
2009 KOTESOL
Gwangju-Jeonnam Chapter Conference



*“Effective Teaching for the
Classroom and Beyond”*

April 11, 2009
1:00–5:00 p.m.
Chonnam National University, Gwangju
Humanities Building 1

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Conference Committee

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Conference Schedule

	Room 103	Room 110	Room 111	Room 113
1:00– 1:50	Adriane Geronimo Using Authentic Children's Literature with Adult English Language Learners	Maria Neliza Lumantao Language Learning Strategies for L2 Learning	Hyunjoo Hong Some Activities to Help Learners to Acquire English Syllabic Awareness	Cathy Peck Foreign Methods, Foreign Materials – Context Appropriate Teaching in Korean EFL.
2:00– 2:50	Young-ah Kim An Analysis of Cohesive Features in Argumentative Writing Produced by EFL Learners	Diane Syejeong Kim Culture in the Language Classroom: Why and How	David E. Shaffer Techniques for Teacher Development	Tim Dalby Schema Theory for Beginners: How English ability is not the only determiner of textual understanding
3:00– 3:50	Jae-min Jeon and Jeremy Goard A Cognitive Grammar Approach to the Analysis of Go Up and Go Down		Ilwanjung Kang Korean, Is it Really a Difficult Language to Learn?	Ji-myung Park What's Cooking in the Classroom? A Jambalaya of Global Cuisine
4:00– 4:50				Closing Ceremony

Refreshments and bag check available in Room 104.

Restrooms located in the stairwell near Room 113.

Welcoming Message

Welcome to the 2009 Gwangju-Jeonnam Chapter Conference! Thank you for taking the time to come together with us to share with other members of the English language teaching and learning community in Korea today.

Our region enjoys great diversity, both in our teachers as well as our students. With our selection of presenters for this conference, we have tried to achieve a balance between practical and theoretical, with speakers with a wide range of experiences in teaching English in Korea.

English language teaching does not take place in isolation. Today's talented presenters are sharing with us the importance of learners' backgrounds, prior knowledge, life experiences, and cultures in language teaching and learning. They will be passing on their knowledge, experience, and research in engaging students while teaching important aspects of English reading, speaking, and writing.

Through the ongoing process of developing ourselves as teachers in and out of the classroom, we can better meet the needs of the learners we come in contact with. Today's conference is just one small step in this journey of professional development, an opportunity for not only learning, but also networking, fellowship, and reflection. I hope today's event will prove to be an enjoyable and rewarding experience for you.

We are pleased to be once again working with the Gwangju International Center this year. Presenter Hwanjung Kang, GIC Korean language teacher, is sharing her insights about teaching Korean language, and how this compares to teaching English. I extend a special welcome to all GIC members who are with us today.

I want to give my thanks to the entire Conference Committee team for working together to make this conference a success. Furthermore, I want to express great appreciation to Chonnam National University for providing a venue that meets our needs. A final thanks goes to the student volunteers who have helped to make this event run smoothly.

As teachers, we need to prepare our students to be successful beyond the classroom, using their English skills in real-life situations in Gwangju, In Korea, and in the world. It is my hope that you will leave this conference motivated and inspired with new ideas about how to make your teaching and learning more effective to take yourself and your students beyond where you are today.

Adriane Geronimo

Chonnam National University

2009 KOTESOL Gwangju-Jeonnam
Chapter Conference Chair

Presentation Abstracts

1:00–1:50

Room 103	Using Authentic Children's Literature with Adult English Language Learners Adriane Geronimo
Storybooks are not just for children. Thoughtfully selected pieces of children's literature can have a place in the adult English language classroom. When adult English language learners have sufficient exposure to children's literature in a shared reading setting, measurable gains in acquisition of English language structures can result. Over the course of a single semester these gains may be small, but are significant when compared to learners who did not have the experience of sharing children's literature with their peers. This paper will examine the attributes of children's literature that fulfill Krashen's requirements for optimal input for language acquisition. Considerations for instructors in choosing books to facilitate language acquisition and methodology for using literature in the classroom will be shared. Experimental data that measures the acquisition of targeted language structures as a result of shared reading of children's literature in a Korean university classroom setting will be presented, and student shareholder reactions and recommendations will be shared and addressed as well.	

