

THE 2017 DAEJEON-CHUNGCHEONG
NOVEMBER SYMPOSIUM AND THANKSGIVING DINNER

LEARNING ON A CLOUD: USING INTERNET-BASED COMPUTING WITH EFL STUDENTS

**SATURDAY, NOVEMBER 25TH, 2017
WOOSONG UNIVERSITY, DAEJEON
REGISTRATION BEGINS AT 9AM
THANKSGIVING DINNER AT 6PM**

**OPENING PLENARY:
DAIEL BAILEY & MICHAEL CARY**

**CLOSING PLENARY:
CASEY LARTIGUE JR., TEACH NORTH KOREAN
REFUGEES GLOBAL EDUCATION CENTER**



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Welcome!

to the 2017 November Symposium and Thanksgiving Dinner!

We are so happy that you chose to spend the day with the Daejeon-Chungcheong Chapter! This year's theme reflects the growing online learning opportunities for EFL students. As educators, we need to embrace this trend to better meet the needs of our students. Offline, paper-based resources will always be needed. A healthy mix of both online and offline materials will allow our students to maximize their English potential.

We are happy to welcome Casey Lartigue Jr. and Eunkoo Lee from Teach North Korean Refugees to this year's symposium. Thanksgiving is a time to give thanks. While giving thanks, why not think of how you can give back? There are many North Korean refugees who need help with their English skills. This organization matches native English speakers with North Korean refugees through two different tracks:

1. Individualized English tutoring
2. One-on-one speech coaching

Casey and Eunkoo will discuss the TNKR organization and tell us how we can get involved. The DCC Executive hopes you have a great time learning and socializing during our symposium! If you have a question about our organization or events, please ask us!

Sincerely,

Mike Peacock

Daejeon-Chungcheong President

Schedule

2017 KOTESOL DCC Chapter Thanksgiving Symposium

9:00 – 10:00	Registration <i>5th Floor Lobby, Building W16 (Woosong University West Campus)</i>
10:00 – 10:10	Opening Ceremony <i>5th Floor Auditorium (Room 501-2), Building W16</i>
10:10 – 11:00	Concurrent Sessions <i>5th Floor, Building W16</i>
11:10 – 12:00	Opening Plenary <i>5th Floor Auditorium (Room 501-1), Building W16</i> Web 2.0: Bridging the Theory- Practice Divide (Daniel Bailey & Michael Cary)
12:00 – 13:00	Lunch <i>*Free for KOTESOL Members!</i>
13:00 – 16:00	Concurrent Sessions <i>5th Floor, Building W16</i>
16:00 – 16:50	Closing Plenary <i>5th Floor Auditorium (Room 501-2), Building W16</i> Hello Konglish! (Casey Lartigue Jr. & Eunkoo Lee) Teach North Korean Refugees
17:00 – 17:30	Closing Ceremony <i>5th Floor Auditorium (Room 501-2), Building W16</i>
18:00 –	Turkey Dinner <i>Solpine International Restaurant</i> <i>13th Floor, Building W13 - Woosong Tower</i>

Concurrent Sessions

	Room 502	Room 503	Room 504
10:10 - 11:00	<p>Introduction to (new) Google Sites</p> <p style="text-align: center;"><i>Stafford Lumsden</i></p> <p style="text-align: center;"><i>Sookmyung Women's University</i></p>	<p>Flashcard or Memrise for Learning Vocabulary</p> <p style="text-align: center;"><i>Don Hobbs</i></p> <p style="text-align: center;"><i>Woosong College</i></p>	<p>Clear Skies Ahead: Survey Solutions in the Cloud</p> <p style="text-align: center;"><i>Eric Reynolds</i></p> <p style="text-align: center;"><i>Woosong University: TESOL-MALL</i></p>
13:00 - 13:50	<p>Google Classrooms for Beginners</p> <p style="text-align: center;"><i>Lacey Horner, Eric Warner, and Daniel McCracken</i></p> <p style="text-align: center;"><i>Sol International School, Woosong University</i></p>	<p>You're Hired! Engaging Job Interview Activities</p> <p style="text-align: center;"><i>Wayne Finley</i></p> <p style="text-align: center;"><i>Korea Polytechnic University</i></p>	<p>Listen & Write Learning Activities</p> <p style="text-align: center;"><i>Sean Sookochoff</i></p> <p style="text-align: center;"><i>Woosong College</i></p>
14:00 - 14:50	<p>Getting the Most out of Quizlet</p> <p style="text-align: center;"><i>Michael Free</i></p> <p style="text-align: center;"><i>Gangneung-Wonju National University</i></p>	<p>Email Journaling</p> <p style="text-align: center;"><i>Carl Philips</i></p> <p style="text-align: center;"><i>Woosong University</i></p>	
15:00 - 15:50	<p>Talking in the Cloud: Extensive Speaking for Korean EFL</p> <p style="text-align: center;"><i>Jan de Beer & Eric Reynolds</i></p> <p style="text-align: center;"><i>Woosong University</i></p>	<p>Showcasing Short Film</p> <p style="text-align: center;"><i>Benjamin Malcolm</i></p> <p style="text-align: center;"><i>Woosong University</i></p>	<p>Researching and Teaching Peace in the English Classroom</p> <p style="text-align: center;"><i>Kevin Kester</i></p> <p style="text-align: center;"><i>Endicott College, Woosong University</i></p>

Opening Plenary

Daniel Bailey and Michael Cary

Bridging the Theory-Practice Divide

Abstract:

In this presentation, we will discuss the pedagogical implications from a series of studies conducted over the past two years with respect to social media for language learning as well as wiki-based learning. Daniel Bailey will begin the Plenary Talk by discussing the challenges and advantages to using platforms like social media, website design, and even phone application development. Findings from his early studies indicate that students respond positively to the use of social media in the classroom and participation in creative writing can easily exceed thousands of words of extra writing outside the classroom. Michael Cary will continue the Plenary Talk by highlighting different ways to bridge the theory of group working methodology being beneficial in language classrooms. For decades it has been a common practice for teachers to use group work to facilitate language learning however group writing and complex tasks have often proved problematic to teachers. In our modern era, computers and Web 2.0 tools make it easier for teachers to create meaningful and productive collaborative writing projects. Building on Constructivists approaches which, “holds that learners actively construct knowledge by interpreting new knowledge based on their prior knowledge,” (Kuiper & Volman, 2008), teachers have been able to create wikis to help students gain more understanding. “Wikis are collaborative Web-based environments that allow multiple users to easily and quickly contribute content” (Matthew, Felvegi, & Callaway, 2009, p. 51)

Bios:

Michael Cary Hanyang University – ERICA Campus, Ansan
theoriginalmikecary@yahoo.com

Daniel Bailey Konkuk University
dbailey0566@gmail.com

Michael Cary is an Assistant Professor in the English Communication Department at Hanyang University. He has been teaching in South Korea since 2004 and went home to perfect his teaching by doing a practicum based Master's program in his home state of Michigan in the U.S. He has been teaching at Hanyang University ERICA campus since 2011 where he teaches English Communication and General English courses.

