

The 2018  
Gwangju-Jeonnam KOTESOL  
Regional Conference

CARING

SHARING

DARING

*Adventures in ELT*

March 10, 2018

Gwangju National University of Education

[koreatesol.org/Gwangju](http://koreatesol.org/Gwangju)





**2018**  
**Gwangju-Jeonnam KOTESOL**  
**Regional Conference**

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***Adventures in ELT***

**March 10, 2018**  
**Gwangju National University of Education**

**Organized by**  
**Gwangju-Jeonnam Chapter**  
**Korea TESOL**

**[koreatesol.org/gwangju](http://koreatesol.org/gwangju)**

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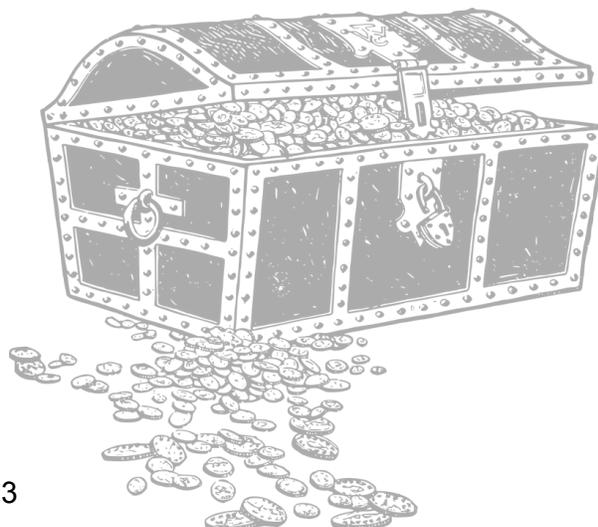
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# Table of Contents

Conference Welcome	5
KOTESOL President's Message	6
Plenary Session	7
Conference Schedule	8-9
Pre-Conference Workshop	10-11
Concurrent Session Abstracts & Presenter Information	12-20
Effective Teaching Strand	12-13
Skills & Know-How Strand	14-15
Culture Focus Strand	16-18
Social Justice Strand	19-20
About Korea TESOL	21
About the Gwangju–Jeonnam Chapter	23
KOTESOL Membership Information	24



# The First Alleyway

is proud to support the

**GWANGJU-JEONNAM CHAPTER OF KOTESOL**

in facilitating the professional development of English teachers.



To show our appreciation of the hard work of KOTESOL members,  
The First Alleyway extends a discount of 10% on food  
to all active KOTESOL members. (Proof of membership required.)

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# Conference Welcome

**Lindsay Herron**  
**Chapter President**  
**Gwangju-Jeonnam KOTESOL**



I have been enamored with pirates since elementary school, when I first read *The True Confessions of Charlotte Doyle* by Avi. Ever since, I've been a fan of fictional swashbucklers—from Tyrone Power and Errol Flynn to Johnny Depp and Spike Spiegel (*Cowboy Bebop*). I love the idea of unfurling a ship's sails and sailing toward the horizon, toward unknown adventures and challenges. This conference seeks to capture that same sense of adventure; our theme, "Caring, Sharing, Daring: Adventures in ELT," echoes a sense of the play and wonder, exploration and delight, frustration and victory that infuse our profession. Being a teacher is both a joy and a responsibility, and conferences such as this one offer an excellent space to celebrate, commiserate, and communicate with others sailing the same seas.

Caring, sharing, and daring, I think, are essential and intricately connected elements of our profession. Together, they represent a call for teachers to embrace the challenges of shaping students prepared to face whatever the future brings—of engaging, affirming, and embracing students' strengths and building on their knowledge in different ways. In our roles as curriculum creators, instructors, facilitators, role models, and caregivers, we are cultivating critically aware leaders capable of navigating the exigencies of the future. In many ways, we're in uncharted waters here, building on the knowledge and experience of the past but stepping into a brave new world of interconnection that was previously impossible. At this conference, and through other professional development avenues, we have an amazing opportunity to learn and share together. Together, we can explore new ways of guiding our students—and expanding our own capabilities—to become critical, creative, *compassionate* participants in global and local communities: ready to question and challenge, ready to speak out for equity and justice, and ready to defend those who are vulnerable, keeping a steady hand on the helm while weathering whatever rough waters await.

I'd like to thank everyone involved in the conference. Gratitude and appreciation go to the conference committee and volunteers, for selflessly donating their time and effort; to the presenters, for sharing their knowledge, insights, and experiences, and for providing a context for reflection; and to the attendees, for participating in our shared endeavor to grow both professionally and personally. I hope this conference will bring you new inspirations and connections—as well as reminders of the delights and challenges that reward us as educators.

Now let us all hoist the sails and, as we look toward the uncertain waters of future, boldly proclaim (in our best pirate accents) the words of Captain Jack Sparrow: "Bring me that horizon."

## KOTESOL President's Message

**Dr. David E. Shaffer**  
**Korea TESOL President**  
**Gwangju-Jeonnam Vice President**



It is a pleasure to be congratulating the Gwangju-Jeonnam Chapter on its annual regional conference from a new position. Korea TESOL very much encourages individual chapters to organize regional conferences and applauds the efforts that this chapter has made over the years, over the decades. The chapter should take great pride in knowing that it has continually produced quality conference events that have been practical, thoughtful, and accessible for the attendees. I have no doubt that this year's conference will be all of this and more.

