

*THE THIRD*  
**NORTH JEOLLA KOTESOL**  
**CONFERENCE**

*Making the Grade –  
And Not Being Afraid To Fail*

*Ideas for success in learning & teaching English*



Saturday, May 19, 2007, 12 – 4:30 pm  
**Jiyeok Hyeokshin Building, Jeonju**  
**University, Jeonju**

대한영어교육학회

## ***Greetings from the North Jeolla KOTESOL President***

It is a pleasure to welcome you to the North Jeolla Conference. This annual event is our opportunity to reach out to North Jeolla English teachers and share new and interesting teaching methods.

I have been a KOTESOL member for over ten years. When I first arrived in Korea I only had very basic teaching skills. Conferences became very valuable to me because I could choose from a number of qualified presenters to learn skills I needed or to find other methods or activities, many of which stimulated me to create my own. I also found a community of teachers in similar situations to get advice and help from. Even after all these years of teaching, I still find new ideas and technology that helps me in the classroom, so I still attend conferences. I hope you find today to be rewarding and that the time you invested today pays off in your class. Happy teaching!

I would like to thank our conference chair, Allison Bill, for all the hard work she did in organizing and running the conference. The rest of the North Jeolla executive has also put in a lot of effort, so I would like to thank Kimmie Kim, Chinh Lee, Tim Dalby, Miso Kim and Leon Rose. And finally, thank you for joining us today.

Ingrid Zwaal

President, North Jeolla KOTESOL

## ***Greetings from the North Jeolla KOTESOL Conference Chair***



Dear Colleagues,

Welcome to the 3rd North Jeolla KOTESOL Conference. I am very excited to present today's conference to you! We have many great presentations, and I know you will learn something from each one to help you "Make the Grade" as a teacher in Korea!

This year's regional conference has truly been a team effort, and I would especially like to thank the chapter officers for their help. There are many others who deserve thanks for supporting this conference. These include Jeonju University, the presenters, our local sponsors, our student volunteers, the Jeonbuk Board of Education, and our KOTESOL members. Without you, today would not have been possible!

Your partner in EFL,

Allison Bill

Conference Chair, North Jeolla KOTESOL

**The 3rd North Jeolla KOTESOL Regional Conference**  
**May 19th, 2007 at Jeonju University**  
for more information please visit: <http://www.kotesol.org/?q=NorthJeolla>

<b>12:00-12:45</b>	<b>REGISTRATION (5th floor, 지역혁신관 – Jiyeok Hyeoksin Building)</b>			
	<i>Refreshments available all afternoon in registration area</i>			
	<b>ROOM A</b>	<b>ROOM B</b>	<b>ROOM C</b>	<b>ROOM D</b>
<b>12:45-1:30</b>	<b>Tammy Fisher-Heldenbrand</b> Using Props & Personality in the Classroom	<b>Miso Kim</b> Using Appropriate Textbooks for Young Learners	<b>Nick Ziegler</b> Overloaded or Under Worked – Expectations of Korean University Students	
<b>1:45-2:30</b>	<b>Minsun Kang</b> Teaching English to Young Learners Using Storytelling	<b>Tim Dalby</b> Teaching Multiple Reading Skills with Minimal Resources or Prep Time	<b>Ingrid Zwaal</b> Go Fishing for Good English	<b>Megan Williams</b> Balance Between Discipline & Empathy in the Classroom
<b>2:45-3:30</b>	<b>Stephannie White</b> Classroom Management: Techniques for Larger Classrooms	<b>Shawn DeLong</b> On, Over, Above and All Around: Teaching Prepositions of Place	<b>Eun-Jung Baek</b> Using Pictures or Photos in Language Teaching	<b>Allison Bill</b> A Cunning Use for Storybooks – Reading, Writing & Roleplays
<b>3:45-4:30</b>	<b>Yoon Min Young</b> Focus On Form Instruction (FFI)	<b>Chulsung Juhng</b> Do You Use Korean in Your English Class?	<b>Phil Owen</b> Vocabulary Cha-Cha: Taking Card-Matching Activities Up a Notch	<b>Brian Heldenbrand</b> Two Practical Activities to Enhance Language Learning
<b>4:45</b>	<b>BOOK RAFFLE and CLOSING REMARKS</b>			

**SESSION I**  
**12:45 – 1:30 PM**

**Room 603**

**TITLE: Using Props and Personality in the Classroom**

**PRESENTER: Tammy Fisher-Heldenbrand, Jeonju University**

**E-MAIL:** tvmicah@yahoo.com

**BIO:** Tammy is currently working at Jeonju University. This is her eighth year there. Tammy's experience with KOTESOL began in 1999. She has since held offices and presented within her local chapter and at the regional conference. She also leads the KOTESOL Ambassadors and is a familiar face at the annual KOTESOL International Conference.