Daniel Bailey is presently teaching in the Department of English in the College of Multimedia Communications at Konkuk University. He is a doctoral student in Korea University's Education Technology department. His research interest are computer aided language learning, second language writing anxiety, and online course participation. His recent research investigated the effect of online delivered corrective feedback on writing accuracy. Email: dbailey0566@gmail.com / H.P. 010-4442-8181

Closing Plenary

Hello Konglish!

North Korean Refugees Learning English to Adjust to Life Outside of North Korea

Casey Lartigue, Jr. and Eunkoo Lee - Teach North Korean Refugees

An estimated 30,000 North Korean refugees have escaped to South Korea. But escaped to what? About 35% of refugee adults in South Korea are unemployed, 80% reportedly work in menial and low-skilled jobs, incomes reportedly are 50 percent below those of South Koreans, and suicide rates are even higher than those of South Koreans.

Many refugee adults point to English as a major barrier to their advancement. North Koreans often struggle in adjusting to South Korea because they rarely studied English when they were in North Korea. In South Korea, they encounter Korean mixed with numerous English words. Many quickly realize they need English to compete for education and job opportunities in South Korea and the rest of the world outside of North Korea.

Some North Korean refugees who have learned English have emerged as “stars,” directly informing English-language speakers about human rights abuses in North Korea. However, most refugees avoid the limelight, as many conceal their identities and others even avoid identifying they are from North Korea. Despite improvements, refugees still struggle, often dropping out of college, graduating with lower grade point averages. Many struggle with understanding homework assignments, lectures, and conversing with classmates in English. Helping North Korean refugees learn English won't be a panacea, but it can help refugees overcome one barrier to adjusting to life outside of North Korea.

Bios

Casey Lartigue Jr., and Eunkoo Lee are co-founders of the Teach North Korean Refugees Global Education Center (TNKR) in Seoul.

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

Lee has master's degrees in North Korean Studies from Ewha Woman's University and international studies from Sheffield University in the UK.



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Presenters and Abstracts

– Concurrent Sessions

Concurrent Sessions 10:10 – 11:00

Introduction to (new) Google Sites

Stafford Lumsden - Sookmyung Women's University

Stafford.lumsden@sookmyungtesol.info

Presentation Type: 50 minute Google Hangout

Topic Area: Speaking

Teaching Context: University, Adult

Abstract

Google Sites underwent some radical changes in 2017 and now provides an effective, and user-friendly way to create simple websites that can be used with your students. All you need is a Google account. In this presentation we'll look at using the new Google Sites to develop a website for your classroom or course, the benefits, and some of the potential problems instructors might come across using the platform.

This presentation is being delivered remotely via videoconference, but is interactive, and there will be a chance for Q&A.

Bio

Stafford Lumsden is the coordinator of YL TESOL programs at Sookmyung Women's University Seoul. An active member of KOTESOL, he has held various roles in the organization over a number of years. Currently Stafford is a doctoral candidate in the Department of Linguistics at Macquarie University, NSW, Australia

Flashcards or Memrise for Learning Vocabulary

Don Hobbs - Woosong College

dondonsoi1222@yahoo.com

Presentation Type: 50 minute presentation

Topic Area: Computer Assisted Learning (CALL), English for specific purposes

Teaching Context: High School, Adult

Abstract

For adult EFL learners, especially those in an ESP environment, rapid acquisition of vocabulary is a worthwhile goal. But how obtainable is it for words that are not frequently used in some type of rich context, or as Oxford and Scarcella (1994) categorize such acquisition, “fully contextualized?” One preferred “decontextualized” method of study has long been flashcards, and more recently, robust flashcard-like applications. How effective are these overall and which is better? In this presentation, Don Hobbs will examine lessons learned from a study conducted at Woosong Information College in South Korea comparing paper flashcards and the popular Memrise app, and show you how to get the most out of these for your particular classes and students.

Bio

Don Hobbs has taught a large variety of EFL and ESP courses in Japan, Indonesia, Thailand, and South Korea, at private language institutes, an international school, and two universities. His interest in flashcards as a tool for learning foreign language vocabulary began in 1989 when he was 18 years old and attending the U.S. military's Basic Korean Course at the Defense Language Institute in Monterey, California. Since then, he has regularly used both paper flashcards and more recently various electronic vocabulary apps for learning Korean, Indonesian, and other languages.

Clear Skies Ahead: Survey Solutions in the Cloud

Eric Reynolds - Woosong University: TESOL-MALL

reynolds.tesol.mall@gmail.com

Presentation Type: 50 minute workshop

Topic Area: Research

Teaching Context: Other

Abstract

Do you need to understand a group of people and what they think about something to move forward with some project, whether this is academic research or just general information on your faculty staff or students? Surveys are coming to your rescue, and what better way to deliver a questionnaire than through cloud-based technology? This methods workshop will introduce the purposes and practice of survey research, cover common errors in questionnaire creation, sampling, and distribution, review some of the options for cloud-based survey research, and give participants an opportunity to start developing their surveys. Participants will leave the workshop with a more profound and better understanding of survey research, a map to avoid survey research pitfalls, a guide to select their survey delivery tools and a rough draft of their survey!

Bio

Eric Reynolds has been a world traveler for EFL. He has lived and traveled all over the U.S. Unfortunately, his wanderlust was unsatisfied in America, so he became an EFL teacher, and lived and taught in “a bunch” of countries including Japan, Bulgaria, Tajikistan, and now Korea. He holds a Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign and is the Department Head of the TESOL-MALL MATESOL program at Woosong University in Daejeon.