This year's conference theme is so great that it could serve as every conference's theme: "Caring, Sharing, Daring: Adventures in ELT." It reminds us so much of what we should be doing, and directs us to think about our path in teaching. We should be caring about our students, caring about their learning, and caring about how we are teaching them. We should be sharing our expertise with our students, but just as importantly, we should be sharing our knowledge, skills, materials, insights with our colleagues as this conference facilitates. And we should be daring – daring to try new teaching techniques, new technology; daring to learn more, daring to train teachers. These encompass adventures in ELT. By reflecting on our adventures of the past, we can better plot our course for adventures into the future.

I love conferences. KOTESOL's national and international conferences are fine events, but it is our chapter conferences that create such a sense of volunteering, of bonding, of serving – of caring, sharing, daring – within the local membership. It is our members' activity at the chapter level that is KOTESOL's lifeblood, that which sustains us.

With this in mind, and while it is quite right for members to ask what KOTESOL can do for them, I would like for every KOTESOL member to ask themselves what they can do for our organization. We hope to put a structure in place to facilitate this. In my years as a KOTESOL member, I have found that from volunteer activities I have gained even more than I have given. We grow through service. Allow yourself to grow in ELT through your volunteerism.

A lot of volunteerism has gone into the preparations for this conference at Gwangju National University of Education. It offers you a bulging schedule of quality presentations on a variety of topics, from plenary to parallel sessions. We hope that you absorb and contribute, that you network with your colleagues, and ultimately that you may become inspired to be a more caring, sharing, and daring ELT educator.

## PLENARY SESSION

# *Will You Dare to Care and Share? Liberating Stories of Teaching and Learning*

**Maria Lisak**  
*Chosun University*

## THE PRESENTATION



This plenary address hopes to frame the conference with kindness, connection and audacity. Teaching is a care-giving profession and balancing how to care for students, self and institutions is a challenge that is common among educators. Opportunities like this face-to-face conference offer chances for us to construct knowledge together by sharing the problems and constraints we face, while getting quality feedback from experts, colleagues and peers. By sharing and caring, we develop confidence in a safe, supportive environment, propelling us to risk-take more, daring to explore our full potential in all the roles we hold in life!

## PLENARY SPEAKER

**Maria Lisak** celebrated the 22nd anniversary of her first steps in South Korea last month. From the Midwest in the U.S., her Chicago accent still plagues her Korean pronunciation. In answering the question that a Korean colleague asked her last semester, she is still here because she can live a simple life while pursuing her love of learning in a community that values education. She has been teaching public administration and social welfare at Chosun University since 2012. You can check out her degree pedigree on her blog: [koreamaria.typepad.com/gwangju](http://koreamaria.typepad.com/gwangju)



Conference Schedule



# Gwangju-Jeonnam KOTESOL Conference Schedule

*Caring, Sharing, Daring: Adventures in ELT*

\* All conference events take place at the GNUE Teacher Training Center (TTC) / 교사교육센터 / 교육연수원

<b>10:30-12:00</b>	<b>Pre-Conference Reflective Practice Workshop</b> Reflecting on Emotional Experiences in Teaching	Stewart Gray	81D
<b>12:00</b>	<b>Registration Begins</b>		1F
<b>1:00-1:10</b>	<b>Opening Ceremony</b>	Lindsay Herron David E. Shaffer	835
<b>1:10-1:50</b>	<b>Plenary Session</b> Will You Dare to Care and Share? Liberating Stories of Teaching and Learning	Maria Lisak	835
<b>2:00-2:45</b>	What Makes a Great Lesson? vs. What Makes a Lesson Great?	Daniel Svoboda	811
	Life, Truth, & Hope: Teaching English with Generation Climate Change	Julian Warmington	814
<b>2:00-2:25</b>	Stereotype Threat: Understanding and Addressing L2 Speakers' Group Anxieties	Stewart Gray	813
<b>2:25-2:50</b>	Cultivating Cosmopolitan Orientations in University Students: An Initial Foray	Lindsay Herron	813
<b>3:00-3:45</b>	Context: An Essential Ingredient	Tyson Vieira	811
	The Dangers and Rewards of Gamification	Zon D. Petilla	812
	When 500 Students Yell at You: The American Dream	Simone Hutchings	813
	Participants' Perspectives: LGBTQ Discussions in the Classroom	Arturo Collado	814
<b>4:00-4:45</b>	Incorporating Seven Effective Habits in Conversation Class	Lynne van Lelyveld	811
	Spotlight on Vocabulary	Jessica Ives	812
	Reading Culture and Reading Skills	Angela Jeannette	813
	Making Our English Language Classrooms Safe for LGBTIQ+ Students	Social Justice SIG	814
<b>5:00-5:45</b>	Classroom Harmony: Encouraging Young Learners to Work Together	Jessica Magnusson	811
	Teaching Writing in a Second Language for Tertiary Education	Hwami Amy Lee	812
	Research Focus: Citing Citations and Listing References, APA Style	David E. Shaffer	813
	How to Be Better Allies for Our Students	Mitzi Kaufman	814
<b>5:45-6:00</b>	Closing & Prize Drawing		811

