



TEC News

A Companion Publication to *The English Connection*

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TEC NEWS

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FEATURED CHAPTER

Busan Chapter: Thoughtful, Motivated, Dynamic

By Brad Serl, Busan-Gyeongnam Chapter President

Busan – the land of long, white (and crowded) beaches, film festivals, green mountains, and infamously aggressive drivers. Perhaps it is the allure of the beaches and night life that makes it so difficult to craft a sufficiently compelling argument for why people should sacrifice a Saturday afternoon to come do professional development at a Busan-Gyeongnam Chapter meeting. For a city the size of Busan, and with an ex-pat population as large as Busan's is, participation in our chapter has always left us feeling a touch underwhelmed. It's not just the ex-pat community that seems reluctant to come out and do professional development either: our ability to draw in Korean English teachers has also always felt lacking. Other things that are noticeable about the attendees at our meetings is their general youthfulness – there are very few elder statesmen and women of the English teaching community that regularly appear at our meetings, and our executive is similarly youthful.

What does this say about us as a chapter then – that we are not drowning in bodies at our monthly meetings, and that we don't have a group of hoary elders that serve as repositories of knowledge from which the less-experienced teachers can draw?

It says that we are dynamic and open to new ideas, and that we are open to any and all comers. What we lack in numbers we make up for in the quality of people who attend our meetings. As a rule, they are thoughtful, motivated people who are very enthusiastic about becoming "better" teachers, however that is defined, and about acquiring new

knowledge and skills that will hopefully make it easier for them to meet their student's learning needs. We have a strong focus on the practical as well, as many of us are still learning our craft – at all of our meetings, we focus on "walk-aways" (things that we can walk away from the meeting with and try out in our classes the next week). We are continually in the process of chapter building (befitting the old adage about being green versus being ripe) and as part of that process, we decided that we were strong enough to tackle the task of hosting a National Conference. We proved ourselves correct, providing KOTESOL and the Busan community this spring with a much-talked-about conference offering something of interest to all of the attendees.

If you live in the Busan region and haven't been to a meeting in a while, we invite you to come and see what you've been missing. We meet on the third Saturday of the month. The meetings are usually held at the ESS in Nampo-dong, and our Reflective Practice group (part of the Reflective Practice SIG) usually meets before our regular meeting.

The Author



Brad Serl is currently president of the Busan-Gyeongnam Chapter and a coordinator in the teacher training department at Busan University of Foreign Studies, as well as a tutor for the Birmingham CELS

MA program. Brad is currently working towards a PhD in ELT and Education Management.

FEATURING SIGS

SIGs: Making the Most Out of Your KOTESOL Membership

By Jake Kimball, 2nd Vice-President

One basic benefit of KOTESOL membership is taking part in communities or organized groups called Special Interest Groups. We like to call them SIGs. These are communities of practice aimed at serving a specific niche in the ELT community. SIGs offer a unique opportunity for our members to develop a professional interest in a particular area, share knowledge and news, and host events. To give you a better idea, here is a list of current SIGs: Christian Teachers, Extensive Reading, Multimedia & CALL, Reflective Practices, Research, Science & Spirituality, and Young Learners & Teens. Are you interested in any of these topics? Would you like to find other KOTESOL members who share similar interests? Then SIGs are just what you need to kick start your KOTESOL membership.

SIGs are a great way to make friends, network, and meet members with similar interests. Each SIG, led by a facilitator, will often provide an online portal or forum of some kind to discuss relevant issues (i.e., Facebook, Yahoo Groups, Google Group, Ning, etc.). Some SIGs are more active than others, so it is up to you to get involved by participating. Many SIGs offer opportunities to meet face-to-face in small group meetings, cozy annual symposiums, and large conferences. Of course, the core agenda of a SIG is more academic than social.

The **Christian Teachers SIG** is a vibrant group of dedicated teachers. They have been active since 2004, and each year they host a symposium. In fact, this past year they met at Jeonju University. Heidi Vande Voort Nam and

Virginia Hanslien facilitate this group. Their mission is to inspire, lead by example, and provide resources and information relevant to Christian teachers here in Korea. In addition to formal events at conferences, they have also host informal prayer and fellowship meetings for Christian English teachers.

The **Extensive Reading SIG** is lead by the trio of Scott Miles, Tim Dalby, and Aaron Jolly. The ER SIG has been very active at the International Conference as well as hosting an annual event. Their mission is to promote Extensive Reading as a viable approach to reading and language acquisition. They also conduct research projects and offer hands-on opportunities to learn how ER unfolds under actual classroom conditions.

We also have a **Multimedia and CALL** (Computer-assisted language learning) **SIG**. This group is for teachers who relish online learning, implementing technology in the classroom, and virtual learning. If this is your area of expertise or just a leisure pursuit, contact Facilitator BT Stoakley.

One of newer SIGs, the **Reflective Practices SIG**, is also led by two facilitators: Michael Griffin and Manpal Sahota. They have been very active the past year and have already hosted their own symposium with featured speakers. They also meet regularly in Seoul at face-to-face meetings. Their stated goal is to “create a KOTESOL group that encourages teachers to actively reflect on their own teaching and teaching contexts.”

The **Research SIG** is a long standing SIG in KOTESOL. It is facilitated by Eric Reynolds. This group is dedicated to fostering research skills among our members. In the past, they have held research seminars on a variety of topics and even engaged in cooperative research projects in Korea and abroad.

Greg Brooks-English leads the **Science & Spirituality SIG**. This group truly has a wide range of pursuits. Visit their website for more information on non-violent communication, the difference between spirituality and religion in education, emotional intelligence, balancing student- and teacher-centered learning/teaching, and the promotion of social change issues such as race, gender, class, and sexual orientation. Greg is an active presenter in KOTESOL, so it is likely you have seen him at one of your local chapter meetings.

Finally, there is the **YL & Teens SIG**. This group caters to the needs and interests of what has become a large and vibrant industry itself. This group has held an annual conference for a number of years. The main goal of this SIG is to develop an understanding of YL issues and raise standards of English instruction in Korea.

These SIGs are led by volunteers who arrange discussions, organize meetings and conference, provide a means of online discussion, and in some cases produce publications. For more information about getting involved, visit the KOTESOL website (<http://koreatesol.org/>). On the main page, click on “SIGs” at the top of the page. Contact a facilitator and make use of one of your KOTESOL benefits.

The Author

Jake Kimball is has been teaching young learners and teens here in Korea for nearly 16 years, and he is the Director of Studies at ILE Academy in Daegu. Jake’s professional interests include program evaluation and early literacy. Jake has been the facilitator of KOTESOL’s Young Learner & Teens Special Interest Group since 2002. In addition, he is presently the National 2nd Vice-President of KOTESOL and oversees the operations of SIGs and KTT. Email: ilejake@yahoo.com



FEATURED MEMBER

TIM THOMPSON: Teacher, Trainer, Techie, TESOLer

By David E. Shaffer

Who was that guy featured in that *Korea Herald* article of August 8 and carried in the *TESOL English Language Bulletin*? If you somehow didn't notice, that was Tim Thompson – a professor at KAIST in Daejeon, and of course, a KOTESOL member. He is KOTESOL Teacher Training (KTT) Coordinator and recently completed a year as editor-in-chief of *The English Connection* (TEC).



After graduating from the University of Kentucky with a degree in Business Administration, Tim came to Korea in 1996 to teach at a language institute in Chinju. This was after he swore that he “would never go into education” because there wasn't enough money in teaching. “But karma is a funny thing,” Tim reflected. He was destined to teach, and it could very well be because he was born into a family of educators. Back in Kentucky, his mother was an elementary school teacher for thirty years; his father was a science teacher turned school administrator; and three of his grandparents were teachers. He even married into a family of teachers: his father-in-law was a high school math teacher here in Korea, and his wife is an elementary school teacher. Tim wonders what his daughter's fate may be.

It was back to Lexington, Kentucky after two years in Chinju, one at the institute and

another at Kyoungsang University. In Lexington, he tutored the children of Koreans studying in the US. But once again Korea beckoned, and those never-go-into-education thoughts had dissipated. By 2002, Tim had dedicated himself to the teaching profession and returned to Korea to take up a position at Woosong University, spending the last three of his years there in the business department while completing an MA in TESOL. His thesis explored Korean university students' expectations regarding their foreign and Korean English teachers. In 2008, Tim moved across town to KAIST, where he teaches communication skills, writing skills, presentation skills, and a Business English Projects course that he created and KAIST has adopted.

