



KOTESOL
대한영어교육학회

THE ENGLISH CONNECTION

A Publication of Korea Teachers of English to Speakers of Other Languages

Student Testing and Teacher Training Trends in Korea

By Gavin Farrell

Perhaps no other country has developed at such a rapid rate as South Korea. The only country to go from being a UNICEF recipient to UNICEF donor, South Korea has undergone a comprehensive revolution, including dramatic economic, political, social, and of course, educational changes.

English language education in Korea, particularly, has come a long way from its introduction in 1883. In the late Yi Dynasty Period, Korea signed treaties with the United States and Great Britain, thereby creating a need

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By John Steele

Better Use of Dialogues
By M. Griffin & M. Sahota

Presidential Memoirs (2005-06)
By Louisa Lau-Kim

Leadership Retreat Report
By Greg Brooks-English

Membership Spotlight:
Eric Reynolds



To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea.

Spring 2010

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A Year of Objectives for Growth



It has been a very busy couple of months for me and the National Council. Many things have occurred during the months of December, January, and February which are traditionally very quiet within KOTESOL.

The National Council has been very busy on many fronts. We are working on making the National Constitution and Bylaws easier to read and understand. We are also in the process of drafting a Policies and Procedures Manual for the Council and the rest of KOTESOL to follow. This is a rather long process as many people are involved in the drafting process. We hope to have a working draft of the Constitution and Bylaws and the Policies and Procedures by the May National Council meeting.

President's Message

The Membership Chair, Grace Wang, is working on the issue of membership cards for our members. Once it is decided how we are going to implement the card system, we will be asking everyone to provide us with an updated mailing address, so we can send the card to you.



Robert Capriles

Robert "Bob" Capriles
Korea TESOL President

Last year, there were many questions raised about the national election, and the manner in which it was run. The new Nominations and Elections Chair, Joshua Davies, and his committee, are working on election reforms and policies to be put into the new Policies and Procedures Manual. A draft has been written, and we hope to have a final draft ready by May of this year, to be implemented in the 2010 national election.

The Treasurer, Deborah Tarbet, is working on the 2010 budget and will have that completed before our March National Council meeting. Each committee on the national level is submitting budgets for the Treasurer to include in her national budget. These documents, once approved, will be placed on the KOTESOL web site for everyone to review. New financial practices and a Financial Affairs Committee have been formed to assist the Treasurer in her duties and to implement new procedures and policies.

The Publications Committee is working to get at least one volume of the *Korea TESOL Journal* printed in 2010. Anyone wanting to submit an article for publication should contact the Publications Chair, Maria Pinto.

By the time you read this, we will have unveiled our new server and web site. The new web site, we hope, will be more informative and better serve our members' needs. The Webmaster, Bryan Stoakley, and his committee have been working hard to implement the changes and upgrades.

At the recent Leadership Retreat, we held training sessions for Chapter officers and discussion sessions regarding what Chapters wanted and needed from the National office. In future months, the Webmaster will be holding training sessions to teach Chapter webmasters how to use the new web site. These training sessions will be regionally located to accommodate the different Chapters within KOTESOL.

These are just a few of the things that your National officers and the National Council have been involved in during the last few months. Should you have any questions, and/or suggestions, please do not hesitate to contact me or any member of the National Council. I am always open to suggestions, and I am here to serve you as your President.

During the course of the year, I would like to visit each chapter within KOTESOL and meet with each and every one of you. At these meetings, I would like to take a few minutes of your valuable time to try to answer any questions that you may have. Please contact your Chapter president for the date that I will be there.

Learning & Excellence

Nationally, Korea's athletes have demonstrated excellence in achieving their goals in speed skating and figure skating at the Olympic games. Within KOTESOL, the goals set and achieved by the newly elected National Council are also closely followed and awaited. Bob Capriles, in the *President's Message*, provides a summary of the on-going activities and achievements of various department chairs and their teams, while Jake Kimball, in *Members' Forum*, expresses disappointment in the Council's initial actions and discusses these within the framework of *learning organizations'* characteristics and how he hopes to see these grow in KOTESOL, based on recent goals not being fully or effectively achieved by the Council and organization.

Look at What's Inside

- **Gavin Farrell's** *Feature Article* provides a brief summary of Korea's ELT development and moves to focus on the role of testing and how it impacts classroom materials and instruction, contradicting CLT-focused teacher training and professional development
- In *Professional Development*, **Tom Farrell** presents Part I of a discussion on Extensive Reading, where he describes how extensive reading can be conducted in class and/or out of class.
- In *Presidential Memoirs*, **Louisa Lau-Kim**, KOTESOL's 13th President, reflects back on her relationships with significant figures in KOTESOL, while highlighting elements of her year as President.
- **Scott Miles** reports on the recent *ER-SIG Event* hosted at Sogang University focusing on the "Moodle Graded Reader" project of Thomas Robb and Rob Waring from Japan, who led the workshop.
- **Greg Brooks-English** was on the scene in Daejeon to report on the events taking place at KOTESOL's annual *Leadership Retreat*.
- **Stephen-Peter Jinks** and **Kyungsook Yeum** provide a progress report on this October's PAC 2010-International KOTESOL Conference in the *PAC 2010 Conference Column*.
- **Kyungsook Yeum** attended the *JALT Conference* and reports back on the conference theme, "The Teaching-Learning Dialogue: An Active Mirror," and praises the "intellectual festival" weekend offered to attendees.
- **Sherry Seymour** was KOTESOL's representative at the *ETA-ROC Conference* in Taiwan and files her report on the conference and how to build a competitive edge.
- The *PAC-PALT Report*, also provided by **Stephen-Peter Jinks**, describes "Conferencing in the Philippines" with the highlights of the conference's focus of *Leadership in Language Education in Asia*, attracting renowned speakers such as David Nunan.
- **Julien McNulty** went to *ThaiTESOL* and reports on his duties and experiences at the 30th Annual Thailand TESOL International Conference in Bangkok.
- **Andrew Finch** provides online sites as a resource to vary grammar practice from textbook exercises in

Materials Design.

- **Michael Griffin** and **Manpal Sahota's** discuss the work of Tom Farrell regarding reflective practice and how journal writing, in particular, is an effective form of professional development in *Training Notes*.
- **Ksan Rubadeau** discusses the use and value of songs for teaching grammar in *Grammar Glamour* and offers a useful web site.
- **David Shaffer** considers the myths and urban legends behind common English terms and phrases in *Word Whys*.
- In *Young Learners*, **Jake Kimball** suggests some ideas for promoting writing with young learners beyond textbook activities.

From the Editor's Desk

By Kara MacDonald, Editor-in-Chief

- **Tim Thompson** talks about class diaries as a practical way to keep activity ideas and lesson supplements all in one place in *Techniques*.
- In *FYI*, **Dominick Inglese** provides further discussion on the use of songs, building on *Grammar Glamour's* content, as a way to promote speaking skills.
- **Daniel Craig** joins TEC as the new author of *Web Wheres*. In this issue, he describes how to use Twitter as a teaching platform, complemented by ways to learn about Twitter if you are not yet familiar with it.
- *Membership Spotlight* explores the wide range of ELT experiences of **Eric Reynolds** and how his experiences, and the critical period hypothesis, have led him to Korea.
- **Kara MacDonald** reviews *Teaching ESL/EFL Reading and Writing*, by Paul Nation, where he stresses the value of meaning-focused input, meaning-focused output, language-focused learning, and fluency practice.

Additionally, *The English Connection* is developing the submissions of short and long features into a formal and on-going column. Please find these articles now presented as *Featured Focus* and *Featurette* in this issue and those to come. Distributed throughout this issue are notices and calls for presentations for the six events, including the National Conference, now scheduled on KOTESOL's 2010 calendar.



Continued from page 1.

for diplomats and civil servants to learn English (Cha, 2000). The Dongmun School, created to fill this language need, was Korea's first western language school (replaced three years later by the Royal English School). Since then, language has come to be taught in an array of institutions, from universities and public schools to pre-school institutes (*hagwon*).

English education is now a major component of Korea's elementary, middle, and high school curricula. A considerable amount of funding is spent by the government on teacher training initiatives to improve teachers' speaking ability, to increase communicative language teaching skills, and to recruit foreign teachers of English. Household spending on private English education increased yet again last year, and the subject that parents spent the greatest amount of money on was English. Due to the high market demand for English instruction, private instruction and *hagwons* have existed often despite government restrictions and have evolved from small operations into well-funded chains with brand awareness. A high score on a standardized English test is *de rigueur* for anyone hoping to enter the corporate job market in Korea. So, in a context where rapid change is endemic, taking stock and looking at significant change is warranted. As such, this article will look mainly at two important trends in English language education, specifically the dominance of testing and the training of teachers.

Student Testing

To state the obvious, Korea is a test-driven culture. As far back as the Silla Period, there have been civil service examinations (involving Chinese philosophy texts written in Chinese). Just as one needed to pass the highly competitive civil servant examination in ancient times, one now needs to take the highly competitive College Scholastic Ability Test (CSAT) to enter any university, and gain a high TOEIC, TOEFL, or IELTS score to work for a major corporation which is the principle way of achieving professional success and desirable social status.

This test-driven, qualification-attaining mindset in Korea, the need for evidence of education, has probably now peaked within the present national and global contexts, as there does not seem to be much more room for it to expand. In fact, there are now seven tests authorized by MEST (the Ministry of Education, Science, and Technology): Test of English Proficiency (TEPS), Practical English Level Test (PELT), Test of English as a Second Language (TESL), Spoken English Proficiency Test (SEPT), Test of the Skills in English Language (TOSEL), Multimedia Assisted Test of English (MATE), and the Foreign Language Examination (FLEX). However, recently there has been discussion in Korea to replace TOEFL, and possibly others stated tests, with state developed tests (Oh & Kang, 2009), possibly motivated by a combination of quality assurances, Korean pride, and economic sovereignty.

The supreme question about English language education in Korea is "Why are Koreans seemingly relatively poor at speaking English?" Of course there are many exceptions and qualifications, and English language ability across the board is improving, but the fact of the matter remains that, after years of English education and hundreds of hours of classroom instruction, and with the fervor of parents, schools, and government bodies, it is generally believed that the average young European traveler to Thailand is a more fluent speaker of English than students who are the products of the Korean education system. Anecdotally, Korea's statistical performance on international English tests has been persistently low, a fact that we as English teachers can all lament. For example, Korean TOEFL test-takers ranked 136th out of 161 nations in speaking skills (Kang, 2009). Statistics and scores can be interpreted in a variety of ways, but no one will attempt to broadcast Korea's worldwide TOEFL ranking with anything close to the pride taken in the per capita household computers in Korea or the Winter Olympics medal count and much less so, compared to the national and household money spent on English education.

One major reason for this is washback, the way a "test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning" (Messick, 1996, p. 241). Succinctly, teachers teach to the test. For example, as long as the CSAT does not test productive skills, but instead insists on measuring code-cracking skills on highly complicated, tricky, and inauthentic reading passages, Korean high school students will not be motivated to learn communicative skills. Again anecdotally, as one student at my university wrote as feedback on a recent TOEIC course: "This class didn't help my English, but it did prepare me for the test." And it is worth noting that from such a TOIEC class, this is exactly what students want; they want to first improve their test results as this offers more tangible means of rewards than speaking English well with low scores.

As a consequence, we should note that classrooms with passive students and lecturing teachers focused on test preparation are an appropriate and responsible response to the realities of the situation, or rather "positive washback." As described, it is what the situation dictates, and no one should begrudge any high school student wanting a good CSAT score. And who knows better how to prepare students for such a test than those indoctrinated and trained in that system. Surely, few native speaker teachers could teach third-year high school English as effectively as the average Korean high school teacher does, as the native speaker teacher does not understand the test itself and may not possess the linguistic and pedagogic knowledge needed to do so. Additionally, a teacher-centered classroom is reflective of many hierarchical Asian cultures. A related concern is when there is a mismatch between the style of teaching and the testing,

as often occurs when the focus is on communicative language teaching with accuracy-centered testing, which leads to what can be considered “negative washback.”

Teacher Training

Teacher training is a good thing. Teachers want it, parents want it, schools want it, and it is an indicator of the importance placed on the profession by the government. However, formal teacher training often is directed toward Korean public school teachers, leaving Korean teachers at *hagwons* unsupported, while native speaker teachers brought to Korea through government and institute hiring programs frequently only receive an initial training orientation and are not offered training during their time in Korea, unless sought individually by the teacher. Teacher training broadly falls under two categories: language skills and classroom techniques. Teachers themselves are particularly interested in improving their speaking ability. Some English education degrees require a year of study abroad, and young teachers entering the profession with this experience have become very strong speakers of English. With the continuation of such programs and the influence of the products of such programs, the need to emphasize speaking skill improvement among teachers will decrease in the future.

An unfortunate mismatch occurs when teachers are trained in student-centered methodology and communicative language teaching, and then are expected at their school to teach in traditional ways in order to prepare their students for the CSAT and other reading and listening tests. As one Korean teacher-trainer colleague of mine has said, “You can’t catch two different rabbits at one time.” The present administration’s increased emphasis on the ranking of schools according to their CSAT scores has frustrated and even depressed many teachers who want to teach communicative fluency skills to their students rather than only test-driven accuracy skills.

Obviously, a hopeful trend for the future would be not only the current pedagogic valuing of communicative language learning (CLL), but also practical curriculum changes at the ground-level that would enable the value of CLL to be easily implemented into classrooms. Due to historical and cultural factors, what is valued as the supreme measure in educational achievement in Korea is the test score, despite an understanding and value in communicative English fluency as a final objective. Yet as many know, until productive skills are assessed and properly weighted, school administrators, teachers, and students will be unmotivated to put, and in fact, restricted from putting, emphasis on productive skills. However, when proper emphasis does evolve in curriculum design and skill emphasis, innovative developments will surely occur, creating opportunities for students to authentically use English outside of the classroom in exchange programs and the like.

The face of English education in Korea has changed significantly over the years. In the mid-1990s, there were very few foreign English teachers, especially in public schools (compared to an astounding 38,000 E-2 visa holders in 2009!). That changed in 1995 with the government KORETTA (Korean English Teacher Training Assistant) program, later to be renamed “EPIK” (English Program in Korea). A cornerstone of this program and of E-2 visa issuance has been that teachers could only be from Canada, the United States, Australia, New Zealand, South Africa, Ireland, or Britain. This was due to a glorification of native speakers as model English speakers, thinking that is thankfully changing.

Very recently, Indian and Filipino teachers have been invited to teach in Korean public schools. This is a positive development, seriously challenging the notion that native speakers “own” English (Widdowson, 1994). It is estimated that there are now more non-native speakers of English than native speakers in our world (Graddol, 2006). Indian and Filipino teachers for whom English language learning and use has been a major part of their lives and who are also trained as language teachers can make valuable contributions to education in Korea.

Recent Trends in Publishing

The English materials publishing industry has evolved as consumers become more and more savvy and demanding of products. Ten years ago, most of the English language teaching done at private institutes in Korea was done with off-the-shelf course books published by international publishers. What was used in Germany was used in Korea. If it was a bestseller in Japan, it was likely a bestseller here, too.

Change started with competition among Gangnam (Seoul) institutes. Instead of using traditional international course books, they began importing American school textbooks. Like so many things in Korean education, the deciding factor was the mothers of the learners. The motivation behind the private institutes’ pitch made to young learners’ mothers was that if their children studied the same books as American students, they would learn in the same way and would therefore attain the same level of English proficiency as well as the socio-culturally desired dialect of North American English dominant in Korea. This was a regrettable development that still has considerable currency today.