## Schedule of Events

\* All conference events take place at the GNUE Teacher Training Center (TTC) / 교사교육센터 / 교육연수원

10:30–12:00	Reflective Practice Session	Reflecting on Emotional Experiences in Teaching — Stewart Gray	Rm. 81D	
12:00	Registration Begins			1 <sup>st</sup> floor / 1 층
13:00–13:10	Opening Ceremony	Welcome Address — Lindsay Herron (Chapter President) KOTESOL President’s Greeting — David Shaffer	Rm. 835	
13:10–13:50	Plenary Session	Will You Dare to Care and Share? Liberating Stories of Teaching and Learning — Maria Lisak	Rm. 835	
<b>CONCURRENT SESSIONS</b>	<b>Effective Teaching Rm. 811</b>	<b>Skills &amp; Know-How Rm. 812</b>	<b>Culture Focus Rm. 813</b>	<b>Social Justice Rm. 814</b>
14:00–14:45	What Makes a Great Lesson? vs. What Makes a Lesson Great? — Daniel Svoboda		Stereotype Threat: Understanding and Addressing L2 Speakers’ Group Anxieties — Stewart Gray  Cultivating Cosmopolitan Orientations in University Students: An Initial Foray — Lindsay Herron	Life, Truth, & Hope: Teaching English with Generation Climate Change — Julian Warmington
15:00–15:45	Context: An Essential Ingredient — Tyson Vieira	The Dangers and Rewards of Gamification — Zon D. Petilla	When 500 Students Yell at You: The American Dream — Simone Hutchings	Participants’ Perspectives: LGBTQ Discussions in the Classroom — Arturo Collado
16:00–16:45	Incorporating Seven Effective Habits in Conversation Class — Lynne van Lelyveld	Spotlight on Vocabulary — Jessica Ives	Reading Culture and Reading Skills — Angela Jeannette	Making Our English Language Classrooms Safe for LGBTIQ+ Students — Social Justice SIG
17:00–17:45	Classroom Harmony: Encouraging Young Learners to Work Together — Jessica Magnusson	Teaching Writing in a Second Language for Tertiary Education — Hwami Amy Lee	Research Focus: Citing Citations and Listing References, APA Style — David Shaffer	How to Be Better Allies for Our Students — Mitzi Kaufman
17:45–18:00	Closing & Prize Drawing (Rm. 811)			



## REFLECTIVE PRACTICE SIG WORKSHOP

### *Reflecting on Emotional Experiences in Teaching*

**Stewart Gray**

*Reflective Practice SIG Co-facilitator*

#### THE WORKSHOP



Our emotions connect us to our practice. They are often the first indicator of things going well or not so well in our classrooms. As such, reflecting on our emotional experiences (the good and the bad, when we have them, what causes them) helps us understand ourselves as teachers and gives us hints about how to shape and reshape our teaching. This reflective session is designed with emotions in mind; participants will be encouraged to reflect on their own emotional experiences in teaching, share these with others, and discuss potential implications for practice.

#### THE PRESENTER

**Stewart Gray** is an English teacher at Hankuk University of Foreign Studies. He is a graduate of Dankook University (MA TESOL), a PhD student at the University of Leeds, a coordinator for the KOTESOL Reflective Practice Special Interest Group, chair of the KOTESOL 2018 National Conference, and the current president of the Yongin-Gyeonggi KOTESOL chapter. His research interests include language and identity, reflective practice, critical thinking, and critical pedagogies. Email: [ec\\_391@hotmail.com](mailto:ec_391@hotmail.com)



## Gwangju–Jeonnam Reflective Practice SIG

Reflective practice is an integral part of professional practice. In education, reflective practice in special interest groups (SIGs) helps teachers and administrators develop and also support one another. Since 2013, members of the Gwangju–Jeonnam community have been meeting regularly to discuss and reflect on vast issues of pertinence and interest to teachers in our region. Most meetings are held from 11:00 am – 12:30 pm on the second Saturday of each month before the KOTESOL chapter meetings. We usually meet at Coffee Lab Mujii, just east of the Teacher Training Center (our regular chapter workshop venue) at Gwangju National University of Education. We invite you to follow us on Facebook (Reflective Practice SIG Gwangju–Jeonnam) and join us when you can.

<http://koreatesol.org/content/reflective-practice-special-interest-group-gwangju-jeonnam-group>



**2:00–2:45**

## **What Makes a Great Lesson? vs. What Makes a Lesson Great?**

*By Daniel Svoboda*



Teaching is all about creating great lessons. Whatever age group or skill level you find yourself teaching, you probably spend time creating the best possible lessons and delivering new and existing lessons in the best possible way. This workshop will look at several factors related to creating a “great lesson,” including content, students, delivery, classroom, teachers, and other miscellaneous factors. Instead of being prescribed simple and quick fixes, participants will ask themselves engaging questions, reflect on their own experiences, and share ideas on what makes a lesson “great.”