Concurrent Sessions 13:00 – 13:50

Google Classroom for Beginners

Lacey Horner, Eric Warner, and Daniel McCracken - Sol International School, Woosong University
laceyhorner@woosong.org, ericwarner@woosong.org, danielmccracken@woosong.org

Presentation Type: 50 minute workshop

Topic Area: Computer Assisted Learning (CALL), English for specific purposes, Content based instruction, Writing

Teaching Context: High School, Adult

Handout: Page 18

Abstract

Looking for a way to get your students more involved? Ever tried Google Classroom? If not, this workshop is for you! We will show you the basics of setting up Google Classroom, using it to enhance participation, & possibilities for managing grading.

Bio

I taught high school Spanish from 2003-2012 in the USA. Since then, I've been teaching English and Spanish to various grade levels in Korea.

You're Hired! Engaging Job Interview Activities

Wayne Finley - Korea Polytechnic University
wjfinleycv@gmail.com

Presentation Type: 50 minute workshop

Topic Area: English for specific purposes, Content based instruction, Listening, Speaking, Culture

Teaching Context: High School, Adult

Abstract

University students have a lot to worry about. Meeting their soulmate, getting a high ranking on Battlefield, recovering from the previous night's hangover and, usually around the last week of the semester, attaining a good grade. A more recent concern is jobs. There are a lot of people out there all competing for the same few positions. Students are worried big time. Why not spare a bit of time from your conversation class to give them a helping hand? Job interview activities can be some of the most engaging and practical an EFL classroom has to offer. In this workshop I will demonstrate the job interview activities that have engaged all of my university students, regardless of their level or natural inclination for learning English. Beginning with a popular networking activity, students are propelled into a world of interaction with a firm handshake and a friendly business card greeting. They then play the role of judge by teaming up to choose the winner of The Best Job In The World, a

real competition launched by Tourism Australia in 2013. Now possessing the ability to spot a great applicant, they step into those shoes to conduct and take part in interviews for their own team-created jobs. Learning how to answer both follow-up questions and difficult questions, the final activity sees students face their greatest test when the teacher plays the part of job interviewer in a terrifying mock job interview. You're hired!

Bio

Wayne Finley is no stranger to these parts. Living in Daejeon for four years, Wayne was a stalwart at Woosong University where he taught English and worked in several departments. Now teaching in Siheung at Korea Polytechnic University, Wayne still has fond memories of his first ever KOTESOL conference: the 2014 Daejeon-Chungcheong Thanksgiving Symposium. Returning to his KOTESOL birthplace, Wayne hopes to meet more great teachers and tuck into a nice turkey dinner. Feel free to say hello with a firm handshake, a friendly smile and a beautiful business card.

Listen & Write Learning Activities

Sean Sookochoff - Woosong College

Seansookochoff@woosong.org

Presentation Type: 50 minute workshop

Topic Area: English for specific purposes, Listening

Teaching Context: Elementary, Adult

Handout: Page 23

Abstract

LISTEN AND WRITE LEARNING ACTIVITIES: BUILDING VOCABULARY PLUS PREPARING STUDENTS FOR BOTH A WRITTEN EXAM (LISTENING SECTION) OR A SPEAKING EXAM (ORAL TEST). Designing these activities can be a challenge but also an opportunity to engage yourself (as the Professor) with your students'. It's never easy to prepare and/or develop students' Listening skills either just for learning or for a standardized test but nevertheless necessary for English language acquisition.

Bio

Sean has been a Canadian Assistant Professor at Woosong College for almost 11 years. I hold a Political Science and History Bachelor's Degree from the University of British Columbia along with a diploma in Accounting. Designing new learning activities brings me great joy in educating young College students'.

Concurrent Sessions 14:00 – 14:50

Getting the Most out of Quizlet

Michael Free - Gangneung-Wonju National University

michaelfree63@gmail.com

Presentation Type: 50 minute presentation

Topic Area: Computer Assisted Learning (CALL), Other

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

Abstract

Quizlet. Chances are good, very good indeed, that you've heard of it. Since its public release in January of 2007, the cloud-based study application has grown to a phenomenal size, now boasting over 20 million learners.

Recognizing that most language teachers have at least a passing familiarity with Quizlet, this presentation focuses on how we can maximize its potential in various contexts. After a brief survey of Quizlet basics, for those who may have never used it, the presenter will look at some of the newer features in more depth (e.g., diagrams). The core of the presentation will be on exploring the range of ways in which language educators and learners can use Quizlet to improve the potential for learning (be it in class, out of class, or flipped class). This will include how the presenter has used the application, as well as a curated collection of techniques by teachers from around the world. Attendees will have an opportunity to share their own ideas via Padlet.

Bio

Michael Free holds Masters degrees in TEFL (University of Birmingham) and Arts (McMaster University). His professional interests include Content-based Language Teaching, English as a lingua franca, and humanist education. He is very active in professional development, now serving his third term as president of the Gangwon Chapter of KOTESOL. Michael was recently elected 1st Vice-President of KOTESOL's national executive. He is currently a Visiting Professor based out of the Global English Center of Gangneung-Wonju National University (Gangneung Campus). Email: michaelfree63@gmail.com

Email Journaling

Carl Philips - Woosong University

crplh@yahoo.com

Presentation Type: 50 minute presentation

Topic Area: Computer Assisted Learning (CALL), Action research, Reflective teaching, Writing, Culture

Teaching Context: Middle School, High School, Adult

Abstract

This presentation will discuss the benefits and drawbacks of email journaling, as used for feedback, grammar education, rapport-building etc. The presentation will include various formats and criteria that can be used, as well as an open ended discussion with participants about their experiences in this type of work.

Bio

Carl Phillips is presently Senior English Professor in the University Culinary Arts Department at Woosong University. A 10-year Korean resident, he has also worked at YBM SISA. He holds an MA in TESOL-MALL, BS in Educational Psychology, and TEFL Certification. He has created numerous courses and Curricula at the University level.