A decade ago, most of the language schools and franchises were family-owned and -operated. Then large franchises started to emerge and to distinguish themselves. They began developing their own textbooks, often adapting or supplementing the American textbooks to fit the Korean market. They wanted to promote a unique brand of teaching, in order to better assist students in excelling on standardized tests, and published their own materials to supplement

the current style of education and exam performance demands.

Korea has been receptive and adaptive during its early development years, and this continues today. As a consequence, Korea is often well known for taking artifacts or concepts from other cultures, adapting them, and making them their own (e.g., fusion foods), and this supplementing of textbooks was no exception. Often this Koreanization is effective, but sometimes not. With textbook adaptation, the pervasiveness of the testing culture has resulted in a narrower focus on intensive reading and listening for testing purposes, rather than an integrated curriculum with fluency as a goal.

A more recent and very positive development has been the introduction of intervention materials from America. These are materials designed for English language learners whose literacy levels are below what they are expected to be for their grade level. Their purpose is to teach the same skills that American textbooks stress (e.g., compare and contrast, finding the main idea, etc.) but at a more accessible reading level. Good examples of intervention materials include the Longman "Cornerstone" and "Keystone" series and the Macmillan/McGraw-Hill "Reading Triumphs" program. Other supplemental books fit nicely with the Korean mentality, as some titles simply indicate: "100 Words Kids Need to Read by Grade 2" by Scholastic. Woe is the language school still using the same old off-the-shelf textbooks and not responding to the current demands for interventionist materials.

Teaching Young Learners

If "more is more" in Korea, then, this translates to "earlier is better" for English instruction. And as a result of such beliefs, a significant change in English language education has been the offering of classes to younger and younger learners. The current pedagogic approach is that *Good education programs for young learners model real-world situations*. This concept reflects an idea where there is often a clash of cultures. Kindergartens with western-trained teachers value children's play time as an opportunity for them to consolidate and utilize the concepts from instructional time. However, some client-mothers do not recognize this as learning and would prefer a Dickensian approach to education, with their children seated at desks and grinding away at worksheets and structured activities.

Hopefully, one future trend for English-language kindergartens in Korea will be an appreciation of the value of "play," which admittedly does not sound academic. One useful definition of *play* comes from Garvey (1997): (a) Play is valued by the students. (b) The students are motivated to participate. (c) It is an opportunity for the students to choose what to do. (d) It is engaging. (e) There is a systematic relationship to what is not play. In a society where education (and its

corresponding certificates) is seen as the key to success, play is viewed as something frivolous.

Kindergarten directors in Korea are acutely aware that successful school management includes convincing concerned mothers as much as it does teaching the children. Parents need to see a balance between routine and structure; e.g., proper play time is in a pleasant environment with good educational toys and materials. It is an opportunity for children to use English authentically, develop their own interests, build self-esteem, socialize, express their feelings, and refine problem-solving skills, to name some of the developmentally essential factors it facilitates.


To summarize, as language testing seems to have reached a saturation point within the current contextual parameters, a lack of improvement in productive skills may lead to a realization that more emphasis needs to be placed on them in the classroom. With the improvement of teachers' language skills, teacher training will be able to continue to increase the percentage of training time devoted to teaching techniques. English education and its results have been improving in Korea over the years, and they are most likely to continue to improve. The speed at which this improvement occurs, though, is heavily dependent on the pace of the realization of the importance of fluency skills and communicative language teaching.

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Seoul Chapter 7th Annual Conference

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Conference Announcement & Call for Papers

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Conference Details: For more details, directions and pre-registration information, visit our conference website at <http://www.kotesol.org/?q=JNJ2010>, email jnjconference@gmail.com, or call Allison Bill at **010-6332-5191**.

Improving Descriptive Writing

By John Steele

During the course of the semester, I have been meeting with a language learner for the purposes of: (a) determining the greatest weakness in her writing, (b) discovering her writing goals, and (c) establishing a plan to help her improve. In this report, I would like to share what I have learned, by describing this tutoring experience and providing recommendations for her and all learners' study.

Sally is an intermediate English speaker. She is currently a university senior in her final semester, majoring in English Literature at a Korean university. She writes in English on a daily basis to complete coursework and is extremely motivated because her professional goals require that she be able to write in English at a near-fluent level. These goals include successfully passing the TOEFL and GRE tests, and then pursuing graduate and doctoral degrees in the USA.

Tutoring Experience

Following our first meeting, I was able to determine that Sally struggles with descriptive writing. Whenever she tries to describe places or people, she uses adjectives that sound unnatural to native speakers. Here is an example from her essay, titled "My Worst Memory in Prague": *Prague, one of the most famous Europe romantic sumptuous cities in the Czech Republic became exorbitantly well known to Korean in 2005.* From this example, it is clear that Sally has a good feel for sentence structure as she has all of the pieces needed to make a correct grammatical sentence in the correct places. The problem is that some of the descriptive words she has chosen, such as *sumptuous* in this sentence, sound awkward. Her essay continues with several similarly awkward usages. Therefore, the lesson that I planned was directed at helping her with this.

Goal & Objective 1

The goal was to observe and practice using descriptive adjectives in a clear and natural way by reading stories by authors who are known for their description of setting (Charles Dickens, Thomas Hardy, Fenimore Cooper).

I included these authors because, from an informal interview, I had learned from Sally that she liked to read Hardy and Dickens, and was aware that these authors are known for their descriptive writing. I used the web site www.bibliomania.com, which allows visitors to read and print out texts by hundreds of authors in several genres. Before class, I printed out several selections from these authors that included

extremely clear descriptions of places and people. I read them to Sally and then gave her some time to read through all of them, encouraging her to picture what she was reading. I also informed her about the web site and prepared a reading progress chart for her.

Objective 2: To identify the descriptive adjectives from the text

After spending some time reading through selected portions of the essays, it was time for Sally to distinguish the descriptive adjectives and how they were used, and to write them in her notebook. I asked Sally to translate the adjectives into Korean and to take note of how the Korean and English adjectives were used. Was the word used to describe a person, place, food, building, or other item? I felt this was a key point of the lesson.

I had discovered during the interview that, as many language learners do, Sally relied on her dictionary heavily to select adjectives. For example, I asked her how she settled on using the word *sumptuous*. She told me that she entered the Korean word *hwaryeo-hada* and that one of the adjectives returned was *sumptuous*. She was quite surprised when I informed her that native speakers generally use that word to describe food. Although mastering the usage of adjectives is an on-going process, this lesson allowed her to grasp the point that she has to be careful when choosing adjectives, considering both the context and object.

Objective 3: To acquire a more precise meaning for each adjective

After Sally achieved a general understanding of the adjectives from the text, I felt it was important for her to get a more exact meaning of the words, and try to use them correctly in writing. To do this, I planned an activity where she looked at a variety of objects on the web (i.e., the Grand Canyon, Niagara Falls, Napoleon, cheesecake) and described them using some of the new adjectives she had just learned. I wanted to reinforce what she had just learned in the previous activity: that some words sound better and more natural when describing certain objects, people, or places than others.

Objective 4: To use the adjectives to write natural-sounding sentences and

Featured
Focus I

paragraphs

Sally described places she had traveled to using some of the new adjectives she had learned. After she finished writing, I compared her essay “My Worst Memory in Prague” with what she had worked on during our lesson together, which was a recollection of London. I commented on her quick improvement, and she seemed satisfied and motivated. She even asked if she could rewrite her Prague tale and email it to me later to check, and of course, I agreed.

Recommendations

My suggestions for Sally’s future study include: (a) activities that help her distinguish the difference in meaning between two or more similar words, (b) activities that give her confidence when she is feeling unmotivated, (c) activities that give her more practice in using descriptive adjectives in the correct context, and (d) activities that integrate reading and writing.

To help Sally get a better feeling for distinguishing between two or more words with similar meanings, I would adopt a strategy explained by Amer (2002) that can help students learn the precise meaning and correct context of confusing vocabulary. This technique begins by grouping words with similar definitions, and then doing exercises to differentiate and discover the exact meaning. Amer explains that “Adults are better at remembering words from lists that contain semantically related subsets than words from lists of unrelated words” (para. 7). After words are gathered, activities can be done to distinguish the variation in the words. This is important for Sally, because she often consults a dictionary or thesaurus when looking for an appropriate adjective, but as Amer (2002) notes, “very few words in any language are interchangeable in all contexts” (para. 10). See the example at the bottom of the page.

To keep motivation high, I recommend an activity outlined by Subrahmanian (2001). In the beginning of the semester, as an introductory lesson, students write down some personal information as well as a few paragraphs about themselves. The teacher collects the paper, notes the mistakes in the writing, but doesn’t make corrections on the paper. After a few weeks pass, if the students start to complain about a lack of progress, the teacher returns their first-day paragraphs

and asks them to find the mistakes. When the students are able to spot the errors, they become enthused, and it pushes them to continue studying.

In order to provide Sally with some more writing practice, I asked Sally to bring in photos of people in her family and places she has been, and had her describe them in full detail. I think that by combining this with the vocabulary activity explained above, she will be able to gradually show progress and start writing appropriate descriptions.

Finally, to integrate the two skills of reading and writing, I recommend bringing reading into the writing class. I think exposing language learners to as much well-written literature as possible is crucial for development. It is my belief that the more Sally sees it, the more she will be able to acquire a feel for what words to use in certain situations.

Sally is on her way to becoming a better descriptive writer. I believe that if she continues with some of the activities above, she will be able to achieve her goal of being a fluent English writer. In addition, I hope that the tasks that I have outlined will help writing teachers improve their students’ descriptive writing, and more importantly, boost their confidence and love of writing.

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The Author



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Word	Affect with wonder	Because unexpected	Because difficult to believe	So as to cause confusion	Because shocking so as to leave speechless
Surprise	+	+			
Astonish	+		+		
Amaze	+			+	
Astound	+				+

(From Rudska et al., 1982)

Count/Non-Count Games

By Sasan Baleghizadeh & Zeinab Dargahi

Items of a foreign language that one learns can easily be forgotten if there is no review and recycling of the material. To help language learners solidify new words and grammatical structures in their long-term memory, teachers aim to create regular opportunities to encourage students to make form-meaning connections of language learned. An effective way to achieve this goal among children is to use language games.

The Advantages of Games

Some teachers think that using games in language classes is a waste of time, believing that it provides learners only with fun. However, there are experts who argue that games are not just time-filling activities but have great educational value. Most language games allow learners to use the language instead of thinking about learning the correct forms. Games are also considered to be a useful strategy to promote students' language proficiency. Language-teaching games have also been used to stimulate motivation and authentic communicative practices. They also provide the opportunity for going beyond traditional approaches as they are not necessarily about memorizing or providing correct answers, but rather about the performance of skills within a specific system of thinking and acting. Games can serve as a teaching device. Many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place through using the language they have been exposed to earlier. Therefore, a relaxed atmosphere, created by the use of games, allows students to better remember language items.

When to Use Games

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, a game should not be regarded as a marginal activity filling in odd moments when both the teacher and class are confused and have nothing else to do. Instead, games can be used at any stage of the lesson, provided that they are suitably selected.

Games also lend themselves well to the review of exercises, helping learners recall material in a pleasant, entertaining way. Many scholars agree that, even if games were to result only in noise and entertained students, they are still worth paying attention to and implementing in the classroom, since they motivate learners, promote communicative competence, and generate fluency.

What Games to Choose

Tyson (1998, para. 1) provides us with certain characteristics that language teachers should consider

when choosing a game for their students. (a) It is more than just fun. (b) It involves "friendly" competition. (c) It keeps all the students involved and interested. (d) It encourages students to focus on the use of language rather than on the language itself. (e) It gives students a chance to learn, practice, or review specific language materials.

Count & Non-Count Nouns Through Games

The suggested game here is meant to help children

practice and master the use of countable and uncountable nouns in English. This game has some of the characteristics that a useful game should have. It is *competitive* in that players or teams race to be the first to reach their goal; it is *cooperative* in that children work together and help each other achieve a common goal; finally, it is *communicative* in that it involves an information gap through which children exchange information.

The game has three main stages. Before the game starts, students are told that they have a limited time for each phase and that they will get points if they complete each stage in the given time without making any mistakes. To play the game, students are divided into three or four small groups, each consisting of five members.

Stage 1: A set of food cards with pictures of different countable and uncountable nouns such as sugar, milk, orange, etc. are given to each group. The words are the ones they have been taught in previous lessons, so students are familiar with them. The groups have one minute to sort the cards into the categories countable and uncountable nouns, and the team which finishes the sorting quickest gets the first point. The time limit creates a sense of competition in children and motivates them to take the task more seriously. The purpose of this stage is to review the names of the food that the children have already learned and to help them distinguish the two kinds of nouns from each other.

Stage 2: In this stage, each group is given a picture of a kitchen (Figure 1). Students are asked to draw with their colored pencils the different foods that they had on their cards in different parts of the kitchen. They are also given some examples for further clarification. For

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Focus II

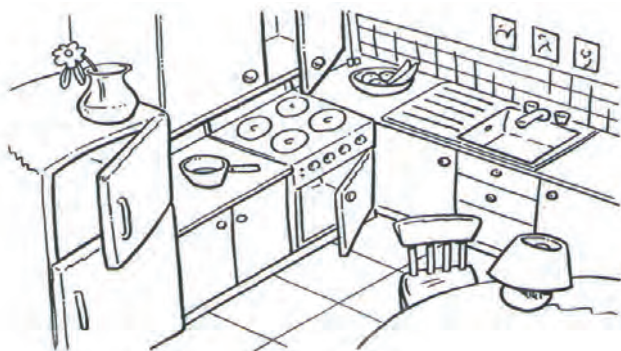


Figure 1. Picture of kitchen.

example, they are told that they can draw the bottle of water in the refrigerator or the oranges on the kitchen table. As they are all familiar with at least ten of the nouns, each member of the group has a chance to draw two or three pictures in different parts of the kitchen. The purpose of this stage is to add to the fun of the activity because children love to use their imagination for drawing colorful pictures in class. It is also enjoyable for them as they get a chance to help each other in drawing the nouns, and they like to watch how their friends draw.

Stage 3: In this last stage, students are given time to make as many sentences as they can about the pictures they have drawn, using the structure “There is...” for uncountable nouns and “There are...” for plural countable nouns. This is the structure that the students were taught in the previous class sessions. They have problems using it as they often forget to use a singular verb with uncountable nouns. In order to help the students practice the use of this problematic structure, in this part of the game each member of the group has the opportunity to make a sentence about the drawn food. They are again given a time limit for sentence-making and are expected to use the target structure correctly in their sentences. When the time is up, the children read their sentences while the teacher and

other groups check whether they have any grammatical mistakes. Groups are also asked to spell the nouns they have used in their sentences. Points are given for correct sentences, and the groups lose points for any spelling or grammatical mistakes. At the end of the game, the group with the highest number of points is the winner, and all the children in that group receive a prize (a sticker, or other item) for their good work. The purpose of this stage is to enhance the linguistic ability of the children by reviewing the structures and words which were difficult for them to remember.

It goes without saying that the game mentioned above is designed for children to practice and consolidate a targeted grammatical feature, not to introduce or explain it. It is also used as a fun activity in order to lighten the load of grammar and vocabulary learning and is a good replacement for traditional textbook exercises, which tend to be boring at times.