Tammy is a visual learner with a background in theatre and the performing arts. She takes her experiences from those areas into her classroom and uses them to stimulate the interest and imagination of her students. Tammy is also the mother of three year old Malachi and wife of Brian.

**ABSTRACT:** We all have hobbies and interest in our lives that inspire us and that cause our eyes to light up when we talk about them. This presentation will help you explore the things that you like and how to use them in your classroom to break the "must do the book" cycle.

We will also be using different props to teach prepositions of location, looking at differences and to talk about appearances, as well as genealogy worksheets to talk about families, etc. Participants will be asked to list their talents and interest and we explore how to implement them into the classroom.

**Room 604**

**TITLE: Using Appropriate Textbooks in English Language Classroom for Young Learners**

**PRESENTER: Miso Kim, Jeonju University**

**E-MAIL:** misokim2003@yahoo.co.kr

**BIO:** Miso Kim has been teaching English in Korea for over nine years. Miso Kim owns and operates an English Academy where she teaches students from 8-19 years of age. She is also teaching English at Jeonju University as an English instructor where she received her M.A. in TESOL and is working on her Ph.D. She is currently the vice-president of Kotesol North Jeolla chapter, and also a member of Asia TEFL. She has made several presentations for KOTESOL, Gwangju International Center(GIC) in South Korea and the 3<sup>rd</sup> Asia TEFL international conference in Beijing. Her research interests are in Content-Based Language Teaching, developing EFL materials and the Humanistic Approach.

**ABSTRACT:** The use of appropriate materials in English language teaching is important for both the learners and the teacher. When choosing materials, the teacher must make sure that there is a proper amount of information in the textbook and that the content is relevant. These factors are important because they can provide the learners' an environment that will allow for a higher level of motivation and thus more active participation in the class. It is important to know some of the learners' interests as well as something about their daily activities in order to choose a suitable textbook. It is also crucial to recognize as a teacher how the topics in a textbook are related to the learners' daily lives and what they actually learn in school will impact the class. The primary reason for doing this research was due to the fact that although the teacher may think the materials are interesting, it doesn't necessarily mean that the materials are interesting to the learners. In particular this paper will show how the choice of materials in an English class provides not only useful and interesting information to the learners, but also will address the possible effectiveness or ineffectiveness of using a different textbook as well as how this may impact the learners' learning motivation and degree of classroom participation.

### **Room 605**

**TITLE: Overloaded Or Under Worked: Some questions regarding Korean university curriculums and coursework expectations**

**PRESENTER: Nick Ziegler, Jeonju University**

**E-MAIL:** [nzieg@lycos.com](mailto:nzieg@lycos.com)

**BIO:** Nick has lived in Korea on and off, then on again since 1996. He is originally from La Crosse, WI in the US, but was educated in Minnesota and Virginia. He currently lives in Daejeon and teaches at Jeonju University in the Department of Humanities. A KOTESOL member since 2003, Nick has worked mostly at the chapter level by organizing drama festivals.

**ABSTRACT:** Preliminary findings of a survey in progress arouse several rarely asked questions. How large is the academic load that our students are carrying in a given semester? How much time are they spending on their coursework? How do these demands on study time affect EFL courses and English curricula in general? These questions will be explored as we examine a student targeted survey and other relevant data in order to consider these questions in the Korean context.



# KOTESOL-KNU International Conference on English Language Teaching



대한영어교육학회 2007년 학술대회

*Motivating  
to learn*

*Learning  
to motivate*

Saturday, June 2nd, 2007  
9:30 am - 5:30 pm  
Woodang Building  
Kyungpook National Univ.  
Daegu (053) 950-5829  
<http://www.kotesol.org>

2007 KOTESOL  
National Conference

### International Plenary Speakers:

- Dr. Curtis Kelly (Japan):  
Brain-compatible Teaching: Factors That Cause Learning
- Dr. David Carless (Hong Kong):  
Grammar Options within a Task-based Approach
- Kip Cates (Japan): Becoming a Global Teacher:  
10 Steps to an International Classroom

Cheomseongdae

Co-sponsored by Korea TESOL and KNU Department of English Education.

