point to introduce yourself to at least two people you haven't met before. KOTESOL can provide a great outlet for creating new friendships!

Mike Peacock
DCC President

Welcome to the Daejeon-Chungcheong KOTESOL Chapter's annual fall symposium! We have several strands of interesting workshops and research presentations scheduled throughout the day, not to mention our plenary address from Dr. Carol Rinnert, who is a professor emeritus and special researcher at Hiroshima City University.

A lot of time and effort goes into creating what we know will be a wonderful day for everyone, so, on behalf of the symposium planning committee, we would like to thank Woosong University for allowing us the use of their facilities; the numerous volunteers, both students and teachers, who have given generously of their time; and, of course our presenters and symposium attendees.

On a personal note, we also want to extend a special thank-you to the members of the planning committee, all of whom have worked many long hours to make today possible.

Our theme this year is "Beyond Borders: EFL Linking the World", which includes research and presentations on topics such as life skills for expat teachers, using technology and learning games in class, and connecting classroom time with the world around us.

After our sessions this morning and afternoon, we'll have our traditional Thanksgiving dinner which we are happy and sad to say sold out! This year, a local restaurant, which is owned and operated by Woosong University graduates, is hosting our dinner. The restaurant's name is Ugly Delicious and, if you're not quite sure where it's located, volunteers and members of the symposium committee will be on-hand after the closing remarks this evening and will lead groups to the restaurant.

So, on behalf of the planning committee, welcome! Following our theme for the day, we hope you build connections that will benefit you and your students in the semesters ahead!

Have a wonderful symposium,



Terri Beadle and Ben Taylor, 2019 Symposium Co-chairs

Meet the plenary speaker

Please join us in welcoming our plenary speaker Dr. Carol Rinnert to the 2019 DCC Thanksgiving Symposium. Dr. Rinnert has taught EFL (and a bit of ESL) around the world as well as a several flavors of linguistics often focusing on sociolinguistics and cross-cultural communication in few decades and on several continents. As an EFL teacher and research, much of Coral's academic work has centered on L2 writing and pragmatics. At today's Symposium Dr. Rinnert will be giving two talks. In the morning she will be discussing "Beyond language borders: Multilingual writer empowerment" as the plenary address, and in the afternoon, she will offer a nuts and bolts concurrent workshop on "Writing better introductions and conclusions for English argumentation essays."

~Dr. Eric Reynolds

Dear friends,

I am really excited to be coming back to Daejeon near the end of my academic career. I still remember the warm welcome I received there almost 30 years ago. The enthusiasm of English teachers in Korea inspired me to continue following the path of an applied linguistics researcher, and I am happy to come back and share some of what I have learned with the next generation of dedicated teachers.

On a personal level, I love traveling and experiencing new cultures, especially involving food and drink, and my passion is every form of dance. I have been teaching and performing Middle Eastern dance for many years. My other hobby is playing billiards (8-ball and 9-ball) with my husband, Richard Parker, who no longer likes to travel, though he did enjoy visiting his grandchildren and two great grandchildren in Portland, Oregon, last fall. Hiroshima has become our home, and we are lucky enough to have a house here that is like an art gallery full of Richard's paintings and drawings from Idaho, Yemen, and Japan. Hiroshima is just a short boat and train ride away from Busan, so we are close neighbors.

I look forward to meeting as many of you as I can, and enjoying your terrific Thanksgiving symposium and dinner!

~Dr. Carol Rinnert



A Letter from Woosong President John Endicott

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.

In that frame of mind, I encourage you today to take advantage of the opportunities being provided through the auspices of Woosong University and the Daejeon Chungcheong Chapter of KOTESOL to expand your knowledge and expertise in English Language teaching. As you are challenged by the tasks that lay ahead of you in your profession, accept those challenge and prepare to engage in exciting and productive interaction with them. I sincerely believe that today's symposium will help you learn, expose you to the tools you need to excel, but ultimately, it will be up to you to prepare your students for the future.

Make every day a building block for your intellectual and professional development. Moreover, please do not forget, when you leave our classrooms 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 here with us, but in your entire life.

Sincerely,



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DCC/KOTESOL November Symposium

9:00-10:00	Refreshments and Mingling
10-10:45	Concurrent Sessions
10:50-11:00	Opening Welcome- Auditorium
11:00-12:00	Plenary- Carol Rinnert
12:00-1:00	Lunch- Local Restaurants
1:00-2:00	Concurrent Sessions
2:00-3:00	Concurrent Sessions
3:00-4:00	Concurrent Sessions
4:00-5:00	Concurrent Sessions
5:00-5:45	Concurrent Sessions
5:45-6:00	Closing
6:00-9:00	Thanksgiving Dinner

KOTESOL
DAEGU-GYEONGBUK CHAPTER PRESENTS

THE INNER THRIVE

REGIONAL CONFERENCE



Saturday, 30th November 2019
Kyungpook National University, Daegu.
Building: 우당교육관
09:00 - 17:00



Plenary

by Carol Rinnert,

November 23, 2019

11:00 Room 501-1

Beyond language borders: Multilingual writer empowerment

Abstract:

Like every other field, the field of L2 writing is continually evolving. Some 27 years ago when I gave my first plenary talk in Daejeon, I presented findings from Contrastive Rhetoric. That research focused on how English writers tend to organize ideas differently from writers in other languages, including Japanese, Korean, and Chinese. That kind of information has proved valuable in helping L2 writing students learn useful patterns of organization for their English essays. But now we realize the need for a more dynamic view of writing that recognizes writer agency and moves beyond concerns about text structure.

Therefore, reflecting new directions in the field and my own research, in this plenary, I present evidence that much writing knowledge is actually shared across languages. Such knowledge goes beyond language borders to become merged in the writer's repertoire of knowledge, and it is then available for use in any language. My goal is to explore some ways multilingual writers are empowered by writing in multiple languages. Looking at case studies of four writers, we will examine some salient text features and writing processes used to construct L1 (Japanese), L2 (English), and L3 (French, Korean, or Spanish) essays by the same writer. As we will see, these writers reused and reshaped common writing knowledge (including knowledge of content, structure, genre, and process) in different L1/L2/L3 contexts. Also, even with relatively low L3 proficiency, the writers were all able to write coherent text in their L3 due to their underlying writing knowledge and strategic use of their L1, mixed language, and sometimes their L2. Writing in multiple languages also reinforced the writers' awareness of audience expectations for the same genre across languages. Finally, we will see how they made strategic use of other languages (mixed language, L1, and L2) in the composing process, especially for word-searching, rehearsing, and repair. Implications of these findings support recent calls for "translanguaging" practices that combine multiple languages in the writing classroom. I will conclude the talk by sharing some little known text features that professional multilingual writers have found to enhance the quality of their English academic writing, which may be of benefit for our more advanced student writers and our own academic writing for publication.