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Important KOTESOL Dates

March 27, 2010	Seoul Chapter 7th Annual Conference
April 4, 2010	National Conference (May 15) Call for Papers
April 5, 2010	Jeonju-North Jeolla Regional Conference (May 29) Call for Presentations
April 17, 2010	Franklin Global SpellEvent: Korea Preliminary Round Spell-Off
April 30, 2010	KOTESOL Research Grant Proposal Submission Deadline
May 5, 2010	Busan-Gyeongnam Chapter Summer Conference (June 26) Call for Presentations
May 31, 2010	PAC 2010 / KOTESOL Int'l Conference (Oct. 16-17) Call for Presentations

2005-06: Connecting National Council & Chapters - A Year of Harmony

By Louisa Lau-Kim, KOTESOL's 13th President

Before becoming President, I served as First Vice-President for a year. It was the normal course of progression back then. I was 27 and heavily pregnant with my daughter when I was elected. I was a business (MBA/MIB) graduate and was not an English professor or doing any teaching at the time. I was, in many ways, more an outsider than an insider to an English teaching society. Some questioned my ability, my age, my professional affiliation to run an association such as KOTESOL. Little did the naysayers know, however, that at business school, one of the first things we were taught was that regardless of the kind of organisation, once you knew how to manage one, you pretty much knew how to manage them all. Having obtained my postgraduate degree at 23, I also knew that age was not going to stop me from achieving what I perceived to be completely within my capability. I also think I am a classic example of how reverse psychology works perfectly well on a person - the more you think one cannot do something, the more they prove that they can.

I continued to attend as many Chapter meetings and events as I could.

Being relatively new to KOTESOL - I was on the Conference Committee for two years and one year on the National Council prior to running for 1st VP - I knew that I had to get to know the Chapters and the workings of the organisation better. During my year as 1st VP, being trained by a most nurturing President, Dr. Kyungsook Yeum, I visited the Chapters to learn what KOTESOL was all about. By this time, my daughter was born, and she went everywhere with me.

My year as 1st VP was an eye-opener - I learned that there was a real "them and us" mentality within the Chapters. Being a people-person, I knew then that my main goal had to be to change this way of thinking within our membership. During the year, I visited as many Chapters as I could and explained to them how I envisioned KOTESOL. These visitations worked well, as almost all the feedback I received was positive.

When I became President, I continued to attend as many Chapter meetings and events as I could. In fact, I

went to all the local conferences, delivered congratulatory addresses and mingled with our members. I made sure Chapters knew that the National Council was behind them 100% in their quest to better serve our members. In addition to KOTESOL events, I also represented our association at events that were hosted by our sister organisations. When I couldn't attend in person, my strong team members stood in for me. This brings me to mentioning a few key people, without whose guidance and assistance, my year as President would probably have been less satisfactory.

Presidential Memoirs

Series Editor: David E. Shaffer

First and foremost is Dr. Marilyn Plumlee, who was elected to become my successor. Marilyn and I both shared the same ideas on how to better KOTESOL. What I could not do, she did for me and continued during her presidency. Marilyn was always friendly and helpful, and I was grateful for her infinite wisdom. Dr. David Shaffer, whom I consider amongst my best friends both within KOTESOL and Korea, extended help beyond his call of duty. I tried hard not to overload him with too many things, but as he had already been in KOTESOL for many years, and knew Korea inside out, I could not but seek out his knowledge! I remember the welcome I received from Dave when we first met, and he was one of the main



Louisa Lau-Kim at the opening ceremony addressing the International Conference.

factors in my becoming as active as I had in KOTESOL.

Dr. Robert Dickey: He is one for whom it is easy to form love-hate feelings, but once you get to know him better, you find that he is just being straightforward and does not beat around the bush. Rob was a real mentor to me. He explained the constitution and bylaws to me, the history of KOTESOL, and how it came to be what it now is. Rob would never hesitate to point out wrong turns and set me straight. He was patient, and most of all, he always listened. Jake Kimball: He always smiled and always had a kind word. Both Jake and Dave knew I could be just what KOTESOL needed and encouraged me to run for offices. If it were not for them, I do not think I would be writing this memoir now. Jake had always taken a back seat in KOTESOL, shying away from the limelight. People who did not know the operation of the organisation well might not have even known who he was or the work he was doing, though he was 2nd VP for two years and Nominations and Elections Chair for another two.

My presidency owes a lot to my predecessor, Dr. Kyungsook Yeum. I remember saying in my inaugural speech that she was like a mother to me. While she did not literally hold my hand, she was always caring and kind. Our relationship was beyond professional. She enquired after my family, my daughter, my health - and continues to do so. Being an expatriate in Korea meant

that I had no family of my own, except the one I married into, and having someone like Dr. Yeum, whom I could look up to professionally and personally, was very encouraging to my own professional growth.

A highlight of my year was the introduction of the National Conference.

Part of my “legacy” as President was shorter Council meetings. Before me, these meetings were known for their extreme length. The first one I attended began at one o’clock and lasted until seven, and with some of the agenda items still to be considered! When I became President, I promised that I would keep the meetings to a maximum of four hours: We would start at one and finish at five. This I achieved with ease - thanks largely to the wonderful Council we had that year. I have entitled this memoir “A Year of Harmony” for this very reason. We really did get on splendidly. There was a real sense of unity, and we all wanted to work towards a better KOTESOL. I could not have shortened the meetings without the help of Dr. Steve Garrigues. He would hold my daughter Letty, who had just turned one, as she slept during the meetings, making sure she was comfortable, so that I could focus. Taking my daughter to meetings and events was a necessity because of her age. It was all a part of the joy of motherhood I came to cherish, and I was happy to have been able to spread this joy around by having her by my side wherever I went.

A highlight of my year as President was the introduction of the National Conference, which was organized by the then Daejeon-Chungnam Chapter. The idea of the National Conference was generated after some discussion to serve our members better. It was felt that the International Conference, which was held primarily in Seoul, could not meet the needs of many members that did not live in Seoul, as they found it difficult to get to Seoul to attend that conference. The National Conference was a success with very encouraging results to ensure future conferences. The Daejeon-Chungnam Chapter officers did a fabulous job organizing the event, which set a high bar for the next organizers to follow!

The other major highlight of the year was our annual international conference: Advancing ELT: Empowering Teachers, Empowering Learners. It was a great success by all accounts. We had a full dozen of high-powered invited speakers, including heavyweights Dr. Jack Richards, Dr. Andy Curtis, Dr. Nina Spada, and Dr. Chris Candlin. In addition to having more invited speakers than ever before, we had the most-ever presentations on offer with just over 200. These speakers and presentations attracted an audience for the two-day event (October 28-29) that approached

Korea TESOL’s Presidents

Scott Berlin	1993-94
Dr. Jeong-ryeol Kim	1994-95
Dr. Oryang Kwon	1995-96
Dr. Joo-Kyung Park	1996-97
Carl Dusthimer	1997-99
Dr. Sangho Han	1999-00
Dr. Andrew Finch	2000-01
Dr. Taeduck Hyun	2001-01
Dr. Robert Dickey	2001-02
Dr. Sangdo Woo	2002-03
Dr. Myung-Jai Kang	2003-04
Dr. Kyungsook Yeum	2004-05
Louisa T.C. Kim	2005-06
Dr. Marilyn Plumlee	2006-07
Philip Owen	2007-08
Tory Thorkelson	2008-09
Robert Capriles	2009-

1,000. The entire International Conference team, chaired by Allison Bill, is to be thanked for their accomplishment.

With my “can-do” attitude, I believe my year as president was a success. I have talked to a few people who remember my tenure, and they agree that it was possibly the most peaceful Council they have experienced. They also agreed that my age and lack of an English teaching background did not take away from being a good leader. I remember, however, that even the best leader requires the support of her followers, and I am truly grateful for the support and encouragement I received. I hope that you will continue to give KOTESOL the support it needs for its continuous growth.

Korea TESOL has and will always be an organisation that I am proud to be a part of, and I hope that you feel

the same way.

The Author

Louisa Lau-Kim is currently the Chair Professor of the Department of Global Business at Linton Global College, Hannam University in Daejeon. Born in Hong Kong, Louisa spent some of her childhood in her home city before being sent to Derby, England, for her education. After completing a post-graduate degree and feeling bored, Louisa accepted the invitation of a Korean venture business to come and work here. Originally intended for only one year, it has now stretched to nine. Louisa started her KOTESOL “career” as the Conference Publicity Chair, becoming National Publicity Chair shortly thereafter. One year later, she ran for 1st Vice-President. The rest is in these memoirs. After holding two of its most important positions in KOTESOL for five of the last seven years, Louisa is taking a step back to enjoy some quality time with her daughter, but still remains an active member by being the Business English Special Interest Group (SIG) Facilitator. Email: louisakim_kotesol@yahoo.com



Busan-Gyeongnam Chapter Summer Conference

Saturday, June 26, 2010

Pusan University of Foreign Studies

Three Presentation Strands

1. Young Learners 2. CALL and MALL 3. Teacher Training

Call for Presentations Deadline: May 5, 2010

Send Presentation Proposals to:

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Send General Inquiries to

Conference Co-chair Brad Serl at: bradserl@fastmail.fm

Busan-Gyeongnam Chapter Web Site:

<http://www.kotesol.org/?q=Busan-Gyeongnam>

ER: Think Big, Act Small

By Faith Fishley

Reading is an activity I enjoy. I also value reading in language learning. Reading for our learners does not have to be a “no pain, no gain” experience. Thus, I have an interest in using extensive reading (ER) with my language learners. ER promotes fluency by encouraging learners to read materials that are easy for them and to read a lot. If possible, learners should choose for themselves the materials they read, which can make reading a fun and beneficial learning experience. But, how can we initiate ER in our learning institutions? A good way to start is to *think big, act small*.

These are words of wisdom that have stuck with me since I have heard them at a session on how to manage an ER program. I heard them from Dr. Rob Waring at the 2007 KOTESOL International Conference. On this principle of thinking big and acting small, you can manage your ER program for expansion or contraction as it changes over time.

Earlier that year, I was involved in a very unsuccessful attempt to integrate ER into a city hall-managed English program. I had suggested implementing an ER program to my supervisor and the foreign coordinator, who were seeking new ways to expand the community-based English program. I had some knowledge about ER from my several years of experience in Canada

The biggest weakness was the lack of resources.

working in a literacy program based on ER with young learners. Regardless, I was not quite sure how to apply that knowledge to my current work environment. Therefore, the supervisor and I began our research: We contacted publishers, read books, reports and research papers; and sought out information from those with expertise in using ER for EFL. However, there was this constant urgency by the supervisor and coordinator to put something in place even though there were no resources or constructive discussions on how we were going to obtain them. As a result, the idea fizzled out, and the ER program never came to fruition.

The next year, I revisited the idea of implementing an ER program. Applying the concept of “think big, act small,” I assessed the most feasible way to get something started that could be later taken on by city

hall. I initiated ER in one classroom. This way, I could learn about running a program and what strengths and weakness existed in order to manage them as the program evolved. The biggest weaknesses was the lack of resources.

Thus, I took it upon myself, both time-wise and financially, to obtain reading materials.

Featurette

After several months of planning and starting with a few dozen graded readers, a small class of about seven students, mostly housewives, got their first introduction to ER. This was a false beginners class, so in very simple English, I carefully explained ER objectives. I was able to encourage a few students to borrow some books. Using the feedback I received from those students, I was able to add more readers. Eventually, all the students began to borrow and read the readers outside the classroom. In addition, they wanted to explore reading authentic texts, in particular children’s books, so they could either read to or with their children.

It has been two years since I introduced ER to this group of learners. Even though I stopped working for the city hall almost a year ago, those students have continued with ER. They still use the graded readers, and many of them have moved on from the starter level and are reading books at the low-intermediate level. Furthermore, they are encouraging new students who join the English class to try ER.

ER has several benefits for our language learners. Even though many of us may be enthusiastic about introducing ER to our students, there are factors that prevent the success of a program. However, if you think big and act small, you can plan and run an ER program that remains effective over time.

The Author



Faith Fishley is an English language instructor for the language center at Sunchon National University. She has been teaching in Korea since 2005 and has also taught in Japan. She has a CELTA, and her interests include reflective practice and extensive reading. Email: ffishley@hotmail.com



KOTESOL 2010 UCC National Conference



*Learning to Teach,
Teaching to Learn:
Lessons from the Classroom*

**May 15, 2010
UCC Center, Daegu Technical College
Daegu**

Call for Presentations
Deadline: April 4

This year's national conference theme is broad but focused: What have we taken from the classroom to use in other classrooms?

Workshops (50 min.) research papers (20 min.) of interest to teaching professionals and aspiring teachers are sought for KOTESOL's National Conference. There will be published proceedings at the conference, which may include papers and/or quality workshop materials.

Submit your presentation title (10 words max.), abstract (200 words max.) and biographical sketch (100 words max.) as a single MS Word email attachment. Indicate "research paper" or "workshop" please. Accepted presenters will be sent details for optional proceedings inclusion.

Email submissions to: KOTESOL2010@asia.com

Conference website: www.kotesol.org/?q=2010NC

***Upgrade your resume with a
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Advancing ELT in the Global Context

By Kyungsook Yeum & Stephen-Peter Jinks

The conference theme for the PAC 2010/KOTESOL International Conference is "Advancing ELT in the Global Context." The theme addresses the issue of language teaching and learning from a broader socio-cultural perspective. As language teachers and learners, our multi-faceted and ever-changing individual identities - how we see ourselves and how we are seen by others - will shape our attitudes, actions, and reactions to language teaching. The Pan-Asian Consortium (PAC) of conferences is a forum for educators to share their ideas, innovations, experience, action research, and research findings in the global context.

The theme addresses the issue of language teaching and learning in the broader socio-cultural perspective.

Invited speakers that have been confirmed include Dr. Jennifer Jenkins (University of Southampton, UK), Dr. Keith Folse (University of Central Florida, US), Paul Nation (Victoria University of Wellington, NZ), Dr. Jodi Crandall (University of Maryland, US), Dr. Andy Kirkpatrick (Hong Kong Institute of Education), and Dr. Sunhae Hwang (Sookmyung Women's University). In addition, the panelists for a special panel session have been confirmed: Dr. David Nunan, Dr. Rod Ellis, and Dr. Kathleen Bailey (all from Anaheim University). The conference team also plans to invite several featured speakers from the regions of our PAC partner organizations (Japan: JALT, Taiwan: ETA-ROC, Thailand: ThaiTESOL, Far East Russia: FEELTA, Singapore: ELLTAS, and the Philippines: PALT). We will have even more speakers to announce soon.

The Conference venue is Sookmyung Women's University. Several months ago, substantial research was conducted into hosting the conference at one of the convention centers in Seoul. However, the high rental fees, unavailability of catering, or seasonal high demand in October, made these venues unsuitable. It was, therefore, decided to return to Sookmyung Women's University, where several past KOTESOL international conferences have been successfully held. Additional ways to maximize the campus space will be implemented to host PAC 1010.

Hosting PAC 2010 successfully will provide momentum for KOTESOL to grow as a more prominent organization for English educators at home and

abroad. To this end, we plan to invite the Minister of Education, Science, and Technology (MEST), among others, to the Conference as this will bring us greater media coverage. The main goal is to make KOTESOL a better-recognized organization of English teachers from multi-national backgrounds who are committed to the betterment of English education. The 2010 International Conference Committee is working closely with Joshua Hall, National Publicity Chair, to ensure that we make the best use of this opportunity to promote KOTESOL to the wider ELT community in Korea, as well as internationally.

PAC 2010 Conference Column

The Conference Committee has a new Co-chair, Julien McNulty, as Dr. Herrie Lee, the former Co-chair, had to leave Korea to take up a new teaching position in Shanghai. We are sorry to lose Herrie, but we are also excited to welcome Julien to his new role as Co-chair. Julien has previously served on the Conference Committee as a conference program book editor. This year's International Conference has two Chairs: Stephen-Peter Jinks and Dr. Kyungsook Yeum.