Soon after his return in 2002, Tim became involved with KOTESOL in Daejeon and became active as a KTT and conference presenter. Five years ago, he became a lifetime KOTESOL member, as if to confirm his dedication to the teaching profession.



Tim Thompson beginning an afternoon workshop on materials design for the Gwangju-Jeonnam Chapter in July.

There is a strong techie side in that dedication to the profession also. Tim recently started a website called Education Anyware (featured in the *Korea Herald*): www.educationanyware.com. The website was created to give students opportunities to practice speaking outside of the classroom to supplement the limited contact time they have with in-class input. The website uses webcams to let students practice speaking and to see themselves using the language. Another of Tim's websites can be found at www.blagonwights.com. At Blagonwights, you will find a series of self-published ESL/EFL children's books for which Tim certainly has braggin' rights! All this is very much in line with his philosophy of teaching: "Teachers don't teach. We give students opportunities to learn and inspire them to do so." "Teachers

are like jockeys," he continues [note the Kentucky horse racing analogy]. "Our job is to encourage and steer. We cannot learn for the students just as jockeys cannot run for the horses." Tim's classes are very active and project-based, favoring fluency over accuracy with the tenet that edutainment helps make classes more successful.

Tim has visited about 40 countries and looks to add more to his list. This November, he will be travelling to FEELTA 2012 in Russia's Far East as the official KOTESOL representative. Tim sees himself continuing in the EFL profession as an instructor and gradually moving into administration. What comes next, after being a teacher, trainer, techie, and TESOLer? Well, by that time he will be able to sit back and let his daughter fill his shoes.



CALL FOR PARTICIPATION

**You are invited to the
TESOL International Convention & English Language Expo**

20–23 March 2013*

**Opening Session takes place on the evening of March 20*

Dallas, Texas, USA

PERSPECTIVES ON THE KOTESOL NATIONAL CONFERENCE

This is a report on the 2012 KOTESOL National Conference, held in Busan this year at BUFS on May 26. The three-part report is by three different persons from three different perspectives. The first is a take on the conference by an interested conference-goer. The second is a veteran KOTESOL conference-planner's take on the plenary sessions, and the third is the inside scoop on the planning that went into the organization of the Conference by its chief planner, the NatCon committee chair.
– Editor

An Overview of NatCon 2012

By Lindsay Herron

Gwangju-Jeonnam Chapter KOTESOL Member

When I got back from the KOTESOL National Conference, I raved – in a good way – for a solid week. My co-workers heard about it. My mother heard about it. My Facebook friends heard about it. And indeed, in addition to its taking place in Busan, with its fabulous beaches, in the spectacular aerie of the [Busan University of Foreign Studies](#), there were many things to rave about.

The Plenary Sessions



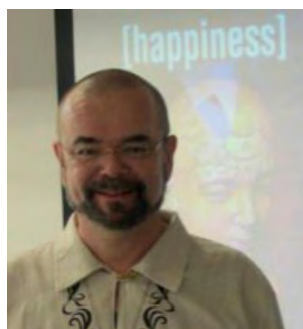
I'm still reflecting on Tim Murphey's plenary session, with its exploration of "holistic timing" and the roles of curiosity, community, agency, and altruism. It was interesting, but the immediate

implications for my classroom will require more thought. It did, however, firm up my desire to get my advanced students involved in [Kiva.org](#), a micro-lending organization that is currently offering free trial loans to new members.

More immediately relevant and applicable was what I'll always remember as "the

happiness plenary" by Marc Helgesen. (A quick check reveals the actual title was *Happiness 2.0: New Ideas from the Science of Well-Being*.) I'll admit it: going in, I was a little skeptical about what sounded like a touchy-feely, New Age-y topic. But by the end, I felt thoroughly inspired, already jotting notes on how I could use this in my classroom.

Helgesen provided concrete ways to incorporate positive psychology into the ELT context.



His suggestions ranged from simple things such as praising effort over ability and finding a balance between challenge and success in order to help students avoid

learned helplessness, to target-language exercises that integrate a little positive psychology. For example, students can recall and discuss past pleasant experiences; in the process of remembering, they can re-experience and savor the pleasure of the situation. I also liked his "Say thank-you to the world" activity: "I want to say ['thank you' in another country's language] to [that country] for [reason]." For example, "I want to say

grazie to Italy for gelato.” There’s a lot of good in the world, and I’d like to incorporate it into my classroom as much as possible.

The Concurrent Sessions

There were a variety of presentations to choose from during the concurrent sessions, with a dozen offered in each time slot. I was pleased with my selections, and from past experience, I know others were also outstanding.

My hands-down favorite presentation of the conference was Nico Lorenzutti’s *Music and Song – Beyond the Gap-Fill: 8 Dynamic Activities for Pop Songs* (listed in the program as *Dynamic Listening Activities for Using Pop Songs in the EFL Classroom*). The nine activities he suggested were creative, easy to adapt, student-centered, and easy to prepare. In fact, I was so delighted with this presentation that I recently created the Nico Lorenzutti Fan Club. You can read more about it, and my favorite activities from this presentation, [here](#).

I also enjoyed April Abate and Gordon West’s *Learn by Doing: Critically Engaged TBLT with Young Learners and Middle School*, a solid introduction to task-based learning for all ages. They defined TBL and discussed its advantages, then walked us through the basics of structuring and planning a task-based lesson, from choosing a topic to sharing the end results. Along the way, they provided copious hints and suggestions; for example, classifying tasks by cognitive skill and complexity, and then organizing the lesson or project so the tasks flow into each other, moving from simple to more difficult/complex. They also provided examples of tasks and projects that had been successful in their own classrooms, sparking lots of ideas on how I could adapt these projects for my own university students, with the bonus of being completely adorable.

I also attended the Korean ELT leaders’ panel, *On the Future of English Education in Korea*. The moderator collected questions at the beginning of the panel, noted trends, and asked panelists to discuss recurring topics. A majority of the time was dedicated to the new

National English Ability Test (NEAT) and implications for English teachers – native speakers and non-native speakers alike. The general consensus from panelists seemed to be that increasing the focus on productive skills was a step in the right direction, though it might be difficult for schools to adequately prepare students, considering the constraints of the school schedule.

I wasn’t able to attend Peadar Callaghan’s *Total Participation Techniques* or Michael Jones’ *Smart Use of Smart Phones: QR Codes in the Classroom*, but I had seen them before and would highly recommend both of them. In fact, I caught Michael Jones’ presentation at this year’s [STEM](#) conference in May and was able to start integrating QR codes into my classes the following week – clearly immediately applicable!

The Post-conference Dinner

This was the first time I’d ever attended a post-conference dinner. I almost skipped it; since I had gone to the conference alone, I thought it would be awkward for an outsider to join the KOTESOL bigwigs and regulars, who all seemed to know each other. I needn’t have worried: I felt completely welcome; the food was decent; I made a few new friends and connections. Lesson learned! I’ll never pass up a post-conference dinner again.

The Not-the-Best

Lest you think I’m practicing a little too much of Marc Helgesen’s positive psychology in this glowing review, I’ll take a moment to observe that the venue was a little difficult to access, and the lunch offerings were pretty meager for the price (but then, this was made up for by Costco, which supplied free muffins and cookies). I was also disappointed by the dearth of publishers in attendance; the big ones were there, but I had been looking forward to perusing a more extensive selection of textbooks and graded readers for next semester.

Ultimately, though, this was a great weekend. I can’t wait to try out these new ideas in my classroom – nor can I wait for KOTESOL’s International Conference this October!

A New Wrinkle in ELT?

*By Phil Owen, Chair
2012 International Conference Committee*

I noticed a new wrinkle at the 2012 Korea TESOL National Conference. Our two plenary speakers were looking at learners and teachers in a different way. Perhaps we could say they approached their talks by looking at what it means to be human and how that impacts classes and learning.

I have often heard teachers say “How can I motivate my students?” Drawing on the work of Daniel Pink, Tim Murphey addressed that question head-on saying, “Meaningfulness motivates.” He meant “meaningfulness” in a broader way than we often use it. Language teachers usually focus on “meaning” in reading or listening comprehension, for example. (Can the student find the right person in the picture?) This is fine, but Murphey went deeper to examine how humans create meaningfulness. And he came about it from an angle language teachers don’t often look at.