Concurrent Sessions 15:00 – 15:50

Talking in the Cloud: Extensive Speaking for Korean EFL

Jan de Beer & Eric Reynolds - Woosong University

jandebeer@woosong.org; reynolds.tesol.mall@gmail.com

Presentation Type: 50 minute workshop

Topic Area: Computer Assisted Learning (CALL), Research, Speaking

Teaching Context: Middle School, High School, Adult , Other

Abstract

Typically, we think of cloud computing as a virtual space to store and share documents and files, but we do not necessarily think of it as a place for oral communication. In this workshop we will introduce participants to the various platforms for sharing audio files from student to teacher, teacher to student, and even amongst students. Working from the extensive reading (ER) frameworks developed by Day and Bamford (2002), we have reformulated their ER notion of activating oral output through a new concept of extensive speaking. Additionally, we will introduce participants to our research project using Woosong University's learning management system (LMS) which is a Moodle based system to create a series of homework activities that extend students' thinking and use of English to the world outside of the classroom. Furthermore, we will share some of our preliminary findings regarding the effectiveness of our iteration of the activity on student learning. We will work with the participants to develop procedures and documentation to provide feedback and efficiently assess student's speaking performance. Participants will leave our workshop energized and ready to supercharge their students' oral production with the necessary tools in hand to get their students talking on the cloud.

Bios

Dr. Jan de Beer is from Pretoria, South Africa, and is currently an assistant professor in EFL at the Woosong Language Institute, Woosong University in Daejeon, South Korea. He can be contacted at jandebeer@woosong.org.

Dr. Eric Reynolds is from Page, Arizona, and has taught in Japan, Bulgaria, Tajikistan, and Korea. He is the TESOL-MALL Department Head at Woosong University. You can contact him at ericreynolds@woosong.org

Showcasing Short Film

Benjamin Malcolm - Woosong University

benjaminmalcolm@woosong.org

Presentation Type: 50 minute presentation

Topic Area: Computer Assisted Learning (CALL), Listening, Culture, Other

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

Abstract

Students are often motivated and excited when we bring movies into our classrooms, as they provide authentic and varied language and give them a visual context for added comprehension. This presentation will explore this engaging theme, focusing on the practical usage of short film, and will include creative ideas for teaching at all levels. Short film is defined, in this context, as any self-contained short film which tells a story, and is usually 15 minutes or less. The presenter will demonstrate, through lecture and workshop, both worksheet-driven and non-worksheet activities, as well as offer tips and pointers for finding and using appropriate short films. In the end, audience members will be encouraged to share their ideas of successful activities with the rest of the participants.

Bio

Benjamin Malcolm has taught at the university level for over eight years in South Korea and Thailand, and is currently an assistant professor in the Honors Program at Woosong University. In 2010, he graduated with an MFA in Creative Writing from American University. Benjamin has presented on a number of subjects, at university workshops and international conferences, on the topics of creative writing, media literacy, and critical thinking and writing. As a longterm resident in Asia, he is interested in exploring and writing about the myriad intercultural issues and emerging literature of the expatriate experience.

Researching and Teaching Peace in the English Classroom

Kevin Kester - Endicott College, Woosong University

kkester@endicott.ac.kr

Presentation Type: 50 minute presentation

Topic Area: Research, Culture, Other

Teaching Context: Adult, Other

Abstract

This paper will introduce Education for Peacebuilding, an emergent field of educational praxis that intersects with the Teaching of English. The paper will briefly overview the history of education for peacebuilding, and offer a synthesis of core concepts, organizing frameworks and theoretical premises in the field. Then the paper turns to discuss the pedagogical implications for English educators interested in embedding (and/or interrogating) peacebuilding concepts in their courses. In this, the paper suggest enhanced empathy and hope for English and peacebuilding education along with greater criticality to make intercultural education more fundamentally fit for purpose in the 21st century.

Bio

Kevin Kester researches and teaches in the fields of peacebuilding, international studies, higher education, and qualitative research methods as a Research Assistant Professor of International & Area Studies at Endicott College of International Studies, Woosong University. He completed his PhD and postdoc at Cambridge University in 2017, and was a Visiting Scholar at Yale in 2015.

Extended summaries

Daniel Bailey and Michael Cary

Bridging the Theory-Practice Divide

In this presentation we will discuss the pedagogical implications from a series of studies conducted over the past two years with respect to social media for language learning as well as wiki-based learning. Daniel Bailey will begin the Plenary Talk by discussing the challenges and advantages to using platforms like social media, website design, and even phone application development. Findings from his early studies indicate that students respond positively to the use of social media in the classroom and participation in creative writing can easily exceed thousands of words of extra writing outside the classroom. On the other hand, without careful scaffolding by the instructor and lack of sufficient grade allocation, motivation may be lacking and therefore social activities fail to produce quantifiable results, which can be measured as improved writing quality. Pedagogical implications from the first follow-up study explored the realm of learning styles with respect to advantages and disadvantages introverts and extraverts inherently possess when participating in online collaborative writing platforms like those afforded by social media. Intuitively, some may assume extraverts have an advantage over their introvert counterparts when collaborating because they may be more likely to engage with others both inside and outside the classroom due to their social tendencies. This advantage, possibly built into extroverts, may allow them to hold greater confidence to succeed in social-based communication such as online collaborative writing. However, when holding variables such as utility task value constant, introverts, who hold individual activity orientation learning style beliefs, have been shown to report greater confidences, or in other words self-efficacy, to succeed in Facebook for language learning activities. What does this mean for educators who are interested in eliciting greater participation from their quiet, more reserved, learners? For one thing, activities such as online collaborative learning may provide training for individual activity orientation learners, and perhaps give them the scaffolding to better compete with their more outgoing group activity orientation language learning counterparts. An ongoing follow-up study that is investigating self-efficacy with Facebook for language learning is revealing an interesting finding. Inherent advantages for group and individual language learning styles seem to possibly possess, lose their effect when the condition of weekly SNS in-class writing tasks are introduced to the parameters of the course curriculum. Again, what does this mean? Basically, by training learners with either group activity or individual activity orientation learning styles, to participate in social media activities, mitigates any inherent advantage one learning style may have with regards to their confidence to succeed. In other words, training students how to participate in digital literacy activities may cancel out any advantage one group has over the other, when it comes to introverts versus extraverts performances in online collaborative writing self-efficacy, which has been proven to show high correlation with academic performance.