The Authors



Kyungsook Yeum has worked as administrative professor of the TESOL programs at Sookmyung Women's University for over 10 years. She has actively participated in organizing conferences and forums to address both the global and domestic issues related to ELT. Dr. Yeum served as the president of KOTESOL in 2004-2005 and has served on the boards of other ELT associations in Korea as well. She is sharing PAC/KOTESOL International Conference chairing duties with Stephen-Peter Jinks. Email: yeum@sookmyung.ac.kr



Stephen-Peter Jinks, who goes by "Jinks," has been a KOTESOL member since he arrived in Korea in 2005. He has been involved with the international conference committee since 2006. He is currently working as an English instructor at Hoseo University in Chungnam while sharing PAC/KOTESOL International Conference chairing duties with Dr. Kyungsook Yeum. Email: proven.method@gmail.com

Online Grammar

We usually make our own materials in order to supplement course textbooks. Whatever the merits of these required texts, the fact is that every student is unique in terms of learning styles, learning preferences, learning background, beliefs, perceptions and attitudes about learning, character, motivation, confidence, etc. The list of student-specific needs can go on forever. Many authors and researchers have thus pointed out the illogicality of the traditional paradigm in which the teacher *knows* what every student needs to learn and attempts to *teach* it to everyone. Not only do students not always learn what the teacher teaches, but a basic needs *analysis* will show that the proficiency range in the classroom makes discrete grammar teaching meaningful for only a minority of the students.

Nevertheless, we often find ourselves tied to a textbook and to its grammatical content. How are we to adapt the textbook to the individual needs of the students and to the group-specific needs of each class? This is the question that materials design attempts to answer. If teachers have the ability to analyze the textbook and to identify its learning goals, then they can produce multi-level learning materials that are suitable for their own students.

In terms of grammar, a needs analysis will quickly show a range of acquisition and comprehension in each class, depending on various factors. However, the increasing wealth of grammar activities on the Internet offers an interesting approach to this problem. Once the teacher has found *reliable, well-classified* grammar

activities online, these can be assigned to the students as appropriate.

Reliable and *well-classified*, there is the rub (as Hamlet would have said if he had been a 21st century language teacher). All too often, we visit an Internet grammar site only to find a seemingly random collection of ungraded activities. At this point, it is up to the teacher to spend a great deal of time going through them and finding the ones that they want to use. For this situation, here are a few suggestions. (The extended list can be found in Finch & Shin, 2005, p. 429.)

A Google search for “grammar exercises” etc. will turn up lots of sites to explore. However, these all take time to investigate and to match up with the relevant pages in the textbook. It can be a good idea to find a couple of really good sites and to stay with them. Individual exercises can then be completed online and the final page (saying “Well Done: 100%”) can be printed out and put into the students’ portfolios. Teachers who fear cheating can make use of JavaScript grammar activities available online. These produce different questions for every user and cannot be duplicated.

The sites mentioned above have all been recommendable so far, but Internet URLs tend to change and sites come and go, often leaving the hard-worked language teacher in a last-minute bind. There is another alternative, of course, which is to make one’s own online grammar activities, using the free software, Hot Potatoes (<http://hotpot.uvic.ca/>). This is quite simple to use and has the advantage that the teacher can tailor the activities/exercises/quizzes to their own students. Once the activities are designed, made, and uploaded, they are there for as long as needed and can be fine-tuned and added to at any time. More about this in the next issue!

Reference

Finch, A. E., & Shin, D. (2005). *Integrating teaching and assessment in the EFL classroom*. Seoul: Sahoipyungron.

Materials Design

By Andrew Finch

Grammar Exercises

- <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/index.htm>
Excellent. 330 grammar topics by University of Victoria, Canada.
- http://iteslj.org/links/ESL/Grammar_and_English_Usage/
Grammar sites suggested by ITESL-J. A lot of sites to wade through here!
- <http://www.eslgold.com/grammar.html>
A comprehensive site.
- <http://www.english-4u.de/>
English 4 U: Well structured.

Grammar Quizzes

- <http://www.manythings.org/>
Excellent. Many activities for students.
- <http://a4esl.org/q/h/grammar.html>
Very good. Self-study quizzes.
- <http://a4esl.org/>
Very good. JavaScript activities for ESL students.
- <http://www.ego4u.com/en/cram-up/grammar>
English Grammar Online 4 U



The Author

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ER: Proceed with Caution (Part I)

Recently I read an excellent discussion on the topic of extensive reading in the Korean context in *The English Connection*. In this column, I would also like to add some of my reflections on how we can further promote extensive reading. When I taught in Korea (18 years) in the early part of my career, I attempted to introduce extensive reading, but it was a hard sell because many wondered about its value and how to “control” it with assignments and the like. There were misconceptions then, many of which still exist, about what extensive reading is and how it should be conducted. I will revisit these issues as they relate to extensive reading and what we know from current research in two parts. I take much of this from my recent book on reading (Farrell, 2008), should you want to see more.

Extensive reading calls for minimal intervention from the teacher because it involves having our students read materials that interest them.

What is Extensive Reading?

An obvious start to this discussion is to contrast extensive reading with intensive reading, where we teach reading explicitly and directly in the classroom to our students so that they can decode different types of texts. Intensive reading calls for maximum intervention by the teacher in the class. In contrast, extensive reading calls for minimal intervention from the teacher because it usually involves having our students read materials that interest them (for information and/or pleasure) with no great focus on the language within the text itself. The idea of having extensive reading in our English language education programs is that it can help improve our students' overall reading performance (especially beginning students) by enhancing incidental language learning in such areas as spelling, vocabulary, grammar, and text structure.

How Should We Conduct Extensive Reading?

Extensive reading can be conducted in class and/or after class. When conducted in class, the students usually read silently (called Sustained Silent Reading [SSR] practice) and at their own pace. During this SSR time, teachers can help select a book, answer questions from learners, and observe learners' reactions toward

reading. However, the teacher-student conversations should not disturb the other students who are reading. So what should the teacher do during this time? In my opinion, while the students are reading extensively in class, the reading teacher should also read in the class. When students see that the teacher is reading, they may become curious about the book he or she is reading and may thus ask questions about the material. Reading teachers can then answer their students' questions, explain what they are reading and why they like this type of book, and explain that their reading interests may be different than their students' interests.

Professional Development

By Thomas S.C. Farrell

Research has indicated that when extensive reading is used to build fluency, nearly all the words of the text the students are reading should be known to them. When the purpose of extensive reading is for language growth, then about 95 per cent of the words in the text they are reading should be known. So, for extensive reading it is better that our students read lots of easy texts, which keep their language difficulty within the learners' reading competence, rather than more difficult ones, especially for those students who lack confidence in reading. Of course, a controversial issue is: Who chooses the reading materials - teachers or students? It is best that students choose what they want to read because our (teachers') interests are different than our students' interests. But what if they choose materials we consider inappropriate? What would you say if your students wanted to read comic books or an x-rated magazine because they said they were interested in these materials?

This article has offered a few tips on conducting ER, but the discussion will continue in the Summer issue of *TEC*, where I will address how teachers can proceed after introducing an extensive reading program.

Reference

Farrell, T. S. C. (2008). *Teaching reading to English language learners: A reflective guide*. Thousand Oaks, CA: Corwin Press (Sage).



The Author

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Better Use of Dialogues

If you have been following ELT conferences or journals over the last few years, you have probably come across the term *reflective practice*. Reflection seems to be one of the common buzzwords in teaching today, and it might be the type of thing that we would typically dismiss offhand as a fad or yet another term seemingly created to distinguish between the knowers and non-knowers in the ELT field. However, we feel reflective practice is an integral part of every teacher's professional development and more teachers need to understand its benefits.

There have been several excellent seminars recently on reflective practice at various KOTESOL events, including seminars by one of the world's leading voices in this field, Dr. Thomas S.C. Farrell. You can catch Dr. Farrell's thoughts on reflective practice with his regular contributions to TEC in his column on professional development. For further information regarding other methods of reflective practice see Dr. Farrell's book, *Reflective Language Teaching: From Research to Practice*. In this, our third column, we hope to add to his work and share a bit about reflective practice and how it has shaped our thinking, our teaching, and our work with in-service teachers.

What is reflective practice? It is analyzing what you do in the classroom and challenging your beliefs about your teaching practice. Once you gather this information, you use it to implement changes and guide your future teaching practices.

All teachers have classes that go very well, and all teachers have classes that make them question why they got into teaching. Many times teachers attribute great classes to the strength of the lesson or teacher, and terrible classes to the weaknesses of the students. However, more often than not, the opposite is true. Perhaps the great class had nothing to do with what you did in the classroom, and maybe the terrible class was a result of the activities you tried or the methods you employed during the lesson. This is a simple but important point often raised by Dr. Farrell. Reflective practice helps teachers to find the reasons behind successes and failures in the classroom.

We feel that a great way to engage in reflective practice is through journal writing. Journalizing your thoughts, experiences, successes, failures, fears, and anxieties can prove to be a very insightful endeavor. You can choose

when and how often you write journals, from writing every day after each class to writing at home once a week. By writing about your classroom experiences, you will be able to achieve a new understanding of your teaching practices, and most importantly, you will gain a new quality that all teachers should possess:

awareness. Awareness of what you do, awareness of how you do it, and awareness of why you do it. Being aware of these three

areas will help you develop and improve as a teacher.

Training Notes

By M. Griffin & M. Sahota

Michael, who is generally proud of his healthy skepticism, decided to try keeping a reflective journal after hearing so much about reflective practice from many people in the field, including Manpal and Dr. Farrell. Michael was immediately impressed with the clarity of thought and peace of mind that keeping a reflective journal provided him. Michael started to think that reflecting on the class was at least as important as planning. He is quick to say that keeping a reflective journal is not a panacea, but Michael strongly feels that there are definite and tangible benefits to such a practice. The first is that it helped him to frame the issues about his teaching in an unemotional way and gave him a chance to calmly approach the blur of activity that English lessons and training sessions can be. Teaching is often an emotional business, and it has been very instructive for Michael to separate emotion from rational thought through the use of journaling.

If possible, it would be highly beneficial to share

your journals with other teachers who are also engaging in reflective practice. By allowing others to read your journals and give feedback, your peers can support or challenge what you have written. You will be able to learn from their experiences and thus improve your personal practical knowledge at a greater rate. A group of teachers engaging in reflective practice together in this way is what some refer to as a "community of practice."

Manpal was part of a community of practice with two other teacher trainers when he worked at an in-service

Reflective practice helps teachers to find the reasons behind successes and failures in the classroom.

training institute for Korean English teachers. Being able to journalize our experiences and receive feedback from each other was very insightful for all three of us. It helped us to overcome classroom difficulties and encouraged us to implement changes in our lessons. Indeed, Manpal felt his teaching practices improved as a result of writing journals.

Where Manpal now works, new teachers starting each semester are required to participate in a community of practice with 4-5 peers for their first 12 weeks. The teachers write about their successes and failures in the classroom, and offer advice and resources when a teacher is struggling with a certain class or topic/grammar point/etc. It was impressive for Manpal to see how open and supportive these communities became week after week. By the end, the overwhelming opinion was positive as many teachers appreciated being able to discuss and share ideas with other professionals in their field. For many, it was the first time they actually talked or even thought about what was going on in their classrooms.

In addition to sharing journals with peers, some teachers find sharing their journals with students to be helpful. For a few teacher training courses, Michael posted his journal on his web site for course participants to see. This provided a model of what a reflective journal might look like and offered at least two additional benefits. The first was that it showed course participants that Michael was committed to reflective practice and that he valued it. The other benefit was that it gave course participants a chance to see what the trainer was thinking and feeling. Michael heard from many participants that reading his journal gave them a better understanding about teaching English as well as a better understanding about what he was thinking and feeling about the class. Michael felt that it was a good way to share both his thoughts and the class-related decisions that he made.

Of course, it is not easy to share your journals with just anyone. Many people do not feel comfortable sharing their worries and failures with colleagues for fear of judgment or being labeled a “bad teacher.” Some teachers feel a sense of competition with coworkers and are not interested in helping their colleagues improve as teachers. These are important obstacles to consider when forming a community of practice. You need to choose people who you trust, who you feel comfortable with, and who are not afraid to share intimate accounts with you and the other members of your community. Another idea is to create “critical friends” with friends you already have and who are in the EFL teaching profession. Sadly, it is quite rare for friends, even if they are both in the EFL/TESOL profession, to critically discuss their teaching practice with each other

(this was the case for Manpal and Michael for several years). Starting out with friends can be a gentle entry into the world of reflective practice.

While it is passionately supported by its adherents, reflective practice is still not part of mainstream TESOL education. Many teacher training courses, especially those for new teachers, do not include reflection. Apparently reflection is thought of as something for more experienced teachers. We feel that

more courses and thus more beginning teachers should experiment with reflective practice as early as possible. Many of us have heard the difference between a teacher with ten years of

experience and a teacher with one year of experience repeated ten times. We feel that healthy doses of reflection can help prevent teachers from getting stuck in ruts and having “Groundhog Day” type lessons, courses, and careers.

If your New Year’s resolution was to become a better teacher, why not start reflective practice today?

Reflective practice is still not part of mainstream TESOL education.

The Authors



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Reflective Teaching

Dewey (1933) identified three attributes of reflective individuals that I think are still important today for teachers: open-mindedness, responsibility and wholeheartedness.

Thomas S. C. Farrell
Reflective Language Teaching (2007, p. 2)

Lyrical Grammar

Besame. Besame mucho, como si fuera esta noche la ultima vez. (Kiss me. Kiss me a lot, as if tonight were for the last time). It has been almost twenty years since I took my first Spanish class, but amazingly, I can still remember the grammar lesson in which this lyric helped me to learn the Spanish subjunctive. Sometimes even now, when choosing between the indicative and subjunctive moods, that same lyric will pop to mind. It is a testimony to the powerful role of song in language learning.

Most teachers know that songs are great language learning tools and that there is no shortage of songs from which to choose. However, in some language courses, songs are considered mere supplements and might be covered too quickly and randomly, without time for language practice or discussion. In the case of academic courses, songs may be for “edutainment,” with lyrics hastily downloaded and photocopied for time-filling lessons on days after important tests. This is a mistake. Considering the mnemonic staying power of a lyric, it is worth choosing songs carefully, integrating them properly into a curriculum, creating detailed exercises to accompany them, and attaching accountability to the content and language of song lessons.

Considering the mnemonic staying power of a lyric, it is worth choosing songs carefully.

If teachers are having difficulty finding an appropriate song for a certain course unit or justifying using a song in an academic learning environment, a grammatical approach might be useful. To help fit songs into a course based on grammar points, the free and user-friendly *Musical English Lessons* web site is an invaluable tool (<http://www.musicalenglishlessons.org>). Upon entering the web site, clicking on the “For Teachers of English” link brings up an index categorized by grammar structures. Each song has a variety of worksheets and answer keys, with a different focus to each exercise, and a proficiency grading. For example, Queen’s *We Are the Champions* has three different listening practice sheets: for spelling and pronunciation (pre-intermediate), present perfect (pre-intermediate to intermediate), and common phrases (intermediate or upper-intermediate). It also has exercises on prepositions and particles (intermediate / upper intermediate), a faux-interview matching exercise (post-intermediate to advanced), and the full lyrics.

For example, with the present perfect sheet, the students listen and fill in the blanks on the lyrics sheet before them. Here is an example from the present perfect sheet: Verse 1 (1) _____ *my dues, time after time.* (2) _____ *my sentence, but committed no crime / And bad mistakes, I’ve made a few.* (3) _____ *my share of sand kicked in my face, But* (4) _____ .

In the faux interview, Freddie Mercury sings a line (one of a pair of students can read the line out), and then the reporter (the other student) responds to it, either from a list of choices (see the box below)

Grammar Glammar

By Ksan Rubadeau

or with their own question. For example:
Freddie: I’ve paid my dues, time after time.
Reporter: (1) _____ .
Freddie: I’ve done my sentence, but committed no crime.
Reporter: (2) _____ .