Humans have been conditioned over millions of years of evolution. One trait which developed is a need for “Agency.” Agency is the need we have to be in control of some part of our environment. “Agency,” and “Autonomy” which goes with it, is part of what makes us human – giving us curiosity and the drive to learn new things. We also find that using our “Agency” and “Autonomy” is a source of pleasure. This is not just a nice result; it is a hard-wired reaction developed in our brains.

Another part of our sense of “meaningfulness” is our sense of “Identity” and the “Altruism” which goes with it. Once we have an idea of who we are and how we relate to others around us, we begin to feel connected to and empathize with others. This also is hard-wired into us – we all have “mirror neurons” in our brains. This means that, when we SEE

something being done, our brains act as if WE are doing it. This mirroring re-enforces a feeling of connectedness and passes along information. Again, these mirror neurons, and these feelings of empathy, are not just nice things to have and are not just part of our personality or up-bringing or being a “good person.” They were important in our evolutionary development and are still important to the way our brains work.

Marc Helgesen, the other plenary speaker, addressed what psychologists have learned recently about “Happiness,” and the “Science of Well-Being” and “Positive Psychology.” It turns out that “happiness” is not just an accident or a feeling when things go well. “Happy” people have certain habits which they share. Among other things, these habits include: thanking, forgiving, and complimenting people, and enjoying the moment. Marc has taken each of these habits and developed activities that we can use in the classroom to promote English learning and, at the same time, help our students practice habits of happiness.

What struck me about these presentations is that, while maintaining legitimate classroom activities, we can begin to work with students (or allow students to work) on deeper levels. We can begin to understand not just the grammar and vocabulary we want to teach, not just the social and psychological foundations of learning, but we can begin to understand the physiological and evolutionary foundations of learning. We can try to tap into the brain in a more organic way.

On another note, one thing which struck me was that both of these speakers live and work in Japan. They both saw the devastation and loss of life brought about by the earthquake, tsunami, and nuclear accidents of last year. I

wondered aloud to them if the tragedies of 2011 hadn't started them thinking about the more fundamental issues of life – or at least issues more fundamental than subject-verb agreement. Neither man confirmed or rejected my suggestion. If 2011 has had an impact on them, perhaps it is underneath the conscience radar. Perhaps that is where such influence should stay. But tragedies of such proportion do make me wonder about the importance of what I do and of how I do it – to re-evaluate my impact on the world and on my students and colleagues (and of their impacts on me). Defining and re-defining

“happiness” and “humanness,” and “meaning” is always a good base to which to return.

Obviously, any work with the brain (and any layperson's understanding of it) is complex and open to change and refinement. But I hope that we, as educators and language teaching professionals, will not shy away from this new frontier, or from exploring why we do what we do.

Both Tim Murphey and Marc Helgesen have numerous materials up on the web for further reference.

Reflections on Organizing the NatCon 2012

*By Brad Serl, Busan-Gyeongnam Chapter President
2012 National Conference Committee Chair*

On Inception

Having chaired (and co-chaired) the Busan-Gyeongnam Chapter summer conferences in 2010 and 2011, I figured that it wouldn't be that much harder to organize the National Conference in 2012; after all, it would basically be the same as 2011, only with three times more speakers and, hopefully, three times more attendees. If only I had known then what I do now . . .

The first real hint that this would be far more complex than what had come before came when I had to submit a formal proposal, replete with budget, which had to be ratified by the National Council. With our previous Chapter conferences, we were really answerable only to ourselves: the National Council could advise, yes, but make changes, not so much. Fortunately, the proposal got approved, and I was free to move forward with putting together a team to help me put the conference on. Hindsight provides me with the insight that it may have been better to do this before committing to an event of this scale, but that's of no use now, is it?

It was suggested that I put forward a proposal to get a national conference committee formed, and once that was done, we were away to the races. I would like to take the time now to thank my core team of hardworking, enthusiastic, vaguely masochistic individuals who made the conference possible. Without them, there wouldn't have been a donut's chance in a police station that the event would have been of the caliber that it was. Thank you, ladies and gentlemen.

On Organization

One of the things that really made putting the conference together interesting was that the three individuals most responsible for most of the work (Dave Shaffer, Rob Dickey, and Eric Reynolds) had all chaired major conferences before, and had far more experience in this kind of thing than I did. They knew what had to be done, what things I hadn't even considered, and were very capable of taking on a part of the project and doing it with very little input from me on the decisions that had to be made to make things happen. This proved to be both a blessing and a curse, as I

would occasionally get emails that made me say, “You did what?!” in amazed and (far less frequently) alarmed tones. It was great having a group of self-starting, confident individuals that knew what needed to be done, and only needed to touch base with me to let me know what was going on, or to get my input into some of the bigger decisions. They were also willing to let me run the show, and to abide by the decisions that I made, with input from them, of course.

It’s really wonderful that people like this exist in the organization since chapters with a smaller executive, or an executive that is often swamped with the realities of life outside of KOTESOL (the Busan-Gyeongnam Chapter executive has both of these characteristics), have a very hard time putting on large events without outside help.

Some of the hurdles we had to cross on the way from conception to execution (i.e., arranging the venue, getting speakers, booking hotels, making lunch arrangements, getting materials printed, etc.) had a way of running out in front of us again: like the conversation I had with the BUFS administrator who informed me that the paperwork confirming our use of the facilities had been lost (or something), and there was the possibility that another group might have booked the facilities. This conversation happened 10 days before the Conference. As you can imagine, my heart almost stopped, and I mentally started going through the big guns I knew on campus who might be able to help rectify this potential disaster. Fortunately, nobody else had booked the facilities, so there was no need for me to enact any of the more Machiavellian schemes

that I had feverishly concocted to avert disaster.

Despite the hiccups that happened along the way the Conference was, in my opinion, a success. Turnout was lower than I had hoped (around 200, instead of 300-350), but I didn’t hear anything negative about any of the presentations. There was a very congenial atmosphere at the conference, and at the following dinner and post-dinner party, and I know I, for one, met some truly amazing people.

On Success

As an organizer, and as a chapter president who’s eager to increase chapter membership and meeting attendance, I initially focused on turnout as the true measure of a successful event. I’ve learned though, that there is no way to control how many people will come out. Maybe the weather will be too bad or too good, and people will either not want to brave the rain or may decide that there are other things they’d rather be doing than sitting in a room all day when the sun is shining, the weather’s warm, and it’s time to work on their tan. Instead, I think that it is important to arrange the best speakers you can (by whichever rubric you use to determine “best”), do what you can to make sure everything is well organized and happens smoothly, and on the day of the conference, know that you did the best you could do with the things you could control and not worry about the things you could not.

I wish the best for whoever organizes the 2013 National Conference, and if you need people to help organize it, I’d be happy to help out.

The Authors



Lindsay Herron has been a visiting professor at Gwangju National University of Education in Gwangju since 2008. Prior to that, she taught English on a Fulbright grant at

Seogwipo High School in Jeju-do. She has a master’s degree in Cinema Studies from New York University and bachelor’s degrees in English and Psychology from Swarthmore College, has worked at several top publishing companies in the United States, and has recently finished her CELTA-YL Extension.



Phil Owen, MEd, MDiv, got his start in teaching English in graduate school at UCLA. After that, he taught in several programs in the US. Phil moved to Korea in 1999 to work at the Language Education Center of Kunsan National University. A year later, he joined the English Department as a visiting professor and has been there since. Phil is active in, and a past president of, Korea TESOL and frequently does workshops. He is the chair of this year's KOTESOL International Conference Committee, and in his free time he enjoys travel, movies, and Korean green tea. He can be contacted at phil.owen.99@gmail.com.



Brad Serl came to South Korea in 2002. Since that time, he has worked with students as young as six and as old as seventy-five. His undergraduate major is in Rhetoric and Composition from Thompson Rivers University. His MA is in Applied Linguistics from the University of Birmingham and was completed in September 2010. He is currently president of the Busan-Gyeongnam Chapter of KOTESOL and is a coordinator in the teacher training department at Busan University of Foreign Studies. Brad is currently working on a PhD in ELT and Education Management, focusing on teacher motivation.