**Daniel Svoboda** is an assistant professor in the Graduate School of Interpretation and Translation at the Hankuk University of Foreign Studies (HUFS) in Seoul. Following an undergraduate degree in English, he graduated with an MA in English in 2011. Over a teaching career that spans almost a decade, Daniel has worked with learners as diverse as kindergarten students and company executives—and just about every age level in between—at private academies, elementary schools, high schools, universities, and in-house corporate training programs. Email: dansvo82@naver.com

**3:00-3:45**

## **Context: An Essential Ingredient**

*By Tyson Vieira*



The topic of contextual learning is hardly new. Actually, it would be difficult to read a language learning text or attend an ESL/EFL conference without coming across the word “context.” However, in my interview experiences and according to several hiring coordinators, “setting the context” is a box that oftentimes is left unchecked during job interview demonstration lessons and peer observations.

This workshop will start by looking at the importance of context, elements needed for efficiency, and tips for adding solid context while lesson planning. Then we will observe examples of context application in language lessons. Later, we will break into small groups and practice creating and demonstrating contexts using textbook lessons currently used in Korean schools.

**Tyson Vieira** works at Kyungnam University in Masan, South Gyeongsang province, as the special programs coordinator and an English assistant professor. Prior to university teaching, he worked for the Jeollanamdo Language Program (JLP) under the Provincial Office of Education. He earned his MA degree in TESOL from Azusa Pacific University in California, and his CELTA through International House in Chiang Mai, Thailand. He served as the RP-SIG co-facilitator and a member-at-large for the Gwangju-Jeonnang Chapter.

**4:00-4:45**

## **Incorporating Seven Effective Habits in Conversation Class**

*By Lynne van Lelyveld*



Are you, like me, struggling with how to have a more vibrant classroom? This presentation will start with a discussion of what the most daunting problems for teachers of ESL are in the classroom. I will then explain how Dr. Stephen Covey's book *The 7 Habits of Highly Effective People* can help with solving these problems. I will show further reasons for using these "7 habits" in the classroom, including research that has been done on using this book in education. Next, I will show some practical ways I use it in my class.

We as teachers all care for our students' development and their enjoyment of English; I believe that using Dr. Covey's book can help with these goals. Attendees will leave this presentation with practical knowledge and resources for implementing these seven habits in their own classes; I hope they will dare to follow through.

**Lynne van Lelyveld** earned a BA in anthropology and sociology at the University of Stellenbosch, South Africa. She is currently an English language instructor at the Christian College of Nursing in Gwangju and has enjoyed the privilege of being an ELT professional for 15 years now.

**5:00-5:45**

## **Classroom Harmony: Encouraging Young Learners to Work Together**

*By Jessica Magnusson*



Students fighting, refusing to work together, or insulting and teasing each other is the source of a lot of stress for teachers of young learners. This can be especially frustrating for those teaching English since English activities are often set up for the purpose of being communicative. How can teachers get students to communicate with each other in English when they are not communicating in their native language (Korean)?

This presentation explores why such disharmonious behaviors occur and steps teachers can take towards attaining a more harmonious classroom. The development of social skills such as taking turns, waiting patiently, sharing, and asking permission will be explored. Participants will be given an opportunity to share their own experiences and tips. This presentation draws on readings from teacher training resources and other relevant literature, and from personal classroom experiences.

**Jessica Magnusson** has taught English conversation, teacher training, and special programs at Gwangju National University of Education (GNUE) since 2011. She earned an MA in TESOL from the School for International Training (SIT) in Brattleboro, Vermont, USA. She is interested in teaching vocabulary and reading comprehension to all ages of learners.

**3:00-3:45**

## **The Dangers and Rewards of Gamification**

*By Zon D. Petilla*



Adolescents are targeted by game companies using gamification to look for ways to seduce children to beg, borrow, or steal money to pay for “loot boxes” (Gault, 2017; TheGnomeCast, 2017). Governments are looking at legislation to protect children from loot boxes (Gault, 2017; Taylor, 2018). Educators should be aware that many of their students have been exposed to them via popular games like Clash Royale (edihau, 2017). Nonetheless, teachers should consider how loot boxes could work as part of a classroom management toolset (Kolb, 2015; McGonigal, 2016). My workshop aims to inform teachers about loot boxes, why they are controversial, and the ways this type of system could promote team and autonomous self-learning in an English classroom.

**Zon D. Petilla** (BA, linguistics, California State University Fresno; MS, Full Sail) has worked with ESL and EFL students since 2007 as an instructor in the U.S. for private schools and community colleges such as ECLA, FCCC and CCCC. He has taught grades K-12 in three cities as a GEPIK and EPIK NET since 2011. Currently, he teaches at the Ojeong English Center in Gwangju, a publicly funded program aimed to help low- and middle-class students obtain affordable English instruction. He develops games as a hobby.