The Reporter’s Responses to Choose From

- A: You weren’t expecting life to be easy, were you?
- B: Yes, we all know you’ve been an actor
- C: Are you saying you have been to prison for no good reason?
- D: That’s a good way of looking at things.
- E: What type of dues?
- F: What sort of mistakes?

Looking at the examples, it is easy to see how, with the right language-focus exercises, a song could provide appropriate, hard-hitting grammar practice for any class. As long as the teacher ensures that the vocabulary is appropriately glossed and that students will be accountable for knowing and understanding the lyrics (e.g., a lyric dictation or grammar focus on a test), songs can go into any serious course and may, indeed, be the most memorable part of a class.

The Author



Ksan Rubadeau (MA Applied Linguistics) has delighted in teaching English for the past 14 years. She is currently a lecturer at Korea University and the treasurer of KOTESOL’s Seoul Chapter. She speaks English, Spanish, and French, and is working on Korean. Email: ksanrubadeau@gmail.com

Words of Legends

Urban legends are modern-day tales formed by and circulated among our urbanized society. Some of these urban legends are linguistic in nature. They are about words and phrases and, rather than being cautionary like many other urban legends, the more they are told, the more they are blindly accepted as fact. Though linguistic urban legends may have a mustard seed of truth at their core, they all contain a deliberate degree of deception in their design. Here we will expose some of the most firmly entrenched of these myths.

Linguistic urban legends all contain a deliberate degree of deception in their design.

Many Words for “Snow” in Eskimo

It seems only reasonable that the language of a people whose lifestyle is so closely related to snow would have more words for the frozen flakes than a language such as English. How many words does the legend say Eskimo (or Inuit) has? Is it 50, 100, 500? Well, it depends on when you heard the story; the number increases with time. This story has been refuted by linguists of such renown as Geoffrey Pullum and Steven Pinker. The thread of truth that it mushroomed out of dates back to 1911 when anthropologist Franz Boaz casually mentioned that Inuit had four unrelated word roots for snow. Boaz wanted to demonstrate that the languages of peoples with simple lifestyles can be as complex as those of sophisticated societies. In 1940, linguist Benjamin Whorf upped the Inuit words for snow to seven, arguing that it was evidence of linguistic determination. From there, the urban legend ballooned.

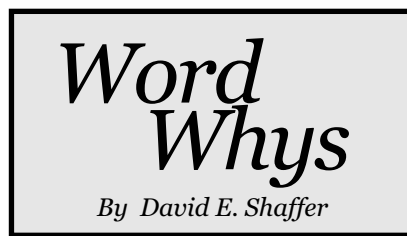
Mind Your Ps and Qs

There are numerous tales about the origin of this expression, which dates back to at least 1779. It has been more productive in spawning urban legends than almost any other. Some say that the expression was first used as an admonishment to be careful to use *pleases and thank yous*. Others say it was a warning to be careful of how many *pints and quarts* you drank at the neighborhood pub. Still others insist that it had a nautical origin, cautioning sailors to be sure that they did not allow their *pea jackets* to be touched by their oily queues (pigtailed). Another suggested origin is that it refers to *prime quality*, encouraging one to pay attention to detail and to do their best. However, none of these suggestions have any solid evidence to support

them. A more plausible and often suggested origin is that the expression was used with typesetters whose mirror-image, lowercase p and q letters could easily be confused. But again, no evidence. Most likely, *Mind your ps and qs* arose from a warning to children to be careful when writing the letters p and q because they are so similar to each other.

Ring Around the Rosie

This catchy children’s rhyme is commonly repeated in children’s play in English-speaking countries around the world. In one of its most common variant forms, the rhyme goes:
Ring around the
rosie / Pockets
full of posies /
Ashes, ashes /
All fall down.
What many of us hear later in life is that this



gay, seemingly harmless children’s rhyme is really a grim description of the bubonic plague of Europe’s medieval period. The first line is said to refer to the marks on the skin associated with the Black Death. Line 2 is a reference to keeping flowers in one’s pocket in a medieval belief that pleasant smells warded off disease. Line 3 refers to cremation of the bodies of those who succumbed to the plague. And *fall down* of line 4 represents death from the disease. Interesting story, plausible explanation, classic urban legend, completely fabricated. There is no evidence to support this story. The rhyme first appeared in 1881, centuries after the last of Europe’s plagues, and most importantly, its earlier forms were different. The most plausible explanation of this rhyme’s origin is that it merely arose out of nonsense phrases created by children who were more interested in having fun than poeticizing gruesome death.

So beware of the explanations you hear about words, phrases, and other expressions, and their origins. The urge is almost universal to concoct a meaning for words when one is not readily available.

The Author



David E. Shaffer, PhD Linguistics, has been involved in the debunking of language myths at Chosun University for many years. In addition to urban-legend slaying, his present academic interests include English-to-Korean loanwords, professional development, and conceptual metaphor. At Chosun, he is a teacher trainer, curriculum and materials developer, and program administrator.
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Twitter Tweeting Teaching

When is the last time you chatted, texted, or tweeted? Odds are that you have already participated in one of these short forms of communication today, and it is even more likely that your students have. Short-form communication is an essential aspect of modern communication. Are you preparing your students to communicate clearly and succinctly in this genre? There are many options, both in terms of tools and tasks, for engaging language learners in this type of interaction.

Microblogging with Twitter

One form of short-text communication experiencing explosive growth is microblogging, combining short-text interaction with the distribution potential of blogs. Many services have included types of microblogging in the form of status updates (e.g., Facebook, LinkedIn, and Skype), but Twitter (<http://www.twitter.com>), made famous by the likes of Oprah Winfrey, Ashton Kutcher, and CNN, is leading the microblogging surge. Twitter limits users to 140 characters per post for messages that can be broadcast to the world, directed to individual users (replies), forwarded (retweets), or sent as private messages to your Twitter followers (direct messages).

Twitter Resources and Educational Use Cases

To understand Twitter, you must use Twitter. A good place to start is with a video called *Twitter in Plain English* (<http://www.commoncraft.com/Twitter>). This video is a basic introduction to Twitter and how it can be used to keep in touch with friends, family, and coworkers. However, I would, instead, suggest reading *50 Ideas on Using Twitter for Education* (<http://cooper-taylor.com/blog/2008/08/50-ideas-on-using-twitter-for-education>) and *29 Interesting Ways to Use Twitter in the Classroom* (<http://www.ideastoinspire.co.uk/twitter.htm>). If these inspire you to learn more about Twitter, the *Twitter Fan Wiki* (<http://twitter.pbworks.com>) contains a wealth of information for casual users and application developers alike.

Who to Follow?

Twitter is best used to interact with your personal and professional networks. You can begin by importing your current contacts from Hotmail, Gmail, or AOL, but Twitter is great for connecting to new people. Start by looking at people your current contacts are following, by searching for your favorite personalities, or by searching for existing lists of users on web sites like TweepML (<http://tweepml.org>) and Wefollow (<http://wefollow.com>). A few useful lists of English language teachers to follow are available at

<http://twitter.com/cgoodey/language-teaching/members>, <http://twitter.com/Britsmiles/elt/members>, and <http://twitter.com/kalinagoenglish/eltbloggers/members>.

Twitter Clients

Twitter's interface is not very highly regarded. Luckily, there are many great Twitter clients available. One web-based application that has received a lot of buzz is Brizzly (<http://brizzly.com>). Brizzly is designed to give users better access to Twitter functions and better display of media (images and video) within the stream of posts.

Though web-based clients are good for those who use public or shared office computers, desktop clients offer much more functionality for those who can install software on their computers. One of the most popular Twitter applications is TweetDeck (<http://www.tweetdeck.com>). TweetDeck allows users to manage multiple accounts (Twitter and Facebook) as well as utilize columns to group those they follow (e.g., English teachers, news sources, and politicians) and keywords. Additionally, TweetDeck integrates functions such as image uploading, translation (powered by Google Translate), and URL shortening (replacing long URLs with shorter ones).


Hantweet (<http://hantweet.com>) is a Korea-based service that allows you to post to Twitter by sending an SMS to a number in Korea. There is no charge to send messages through Hantweet, but you have to purchase credit to receive messages via SMS.

Give It a Try

Twitter is not an educational service, but it is being used by many to further educational objectives. The more you explore it, the more you will understand its potential for language learning and your own professional development.

The Author



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Start Writing

Getting children to begin writing and enjoy the process is often a challenge. Writing is a productive skill requiring a commitment to both accuracy and content. Many of my young learners become easily frustrated when they do not have the productive ability to write out their ideas and thoughts. Others find that the time and attention needed to think and write taxes their attention spans. This leads to dilemmas in the classroom. My learners tend to take the path of least resistance, writing only what words and patterns they do know; they finish up quickly without activating new words and patterns. Another frequent obstacle is with materials. In general, many writing books and worksheets focus primarily on manipulating grammar and rarely make it past sentence-level discourse. What follows are some ideas for promoting writing with young learners. These have worked for me, so I hope they work for you, too.

Learners tend to take the path of least resistance.

For young students who are new to writing but already have the ability to write words and copy sentences, I begin with picture-based writing activities. Copy eight to ten pictures and paste them on a worksheet. Next, write one or more sentences relevant to each picture. The students' task is to read the sentences and match them with the pictures, writing out the sentences next to or below each picture. While this is indeed a controlled writing activity, it does require more cognitive activity than simply out-of-context copying. Adding layers of complexity is easy. First, add additional sentences about each picture. Be aware that placing too many sentences in a box or area can be too cognitively demanding and time-consuming. For efficiency, place three related sentences next to one picture, or six sentences with two pictures. Second, scramble the words and have students unpack the sentences.

As mentioned earlier, many students take the easy way out of writing, limiting themselves to easily accessible vocabulary. This leads to simple sentences littered with the verb *is*. In this case, I like to adapt short stories and essays from their reading texts. I delete the verbs and other content words for them to write in. The deleted words should be collocates, words with a high statistical probability of matching with the word before or after. Like the above activity, this exercise is also controlled. For promoting independence and creativity, adapt the same reading texts, this time deleting specific

content words and whole phrases. Leave one long line (_____), or one line for each word (____ _) if you want students to discover grammatical patterns. Students then use their imagination to rewrite the story to their own liking. In the original story, *Lucy rode her bike to the park in the morning*, students are free to change the story content; for example, *Jung-hoon drove his truck to the zoo in the afternoon*. The finished project, which many students enjoy reading aloud to their classmates, is often humorous and motivating for the whole class.

Young Learners

By Jake Kimball


Writing for a purpose is often neglected. Writing postcards, invitations, notices, letters, applications, email messages, and requests for information may all be new tasks for students. Provide students with sentences they need to insert into the writing structure. Include a few signal posts or cohesive devices so that they can actually complete the task. This type of assignment requires a bit of logic and moves students from sentence-level discourse to a focus on function and organization.

Editing has always been a stumbling block to better writing. Once my students put their ideas on paper, they often see no reason to rewrite a piece of writing. I like to provide students with a passage containing mistakes and, more importantly, room for improvement. One idea is to offer students a paragraph with errors. Advise students they must find ten mistakes and then correct them. However, this activity tells students in a not-so-subtle manner that editing means fixing grammar mistakes. Vary the activity with other editing changes; e.g., to improve sentences with better, thicker descriptions and lexical alternatives.

Writing can be easy, fun, and productive. Start writing with your learners and discover how writing not only feeds on other skills but also translates into improved skills in other areas.

The Author



Jake Kimball is the Director of Studies at ILE Academy in Daegu. He is also the Facilitator of the KOTESOL Young Learners and Teens Special Interest Group. He received his MSc in Educational Management in TESOL from Aston University. Email: ilejake@yahoo.com 

Class Diaries: Make Your Job Easier

By Tim Thompson

Teaching a class a second or third time is supposed to be easier than teaching it for the first time. Whether we teach the same section multiple times during a semester or the same class term after term, using the same book and teaching the same material requires less preparation and therefore should be easier to teach. The problem is that we are also busy and things that we should be able to remember from class to class slip through the cracks. Class diaries are a practical way to keep activity ideas, lesson supplements, and any teaching ideas that worked well all in one place.

The first situation where class diaries can come in handy is when we teach the same lesson several times a week (or a term). This semester, I have three writing classes on different days. I might not always be able to remember on Friday the method I used successfully in Monday's class that helped the students understand something easily. If I do not write things down, I have to trust my memory - and it is not what it used to be.

An excellent way to keep your classes consistent.

A second situation is when we teach the same class every term or every other term. I used to make notes in my coursebooks, but sometimes the school would collect the books and issue new ones the next semester or would change the book between terms. I needed a way to keep my class notes so that they would not be taken away from me. Keeping a class diary allowed me to keep my notes on my computer's hard drive and also on a USB that I carry with me. Now that I have a diary for each class, I can walk into a new term confident that I know what to do in any given class and in any given week of the semester.

There are no rules about what a class diary needs to contain or the format that needs to be used. My class diaries are very simple, with no formal layout. I make notes on what I did after the first class and add any details that might surface after teaching reiterations of the same class. My diaries include what pages I covered in that given class, which activities I chose and how much time they took, ideas on how to explain something or specific examples that I used to illustrate a point, and what homework needs to be given or collected. Class diaries can be as simple or as complicated as you want.

Class diaries are not just for managing your plans for your classes. They can also be used for career development. They can be rewritten formally and integrated into a teaching portfolio, which can be useful for performance reviews or job applications. Once they are created, they can also be used by substitute teachers who are asked to teach your class. Teachers who do not have the time or energy to create formal lesson plans before a class will find class diaries to be a convenient and effective substitute. Class diaries are very similar to lesson plans except that they are created after the class, not before. We hope what we write in a lesson plan will work but we *know* what is written in a class diary has already worked.

Techniques

Class diaries are an excellent way to keep your classes consistent: both during a semester, and from term to term. This does not mean, however, that teachers should not strive to keep developing their lessons and including new ideas and activities. Keeping a class diary may seem like common sense, but it took me almost a decade in the classroom to start keeping one. It is never too late to make a positive change in your teaching style or your methods of preparation.

The Author



Tim Thompson (MA TESOL) has been teaching English in South Korea for ten years. His professional interests include English for Specific Purposes, pronunciation techniques, learning journals, and computer and multimedia-assisted language learning. Email: asiatour@hotmail.com.

Benefit of a Teaching Journal

The process of writing about teaching events often leads to new insights about those events.

Jack C. Richards & Thomas S. C. Farrell
*Professional Development for
Language Teachers* (p. 67)

Music to Improve Speaking Skills

By Dominick Inglese

This discussion describes how to use chants, songs, and rhythmical bodily movements (RBM) in the EFL classroom with minimal resources. These techniques offer a holistic approach to ELT.

The use of music along with RBM can improve comprehension and add enthusiasm to the classroom. RBMs include tapping on the desk with a pencil or the fingers, tapping the foot, stretching a rubber band, or snapping the fingers. Music can increase motivation and self-efficiency and reduces anxiety. Since music is used to develop first-language skills, music should not be neglected in EFL instruction.

The teacher can incorporate aspects of music and RBM into daily classroom routines with minimal resources by utilizing the Internet to find age-appropriate songs to use in the classroom. Teachers could use songs as a warm-up activity during the first five minutes of class to serve (a) as a way to get students settled down and (b) as a way to begin the class with positive energy.

Over a one-year period with one elementary class, I saw tremendous improvement in speaking ability, confidence, and enthusiasm.

Integrating music into instruction should be a gradual process. Teachers can begin by tapping on the table with a pencil. After a short time, the teacher could invest in an inexpensive instrument such as a tambourine. Tapping on the tambourine, while modeling correct speaking patterns, will encourage students to speak, while breaking the monotony of rote memorization. I recommend the use of musical elements in the EFL classroom because I have observed notable increases in pronunciation and flow. Students in my class have shown immediate improvement with the use of music and RBM. I will give a personal experience below.