The Annual Jeonju-North Jeolla KOTESOL Drama Festival

Enter your students in this entertaining event, where all ages and levels of students are welcome. This festival will give your students a chance to use their English in a new and exciting way. All students will get certificates of participation for being part of the fun.

Date: November 17, 2012 (Sat.)

Place: Jeonju University

Time: 1:00 pm

Cost: 35,000 won/team

Requirements:

Each team will perform a 10-15 minutes play of any type. Each team must be no larger than 8 members in the senior division (middle school, high school, and university groups) and 10 members for the junior division (kindergarten and elementary groups). We will accept 6 groups in each division. Each group must have at least one teacher as their coach.

Prizes:

All participants will receive a certificate of participation. Prizes will be awarded in a variety of categories (best acting, best pronunciation, best costume, and many more). There will also be first-, second-, and third-place prizes in each of the two divisions.

Enquiries:

Email Shawn DeLong at delong76@yahoo.com or call 010-9223-0730.
Registration by email only.

CONFERENCE REPORT: ACTA 2012

Four “G’days” in Sunny Queensland!

By Linda Fitzgibbon, Korea TESOL Member

The ACTA (Australian Council of TESOL Associations) International TESOL Conference and the Pre-Conference Pronunciation Symposium were held in Cairns, in tropical far-north Queensland, Australia from July 2-5, 2012. The Conference’s theme of *TESOL as a Global Trade: Ethics, Equity and Ecology* lead the keynote speakers and others in exploring ethics, equity, and ecology in discursive ways.

The aim of the Conference, hosted by AATESOL NSW, was to engage educators, researchers, and policymakers in discussion and debate around the notions of the responsibility that our profession has to guarantee that ethical standards of practice are maintained, and to ensure that the principles of language ecology are valued. The speakers, the Conference venue, and the Conference’s atmosphere all



helped to ensure that AATESOL’s aim was met. I attended this conference, not because I wanted a few days in the glorious tropics, but because I wanted to meet Suresh Canagarajah. And I did! After his talk, I raced up to him and gushed, “Professor, I have your book.” He smiled while he asked, “Which one?” Oops!! This was how a lengthy and very helpful conversation began, there in the balmy tropics, in sight of the many palm

trees around the city of Cairns. His presentation had been the perfect (re-) structure of the introduction of my PhD thesis (as it is called down-under), and when I told him about this, he volunteered to read it. I got much more than expected from AATESOL and the ACTA Conference.

Dr. Tove Skutnabb-Kangas’ academic interest in indigenous, tribal, minority, and minoritized (ITM) languages was highly suited to the location. Far-north Queensland has a large population of indigenous people whose first languages have been displaced by English. Dr. Skutnabb-Kangas stated that ignoring people’s first language was a “crime against humanity.” I don’t think her research area has much relevance in South Korea; however, it is very relevant to countries like Australia where colonizing forces have devastated indigenous languages.

For me, the most interesting session of the conference was the one by Professor Robert Phillipson, who spoke about the impact of the British Empire and explored the ways in which the English language has become an empire. His presentation positioned the English language as imperialistic and ended with the idea that the teaching of English needed to be related to local needs. I spoke with him and his wife, Dr. Tove Skutnabb-Kangas, over a morning tea of traditional Australian Anzac biscuits.

I attended a session by a Dr. Hui Du, a Chinese academic, who explored the compulsory English classes at universities in China. He said that these classes were ministry-level document driven – an interesting model for other countries in the region.

Dr. Graeme Couper, from New Zealand, who teaches students from North East Asia, conducted a session about his research on pronunciation, *A Student-Centred Approach to Teaching Word Stress: Applying Research Findings to the Classroom*, which was fascinating. I could image his classes alive with students actively working on their pronunciation. The basis of his work, albeit in an ESL context, is to teach critical listening, a skill aimed at listening for the contrast between different forms of sounds.

Having access to the invited speakers was the most rewarding part of the Conference. All invited speakers were present for the 17.5 hours of the Conference, attending others' sessions and the evening functions as well. As there was no "separate space" for invited speakers, all Conference attendees were able to mingle and talk to them. I know that they travelled many, many hours to get to Cairns, and its tourist attractions could have easily lured them away from the Conference. Perhaps some of them visited the Great Barrier Reef after the Conference.

I really appreciated the time, humility, and generosity of all of the speakers. I also deeply appreciate the time put in by the organizing committee. They worked hard but not as hard as KOTESOL's ConComm; the \$AU500+

registration fee made it possible for ATESOL to outsource much of the Conference's administration.

VicTESOL will host the next ACTA International TESOL Conference in Melbourne on October 1-3, 2014. I hope to see many of you there!

The Author

Linda A. Fitzgibbon began her career with a Bachelor of Education earned in Australia, after



which she taught primary school. Later she did a Graduate Diploma in Applied Linguistics (Languages Other Than English), and then taught Spanish and Indonesian in Australian primary schools. In 1995, Linda completed an MA TESOL at the University of Canberra; her thesis interrogated the imported reading materials used in an English medium school in Macau. In 1999, she ventured to South Korea for a decade of teaching. She is currently a PhD Candidate in Applied Linguistics at the School of Languages and Comparative Cultural Studies, University of Queensland in Australia. Linda is a lifetime KOTESOL member.



CONFERENCE REFLECTIONS: ACTA 2012

A Mind-Opening Experience

By Julien McNulty

How far would you go to open your mind? Would you go to the end of the earth to push your paradigms? How willing are you to change your beliefs? At what cost? I have travelled the world, heard many a heroic story, tribulations, tales of tragedy, and triumph of the human condition. I have personally witnessed too many atrocities, yet somehow I remain relatively unscathed. Through all my experiences, I admittedly have some rather white-bred views of the world. I can't change that; I was raised to believe I could do anything, be anyone, go anywhere. I had little sympathy for those who took an opposing view, seeing those naysayers as self-defeatists. However, I was indeed a victim of a different kind: though I believed I showed compassion, though I had worked with the ill, the challenged, and the poor, I could not fathom their reality. At the end of the day, I could always *leave*. The travesty here is that I was okay with it all. There is one nagging flaw with my wonderful sentiment here, and it could be put that I never wish to be considered an ignoramus. Just as a young boy scared by a near-drowning experience took to swimming, then became an avid scuba diver to overcome his fear of sharks, I dive (quite literally) into any experience that can help me avoid, as Yoda put it, fear leading to anger, anger leading to hate. One day of examining the Aboriginal Peoples' plight in Australia changed my entire perspective and approach to language and cultural hegemony. This happened at ACTA 2012 in Cairns.

Be a winner. Be the best. Be on the winning team. Reach for the stars. Never give up. Be whatever you want. Don't let anyone else's

opinion of you become your reality. These are values, ethos, that have been imbued in me since as long as I can remember. Ultimately, these tenets transformed into a belief that English was the winning team, that the ultimate form of expression was a language my parents spoke to me. How cool is that? I was born onto the winning team! Learn English, 3.5 billion people can be wrong. It's the most geographically diverse language in the world. There is solipsism there too; I believed that my particular kind of English is neutral, and thus ideal, universal, correct. Sure, there are major dialects, but mine is the best. Even if it's not, Western Canadian is still English, and if you speak English then you are a winner. The battle is at least half won. Right? So let's teach everyone else English, our way, and the world will be a better place. But what if...we hobble, what if we handicap the language learners from the very outset? You can't reach for the stars because they aren't for you; don't bother trying because we consider you a failure from the word "go." Don't attempt to play our game because we will force you to play by a different set of rules, and we will assume that depriving you of proper practice conditions and play environments will only enhance your ability to compete with us. Our opinion of you is all that matters because we hold the money, the opportunities, and we define success, not you. Is this fair play?

On July 4 this year, I walked into the ACTA conference in Cairns, Australia, thinking that fair play didn't matter; we were all on equal footing. What a colossal waste of time would this conference be; a self-hating flagellation

that could only bore through its inaction. I paid good money to go to this conference though – about 300,000 won a day – so I might as well get my money’s worth and hear what the scholars had to say about equity and ethics in Aboriginal Education in Australia. I talked about the E’s in Education in my most recent pecha kucha presentation, so at least the morning’s plenary would grant me added material to improve my pecha kucha.

