



SYMPOSIUM AND DINNER

DCC-KOTESOL'S
THANKSGIVING

ACCENT,
METHODS,
AND ELT

DR. OKIM KANG
PLENARY SPEAKER

DANIEL CORKS
LARA TOSH
INVITED SPEAKERS

WOOSONG
UNIVERSITY

NOV. 9-11, 2018

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Welcome 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.

With that in mind, I encourage you 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 challenges 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,



Getting Involved with KOTESOL

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

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

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



<https://koreatesol.org/content/members-we-need-you>

The KOTESOL Pass-It-On Challenge

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



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

— David Shaffer, KOTESOL President

DCC Chapter President's Welcome

Welcome to the 2018 Daejeon-Chungcheong Chapter November Sympo-sium and Thanksgiving Dinner!

We are so thankful that you have chosen to take time out of your busy schedules to join us today. As you may have noticed, Thanksgiving is still a couple of weeks away. We changed the date of this year's symposium so that we could have Okim Kang as our plenary speaker. Okim is an associate professor at Northern Arizona University. She will talk to us about current research issues in accent and speaking.

Throughout the day we have concurrent sessions focussed on Social Justice, Teaching and Life Skills, and Research. We're sure you'll have a very productive day learning new things and making new friends.

Don't forget- our Thanksgiving Dinner takes place at 6:00PM! We'll have volunteers to help you get to Woosong Tower. The dinner will be held on the 13th Floor in the "Pine" room.

Once again, thank you for joining us today!

Mike Peacock
Daejeon-Chungcheong President



MIKE PEACOCK

**DAEJEON-CHUNGCHEONG
PRESIDENT**

**KOREA TESOL
2ND VICE PRESIDENT**

KOTESOL

Korea Teachers of English to Speakers of Other Languages

대한영어교육학회

Teachers Helping Teachers

Learn, Share, Succeed

Membership Fees

Regular 1-year
50,000 won

International
70,000 won

Undergraduate Student
30,000 won

Lifetime
500,000 won

What Is KOTESOL?

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

Why Join?

Enhance your career in education!

- Add professional affiliation and experience to your resume
- Attend professional development workshops and presentations
- Receive invitations to networking events
- Present at the **KOTESOL International Conference**
- Apply for research grants while furthering your education
- Improve public speaking and presentation skills
- Become part of a SIG (Special Interest Group)
- Participate in our classroom observation program
- Attend **KOTESOL National Council** meetings, vote in elections, or run for office
- Immediately access *The English Connection*, *Korea TESOL Journal*, and **KOTESOL Conference Proceedings**

How Can I Join?

Visit us at <http://koreatesol.org/join-kotesol> to become part of our community!

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



<http://koreatesol.org>

2018 DCC Symposium Chair's Welcome

Welcome to the 15th annual DCC Thanksgiving symposium and dinner!

We all appreciate the efforts of our plenary speaker Dr. Okim Kang from Northern Arizona University to work in a visit to DCC-KOTESOL and make this an extraordinary occasion.

Also, we wish to thank Woosong University for providing facilities for the event, and the chefs and staff of Solpine restaurant and the Culinary Arts Institute for delivering what promises to be the best every Thanksgiving dinner—ever—anywhere! Our student volunteers have also been utterly awesome in helping us prepare for and host the symposium.

I wish to extend my personal thanks to the members of the conference committee from within and without DCC Chapter for their volunteer efforts without which we would not be here today. They have been working long and hard for months to prepare the event, and they will still be here after the rest of us have gone home with our minds, our hearts, and our stomachs filled to the brim with the goodness that is our cause for thanks each year. Of course, I also want to thank each and every one of you for your participation today.

So, on this day of thanks, I hope that each of you will take a moment to turn your thoughts to those things, those events, and those individuals that you have been thankful for in the past year. Also, I hope you will turn your thoughts ahead to the next year and start imagining the things you *will be* grateful for and begin to plan to make people thankful for the things that you do for them.

Have a fabulous day, and I sincerely hope to have you back next year!

Sincerely,
Eric Reynolds, Symposium Chair

**THE 2018 DCC KOTESOL
THANKSGIVING SYMPOSIUM AND DINNER PLANNING COMMITTEE
CONFERENCE CHAIR: ERIC REYNOLDS**

<p>Program Chair Eric Cebreiro</p> <p>VIP Services Terri Beadle</p> <p>Program Book Benjamin Taylor</p> <p>Publicity Ben Taylor Wayne Finley</p> <p>Problem solver Charles Olmsted</p>	<p>Venue Chair Patricia Ninniss Maria Mutitu</p> <p>Treasurer Aaron Dougan</p> <p>Registration Andrew Griffiths Lindsay Herron David Shaffer</p> <p>Clean up team Reginald Hart</p> <p>Volunteer Coordinator David Bennette <i>And all the fabulous volunteers</i></p>
<p>Friday Meet and Greet Coordinator Jan de Beer</p> <p>Sunday Research workshop Coordinator Kevin Kester</p> <p style="padding-left: 40px;"><i>Facilitators</i> Jan de Beer John Johnson Loughlin Sweeney David Shaffer Eric Reynolds</p>	<p>Lunch/refreshments Coordinator Kathy Moon</p> <p style="padding-left: 40px;"><i>Her Lackeys</i> Carl Phillips Rodney Stubbs Reginald Hart</p> <p>Thanksgiving Dinner Coordinator Mike Peacock</p> <p style="padding-left: 40px;"><i>Our awesome chefs and team</i> Chef Oralia Cardenas Troy Eidemiller</p>

Gwangju-Jeonnam KOTESOL
presents

“Are We There Yet?”

Revisiting, Reflecting on, and
Re-imagining Our ELT Goals



March 9, 2019



Gwangju-Jeonnam KOTESOL Regional Conference 2019
Gwangju National University of Education

Call for proposals now through February 10, 2019. koreatesol.org/gwangju

Social Justice Special Interest Group Critical Educators in Korea

Join us today

Workshops
Posters

Join us online

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

Symposium Program At-a-glance

CONFERENCE SCHEDULE

	10	11	12	1:30	2	2:30	3	3:30	4	4:30	5	6
Aud 2	Lara Tosh Invited speaker <i>Korean Enculturation Behind Closed Doors</i>	Okim Kang <i>Current research issues in applied linguistics: foreign accent and speaking</i> (Auditorium One)										
502 Social Justice	Julian Warrington <i>The Climate Change Curriculum: An open source ESL resource</i>	Lunch/Poster Session / Lunch Auditorium Two										
503 Research	David Shaffer <i>Truly Understanding APA Guidelines for Creating Research Paper References</i>	Luis Roberto Caballero Orozco <i>Using Critical Pedagogy in the EFL Classroom</i>										
504 TESOL	Sean Sookochoff <i>Measuring Student Improvement</i>	Daniel Corks <i>Invited speaker Resources and Principles to Support Autonomous Learners</i>										
505 TESOL		Daniel Bailey <i>SL writing strategies and their relation to student characteristics</i>										
		Sabrina Benghida <i>Addressing the English language needs of Korean nursing students</i>										
		Diamil Benghida <i>English Communication Skills for Korean Architects</i>										
		Daniel Bailey <i>Strengths and Weaknesses of Automatic Writing Evaluation with Grammarly</i>										
		Wayne Finley <i>A+ Activities for Teaching Academic Study Skills</i>										
		Jan Mathys de Beer <i>Korean-specific be-verb focused exercises</i>										
		Benjamin Taylor <i>Engaging Learners, and Improving Vocabulary Retention, with Kahoot!</i>										
		Tea Time! Meet and greet More poster sessions time Talk with the SIGs										
		Kevin Kester & Loughlin Sweeney <i>Decolonizing Peace Education in Universities in Korea: A Critique and Some Decolonial Pedagogic Strategies</i>										
		Cyril Reyes <i>The Hunan Cicada</i>										
		Okim Kang <i>Research on L2 speech and intelligibility measures</i>										
		Rodney Stubbs <i>Teaching Counting Numbers from One to Trillions</i>										
		Terri Beadle <i>Using Dr. Seuss to help build fluency.</i>										
		Closing										
		Dinner										