Carol Rinnert

4:00 Room 1

Title: Writing better introductions and conclusions for English argumentation essays

Abstract:

Learning to write effective introductions and conclusions is an important goal for developing writers. This workshop focuses on how writers can construct introductions and conclusions that engage their readers and contribute to higher quality texts. My research partner, Hiroe Kobayashi, and I have analyzed English argumentation essays by diverse groups of writers, ranging from novice to advanced L2 writers and North American L1 writers. In this workshop, we will look at sample texts from that study. Together we will identify characteristics of stronger and weaker introductions and conclusions. We will also formulate some practical ways to help our students (and ourselves) improve the way to write these important parts of every text.

	10:00	10:50	11:00	12:00	1:00	2:00	3:00	4:00	5:00	5:45	6:00	
Room 1	40-minute workshop: Ama Ottersted, "Educational games"	Opening	Plenary	Lunch	40-minute workshop: Dawn Edgecome, "The wh- of learner-centred education and flipped classrooms: Is it worth the trouble?"	40-minute workshop: Peter Johnson, "Kill that homework!"	40-minute workshop: Patty Ninniss, "Peer-editing success in the writing classroom"	40-minute Plenary Workshop, Carol Rimmer	40-minute workshop: Virginia Hanslien, "Depression and language teaching: Eight ways to overcome it!"	Closing	Dinner	
Room 2	40-minute workshop: Anjee DiSanto, "Press play: Inviting video into the classroom"	Opening		Lunch	40-minute workshop: Ben Taylor, "How to stand out in a tightening job market"	40-minute workshop: Rodney Stubbs, "Students as teachers: Peer-to-peer activities"	40-minute workshop: Jeffrey Shelley, "English language arts and crafts: An activity bonanza!"	40-minute workshop: Daniel Corks, "Novel pair information gap activities for mixed-level classes"	40-minute workshop: Ben Taylor and Eric Reynolds, "Engage and motivate your students: Gamify your classroom!"	Closing		
Room 3	40-minute workshop: Eric Reynolds, "Planning for retirement as an expatriot: Pensions, saving, and other things"	Opening		Lunch	40-minute workshop: Sean Sookchohoff, "Financial future while an ESL/EFL teacher in South Korea"	40-minute workshop: Reece Randall, "Global Citizenship Education (GCED) via Debate"	40-minute workshop: Wesley Thorne, "G-Suite and the ESL classroom"	40-minute workshop: David Bennette, "Korean-specific classroom: Distinguishing between be-verbs and action verbs"	40-minute workshop: Laura Bailey, "Emotional intelligence: The key to learning, teaching and increasing prospects for global success"	Closing		
Room 4	40-minute workshop: Brittney Crossey, "Using Canva in the classroom"	Opening		Lunch	40-minute workshop: Reiha Choi, "Finding a Positive mindset in a country not your own: Expats in Korea and mental health"	40-minute workshop: Rhea Metiuk, Julian Warrington, and Justin Harrison, "Incorporating the environment in the ELT class: Rhymes and reasons"	40-minute workshop: Sonyong Beattie, "Picture books: A trove for engaging early learners to speak"	40-minute workshop: Nathan Meyer, "Flipped instruction and guided discussions to promote academic writing"	40-minute workshop: Brian Raisbeck, "Implications of English names in the Korean EFL classroom"	Closing		
Main Hall- Glassed area				Lunch	Poster session: Heewon Lee, EFL Teaching idea: Using a gallery walk to teach grammar in writing						Closing	
501-1		Opening		Lunch for Volunteers	20-minute research report: Cyril Reyes, "Bodies without organs: Language without rules"	40-minute workshop: Kevin Keeler, "Decolonizing higher education: Some practical examples from international and intercultural educators in Korea"	20-minute research report: Elizabeth Christensen, "So, how does your language differ from mine?"	20-minute research report: Aaron Jones, "Audience response systems in a Korean cultural context: Poll everywhere's effects on student engagement in English courses"	20-minute research report: Esther Alm, "Challenges and possibilities at hagwons: Seeing hagwons as human spaces and teachers as complex human beings"	Closing		

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Welcome our
Presenters

Ahn, Esther

Esther Ahn is a member of the National Coalition of Independent Scholars (USA) and is currently teaching English to elementary and middle school students with a focus on reading literature at Chungdahm Learning in Seoul. Born and raised in South Korea, she studied French and English literature at Sungkyunkwan University (B. A.) and Yonsei University (M. A.). She obtained the Cambridge CELTA in Oxford and interested in integrating abstract/academic ideas and public/everyday life while trying to find the common language in the field of literature, philosophy and theology. Recently translated a book by Mark McIntosh and published an article – “Away from the Default Setting: the Question of “We” in Ayn Rand’s Anthem and Martin Luther King Jr’s Letter” - in a scholarly journal.

5:00 Room 501-1

Challenges and Possibilities at Hagwons : Seeing Hagwons as a Human Space and Teachers Complex Human Beings-

Nearly 73% of all students in South Korea participate in supplemental private education. While this cultural phenomenon of competition and intense focus on academic performance have attracted global attention, research on the content and the quality of learning and teaching in private language institutions called hagwons is lacking. This paper examines the system and the culture in language learning within the context of neoliberal institutions, asking some fundamental questions such as “What is education for?” and “What defines “good” learning and teaching?” Private learning institutions’ systematic and cultural elements may clash with individual instructors’ personal systems of value and meaning. By delineating pros and cons of such educational environments, I ask how individual teachers can respond to limitations such as inter-hagwon competition, top-down decision making process, casualization of workers and seeing students as “customers”, and if/how they can find room to teach in a way that is compatible with their personal values. In particular, I focus on the function of literature and its effects on the students’ critical thinking and their ability to link their learning to their lives, which enable them to perceive their socio-economic and educational system from a constructive perspective. The aim of this paper is to question mainstream perceptions toward private institutions, which may undermine individual teachers’ freedom, creativity and integrity, and to consider the possibility of change in hagwons when seen as human spaces that pose difficult challenges.