**SESSION II**  
**1:45 – 2:30 PM**

**Room 603**

**TITLE: Teaching English to Young Learners Using Storytelling**

**PRESENTER: MinSun Kang, Balsan Elementary School, Kunsan**

**E-MAIL:**

**BIO:** MinSun Kang has been teaching English to elementary school students since 1999 March in Kunsan. She is a teacher of 3rd grade at Balsan Elementary school. She got her Master's Degree from Jeonju National University of Education in August 2005. Her interests include teaching English using storytelling, songs & chants.

**ABSTRACT:** What's your teaching style when you teach English to your students? Competitive or cooperative?

How do you organize according to the size of your class and what steps do you take while you're teaching?

She is going to present some storytelling and discuss activities (before class, during class and after class).

**Room 604**

**TITLE: Teaching Multiple Reading Skills with Minimal Time or Resources**

**PRESENTER: Tim Dalby, Jeonju University**

**EMAIL:** tim\_dalby@yahoo.co.uk

**BIO:** Tim Dalby is from Portsmouth, England and trained as a project manager for a computer services company after graduating from Portsmouth University with a Business Studies degree. After several years, he caught the travel bug and, with his wife, went to work in a ski chalet in Val d'Isere for a season. Once the snow melted, he found his next gig in Seoul, South Korea teaching English. He lasted four months! However, his interest for teaching had been kindled and he next found a job in Prague, Czech Republic. During his year there he gained a CELTA and taught business English, general English and exam preparation for the FCE and CAE. His next posting was to Auckland, New Zealand where he was programme coordinator for the IELTS department as well as a lecturer for Marketing and Commercial Law. Taking the opportunity for a quieter life, he moved to Christchurch after a year where he taught general English, IELTS and EAP. After 18 months, he took up a position as Head Teacher at another school in Christchurch and began his Master's Degree in English Language Teaching. Tim returned to Korea in August 2006, six years after the first visit, and took up a position at Jeonju University.

**ABSTRACT:** Research has shown that being able to read well is a good indicator of overall

English-language proficiency and that developing reading skills helps other skills, such as listening, writing and even speaking. Students already possess most of the skills that they need to read well in English, but lack the confidence to use them. The biggest problem for many is believing they need to be able to understand every word of a text to understand it.

This workshop aims to provide the teacher with a set of interesting and lively activities that can be used with a number of different texts over and over again to increase your students' reading proficiency. As an added bonus, there is very little need for lots of preparation.

### **Room 605**

**TITLE: Go Fishing for Good English**

**PRESENTER: Ingrid Zwaal, Jeonju National University of Education**

**EMAIL:** scottietoy@yahoo.com

**BIO:** Ingrid Zwaal is a visiting professor at Jeonju National University of Education. She holds an MSED in English from Canisius College and BA in English and Drama from the University of Toronto. She had been in Korea for over a decade, has a small zoo in her house, thinks volleyball is the perfect sport and belly dances when she thinks no one is looking. And that English class is the most exciting part of the day.

**ABSTRACT:** Have trouble getting your students to drill sentences over and over again? They don't really listen to what each other says when doing role plays? You want them to get excited about saying the same sentence over and over again, to learn sentence structure? Try playing games. Specifically, Go Fish. This simple childhood game is easily adaptable for many teachers' needs, from elementary school to university. It is useful, fun and your students won't want to stop.

### **Room 606**

**TITLE: Jigsaw to Middle School English Reading Class**

**PRESENTER: Soo-jung Wang, Jang-gye Middle School, Jeonbuk Board of Education**

**EMAIL:** kinstal@naver.com

**BIO:** Megan Williams.

**ABSTRACT:** The purpose.

**SESSION III**  
**2:45 – 3:30 PM**

**Room 603**

**TITLE: Blame It On the Wolf**

**PRESENTER: Jake Kimball, ILE Academy, Daegu**

**E-MAIL: ilejake@yahoo.com**

**BIO:** Jake Kimball has nine years of classroom experience teaching young learners in Korea. He is working towards an MSc in Educational Management in TESOL and has an interest in action research and management issues. He serves KOTESOL as Editor-in-Chief of *The English Connection* (TEC) and Nominations & Elections Committee Chair.

**ABSTRACT:** Classroom management is one of the hardest skills for teachers to master. Unfortunately, one short workshop offering techniques and activities to manage students is not sufficient to solve management issues in the classroom. The first hurdle to overcome is identifying the cause or root of trouble. In this workshop we will look at classroom management from multiple perspectives. Our objective is to pinpoint typical classroom management problems and find solutions. The goal of the workshop is for teachers to return to their classroom and solve classroom management problems independently as they arise.