Thanksgiving Buffet 2018

Appetizers & Salads

Garden Tomato Salad
Smoked Salmon, Crème Fraiche, Capers, Red Onion
Chicken Caesar Salad
Artisanal Cheese Platter
Smoked Trout Mousse
Mixed Greens Salad

Hot Dishes

Oven Roasted Turkey
Baked Sea Bass with Buerre Blanc
Slow Roasted Pork Belly
Sautéed Mixed Vegetables
Macaroni & Cheese
Mashed Potatoes with Turkey Gravy
Baked Candied Stuffed Sweet Potatoes
Chef O's Famous Thanksgiving Stuffing
Garlic Creamed Spinach
Sweet Corn with Roasted Red Peppers

Sides & Extras

Classic Jellied Cranberry Mold
Jalapeno Cranberry Chutney
Assorted Nuts
Cherry Tomatoes, Black & Green Olives
Assorted Breads with Butter or Balsamic Olive Oil
Cornbread & Homemade Biscuits
Mushroom & Rice Soup
Creamy Pumpkin Soup

Desserts

Pumpkin Cheesecake
Apple Strudel with Whipped Cream
Carrot Cake Muffins with Cream Cheese Frosting
Pumpkin Pie with Whipped Cream
Assorted Seasonal Fruits

Beverages

Hot Apple Cider
Sparkling Lemonade
Coffee & Tea

*Items are subject to change based on availability and freshness.

Meet Our Plenary Speaker, Dr. Okim Kang

**Associate Professor of Applied Linguistics,
Northern Arizona University**



Okim Kang is Associate Professor of Applied Linguistics at Northern Arizona University. Her research specialties are language attitudes, speech perception and production, L2 pronunciation, oral proficiency assessment, and automated scoring. She has published two books by Routledge as a lead editor/author: (1) *Assessment in Second Language Pronunciation* (2017) and (2) *The Routledge Handbook of Contemporary English Pronunciation* (2018).

She serves on an Editorial Board various journals such as *TESOL Quarterly*, *Language Testing*, and *Journal of Second Language Pronunciation*. She was a finalist of Jacqueline Ross TOEFL Dissertation 2009 Award and winner of Christopher Brumfit PhD Thesis 2009 Award, and recipient of 2013 TOEFL Outstanding Young Scholar Award based on her numerous professional activities and contributions to the field of language assessment. She was selected as a 2016 Language Learning Scholar in Resident as well.

Her articles have appeared and are scheduled to appear in *TESOL Quarterly*, *Language Learning*, *Language Testing*, *Modern Language Journal*, *Language Assessment Quarterly*, *System*, *TESOL Journal*, *Journal of Language and Social Psychology*, *Speak Out*, *Cambridge Language Assessment Research Notes*, and many others.

Plenary Addresses

Okim Kang, PhD
Northern Arizona University

Morning Plenary

Auditorium One, 11:00 AM

Current Issues in Applied Linguistics: Accent and Variability of L2 Speech

In the field of applied linguistics, there is an increasing need for a comprehensive understanding of accent on the part of both English teachers and learners. Foreign accent can advantage or disadvantage a speaker beyond day-to-day interactions in the era of globalization. Currently, a general movement is to accept multiple varieties of accents in English classrooms (Hamp-Lyons & Davies, 2008; Kang, Thomson, & Moran, 2018). However, limited instructional guidance and resources have caused both teachers and students to be still conservative in this approach. With the complexity involved in accent, speaker background can account for variability and exceptionality in speech outcomes (e.g., Moyer, 2014). At the same time, listener background and social attitudes can explain up to a quarter of variance in the understanding of second language (L2) speech (Kang & Rubin, 2009). In the presentation, the presenter will review the effect of speaker individual differences (e.g., motivation, aptitude, anxiety, and language contact) on the speaker production and listener perception of L2 speech, and explain the variance attributable to listener background and attitudinal variables on assessments of spoken English. Starting with an overview of the relationship between accent and L2 speech, the presenter will address effective practice in listening/speaking skills pedagogy that promotes a World Englishes approach and discuss how teachers can deal with the variability of L2 speech in the classroom to enhance the acquisition of listening and speaking skills.

Afternoon Plenary

Room 503, 4:00 PM

Research on L2 Speech and Intelligibility Measures

There is no universally agreed upon best practice when it comes to measuring second language (L2) speech. Each speech measure utilized in the field differs in the amount and type of context a listener hears, the amount of context a listener must attend to, and the amount of attention required. The current presentation will offer ways to explore a variety of techniques to measure L2 speech in the World Englishes context and their use as a predictive tool for determining the utility of particular accented speakers. The presenter will evaluate the efficacy of several previously used measures of speech constructs, as well as novel techniques. Relevant examples of research techniques will be introduced. The audience will gain practice in identifying nonnative aspects of accented speech and making perceptual judgments of ESL students' oral performance and their learning progress in valid and reliable ways. Throughout the workshop, participants will conduct speech evaluation with instruments currently used for different research purposes in the field, and further their knowledge by learning how to develop such research instruments for the future use. At the end, the workshop will explore the implications and applications of research techniques to actual classroom contexts and provide suggestions for better synchronization of teachers' pedagogical approaches with students' needs in the global contexts.

Please see handouts at the end of the program book.