**4:00-4:45**

## **Spotlight on Vocabulary**

*By Jessica Ives*



Learning a language is a complex process. Typically, grammar is seen as the most important component for learning a language. While grammar is certainly important, the role of vocabulary to convey the speaker’s message during communication is often left in the background. As Wilkins (1972) states, “[W]ithout grammar, very little can be conveyed; without vocabulary, nothing can be conveyed” (p. 111). Generally, knowing vocabulary constitutes knowing the definition. However, is knowing only the definition enough? With this in mind, the focus of this workshop is to place a spotlight on the importance of vocabulary and how teachers can help students gain a deeper understanding of the words being learned. Based on Scott Thornbury’s ideas, this workshop will encompass a range of activities to address various factors related to teaching vocabulary: how to introduce vocabulary, multiple meanings of words, a word’s relationship with other words (collocation), and how to practice newly-introduced vocabulary.

**Jessica Ives** is from Niagara Falls, Canada. She is a professor at Dongshin University in Naju. Before teaching in Korea, she was an ESL instructor at Brock University, where she also completed both her Bachelor of Arts (Honours) and Master of Arts in applied linguistics (TESL).

5:00-5:45

## Teaching Writing in a Second Language for Tertiary Education

*By Hwami Amy Lee*



Teaching a writing course for the first time can be a challenging but rewarding process that equips us to meet the course goal and the needs of the students, and ultimately gain experience. This presentation will explore the parameters of a writing course taught by the presenter and the activities utilized to engage the students while providing practice to a new way of writing in a new language. Challenges faced throughout the course will be discussed as well, and what remedies were taken. The course was designed to teach students basic writing skills, closely following the American writing model and format.

Students also had to participate in a social media activity in which they had to participate weekly by posting online, as well as completing an online form which imitated social media. Aspects of second language writing in the Korean university setting will be discussed.

**Hwami Amy Lee** is an assistant professor in the Department of Liberal Arts at Konkuk University, Glocal Campus. She has taught various courses in English, mainly courses focusing on the four skills. Her expertise also includes ESP for nursing and business English. She received her master's degree in TESOL from The New School in New York.

## 2018 KOTESOL Events

### Upcoming Gwangju-Jeonnam Chapter Events

- April 14** Chapter Workshop: The Art of Co-teaching
- May 19** Chapter Workshop
- June 9** Chapter Workshop
- July 14** Chapter Workshop
- August 11** Chapter Workshop
- September 8** Chapter Workshop
- October 27** Swap-Shop and Halloween Party
- November 10** Chapter Workshop
- December 8** Chapter Workshop and Year-End Party



### Upcoming National Events

- May 12** KOTESOL National Conference, Yongin, Gyeonggi-do
- October 13 & 14** 2018 KOTESOL International Conference, Seoul

**2:00–2:25**

## **Stereotype Threat: Understanding and Addressing L2 Speakers' Group Anxieties** (25 minutes)

*By Stewart Gray*



In the field of language teaching, counterproductive stereotypes proliferate—certain groups of people are assumed to be naturally poor at speaking certain languages. Research demonstrates that subjection to stereotypes causes anxiety, inhibits learning, and harms performance. This is stereotype threat: fear that poor performance will confirm for observers the deficiencies of your group—a fear that prevents learners from performing in line with their actual skill level. Drawing from research literature and his own experiences, the presenter will highlight the nature and causes of stereotype threat, some ways in which it manifests for L2 speakers, and some principles that teachers and others can follow to reduce the sense of threat and thereby encourage low-anxiety interactions and better language performance.

**Stewart Gray** is an English teacher at Hankuk University of Foreign Studies. He is a graduate of Dankook University (MA TESOL), a PhD student at the University of Leeds, a coordinator for the KOTESOL Reflective Practice Special Interest Group, chair of the KOTESOL 2018 National Conference, and the current president of the Yongin-Gyeonggi KOTESOL chapter. His research interests include language and identity, reflective practice, critical thinking, and critical pedagogies. Email: [ec\\_391@hotmail.com](mailto:ec_391@hotmail.com)

**2:25–2:50**

## **Cultivating Cosmopolitan Orientations in University Students: An Initial Foray** (25 minutes)

*By Lindsay Herron*



In today's climate of impatience, intolerance, and obduracy, there is a need to consider the potential of critical cosmopolitan education in facilitating more open-minded, responsive dispositions in students. Cosmopolitanism is, in essence, a fundamental sense of hospitality; it involves openness and receptiveness, empathy and forgiveness, trust and belonging, and mutuality and connectedness. Situated in a sociocultural framework and using an ethnographic approach, this presentation explores the cosmopolitan literacies displayed by university students in Korea participating in a semester-long, online intercultural exchange with diverse counterparts at a community college in the eastern United States. Overall, while students demonstrated a variety of cosmopolitan literacies and took a generally hospitable stance toward their counterparts, the full potential of the exchange seemed stunted, possibly due in part to students' cultural assumptions, inequitable investment in the online discussion group, and even the positive atmosphere of the group. Lessons from this research and future steps will be discussed.