Room 110	Language Learning Strategies for L2 Learning Maria Neliza Lumantao
What are language learning strategies? Can they help learners who are acquiring a second language? Learning a second language is different from learning a first language or native language. In learning a first language, children don't need to explicitly memorize words and sentences and practice what they just learned to ensure automaticity. They can just learn the language as they are growing up because of the influence in their environment and their innate cognitive language processing ability. In second language acquisition, however, most learners are adults with previous knowledge of the world and their first language. Such knowledge will either help them or slow their learning process. Because of this premise, it is imperative that language learning strategies be taught in the second language class. This paper is concerned with language learning strategies for second language learning (L2). It will give a general knowledge about language learning strategies and its significance in learning a second language. It will start by giving several definitions of language learning strategies and move on by explaining the different ways of identifying language learning strategies as suggested by many researchers. Then it will talk about the three different classifications of language learning strategies which are metacognitive, cognitive, and social and affective. It will also present some empirical evidence that will prove that using language learning strategies greatly improves language learning. Lastly, an explanation about language learning strategy training will also be tackled in this paper.	

1:00–1:50 continued

Room 111	Some Activities to Help Learners to Acquire English Syllabic Awareness Hyunjoo Hong
	Korean learners run into major problems in their efforts to learn the syllabicity of English due to the differences in the structure of syllables between Korean and English. In Korean, consonant diagraphs are not released both in the word/syllable initial and final position. This causes the insertion of a vowel at the end of each consonant. For example, "brown" becomes /buraun/ and "pianist" becomes /pianisutu/. Some long vowels are taken as two different syllables such as "by" /ba i/ and "bow" /ba u/. The syllabicity awareness is emphasized by some experienced native speaker instructors, but many of other instructors have little or no experience in the teaching Korean English learners. They don't know what instructions are necessary in the classroom. Many of Koreans who teach English don't even notice the salient habit of adding extra syllables from their students speech. I will introduce some strategies and activities to help learners acquire syllabic awareness such as hand spelling, word families, multisyllabic word building, sentence lace deco, musical notes, radio reading, etc. The syllabic awareness instruction can help learners improve their fluency and comprehension levels because it helps them to read and understand better and speak with confidence.
Room 113	Foreign Methods, Foreign Materials – Context Appropriate Teaching in Korean EFL Cathy Peck
	Current buzzwords in EFL evolving from Communicative Language Teaching (CLT) include 'authentic', 'student – centered', 'student autonomy' and 'task-based learning'. The prevalence of these terms in EFL literature, published materials and contemporary teacher training courses implies that 'good teachers' are those that incorporate the aforementioned concepts in their classroom practice. Accordingly, teachers that do not may be perceived as lacking. It seems that despite suffering from vague definition, and a multiplicity of interpretation, CLT has achieved a somewhat hegemonic status in the EFL industry today. However, many techniques and concepts commonly associated with CLT clash with everyday realities in Korean classrooms. Cultural differences and practical constraints resist the importation of what is in essence, a western approach. The devaluing of teachers' intuitions and localized knowledge undermines teachers' confidence and compounds both student and teacher frustration. As with any country, Korea presents EFL practitioners with a unique, complex and challenging context, a context which the uncritical importation of foreign teaching materials and methods does not appropriately acknowledge. This presentation addresses the need for EFL teachers in Korea to work towards contextually appropriate solutions to the particular challenges faced here, and to adapt materials, content, goals, and classroom techniques accordingly.

Room 103	An Analysis of Cohesive Features in Argumentative Writing Produced by EFL Learners Young-ah Kim
	Although cohesion is one of the most important criteria for assessing essays, it has not been emphasized in comparison with content and organization of writing. This study attempts to examine the use of cohesive devices in EFL students' writing by investigating the frequency and the patterns of use of cohesive devices. A total of 57 argumentative essays from 19 EFL students enrolled in a content-based English course were collected for the study. The use of cohesive devices in students' compositions was analyzed according to Halliday and Hasan's (1994, 1976) taxonomy and framework. Reference, conjunction, and lexical devices were identified and counted in this study. In order to investigate the relationship between the number of cohesive devices used in EFL students' writing and the quality of compositions, students' compositions were evaluated according to the scale used for the TOEFL Writing Test, and then Pearson correlation coefficient was calculated. The independent samples t-test was used to compare the means of highly-rated and poorly-rated compositions. Finally, to find common features, patterns of use of cohesive devices in compositions were analyzed. The analysis of the data indicate that the students used a variety of cohesive devices and that lexical devices were most frequently used, followed by reference and conjunction devices. The quality of writing was co-varied with the number of lexical devices and the total number of cohesive devices used in students' writing. It was also found that there was a statistically significant difference between the highly-rated and poorly-rated compositions in the frequency of use of reference devices and the total number of cohesive devices. Some common patterns were identified in EFL students' writing such as overuse, underuse, and misuse of cohesive devices. Although cohesive devices were analyzed in argumentative writing produced by EFL learners in this study, these results can provide implications for reading courses as well as writing courses. If learners understand cohesive features, when they write or read something, the text achieves consistency and unity and they will improve accuracy and efficacy in understanding text. The total participants were 19 students and the essay topics were related to the language learning and teaching. The subjects, the topics, and the type of writing, argumentative writing, were limited and these results of this study cannot be generalized to all writing courses. In future research, the relationship between other types of writing and the quality of writing should be further explored and more data should be collected to produce more reliable results in this field of study.