Bailey, Laura

5:00 Room 3

Emotional Intelligence: the Key to Learning, Teaching and Increasing Prospects for Global Success

A lot of people don't realise that emotional intelligence is 4 times more likely to predict success than general intelligence. In fact, students with significantly higher EQ scores show an increase in test scores for all school subjects by 11%. In this workshop, we will explore why that is and how you can nurture your emotional intelligence in your students and yourself to help make the classroom environment healthier and happier.

So what is emotional intelligence? Emotional intelligence is the ability to understand emotions and manage them. There are 4 domains which the psychologist Daniel Coleman outlines: self-awareness, self-management, empathy and skilled relationships. Studies have shown that not only does emotional intelligence help you better manage stress, be more confident and connect better with the people around you, but can actually help improve attention and focus; the key to learning. Having worked on these skills with my own students, I have found that their ability to understand others’ perspectives have increased significantly and therefore is a profound marker for helping unlock paths to global thinking and global living.

To nurture this in your students though, you must first nurture your own emotional intelligence. In this workshop then, you will take part of the Emotional Quotient Inventory (EQ-i), a standardized psychometric measure. Then we will see what you need improvement in and do some practice exercises to get you started on a path to better attention skills, relationship management and ultimately better teaching skills.

Bennette, David

Woosong University

David Bennette is currently working at Woosong University in Daejeon and has taught at universities in South Africa, France, Taiwan and Turkey where he was a regular conference presenter. He obtained a double masters in Language Science and Literary Theory and a Doctoral level qualification in Language studies from the University of Aix-Marseille in France. His research interests are Corpus Linguistics, Pronunciation, Multiculturalism in the classroom and Discourse Analysis. He is also a very dedicated student of Korean.

4:00 Room 3

Korean-specific Classroom: Distinguishing between Be-verbs and Action Verbs

The Woosong Joint Research Project conducted a quantitative empirical experiment to test the effect of using a comparative linguistics approach in the classroom on ESL/EFL students' production of L2. In this workshop we will share the lesson plan that was used during the experiment. In this lesson plan the differences and similarities in using be-verbs and action verbs are illustrated to Korean students, specifically taking the Korean language into account. The audience will experience and practice making use of this comparative linguistics approach in the teaching of verb structures.

Choi, Retha

Woosong Information College

rethachoi@woosong.org/joydolly123@gmail.com

American

Workshop

Adults

Retha Choi is an assistant professor at Woosong Information College in the Nursing Department, teaching basic nursing English. She has a Master of Arts degree from TESOL-MALL graduate program at Woosong University. She has a bachelor's of social work from Walla Walla University in Walla Walla, Washington. She has volunteered as an academic advisor at HOPE-a registered non-profit, NGO organization based in Seoul, 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, with 18 years teaching at three universities in Daejeon. She is currently on a committee at Woosong Information College for the flipped classroom, developing materials for the universities LMS online program. She enjoys learning new methods of using media in the classroom and developing ways to motivate her students.

1:00 Room 4

Finding a Positive Mindset in a Country not your own- Expats in Korea and Mental Health

Western expats go through many things when arriving and living in Korea. How should we adapt to this culture? How can we deal with the mentalities of a culture that is, not our own? Korea is a society with a Confucius mindset that is trying to fit into a modern world, they have two minds, traditional and modern. They can clash with western ideals. What can we do to adapt to the physical, mental, spiritual and social aspects of a country that we might consider to be so different to our home country. What is adaptation? Do we need to do exactly what the "Romans" do? The problems we face here are sometimes hard and overwhelming and hard to come to terms with. The freedom of the use of alcohol, the physical criticisms of our bodies, the spiritual stagnation, the idea that we are stuck with people (expatriates and locals) that we would possibly never relate to or come into contact in our home countries. The coming and going of the friends we have made. The Koreans that may only use us for our English language skills or other traits. How to find a positive way to deal, with these demons that may cause a person to feel hopeless, and isolated, when lacking familiar support systems. Perhaps leaving them with the sense that nothing can be done? If this sounds like you, or you are interested in these topics, this workshop might be for you, and it will help you gain a more positive mindset. Through exploring the self-assessment of our true colors, the concept of gratitude journaling and the resources available to us in the Republic of Korea.

Christensen, Elizabeth

Woosong University

Elizabeth Christensen has an MA TESOL with a concentration in digital media literacy from the University of San Francisco. Currently she is an assistant professor in the General English Language department at Woosong University in Daejeon, South Korea. She is involved with the Woosong Joint Research Project.

3:00 Room 501-1

So, How Does Your Language Differ From Mine?

Subtitle: The Effect of Contrastive Linguistics on EFL Students' Production.

The Woosong Joint Research Project (WJRP) conducted a quantitative empirical experiment to test the effect of using a contrastive linguistics approach in the classroom on ESL/EFL students' production of the target language. In the experimental group, similarities and differences between L1 (Korean) and L2 (English) was shown, while in the control group, L1 was avoided and L2 was taught without taking differences and similarities with L1 into account. The sample was taken from the population of university students at Woosong University, Daejeon, Republic of Korea. At the conference, the results of this experiment will be discussed together with the practicalities of conducting a qualitative classroom experiment. The classroom is far from a laboratory and the situation is influenced by many factors. This project of the WJRP opens the way to further research on the effect of using L1 in L2 language teaching, specifically from the perspective of contrastive linguistics, and also provides a model for similar studies at and involvement from other institutions for future research.

Corks, Daniel

Woosong University

Daniel Corks is a graduate of Sogang University in Seoul, South Korea with a master's degree in applied linguistics in the field of second language acquisition. He is currently an assistant professor at Woosong University in Daejeon, South Korea, and a member of the Daejeon-Chungcheong chapter of KOTESOL.

4:00 Room 2

Novel Pair Information Gap Activities for Mixed-level Classes

Information gap activities come in all shapes and sizes. Some can hold the interest of any student, but most feel rather dull to students because only their language skills are being used. Instead, a more stimulating type of task asks students to draw on other aspects of their intelligence as well, not only their language skills. This becomes a valuable principle to keep in mind when designing materials: An activity should be engaging to students even if done in their first language.

If applied well, this principle solves a number of issues common in language classrooms. The first issue is classes where the ability gap is quite large. If students have to draw on their other skills and knowledge, then the ability gap in the classroom is immediately reduced. After all, the highest level language user isn't necessarily the brightest student overall.