SOCIAL JUSTICE SIG

Symposium talks

JULIAN WARMINGTON

THE CLIMATE CHANGE CURRICULUM: AN
OPEN SOURCE ESL RESOURCE

MARIA LISAK

STUDENTS DISCUSS QUEER TOPICS: HOW
EDUCATORS CAN FOSTER COMMUNICATION

LUIS ROBERTO CABALLERO OROZCO

USING CRITICAL PEDAGOGY IN THE EFL
CLASSROOM

and the Poster session from

MITZI KAUFMAN

SOCIAL JUSTICE: A TO Z



**visit us today for the sessions above!
workshops, poster session, & lunchtime chat**

koreatesol.org/content/social-justice

Invited Speaker (morning)

Lara Tosh

Morning Invited Speaker

Auditorium 2, 10:00 AM

Korean Enculturation Behind Closed Doors (the psychological underpinnings)

This session is intended to increase your awareness of the psychological underpinnings of Korean enculturation. The information & insights shared herein will take the form of an exploration of various cultural dimensions –informed by my own personal research & experience within a multitude of contexts involving the Korean culture since 1998. We'll discuss what I consider to be the 3 roots / drivers / values within Korean culture –i.e.:

- ⌚ Face, Harmony and Hierarchy –and how they give rise to the various behaviours & outcomes of any given situation. The dimensions we'll explore include:
 - ⌚ Collectivism / Individuality
 - ⌚ Hierarchy / Equality
 - ⌚ Transactional (task-based) / Relationship-centred (trust-based)
 - ⌚ Situational (subjective) / Rule-based (objective)
 - ⌚ External locus of control / Internal locus of control
 - ⌚ Risk avoidance / Risk comfort
 - ⌚ Process focused / Results focused
 - ⌚ High context / Low context
 - ⌚ Harmony (indirect) / Confrontation (direct)
 - ⌚ Formal (ritualistic) / Informal (efficient)

We'll also delve into the concepts of shame & conscience –and what that means in terms of how people relate to others and concepts of right and wrong within Korean culture. Ideally, participants will come

with questions in mind regarding things that still elude or baffle them about what they've experienced living & working in Korea so far.



Lara has a lifelong career in intercultural awareness, mutual understanding, and communication. Although originally from Canada, South Korea has been home to her since 1999 and she's a permanent Korean resident. Lara keeps a roof over her head through her work as: a writer, editor & proofreader, a private counselor, an intercultural trainer, and as a public relations & communications consultant for various clients. She has a rich employment history within a multitude of Korean governmental agencies, Korean corporations, and academia. She now spends much of her personal & professional time helping others navigate Korean enculturation (and helping Koreans effectively interact with other cultures) -within a variety of contexts.



KOTESOL REFLECTIVE PRACTICE SPECIAL INTEREST GROUP

- *Meet, share, and reflect on your practice with fellow English teachers*
- *Meetings both in-person and online*
- *To find out about upcoming meetings, email us: rpsig@koreatesol.org*



KOTESOL
대한영어교사학회

Invited Speaker (afternoon)

Daniel Corks

Woosong University

Room 504, 1:30 PM

Resources and Principles to Support Autonomous Learners

The term is over, but some of your students want to continue learning English on their own time. What do you tell them? Teachers might give some abstract concepts (e.g. “Focus on meaning.”) or resource suggestions that are well meaning (e.g. “Try graded readers.”), but most of it isn’t concrete enough to be of much use for the learner.

In the age of the internet, anyone with time and an internet connection should be able to learn anything for free. This should be English as well, but most students don’t know where to look and resources that lower-level learners can use independently are hard to find. Online content that is suitable for lower level students is buried deep within websites that are directed at teachers, not at learners.

This presentation will invite participants to share their knowledge of websites, apps and other online tools that they recommend for students, and we’ll collaborate on building onto an existing list of online resources for English practice. Participants will also discuss and compile a simple set of language learning principles to guide students who are engaged in independent language practice.



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.

Concurrent Sessions

Social Justice Talks

Julian Warmington
*The Climate Change Curriculum:
An open source ESL resource*

Maria Lisak
*Students Discuss Queer Topics:
How Educators Can Foster
Communication*

Luis Roberto Caballero Orozco
*Using Critical Pedagogy in the
EFL Classroom*

Terri Beadle
*Using Dr. Seuss to help build
fluency*

Sean Sookochoff
Measuring Student Improvements

Rodney Stubbs
*Teaching Counting Numbers from
One to Trillions*

Wayne Finley
*A+ Activities for Teaching
Academic Study Skills*

Teaching and Life Skills Talks/Workshops

Daniel Corks – *Invited Speaker*
*Resources and Principles to
Support Autonomous Learners*

Lara Tosh – *Invited Speaker*
*Korean Enculturation Behind
Closed Doors (the psychological
underpinnings)*

Jan Mathys de Beer
*Korean-specific “be”-verb focused
exercises*

Ben Taylor
*Engaging Learners and Improving
Vocabulary Retention with Kahoot!*

Research Workshop

David Shaffer
*Truly Understanding APA
Guidelines for Creating Research
Paper References*

Research Talks

Kevin Kester & Loughlin
Sweeney

*Decolonizing Peace Education
in Universities in Korea: A
Critique and Some Decolonial
Pedagogic Strategies*

Cyril Reyes

The Human Cicada

Daniel Bailey

*Conceptualization of second
language writing strategies and
their relation to student
characteristics*

and

*Strengths and Weaknesses of
Automatic Writing Evaluation
with Grammarly*

Peter Johnson

The Power of Reading

Sabrina Benghida

*Addressing the English
language needs of Korean
nursing students*

Djamil Benghida

*English Communication Skills
for Korean Architects*

Poster Sessions

Mitzi Kaufman and the Social
Justice SIG

A-Z Social Justice Key

Concepts Interactive Installation

Travis Frank, Ken Kahall, and
Eric Reynolds

*Travis Frank Poetry Zone:
Poetry in the cloud*

<i>Notes</i>

KOTESOL: DAEJEON-CHUNGCHEONG CHAPTER

End of Year Party

SOLPINE INTERNATIONAL RESTAURANT
SATURDAY, DECEMBER 15TH, 2018

Poster Sessions

Saturday, November 10th

1:00 – 1:30 PM

Auditorium 2

A-Z Social Justice Key Concepts Interactive Installation ***Mitzi Kaufman and the Social Justice SIG***

This A-Z of Social Justice collaborative group project began in the spring (April 2018) and continued until the fall (October 2018). Each Monday, members of the Social Justice SIG were encouraged to share their ideas about key concepts related to social justice education that began with a particular letter of the alphabet. Approximately 1 in 5 members of the Social Justice SIG Facebook group contributed their ideas.

Please add your ideas!

Also, please consider joining the Social Justice SIG. If you are willing to adopt a critical stance, believe you can make a difference, are seeking new ideas for effectively handling classroom situations (e.g., bullying, discrimination, etc.), would like to engage in constructive dialogue with others, and/or have collaborative project ideas, or have additional questions, please send a brief direct message or email (sjsig@koreatesol.org) to the group facilitators with a short statement relating your interest(s) and motivation(s) for joining us.



From its start, the Social Justice SIG has endeavored to connect active educators who are interested in social justice, language teaching and learning, and critical approaches to education. Some key issues we seek to address pertain to inequality and injustice, and the ways these effect diverse individuals in society due to differences in the following: age, ancestry/background, physical appearance, level of education, sexuality and/or gender identity or expression (LGBTQIPA+), mental/physical health and/or ability/disability, national origin and/or native language(s), political/religious/spiritual beliefs, race/ethnicity, socio-economic and/or marital/relationship status. There are currently more than 120 members of the Social Justice SIG on Facebook.

