

KOREA TESOL: DAEJEON- CHUNGCHEONG CHAPTER

**2024 NOVEMBER SYMPOSIUM:
REFLECTIVE PRACTICE: LOOKING
FORWARD, MOVING FORWARD**

SATURDAY 30 NOVEMBER, 2024 | 9AM-6:30PM
WOOSONG UNIVERSITY, DAEJEON

[HTTPS://KOREATESOL.ORG/](https://koreatesol.org/)



MESSAGE

MESSAGE FROM THE DCC PRESIDENT

It is my great pleasure to welcome you to the DC Chapter's 2024 November Symposium!

We are fortunate to have English educators from all over Korea and Japan join us as we explore different ways to engage in reflective practices. Our plenary speaker, Joan M. Kuroda, will bring us her experiences with reflective practice in a Japanese classroom environment.

The DCC November Symposium takes place each year during the American Thanksgiving holiday. While I, as others, may not be American, I really do enjoy this time of year. The leaves have almost finished falling, the temperature is dropping, and December is right around the corner. While writing this message, Daejeon is expecting its first snow the next day! It's a time when family and friends start to get together and celebrate the holiday season. We hope our symposium can help kick-start your holiday cheer!

Mike Peacock



Korea TESOL: Daejeon-Chungcheong
Chapter President

OUR TEAM

The Symposium Team

MIKE PEACOCK - VENUE

ANDREW GRIFFITHS - PRE-REGISTRATION

ROSEMARY SORG - ONSITE REG./MC

MARTIN SKETCHLEY -

PUBLICITY/PROGRAM BOOK

ERIC CEBREIRO - TREASURER

ERIC REYNOLDS -VIP SPEAKER

DAVID SHAFFER - MODERATOR

AULIA DJUNAEDI - MODERATOR

LINDSAY HERRON -MODERATOR

DAVID ALLEN - ONSITE ASSISTANT

KATHY MOON - HOSPITALITY

김여울 - HOSPITALITY

이혁준 - HOSPITALITY

양지수 - HOSPITALITY



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LEVEL CHART

English for Specific Purposes (CEFR LEVEL A1–B1)

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PREREGISTRATION

9:00AM - 10:00AM

OPENING CEREMONY

10:00AM - 10:30AM

**REFLECTIONS ON PERSONAL AND
COLLABORATIVE REFLECTION**

10:30AM - 11:20AM

OPENING PLENARY: JOAN M. KURODA

11:30AM - 12:20PM

***"OPENING THE BOOK ON BOOK
CLUBS": JOCELYN WRIGHT***

13:30PM - 14:20PM

***"REFLECTIVE PRACTICE MASTERY:
CRAFTING YOUR VISION AND GOALS
FOR 2025": JAKE KIMBALL***

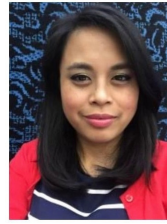
14:30PM - 15:20PM

CLOSING PLENARY: JOAN M. KURODA

16:30PM - 17:20PM

CLOSING CEREMONY

17:30PM - 18:00PM



"REFLECTIONS ON PERSONAL AND COLLABORATIVE REFLECTION": DAVID BAE, ANIKA CASEM, CHRISTOPHER MILLER, MARTIN SKETCHLEY

ABSTRACT:

Zwozdiak-Myers (2012) argues reflective practice (RP) facilitates teacher development by enabling teachers "to analyse and evaluate what is happening." This panel presentation and discussion will report on the process of forming a group consisting of the five presenters for purposes of reflection. We will begin with an overview of a discussion of the essential dispositions, purposes and methods for engaging in RP (Farrell, 2014). Each member will share their experiences of engaging in a structured form of RP either alone or in collaboration with our group. Special consideration will be given to the role of reflecting on critical incidents (Richards and Farrell, 2005) and teacher maxims (Richards, 1996) to heighten awareness of professional practice and clarify values. This presentation aims to inspire attendees to engage in a more systematic, evidence-based form of reflection.