A second benefit of this principle is that these types of tasks tend to be less contrived than language-only tasks and closer to real world problems. This generally makes the tasks more intuitive and easy to explain even to students who normally have trouble understanding.

In this presentation I'll show a number of examples of simple activities I've made based on this principle, and I'll demonstrate two of the more involved ones I've made. One focuses on reading and interpreting song lyrics, and the second focuses on remembering, describing and drawing faces

Crossley, Brittney

Woosong University

Brittney Crossley is an Assistant Professor at Woosong University. She has a background in International Relations and earned her Master's from Ewha Woman's University.

10:00 Room 4

Using Canva in the Classroom

In this workshop, attendees will have the opportunity to learn about a free program called Canva and how to use it. Canva can be used by both students and educators to create eye catching powerpoints, worksheets, posters, board games, and more.

De Beer, Jan

Woosong University

Jan Mathys De Beer (Ph.D) has many years' experience in education, research, and publishing, with degrees in Philosophy, Religion, Psychology, and applied Education. He is a public speaker and has published monographs and research papers in high-ranking academic journals. He has been a professor at Woosong University, ROK, since 2017 where he teaches English and Research & Writing courses. He is currently the Assistant Research Coordinator of the Woosong Joint Research Project that studies the effect of comparative linguistics in EFL teaching. He develops and presents online courses, conferences, and webinars on research methodology in Humanities & Social Studies and publishing. He can be contacted at jandebeer777@gmail.com.

10:00 Room 501-2

Amazing Ideas for Teaching "the Article" in any Korean Classroom

Teaching "the Article" in the Korean classroom is not easy task because there is seemingly no equivalent usage of "a/an" and "the" usage in the Korean language. To a certain degree, "a/an" and "the" does not really make a big difference in the meaning of words and that justifies not teaching the article at all for some teachers. While this approach may work up to a certain level of proficiency, the need of students to master the usage of the article exists, especially when it comes to writing. The sooner they can understand how it works, the better. Research shows that multiple methods should be used to teach the article and repetition is important, but there is a basic misunderstanding on the side of English teachers that makes it difficult for speakers of non-article languages to grasp its use. This presentation starts by addressing that misunderstanding and then proceeds to give practical exercises to effectively teach the article in a simple way.

DiSanto, Angela

Woosong University

Anjee is a 12-year veteran of university teaching here in Korea, with a long and varied record of teaching beginner to advanced university students and graduate students (particularly in writing). She has a strong interest in art, imagery, and technology, both as it relates to teaching and as it relates to hobbies and life in general.

10:00 Room 2

Press Play: Inviting Video into the Classroom

As free resources for teaching and learning go, Youtube is undoubtedly one of the most plentiful. But how do we integrate video into a language learning classroom in a meaningful and coherent way? This workshop seeks to discuss such questions and to offer up a decade's worth of experience in doing so under different classroom conditions and at different levels.

Edgecome, Dawn

Woosong Information College

Dawn Edgecome is an Assistant Professor at Woosong Information College, assigned to the Sol International School for Culinary Arts and Pastry. She has been teaching for 25 years and has worked in South Korea for 5 years. She has been teaching at Woosong 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. She can be contacted at dawnedgecome@woosong.org.

1:00 Room 1

The Wh- of Learner Centred Education and Flipped Classrooms. Is It Worth the Trouble?

In this discussion, I will explain what Learner Centred Education is, how Flipped Classrooms fit in, and how it could influence your teaching and the students' learning experience. We will explore how LCE can create a more stimulating educational environment, which will be beneficial to the students and the teacher. The discussion will focus on the five wh- questions. I will give a detailed explanation of how to go about creating a learner centred experience in your classroom. We will explore what Learner Centred Education is, and what the advantages and disadvantages are, and then we will take a look at why this method has taken the world by storm. We will also discuss when and where Learner Centred Education can take place. In addition, we will talk about who is responsible for this type of learning. Finally, we will take an in-depth look at how teachers can use Learner Centred Education and the Flipped Classroom to help cultivate creative, communicative, critical thinking students. Participants will be given examples of worksheets that can be used in the classroom, as well as ideas for online work, which can be done by the students at home in preparation for a class, or to assess what they have learned after a lesson.

Hanslien, Virginia

Korea University Sejong Campus

Virginia Hanslien co-facilitates the Christian Teachers SIG and is the editor for their blog Chroniclesofhope.wordpress.com and their newsletter. She has been teaching at Korea University since 2006. She lives near Sejong City with her husband and three children.

5:00 Room 1

Depression and Language Teaching: Eight Ways to Overcome It

Depression is a challenge for those of us in the TESOL community. Getting used to the challenge of teaching, learning how Koreans get things done, and how Koreans learn can create stress. This combined with the day-to-day stresses of living overseas really can lead to depression. I would like to share eight different ways that do not involve taking pills. These include keeping a gratitude list, taking pictures, writing, reading children and young adult books, sketching, and talking to people who do not teach. Gratitude lists are a great way to refocus your mind on the positive aspects of life. Photography is another excellent way to notice the good things around you. Writing can give you the means to work things out for yourself. Reading children and young adult books can give you insights into how young people deal with stress in their lives. Sketching is another way to just notice what is good in life. Talking to people who do not teach at least once a day can give you much needed perspective. These are six ways to deal with depression in positively. Please come to this session for the last two ways, meet some great people, and brainstorm on how we can change our focus!

Johnson, Peter

Woosong University

My name is Peter Johnson. I have worked at Woosong University for nearly 7 years. I always look to improve my instruction for my students and educators around me. Besides, teaching English I also teach drama and facilitate a extensive reading program.

2:00 Room 1

Kill that Homework!

There is a big debate in North America that homework should not be given to students. I propose the homework is a vital part of learning. First, we should look at the difference between learning and study. Secondly, most of us are teaching a foreign language and that demands more attention than the class. Lastly, I will show resources that will make learning interesting outside the class.

Jones, Aaron

University of Seoul

Aaron G. Jones is currently serving as Visiting Foreign Professor in the General English Department at the University of Seoul, Republic of Korea. He attended Dallas Baptist University and received his Master of Arts in Teaching in ESL and his Master of Arts in Global Leadership in 2017. His research interests include educational strategies and techniques – including technology usage – and how they interact with culture, language, and differing generations.