Travis Frank Poetry Zone: Poetry in the cloud
Eric Reynolds, Woosong University
Travis Frank & Ken Kahall, Daegu University

When was the last time you integrated poetry into your English as a foreign language classroom? If your first thought was, “I miss poetry” or something like that, then the Travis Frank Poetry Zone may be just what you need. In the spirit of thanksgiving and the other coming holidays, visit the Poetry Zone for three purposes. First, you can gain insights on quick, comfortable, and insightful ways to integrate poetry into your EFL classroom. Second, you can recharge your batteries as a lover of language and poetry. And third, you can contribute your poems (or just some favorites by others) in both spoken and written forms. The poetry zone is a mash-up of lesson planning, installation, performance art, slam poetry, and anything else you bring with you. Participants will walk away with exciting new lesson ideas in hand, inspiring experiences in their heart, and English teaching batteries fully charged to go back to your teaching situation ready to rock your students’ world!



Dr. 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 teaches at Woosong University in Daejeon. Letters to reynolds.tesol.mall@gmail.com receive cheerful replies.

Kenneth Cahall has documented his life experience in prose, poem, song and collage since 1970. His current work is published at poloniumskin.wordpress.com. Kenneth is an active member of KOTESOL. He earned his MA Ed-CI and his BS in Social Sci in this century. He is currently employed full-time as a guide to the English language at Daegu University. He is available for spoken word events most evenings.

Travis Frank is an English teacher currently living in Dangjin. He is passionate about poetry as a means of existential self-expression as well as the exaltation of the human spirit on both intercultural and pedagogical levels. He holds a Masters of Arts in Teaching English to Speakers of Other Languages (TESOL) from Woosong University and plans to progress onto doctoral studies.

Concurrent Sessions: Presenters and Abstracts

Saturday, November 10th

10:00 – 10:50 AM

Truly Understanding APA Guidelines for Creating Research Paper References

David Shaffer, Gwangju International Center

Research, Room 503
50-minute workshop

In research paper submissions made to scholarly journals, academic proceedings, graduate courses, and the like, errors in formatting references in the reference list are among the highest in frequency. Poor formatting of references could be a major factor in a submission not receiving a high rating. Consequently, the importance of proper formatting of references and their inclusion in the reference list cannot be overemphasized.

In this workshop, we will cover the mechanics of the proper formatting of the most common references according to APA publication guidelines. These reference types include books, book chapters, journal articles, and dissertations, both print and digital. APA (American Psychological Association) style guidelines are the most common for the field of ELT and applied linguistics. We will discuss and practice the formatting of author names, publication dates, title of works, editor names, journal volumes and numbers, page numbers, publication location, publishers, URLs, and DOIs. The most common mistakes found in submissions will be emphasized, and recent changes to APA reference formatting will be described.

This will be a highly-participatory workshop session. The presenter will interact with the audience in creating the reference formatting. This presentation aims to assist both the early-career researcher who is still trying to understand the whys and wherefores of APA, and the more-established researcher who likes to just copy-and-paste references.



David E. Shaffer, PhD, is an early member of Korea TESOL and has spent his career as a professor on the English Department faculty at Chosun University in Gwangju. Dr. Shaffer's academic interests include ELT methodology, professional development, SLA, loanwords, cognitive linguistics, and conceptual metaphor. Over the years, he has served on the KOTESOL National Council in numerous positions, including Publications Committee Chair and Treasurer, and as the Gwangju-Jeonnang Chapter President. He has 20 years of experience editing, proofing, and serving as editor of KOTESOL publications and those of other ELT organizations. He is presently KOTESOL Proceedings editor-in-chief, Korea TESOL Journal associate editor, Gwangju News editor-in-chief, and has been associated with The English Connection (TEC) for many years. He is KOTESOL's national president and the Gwangju International Center's chairman of the board.

The Climate Change Curriculum: An open source ESL resource

Julian Warmington, KOTESOL Environmental Justice SIG

Social Justice, Room 502

50-minute presentation (lecture-oriented)

Most ESL teachers in Korea recognize that climate change is a very real and pressing issue, but few have seen either lesson plans or other teachers teaching about it or even discussing related issues. Could more teachers learn and teach about climate change given such ready-made resources as themed lesson plans categorized by ESL lesson objectives, clear age appropriate levelling, with free and easy availability? Is it be possible to generate demand by offering supply with an open source ethic? The goal is to create an entire curriculum as a basis for adaptation to courses taught explicitly about climate change or related environmental issues, even if only to help in meeting individual lesson objectives in as little as only one lesson objective area, as the culture of their school, or their personal or class interest permits.

The structure of the curriculum is modelled on a mixture of the more popular standard and accepted curricula in terms of lesson objectives, eg. comparatives: The average global monthly temperature has been getting warmer over the last 400 months. Superlatives: The hottest local temperature records have

been broken increasingly often over the last twenty years. The ongoing goal will be to tailor the lessons to the local reality, introducing realia and the latest of locally sourced information wherever possible, to help keep all lessons grounded in the immediately relevant present. This 50-minute open discussion will also be open to input and questions, including time for sharing ideas and resources.



Julian Warmington is a trained and experienced primary and intermediate school teacher from Aotearoa (New Zealand), where he specialized in teaching in second languages before coming to Korea for his OE (overseas adventure). Since his first days here he has gained a decade-and-a-half teaching at the university level, been editor-in-chief of Korea's longest running monthly English language publication, Gwangju News, and also KOTESOL's own quarterly journal The English Connection, watched the film *Cowspiracy* and so started eating vegan, and taken up triathlons.

Korean Enculturation Behind Closed Doors (the psychological underpinnings)

Lara Tosh, Invited Speaker

TESOL, Auditorium 2

50-minute presentation (lecture-oriented)

This session is intended to increase your awareness of the psychological underpinnings of Korean enculturation. The information & insights shared herein will take the form of an exploration of various cultural dimensions –informed by my own personal research & experience within a multitude of contexts involving the Korean culture since 1998. We'll discuss what I consider to be the 3 roots / drivers / values within Korean culture –i.e.:

- ⌚ Face, Harmony and Hierarchy –and how they give rise to the various behaviours & outcomes of any given situation. The dimensions we'll explore include:
 - ⌚ Collectivism / Individuality
 - ⌚ Hierarchy / Equality
 - ⌚ Transactional (task-based) / Relationship-centred (trust-based)
 - ⌚ Situational (subjective) / Rule-based (objective)
 - ⌚ External locus of control / Internal locus of control
 - ⌚ Risk avoidance / Risk comfort
 - ⌚ Process focused / Results focused
 - ⌚ High context / Low context
 - ⌚ Harmony (indirect) / Confrontation (direct)

🕒 Formal (ritualistic) / Informal (efficient)

We'll also delve into the concepts of shame & conscience –and what that means in terms of how people relate to others and concepts of right and wrong within Korean culture. Ideally, participants will come with questions in mind regarding things that still elude or baffle them about what they've experienced living & working in Korea so far.



Lara has a lifelong career in intercultural awareness, mutual understanding, and communication. Although originally from Canada, South Korea has been home to her since 1999 and she's a permanent Korean resident. Lara keeps a roof over her head through her work as: a writer, editor & proofreader, a private counselor, an intercultural trainer, and as a public relations & communications consultant for various clients. She has a rich employment history within a multitude of Korean governmental agencies, Korean corporations, and academia. She now spends much of her personal & professional time helping others navigate Korean enculturation (and helping Koreans effectively interact with other cultures) -within a variety of contexts.