2:00–2:50 continued

Room 110	Culture in the Language Classroom: Why and How Diane Syjeong Kim
This presentation is to introduce the importance of understanding what culture is and to emphasize how it is influential in language classrooms. Based on experiences as a TESOL trainee and an intercultural coordinator for the TESOL program at CNU, I would like to share my ideas on the issue of how to implement a multicultural or a culture-sensitive perspective in the classroom, and how to utilize cultural products in a language class-room. As more and more teachers who are non-native speakers of English are expected to practice teaching English through English in Korea, this will be a chance to talk about certain aspects and difficulties that many native speaker teachers and non-native speaker teachers have been experiencing in real classrooms situations.	
Room 111	Techniques for Teacher Development David E. Shaffer
Professional development in ELT is a process in which the novice as well as the experienced language teacher can be constantly involved to improve themselves as teachers. This can be approached in numerous ways through reflective language teaching, an approach to teacher development based on the belief that language teachers can improve their teaching through conscious and systematic reflection on their own teaching experiences. Different authorities have different definitions of <i>reflective teaching</i>. One group defines reflective teaching as the process that emphasizes reflection on action taking place in the classroom: what actually happened, the reasons for it, and what (if anything) could be done to more efficiently reach the set goals. Others argue that reflective teaching should be critical reflection and must link classroom actions to the outside community. In addition to considering the teacher, the student, and the parents, it includes reflection on the factors forming the schooling context. In the end, the teacher must decide upon one's own definition of reflective teaching.	

2:00–2:50 continued

Room 113	Schema Theory for Beginners: How English ability is not the only determiner of textual understanding Tim Dalby
It was an easy reading comprehension exercise but my students just didn't get it! In order to read any given text, a language student needs a certain level of lexical and syntactic knowledge. In order to comprehend a text effectively, a language student additionally needs a sufficient level of background knowledge, context and cultural cues. In this presentation, the role of a person's schemata in the reading and comprehension of a text will be identified and examined through a series of example texts. Reading is not simply a passive act, but rather an interaction between the individual and the text. The level of interaction is dependent on several factors which can help as well as hinder effective comprehension. By understanding these factors and by seeing English through the eyes of a language learner, attendees will be able to appreciate the need for a more structured approach to reading exercises in order to get more from them. In addition, it will be seen that the process of reading is similar to the process of learning and it is therefore important that we understand how to motivate students to read more.	

3:00–3:50

Room 103	A Cognitive Grammar Approach to the Analysis of <i>Go Up</i> and <i>Go Down</i> Jae-min Jeon and Jeremy Goard
This study analyzes the semantics of the phrasal verbs <i>go up</i> and <i>go down</i> within the framework of Cognitive Grammar (Langacker 1987, 1991). We establish a rationale for classifying their various uses, based on frequency in a representative corpus of fairy tales. The verb <i>go</i> and prepositions <i>up</i> and <i>down</i> are described in terms of prototypical meanings and extensions via cognitive mechanisms such as metaphor and metonymy. We find that the range of phrasal verb meanings is not arbitrary but rather compositional, with the pedagogical implication that both learners and teachers can focus their attention on the crucial central meanings and thereby facilitate acquisition. In addition, we suggest that the findings and method of analysis might profitably be applied to other phrasal verbs.	