Over a one-year period with one elementary class, I saw tremendous improvement in speaking ability, confidence, and enthusiasm. I was using a set of books

that had a brief song at the end of each unit. Most teachers ignored this song portion of the unit, but I decided to focus on it. The students were very shy at first and did not want to sing. But with encouragement, they slowly became more interested. By the end of the book, which consisted of nine units, I had each student



memorize and sing all of the songs in front of the class. When we started the next book, the students wanted to learn all of the songs immediately. So, on the first day with the new book, we did a brief overview of all of the songs. By the time we finished that book, all of the students had memorized all of the songs. Toward the end of the second book, I decided to push the students further. I told them to write their own songs using the familiar tunes from the book. At first, they were reluctant and did not understand my instructions (partly due to the language barrier). I told them to work in pairs using at least two vocabulary words from the book. They struggled the first day, but the next week, all of the students were eagerly asking if they could “do song write.” I allowed them to spend two more days writing songs, then we moved on to Book 3. When we began Book 3, all of the students again wanted to listen to the songs first, and throughout Book 3, they were asking if they could “song write.”

Due to my personal experience, I strongly encourage all EFL teachers to use music and RBM in the classroom. Music breaks all language barriers and fosters fluent speaking ability. [See Grammar Glamour, this issue, for information on teaching grammar through songs.]

The Author



Dominick Inglese (Devananda Dasa) is co-founder and director of GATEi (Golden Avatar Trust Education initiative), an alternative education initiative for teaching to India's village children. He has an A.A. in business, a B.A. in English, and an MA Ed. in curriculum and instruction. Originally from the U.S.A., Dominick has lived and taught in Korea since 2008 and has been to India nearly every year since 2004. Please visit <http://www.gateinitiative.org/> Email: share.inspiration@gmail.com

Our Learning Organization

By Jake Kimball

The management concept of a *learning organization* gained popularity in the 1990s in the UK. Although catering to businesses, it does not belong exclusively to for-profit organizations. Pedler et al. (1997) succinctly state, "A Learning Company is an organization that facilitates the learning of all its members and continuously transforms itself." The characteristics of a learning organization can also be applied to non-profit organizations such as KOTESOL.

Personal mastery is one such characteristic. Here, the idea is that the staff or volunteers continuously learn, and that individual learning translates into organizational learning. KOTESOL members, some of whom take on leadership roles, manage KOTESOL. We are very fortunate when members decide to give back to our organization and profession by taking on leadership roles. However, effective leadership requires skills that take time and training to develop, and some positions have steep learning curves. Leadership and expertise are best facilitated by having a mix of new volunteers and veterans working together. New leaders initially tackle positions commensurate with their abilities, taking on increasingly difficult roles as their leadership acumen increases.

Professional development takes place over time (i.e., regular on-the-job training), not simply through one-off formal training sessions. So a weekend seminar, such as KOTESOL's annual Leadership Retreat, is insufficient for training. KOTESOL just passed its annual budget on March 7, which left the organization without an operating budget for over two months from January 1. The 2010 budget contains a 126 million-won fiscal-year deficit - an eyebrow-raising deficit many members consider questionable fiscal stewardship. How did this happen? Lack of mentoring and training, time constraints, and executive transitions factor into inefficient management practices each year, but a budget had always been passed in December. In the future, I hope that KOTESOL provides sufficient training and mentoring for its new leaders, including timelines for actions such as organizing and delivering a budget punctually.

A committee with a wide range of ideas must scrutinize and enforce KOTESOL's elections procedures. The last KOTESOL election was contentious because of its lack of fairness and transparency. KOTESOL leadership must reflect on their elections procedures and formulate a fairer, more transparent model, conforming to the norms of an academic society and supported by the majority of KOTESOL members. KOTESOL needs to strike a balance between disseminating information and giving equal access to all candidates. For example, in past elections,

KOTESOL members' contact information was for official-use only, private and unavailable to candidates for campaigning purposes. KOTESOL members expect their privacy to be protected, that their inboxes will not be littered with excessive, unsubstantiated campaigning claims. It would also be unethical for some candidates to make use of their privileged access to the KOTESOL database while others have no access. A second observed violation involved on-site campaigning, though all candidates knew the campaign rules and deadlines. A third issue: Voting was implemented online only. Unfortunately, Internet access on-site was often limited, disenfranchising many members who wanted to vote but could not. On-site Internet access at the conference venue has been historically spotty, yet paper ballots were not available as a backup. Why? Technical glitches are reason enough to extend voting hours and accommodate a line of voters. In future elections, I hope that KOTESOL offers candidates an online forum on the KOTESOL web site where members and candidates can access election information and interact with each other.



Team learning and *participative policy-making* is another dynamic of a learning organization. This means that team members must be open to communication and polite discourse. For successful debate, contributions should be encouraged, even if these involve "working with tensions, or even conflicts, between values, positions and views" (Pedler et al., 1997). National Council meetings, with their long agendas, are time-consuming, but shortcutting dialogue and making executive decisions in the name of expediency, without honoring committee-wide discourse, does not benefit a learning organization.

Becoming a learning organization is difficult, but there is honor in trying.

Reference

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The Author

Jake Kimball, a lifetime member of KOTESOL, has served on the National Council for five years - two years as Nominations & Elections Committee Chair and three years as National 2nd Vice-President. Email: eltjake@yahoo.com

Book Review

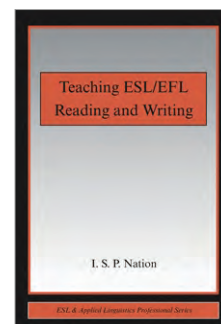
Teaching ESL/EFL Reading and Writing

I.S.P. Nation.

New York: Routledge, 2009.

Pages: v + 171. (ISBN-978-0-415-98968-8)

Reviewed by Kara MacDonald



Finding an appropriate text for a specific course, or for our own professional development, is not always easy. We often struggle to find one text that is suitable for our various goals. This has been my situation with respect to selecting an appropriate coursebook for a Teaching Reading and Writing course and for better understanding the acquisition of reading and writing to assist teacher trainer students and learners at my workplace. We have tried a variety of texts and developing an in-house course reader, drawing on various pieces of work to offer both practical and theoretical content to students. Yet I have never been fully satisfied with the text and have had an on-going search for appropriate material for the course. I found it last week in *Teaching ESL/EFL Reading and Writing*, by Paul Nation.

The book is of particular value because it provides a variety of practical tasks and strategies for teachers to learn how to better support learners' reading and writing skills. However, the real significance of the text is that Nation emphasizes that the tasks and strategies discussed cannot be used in isolation, but need to be utilized as a means of linking meaning-focused input, meaning-focused output, language-focused learning, and fluency practice. In focusing on reading and writing in this manner, teachers are able to build the skills with meaning, content, and communication as the objective, contextualizing vocabulary, language structures, and their usage.

Chapter 1 addresses the issues of learning to read in an L1 and L2, and what this means for teaching reading in another language. Chapter 2 begins by describing the linguistic fundamentals needed for reading and explores topics such as phonics and its influence on learning to read and spell in English. The second part of the chapter focuses on spelling and the role of meaning-focused input and output. Chapter 3 describes intensive reading, features of good intensive reading, and the role of appropriate comprehension questions. In this chapter, Nation also addresses vocabulary, grammatical features, and genre. Chapter 4 describes extensive reading, explaining its goals and

value, as well as limitations. The chapter next focuses on how to support learners with extensive reading tasks and the use of graded readers. Chapter 5 discusses building reading speed and how to assist learners in building automaticity and fluency, while also answering common questions about reading speed. Chapter 6 examines reading assessment and how to identify problems and measure reading proficiency. Chapter 7 makes the move to addressing writing and presents a variety of tasks to assist learners in developing writing skills. Chapter 8 examines the writing process and the structure of writing programs. Chapter 9 explores the *topic type* approach to writing to assist learners in gathering information, summarizing, and writing about non-fiction topics. Chapter 10 discusses the task of responding to writing work to support the learners' skill development while increasing their motivation and interest in writing. The conclusion wraps up the book by restating the value of meaning-based input, output, learning, and fluency practice.

Teaching ESL/EFL Reading and Writing is a companion text of *Teaching ESL/EFL Listening and Speaking*, which will be reviewed in the Summer issue. Both texts are similar in format and the kinds of topics covered, but do not need to be jointly used. So, you can feel comfortable to begin drawing ideas and approaches from the reading and writing text while waiting for a review of the listening and speaking text. Together the two texts offer a practical, hands-on approach to teaching these skills as well as assessment issues.

The Author



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Kara MacDonald received her Master's and Doctorate in Applied Linguistics (TESOL) from the University of Sydney. She teaches at Hanyang-Oregon TESOL, Hanyang University, where she is Academic Coordinator and teaches postgraduate teacher-training courses in applied linguistics and TESOL. Email:



Announcing the 2010 KOTESOL Research Grants

As in years past, KOTESOL is proud to support the efforts of its members by offering two types of research grants through the Research Committee. This year, we will offer up to four "Research Paper Grants," and up to five "Conference Presentation Grants." Please read on for more information about each type of grant.

Research Paper Grants

Research Paper Grants are offered for the purpose of stimulating new research, especially by beginning researchers, of high quality and worthy of appearing in the *Korea TESOL Journal*. For 2010, KOTESOL's Research Committee has requested funds for two research paper grants of up to 1,000,000 won each for independent research and up to 500,000 won for student research. The Research Committee will determine who will receive grants after review of the submitted applications. Recipients will be reported in the June issue of *The English Connection*. In addition to submitting a solid research proposal, applicants must:

- Carry out the ELT research in Korea.
- Be a current Korea TESOL member for the duration of the research.
- Be studying or working in Korea for the duration of the research.
- Complete the research within one year of acceptance of their research proposal.
- Submit the results of the research for publication in the *Korea TESOL Journal*, or comparable journal, within one year of completion of the research.

Research Paper Grant Proposal Deadline: **April 30, 2010**

Conference Presentation Grants

The Korea TESOL Conference Presentation Grants have been initiated to encourage members who are new to research to begin with research that will lead to a Korea TESOL International Conference presentation, but not necessarily to a full journal-level research paper. For 2010, KOTESOL's Research Committee has requested funds for five conference presentation grants of 200,000 won each for ELT research to be carried out and presented at the International Conference. The Research Committee will determine who will receive grants after review of the submitted applications. Recipients will be reported in the June issue of *The English Connection*. In addition to submitting a solid research proposal, applicants must:

- Carry out the ELT research in Korea.
- Be a current Korea TESOL member for the duration of the research.
- Be studying or working in Korea for the duration of the research.
- Complete the research in time to present the results at the Korea TESOL International Conference on October 16-17, 2010.
- Submit the results of the research for publication in *KOTESOL Proceedings 2010*.

Conference Presentation Grant Proposal Deadline: **April 30, 2010**

**For more information and application forms,
contact Research Committee Chair
Eric Reynolds: kotesol.research.comm@gmail.com**

Research Committee Web Page: <http://www.kotesol.org/?q=node/139>

Eric, The Reynolds: To Korea for the Critical Period

Eric Reynolds is a name we have been seeing more of around KOTESOL recently. He has served as Daejeon Vice-President of the Deajeon-Chungcheong Chapter since 2008. You may have heard him present last spring at the National Conference, or at the International Conference in the fall, or at the Young Learners Symposium in November. You may have seen him at the KOTESOL Leadership Retreat, which he helped to organize, at his university (Woosong) in January. And if you did, you probably know that he is now serving as Chair of both the International Affairs and Research Committees.

Eric came to Korea in 2008. Very much like an earlier Eric of Viking fame, he has done a lot of traveling across waters. Starting out from his hometown of Page, Arizona, he has traveled in all but two of the contiguous US states; he has traversed the Atlantic and the Pacific to visit 22 countries, and he has lived and worked in seven of them. Eric arrived on the Peninsula two years ago. This was influenced somewhat by his wife Yoonhwa Cho, but much more so by his son Yoojin. Yoojin's parents began to get nervous about the Critical Period Hypothesis in second language acquisition and "started making plans to spend more time in Korea." Another "Eric," Eric Lenneberg (1967) would have never expected his hypothesis to have such consequence.

As is the case with so many educators in our field, it was not applied linguistics or TESOL that Eric planned as the field for his future when he was graduating from high school. He started college with a dual major in astronomy and physics, but graduated the University of Arizona with a BA in British literature. After a year of L1 English teaching in the US, Eric headed to Japan for seven years of L2 English teaching, curriculum development, and teacher development. Then it was back to the US for an MS in language education at Indiana University. After obtaining this sheepskin, Eric set a course that took him far beyond Greenland to



▲ Eric Reynolds and Family.

Sofia, Bulgaria, where he taught EAP for a while before continuing on to Central Asia and the State Pedagogical University of Tajikistan. His year there had him doing teacher training in Dushanbe, as well as in Uzbekistan and Azerbaijan for short periods.

From Central Asia, it was back to the central US; Eric was set to explore the depths of the PhD program at the University of Illinois at Urbana-Champaign. Upon completion of the coursework for the doctorate program in educational psychology, Eric's compass pointed him and Yoonhwa to

the University of Vermont, where both of them had obtained positions beginning the fall semester of 2003. Eric's teaching responsibilities included both undergraduate and graduate teacher preparation courses. He really enjoyed his work, and had an additional member to his family. As his son Yoojin continued growing and began talking, the Critical Period Hypothesis became so influential that the Reynolds decided that it was time to move to Korea so that Yoojin would get enough early childhood exposure to Korean to grow up bilingual.

Since coming to Korea, Eric has been working in the Woosong University TESOL-MALL master's program. Teaching multimedia-assisted language learning and TESOL is a good fit for Eric, but he is involved in much more academically than just teaching. This spring he will be defending his dissertation on the communication of emotion across languages and cultures. He will be presenting some of the results of his research at the KATE conference this summer. In addition, he has a handful of other research projects in progress; these include: software to detect plagiarism in academic writing, categorizing current research in Asia, and research on the process of institutionalizing professional development at a university.

Within KOTESOL, too, Eric is sure to be busy during the coming year. In addition to the positions already mentioned, he is one of the facilitators of the soon-to-be-launched Multimedia-CALL special interest group (SIG) as well as co-facilitator of the Research SIG. His plans are to work for KOTESOL to become more responsive to the needs and interests of both the field and the organization's membership. Long-term plans for the Reynolds may not yet be so clear, but one thing is sure: their critical-period anxiety has been assuaged.

Membership Spotlight

By David E. Shaffer

ETA-ROC Conference Report

Building a Competitive Edge

By Sherry Seymour

KOTESOL Representative to ETA-ROC 2009

I was fortunate to be the KOTESOL representative for the English Teachers Association - Republic of China (ETA-ROC) 18th International Symposium and Book Fair on November 13-15 in Taipei (just after the 16th KOTESOL International Conference). ETA-ROC's three-day conference boasted over 150 paper presentations and featured eight speakers, including Discourse Analysis expert Michael Hoey and Second Language Acquisition researcher Stephen Krashen. In addition, and true to a "book fair," over 100 publishers had flashy displays in auditoriums and hallways around the venue.

ETA-ROC, like KOTESOL, invites all of its Pan-Asian Consortium (PAC) partners to its annual conference. In addition to myself, PAC representatives from the Japan Association for Language Teaching (JALT), and the Philippine Association for Language Teaching (PALT) were present. Discussing issues and exchanging ideas with them throughout the weekend was really beneficial. We could talk about common problems we have in our organizations and also reflect on the conference together. The ETA-ROC conference committee were gracious hosts; they provided us with meals and accommodation and offered us unvetted presentation slots. I chose to talk about my MA dissertation: "Semantics Matters: Persuasive Strategies in David Suzuki's *Science Matters*," which fit in with the conference theme: *Internet- and Corpus-Based Instruction*.