Measuring Student Improvements ***Sean Sookochoff, Woosong College***

TESOL, Room 504
50-minute workshop

How do we measure student improvements especially the results of an Oral Test (Oral Examination). Is it just merely a test score or are there other factors and learning achievements being met leading to the desired test results? Meeting learning objectives should always lead to satisfactory improvements in students' learning. We will examine some student improvements from various classes that utilized the textbooks Smart Choice STARTER & Smart Choice #1.



Sean has been a Canadian Assistant Professor at Woosong College for almost 12 years. He holds a Political Science and History bachelors degree from the University of British Columbia along with a Diploma in Accounting. Designing and assessing new & existing learning methods brings him satisfaction in educating young college students.

Concurrent Sessions: Presenters and Abstracts

Saturday, November 10th

1:30 – 1:50 PM

Conceptualization of second language writing strategies and their relation to student characteristics

Daniel Bailey, Konkuk University Glocal Campus

Research, Room 503

20-minute research report

This presentation will discuss original research that investigated second language (L2) writing strategies. Categories were chosen through deductive reasoning of strategies used within three types of writing instruction: planning, problem-solving, and corrective feedback. This study is unique from other strategy studies because taking an instruction-approach to categorizing writing strategies provides a clear needs-analysis of the students' strengths and weaknesses in the classroom. The association of strategies with writing skills, writing anxiety, and academic major were also investigated.

A group of 127 English and 100 non-English majors participated in this questionnaire study. The three writing strategy categories were isolated through confirmatory factor analysis. Structural equation modeling (SEM) was used to identify their association with writing skills, writing anxiety and major. Results revealed that problem-solving strategies were most popular followed by planning strategies, and corrective feedback strategies were reported least. Writing skill had a positive association with each strategy category. SEM identified positive path coefficients from L2 writing anxiety to all three strategy categories when controlling for writing skill, indicating L2 writing anxiety is a positive trigger for strategy use. English majors had a greater propensity for planning strategies than non-English majors. Results driven pedagogical implications for administering L2 writing strategy training are given. Application of writing strategy awareness for supporting self-regulated learning and future direction for writing strategy research will be also be discussed.



Daniel Bailey has been teaching English in South Korea for fourteen years. He currently works as an English professor at Konkuk University and recently

received his Ph.D. in Education from Korea University. His research interests currently revolve around online writing and technology-assisted language learning.

Concurrent Sessions: Presenters and Abstracts

Saturday, November 10th

1:30 – 2:20 PM

Resources and Principles to Support Autonomous Learners

Daniel Corks, Invited Speaker, Woosong University

TESOL, Room 504
50-minute workshop

The term is over, but some of your students want to continue learning English on their own time. What do you tell them? Teachers might give some abstract concepts (e.g. “Focus on meaning.”) or resource suggestions that are well meaning (e.g. “Try graded readers.”), but most of it isn’t concrete enough to be of much use for the learner.

In the age of the internet, anyone with time and an internet connection should be able to learn anything for free. This should be English as well, but most students don’t know where to look and resources that lower-level learners can use independently are hard to find. Online content that is suitable for lower level students is buried deep within websites that are directed at teachers, not at learners.

This presentation will invite participants to share their knowledge of websites, apps and other online tools that they recommend for students, and we’ll collaborate on building onto an existing list of online resources for English practice. Participants will also discuss and compile a simple set of language learning principles to guide students who are engaged in independent language practice.



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.

Korean-specific “be”-verb focused exercises

Jan Mathys de Beer, Woosong University

TESOL, Room 505
50-minute workshop

Every person from a non-English first language context has specific difficulties when learning English as a second language. In Korea, this is no different. General knowledge of ESL teaching is always important, but knowing the specific gaps between the first language of your students and the language you attempt to teach is important to reach fluency. In continuation with the KOTESOL 2018 ICC, this presentation will explore Korean-specific shortcomings that can be addressed by “be”-verb focused exercises. This is a practical approach with examples for classroom usage.



Jan Mathys de Beer (Ph.D.) is an educator from South Africa with more than 20 years' experience in education. He has been a professor at Woosong University, Daejeon, South Korea since 2017, where he does research on Korean specific classroom methodology and speaking fluency. He is newly-appointed as Assistant Research Coordinator, and he gives research guidance at universities worldwide. He can be contacted at jandebeer777@gmail.com, or 010-4444-3190.

Students Discuss Queer Topics: How Educators Can Foster Communication

Maria Lisak, Chosun University

Social Justice, Room 502
50-minute workshop

University students discussed LGBTQ+ issues in English for a course in administration and welfare. Student written data from two semesters will be shared with workshop participants to brainstorm lesson plans and activities to foster discussion on LGBTQ+ issues. Reflective writings from Fall 2016 were

submitted after watching an assigned presentation on Gay Rights and then followed by group discussion. In Fall 2018, student-selected, current-event topics of gender equality and the #MeToo Movement elicited discussion on LGBTQ+ topics. Student summaries from these discussions will be shared as well. With these student artifacts, participants will be invited to interpret student meaning and to set the teacher's 'next steps' to continue communication on LGBTQ+ issues.



Maria Lisak is the online Facebook coordinator for the KOTESOL Social Justice (Critical Educators in Korea) Special Interest Group. She has been teaching public administration and social welfare at Chosun University since 2012 and is currently working on her EdD in Literacy, Culture and Language Education through Indiana University. A lifetime member of KOTESOL, she has recently been elected as the Nominations & Elections Committee Chair. You can check out her CV on her blog: koreamaria.typepad.com/gwangju

Concurrent Sessions: Presenters and Abstracts

Saturday, November 10th

2:00 – 2:20 PM

The Power of Reading

Peter Johnson, Woosong University

Research, Auditorium 2

20-minute research report

Often we are presented with the dilemma of motivating our students. A lot of times, these students are stifled by the burdensome and challenging reading material in textbooks. We can alleviate this by making available reading outside of class, extensive reading. When students encounter stories that aren't too challenging and interesting, then this propels to a better learning mindset.



Peter Johnson has worked at Woosong University for nearly six years. He has an MA in education and enjoys cycling and reading.

Addressing the English language needs of Korean nursing students

Sabrina Benghida, Pukyong National University

Research, Room 503

20-minute research report

This study examined the effect of flipped learning in comparison to traditional learning in a Nursing department in a South Korean university. The subjects of this study were 41 nursing students in their second and third year of university.

Researchers study how English-medium instruction (EMI) is being implemented, what challenges are being addressed and what the impacts of EMI may be. Nursing students continuously report their difficulty in learning in a foreign language which raised questions concerning the effectiveness of EMI.

This paper aims at analysing the existing EMI in the nursing department at a Korean university while using the flipped learning model (FLM), in which lecture and homework activities for a course are reversed. Even though the FLM is only used occasionally whether in teaching English or Nursing courses, the research aims at exploring students' learning experiences and their acceptance of the FLM. Interviews and questionnaires are used as our main methods. As a conclusion, we suggest that the flipped learning method might offer more effective learning opportunities for Korean students in terms of critical thinking and problem-solving.



Sabrina Benghida is a PhD researcher in Pukyong National University. She has a wide interest in International relations, Communication and EFL studies.