**Lindsay Herron** has taught at Gwangju National University of Education for nearly a decade. She has an MA in cinema studies and an MEd in literacy, culture, and language education (LCLE). She is currently working on a doctorate in LCLE. Email: [Lnherron@gmail.com](mailto:Lnherron@gmail.com)

**3:00-3:45**

## **When 500 Students Yell at You: The American Dream**

*By Simone Hutchings*



High school student participation in South Korea can be a struggle akin to pulling teeth. The students are tired from late-night academy sessions, and the native English teacher's conversation class comes in a distant 100th on their priority list. What happened in Gwangyang, then, that caused over 500 high school students to actively participate in a lesson, yelling at their English teacher in frustration? This presentation explores how a purposefully unfair group activity and the "American Dream" can affect even the most apathetic (and tired) Korean high school student.

**Simone Hutchings** is a Fulbright English Teaching Assistant at Jungma High School in Gwangyang. She is a recent graduate of American University and Wesley Theological Seminary's dual degree program where she studied the intersection of religion, ethics, and international conflict. She has taught literacy to "at-risk" kindergarteners and facilitated dialogues for high school students in conflict areas across the United States. She is committed to youth civic engagement and the cultivation of critical thinking and creativity inside and outside of the classroom.

**4:00-4:45**

## **Reading Culture and Reading Skills**

*By Angela Jeannette*



Ways to approach texts vary between cultures, which can lead to difficulties in the foreign language classroom. As students have been socialized into a specific classroom culture, they often (unconsciously) transfer expectations about goals, methods, styles, and teacher/student responsibilities from their L1 environment into further languages studied.

The theoretical part of this workshop, intended to raise teachers' awareness of students' backgrounds, will compare information on reading goals, styles, and strategies as mentioned in the CEFR with findings from research on reading in Korea. We will then consider which difficulties Korean learners may encounter in the foreign language classroom (L2, L3, or further) and why. Participants will be asked to draw upon their own classroom experience in order to discuss ways to help students acquire more effective reading styles in a culturally appropriate way.

**Angela Jeannette** is currently an assistant professor in the Department of German at Chosun University, Gwangju. Previously, she worked for almost two decades for Germany's official institutions for culture and academic contact (German Academic Exchange Service [DAAD] and the Goethe-Institut) in Madagascar, Ivory Coast, Indonesia, and South Korea.

5:00-5:45

## Research Focus: Citing Citations and Listing References, APA Style

*By Dr. David E. Shaffer*



In research paper submissions made to scholarly journals, academic proceedings, graduate courses, and the like, errors in formatting references in the reference list and in-text citations are among the highest in frequency. Poor formatting of references and citations could be a major reason for a journal rejecting a paper submission. Consequently, the importance of proper formatting of references and citations cannot be overemphasized.

In this workshop, we will cover the mechanics of recording the most common references and citations according to APA publication guidelines, including journal articles, books, and dissertations, both print and digital. The most common mistakes found in submissions will be highlighted. This will be a highly participatory workshop session.

**David E. Shaffer**, PhD, is an early member of Korea TESOL and a long-term resident of Gwangju, where his career has been as a professor on the English Department faculty at Chosun University. Over the years, he has served on the KOTESOL National Council in numerous positions, including Publications Committee Chair, and at the chapter level. He has 20 years of experience editing and proofing, and as editor-in-chief of KOTESOL publications and those of other ELT organizations. He is presently the KOTESOL national president, *Proceedings* editor-in-chief, *Korea TESOL Journal* associate editor, and *Gwangju News* editor-in-chief.

**Crossing  
Borders**

**KOTESOL**  
*2018 National Conference*

**May 12, 2018**  
Kangnam University  
Yongin, Gyeonggi-do

  
KOTESOL  
대한영어교육학회

Proposals + registration:  
**koreatesol.org/nc2018**

The 14<sup>th</sup> Annual Seoul KOTESOL Conference

**Reinventing a Student-Centered Classroom**



**Plenary Speakers:**

**Dr. Willy A. Renandya**  
Nanyang Technological University, Singapore

**Prof. Eun Sung Park**  
Sogang University, South Korea

March 31, 2018, (Saturday, 9:30–5:00PM)  
Sookmyung Women's University  
Seoul, South Korea

Contact: Dr. Ian Done D. Ramos  
professionalworkian@gmail.com  
president@seoulkotesol.org

  
KOTESOL  
www.kotesol.org

**2:00–2:45**

## **Life, Truth, & Hope: Teaching English with Generation Climate Change**

*By Julian Warmington*



What shall we tell the kids? What should we teach our students? What ought we know about climate change, ourselves? This 45-minute interactive presentation:

- (a) shares questions and content on teaching the greenhouse gas effect, from physics through to experiences building community “resilience”;
- (b) develops a nation-wide network of resources and material, including teachers prepared to share expertise or understanding in English, or to share research, writing, or production expertise to produce a new curriculum;
- (c) shares this network as it stands already so far, involving a keen and committed multi-national group with diverse backgrounds and interests;
- (d) demonstrates use of story to present the key elements of the climate challenge.