4:00 Room 501-1

Audience Response Systems in a Korean Cultural Context: Poll Everywhere's Effects on Student Engagement in English Courses

This study sought to examine the use of Poll Everywhere as an Audience Response System (ARS) within the English conversation classroom at a Korean university. The findings of this study addressed student engagement in English conversation courses and the relationship it has with Poll Everywhere. Over the course of two semesters, students were exposed to instruction laced with an ARS in the form of Poll Everywhere to stimulate English conversation. The students were then asked to respond to how it affected their motivation and desire to speak English in class. Students overwhelmingly noted that the use of Poll Everywhere in the classroom enhanced their learning experience, allowed them to be more enthusiastic, interested, and motivated to respond in English, and generally increased their engagement in English instruction. Furthermore, it was noted by the students that factors such as anonymousness, novelty of teaching style, and the ability to aid in the expression of English allowed for them to engage more in English lessons as they produced English language in a classroom setting. The results of the study hypothesized that Korean university students respond positively to Poll Everywhere integration that allowed for enhanced engagement in English conversation classes.

Kester, Kevin

Keimyung University

Kevin Kester is Tenure-Track Assistant Professor of International Education and Global Affairs cross-appointed to the College of Education and School of Global Affairs at Keimyung University in Daegu. He researches and teaches the sociology and politics of education and global affairs with a focus on comparative and international education; education, conflict and peacebuilding; de/postcolonial and postmodern thought; and critical pedagogy. His latest publications are in *Irish Educational Studies*; *Teaching in Higher Education*; and *Educational Philosophy and Theory*.

2:00 Room 501-1

Decolonizing Higher Education: Some Practical Examples from International and Intercultural Educators in Korea

In response to the increasing internationalization of Korean higher education, questions are arising about how educational professionals should respond creatively and effectively to changing demographics and citizenships in classrooms and universities (Kim & Chun, 2015). Lecturers are increasingly facing the challenge of educating young people from diverse backgrounds — from the global North and the global South. It is important in this changing context that intercultural educators in Korean universities adapt their theoretical and pedagogical approaches to transcend the limitations of the previous generations of multicultural education, human rights, language, peace and citizenship education to approach interculturalism from diverse traditions (Andreotti et al., 2015; Connell, 2007). This presentation will begin with a critical review of the decolonial literature followed by discussion of findings from a year-long collaborative research study with KOTESOL. In turn, a practical toolkit of educational materials and six strategies for decolonizing higher education practices will be shared with participants.

Lee, Heewon

Teachers College, Columbia University

I have a master's degree from Teachers College, Columbia University in Applied Linguistics and TESOL. (2019) My bachelor's degree was in Asian Studies from Yonsei University. (2016)

1:00 Poster Session in Main Gallery

EFL Teaching Idea: Using Gallery Walk to Teach Grammar in Writing

Utilizing gallery walks are useful in teaching EFL to adults, university students, high school students, and middle school students. We have visualized a writing-to-speak lesson plan on EFL grammar utilizing gallery walks based on our teaching experience of adult learners of English as a second language. The focus of this gallery walk activity is on communicative language learning. This task will help students learn the grammar point in writing through the interaction with one another, with a topic that is relevant to their real lives. In a way, this activity not only encourages the practice of writing skills but also of acquiring a specific grammar point and speaking skills. Through this activity, the students will gain the confidence to use a grammatical point in their writing, express their thoughts through writing and speaking, ask questions, and comment on each other's writing. The instructor can make the topic relevant to the target students' lives as possible. In our poster session, we will provide the purpose and objective of this activity, a sample lesson plan, visualization of students in this task, and an example of the gallery walk. Additionally, we will visualize a hand-out, expected the outcome of this activity, PowerPoint slides, and other tools that will be useful for fellow EFL teachers.

Metituk, Rhea

University of Ulsan, and KOTESOL Environmental Justice SIG

Rhea Metituk has an MA in Rhetorical Writing and Digital Media, a BA in Psychology, and is currently posted at the University of Ulsan, South Korea. Academic interests include CLT (communicative language theory), flipped/blended learning, and PBL (project-based learning). Experience with young learners as well as adults in private institutes, public and post-secondary schools in Korea has informed her experience, in addition to NGOs in Canada and Swaziland, ESL in Canada, and teaching English sign language. In Korea TESOL (KOTESOL), she volunteers as 2nd Vice President, co-coordinator of the Environmental Justice SIG and the Women and Gender Equality SIG.

2:00 Room 4

Incorporating the Environment in the ELT class - Rhymes and Reasons

With Julian Warmington and Justin Harrison

Presenters will share approaches to incorporating the environment in the ELT classroom in South Korea, with ideas for teaching students of various age groups and ability levels. The first presenter will share details of hands-on learning experiences creating green habits with students in a middle school after-school program, as well a one month integrated lesson plan about the environment. The second presenter will share a lesson plan introducing the Aristotelian modes of persuasion: ethos, pathos, and logos; and how we can teach critical thinking skills and media literacy by applying these lenses. The third presenter will share in depth knowledge of the climate crisis and draw from experience applying content-based learning strategies in university student discussion classes. Participants can view a database of lesson plans and curriculum ideas to teach about the climate crisis, join in the discussion, and share ideas and feedback with the presenters.

Meyer, Nathan

University of Utah Asia Campus

Nathan Meyer is a writing and rhetoric lecturer at the University of Utah Asia Campus. He earned his BA and MA from California State Universities and his international education includes a CELTA in the Czech Republic and extensive language studies throughout Europe and Latin America. Before joining the University of Utah, Mr. Meyer was a US State Department English Language Fellow and served for three years as a university lecturer, curriculum developer, and built nation-wide teacher training courses in Serbia and Moldova, media literacy programs in Ukraine, and specialized training sessions for embassies across Eastern Europe. His research interests include media literacy pedagogy and the application of technology in student-centered learning.

4:00 Room 4

Flipped Instruction and Guided Discussions to Promote Academic Writing

Academic writing will always be one of the great challenges facing students, but instructors should remember that writing is 'visible thought' and it is critical to first develop those thoughts before paragraphs are put on the page. By combining flipped classroom design and guided discussion it is possible for instructors to facilitate students' development of three-dimensional ideas and strong thesis statements in dynamic group activities. Placing emphasis on content exploration allows students to build the knowledge foundation their essays will be based on and streamlines the writing process. This interactive session guides participants step-by-step through exploring topics, testing arguments, and developing positions which prepares students to produce strong academic essays.