You may be asking yourself, how does this relate to the classroom, and how can this be utilized with my own students, especially if some of my students are at the middle or high school level? Well, here is how. Self-efficacy is a strong predictor of actual performance on learning tasks and therefore self-efficacy alone is a worthwhile construct to measure when instructors are interested in identifying

methods to increase academic performance. That being said, performance among high, medium, and low L2 proficiency groups is a much greater variable to measure, in my opinion, to track proficiency, especially with respect to writing proficiency among L2 writing students, equates to more clarity and hopefully greater L2 competence and performance. Furthermore, increases in L2 proficiency due to lesson interventions, such as a treatment involving training via digital literacy through social media, can equate to higher test scores and an overall higher quality of writing.

Now, if I haven't bored you to death with this preface of what my section of the plenary presentation will discuss, I would like to give you a taste of other forms of digital literacy we hope to discuss during our time together. Let me just briefly state what else we intend to talk about, and hopefully this will intrigue you sufficiently to stay in your seats. The second phase of our plenary presentation will discuss the utility of wikis and their use in educational collaboration.

Michael Cary will continue the Plenary Talk by highlighting different ways to bridge the theory of group working methodology being beneficial in language classrooms. For decades it has been a common practice for teachers to use group work to facilitate language learning however group writing and complex tasks have often proved problematic to teachers. In our modern era, computers and Web 2.0 tools make these tasks easier for teachers to create meaningful and productive collaborative writing projects. Building on Constructivists approaches which, "holds that learners actively construct knowledge by interpreting new knowledge based on their prior knowledge," (Kuiper & Volman, 2008), teachers have been able to create wikis to help students gain more understanding. "Wikis are collaborative Web-based environments that allow multiple users to easily and quickly contribute content" (Matthew, Felvegi, & Callaway, 2009, p. 51)

Several papers have examined wikis in general, and wikis used in classrooms among teachers and/or students. One of the most famous studies done about wikis in general was in *Nature* (Giles, 2005) points out that Wikipedia is an accurate online free encyclopedia when compared with Encyclopedia Britannica, and is a collaborative project with over 45,000 registered users. This demonstrates that collaborative online creation using wikis can be very world changing. Matthew, Felvegi, & Callaway, (2009) show the usefulness of wikis highlight the utility for language teachers, in addition to aiding language teachers with their own learning. Michael has done research into using wikis for different student populations because I feel that group work, co-authoring, and collaborative work are all practices embedded in modern teaching strategies in many classrooms. The idea that language is a social interaction among humans is rooted in Vygotskian theories of language and development (Vygotsky, 1962; 1978), which heavily influence Constructivist teaching. These practices are being used in settings from elementary school to doctoral programs.

So, we all try to incorporate group work into our classrooms and most probably find group speaking activities the easiest to facilitate but struggle with group writing assignments in different and challenging ways. Wikis can help teachers in many various ways, and this part of the talk will demonstrate how to make a wiki and derive different uses for them depending on the goal a teacher is working to achieve. As the above language arts methods class study points out, wiki was created to provide a way for pre-service teachers to collaborate to facilitate their learning in that course. This

study showed particularly good results because the students were teachers, and very enthusiastic about learning and creating content which they found useful, even for other classes, during their teacher education. Students striving to be teachers are a different group from students who are in different departments, such as engineering, design, or humanities. I am sure some teachers find it a struggle to motivate students and having students creating things online does not alone guarantee success. Teachers must consider the curriculum they are working within and use appropriate tools to meet their teaching goals.

One such wiki I have used in order to create a nearly paperless classroom is at www.pracwriting.pbworks.com. This wiki is a wiki that a teacher uses to teach a class and in this class I had students create their own individual wikis that were used as a record for every week's assignments. In order to help the students learn from each other and have access to each other's work so each student can learn and adapt their writing skills better, I posted a list of all the students' wiki links on the homepage of the class wiki. By having every student create their own wiki you are giving the students a tool for the future that they can create and add to after they leave your classroom. This is very useful for the students in their future as they can use it to have an online portfolio or website they can keep updating, or they could even make a platform similar to a personalized Facebook profile they can add their own friends to and create content apart from any learning goals a teacher may have.

Another example of a different way to design a class using a wiki can be found at www.esln312.pbworks.com. This wiki was used in an advanced ESL writing class at a Midwestern university in America. I had every student in the class join the same wiki and taught part of the class with an online component, which was also part of their grade. I was actively involved in this wiki and provided feedback to the students directly online. This class was a bricks and mortar class and was rather small with only 13 students from various ethnic backgrounds. Students were given separate wiki pages to use as well as a homepage, which was collectively added to. Students also had a group writing project and each student had to write a section of a short research paper and each students' section was linked together with their group members' pages. A key point to note with group writing assignments, using a wiki, is that no one page can be edited by multiple users. Only one student can edit a page at a time so teachers should be careful in how they design projects using a wiki. Learning any technology can create frustrations and that can lower student and teacher motivation to work with a technology.

Another useful wiki that I have created that is useful for teachers concerns inter-departmental collaboration. While getting my MA TESOL degree I was put into groups and given the task of creating a test and also to design a curriculum. For both of these projects I created wikis, which proved instrumental in facilitating the work that needed to be done as a group. These wikis can be found at www.tsln520testing.pbworks and www.tsln532methods.pbworks.com. In order to create wikis and make them useful to fit your needs you need to know how to create pages, link pages, and embed useful Internet tools into your pages. In order to monitor work being done on a wiki you need to know about email updates, page history edits, and comment sections on every page. I will explain these things and the security issues some teachers may have when using this online creation tool

Giles, J. (15 Dec 2005) Internet Encyclopedias Go Head to Head. *Nature*, 438, 900-901.

Matthew, K. I., Felvegi, E., & Callaway R.A. (2009). Wiki as a Collaborative Learning Tool in a Language Arts Method Class. *Journal of Research on Technology in Education*, 42(1), 51-72.

Hello Konglish!

North Korean Refugees Learning English to Adjust to Life Outside of North Korea

Casey Lartigue, Jr. and Eunkoo Lee

Teach North Korean Refugees

I. Introduction

An estimated 30,000 North Korean refugees have escaped to South Korea. But escaped to what? About 35% of refugee adults in South Korea are unemployed, 80% reportedly work in menial and low-skilled jobs, incomes reportedly are 50 percent below those of South Koreans, and suicide rates are even higher than those of South Koreans.

Many refugee adults point to English as a major barrier to their advancement. North Koreans often struggle in adjusting to South Korea because they rarely studied English when they were in North Korea. In South Korea, they encounter Korean mixed with numerous English words. Many quickly realize they need English to compete for education and job opportunities in South Korea and the rest of the world outside of North Korea.