The July 4th plenary was Jane Simpson and Gillian Wigglesworth’s presentation on *Ecology, Equity in Education in Australia*. Their study focused on five remote communities in central Australia, examining the language ecology of the children there. It was enlightening to learn about the teaching of English as Second Dialect. Moreover, it was the abject reality of the NAPLAN standardized testing done with these children. Consider that most of the students haven’t encountered a native speaker until they enter elementary school; then compound the situation with a virtual revolving door of teachers (the average tenure is eight months); realize that the average teacher has little or no language teacher training or experience. It is evident that the students truly are in an EFL environment. What is then disconcerting is that the NAPLAN standardized test, given in years 3, 5, 7, and 9, uses language and meta-language that isn’t even acquired until later in the educational pyramid; the aboriginal students never had a chance. There are words and nomenclature that aren’t explained until year 6, but appear as part of the instructions of a question in year 3; students are expected to discern for themselves the meaning. For example, consider the following mathematics question: “Bisect the tangent of this geometric diagram.” An ESL student in grade 3 may not even know the words bisect, tangent, geometric, or diagram, yet he is expected to answer the question. Later, in year 7, a similar question is given, “Identify the correct angle of the line that cuts the tangent in half.” It is bizarre that the higher level’s question is more simply worded. These types of questions are clearly difficult for any

student, so why is this more problematic for ESL students? Factor in a foreign environment, we administrators that tell students they will likely never succeed in the “white man’s world,” add the general environmental construct of the education system, and at best, we destine these children to failure.

What I gleaned from all this is that our approach to assessment is inherently flawed. Shouldn’t we be wording questions in manners that are comprehensible to the students? Should our role as test makers be to optimize the test takers ability to show what they know? Are we doing that now? If CCQs are good for classroom management and concept checking, shouldn’t we have a way to make sure students actually understand the question? When we come from a society that encourages questioning and enhances doubting, we demand that in our world, students ask when they are confused. However, is that precept, that paradigm the same the world over? I posit that it is not, and I put it to you thusly: how important is a driving test when all you want to do is sail a boat?

The Author

Julien McNulty has been teaching, training, facilitating, or instructing in some form for 20 years. He has taught French, Spanish, History, and Special Education in British Columbia, Canada. He has also worked as a corporate trainer, then as a bilingual training consultant in Toronto, developing an accent optimisation program in India. Teaching English in Korea since 2008, Julien is a language skills instructor at Chosun University and was the Chair of the 19th Korea TESOL International Conference 2011. Most recently, he is the co-founder of ESL-ling, a consulting company specializing in camp creation, executive presentation skills, and teacher training. Email: julienmcnulty@gmail.com



CHAPTER NEWS

Busan-Gyeongnam Chapter

By Brad Serl

Hello from BG KOTESOL. Busan-Gyeongnam Chapter has had a pretty quiet summer: as it's vacation season for many, we don't hold regular meetings in July and August. We did have a reflective practice group meeting in July, with around 10 people attending. In September, we're starting the semester with a bang as we have the privilege of having Scott Miles presenting on memory and learning. It should be fascinating!

We will not be having a chapter meeting in October as we will instead be encouraging our members to attend the International Conference in Seoul on October 20-21. November will be our Chapter's ABM and election results.

Creative Thinking Techniques to Improve Communication." We practiced using techniques to scaffold students as they develop the ability to communicate in English.

In the next couple months, we have invited the following speakers to introduce their topics to us: Jonathan Jordahl, "If You're Not Having Fun, You're Doing Something Wrong! – The key to successful communicative use of English in the classroom"; Brad Serl, "NEAT, the National English Aptitude Test"; and Dr. Heebon Park-Finch, "Using Literature and Film as English Language Teaching Resources."

Additional Chapter Officers that have recently been decided upon are: Treasurer: Ed Brann ed.brann@gmail.com; Secretary: Martha Straw mkstraw4@gmail.com; and Member-at-Large: Josette LeBlanc josette.leblanc@gmail.com

Daegu-Gyeongbuk Chapter

By Martha Straw

We have held interesting and useful workshops ranging from what type of materials to use in the classroom to Martin Luther King, Jr. as a topic to discuss Korean students' self-identity. In June, Michael Griffin conducted the workshop "Materials Light" Teaching in South Korea? based on Dogme language teaching. "Dogme" refers to a communicative approach to language teaching without published textbooks, and it focuses on conversational communication among learners and teacher.

In July, Earle Philadelphia offered a discussion called "Martin Luther King, Jr. and Exploring Korean Students' Self-Identity." We learned how students' own racial identity serves as a foundation for cultural discussion.

Sara Davila presented a hands-on lesson on implementing creativity to a packed room on September 1. Attendees enjoyed "Using

Gangwon Chapter

From Amelie Kelly's Facebook Report

KOTESOL-Gangwon Chapter had a great showing at Cambridge Day in Seoul on Saturday, September 25. Those attending were Andee, Cody, David, Micheal, Pat, Sunnette and our newest member, Elizabeth. At Cambridge Day, we learned a few good tips, shared a bunch of laughs, and enjoyed some time together before busing it back to our respective homes. Thanks to everyone who came out and made our little Chapter proud!

Stay tuned for upcoming news and details on the International Conference next month. (Remember: If you are presenting next month, let us know – we'll help sponsor you with 75,000 won!) Also, we'll have a meeting room at the International Conference, where Chapter members can gather on Saturday at lunch with a surprise guest presenter!

Gwangju-Jeonnam Chapter

By David E. Shaffer

This has been a rather busy summer for the Gwangju-Jeonnam Chapter, the busiest in memory, as a matter of fact. This summer, the Chapter has held regular monthly meeting in June, July, and August; a rooftop picnic later in August; and our annual outreach to the Suncheon area to start off September.

June Chapter Meeting

Our June 9 Chapter meeting program aroused particular interest and brought over 40 attendees to the meeting. The program featured a presentation by Michael Rabbidge and Nico Lorenzutti, both of Chonnam National University, entitled *The Bimodal Narrative Approach: Extensive Reading and Listening*. They explained a well-organized course that they had planned and taught that was interesting, motivating, and effective. Jacob Boer (Taebong Elementary School, Gwangju) followed with *Fun and Games – Every Child's Language Learning Preference*. This presentation of innovative activities created by the presenter for young learners was of interest to everyone due to their easy adaptability.



Jacob Boer Presenting his bag of Language games and activities at the June Chapter meeting.

July Chapter Meeting

Our July 14 Chapter meeting featured a two-hour workshop by KTT Coordinator Tim

Thompson of KAIST, *Creating Practical and Original English-Based Lessons*. The presentation began with a discussion of lesson objectives and expected outcomes, and workshop on new lesson plans was conducted, followed by an overview of how to design creative and practical lessons. The attendance was in the 30s, considered very good for an early summer meeting when many members are away. Doug Stuber presented one of the swap-shop ideas: motivating research by students for project work. Viva May Cabrerros presented two fun language learning activities, and Henry Gerlits presented a three-question, short student presentation as a regular class warm-up.



Doug Stuber describing his swap-shop idea on student project work at the July Chapter meeting.

August Chapter Meeting

Last year we had our first August meeting, and although the turnout during this vacation period is lower than at other times of the year, those who are able to attend are happy to not have to endure a two-month lapse in Chapter activity. Our August 11 meeting featured three presentations: *Reflective Teaching: Improving the Learning Context* by Allison Bill (Jeonju University), *Facebook and English Learning in Korea* by Jeremy Bissett (Chosun University), and a non-ELT presentation by Chapter President David Shaffer, *Korean Highlights: Four Decades of History*, marking the major events occurring during his time in Korea.



The attendees at the August Chapter meeting taking part in the break-out session of Allison Bill's presentation.

August Rooftop Picnic

Successfully wedging itself in between the tropical-storm rains of August was the Chapter's first summer social function – a downtown Gwangju rooftop picnic. More than forty people came to partake of the barbeque, the homemade Filipino spring rolls by Viva May and Kristine, and the best pizza in Gwangju by Tim Whitman. The event included poetry reading and music by members under the starlit sky on the night following Chilseok (August 25).