Although the conference had over 1150 attendees, it felt very intimate because the invited-speaker sessions were held at the same time as other presentations and workshops, dispersing people throughout the venue. Most invited speakers gave their presentations in the largest room, which probably only fit 100 people. Hoey was one of them. He spoke about insights corpora can give us for teaching writing. His emphasis on narratives as a method for drawing in and involving students was particularly entertaining. Krashen's presentation was also well-received, although he chose to dodge the conference theme, taking an anti-Kindle stance and talking about the effectiveness of sustained silent reading. He stated it would be more beneficial for governments (giving Korea as the main example) to

redirect the money they put into English Villages into buying books for libraries instead.

Food was well-organized at this conference, and presenters and attendees alike were satisfied with the quality and selection, which included very tasty vegetarian options! On Friday night, there was a small welcoming dinner which was attended by affiliates and a few presenters. On Saturday night, a publishing company sponsored a larger meal, with roughly 40 board members, presenters, affiliates, and publishing company representatives in attendance. It was a very informal occasion, with board members and publishers presenting gifts to the invited speakers and paper winners. A few people (including myself) were put on the spot by having to entertain the crowd with funny anecdotes and songs.



Sherry Seymour (right) at ETA-ROC 2009 with Michael Hoey.

ETA-ROC put on a worthwhile event. I now believe that, working with our PAC partners, we can improve the image of ELT in Asia together. Two lessons I learned from ETA-ROC were: 1) a web site is an organization's professional face, so having a good one is key, and 2) maintaining core volunteers over the years is crucial to the success of any association. Coming back from ETA-ROC, I am even more grateful for the hard work of all our own long-term volunteers. But, if we want KOTESOL to continue to grow and become the leading ELT organization in Asia, I strongly believe that we need to improve in these two areas.

Having KOTESOL representatives attend events like ETA-ROC is important for international relations and also teaches us what we need to do in order to keep competitive as a professional organization. I would like to thank KOTESOL for giving me the opportunity to represent it in Taipei.

The Author

Sherry Seymour's interests lie in Positive Discourse Analysis, Ecolinguistics, and Participation. She received her M.A. in TEFL/TESL from the University of Birmingham (U.K.) in 2008, and she presently teaches at Yonsei University in Seoul. Sherry is the President of the Daegu-Gyeongbuk Chapter and has lived in Korea for over six years. Email: sherrylynnseymour@gmail.com.



JALT 2009 Conference Report

The Teaching-Learning Dialogue: An Active Mirror

By Kyungsook Yeum

KOTESOL Representative to JALT 2009

Shizuoka, located at the foot of the Mount Fuji in Japan, was a good place for peace and a break for the ever-busy professionals from all around the world who were attending the 35th Japan Association for Language Teaching (JALT) conference. Even the convention center, Granship, looked calm while absorbing all the heat and noises of the passionate dialogues between ELT scholars, teachers, learners, and promoters under the conference theme “The Teaching-Learning Dialogue: An Active Mirror.” Even though it may not have been as impressive in size nor as culturally enriching as the earlier JALT conference that I had participated in, it was still wonderful to be a part of the “intellectual festival” weekend (Nov 21-23).

The JALT conference aimed at mirroring what we are doing as ELT professionals and showing how our images are reflected in those of our dialogic partners/learners. The idea of looking at the profession from many different perspectives was experimented with in the form of presentations, workshops, special interest group sessions, and many others. Definitely, it was more complex in structure and better attended than our average KOTESOL conference. As the KOTESOL representative, along with other representatives from the PAC (Pan-Asian Consortium), I participated as a panelist in the international panel session on increasing dialogue between teachers and learners in our Korean setting. Also, I attend the PAC meeting to discuss future directions and share concerns, and to meet with JALT organizers and invited speakers for networking.

My biggest interest, however, was placed in their

organizational features from which our KOTESOL conference could learn. I had a chance to attend the three separate plenary sessions by James Lantolf; Merrill Swain; and Scott Thornbury. I was more than impressed by the dialogic character of each introduction. The introduction itself was a great ritual of showing respect to the speaker, and it was made possible since each moderator had a thorough knowledge of the person as well as the field. We don't necessarily need to glorify a speaker, but paying respect to their achievements and gratitude for their conference participation are necessary, and KOTESOL needs to explore selecting good moderators with the requisite decorum and knowledge.

In addition, the way the JALT conference pays attention to the participants was impressive. A welcome reception open to all the participants was provided, where all the VIPs were present for private dialogues of all kinds. The reception was sponsored by a well-known publisher, but it still gave the impression of a warm welcome from the JALT organizers. “Coffee with the plenary speakers” time blocks was another good gesture to connect general participants with heavyweights in the field for friendly dialogue. Developing local color events, including “Green Tea and a Green Tea-Tasting Event” and “Tasting the Flavors of Shizuoka *Sake*” from local *sake* breweries also added a good touch to the otherwise dry “intellectual festival.”

To make our KOTESOL conference more dialogic with the participants, KOTESOL needs to reflect and invest. It is now time for KOTESOL to return benefits to the participants/members to build our organization's reputation even more. Hopefully, PAC 2010 (which will be held in Korea in conjunction with the 18th KOTESOL International Conference on October 16-17, 2010) can be the place where we make a contribution from that perspective.

The Author

Kyungsook Yeum has been an administrative professor of TESOL programs at Sookmyung Women's University for over 10 years. She actively participates in organizing conferences and forums to address both global and domestic ELT issues. Dr. Yeum served as KOTESOL President in 2004-05 and has also served as Vice-President and Publicity Officer for ALAK and KATE, respectively. She is the Conference Chair for PAC 2010. Email: yeum@sookmyung.ac.kr



Dr. Kyungsook Yeum (far left) with other PAC Partner representatives and officers.

PAC/PALT 2009 Conference Report

Conferencing in the Philippines

By Stephen-Peter Jinks

KOTESOL Representative to PAC/PALT 2009

The Pan-Asian Consortium (PAC) of ELT organizations is responsible for a series of conferences, publications (proceedings and journals), and research networks that work through cooperating organizations in Korea (KOTESOL), Japan (JALT), Russia (FEELTA), Thailand (ThaiTESOL), Taiwan (ETA-ROC), Philippines (PALT), and Singapore (ELLTAS, currently dormant).

The PAC conference for 2009 was held in conjunction with the Philippines Association for Language Teachers' (PALT) 4th International Conference at the Manila Hotel, December 3-5. Representatives of PAC Partner organizations were invited to give featured presentations at the conference. I represented KOTESOL as the 2010 KOTESOL Conference Chair.



KOTESOL Representative Jinks (fourth from right) with other PAC representatives at PAC/PALT 2009.

The PAC/PALT Conference theme was *Leadership in Language Education in Asia*, and the speakers were David Nunan (task-based learning), Alan MacKenzie (learning strategies), Penny Ur (world Englishes), and Linda New Levine (teacher training for young learners). Mark Algren (TESOL President) gave a personal reflection as the opening keynote speaker. Mark also led the TESOL Symposium, *Differentiated Instruction: Meeting the Needs of Large Groups of Diverse Learners*, held at the conclusion of the PAC/PALT event.

There were over 50 concurrent presentations, and the PAC representatives were all given concurrent featured presentations. The representatives were: Sonthida Keyuravong (ThaiTESOL), Johanna Katchen (ETA-ROC), Stephen Ryan (FEELTA), Stephen-Peter Jinks (KOTESOL), Caroline Lloyd (JALT), and Rosario Alonzo (PALT). The PALT featured speaker was Maria-Lourdes Tayao.

The Asia Youth Forum, AYF, was also represented at

the 2009 PALT Conference. AYF have held their youth conferences in conjunction with PAC since the second PAC event, held in Seoul in 1999.

I also attended a PAC meeting with representatives from PALT, JALT, FEELTA, ETA-ROC, and ThaiTESOL. The 2010 PAC/KOTESOL International Conference was high on the agenda. I was able to report an impressive list of speakers (see the KOTESOL web site for details) for the 2010 conference, and I answered a variety of questions from PAC Partner organizations about the logistics of the 2010 program and how we will incorporate PAC into KOTESOL's 18th International Conference. I also raised the idea of a featured PAC panel discussion at the 2010 conference. Thanks to the work of KOTESOL's Program Director, Phil Owen, this discussion point has become a reality. I also worked closely with Kyungsook Yeum (PAC Conference Chair), Tory Thorkelson (past KOTESOL President and current Chapter Liaison Officer for the 2010 conference), and Dave Shaffer (2010 Conference Treasurer, who has done a lot of work in getting great speakers for our conference) to make sure I was up to speed with everything before I left for Manila.

PAC/KOTESOL business filled a lot of my time at the PALT 4th International Conference, but I learned some new teaching tricks from some of the plenary presentations and made some good connections on a personal, as well as professional, level with representatives from other PAC organizations. Our hosts from PALT were overwhelmingly hospitable, and I am looking forward to welcoming them all to KOTESOL in 2010.

Note on abbreviations: *ETA-ROC* - English Teaching Association of the Republic of China, *FEELTA* - Far Eastern English Language Teachers' Association, *PALT* - The Philippine Association for Language Teaching, *JALT* - The Japan Association for Language Teaching.

The Author



Stephen-Peter Jinks, who goes by "Jinks," has been a KOTESOL member since he arrived in Korea in 2005. He has been involved with the international conference committee since 2006. He is currently working as an English instructor at Hoseo University in Chungnam while sharing PAC/KOTESOL International Conference chairing duties with Dr. Kyungsook Yeum. Email:

proven.method@gmail.com



ThaiTESOL 2010 Conference Report

Sharing, Caring, and Daring in Siam

By Julien McNulty

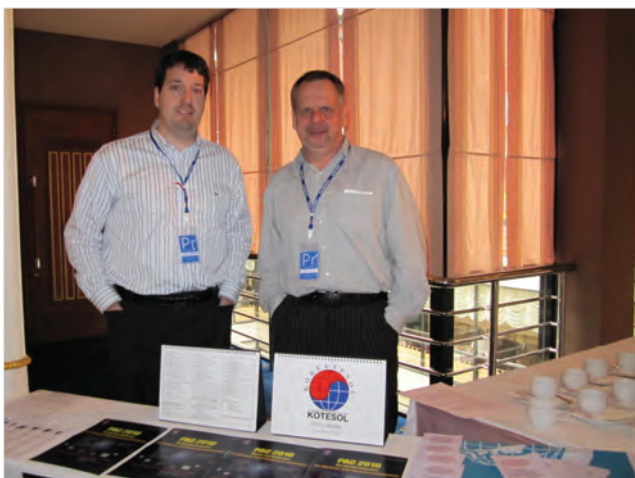
KOTESOL Representative to ThaiTESOL 2010

I started my long journey to Bangkok on a cold, wet evening in Gwangju. Twenty hours later, the sweet smells of Siam were entering my nostrils, welcoming me to 31-degree tropical humidity. I checked into the Twin Towers Hotel, the venue for the ThaiTESOL conference, some 45 minutes later and, exhausted, planned my session attendance for the next day.

The 30th Annual Thailand TESOL International Conference took place in Bangkok January 29-31, 2010. The theme was “ELT in the Next Decade: Sharing, Caring, and Daring.” My main mission at the conference was twofold: to represent KOTESOL and the upcoming PAC International Conference, and to scout out some potential speakers for KOTESOL engagements. Parallel to these roles was my impetus for being there - presenting a workshop.

The President of ThaiTESOL, Ubon Sanpachayapong, started off with the opening ceremonies and a few words. The keynote speaker was Khunying Kasam Varavarn Na Ayudhaya. There were also four plenary speakers and eight featured speakers.

My first priority after the opening ceremonies was to procure a table for KOTESOL. Space was definitely at a premium, but with the help of Suchada Nimmannit, one of the ThaiTESOL advisors and former president, we were able to carve out some prime real estate in a major traffic flow area, right next to the elevators and registration area! JALT President Caroline Lloyd was also on hand, so we shared a table. There were frequent questions about the PAC/KOTESOL conference dates.



Julien (left) and Jinks manning the KOTESOL table at the ThaiTESOL Conference.

KOTESOL Conference Chair Jinks and Phil Owen (Program Chair) were on hand to help out and offer any information that I could not provide.

One thing that surprised me about the ThaiTESOL Conference was how little time I would have to attend other presentations. As if my plate were not already full enough, Caroline Lloyd and I were asked to judge an essay contest. It seemed like ThaiTESOL really appreciated having KOTESOL representation.

The first morning, we had the PAC meeting, which I was asked to chair. In attendance were representatives from ThaiTESOL (Ubon Sanpachayapong, Nopporn Sarabol, Julia To Dutka), ETA-ROC (Johanna Katchen, Andy Leung, Kai-Ching Cheung), Vietnam (Doan Hong Nam), KOTESOL (Phil Owen, Jinks, myself), JALT (Caroline Lloyd), the British Council (Alan Mackenzie), and from the US Embassy Liaison Office (John Scacco).

The conference dinner was stellar. There were several awards presentations made, specifically to Alan MacKenzie and John Scacco. Both are moving on; Alan has taken a position with the British Council in India, while John Scacco is moving on from his post in Thailand.

During the colloquium on the second day, we were asked to give a presentation on daring projects in English language teaching in Asia. Johanna Katchen spoke about concordancers in Taiwan; Caroline Lloyd spoke about “Children and Ideas,” asking whether we aren’t limiting the success of our students by our own expectations. I spoke about writing centers in Korea; Suchada Nimmannit talked about using chat mails to improve students’ communicative ability.

The theme of the conference was a very apt one, and really took a human interest approach. This conference asked not “What are you teaching?” but rather “How are you teaching?” The 31st Annual Conference will be held in Chiang Mai next January.

The Author

Julien McNulty has taught/instructed in some fashion for 15 years, from high schools in British Columbia, to accent coaching in India, to corporate training in Toronto. Before coming to Korea in 2008 to teach English, he worked with F500 companies as a bilingual training consultant. Julien is currently the 2010 KOTESOL International Conference Committee Co-chair. Email: uofa_guba@yahoo.com

KOTESOL Leadership Retreat Report

Transparency, Interaction, & Serving Members

By Greg Brooks-English

KOTESOL's annual leadership retreat (LR), held at Woosong University's elegant SolBridge International School of Business over the weekend of January 2-3, offered attendees an opportunity to network, share resources and ideas, and discuss how to better serve members. Organized by Kara MacDonald and Eric Reynolds under the direction of the new KOTESOL President, Robert Capriles, there was a National Council meeting as well as numerous breakout sessions covering diverse topics, including Robert's Rules of Order, Special Interest Groups, Leadership, and Treasurer Training within KOTESOL.

Rather than give a personal perspective on the event, I asked attendees for feedback on what they liked and would like to change about the LR. Starting off, there was unanimity expressed about the venue: it was "perfect," or in more subtle tones, "intimate," "comfortable," "bright," "modern," and "well-heated." There was even a coffee shop with comfy chairs for those wanting to take a break between sessions, and an up-scale restaurant, which did its best to cater to vegetarians.

Many said that they found the workshops provided very useful information that they could take back to their Chapters, but they would have preferred more time for a "mix-and-mingle," so that people would have had a chance to meet one another at the beginning of the LR; in contrast to the start-off presentation of Robert's Rules of Order, which one attendee termed as "daunting" and "setting a heavy

tone."

The National Council meeting was held on Saturday afternoon, and it lived up to its reputation for being passionately raucous. For more details, ask members who were present or look for the meeting's minutes, available on the KOTESOL web site.