SHERIFF
NICKOLAI
AND HIS BAND OF MERRY
LONG TERM RESIDENTS
OF
RUSTWATER
PRISON

IT'S
FANTASTICAL!
ORGASMICAL!
NONSENSICAL!
POSTMENSTRUICAL!
COMICAL!
ERGONOMICAL!

PRESENT A
COMEDY SKETCH SHOW

DIRECTED BY MEL BEATTIE AND JOHN RILEY

STARRING:
TELISA BRYANT
JOHN RILEY
HANNAH MARIE MOORE
GREGG LANDSMAN
LOUIS FERNANDES
ROSIE KIM
ADAM PARSONS
KEVIN NICKOLAI

NOVEMBER 17, 2018 - 8:00PM
JUNGU CULTURAL ARTS CENTER

Special Thanks to Haeeri Zoo

10,000 won
or
5,000 won
학생
(students)

TOTAL
SHOW!

MUSICAL DIRECTION BY WIL PERTZ

PRODUCED AND WRITTEN BY KEVIN NICKOLAI

Concurrent Sessions: Presenters and Abstracts

Saturday, November 10th

2:30 – 2:50 PM

English Communication Skills for Korean Architects ***Djamil Benghida, University of Naples Federico II***

Research, Room 503
20-minute research report

South Korea's English-speaking population and architects' increasing work in different countries suggest that speaking English is a career boost. Indeed, in today's global market, Korean Architects are requested to have appropriate communication skills in English if they want to study or work abroad. For practices that work extensively for overseas clients, the ability to speak English would be an asset.

However, after studying English for almost 10 years before their admittance to universities, Korean architecture students showed a great lack in English understanding in general, and in their comprehension of architecture class delivered in English more particularly. This research will present the teaching methods and contents used in two different architecture schools in Korea showing its effectiveness and its impact on students English communication abilities in the professional context.



Dr Benghida Djamil is an architect, an academic, and a researcher in Architecture and Urban Composition. Sabrina Benghida is a PhD researcher in Pukyong National University. She has a wide interest in International relations, Communication and EFL studies.

Concurrent Sessions: Presenters and Abstracts

Saturday, November 10th

2:30 – 3:20 PM

Engaging Learners and Improving Vocabulary Retention with Kahoot!

Ben Taylor, Woosong University

TESOL, Room 505
50-minute workshop

Kahoot!, a web-based quiz game, enables students to practice language skills in an inviting atmosphere. When teachers create quizzes or puzzles in Kahoot!, they can project them onto a screen, and students can respond using their smart phones. These games help teachers and students study vocabulary in a kinetic, hands-on environment which could improve the students' vocabulary retention. This action research-based workshop presents the results of a pilot study gauging the efficacy of Kahoot! as a means of multimedia-assisted language learning (MALL) in a university English classroom. It demonstrates implementing Kahoot! via hands-on exercises, tutorials, and a discussion of best-practices.

By building Kahoot! quizzes around sets of vocabulary words shared between experimental- and control-group classes, the study assessed the impact Kahoot! had on vocabulary retention and classroom engagement, working with the assumption that the platform would improve both. The results of pre- and post-tests, along with empirical evidence, suggests that Kahoot! improves vocabulary retention while fostering a positive learning environment. Workshop participants will learn time-saving tips, strategies for creating and sharing Kahoots! and how to mesh them into their existing curricula. The workshop includes live demonstrations of both engaging and ineffective Kahoot!s.



Ben Taylor holds a Master of Arts degree in English (Language Studies and ESL) from Eastern Kentucky University, and currently teaches English at Woosong University in Daejeon, South Korea. Contact him via email: benjamintaylor@woosong.org.

Using Critical Pedagogy in the EFL Classroom

Luis Roberto Caballero Orozco, Ulsan National Institute of Science & Technology (UNIST)

Social Justice, 502
50-minute workshop

In 1968, Brazilian educational theorist Paulo Freire called for a new approach to teaching. By employing what he referred to as a “critical pedagogy,” teachers can transform their classrooms into forums for student empowerment and social change. In a critical pedagogy classroom, educators put students on a path toward finding their own voices on complex issues that affect their daily lives. Students trace social inequalities to their root causes, identify how these issues impact their own communities, and advocate for action that ensures a more just, inclusive tomorrow.

Since the 1970 English translation of Freire’s *Pedagogy of the Oppressed*, both it and subsequent texts on critical pedagogy have become ubiquitous in teacher education programs. Many linguists and educators have expanded on this framework to adopt it for the EFL classroom. Although research on critical pedagogy in Korean contexts is limited, Crookes (2010) has found that Korean high school and university students welcome opportunities to engage in critical, non-authoritarian dialogues with their teachers despite stereotypes about East Asian cultures. Furthermore, Ooiwa-Yoshizawa (2012) argues, critical EFL educators ought to highlight changing norms in English language usage, as well as heighten student awareness of marginalized populations’ lived experiences, through classroom activities. DeWalsche (2015) echoes these sentiments, finding that Korean university students will successfully overcome perceived socio-cultural limitations to critical dialogue, thereby developing critical thinking skills.

Participants in this workshop will explore ways to use critical pedagogy in their classrooms. Through collaborative activities, participants will brainstorm and create sample lessons that utilize this approach.



Born in Mexico and educated in the United States, Luis R. Caballero has been teaching English & Spanish languages for ten years in high schools, universities, non-profits, and corporations around the world. Luis holds a Bachelors degree in

speech & linguistics, as well as a Masters in higher education. His research interests include language pragmatics, intercultural communication, and organizational behavior.

Luis has been in Korea since late 2014. He currently lives in Ulsan and is a language instructor at the Ulsan National Institute of Science & Technology (UNIST). Luis is also an active council member for KOTESOL's Busan-Gyeongnam Chapter.

A+ Activities for Teaching Academic Study Skills ***Wayne Finley, Woosong University***

TESOL, Room 504

50-minute presentation (lecture-oriented)

Going to university for the first time is not easy. You have to make new friends, live in new surroundings and deal with a new system for grading. Many teachers take this for granted. They lose their tempers when their freshmen routinely arrive late, refuse to speak in group discussions or hand in their homework after the deadline. We must not forget that no student is born great. A-grade students likely had role models, either at home or in the classroom, who shaped who they are. We should inspire all incoming freshmen students to become great students. We should teach them academic study skills.

At Sol International School this semester, I have been doing exactly that. Over the course of the semester we have covered the basics of being an A+ university student. We have looked at time management, goal setting, class participation, attendance, note-taking, test-taking, group assignments, presentations and even Howard Gardner's multiple intelligences. Join me in this session to see the best activities for teaching academic study skills and share your own ideas. Together we can make sure that all students, no matter their starting point, have the same chance to get that much sought-after A+ grade.



Wayne Finley is the Director of Admissions and Enrollment Strategy at two of Woosong University's international colleges: Sol International School and Endicott College of International Studies. While he spends most of his time these days screening and interviewing applicants, he is as passionate about education as when he first set foot on Korean shores in 2010. His current interests are writing articles for newspapers/magazines and making teaching videos. If you want to follow his work, LinkedIn is only a click away: www.linkedin.com/in/wjfinley.