II. Teach North Korean Refugees

There are a number of programs helping North Koreans learn English, ranging from private institutions, governments and government agencies, universities, online programs and NGOs. One such NGO is the Teach North Korean Refugees Global Education Center, an all-volunteer non-profit that has matched 260 North Korean refugees with 519 volunteer English tutors and coaches since its founding in 2013. It aims to assist North Korean refugees in preparing for their future and transitioning to life outside of North Korea by providing them with free English learning opportunities. Refugees develop Individual Education Plans identifying their learning goals to plan for future academic and employment opportunities. They then work with fluent and native English speakers that they select to improve their English.

A. North Korean struggles with English

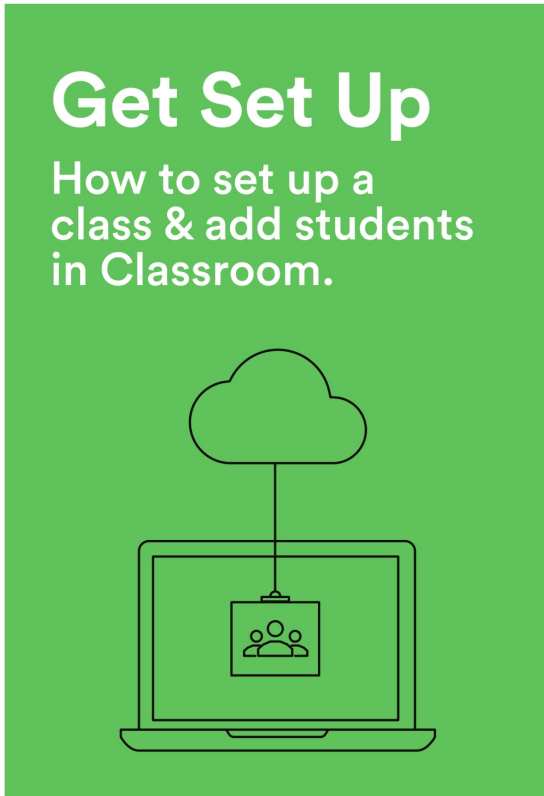
Why do North Korean refugees struggle with English? How do North Koreans study English? What is the experience of teachers in North Korea? To give a first-hand account, North Korean refugee Jinhee Han will discuss her experience as a student and English teacher in North Korea.

III. Conclusion

Some North Korean refugees who have learned English have emerged as “stars,” directly informing English-language speakers about human rights abuses in North Korea. However, most refugees avoid the limelight, as many conceal their identities and others even avoid identifying they are from North Korea. Despite improvements, refugees still struggle, often dropping out of college, graduating with lower grade point averages. Many struggle with understanding homework assignments, lectures, and conversing with classmates in English. Helping North Korean refugees learn English won’t be a panacea, but it can help refugees overcome one barrier to adjusting to life outside of North Korea.

Handouts

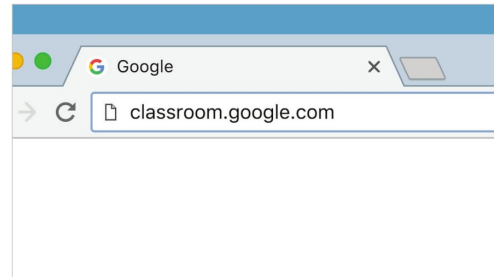
Google Classroom for Beginners



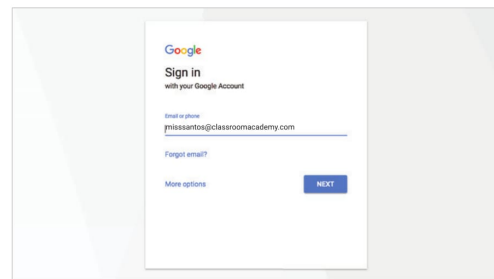
Getting Started with Google Classroom

Step 1:

Get signed in.



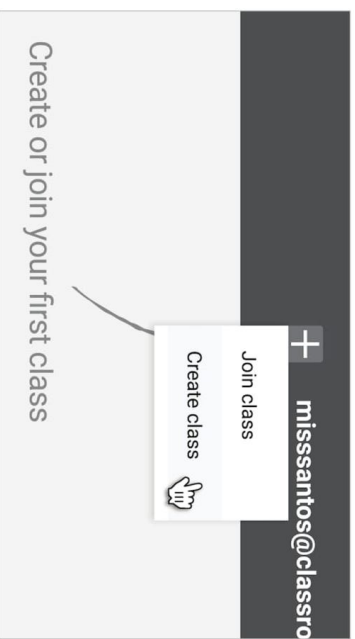
Head to classroom.google.com.



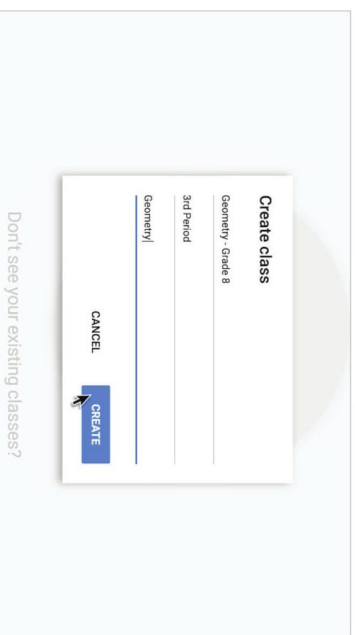
Sign in with your school email address.

Step 2:

Set up a class.



Select the + sign in the upper right corner, then select "Create class."

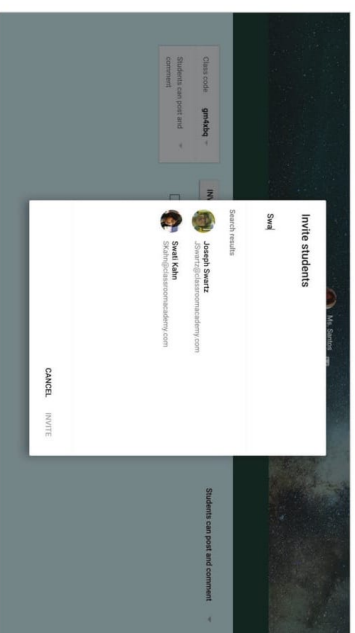


Fill in details for your class.