**Room 604**

**TITLE: The Future of the English Language in South Korea**

**PRESENTER: Dr. Derrick Nault, Kwansai Gakuin University, Nishinomiya, Japan**

**E-MAIL: bwv36828@kwansai.ac.jp**

**BIO:** Derrick Nault, Ph.D. is an associate professor of English at Kwansai Gakuin University, Nishinomiya, Japan. He has previously taught at Seoul National University, Hongik University and Chungnam University in Korea. His current research focus is the history and future of the English language in Asia. His other research interests include sociolinguistics, cross-cultural communication and global studies. In addition to his academic publications, Prof. Nault has authored several pocketbooks and textbooks for Korean EFL students.

**ABSTRACT:** Although linguists have offered insightful speculations on the future of English from an international perspective, past works on English as a global language have generally overlooked South Korea, a nation often characterized as having “English fever.” As Koreans have invested so heavily in English education and English figures so prominently in their country’s international relations, this paper aims to fill a gap in the literature by offering thoughts on the future of English as a foreign language in South Korea. It examines such issues as the domestic and international forces influencing the receptivity of English among Koreans, what kind of English Koreans might speak in the coming decades, how Koreans will learn English,

and what needs to be done to improve Koreans' English fluency. While English will remain important for Koreans for years to come, the paper argues that further refinements of official policies on English language education are required to guarantee continued improvement in Koreans' English skills.

### **Room 605**

**TITLE: Use your Imagination: Storytelling Activities**

**PRESENTER: Roxanne Silvaniuk, Chosun University, Gwangju**

**E-MAIL: roxannesilvaniuk@yahoo.ca**

**BIO:** Roxanne Silvaniuk has been enjoying teaching at Chosun University for four years. At present, she is working on her thesis towards an MSc in TESOL from Aston University.

**ABSTRACT:** Storytelling isn't just for kids. As an important cultural element in all societies, storytelling can offer students a wonderful conversational tool that gets them away from the usual question-answer style of speaking in the classroom. Not only can storytelling help students develop their speaking ability, but it can also encourage students to utilize the grammar and vocabulary that they have been studying. As well, it allows them an opportunity to manipulate different genres and story elements while using their imaginations to tell their own stories. This presentation will share some of the storytelling activities that my class of second-year university students will be doing this semester. These activities or variations could be used in both speaking and writing classes with a variety of learners.

### **Room 606**

**TITLE: TBA: The Bad Actors**

**PRESENTER: Tammy V. Fisher-Heldenbrand, Jeonju University**

**E-MAIL: tvmicah@yahoo.com**

**BIO:** Tammy has recently returned to Jeonju University after having taken a year off to be with the newest member of the family, Malachi. This is Tammy's sixth year with Jeonju University. Tammy holds a B.A. in Theatre and an M.A. in Korean Studies. She is the current North Jeolla KOTESOL Secretary and has been a member of KOTESOL since 1999.

**ABSTRACT:** Having been involved with more than one Drama Festival Tammy has noticed a lack of emphasis on the whole production and purpose of drama as a learning tool. Most bad acting is a result of bad or inexperienced directing. This is a workshop for teachers as directors. The purpose of a drama presentation should not be just to learn lines but should be an overall educational experience. The purpose of this workshop is to teach basic staging, body positions and general presentation of drama as a learning form as well as a fun and exciting total experience.

**SESSION IV**  
**3:45 – 4:30 PM**

**Room 603**

**TITLE: Classroom-Based Assessment: Practical Ideas**

**PRESENTER: Dr. Andrew Finch, Kyungpook National University, Teachers' College**

**E-MAIL: aef@mail.knu.ac.kr**

**BIO:** Dr. Andrew Finch is assistant professor of English Education at Kyungpook National University in Daegu. His current research interests include materials design, attitude change and alternative assessment, seen in the context of language learning as education. Most of Andrew's interactive materials can be downloaded from [www.finchpark.com/books](http://www.finchpark.com/books).

**ABSTRACT:** Teacher-training programs rarely include instruction on assessment theory and practice. However, EFL teachers in every type of language-learning institution are required to assess their students. This paper examines how teachers can introduce basic alternative assessment techniques into their classrooms, using assessment to provide formative information on how the students are doing, and what needs to be learned in the future. Classroom-based alternative assessment methods (portfolios, learner journals, self/peer-assessment, ongoing reviews, student-directed oral assessment, conversation conferences, online language quizzes) will be described, and photocopiable assessment instruments made available.