SPEAKERS



***“PRACTICING REFLECTION IN THE CLASSROOM:
THE PROCESS OF MEANING-MAKING FOR
TEACHER WELL-BEING”*: JOAN M. KURODA**

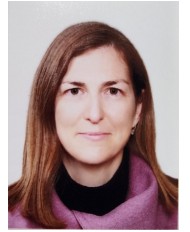
ABSTRACT:

Teacher well-being increases when beliefs align with practices, there is a strong sense of community, and work feels meaningful. Conversely, when teachers are overworked and, more importantly, lose a sense of purpose, they are at greater risk of burnout. Reflective practice, a concept introduced by John Dewey, supports meaning-making by encouraging teachers to examine their experiences systematically and guided by the reflective cycle. The phenomenological approach to reflection aims to gain a deeper understanding of everyday experiences, such as teaching, through rich and insightful description. Through this process, teacher-researchers can identify hidden beliefs, develop presence, and practice vulnerability—each of which plays an important role in sustaining a fulfilling teaching practice. This presentation illustrates the meaning-making process and how presence and vulnerability play an essential role in uncovering hidden beliefs through the experiences of three teachers who explored their practices using reflective practice and a phenomenological approach.

BIOGRAPHY:

Joan M. Kuroda is a lecturer at Hyogo University of Teacher Education in Japan. Before graduating with a Master of Education at Hyogo University of Teacher Education, she received her MBA from the University of Hawaii at Manoa, was a research analyst at an advertising agency, and is a former Peace Corps volunteer. Currently, her research focus is on reflective practice.

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**"OPENING THE BOOK ON BOOK CLUBS":
JOCELYN WRIGHT**

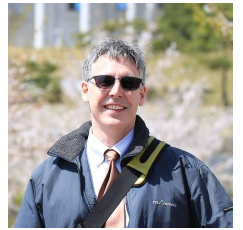
ABSTRACT:

Reading is important for growth, and book clubs offer different opportunities for learning and professional development. Book clubs can cover a wide scope of themes and interests and are very versatile in terms of formats across space, time, and technologies. They can, therefore, flexibly accommodate a variety of people and needs (personal, educational, professional, etc.). At the same time participant- and community-centered, they provide an alternative to both individual reading and more formal or traditional reading activities or study. The aim of this dialogic exchange is to critically reflect on perceptions of book clubs, share past experiences as participants and/or facilitators, and envisage future possibilities together. Discussions may cover types of book clubs, formats, purposes and outcomes, and tips for facilitation, among other-initiated topics. We invite you to join in!

BIOGRAPHY:

Jocelyn Wright is a professor in the Department of English Language and Literature at Mokpo National University in South Korea. She is an active member of Gwangju-Jeonnam KOTESOL and has served as a facilitator of both the Reflective Practice and Social Justice (Critical Educators in Korea) SIGs. Her research interests include matters at the heart of the intersecting fields of peace linguistics, peace (language) education, and peace literature.

SP
EAKERS



***“REFLECTIVE PRACTICE MASTERY: CRAFTING YOUR VISION AND GOALS FOR 2025”:
JAKE KIMBALL***

ABSTRACT:

This Reflective Practice workshop aims to help educators establish meaningful reflective practice goals for the upcoming year 2025. Reflective practice is a critical tool for continuous personal and professional growth. It allows individuals to assess their experiences, adapt their approaches, and better understand their work. During this interactive session, participants will explore various reflective models and established teaching frameworks integral to personal inventories and self-assessment. Attendees will engage in guided exercises to identify key growth areas, assess past experiences, and set actionable goals for the year. By the end of the workshop, participants will leave with a personalized plan to integrate reflection into their daily routines and professional settings, empowered with tools and strategies to make reflection a consistent part of their professional development.

BIOGRAPHY:

Jake Kimball is an instructor at Semyung University. Within KOTESOL, he is the facilitator of the Classroom Management SIG. His interests include classroom dynamics and willingness to communicate. He enjoys journaling to maintain a reflective mindset. And when he finds time, he can be spotted hiking the Haeparang-gil, Korea’s coastal trail.



***“BEYOND THE CLASSROOM: CULTIVATING REFLECTIVE PRACTICE IN STUDY GROUPS”:
JOAN M. KURODA***

ABSTRACT:

Professional learning communities provide a valuable space for busy teachers to discuss professional issues and reflect on classroom practices. These study groups support teachers' wellbeing and bring together diverse perspectives essential for deep reflective inquiry. Phenomenological writing as a method of inquiry serves the dual purpose of allowing teachers to reflect on their experiences, leading to professional development and growth and offering the potential to connect with other teachers through shared understanding through their stories. This presentation explores the collaborative learning process through a case study of teachers engaged in phenomenological writing to practice reflection and discuss the obstacles encountered in sustaining a regular writing habit. The findings from the failed attempt to maintain this practice will highlight the search for a more practical, teacher-centered understanding of reflective practice focusing on the balance between ideal reflection methods and realistic application in busy teaching lives will be discussed.

