



2016 Yongin Chapter Conference

**Practical Classroom Activities  
for Empowering Students**

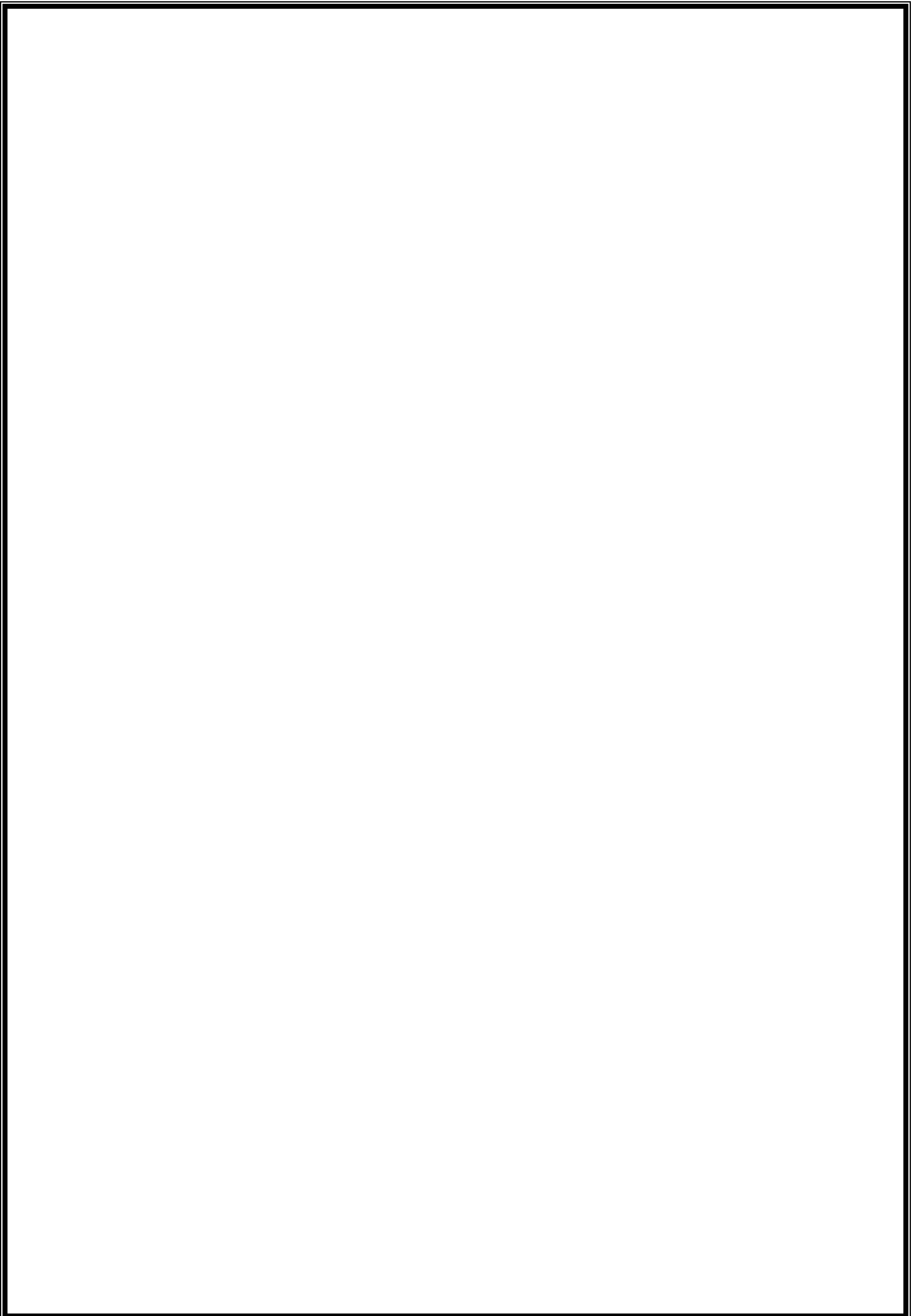


Christopher Miller  
Katie Jiyeon Lim  
Leonie Overbeek  
Dr. Richard Cassidy  
Robert Kim  
Stewart Gray  
David D. I. Kim



<http://www.koreatesol.org/yongin>





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# Schedule

## Yongin KOTESOL 2016 Conference

12:00-12:30	Registration and Conference Payment Sixth Floor of Shallomkwon Building		
12:45~12:55	Room 602 Opening Ceremony		
1:00~1:50	Room 601 Robert Kim	Room 602	Room 603 Katie Jiyeon
2:00~2:50	Room 601 Richard Cassidy	Room 602 David Kim	Room 603 Christopher Miller
3:00~3:50	Room 601 Leonie Overbeek	Room 602	Room 603 Stewart Gray
4:00-4:30	Closing Ceremony Room 602		

## Welcoming Message

Welcome to our annual Yongin KOTESOL Chapter Conference. We have worked hard to put together a conference to provide you professional development that will be useful both in the classroom and in the planning of your lessons and courses. This year's theme is *Practical Classroom Techniques for Empowering Students* and we think we've got a nice variety of presentations and workshops that cover our theme. We found great teachers that are empowering students in many types of classes at all levels. No matter your teaching background, we hope you find some useful tips and techniques that you can take back to your classroom and use to improve your experience, and your students'.