September Outreach Workshop

Again this year, the Chapter traveled to Suncheon to hold our outreach workshop at Sunchon National University. This year we had brand new facilities to hold our September 1 event in, and thank James Hunt for his organizational efforts as venue coordinator. The workshop featured six presentations: *Warmers and Warm Downs* presented by Tim Dalby, *Classroom Activities for Young Learners and Teens* by Viva May Cabrerros, *Extensive Listening through a Personal Goal Project* by Gina Yoo, *Creative Reading and Writing for Children* by Allison Bill, *Online and Mobile "Flash Cards" with Quizlet* by Phil Owen, and *Easy Integration of Videos and Other Media into Grammar- and Function-Focused Lessons* by Lindsay Herron. A sample of the Swap-Shop

session of regular Chapter meetings was presented by Doug Stuber and David Shaffer, and the afternoon concluded with door prizes. The outreach attracted over forty attendees, a majority of whom were non-members.

Upcoming Events

Scheduled to present at our October 6 meeting are Nico Lorenzutti (Chonnam Natl. University)

With *Dynamic Listening Activities for Using Pop Songs in the Classroom*, and Catherine Peck (Chonnam Natl. University) with *Building Speaking Confidence: Teaching from a Discourse Perspective to Encourage Longer Speaking Turns*. We expect both to be outstanding presentations. Our November 10 meeting features Heidi Vande Voort Nam (Chongsin University, Seoul) with her talked-about KTT presentation, *Do They Get It? – Six Techniques for Monitoring Student Comprehension in Class*, and Matthew McLaughlin (Chosun University) with his all-new presentation on warmers and coolers. Winding up the Chapter meeting year on December 8 will be Henry Gerlits (Gwangju University) presenting *Good Teachers and Bad Coursebooks: Adapting Materials to Fit Your Class*, and Warren Merkel (Chonnam Natl. University) presenting *Implementing Writing Activities into the English Classroom in Korea*.

The 20th Annual Korea TESOL International Conference will be held on October 20-21 at Sookmyung Women's University in Seoul. This year, Chapter members presenting at the Conference are Dr. Yeon-seong Park, John McDonald, Henry Gerlits, and Dr. David Shaffer. Pre-register before September 30 to receive reduced registration fees.

For more information, visit us regularly online on Facebook (Gwangju-Jeonnam KOTESOL) and at our Chapter web pages (<http://koreatesol.org/gwangju>). Send inquiries to gwangju_kotesol@yahoo.com or chosunu@yahoo.com. We hope to see you at our upcoming Chapter events.

Jeju Chapter

By Darren Southcott

Jeju Chapter has had a quiet summer due to the lack of a Chapter meeting following Tim Dalby's visit in June. Jeju Chapter officers met to discuss the upcoming new intake of EPIK teachers and how to encourage their attendance at our workshops, plus how to increase membership among *hagwon* (language school) teachers. Jeju Chapter has decided to target newcomers to the island as a priority and has established contacts with the local Provincial Office of Education to ensure a healthy attendance at the next meeting. Robert Dickey is due to conduct a workshop on the island on Saturday, September 15th, at Jeju Foreign Language Center in Jeju City.

Jeonju-North Jeolla Chapter

By Ingrid Zwaal

Jeonju North Jeolla Chapter had a quiet summer. Our last meeting of the first semester was June 9. Peadar Callaghan presented on using comic books in the classroom, followed by a swap-shop and a barbeque. Our first meeting of the second semester is on September 22 at Geun Young Girls' High School. Our presenter is Anjee Disanto, who will present *Feels Like Fiction: What Famous Authors Can Teach Us About Teaching Writing*.

We would like to remind everyone that our drama festival is coming up on November 17, so if you want to enter a team, start rehearsing soon, and contact us for more information. You can also check for details in the International Conference program book.

Seoul Chapter

By Mike Handziuk

Seoul KOTESOL had a good turnout in August for John Steele's workshop on *Curriculum*

Design: Dealing with Issues in Conversation Classes. The workshop addressed questions like "What role does the textbook play?" and offered sources of activities with group work.

On our regular meeting day of September 15, the Chapter attended Cambridge Day where about 200 people showed up. It was a productive afternoon with four good sessions, tables full of books, and a great networking opportunity. Now we can look forward to a separate Oxford Day after the International KOTESOL Conference. Seoul Chapter will be well represented at the International Conference – in concurrent-session presenters, Conference Committee members, and attendees, as well Chapter member and past president Dr. Kyungsook Yeum will be giving a featured presentation at the Conference, and she will be co-presenting a features 20/20 Session with past president Tory Thorkelson.

Our November 17 workshop is *Fresh Ideas for the Classroom*, to be presented by former marine Spencer Rains; we're planning on setting out extra chairs for this workshop. Our Christmas Dinner is scheduled for December 8 at a place to be announced (Members: 25,000; Non-members: 35,000). We will be starting off 2013 with monthly workshops on January 19 and February 16 at 3 pm in Injae-gwan.

The Annual Seoul KOTESOL Conference, with the theme of "Preparing for Tomorrow: Real Ideas for Real Classrooms," will be held on Saturday, March 30, 2013. Seoul KOTESOL is currently accepting presentation proposals. Please send your proposal and short biographical brief to John Steele (steele@cau.ac.kr) by November 30, 2012. Visit www.seoulkotesol.org for more information.

Suwon-Gyeonggi Chapter

By Matthew Millar

In May, members of Suwon Chapter travelled up to Seoul to attend a workshop given by Dr. Thomas Farrell from Canada. Dr. Farrell's presentation was very interactive and very


informative on the topic of reflective writing practice. This, he said, is much more than descriptive writing. He said it was a process of thinking about how your day in the classroom went and writing about it in a journal. He also highlighted the importance of critical thought – the awareness of what and why you do what you do. Another key point was that making a habit of writing was extremely valuable, but the quality of the writing wasn't important as it is for only you to read.

June's workshop was held in the usual place – the General Lecture Building at the University of Suwon. David Shaffer, a Professor at Chosun University in Gwangju, visited our Chapter to facilitate a workshop called “Myth-Conceptions on Language Learning and Teaching.” This was a very thought-provoking workshop. It included many useful opportunities to discuss different approaches and theories regarding language learning and teaching. It provided an excellent opportunity for attendees to share their ideas (and they

had plenty) and for us to pick Dr. Shaffer's brain. We all benefited from Dr. Shaffer's vast knowledge and experience, and there was some great input from the attendees as well.

During July and August, Suwon Chapter took a break for the summer vacation.

As for upcoming events, we will have Professor Brad Serl from Busan University of Foreign Studies coming up to present a workshop on the NEAT exam on September 1. However, in October we will not have a workshop, because of KOTESOL's international conference. November's speaker has not yet been confirmed, but we are lucky to have been recommended a number of great presenters. There may also be a workshop in December to make up for the one lost in October. This could be a combination of an academic workshop followed by a social gathering, or simply a social gathering, depending on the responses from our members.



Seoul KOTESOL Conference

Call for Presenters

Seoul KOTESOL is seeking workshop type presentations

March 30, 2013 (Sat.)
Sookmyung Women's University, Seoul

Preparing for Tomorrow: Real Ideas for Real Classrooms

Information for Presenters:
We welcome first time and experienced presenters!

Presentations will be one of two types:

1. **Regular Workshops (50 min. in length).** These address an aspect of the theme above.
2. **Pecha-Kucha (6 min. 40 sec. in length).** Presenters show 20 images in total automatically times to change every 20 seconds, giving only 20 seconds to describe each image/slide for a total presentation time of 6 min. 40 sec.

Presentation proposals should have a snappy title, be written in descriptive paragraph style, be at least 200 words in length, include biographical information with your most recent workplace and up-to-date cell number, and email address, and must fit together on ONE A4 page and be in DOC file format.

Proposals should clearly state the level of students it is aimed at (Young Learners, Middle/High School, University, Adults, Business, EAP, etc.).

The **deadline** for workshop proposals is at **November 30, 2012.**
Send your proposal and a short biographical brief to
John Steele: steele@cau.ac.kr

SPECIAL INTEREST GROUP NEWS

Christian Teachers SIG

By Heidi Vande Voort Nam

Thirty teachers joined the CT-SIG at Jeonju University on June 2 for its third symposium. In the morning, participants were invited to discuss how they express spiritual fruit in their lesson planning, classroom management, and evaluation, while sessions pointed to different ways of displaying spiritual fruit in the classroom. Rhonda Everson stressed the spiritual importance of providing a clear road map for students through clear and well-planned instructions. Chad McDonald described how he challenges students to think critically with the Socratic Method. Heidi Vande Voort Nam differentiated between punitive discipline, which discourages students, and positive discipline, which builds students up. April Wilcoxon explained how she led her students through a group project which helped them develop a heart for people who suffer from human slavery. We are grateful to Brian Heldenbrand and the team from Jeonju University that made us feel so welcome.