BIOGRAPHY:

Joan M. Kuroda is a lecturer at Hyogo University of Teacher Education in Japan. Before graduating with a Master of Education at Hyogo University of Teacher Education, she received her MBA from the University of Hawaii at Manoa, was a research analyst at an advertising agency, and is a former Peace Corps volunteer. Currently, her research focus is on reflective practice.

COLLINS



KOTESOL

대한영어교육학회

THE DC CHAPTER REQUIRES ALL ATTENDEES TO ADHERE TO KOREA TESOL'S CODE OF CONDUCT. IF YOU FEEL THAT AN ATTENDEE HAS BROKEN THIS CODE, PLEASE CONTACT A SYMPOSIUM COMMITTEE MEMBER.



**KOREA TESOL'S
CODE OF
CONDUCT:**



SCAN



W D P E F C S

ROOM 502

***"FILLING IN THE READING
COMPREHENSION GAP OF EFL
STUDENTS": DAVID BAE***

13:30PM - 14:20PM

***"ADDING MORE R AND R IN YOUR
CLASSES: RECORDING AND
REFLECTION": CHRISTOPHER MILLER***

14:30PM - 15:20PM

***"ENHANCING WILLINGNESS IN THE
EFL CLASSROOM": JAKE KIMBALL***

15:30PM - 16:20PM

ROOM 505

***"CREATIVE LANGUAGE LEARNING:
ENHANCING EFL PEDAGOGY WITH
MODERN CALLIGRAPHY": LISA
MACINTYRE-PARK***

13:30PM - 14:20PM

***"FOSTERING REFLECTIVE PRACTICE
THROUGH WRITING
ACCOUNTABILITY: AN ON-SITE
WRITE-A-THON": MARIA LISAK***

14:30PM - 15:20PM

"RETHINKING ROUTINES": HEIDI NAM

15:30PM - 16:20PM



"FILLING IN THE READING COMPREHENSION GAP OF EFL STUDENTS": DAVID BAE

ABSTRACT:

In traditional EFL classrooms, the over emphasis on heavy analytical approaches to reading pedagogy remains abundant, especially among hagwons. Passage Analyses, translations, and tedious explanations of grammar topics create a teacher-centered classroom environment in which students are deprived of the skill they are meant to practice, reading. Investing hours on teachers reading out every sentence and explaining its grammatical structure create an over-reliance on these steps, leaving students underprepared for individual reading tasks.

This presentation addresses the gap that is generated from an over-reliance on current reading pedagogies, diving into potential causes and discussing a better alternative method that diverts from a teacher-centered methodology. Taking from research and classroom practice, the presentation will explore how a balanced approach that integrates independent reading practice time stimulates growth for reading comprehension at a much more efficient rate than that of conventional reading pedagogies used in hagwons today. Factoring in the modern age, this presentation dives into how convenient it is for teachers to apply this method due to the ease of access to artificial intelligence. With AI by our side, teachers can now come up with reading practice material in a fraction of the time it would take for teachers in the past. By shifting from purely analytical to more practical approaches, students may better appreciate the skill of reading and produce much better results than ever to become confident readers.

BIOGRAPHY:

Even with only four years of experience teaching in hagwons, both offline and online, David has developed a strong foundation in EFL instruction. David is currently a homeroom teacher at Habit9, a leading hagwon in Daechi, where he guides students in their academic and language development. David holds a Master's Degree in TESOL, which he graduated with distinction, reflecting his commitment to advancing his teaching expertise. Additionally, he has earned a TESOL certificate and a Business English Certificate, equipping him with specialized skills in teaching English as a foreign language and business communication. His professional journey is marked by a dedication to creating student-centered learning environments that foster independent reading and comprehension skills.

SPARKERS

BENEFITS OF

KOTESOL MEMBERSHIP



SAVINGS

KOTESOL members receive discounts on KOTESOL events (including the international conference, national conference, and regional conferences), many partner events, IATEFL membership, online courses, local restaurants, and more.



PUBLICATIONS

Members have immediate online access to all KOTESOL publications, including *The English Connection*, our quarterly magazine; *Korea TESOL Journal*, our peer-reviewed research journal; and *KOTESOL Proceedings*, our annual conference proceedings. Hard copies are also available.



GRANTS & AWARDS

Members can apply for research grants, represent KOTESOL on a conference grant or travel grant, be considered for our Research Paper of the Year Award or the Reflective Language Teacher Award, and more.