Concurrent Sessions: Presenters and Abstracts

Saturday, November 10th

3:00 – 3:20 PM

Strengths and Weaknesses of Automatic Writing Evaluation with Grammarly

Daniel Bailey, Konkuk University Glocal Campus

Research, Room 503

20-minute research report

Automatic Writing Evaluation (AWE) programs can assist both low and high performing students with their accuracy and save instructors valuable time. This presentation will explore the differences between formal and informal genres of L2 writing using the AWE program Grammarly. Original research will be presented on a corpus of writing compositions from the textbook *Writing From Within 2* and a second corpus of writing collected from an EFL class Facebook group. I compared Grammarly analysis of these two genres, and identified error types best addressed by programs like Grammarly and ones more suited for a teacher. Categories of errors discussed include punctuation, grammar, vocabulary, conventions, and spelling. Results found determiner errors (*a/an/the*) were most common in both genres while numerous differences existed related to incomplete sentences, run-on sentences, spelling and so on. Syntactic and lexical analysis between the two genres of writing were also investigated. As expected, formal text consisted of longer sentences, longer words, and more rare words than writing that occurred on Facebook. Informal writing on SNS platforms like Facebook appears to be easier for students to produce. Methods will be discussed on how teachers can use Grammarly with PCs, tablets, and smartphones for more accurate writing.



Daniel Bailey has been teaching English in South Korea for fourteen years. He currently works as an English professor at Konkuk University and recently received his Ph.D. in Education from Korea University. His research interests currently revolve around online writing and technology-assisted language learning.

Concurrent Sessions: Presenters and Abstracts

Saturday, November 10th

4:00 – 4:20 PM

Decolonizing Peace Education in Universities in Korea: A Critique and Some Decolonial Pedagogic Strategies

Kevin Kester, Keimyung University

Loughlin Sweeney, Endicott College of International Studies, Woosong University

Social Justice, Room 502

20-minute research report

Peace education is a growing academic field of research and practice. Universities and scholars around the world teach and research extensively in the area; yet, despite the plethora of scholars and scholarship from diverse backgrounds involved in the field, literature and educational programs remain dominated by the English-speaking world.

This paper employs the intersecting agendas of decolonization and postcolonial theory to explore the dominance of Western literature and practice in peace education in universities in Korea. Using the method of criss-crossing comparison, the paper compares literature in English and Korean to ascertain how and to what extent Western thinking may dominate peace education within the Korean university context. The paper offers a critical discussion of Whiteness and liberal secular morality as two dominant strands found within the literature. Counter-arguments and alternative rationales are considered. The paper concludes that for peace education to fulfill its mission today as a global field for social justice, then global educational decolonization movements in peace education need to be strengthened. It is argued that efforts toward decolonization of peace education in Korea could support the global movement toward a more socially just peace education.



Kevin Kester is Tenure-Track Assistant Professor of International Education & Global Affairs cross-appointed to the Graduate School of Education, Department of Education, and School of Global Affairs at Keimyung University in Daegu. His research interests lie in the sociology and politics of education with a focus on the

United Nations' education system; educational peacebuilding; peace and conflict studies; and social theory (de/postcolonial and postmodern thought, and critical pedagogy). He teaches courses on comparative education; international cooperation education; peacebuilding; and qualitative research methods. His forthcoming book, *The United Nations and Higher Education: Reproduction, Peace and Epistemic Justice in the 21st Century*, will be published by Information Age Publishing in their Peace Education Series in 2019.

Concurrent Sessions: Presenters and Abstracts

Saturday, November 10th

4:00 – 4:50 PM

Teaching Counting Numbers from One to Trillions ***Rodney Stubbs, Woosong University***

TESOL, Room 504
50-minute workshop

In many EFL textbooks, the topic of numbers in general often comes up, usually in the context of shopping (money) or describing something (measurements). This workshop will provide participants with practical ideas for teaching counting numbers in a way that builds (scaffolds) learning.

Participants will brainstorm some different types of numbers then watch a brief PPT introducing some of the different number types. The focus of this workshop is on counting (natural) numbers. While the English number system can be divided into sets of three (one, ten, hundred) the Korean number system can be divided into sets of four (one [?], ten [?], hundred [?], thousand [?]). The presentation reinforces the sets of three numbers through seeing the number sets repeat as they increase. For the purposes of this presentation the numbers presented range from one to one hundred trillion. While larger number sets do exist and are necessary for fields like science and math the naming conventions of those larger sets can vary.

After going through the number sets on the board (one, ten, thousand) the participants begin counting again with more complicated numbers (one, eleven, one hundred eleven). Building on the basic sets of three participants practice counting again and reinforcing the number sets.



Rodney is a visiting professor at Woosong University where he has worked for the last 10 years. With a B.A in Sociology from Massey University in his home country of New Zealand, and an M.A. in TESOL-MALL from Woosong University, Rodney continues to enjoy the challenges and rewards teaching brings. Rodney can be contacted at rodneystubbs@woosong.org.

Using Dr. Seuss to help build fluency. ***Terri Beadle, Woosong University***

TESOL, Room 505
50-minute workshop

Dr Seuss is an American children's author, who uses his books to talk about relevant social issues that are occurring worldwide. I use the book *The Sneetches* to help the students talk about racism. This is a hot topic throughout the world and can be a touchy one for students to talk about. In *The Sneetches* the students feel comfortable expressing their opinions, because these are made up characters. Because of their comfort level with this topic, the students open up and have good conversations about the rightness of being a Star-Bell Sneetches, which have "bellies with stars" and "the Plain-Belly Sneetches (who) had none upon thars".

I am using this currently in my classes, but I have not done action research (as of yet). I like to use this because students tend to be more open about topics which are not direct. If I were to ask "What do you think about Racism?", the students would not be as open or as honest, but when we are talking about the *Sneetches*, they tend to be more active in the conversation. It is usually not until the end that students get the racism part of the whole lesson, but by then they are talking more openly about what happens in their own cultures and if it is okay or not.

This is a ready-made lesson that I can use in all of my speaking/conversation classes in ALL levels and ALL ages.



Terri Beadle is an Assistant Professor at Woosong University. She has previously taught at Bilkent University in Ankara, Turkey and Western Michigan University in Kalamazoo, Michigan. Ms. Beadle has her MA in TESOL from Cornerstone University in Grand Rapids, Michigan and took graduate classes in Literacy from Grand Valley State University in Allendale, Michigan. Within the literacy classes,

Ms. Beadle's main focus was using pop culture and pop literature to help students improve their reading, in recent years she has taken this one step further to include ways to help students become comfortable with speaking which in turn helps them to become more fluent. This is Ms. Beadle's first time teaching in Korea, and she is looking forward to learning about this country and culture.

Concurrent Sessions: Presenters and Abstracts

Saturday, November 10th

4:00 – 4:50 PM

The Human Cicada

Cyril Reyes, Woosong University

Social Justice, Room 502

20-minute research report

The current global financial crisis has raised questions about the future of capitalism. What is overlooked is how capitalism is related to civilization. In order to delineate this relation and unmask its essence, we must begin with the inverted image of capitalist civilization, which we will elucidate by way of metaphor: a possible civilization that emulates the strange lives of cicadas.