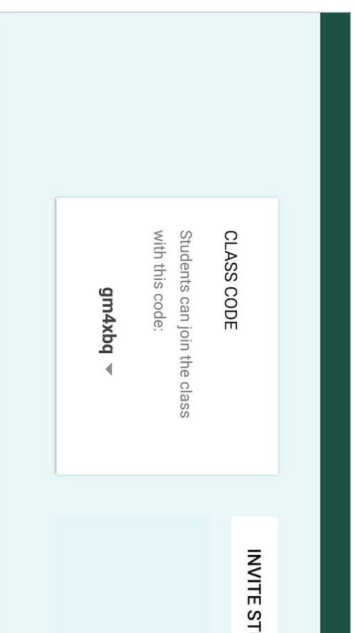
Getting Started with Google Classroom

Step 3:

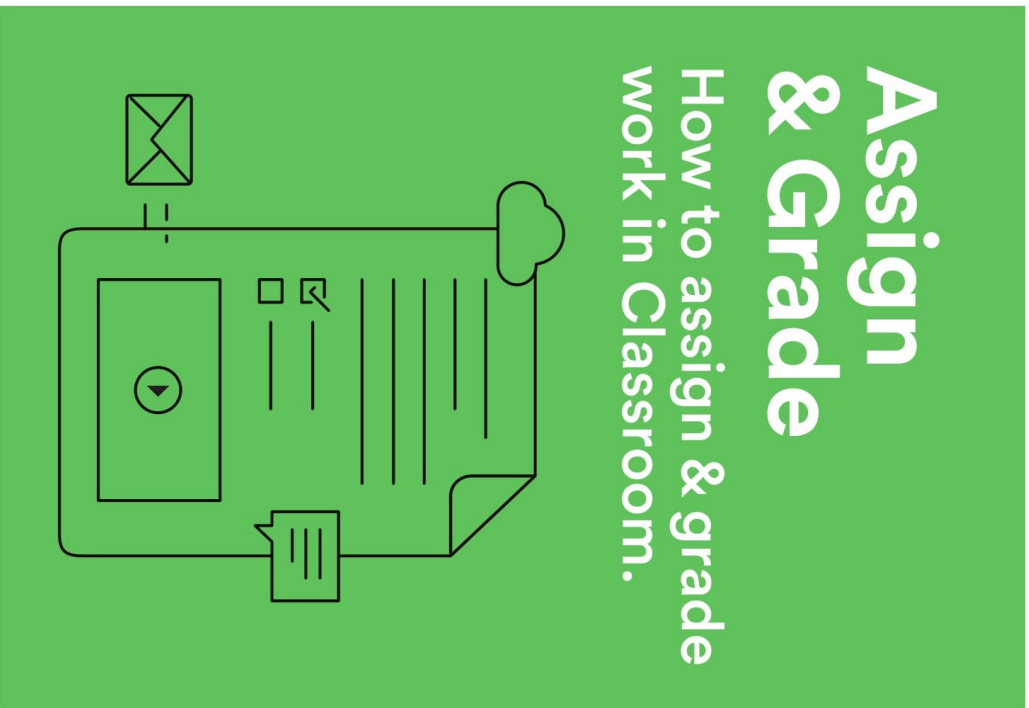
Add students by email, or give them a code.



Select "Invite Students" to enter in their email addresses...

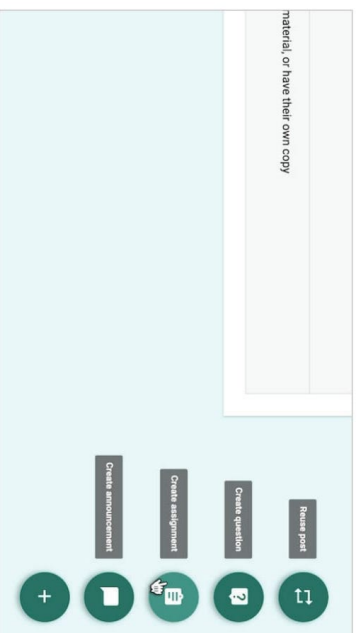


...or let students join by using your unique class code.

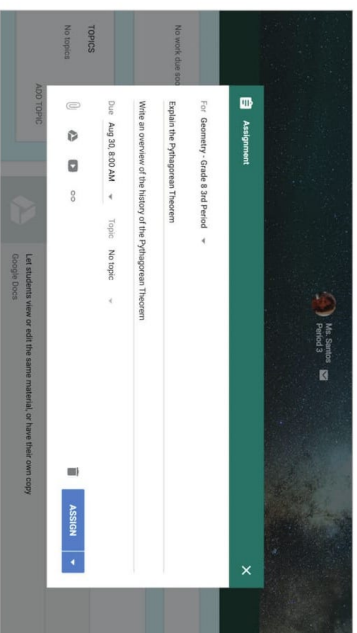


Getting Started with Google Classroom

Step 4: Create an assignment.

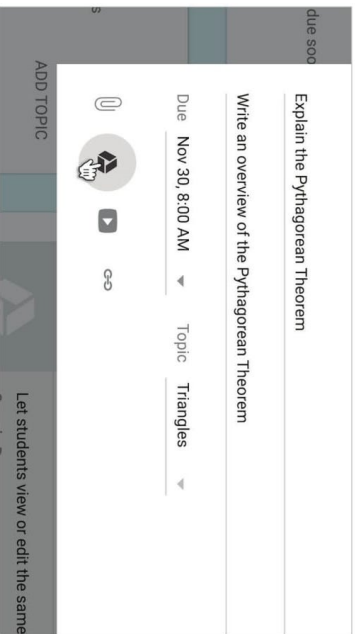


Hover over the + sign and select “Create assignment.”

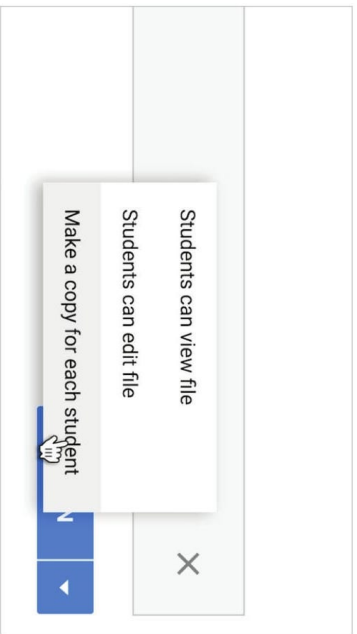


Fill in the assignment’s details, including a due date.