Ninniss, Patricia

Woosong University

Patricia Ninniss holds an MEd. in Curriculum and Instruction specializing in ESL education, and has been a TESOL instructor since 2005. She has been teaching at Woosong University for the past six years, and during that time, acted as the coordinator of the Residential Intensive English Program at Sol International School from 2017 to 2019. Patricia is currently a collaborator with the Woosong Joint Research Project, doing research on the use of L1 in L2 instruction, an important aspect of curriculum design.

3:00 Room 1

Peer Editing Success in the Writing Classroom

Studies have shown that peer-editing is advantageous for improving writing skills. Writing is a complex process and peer-editing has been shown to improve knowledge and skills in writing, and provides opportunities for autonomous learning (Deni & Zaniel, 2011). An effective peer feedback session can help students develop a sense of awareness that will in turn improve their own writing. The process of responding to a peer's writing piece, fosters students that become critical readers and reviewers of their own writing (Meinecke, 2003). Instructors teaching writing often struggle to implement peer-editing into their writing classes. They may be well versed in theory, but implementing effective peer-editing strategies into the EFL classroom may seem insurmountable. We have often heard instructors' claim, "It's the blind leading the blind," and thus take it upon themselves to provide the only feedback. In order for peer-editing to be effective, a more explicit and focused approach is necessary. In this workshop instructors will be exposed to peer-editing methods that can be easily adapted for any writing class. Instructors will have the opportunity to reflect upon their practice in the writing classroom and steps they can take to make improvements. The hope of this workshop is to expose instructors to the benefits of peer-editing, and for instructors to find ways to implement this important part of the writing process into their classroom.

Otterstad, Ahna

Woosong University

MA Psychology, BA Anthropology, Certificate in TESOL

10:00 Room 1

Educational Games

EDUTAINMENT, Entertainment that is designed to be educational, as defined by Webster's Dictionary. The students use these fun activities to help enhance and reinforce their learning, without much effort.

"Using simulations and games are two of the most effective techniques for a teacher when he or she wants to allow second or foreign language learners practice in the target language. Both simulations and games allow learners not only to practice forms that they have already learned, but also allow them to experiment with new structures. All this is done in non threatening situations. (Gaudart, H. (1999). Games as Teaching Tools for Teaching English to Speakers of Other Languages. *Simulation & Gaming*, 30(3), 283–291. <https://doi.org/10.1177/104687819903000304>)

Some examples of Edutainment that is used in classrooms today:

- 1- Ellen's Heads Up- In this game, played on a phone or tablet is an interactive way for students to practice vocabulary from their chapters or book. This gives the students the opportunity to use circumlocution to get their teammates to state the words, which in turn reinforces their knowledge of the word and ways to describe these words.
- 2- Mystery Box PPT: A game that is designed to highly motivate English learners to actively participate while having fun learning. The activity can be adjusted depending on lessons learned in class but great for reviewing vocabulary, asking and answering questions etc.
- 3- Digital Escape Room Google Form: An activity that can be played individually or with teams. Great for reviewing lessons on vocabulary, grammar and writing simple sentences while trying to escape. Each question leads them closer to unlock the digital room.
4. Catch Phrase PPT: A game excellent for writing activity that will engage your students to get excited about writing!

Raisbeck, Brian

Brian Raisbeck 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 English names in the Korean EFL classroom for an MSc in Applied Linguistics and Second Language Acquisition at the University of Oxford.

5:00 Room 4

Implications of English names in the Korean EFL classroom

There is evidence to suggest that the perception of one's name is correlated with employability, likeability, academic achievement, and other important life outcomes. This evidence is all the more important in Korea where the use of English names is common. With names being such an important part of who we are, how we are perceived, and a potential force in partially shaping who we might become, it is important to fully understand the consequences that giving English names might have on English language learners and their L2 motivation in a classroom setting.

This presentation presents findings from a recently completed master's dissertation which aims to answer 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 both a quantitative questionnaire (n = 635) and a non-randomized, controlled experiment (n = 89) with Korean high school students, the dissertation focuses on a salient topic that has received little attention in the field of applied linguistics, especially in Korea. Both the findings from the research data and implications for EFL teachers will be discussed.

Randall, Reece John

Gangneung-Wonju National University

Reece Randall is a visiting professor at Gangneung-Wonju National University (GWNNU). He is a South African with over 7 years of experience in Korea as a scholar, director and educator in Busan, Seoul, Seongnam and now Gangneung.

He brings a diverse skill set gained from a background in leadership, finance and analytical roles in academic and corporate programs – as well as volunteering for education, conservation, and community outreach initiatives – in Asia, Africa and the Middle East. The Welsh name, Reece, means “enthusiasm” – a wealth of which he has for his professional interests in ELT and global citizenship education. He is driven to connect the world by fostering critical thinking, civic engagement and multi-cultural awareness via debate, media and cultural literacy.

2:00 Room 3

Global Citizenship Education (GCED) via Debate

This workshop will provide participants with an understanding of how different activities and formats of debate can be incorporated into an ELT class. The workshop will showcase debate as an educational model that can not only develop fundamental academic and language skills, but also be used to promote critical thinking and global citizenship education (GCED). The workshop will support teachers by discussing the different approaches to conducting debate-based class activities, such as parliamentary, impromptu, and Socratic debates, while highlighting the life-long learning outcomes that are targeted. Debate can empower students with the rhetoric, collaboration, creativity, civic mindedness and multi-cultural awareness that enhances the complexity and quality of their language use and engagement.

Reyes, Cyril

Woosong University

Cyril Reyes

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.

1:00 Room 501-1

Bodies without Organs: Language without Rules

Recently scholars like Jordan Petersen have pushed against a movement, which rebels against traditional and normative gender pronouns. A collection of liberal activists and scholars argue that gender is more than he or she. In this debate, it is clear that language is a battleground for identity. I would like to elucidate the philosophical root of this movement, by discussing the ideas of Deleuze and Guattari, and address the social and political reasons for abandoning gender norms.

Reynolds, Eric

Woosong University

Eric Reynolds has been a world traveler for EFL. He has lived and traveled all over the USA. Unfortunately, his wanderlust was unsatisfied in America, so he became an EFL teacher, and lived and taught in “a bunch” of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign and teaches at Woosong University in Daejeon. E-mails to ericreynolds@woosong.org receive cheerful replies!

10:00 Room 3

Planning for retirement as an ex-patriot: Pensions, saving, and other things.

“OMG! I came to Korea as a backpack teacher, now its four jobs and ten years later and I haven’t done a thing to plan for retirement!”