Evaluation in language-learning is often competitive and mutually exclusive ("I win, you lose"), being used as a means of selecting applicants for schools, universities and jobs. While such high-stakes (pedagogically unsound) testing might seem unavoidable, preparation in the classroom can at least be informed, effective, enjoyable and cooperative. Finally, when students become involved in assessment, they acquire an invaluable life-skill (realistic self-evaluation).

**Room 604**

**TITLE: Process Writing with Korean YLs – Can it be effective?**

**PRESENTER: Jason D. Renshaw, Ewha ALS Changwon  
(KOTESOL Young Learners SIG Facilitator)**

**E-MAIL: englishraven2003@yahoo.com.au**

**BIO:** Jason Renshaw is currently Academic Coordinator at Ewha ALS Changwon, KOTESOL's Young Learner Special Interest Group Facilitator, and a co-opted member of IATEFL's YL-SIG managing committee. Jason was president of KOTESOL's Busan-Gyeongnam Chapter in 2002 and has presented all over Korea on a range of issues attached to the young learner and teenage ELT sectors. He has been designing and coordinating YL curriculums and learning materials in Korea for the past 6 years. He maintains his own extensive online resource site:

www.englishraven.com. Jason hails from Melbourne Australia and is currently an MA candidate (Applied Linguistics/TESOL) with Macquarie University in Sydney.

**ABSTRACT:** Process writing (associated with pre-writing activities, multiple drafts, revision, editing, and peer feedback) is seen by many writing experts as an effective and appropriate way to facilitate writing development in both L1 and L2 learners. This presentation focuses on findings from a process writing approach implemented in a private language institute context for Korean young learners and teenagers, with especial emphasis on a low/early level class of students in Elementary grades 4-5. With a process approach linked to a reading syllabus forming the backdrop (along with examples of students' written work), qualitative survey responses from eight elementary school students will be presented and discussed. While on the surface a process approach appears to be feasible and effective with these learners, the qualitative data reveals a variety of interesting feelings and impressions - about writing in English in general, and about different aspects of the process approach in particular.

### Room 605

**TITLE: Getting Around Textbook Tyranny – Listening Practice and CALL**

**PRESENTER: Chris Surrige, Namseoul University in Cheonan**

**E-MAIL:** [chris@nsu.ac.kr](mailto:chris@nsu.ac.kr)

**BIO:** Chris Surrige is a survivor of the Seoul hagwon trenches and a recent addition to the faculty at Namseoul University in Cheonan. His interests are creating student-friendly learning environments and developing eLearning ideas.

**ABSTRACT:** Listening courses that employ commercial textbooks or other proprietary material as a primary source for content often lack sufficient practice material. Answer keys, tape-scripts and copies of the audio programs are generally the sole property of the instructor, effectively prohibiting student self-access. This situation is particularly inefficient when considering the regular and relevant practice required to consolidate and improve listening ability and skill.

### Room 606

**TITLE: Using Role-play In the Classroom**

**PRESENTER: Ingrid Zwaal, Jeonju National University of Education**

**E-MAIL:** [ingrid@jnue.ac.kr](mailto:ingrid@jnue.ac.kr)

**BIO:** Ingrid Zwaal has a BA and an MSED, no BS. After a decade in Korea, she finds herself at Jeonju National University of Education, mostly playing volleyball but occasionally in a classroom where she delights in teaching English and how to navigate through western culture.

**ABSTRACT:** Role-play is an effective tool in the classroom, but only if it is done right. Learn the rules for using role-plays and how to introduce role-playing and use it to provide a stress

free and fun learning environment.

## Notes

# ***UPCOMING 2007 EVENTS***

**June 2, 2007 – National KOTESOL/KNU Conference**

Chonnam University

12:30-5:00 PM

**June 9, 2007 – North Jeolla Chapter Meeting**

SPECIAL location – Iksan SLP Language Institute

2:30 – 5:00 PM

**September 8, 2007 – North Jeolla Chapter Meeting**

Jeonju University – English Café, Student Building

2:30 – 5:00 PM

**Oct 6, 2007 – North Jeolla KOTESOL English Drama Festival**

Jeonju University

**October 27-28, 2007 – Korea TESOL International Conference**

***Energizing ELT: Challenging Ourselves, Motivating Our Students***

Sookmyung Woman's University, Seoul

**November 10, 2007 – North Jeolla Chapter Meeting**

Jeonju University – English Café, Student Building

2:30 – 5:00 PM

**December 1, 2007 – North Jeolla Chapter Meeting and Christmas Party**

Jeonju University – English Café, Student Building

2:30 – 5:00 PM

(Party to follow chapter meeting, location TBA)

**For more information visit our website at:**

**<http://www.kotesol.org/?q=NorthJeolla>**