Step 5:
Add materials...



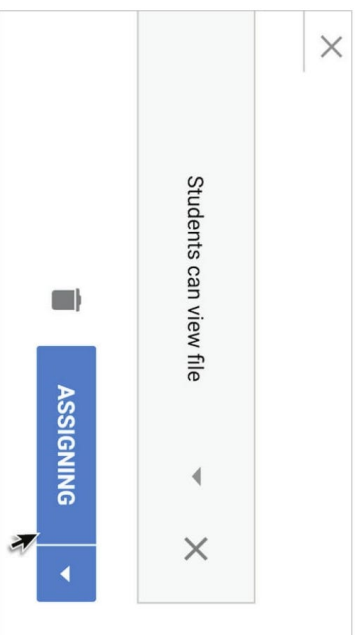
Attach relevant documents, materials or links.



(Optional) Make copies of the attachment.

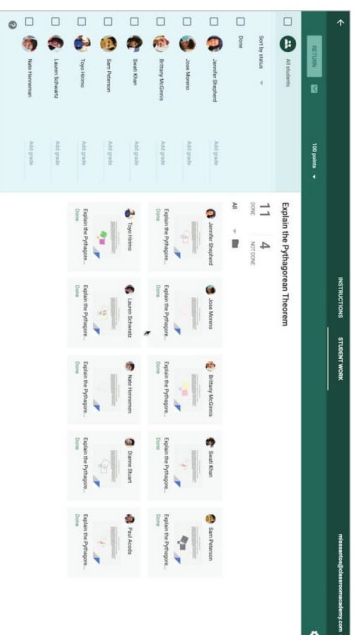
Getting Started with Google Classroom

Step 6:
...and assign to students.



Select the assign button to share to students.

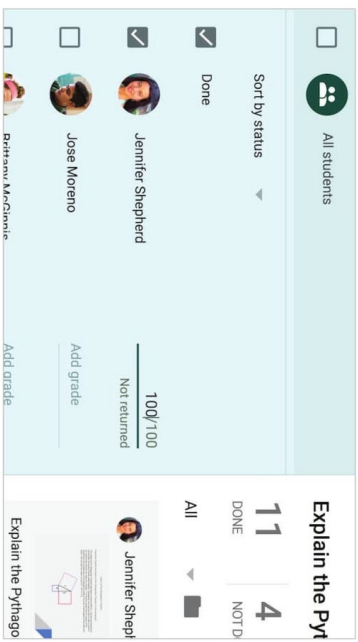
Step 7:
Let students get to work.



Student submissions are automatically organized.

Step 8:

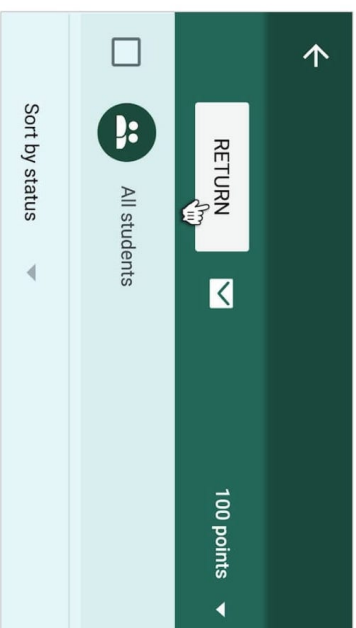
Add grades.



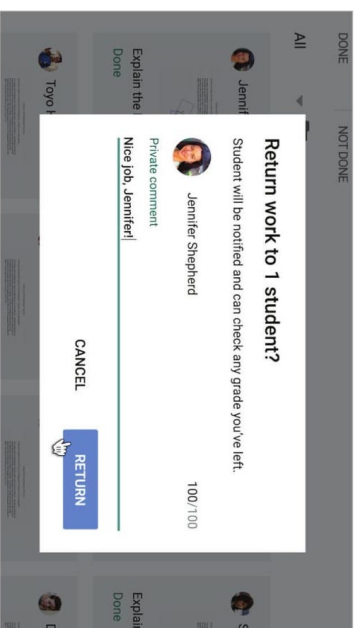
Grade your students' assignments.

Step 9:

Share feedback with students.



Select the "Return" button to return assignments.



Provide personalized feedback.

Listen & Write Learning Activities

LISTEN AND WRITE LEARNING ACTIVITIES: BUILDING VOCABULARY PLUS PREPARING STUDENTS FOR BOTH A WRITTEN EXAM (LISTENING SECTION) OR A SPEAKING EXAM (ORAL TEST). Designing these activities can be a challenge but also an opportunity to engage yourself (as the Professor) with your students'. It's never easy to prepare and/or develop students' Listening skills either just for learning or for a standardized test but nevertheless necessary for English language acquisition.

INTRODUCTIONS – Greetings (Welcome to the Listen & Write Learning Activities Workshop)

1. *WHAT DO WE THINK ABOUT LISTEN & WRITE LEARNING ACTIVITIES?*
 2. *BRAINSTORMING (IDEAS) – What do you think about Listen & Write Learning Activities?*
 3. *HANDOUTS – VOCABULARY BUILDING*
 - *Vocabulary units selected from 1) Speak Now 2; 2) Smart Choice (STARTER); 3) Smart Choice #1; and 4) English for specific purposes (HOSPITAL ADMINISTRATION).*
 4. *Selecting and Designing our Listen & Write Learning Activities >>>LISTENING, SPEAKING, and/or ACADEMIC Components>>>>>.*
 5. *Random review of past Listen & Write Learning Activities as it relates to good student results on either a Listening portion of an exam or a Speaking (Oral) one.*
- CONCLUDING REMARKS (QUESTIONS & ANSWERS)*



Call for Proposals

The Gwangju-Jeonnam Chapter
of Korea TESOL invites proposals for

CARING

SHARING

DARING

Adventures in ELT

Regional Chapter Conference

Saturday, March 18, 2018

Gwangju National University of Education

Gwangju, Korea

Submit 200-word abstract + 150 words bio-data to
gwangju@koreatesol.org by February 1, 2018.

45-minute practical presentations/workshops

25-minute research reports

Pecha kucha presentations:

Your best stories from the classroom