Does that quote sound like you? Or perhaps you are afraid it may become you? Or are you simply wanting to get ideas to improve your long term plans?

Truth is that is a pretty complex issue and a massive consideration. Moreover, everyone has their own opinions about how to move forward toward retirement. Unfortunately as ex-patriots, we are more or less disconnected from the mechanisms that support retirement planning. We are out of touch with some opportunities, because we are not back in our home country so we miss opportunities. Other opportunities are lost in Korea because of language barriers, misunderstandings, and frequently poor information.

I am not a financial planner, so I am not selling anything. Honestly, I am far from confident that I have planned well enough. However, I am happy to share what I have learned: mostly involving saving in Korea, some tricks for Americans, and how the private university teachers’ pension (sometimes called KTPF). But more importantly, I am interested in starting a dialogue, hearing about other expats successes and failures, and providing trustworthy resources for people to find out more.

Come and share, I hope we can all learn something useful!

Reynolds, Eric

Woosong University

1:00 Room 501-2

The Dr. is In: Come discuss motivation and engagement with an educational psychologist

Booksellers inundate us with tomes on motivation and engagement—each with its own spin. Recently, Pink’s “Drive,” Duckworth’s “Grit,” and Dweck’s “Growth Mindset” have all captured public attention with their varied foci on motivation and engagement. Spoiler alert: Biologically and neurologically, I suspect all these folks are talking about the same thing. Sociologically and psychologically the differences can be important, especially in the university EFL classroom. To that end a real, live, educational psychologist will help immerse you in these nuances.

In this presentation workshop, we will work through some of the key buzzwords: grit, drive, and growth mindset and of course the more venerable motivation and engagement. Participants will work to elaborate their current understanding of each concept and reframe conceptualizations to match new information. In addition, we will work together to integrate and apply those notions to our individual classrooms. We will tease out answers to questions like: Is motivation a “genetic” characteristic? Can engagement be nurtured? What does engagement/motivation look like in a Woosong English classroom? What does it look like outside of the class?

Ultimately, we will finish by developing action plans for improving classroom motivation and engagement. How do we avoid pitfalls of demotivation and disengagement? What classroom practices facilitate and increase engagement? What steps can teachers take to help students grit it out? How do we help build the drive of motivated and demotivated students alike? How do we learn our students’ mindsets and coax them towards growth?

Shaffer, Dr. David

Gwangju International Center

David Shaffer is a longtime KOTESOL member and has spent his teaching career as a professor at Chosun University. He has an MA and PhD in theoretical linguistics and several TESOL certificates. Dr. Shaffer has been a member of and presented multiple times at many of the Korean ELT associations and has served on the board of directors of several. He is also a member of several international ELT associations and Korean linguistics associations. Dr. Shaffer has just completed two terms as president of Korea TESOL and is now the immediate past president and Publications Committee chair. He is also an executive director of AsiaTEFL. In his spare time, he serves as chairman of the board of the Gwangju International Center and as editor-in-chief of the Gwangju News, Gwangju’s monthly English language magazine. He likes a good Bordeaux with his pasta.

2:00 Room 501-2

Presenting Korea’s ELT Associations and KOTESOL’s Partners

Korea has more than a dozen English language teaching associations that are national in scope. KOTESOL members may have heard of some of them by their acronyms - KATE, ALAK, GETA, PKETA – but really not know much else about them except that they are ELT organizations. Being aware of these associations and their activities opens the door to additional avenues for professional development for members of our community: as conference attendees, conference and workshop presenters, and as contributors to their academic journals. In this info-packed session, the main characteristics of each ELT association will be described: the organization’s focus, main activities, journal publication, location of conferences and workshops. In addition, KOTESOL’s PAC (Pan-Asian Consortium) partner organizations will be introduced as well as KOTESOL’s role in PAC. KOTESOL’s other international partners will also be described as will opportunities for KOTESOL members to not only present at their conferences but also serve as the official KOTESOL representative. Several of the most important non-ELT but ELT-related associations in Korea will also be mentioned. There will be interspersed opportunities for interaction from the audience.

Shelley, Jeffrey

MAGNA CVM LAVDE

Jeff Shelley has been teaching English for twelve years. He has been employed at numerous language academies throughout Korea in the capacity of teacher, Head English Teacher, and curriculum developer. He also worked as an EFL professor at Kaplan International College in New York City. After a career educating students of every age and numerous nationalities, he currently works as a freelance consultant and teacher trainer.

3:00 Room 2

ENGLISH LANGUAGE ARTS AND CRAFTS: AN ACTIVITY BONANZA!

In order for teachers to inspire their students to learn, they themselves must first find their own inspiration to teach. How is this accomplished? Much of the time, the curriculum has already been chosen by administrators: All too often, the writing workbooks provided, the textbooks given, the reading material chosen can feel just as stale to the educator as they do to the learner. Luckily, the method by which teachers execute their lessons is in their control.

This practical, energetic, thorough workshop will employ the use of innovative activities, kooky contests and prize-winning games in order to inject a bit of excitement into otherwise odious subject matter and material. With each activity lasting approximately six minutes, participants will work in groups to complete a menagerie of tasks that will take on academic hurdles such as (1) speaking in front of the class, (2) writing with more independent thought, (3) understanding paragraph structure, (4) correcting pronunciation, (5) using competition to motivate the class, (6) using reward systems to incentivize students, (7) utilizing props to articulate complex themes and ideas, and, if time allows, how to make some balloon animals.

These skillsets can easily be accommodated to fit most any lesson, be it one of vocabulary, speaking, reading or writing. The workshop is designed to exemplify how participants might go about running a similarly structured class with their own students, and the takeaway is the cache of ideas, the inspiration for oneself to innovate further, and prizes to be had by all!

Sookochoff, Sean Michael

Woosong College

I've been a Canadian Professor of English at Woosong College for almost 13 years. Enjoying interacting with both students and Colleagues. Developing skills in educating our College students but also facilitating workshops for professional development either in dealing with financial matters or with making life easier as an educator in organizational effectiveness in managing our classes. Sean holds a Bachelors Degree in History and Political Science from the University of British Columbia along with a Diploma in Accounting.