Heidi Vande Voort Nam addresses the Christian Teachers SIG's symposium on positive discipline for building students up at Jeonju University in June.

As is our custom, the CT-SIG will hold a lunch-time gathering at the 2012 international conference. Those who attend the meet-and-greet session at the conference will have an opportunity to meet other Christian teachers as well as find out more about upcoming events for Christian teachers in Korea. Future CT-SIG events will also be announced in our [Facebook](#) group and our [Yahogroup](#). For more information about the Christian Teachers SIG, contact [Heidi Nam](#).

Extensive Reading SIG

By Scott Miles

The Extensive Reading SIG will once again be hosting the Extensive Reading Colloquium at this year's KOTESOL International Conference. We will have seven speakers giving short presentations sharing ideas on how to implement and run extensive reading in the Korean classroom. See our SIG page on the KOTESOL website for more information. Additionally, Korea has been selected for the second Extensive Reading World Congress to be held in September of 2013. Following the Colloquium, we will have a meeting discussing this event and how educators in Korea can participate. Contact ER-SIG Facilitator Scott Miles (scott@dhu.ac.kr) for more information. Finally, we have heard the news that Rocky Nelson, a pioneer of extensive reading in Korea, will retire and leave Korea at the end of this year. Rocky has given tremendous help to the ER-SIG as a reliable and popular presenter, and he will be giving what might be his last presentation at this year's Colloquium. The ER-SIG wishes to express their deep appreciation for the considerable work that he has done in promoting extensive reading in Korea.

Reflective Practice SIG*By Michael Griffin*

It has already been a very busy year for the RP-SIG. Interest in reflective practice and the RP-SIG seems to be increasing, which is great to see. One reason for this might be the "Reflective Day" that we held on May 20th with Dr. Thomas Farrell in Seoul. We are happy to announce that there are monthly (or nearly monthly) meetings going on in Seoul, Daejeon, Daegu, and Busan. The Seoul meetings are held on the second Sunday of each month, and the Daejeon meetings are held on the third Sunday. The Daegu and Busan meetings are being held on the same day as their respective KOTESOL chapter meetings. Please see the Spring issue of *TEC News* for details on what the RP-SIG is all about and the typical flow of a meeting. Feel free to email kotesol.rpsig@gmail.com with any questions.

(Note: We wish to clarify that the RP-SIG report in the Summer 2012 issue of *TEC News* was submitted by Michael Griffin, but the thoughts of Alex Walsh, the bulk of the report, were contributed by Alex Walsh. – Editor)

Young Learners & Teens SIG*By Jake Kimball*

For KOTESOL members who teach children and teenagers, or those involved in the training of YL teachers, we offer our community as the only go-to place, both online and even face-to-face a few times a year. It is only with your input and contributions that we have a vibrant network of friends and colleagues helping each other. Based on interest at chapter meetings and regional conferences, not to mention the upcoming International Conference, there is a need for and a heavy interest in a community of resources for YL teachers.

The summer months have been quiet, but the International Conference is coming soon (October 20 & 21). At the IC, there will be plenty of presentations and workshops oriented to meet the needs of YL teachers.

Get involved today! Feel free to contact me at ilejake@yahoo.com. *Our SIG has an online presence. Visit the KOTESOL website for more information about how we can help you with your professional needs and interests. There is also a Facebook Group so you can connect with others.*

**CALL FOR PARTICIPATION**

**You are invited to the
TESOL International Convention & English Language Expo**

20–23 March 2013*

**Opening Session takes place on the evening of March 20*

Dallas, Texas, USA

KOTESOL MEMBERS IN THE NEWS

A glimpse of what is happening in the professional lives of members of KOTESOL in recent months.

International Events

Dr. Mijae Lee (KOTESOL President) spent July 2-5 in Australia. She was selected as the official KOTESOL representative to ACTA 2012, the Australian Council of TESOL Associations International TESOL Conference, held in Cairns.

Tim Thompson (Daejeon-Chungcheong Chapter, KAIST) launched a new website, Education Anywhere (www.educationanywhere.com) on August 1 to give teachers the chance to offer speaking practice using video recording. An article on this website launching was carried in the August 9 issue of *The Korea Herald* and featured in the August 8 issue of *TESOL English Language Bulletin*.

Lifetime Memberships

Four KOTESOL members have become lifetime members in recent months. They are as follows:

Billie Kang of Gwangju-Jeonnam Chapter became KOTESOL's 67th lifetime member on May 13th. Billie teaches at Taebong Elementary School in Gwangju and is a Master Teacher in elementary school English in the public school system.

Andrew (Andee) Pollard of Gangwon Chapter became KOTESOL's 68th lifetime member on September 3. Andee is Vice-President of his chapter and teaches at Kangwon National University, Samcheok Campus.

Maria Pinto, a member of the Daegu-Gyeongbuk Chapter for many years, before moving to the Universidad Tecnológica de la Mixteca in Mexico, became KOTESOL's 69th lifetime member on September 6. Maria is an Editor-in-Chief of the *KOTESOL Proceedings*, and Editor of the 2012 *International Conference Program Book*.

Dr. Eric Reynolds is KOTESOL's 70th lifetime member as of September 14. He is a member of Daejeon-Cheongchung Chapter and is a professor in the TESOL-MALL (Multimedia-Assisted Language Learning) graduate program at Woosong University in Daejeon. Dr. Reynolds has held positions at the chapter and National level in KOTESOL, most recently program chair of the 2012 National Conference.

National Elections

The following individuals are running for National KOTESOL office in the upcoming KOTESOL elections (more information at: <http://koreatesol.org/elections>):

First Vice-President: **Peadar Callaghan**

Second Vice-President: **Ingrid Zwaal / Jamie Carson**

Secretary: **Leonie Overbeek**

Treasurer: **Kyowool Han**

International Conference Committee Co-chair: **Dr. David Shaffer / Ralph Cousins**

Nominations and Elections Committee Chair: **David D. I. Kim**

New Chapter Officers

Recent Chapter office vacancies in the Daegu-Gyeongbuk Chapter have been filled as follows:

Treasurer: **Ed Brann**

Secretary: **Martha Straw**

Member-at-Large: **Josette LeBlanc**

Awards / Degrees / Appointments / Promotions

Dr. Scott Miles (Daegu-Gyeongbuk Chapter, Daegu Haany University) has recently added the “Dr.” title to his name. Dr. Miles completed his doctorate degree in Applied Linguistics from Lancaster University. Scott passed his viva voce examination (dissertation defense) in February of this year, and after making the recommended revisions, was awarded the degree on September 5, 2012. His dissertation title was *The Spacing Effect and L2 Grammar Acquisition*. Scott has given several presentations based on his dissertation, including *Memory and Second Language Learning* at the 2012 KOTESOL National Conference.

Dr. Eric Reynolds (Daejeon-Chungcheong Chapter, Woosong University) is also donning a new title. He has recently completed his doctorate work at the University of Illinois at Urbana-Champaign in Educational Psychology. Dr. Reynolds’ dissertation is entitled *The Communication of Emotion Across Languages and Cultures: An Exploration of Display Rules in Foreign Language Learning*.

Conference Presentations

These KOTESOL members have presented at important conferences domestically and internationally, outside of KOTESOL.

June

Dr. David Shaffer (Gwangju-Jeonnam Chapter President, Chosun University) traveled to Seoul for the June 26-30 First World Congress of Scholars of English Linguistics (WCSEL-1). He presented on the effectiveness of journals and portfolios as language learning tools.

July

Julien McNulty (Gwangju-Jeonnam Chapter, Chosun University) flew south for the summer to Cairns, Australia, to present and participate in ACTA 2012, held on July 2-5. His presentation was entitled *I Like Apples: Using Emotion, Tone and NVC in Effective Sentence Writing*. [See article on ACTA 2012 by Julien in this issue.]

Linda Fitzgibbon (Lifetime Member; PhD Candidate, Univ. of Queensland) also attended the ACTA Conference. [See her report in this issue.]