3:00–3:50 continued

Room 111	Korean, Is it Really a Difficult Language to Learn? Ilwanjung Kang
Years ago, Korean did not get a lot of interest from non-native speakers from other countries. Nowadays, however, there are many foreigners to want to learn Korean. That is because the world is getting smaller in many ways - international marriage, traveling, getting opportunities for jobs. According to this social change, naturally, the teaching method of Korean for foreigners has been studied and developed in Korea. For many years, I have taught English to Korean students ranging from kids to old people. Over this period of teaching, I met the problems and difficulties to help learners understand their non-native language, English. These troubles popped out from various levels with many different features. Every time I bumped into those obstacles, I had to try to find easier ways to help my students overcome the hurdles which could make them give up their study of English. While teaching foreigners Korean, I could meet the parts of problems which I had teaching English to Korean learners. Because English is a foreign language to Korean learners and likewise Korean is a non-native language to foreigners, the same problems probably could happen. Also, I could find that the two languages-English and Korean-have common principals and factors, which has helped me a lot in teaching Korean for foreigners. I think there are not very big differences between two languages-English vs Korean-except for their original features. So, if we apply the common principals and factors to make both language learners understand their non-native tongue, as a helper, we could assist learners to overcome their difficulties in learning foreign language.	

Room 113	What's Cooking in the Classroom? A Jambalaya of Global Cuisine Ji-myung Park
North American TV programs such as <i>Hell's Kitchen</i> featuring Chef Gordon Ramsay and <i>Iron Chef America</i> have already hit TV airwaves in Korea. TV networks in Korea don't pass a single day without airing a program related to healthy eating, cooking or fine restaurants. There is definitely a craze about food everywhere we go. Don't we all enjoy a healthy and delicious meal! Proper food preparation, sanitation and hazard prevention are vital ingredients to produce that delectable dish for a family dinner, party or in the industry. We will look at the history of food, meal preparation tips, a brief tour of tropical fruits, recipes, food safety and work hazards, the food industry and suggestions for incorporating food and cooking in the classroom.	

About the Presenters

Tim Dalby holds an M.A. (with distinction) in English Language Teaching from The University of Reading in the UK. Originally from Portsmouth, England, Tim has been teaching English since the summer of 2000. He has taught in Korea, New Zealand and the Czech Republic in a variety of contexts including business English, general English, EAP, FCE, CAE, IELTS, TOEIC and TOEFL. He has been a head teacher and a teacher trainer and is Korea TESOL's 1st Vice-President and co-chair of its next National Conference in May 2009. He currently teaches at Jeonju University.

Adriane Geronimo was born in the beautiful Hudson Valley and has been teaching English for more than 14 years. She has a BA in Linguistics from SUNY Stony Brook, an MA in English Language from Chonnam National University, and is presently working on her PhD at Chonnam. She holds public school teaching licenses in English as a Second Language and is National Board Certified in English as a New Language/Early and Middle Childhood. She is the president of the Gwangju-Jeonnam chapter of KOTESOL and works part-time teaching in the English department of Chonnam National University. Her academic interests include corpus linguistics, extensive reading, and migrant education in Korea. e-mail: AdrMoser@aol.com, AdrMoser@gmail.com

Jeremy J. Goard is currently completing an M.A. in the English department of Chonnam National University. He received his B.A. in Philosophy and Linguistics from the University of California, Davis in 2004.

Hyunjoo Hong holds a Ph.D in applied linguistics from Hankuk University of Foreign Studies. She carried out her postdoctoral research at the University of North Carolina at Chapel Hill in 2001-2003 during which time she taught ESL students at Hope Valley Elementary in Durham, NC and earned the NC Teaching licensure. She has published several books and written columns on the nationwide newspapers. Currently she is the director of Sooksook.com R&D Center and teaches at Busan National University of Education.

Jac-min Jeon is a translator, teacher, and current PhD student in the English department of Chonnam National University. She received her M.A. in Linguistics from CNU in February, 2008.

Ilwanjung Kang majored in English literature at Chosun University and majored in linguistics at the doctoral level. She taught English at Chosun University, Honam University, and Songwon College. She taught English and Korean at the language center of Chosun University and taught English at Gwangju City Women's Development Center. She worked for Chungdam Language Institute as a vice-director. Now she runs an English institute and teaches foreigners Korean.

Diane Syejeong Kim is a part-time graduate student in English language in the department of English language and literature at Chonnam National University. She works as an assistant at the office of international affairs in Chonnam National University. She started her master's degree coursework in March 2008 after finishing her bachelor's degree in English language and literature at Korea National Open University. She has been a member of KOTESOL since 2003 and is currently serving as chapter vice president of Gwangju-Jeonnam. Her main interests in the field include second language acquisition theories and their implications in the classroom, the influence of the phonological system of L1 in second or foreign language learning stages, and the role of non-native speaker teachers of English in a TETE setting.