1:00 Room 3

Financial future while an ESL/EFL Teacher in South Korea

Our life here in South Korea began with the desire to utilize our English skills to educate young South Koreans. As we progress in our careers and jobs as University/College Professors, Public School Teachers or Hagan Teachers we start thinking about our Future. Usually that means our Financial future whether you will return to your home country, settle down in South Korea or just have enough resources for your next dream vacation. This workshop will lead to you to a better understanding of your financial future (understanding some of the complexities about Taxes, Pensions or just simple Financial planning techniques). Whether you just arrived in South Korea or have been a long term expat - understanding the Financial aspects of your daily life as an EFL/ESL Teacher is vital for your health and your future.

Stubbs, Rodney

Woosong University

Rodney is an ESL instructor with ten years of teaching experience at Woosong University. He is interested in helping students learn through engaging with their peers in the classroom.

Master of Arts (TESOL-MALL)

Woosong University

KOREA

Bachelor of Arts (Sociology)

Massey University

NEW ZEALAND

2:00 Room 2

Students as Teachers: Peer to Peer Activities

This workshop shares experiences of one technique for having students teach their peers. Most students will have studied the main grammar points and common vocabulary from their textbook in English classes before, so the material being studied is often a review for many students much of the time. The approach that will be shared is based on several semesters of trial and error development. During the workshop the audience will be given the opportunity to actively participate, just as students in the classroom would. The workshop focuses on the practical aspects of encouraging students to speak in class. Time for a discussion of some of the advantages and disadvantages of this approach is provided, along with an opportunity for participants to share their personal experiences and ideas. However, the intention of this presentation is not to identify the best way of engaging students as teachers, but rather to stimulate discussion and share ideas & experiences to encourage others to experiment with 'students as teachers' in their own classrooms.

Taylor, Benjamin

Woosong University

Ben Taylor is an assistant professor of EFL at Woosong University, where he is also the hiring coordinator for international EFL teachers. He holds a Master of Arts degree in English (Language Studies and ESL) from Eastern Kentucky University. For five years, he taught first-year writing courses in the United States as an adjunct professor and is currently in his fourth year of university teaching in South Korea. He also taught ESL in an intensive program for several years in the US, which included leading a summer program for South Korean university students.

1:00 Room 2

How to stand out in a tightening job market

Similarly to much of the world, the job market for university English teachers in South Korea is tightening. There are numerous factors behind this trend, ranging from saturation in the job market to a decline in the number of university-aged students. In this hands-on workshop, participants will learn how to distinguish themselves in an increasingly-competitive job market by developing job-hunting, resume-writing, and interviewing skills. We will also discuss the factors behind the trend and look to future opportunities both in South Korea and abroad. The workshop will focus on skill building in regard to university EFL job-hunting, though attendees with a background in public school and private academy teaching will glean valuable, actionable job-hunting advice as well.

Not sure of where to look for jobs?

Nervous during committee-style or one-on-one interviews?

Want to know how to make your resume stick out?

How about some tips for updating your LinkedIn or other social media presences?

This workshop will tackle these questions -- and more!

Taylor, Benjamin

5:00 Room 2

Engage and Motivate Your Students: Gamify Your Classroom

With Eric Reynolds

Recent studies (Wang 2015; Plump & LaRosa 2017; Wichadee & Pattanapichet 2018) have focused on successful integration of mobile devices and learning games into classroom environments, with Bicen and Kocakoyun (2018) using Kahoot! quizzes to elicit student perceptions of gamified learning. As little existing research is specific to gamification in language learning classrooms, we provided seven EFL professors with identical Kahoot! quizzes and asked them to use the quizzes in the most effective manner for their students throughout one semester. This dialog shares the results of a larger research project, which aggregated its findings in a focus group discussion and a 20-question Likert-style survey, while addressing the following research questions:

1. How should university EFL teachers implement and integrate online learning games in their classrooms?
2. To what extent do online learning games motivate students and encourage them to be engaged and participate in class?
3. To what extent do online learning games help teachers meet classroom objectives and help facilitate language learning?

We gleaned actionable findings both for mobile device-enabled learning games broadly and for Kahoot! specifically.

We started with the working assumption that online learning games were beneficial to students in terms of language learning, motivation, and class participation. Most (87.5%) of the survey participants agreed that using Kahoot! quizzes to supplement their textbooks was easy, and all participants agreed that it was beneficial to do so. Though all participants found Kahoot! to be effective as a preview or review activity, the study suggests it was more effective as a review activity.

Thorne, Wesley

Woosong University

My name is Wesley Thorne M.A. I have worked in a variety of educational institutions for the past 12 years, I am currently an Assistant Professor at Woosong University. I taught high school English Language Arts, and Economics for the Alachua County Public School Board in Florida. I was also an Assistant ESL Professor at the University of Florida. From 2017 to 2019, I was one of the leaders of a district wide initiative to integrate G Suite into English Language Arts classrooms. As a result, I have conducted presentations and troubleshooting sessions revolved around various aspects of G Suite. I am an ardent proponent of a technologically integrated classroom.

3:00 Room 3

G Suite and the ESL Classroom

The session is designed to familiarize teachers with various components of G Suite that can improve ESL classrooms. These components include but are not limited to: Google Classroom, Google Ad-Ons, Jamboard, and Google Keep. The session will also look at innovative applications for more traditional G Suite components such as Google Sheets, Slides, and Docs. Particular focus will be given to the application of these components in the Korean ESL classroom. Participants will actively participate in the session. In order to do so, participants will need an active Google account. At the end of the session, participants will be able to further integrate components of G Suite in their Korean ESL classroom.

★ *The* ★

UGLY DELICIOUS
PASTA SHOP

Only pasta & Chips & Drinks

RUNNING TIME 11:30 - 15:00 (LAST ORDER 14:00)



KOTESOL DAEJEON-CHUNGCHEONG CHAPTER

Year End Party!

Saturday, December 14th, 2019

Event Page: koreatesol.org/content/dc-chapter-year-end-party

Facebook Event: tinyurl.com/19dccyearendparty



Lunch

The following are place that are close that you can go to for lunch











Play It Again, 쌤!

Revisitation, Reprise, Memory, Time

Gwangju-Jeonnam KOTESOL Regional Conference 2020



- Saturday, March 14, 2020
Gwangju National University of Education
- Call for Proposals deadline: January 31, 2020
- More information:
koreatesol.org/gwangju

2019
THANKSGIVING



DINNER

At the

Ugly Delicious

*357-1 Daedong dongu, daejeon
Saturday, November 23*

6:00 pm

Only available for reservation guests.

Thank You!

See You Next Year

DCC/KOTESOL November Symposium

Executive Committee



KOTESOL
대한영어교육학회