Currently teaching ESL in South Korea, Cyril Reyes is interested in culture, politics and computer games.

Handouts for the Afternoon Plenary Address

Research on L2 Speech and Intelligibility Measures

Okim Kang (okim.kang@nau.edu)

November 10, 2018

Speech Evaluation Instrument (Zhan & Hopper, 1994)

Study#1

1. The instructor you just heard is probably.....

Advantaged	___/___/___/___/___/___/___/___	Disadvantaged
Kind	___/___/___/___/___/___/___/___	Unkind
Lazy	___/___/___/___/___/___/___/___	Energetic
Poor (Assertive)	___/___/___/___/___/___/___/___	Rich (Unassertive)
Unclear	___/___/___/___/___/___/___/___	Clear
Complete	___/___/___/___/___/___/___/___	incomplete
White collar	___/___/___/___/___/___/___/___	Blue collar
Unsure	___/___/___/___/___/___/___/___	Confident
Intelligent	___/___/___/___/___/___/___/___	Unintelligent
Fluent	___/___/___/___/___/___/___/___	Influent
Attractive	___/___/___/___/___/___/___/___	Unattractive
Qualified	___/___/___/___/___/___/___/___	Unqualified
Unfriendly	___/___/___/___/___/___/___/___	Friendly
Disorganized	___/___/___/___/___/___/___/___	Organized
Cold	___/___/___/___/___/___/___/___	Warm

2. Cloze Test

Please fill in the missing words from the lecture you just heard. Please do the best you can. If you are not sure of the correct word, just give your best recollection.

Galaxies—vast collections of billions of stars—are the basic building blocks of the universe. These grand objects are so _____ in size that they

simply dwarf all _____ experience. The amount of light and other energies they give off defy any _____ at everyday comparison. Yet since we _____ that the existence of other galaxies in the 1920s, telescopes of increasing _____ and sophistication have shown us not just a _____, not hundreds or _____, but hundreds of billions of these grand star systems in _____ direction we look.

Study#2

1. The instructor you just heard is probably.....

Advantaged	_/_/_/_/_/_/_/_/_/_	Disadvantaged
Kind	_/_/_/_/_/_/_/_/_/_	Unkind
Lazy	_/_/_/_/_/_/_/_/_/_	Energetic
Poor (Assertive)	_/_/_/_/_/_/_/_/_/_	Rich (Unassertive)
Unclear	_/_/_/_/_/_/_/_/_/_	Clear
Complete	_/_/_/_/_/_/_/_/_/_	incomplete
White collar	_/_/_/_/_/_/_/_/_/_	Blue collar
Unsure	_/_/_/_/_/_/_/_/_/_	Confident
Intelligent	_/_/_/_/_/_/_/_/_/_	Unintelligent
Fluent	_/_/_/_/_/_/_/_/_/_	Influent
Attractive	_/_/_/_/_/_/_/_/_/_	Unattractive
Qualified	_/_/_/_/_/_/_/_/_/_	Unqualified
Unfriendly	_/_/_/_/_/_/_/_/_/_	Friendly
Disorganized	_/_/_/_/_/_/_/_/_/_	Organized
Cold	_/_/_/_/_/_/_/_/_/_	Warm

Study #3

1. The instructor you just heard is probably.....

Advantaged	___/___/___/___/___/___/___/___	Disadvantaged
Kind	___/___/___/___/___/___/___/___	Unkind
Lazy	___/___/___/___/___/___/___/___	Energetic
Poor (Assertive)	___/___/___/___/___/___/___/___	Rich (Unassertive)
Unclear	___/___/___/___/___/___/___/___	Clear
Complete	___/___/___/___/___/___/___/___	incomplete
White collar	___/___/___/___/___/___/___/___	Blue collar
Unsure	___/___/___/___/___/___/___/___	Confident
Intelligent	___/___/___/___/___/___/___/___	Unintelligent
Fluent	___/___/___/___/___/___/___/___	Influent
Attractive	___/___/___/___/___/___/___/___	Unattractive
Qualified	___/___/___/___/___/___/___/___	Unqualified
Unfriendly	___/___/___/___/___/___/___/___	Friendly
Disorganized	___/___/___/___/___/___/___/___	Organized
Cold	___/___/___/___/___/___/___/___	Warm

2. Cloze Test 2

Please fill in the missing words from the lecture you just heard. Please do the best you can. If you are not sure of the correct word, just give your best recollection.

Galaxies are named by astronomers. Except for our nearest neighbor galaxies, there are far too _____ of these star systems to give _____ of them a name. Thus, astronomers _____ them by their numbers in various _____ catalogues of galaxies that have been _____ up over the years. The most _____ of these, the New General Catalogue _____ Nebulae and Clusters of _____ (or NGC), was published by astronomer J. L. E. Dreyer _____ 1888. Although the catalogue includes many _____, the title does not mention that category _____ in Dreyer's day galaxies were still _____ with nebulae.

Comprehensibility Measure

1. Derwing & Munro (1997) (9 points)

	1	2	3	4	5	6	7	8	9	
Extremely easy to understand										Extremely difficult or impossible to understand

2. Measure of Speaker Comprehensibility (Kang, 2010)

The speaker to whom I just listened...

	1	2	3	4	5	6	7	8	9	
was easy to understand										was hard to understand
was incomprehensible										was highly comprehensible
was unclear										was clear
required little effort to understand										required lots of effort to understand
made it simple to grasp the meaning										made it difficult to grasp the meaning

Accentedness Measure

1. Derwing & Munro (1997)

	1	2	3	4	5	6	7	8	9	
no accent										extremely strong accent

2. Kang (2010)

The speaker to whom I just listened...

	1	2	3	4	5	6	7	
Speaks with a foreign accent								Speaks with an American accent
Has no accent								Has a strong accent
Speaks with an English manner of pronunciation								Speaks with no manner of English
Has a familiar English accent								Has an unfamiliar English accent
Speaks like a native speaker								Speaks like a non-native of English speaker of English

Fluency Measure

1. Derwing & Munro (2013)

	1	2	3	4	5	6	7	8	9	
Extremely fluent										extremely dysfluent

2. Kormos & Denes (2004)

	1	2	3	4	5	
The least fluent						The most fluent

Oral Proficiency

Please check the rubric provided separately.

Intelligibility Measure

1. True/False statement test

<Partner A>

1. Gasoline is an excellent drink.
2. The Queen of England lives in Washington.
3. Spaghetti grows on tall trees.
4. The sun always sets in the north.
5. The inside of an egg is blue.

<Partner B>

1. March has thirty-eight days.
2. Most people wear hats on their feet.
3. The stars come out in the day.
4. Wednesday is the first day of the week.
5. All men can have babies.

2. Non-sense statement Test

Please listen to each sentence and transcribe the words that you hear.

<Partner A>

1. Your sly clerk may slip on your discourse.
2. His strange guy can help my seams.
3. The tall kiss can draw with an oak.
4. Your raw sale may tar our claim.
5. A young plank finished the loop.

<Partner B>

1. Her sick stand should see our strife.
2. Her sick stand should see our strife.
3. Their tame towns must paint on a lease.
4. Your bad inn hated my slab.
5. An empty token could pant at the cork.

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