We wish to thank Kangnam University for providing the venue for this conference. We'd also like to thank our presenters for offering their time, experience and expertise to us today. Thank you to all the volunteers who worked and are working to make our conference a success. And thank you all for coming.

Enjoy the conference!

Martin Todd & Duksoon Han

2016 Yongin KOTESOL Conference Co-chairs

# Conference Committee

## **Conference Co-Chairs**

Martin Todd  
Duksoon Hahn

## **Conference Treasurer**

David D. I. Kim  
Kangnam University

## **Conference Book Editor**

Duksoon Hahn

## **Conference Poster and Cover Artwork**

Gina Pyo  
Soongsil University

## **Registration chair**

Tip Landoll

## **Refreshments/Snacks/Food Coordinator**

David D. I. Kim  
Kangnam University

## **Set up/ Break Down**

Robert Kim  
Kyonggi Univesity

## **Student Volunteer Coordinator**

Youngseo Choi  
Yongin University

## **Publicity**

Martin Todd  
Ducksoon Hahn  
Robert Kim





# **Presenter's Abstracts/Introductions**

**1:00-1:50 (Room 601)**

## **Complementing Reading and Writing Skills**

Robert Kim  
Kyonggi Univesity

Reading and writing skills are vital for proper language arts skills, especially in English language learning settings. For those skills to effectively function together, students need to see appropriate examples of well organized paragraphs and essays from textbooks and handouts, such as the features of a narrative paragraph or a comparison-contrast essay. Moreover, learners can see how new vocabulary words and grammar (verb tenses or transitions) are used to have an idea of merging reading and writing. With reading, students can develop a reaction by writing about the story, plot, or issues being raised. Thus, reading and writing can work effectively work together for literacy in another language. Furthermore, students can genuinely feel empowered to solidify their reading and writing skills, especially in English.

**1:00-1:50 (603)**

**Is Grammar Good?**

Katie Lim works

Avalon English

If you are an English teacher, you might have been wondering “Should we teach grammar?” Many say yes, but why? Is this simply because we have been teaching grammar, or it makes things convenient for teachers? Whatever answers come to your mind, you perhaps have struggled with your students who think grammar sucks! Here, how would you convince them to keep learning? My grammar teaching philosophy is pretty simple: if I fail to understand why, students also do not follow my instruction. This talk will investigate one case study and its implications. Then, discuss how to practically apply them in our language classroom by introducing several grammar activities which will help to empower students. After the talk, you will mainly have learned why grammar is good and how to design your grammar lessons. I hope you confidently say “learning grammar makes world go better for L2 learners.”

**2:00-2:50 (Room 601)**

**Immersion Language Program Seeking Digital Media Literacy**

Richard Cassidy  
Seowon University, Cheongju.

The following is a walk through the sorts of materials and classroom activities that organize the immersion programs I have been running at Seowon University in Cheongju for the past three years, namely, a 4-skills, content-based, blended-learning program aimed at increased L2 fluency.

It is also an occasion upon which to discuss the prevalence and practicability in Korean schools and universities of the sorts of digital storytelling, media literacy workshops developed by a company like Hands on Media Education (from Montreal, Canada).

Indeed, I will suggest, tasking our students with the creation and screening of a 'digital story' about their own language learning processes, or about their own individual relationship with English, etc., in the context of a language program, moreover, represents a golden and perhaps unique opportunity to get them to reflect on and take some greater measure of control and responsibility over their own learning practices.

**2:00-2:50 (Room 602)**

**Teaching English Pronunciation Workshop**

David Kim  
Kangnam University

A brief outline of some English pronunciation categories Korean students often have difficulty producing, will be followed by demonstrations of how to use the contrastive method and the phonetic alphabet can be used in teaching English pronunciation to Korean students. Also, a pronunciation diagnostic test will be introduced to use in the classroom to isolate English pronunciation difficulties of Korean students, along with a pronunciation acquisition model in gaining a better understanding of the challenges facing Korean students in learning to pronounce the English language.

**2:00-2:50 (Room 603)**

**Written Corrective Feedback: Personal Practice and Possibility**

Christopher Miller  
Daeil Foreign Language High School

Written feedback is an essential part of language teaching and instruction for all levels. However, at times, language instructors can employ poorly-informed strategies for providing students with essential feedback on written performance. Primarily drawing on a recent meta-analysis from Bitchner and Storch (2015), the presenter will offer participants a series of research-based principles for delivering written corrective feedback. Additionally, participants will engage in a series of reflective and self-assessment activities to enhance awareness of current written feedback practices as well as diagnose the need for any re-tooling of current feedback practices. Participants can expect to gain a deeper awareness of their own professional practice and a series of best practice principles for providing written corrective feedback to students.