About the Presenters *continued*

Young-ah Kim got her master's degree in arts (MA) from Chonnam National University (CNU) in 2009. Her master's thesis was to analyze cohesive features in argumentative writing produced by EFL learners. She taught middle school or high school students English at private institutes. She began work on her MA in English language and literature in 2007 with the purpose of studying in structure of English sentences as well as writing. She is also interested in learning strategies. In January of 2009 at CNU, freshmen participating in English camp were requested to fill out self-check lists related to learning strategy and the result was that many students wanted to study English well, but they didn't know how to study it. She wants to study learning strategies and writing and plans to enter a doctoral program.

Maria Neliza Lumantao was born in the tropical country Philippines. She holds a degree in Bachelor of Arts in Political Science, and a Master's Degree in Business Administration. After taking classes in Education, she took the Licensure Examination for Teachers (LET) where she passed and got a teaching license. She has been teaching for eight years, and has been an EFL teacher for almost three years now. She is presently completing an MA in English Language at Chonnam National University, Gwangju City, South Korea.

Ji-Myoung Park was born in Daejeon, Korea and immigrated to Canada with his parents at a very young age. Ji-Myoung grew up in Mississauga, Canada and graduated from York University in Toronto, Canada with a biology degree. He has had a keen interest in international students, having served as a volunteer conversation English teacher for over 10 years in Christian circles. Ji-Myoung has also received training in TESL and most recently in Culinary skills as a graduate of a one-year chef training certificate from Humber College in Toronto, Canada in 2008. Ji-Myoung presently teaches English at Cheongnam Primary School in Cheongyang County of Chungnam Province. Interests include sports, hiking, the outdoors, cooking and church life.

Cathy Peck is an EFL instructor and TESOL trainer currently working at CNU's Language Education Center. Prior to coming to Korea in 2007 Catherine taught and trained teachers in Spain and Ireland. Catherine holds the RELSA TESOL Certificate, the Cambridge ESOL Diploma in English Language Teaching to Adults (DELTA) and is currently completing an MA in Applied Linguistics/TESOL at Macquarie University (Australia). Her current research interests include classroom discourse and intercultural pragmatics.

David E. Shaffer (PhD Linguistics) has been an educator in Korea for over three decades. In addition to teaching graduate and undergraduate courses, he is Foreign Language Programs Director as well as TESOL Program Director at Chosun University. Dr. Shaffer has years of experience as a teacher trainer and materials developer. He is the author of several ELT books and EFL-related columns in periodicals for Korean English learners, in addition to authoring books on Korean customs, Korean poetry, and Korean language. His main academic interest at present deals with incorporating cognitive linguistic constructs into more effective teaching techniques. Within KOTESOL, Dr. Shaffer is National Treasurer, Research Committee Chair, publications (*TEC*, *Journal*, and *Proceedings*) editor, and international conference committee member, as well as frequent conference presenter. He is also a member of a variety of other ELT and linguistics associations, currently serving on the boards of Asia TEFL and GETA. Email: disin@chosunu.ac.kr

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Upcoming KOTESOL Events

April 18	Seoul Chapter Workshop Sookmyung Women's University, Seoul
May 2	Daegu Chapter Workshop Kyungpook National University, Daegu Danny and Holly Marland, <i>Student Motivation</i>
May 16	2009 KOTESOL National Conference <i>Professional Development: Improving Learning by Improving Teaching</i> Korea National University of Education Cheongwon-gun, Chungbuk-do
June 6	Daegu Chapter Workshop Kyungpook National University, Daegu
June 13	Gwangju-Jeonnam Chapter Workshop Chonnam National University, Gwangju
July 4	Daegu Chapter Workshop Kyungpook National University, Daegu
September 12	Gwangju-Jeonnam Chapter Workshop Chonnam National University, Gwangju
October 10	Gwangju-Jeonnam Chapter Outreach Event Location TBA, Jeollanam-do
October 24-25	2009 KOTESOL International Conference <i>Pursuing Professional Excellence in ELT</i> Sookmyung Women's University, Seoul
November 14	Gwangju-Jeonnam Chapter Workshop Chonnam National University, Gwangju

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