SCHOLARSHIP

KOTESOL members can enhance their academic credentials by submitting work to KOTESOL publications or by presenting at KOTESOL conferences.



SPECIAL INTEREST GROUPS

KOTESOL Special Interest Groups (SIGs) provide a supportive space for members with a shared special interest to collaborate and mutually explore that interest.



... AND MORE!

Members also:

- can run for office and vote in KOTESOL elections;
- are invited to exclusive social & networking events;
- receive free shipping on KOTESOL merchandise;
- have access to our Job Board; and more!

50,000 won 1-year domestic membership
70,000 won 1-year international membership
30,000 won 1-year undergraduate student membership
500,000 won lifetime membership

KOREATESOL.ORG/JOIN-KOTESOL



***"ADDING MORE R AND R IN YOUR CLASSES:
RECORDING AND REFLECTION": CHRISTOPHER
MILLER***

ABSTRACT:

Reflective practice can help "narrow the gap between theory and practice (Kim, et al., 2010)." This presentation focuses on the presenter's experience of consistently audio or video recording lessons weekly over several months in 2024. The presenter will discuss motivation and initial inspiration. The presenter will share a lengthy list of perceived benefits derived from video or audio recording of lessons (with subsequent reflection). The benefits will be richly illustrated with anecdotes culled from classroom recordings. This presentation will inform participants of essential dispositions and prerequisites to optimize the opportunities latent in reflection derived from recorded teacher performance. Ultimately, this presentation aims to inspire and motivate those educators who have yet to engage in a more structured, evidence-based form of reflective practice.

BIOGRAPHY:

Christopher Miller has been intrigued by and engaged in reflecting on classroom practice since 2014. Christopher has published multiple articles on the topic in a variety of magazines and journals. He currently serves as the treasurer of the KoreaTESOL Seoul chapter. You can contact Christopher via email: chriskotesol@gmail.com.

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"ENHANCING WILLINGNESS IN THE EFL CLASSROOM": JAKE KIMBALL

ABSTRACT:

This workshop addresses the challenge of fostering willingness to communicate (WTC) in Korean EFL classrooms, where cultural and contextual factors often inhibit students' willingness to engage in spoken English. The goal is to provide educators with strategies to cultivate a supportive, confidence-building environment that encourages active participation and communication in English.

Korean EFL learners, despite their proficiency, often exhibit a reluctance to communicate due to factors such as anxiety, fear of making mistakes, and deeply ingrained educational norms that emphasize accuracy over fluency. This workshop will explore the theoretical framework of WTC and its relevance in the Korean context, considering cultural and psychological barriers that affect students' communication behaviors.

Participants will engage in hands-on activities designed to enhance students' confidence, motivation, and overall WTC. The session will introduce practical classroom techniques, such as task-based learning, collaborative group activities, and personalized feedback, which can be immediately implemented to increase students' engagement and comfort with speaking English.

BIOGRAPHY:

Jake Kimball is an instructor at Semyung University. Within KOTESOL, he is the facilitator of the Classroom Management SIG. His interests include classroom dynamics and willingness to communicate. He enjoys journaling to maintain a reflective mindset. And when he finds time, he can be spotted hiking the Haeparang-gil, Korea's coastal trail.

DCC KOTESOL

END OF THE YEAR PARTY!



SUNDAY, DECEMBER 15TH

5:30 P.M.

ASHLEY'S QUEENS BUFFET, DOWNTOWN CHEONAN

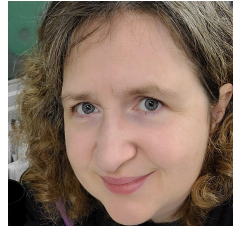
(BY THE CHEONAN BUS TERMINAL)

애슐리 퀸즈 신세계백화점천안아산점



Optional white elephant gift exchange after the meal

Please RSVP by Sunday, 12/8 with Rosemary



***“CREATIVE LANGUAGE LEARNING: ENHANCING EFL PEDAGOGY WITH MODERN CALLIGRAPHY”:
LISA MACINTYRE-PARK***

ABSTRACT:

This presentation explores the integration of modern calligraphy into EFL pedagogy to enhance student engagement and creativity. By combining artistic expression with language learning, students improve fine motor skills, focus, and letter formation. This innovative approach not only enriches the EFL experience but also fosters mindfulness and cultural appreciation. The visual appeal of calligraphy helps students feel pride in creating attractive works while using their English skills, thereby aiding vocabulary retention and language comprehension. In this workshop, participants will learn the basic strokes of modern calligraphy using standard pens and pencils, making the skills easily transferable to the English classroom, and we will create greeting cards.