**Julian Warmington** has 15 years’ experience teaching at the university level in South Korea, was editor-in-chief for KOTESOL quarterly *The English Connection*, and is a member of the Social Justice SIG. He sees the challenges presented by the greenhouse effect being about social justice as much as the environment. Email: [JulianW.NZ@gmail.com](mailto:JulianW.NZ@gmail.com)

**3:00-3:45**

## **Participants’ Perspectives: LGBTQ Discussions in the Classroom**

*By Arturo Collado*



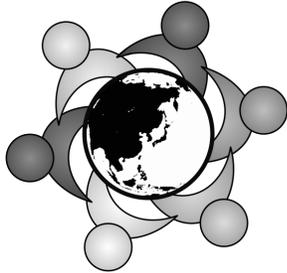
In this workshop, we will share our varying experiences and perspectives about the LGBTQ community. Same-sex marriage is now legal in twenty-six countries. The Queer Culture Festival in South Korea continues to grow. In our classrooms, we all have students that are LGBTQ. Should we broach this subject? How? What facts can we present? What concerns do we have regarding all the stakeholders in our learning community? How do we make our learning environments safe for LGBTQ students? Our discussions will be held under the premise that it is fundamental for our students as future world citizens to be able to engage with this topic and to advocate for human rights.

**Arturo Collado** currently teaches in Korean public schools and plans to land a university position in the fall of 2018. He holds an MA in English education and a BA in film studies and has been teaching for seven years. Home will always be New York City, where he grew up and served as a secondary public school teacher. The different modes and mediums of storytelling are his passion, and he remains deeply committed to promoting social justice.

**4:00-4:45**

## **Making Our English Language Classrooms Safe for LGBTIQ+ Students**

*By the KOTESOL Social Justice SIG*



As teachers we have a responsibility to make our classrooms safe and respectful places for our students. As English language teachers in Korea, it might be challenging to fulfil this responsibility to our LGBTIQ+ (lesbian, gay, bisexual, transgender, intersex, queer) students. There are many factors to consider, including using graded language, school/educational culture and expectations, and the particular dynamics of student groups.

In this workshop we will focus on responding to in-class student language that could hurt LGBTIQ+ students. We will look at resources designed to help teachers make their classrooms safe for LGBTIQ+ students, discuss these in terms of our own contexts, and consider how we might adapt them. We will also work through some example classroom scenarios, thinking about changes that could help us improve our classroom environments.

This session will be hosted by **KOTESOL's Social Justice Special Interest Group (SJ-SIG)**. The Social Justice SIG was formed in 2015 and promotes discussion leading to transformative social outcomes through teaching and learning. Social justice focuses on equal participation among groups in society, and on collaborative effort towards a society that meets the needs of all.

**5:00-5:45**

## **How to Be Better Allies for Our Students**

*By Mitzi Kaufman*



Potentially marginalized students—based on their ability, age, ancestry, color, disability, educational background, gender identity, medical condition, national origin, race, religion, sexual orientation, spousal affiliation, socioeconomic status, or any number of other factors—are often looking to their teachers to be “allies” who can provide a safe and supportive environment for learning. Let’s work together to explore ideas for lessons that can help students open their minds and hearts to others who may experience things quite differently than they do. I will share several specific lessons I have used with my adult students, and we will also discuss how these lessons could be modified for younger students as well.

**Mitzi Kaufman** is a visiting professor at the language center at KAIST University in Daejeon. She served from 2015-2017 as a member-at-large for the Daejeon-Chungcheong Chapter of KOTESOL. She has a master’s from Texas A&M University and holds an adult education teaching credential from the state of California. While at Texas A&M, Mitzi worked in the Women’s and Gender Equity Resource Center, where she received training as an Aggie Ally.



## About Korea TESOL and the Gwangju–Jeonnam Chapter

Korea TESOL, also known as KOTESOL, is a professional association of teachers of English to speakers of other languages. The nationwide organization has been serving English teachers, administrators, and interested individuals in the field of English education since 1992. KOTESOL has ten active chapters across the nation and holds annual national and international conferences. The Gwangju–Jeonnam Chapter currently has about 80 members and holds monthly meetings, usually on the second Saturday of each month. Meetings regularly consist of two one-hour presentations or hands-on workshops on topics related to English language teaching, such as classroom methodology, activities, and management. It is an association of teachers helping teachers. Meetings are presently being held at Gwangju National University of Education. Admission to chapter meetings is free to both members and non-members. The chapter also holds an annual chapter conference and outreach workshops.

KOTESOL's active membership is currently around 600 members. KOTESOL is an affiliate of TESOL International Association (Teachers of English to Speakers of Other Languages), which has its headquarters in the United States. It is also an associate member of IATEFL (International Association of Teachers of English as a Foreign Language), based in the United Kingdom. In addition to chapter monthly meetings, symposia, and annual chapter conferences, KOTESOL holds a national conference each spring and the largest international conference of any Korean ELT (English language teaching) association in Korea. Our recent international conferences, held in October each year, have attracted well over 1,000 attendees. Recent conferences have featured world-renowned figures such as Stephen Krashen, David Nunan, Jack Richards, Jeremy Harmer, Paul Nation, Rod Ellis, and Chuck Sandy. This year's international conference will be held in Seoul on October 13 & 14. Scott Thornbury and Jill Hadfield are the main speakers.

KOTESOL members may also participate in any of the association's various SIGs (Special Interest Groups). These include the Reflective Practice SIG, Social Justice SIG, Christian Teachers SIG, Professional Development SIG, Multimedia and CALL SIG, and Research SIG. KOTESOL members receive several regular publications: the quarterly magazine, *The English Connection* (TEC); the *Korea TESOL Journal*, and the *KOTESOL Proceedings*. Member benefits include free attendance to any chapter meeting nationwide and reduced conference and symposia registration fees.