Allison Bill (Jeonju-North Jeolla Chapter; Jeonju University) flew to Montreal, Canada, for the 11th International Conference of the Association for Language Awareness held at Concordia

University on July 8-11. Allison's presentation at the Conference was entitled *Cross-cultural Implications and Complications in Teaching and Learning*.

Dr. Jeong-ryeol Kim (Long-Term Planning Comm. Chair; Korea Nat'l University of Ed.) presented at KATE 2012 on the differences in native-speaker and Korean English teacher talk.

Dr. David Shaffer (Gwangju-Jeonnang Chapter President, Chosun University) presented at KATE 2012 in Seoul on July 6-7. His presentation was entitled *Proverb Comprehension Development in Native and Non-Native English Speakers*.

Dean Dawson (Seoul Chapter, HUFSS) presented at KATE 2012 at Sookmyung Women's University on collocation activities for a content-based classroom.

Dr. Jeong-ryeol Kim (Long-Term Planning Comm. Chair; KNUE) presented *Changes in English Education* via SNS at the 22nd MEESO Annual Conference in Seoul on July 14.

Dr. David Shaffer (Gwangju-Jeonnang Chapter President, Chosun University) also gave a presentation at MEESO 2012. It reported research on the use of journals for promoting language learning.

August

Dr. Jeong-ryeol Kim (Long-Term Planning Comm. Chair; KNUE) presented on a phenomenological approach to English teacher education at the Korea English Education Society 2012 Conference on August 1, 2012, at his university, KNUE, Cheongwon-gun, Chungbuk.

Dr. David Shaffer (Gwangju-Jeonnang Chapter President, Chosun University) presented at the KEES Conference on the promotion of motivation and self-directed learning through the use of language learning portfolios.

Sara Davila (Daegu-Gyeongbuk Chapter) presented at KEES 2012 for E-future on teaching in the blended learning classroom.

■ Submit news on KOTESOL Members for the next TEC News issue to the Editor at chosunu@yahoo.com

KOTESOL EVENTS CALENDAR

September

Daejeon-Chungcheong Chapter Conference
September 8, 2012

October

[The 20th Korea TESOL International Conference](#)
Perfect Score: Methodologies, Technologies, and Communities of Practice
October 20-21, 2012; Sookmyung Women's University, Seoul

November

The Annual KOTESOL Drama Contest
Organized by Jeonju-North Jeolla Chapter

November 10, 2012; Jeonju Univ., Jeonju, Jeollabuk-do

[Daejeon-Chungcheong Chapter Symposium and Thanksgiving Dinner](#)

Raising the bar: Developing teacher skills, knowledge, and practice

November 24, 2012; Woosong University, Daejeon

March 2013

[Seoul Chapter Conference](#)

Preparing for tomorrow: Real ideas for real classrooms

March 30, 2013; Sookmyung Women's University, Seoul.

KOREA-WIDE EVENTS

September

[2012 KAFLE International Conference](#)
September 15, 2012; HUFSS, Seoul

[Cambridge Day XII](#)

September 15, 2012; SMU, Seoul
September 16, 2012; BUFS, Busan

The 21st Century Association of English Language and Literature Autumn Conference
September 15, 2012; Mokpo University, Mokpo, Jeonnam

October

[ALAK 2012 International Conference](#)
Conversation Analysis and Corpus Linguistics
October 13, 2012; Hankuk University of Foreign Studies, Seoul

2012 PKETA International Conference
Perspectives and Directions in Qualitative Research for English Language Teaching and Learning
October 20, 2012; Pukyong Natl. University, Busan

2012 KAMALL Annual Conference
Computer-Supported Collaborative Language Learning: Critical Reflections on Past, Present, and Future Directions
October 27, 2012; Konkuk University, Seoul

November

The 2012 GETA International Conference
Pedagogical and Evaluative Approaches to Speaking and Writing
Email Seongshik Kim: sskim77@jnue.kr
November 24, 2012; Jeonju Natl. Univ. of Education, Jeonju, Jeonbuk

December

[2012 International Conference for the Korean Association for Corpus Linguistics](#)
December 10-11, 2012; Busan, Korea

[2012 ELLAK Global Conference](#)
Border, Translation, and Convergence in English Language and Literature
December 11-14, 2012; Bexco Convention Center, Busan

2012 INTERNATIONAL ELT CONFERENCE CALENDAR

October

Date	Host Organization	Conference Theme	Location
October 2-3, 2012	The 2nd Conference on Applying (Putonghua/English) Language Arts		Kowloon, Hong Kong
October 3-4, 2012	AATE English Teachers' National Conference: Five Bells	<i>Five Bells for English Teaching: Time & Place, Inspiration, Questioning, Illumination, Renewal</i>	Sydney, Australia
October 4-7, 2012	CLESOL 2012: The TESOLANZ Conference	<i>Emerging Opportunities in New Learning Spaces</i>	Palmerston North, New Zealand
October 4-6, 2012	Asia TEFL 2012: The 10th Asia TEFL International Conference	<i>Expanding Horizons of Language and Communication: ELT Issues, Challenges and Implications</i>	Hotel Leela Kempinski, Gurgaon, Delhi, India
October 11-12, 2012	2012 International Conference on English Teaching and Learning		Tainan, Taiwan
October 12-21, 2012	The 28th International SPELT Conference	<i>Rainbows of ELT Best Practices</i>	Karachi (Oct 12-14), Islamabad (Oct 19-21), Lahore (Oct 19-21), Pakistan
October 12-15, 2012	JALT 2012: The 38th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition	<i>Making a Difference</i>	ACT City, Hamamatsu, Japan
October 18-20, 2012	GLoCALL 2012 Conference & 2012 International Symposium on CALL		Beijing, China
October 20-22, 2012	The 3rd International Symposium on Lexicography and L2 Teaching and Learning	<i>Learners' Dictionary as a Medium for Inter-lingual Communication</i>	Xi'an, China
October 24-25, 2012	E4BT 2012: English for Business and Technology Conference		Brunei, Brunei Darussalam
October 25-28, 2012;	The Asian Conference on Education 2012	<i>Education</i>	Osaka, Japan

November

Date	Host Organization	Conference Theme	Location
November 1-4, 2012	PAC 2012 at the 9th FEELTA Conference	Learning Languages – Building Communities	Vladivostok, Russia
November 5-8, 2012	The Macmillan Online Conference		Online
November 6-8, 2012	The 59th TEFLIN International Conference 2012	English Language Learning and Teaching in the Digitization Era	Surabaya, East Java, Indonesia
November 9-11, 2012	ETA-ROC: The 21st International Symposium on English Teaching	What Next for the Future of English Language Teaching?	Taipei, Taiwan
November 12-14, 2012	Applied Linguistics Association of Australia National Conference 2012	Evolving Paradigms: Language and Applied Linguistics in a Changing World	Perth, Western Australia
November 30 - December 2, 2012	World Storytelling Conference	Repositioning Literary Texts in ELT	Kobe, Hyogo, Japan
November 30-December 2, 2012;	International TESOL Conference	English Language: The Power to Connect	Manila, Philippines

December

Date	Host Organization	Conference Theme	Location
December 5-7, 2012	PALT 52nd National and 7th International Conference	The Teacher as Innovator	Venue TBA, Philippines
December 6-7, 2012	The 2nd Conference on ELT in the Islamic World	Research-Practice Symbiosis	Tehran, Iran
December 6-8, 2012	The 5th CLS International Conference CLaSIC 2012	Culture in Foreign Language Learning: Framing and Reframing the Issue	Singapore, Singapore
December 6-8	Applied Linguistics & Professional Practice	Integrating Theory and Professional Practice	Sydney, Australia
December 10-12, 2012	Global Conference on Language, Literature, and Culture	Language, Literature and Culture: Interdependence and Interdisciplinarity	Pune, India
December 13-16, 2012	The 1st International Conference of the Chinese Association for ESP & 4th International Conference on ESP in Asia	Mapping ESP Frontiers: Bridging Teaching, Research and Practice Contact Alex Ng at egalexng@inet.polyu.edu.hk	Hunghom, Kowloon, Hong Kong
December 14, 2012	2012 Language and Language Teaching Conference		Pingtung County, Taiwan
December 22-23, 2012	ICLLL 2012: The 2nd International Conference on Languages, Literature and Linguistics		Kuala Lumpur, Malaysia

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