BIOGRAPHY:

Lisa MacIntyre-Park holds a BEd (TESL) and BA (Hons) with a focus in psychology and language learning from Brock University in Canada and has been teaching English in Korea since 1997. In her free time, Lisa enjoys reading and practising the art of modern calligraphy. She has been an officer of the Jeonju-North Jeolla Chapter of KOTESOL since late 2018 and the chapter’s president since 2023.

SPEAKERS



“FOSTERING REFLECTIVE PRACTICE THROUGH WRITING ACCOUNTABILITY: AN ON-SITE WRITE-A-THON”: MARIA LISAK

ABSTRACT:

In this workshop, participants will explore the benefits of writing accountability as a reflective practice in professional development, particularly within the complex and often liminal spaces experienced by EFL teachers in South Korea. Reflective practice, as defined by Thomas Farrell, is "a process in which educators step back from their teaching experience to engage in a critical analysis of their actions." For both foreign and Korean educators, this process is vital for navigating the silences and complexities inherent in their multilingual classrooms.

In these contexts, writing serves as a crucial tool for processing the nuanced experiences of teaching in a borderland of cultural identities. Regular writing sessions provide a structured, supportive environment where participants can engage in goal-setting, self-reflection, and peer feedback, fostering both productivity and deeper critical thinking. Drawing on my experience facilitating regular writing accountability Zooms, I will introduce strategies for maintaining consistency and building a writing community that acknowledges the multilayered experiences of teachers.

The session will culminate in an on-site write-a-thon, allowing participants to apply these techniques, set goals, and write in a focused, collaborative environment. Attendees will leave with a clearer understanding of how to use writing accountability not only to enhance their reflective practice but also to navigate the complexities of their roles as multilingual educators in South Korea.

BIOGRAPHY:

Maria Lisak creates safe environments to encourage learners for risk-taking and growth. Currently at Chosun University in South Korea, she has diplomas and certificates in business, technology, education, and meditation. She is a lifetime member of KOTESOL and AsiaTEFL. Her research interests include funds of knowledge, cosmopolitan literacies, and autoethnography.

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EAKERS



***“FOSTERING REFLECTIVE PRACTICE THROUGH WRITING ACCOUNTABILITY: AN ON-SITE WRITE-A-THON”*: MARIA LISAK**

ABSTRACT:

The way we open our classes, the materials that we use, the jokes that we tell: many elements of classes that were once novel can be recycled to the point that they become routines. As teachers progress through their careers, a repertoire of well-rehearsed classroom routines may make planning and leading classes more efficient. On the other hand, routines may grow stale and become difficult to break even when they have outlived their usefulness. This reflective practice workshop aims to help raise awareness of the routines that teachers use as they organize and present their lessons. Workshop participants discuss the potential value and cost of classroom routines for learners, novice teachers, and experienced teachers. Finally, they exchange strategies for maintaining creativity in lesson planning over time, evaluating current routines, and pruning away or replacing the routines that no longer serve the needs of the class.

BIOGRAPHY:

Heidi Vande Voort Nam teaches general English and pre-service English teacher-training courses at Chongshin University in Seoul and global elementary school teacher-training at Gyeongin National University of Education in Gyeonggi Do. Within KOTESOL, she is a facilitator of the KOTESOL Christian Teachers SIG, a presenter for KOTESOL Teacher Training, and an administrator of the national KOTESOL Facebook Group. This year, she is also serving as Secretary for the KOTESOL National Council.

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EAKERS



CALL FOR PROPOSALS

The 32nd KOTESOL International Conference

May 10-11, 2025

Sookmyung Women's University,
Seoul + online

*Embracing Humanity in the Age of AI:
Enhancing ELT through Emotional
Intelligence, Creativity, and Innovation*



Art by Julie Ha

Regular Proposals Accepted:

October 31, 2024 – January 15, 2025

Early Acceptance Notification:

December 15, 2024

Regular Proposal Acceptance Notification:

February 15, 2025

Graduate Student Showcase Proposals Accepted:

October 31, 2024 – January 15, 2025

Registration for Accepted Presenters:

February 15, 2025 – March 15, 2025



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Poster Contest &**

**Creative English
Video Contest**

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