The Gwangju-Jeonnam Chapter invites you to actively participate in our 2018 program. If you are not yet a member, we invite you to become part of the KOTESOL and Chapter family, and the professional development that it has to offer. We are "Teachers Helping Teachers."



[koreatesol.org/gwangju](http://koreatesol.org/gwangju)



# The 14<sup>th</sup> Annual Seoul KOTESOL Conference

## Reinventing a Student-Centered Classroom

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Enhance your professional development with the

## **Gwangju-Jeonnam Chapter KOTESOL**

**When:** 2nd Saturday of the month

**Where:** Gwangju National University of Education

<b>What:</b> ELT Workshops	Relevant ELT Topics
Knowledgeable Presenters	Networking Opportunities
Classroom-Activity Sharing	Prize Drawings
Social Activities	Central Location
Congenial Atmosphere	Free Admission

### **Come Grow with Us**

Website: [koreatesol.org/gwangju](http://koreatesol.org/gwangju)

Facebook: Gwangju-Jeonnam KOTESOL

Email: [Gwangju@koreatesol.org](mailto:Gwangju@koreatesol.org)

### ***Next Meeting: April 14***

#### **The Art of Co-teaching: Craft and Considerations**

Co-teaching is ripe with possibility, but it can also be challenging.

How can we foster successful co-teaching relationships?

How can co-teachers build on each other's strengths?

Join us for a panel discussion on co-teaching, plus demonstrations of successful co-teaching techniques.

*Bring a friend; bring your co-teacher!*



# 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?

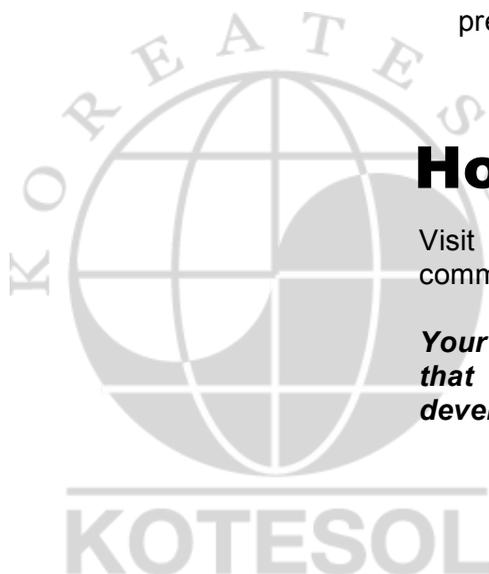
### *Enhance your career in education!*

- 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?

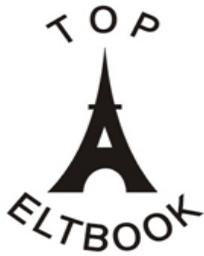
Visit us at <http://koreatesol.org/join-kotesol> to become part of our community!

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



<http://koreatesol.org>

**Gwangju-Jeonnam KOTESOL wishes to thank:**



**GWANG-JU**  
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**KOTESOL members receive a  
10% discount on merchandise!**

## Gwangju–Jeonnam KOTESOL wishes to thank:



For providing pizza vouchers for the prize draw and for offering KOTESOL members a 10% discount on Alleyway cuisine.



For their annual donation of books for our prize draw and for the 10% discount they offer to KOTESOL members.



UNIVERSITY OF  
BIRMINGHAM

For their annual advertising support of the Gwangju–Jeonnam Chapter and their continual support of Korea TESOL.



For providing tickets to the upcoming showing of *The Vagina Monologues* for the prize draw.

*This year's production is an attempt to unite voices of women and men about the violence that affects all of us, and in hope that change starts with each of us. Performances are on Saturday, April 28, at 3 p.m. and 7 p.m. and Sunday, April 29, at 3 p.m.*



Express Publishing

For their support of the Gwangju–Jeonnam Chapter.



## LOOKING FOR FLEXIBLE STUDY OPTIONS?

The University of Birmingham's Department of English Language and Applied Linguistics offers flexible personal development opportunities for professionals wishing to develop their skills and expertise. Our distance learning Masters programmes are delivered part-time over 30 months, to fit around your existing commitments.

### APPLIED LINGUISTICS MA

This programme is for professionals wishing to further their personal development, and those who are interested in learning more about possible applications of language research. You will study topics including corpus linguistics, sociolinguistics, lexis, functional grammar, spoken and written discourse, and multi-modal communication.

### TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) MA

This programme is for practising teachers of English as a second or foreign language who wish to develop their knowledge of classroom methodology and materials design. You will study topics such as language teaching methodology, second language acquisition, syllabus and materials, pedagogic grammar, lexis, and teaching young learners.

### KEY FACTS

- Start in February, April, July, October or December
- Study entirely online
- All modules assessed by written assignment
- Pay per module

Find out more and apply: !  
[www.birmingham.ac.uk/elal-dl](http://www.birmingham.ac.uk/elal-dl)