**3:00-3:50 (Room 601)**

**Reading Club for Language Improvement**

Leonie Overbeek

Namyang Elementary School

Stephen Krashen is a great supporter of extensive reading, and given the presenter's experiences in language learning, she too supports it wholeheartedly.

However, a problem that no-one really addresses in books about reading clubs, and how to set up extensive reading programs, is what to do with students whose poor reading abilities are not addressed in the classroom, and who want to join such a club.

This presentation relates the experiences the presenter had in the past year at an elementary school, where approximately 20 students enrolled in the program presented as an after-school class, all of them with widely varying language ability and reading ability.

The progress they made as various techniques were employed was documented by an initial evaluation of their reading level, and after a semester, a second evaluation using the same rubric that checked fluency, accuracy and understanding.

All students showed an improvement not just in language learning, but in their ability to use the target language.

**3:00-3:50 (Room 603)**

**Democratic teaching design: Practical approaches for critical classes**

Stewart Gray  
Baekseok Culture University

A great, familiar challenge to teachers interested in promoting critical thinking, discussion, and a more equal student-teacher relationship is designing and implementing classes that permit and encourage these things. The focus of this presentation is the philosophies of design and teacher behaviors which facilitate creation of a democratic classroom environment in which students are empowered to think and discuss critically, and to share in responsibility for directing their studies.

The presentation details various efforts made by the presenter to make their own teaching contexts, which included adult students and young learners, more democratic and to encourage students of all language levels to engage in English-language critical discussion. Supporting these examples with educational literature, this presentation provides an extensive list of points to consider when designing classes, interacting with students and encouraging them to interact. Attendees will also have the opportunity to reflect upon and share their own experiences and perspectives.

# Presenter's Biographies



**Robert M. Kim**

Robert M. Kim is a second generation Korean-American who is currently teaching at Kyonggi University (Suwon Campus). He is also the president and webeditor of the Yongin KOTESOL Chapter. In addition, Robert has extensive teaching experience in both EFL and ESL in Korea and the United States respectively in the following schools: Duksung Women's University, Essex County College, Hudson County Community College, and Westchester Community College.



**Katie Jiyeon Lim**

Katie Jiyeon Lim majored in Tourism and French in college and TESOL in M.A. About 10 years ago, she couldn't even say a word in English, but now she is teaching TEPS and TOFLE to secondary students. From a beginner speaker to becoming a language instructor, she experienced a lot of things about how language develops, what motivates and discourages learners, what methodologies are effective in different settings, and so forth. Among them, her recent interest is grammar-semantic/grammar-discourse interface. If her experience could help, she would like and is always open to share her stories with candidate teachers or those who like to improve their teaching competence.





**Richard Cassidy**

Richard has been teaching in the English Education department at Seowon University for the last 3 years and, with the help of the highly motivated students there, translating his doctoral literary studies into L2 language teaching methodologies. Now that his dissertation is complete and passed, and before he moves his teaching career back to Montreal, Canada, he is eager to articulate and discuss some of the outcomes and experiments developed in that process. He is grateful for the ears you may lend him and the impressions you may share in response.



**David Kim**

David D. I. Kim is presently teaching in the Division of International Area Studies, at Kangnam University, Yongin. He also coordinates the KNU TESOL Certificate program. His current teaching and research interests include development of language testing instruments, materials development for writing, teaching English pronunciation, and cross-cultural issues in language teaching/learning. Email: [kdi@yonsei.ac.kr](mailto:kdi@yonsei.ac.kr)



**Christopher Miller**

Christopher Miller has been involved in ELT since 2007. He currently serves as research committee chair for KOTESOL and treasurer for the Seoul KOTESOL chapter. He is a frequent presenter at KOTESOL events and beyond. His primary research interests include quantifying the benefits of reflective practice. Christopher can be contacted at [cmiller112@su.edu](mailto:cmiller112@su.edu).



**Leonie Overbeek**

Leonie Overbeek has been teaching in Korean public schools for eight years. She is passionate about teaching and learning, and considers herself a life-long learner. She has recently completed several online courses dealing with how we learn, and how brains work, and is actively exploring these concepts in her own teaching.



**Stewart Gray**

Stewart Gray is an English teacher currently employed at Baekseok Culture University in Cheonan. He has been teaching English in Korea since 2011, and has worked with a wide variety of students in different contexts. He completed his MA TESOL at Dankook University (Jukjeon), and has recently begun PhD study with the University of Leeds. He is currently one of the facilitators of the KOTESOL reflective practice SIG. His research interests include language and identity, reflective practice, critical thinking, and critical pedagogies.





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