Stephen-Peter Jinks expressed his appreciation that "Chapters were encouraged to bring as many members as they wished to take part in the LR." Robert Capriles liked, along with others, being able to know what would be discussed a week before to give people time to consider and offer their input. Yet another member would have liked for some attendees to have gotten enough rest before attending the Sunday morning workshops, tempering late night drinking on the preceding Saturday night.

Some highlights of the LR included Kara MacDonald's workshop on leadership and how to develop future leaders in KOTESOL, which stimulated lively discussion and recommendations for a volunteer form on the KOTESOL web site, along with a list of the various positions in KOTESOL, a video history of how KOTESOL came to be, accumulative recognition of KOTESOL volunteers over the years, expanding resources for non-members, and more. Another workshop covered Special Interest Group (SIG) start-up and wind-down. The workshop also introduced a new SIG manual that laid out realistic expectations of what to anticipate when beginning a SIG and how to galvanize action in the long-term to keep it going. Many questions were asked about how to get funding, why one would want to lead a SIG, and regarding the reactivation of two SIGs: the CALL SIG and the Writing and Editing SIG.

All in all, this year's LR seems to have come off well with few problems and been useful to all who attended.

The Author

Gregory W. Brooks-English, MS in Education/TESOL, has taught in Korea at DAEIL Foreign Language School, Dongguk University, and now is an Assistant Professor at Yonsei University in the College of English. Greg founded the KOTESOL Science and Spirituality Special Interest Group. His interests in EFL include nonviolent communication, cooperative economics, and mindfulness practice. Email: brooksenGLISH@yahoo.com



Group discussions at one of the various parallel sessions held throughout the weekend at the annual Leadership Retreat.

Extensive Reading SIG Workshop Report

Moodle Reader Workshop

By Scott Miles

On February 6-7, the Extensive Reading Special Interest Group (ER-SIG) hosted a two-day workshop at Sogang University on the “Moodle Reader” project. Dr. Thomas Robb, founder of the project, and Dr. Rob Waring both came in from Japan to lead the workshop.



Dr. Thomas Robb



Dr. Rob Waring

Extensive reading (ER) is the practice of having students read large amounts of comprehensible (and hopefully enjoyable!) books in order to dramatically increase their exposure to the language. Graded readers are ideal for this purpose, and many major publishers have lines of such readers graded by language level. Although some time for this reading may be given in class, most ER practitioners have the students do it as homework.

One aspect of ER that many educators find difficult is checking to make sure the students actually did the reading. This is where the Moodle Reader project comes in. Using Moodle, a free, online, open-source, e-learning, software platform, Dr. Thomas Robb and his colleagues provide online quizzes for graded readers

from all major publishers. When a student finishes a reader, she simply logs on and takes a timed quiz. Teachers can see the results and have a fair amount of confidence that the reading was actually done.

Providing quizzes is a great idea, but there are hundreds of graded readers on the market, and it is a daunting task to make quality quizzes for all of them. The purpose of this workshop was to get more volunteers contributing to the Moodle Reader site. Audience members were shown how to make the quizzes, and then were put to work producing them.

A total of 22 participants were in attendance. Quizzes for 40 books were made over the weekend, and a goal was set for the participants to make another 50 quizzes on their own by the end of February. Publishers Pearson Longman and Compass very kindly provided books for the event. All in all, it was a great success. If you would like to participate in the project - by writing quizzes or by using them on Moodle - please contact Scott Miles (scott@dhu.ac.kr) or Aaron Jolly (jollyprofessor@gmail.com) for more information.

The Author



Scott Miles is an Assistant Professor in the Department of Foreign Languages at Daegu-Haany University. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics. He is the Co-facilitator of the Extensive Reading SIG in KOTESOL. Email: scott@dhu.ac.kr



KOTESOL Chapters' Regular Meeting Dates

- 1st Saturday of the Month: Daegu-Gyeongbuk
- 2nd Saturday of the Month: Gwangju-Jeonnang, Gangwon
- 3rd Saturday of the Month: Busan-Gyeongnam, Suwon-Gyeonggi, Jeonju-North Jeolla, Jeju, Seoul, Daejeon-Chungcheong

'Round & About KOTESOL

September 2009

Linda Fitzgibbon (Seoul Chapter) became the 47th lifetime member of KOTESOL on September 30, 2009. Linda has taught university English and graduate TESOL courses at Sookmyung, HUFS, and Ajou University since she came to Korea in 1999. She is now in a PhD-by-research program with the University of Queensland, and with a competitive scholarship that she has just received, she will be returning to Australia this year to study full-time for the next two and a half years. Her research will examine the affective domain and compulsory EFL classes in South Korea .

October

Adriane Moser Geronimo (Gwangju-Jeonnang Chapter) decided to become KOTESOL's 48th lifetime member on October 5, just before finishing her two years as Chapter President. She is presently a doctoral candidate in English Language at Chonnam National University and teaches TOEFL writing by distance at the University's Language Education Center, while at the same time, providing supplemental educational services to English learners in Santa Ana, California, under the No Child Left Behind program.

Laarni Camarines Oh (Seoul Chapter) teaches in the University of St. La Salle Language Program, and lives in Bucheon, Gyeonggi-do. She paid her lifetime membership dues on October 25, 2009, to take advantage of the member discount for International Conference registration. In doing so, Laarni became KOTESOL's 49th lifetime member and is likely going to be taking advantage of member discounts at conferences for many years to come.

November

Rafael Sabio (Gangwon Chapter President) has recently had an article published in *English Teaching Professional* entitled "Choosing Online Materials." In the article, Rafael explores reasons why online materials should be used in the classroom and provides criteria for properly using online materials, both videos and articles. The reference is: Sabio, R. (2009). Choosing online materials. *English Teaching Professional*, 65, 56-58.

Sherry Seymour (Daegu-Gyeongbuk Chapter President) spent the November 13-15 weekend in Taipei representing Korea TESOL at the annual ETA-ROC International Symposium and Book Fair. Sherry also gave a presentation at the conference on "Semantics Matters: Persuasive Strategies in David Suzuki's *Science Matters*." [For more, see the ETA-ROC 2009 conference report, this issue.]

Dr. Kyungsook Yeum (Pan-Asia Conference Chair; KOTESOL Past President) made the trip across the strait to Tokyo as KOTESOL's representative to our PAC Partner's conference: JALT 2009. The theme of the three-day conference, November 21-23, was "The Teacher-Learner Dialogue." Dr. Yeum attended the three plenary sessions by Scott Thornbury, Merrill Swain, and James Lantolf, and met with the various PAC Partner representatives in attendance. [For more, see the JALT 2009 conference report, this issue.]

December

Stephen-Peter Jinks (Conference Committee Chair) journeyed south to attend the conference of our PAC Partner in the Philippines. As KOTESOL's representative to PAC 2009 / The 5th PALT International Conference, he spent December 3-5 in Manila attending presentations on "Leadership in Language Education in Asia" and attending the PAC Council meetings. [For more, see the PALT 2009 conference report, this issue.]

January 2010

Tory S. Thorkelson (Immediate Past President) participated in the KOTESOL Leadership Retreat over the first weekend of January. At the Saturday Dinner, Tory was awarded the President's Plaque by current President Robert Capriles, inscribed with "In appreciation of your service." Tory was KOTESOL President from Oct. 2008 to Oct. 2009. [For more, see the Leadership Retreat report, this issue.]

Maria Pinto (Daegu-Gyeongbuk Chapter) was appointed to the position of Publications Committee Chair and approved by the National Council on January 10. Maria works at the Gyeongju Campus of Dongguk University. In 2008-09, she served as Managing Editor of the Publications Committee and presently serves in editing positions on *The English Connection* and *KOTESOL Proceedings*.

Joshua Hall (Seoul Chapter) was appointed to the position of Publicity Committee Chair with National Council approval also on January 10. This is Joshua's first position in KOTESOL. He is the Wine Writer for 10 Magazine and an instructor for Specific English Training in Seoul. Before coming to Korea, he worked in public relations in Australia.

Julien McNulty (Daejeon-Chungcheong Chapter) was selected by the International Affairs Committee to represent KOTESOL at the ThaiTESOL Conference in Bangkok. The annual Conference was held January 29-31. Julien chaired the PAC meeting over the noon hour on the first day of the Conference and gave a presentation entitled "Let's GO: Enhancing Lexical Acquisition/Retention with Mind Maps (GOs)." Observing an international conference in our region will be good experience for Julien's new position. [See below. For more on the conference, see the ThaiTESOL 2010 conference report, this issue.]

Stephen-Peter Jinks (Conference Committee Chair) and **Phil Owen** (Past President; Conference Program Chair) also ventured to Bangkok in January for ThaiTESOL 2010. As they are both key PAC 2010 Conference members, their aim was to participate in the PAC meeting at the conference as well as check out conference organization and content. Phil's conference participation included giving a presentation entitled "Hear-Say Activities for Almost Every Classroom." Also taking in and checking out ThaiTESOL were members of last year's Conference Committees: **Stephannie White** (Support Services), **Dean Dawson** (Signage), and **James Brawn** (Signage, 2008). Post-conference activities for Phil included aiding Myanmar refugees on the Thai border. [For more on the Myanmar refugees in Thailand, see Phil's article, next issue.]

February

Julien McNulty (Daejeon-Chungcheong Chapter) was elected by the National Council as the new Conference Committee Co-chair in a vote announced on February 3. Julien is filling the vacancy created by Dr. Herrie Lee, who resigned to take up a two-year teaching position in Shanghai. Julien is presently working at the Jeollanam-do Education Training Institute outside of Gwangju and was a member of the 2009 International Conference Committee. He brings to the position experience in event organization gained in Canada. As Co-chair, Julien will become the conference chair of our 2011 international conference.

March

Dr. Kara MacDonald (2nd Vice-President; Editor-in-Chief, *The English Connection*) has accepted a tenure-track Assistant Professor position at the US Defense Language Institute in Monterey, California, starting in April. She is leaving Hanyang University in March, but will maintain her position as Editor-in-Chief of *The English Connection* and complete her term as 2nd Vice-President of Korea TESOL while employed in Monterey.

Editor's Note: If you or a KOTESOL member you know has attained a notable professional achievement or reached a milestone in life, please tell us about it. Email David Shaffer at disin@chosun.ac.kr

KOTESOL In Action

Departments

KOTESOL Teacher Training

By Joshua Davies

Since 1997, KOTESOL Teacher Training (KTT) has been serving its two-fold mission: to organize outreach events for teachers in more remote locations and to provide high quality presenters to chapters for their monthly meetings. In 2009, we had over 60 presentations by KTT, making it our busiest year yet, and we are hoping 2010 is even better. Who was the last presenter who wow-ed you? If you can think of teachers who would make valuable additions to our team, please let me know, as we would like to help share their gifts with a wider audience. Contact joshua.w.davies@gmail.com.

Special Interest Groups

Christian Teachers SIG

By Heidi Vande Voort Nam

The Christian Teachers SIG celebrated Christmas on December 19, 2009, with a festive gathering hosted by Heidi and TaekHyeon Nam in Seoul. Cookies were baked, carols sung, dinner consumed. Check the CT-SIG Resources page on the KOTESOL web site (<http://kotesol.org/?q=christianteachers>) for an updated reading list about Christian approaches to language teaching and cross-cultural education. In Christian Teachers' News, you will find a review of David Smith's latest book, *Learning from the Stranger: Christian Faith and Cultural Diversity*. The review focuses on the relevance of the book to Christian language teachers in Korea.

Our Yahoogroup, <http://groups.yahoo.com/>, is another venue for Christian teachers to support one another. Over the last few months, teachers have been exchanging information and queries about jobs at Christian schools in Korea.

Extensive Reading SIG

By Scott Miles

The ER-SIG took a little downtime after our

symposium last November, but we had a workshop in early February on the graded reader Moodle site. Dr. Thomas Robb and Dr. Rob Waring came in from Japan to lead the event, which was attended by 20 enthusiastic SIG members. There are no official ER-SIG events scheduled for this spring, but ER-SIG Facilitator Scott Miles will give the plenary address at the 2010 Jeonju-North Jeolla Regional Conference on May 29th, and extensive reading will be one of the topics discussed. We hope to have two other extensive reading presentations later in the day at the Conference. Check the KOTESOL site for details of the Conference. In April, we will send out a call for presenter proposals for our annual Extensive Reading Colloquium, held at the KOTESOL International Conference. We love our regular veteran presenters on ER, of course, but we hope to get a few fresh faces presenting for us at this event, so we encourage presentation proposals. Contact Scott Miles at scott@dhu.ac.kr for more information.

Multimedia and CALL SIG

By Sheema Doshi

Our hope with creating the Multimedia and Computer Assisted Language Learning Special Interest Group (Multimedia & CALL SIG) is to help teachers in Korea to create interesting and motivating lessons through the use of computers and multimedia. It is hoped that these alternative EFL methods will add to teachers' skills so that we can better help learners to become more proficient in English. Our SIG will also allow for multimedia and CALL professionals to network for further professional development.

We are happy to inform KOTESOL members that, although we have just been created, we have 14 members and four facilitators and are still growing. The facilitators of our SIG, who are also known as the Multimedia and CALL SIG Team, are: Sheema Doshi, Eric Reynolds, B.T. Stoakley, and Justin McKibben. Members are welcome to talk to any of us about the workshops you would like to see and what you would like to know more about in our SIG. We are hoping this will be a great beginning to an exciting new year.

If you are interested in becoming a part of the Multimedia and CALL SIG, please send an email with relevant contact details to kotesol.mc@gmail.com. We are currently in the pre-planning stages of having a conference at the end of this year, so if you would like to present or give a workshop, please contact us.

Research SIG

By David D.I. Kim and Eric Reynolds

The Research SIG has been participating in developing the SIG manual, working on the R-SIG pages on the

KOTESOL web site, and contacting R-SIG members. All are invited to attend the research strand at the Seoul Conference on March 27. Presenting are Jake Kimball, Don Makarchuk, Eric Reynolds, and David Shaffer.

Proposals for KOTESOL Research Committee grants are due by the end of April. Grants of up to one million won are being awarded. The International Outreach Committee is working hard to encourage people to make research presentations in other Asian conferences with our PAC partners. We are gathering our resources for a year-long research support project involving a mini-conference, presentations, web-based support, and all of you - this will start in the fall.

We look forward to seeing all the KOTESOL members who are involved in research, or want to be. If you are interested in becoming more involved with the Research SIG, please send an email to kotesol.rsig@gmail.com.

Science and Spirituality SIG

By Greg Brooks-English

The Science and Spirituality Special Interest Group's (SS-SIG) planned trip last summer to visit the Mondragon Economic Cooperative (MCC) was postponed to this year as we were not able to get the minimum of ten participants for the tour. Mondragon is world-famous for being the largest worker-owned cooperative corporation, spanning the Earth with over 85,000 "cooperators" (worker-owners or "ownekers") and some 264 cooperatively managed companies on five continents.

We travel there this July 25-31. We will be staying in the Mondraon Hotel, and the MCC Director of Cooperative Dissemination, Mikel Lezamiz, will take us on a four-day guided tour. After the tour is complete, you may choose to stay longer and explore this beautiful area of Spain, or France's Bordeaux region, just over the border.

For more information about Mondragon, please visit www.mcc.es. There is a corporate video you can watch on YouTube: <http://www.youtube.com/watch?v=NORmQ8zaL1c>. For further information about the trip, contact Greg at brooksenGLISH@yahoo.com

In addition to the trip this summer, we will be having our first meeting of 2010, themed *Mindfulness-based Stress Reduction in the Classroom*, on March 13th at the Korean Center for Nonviolent Communication (www.cnvc.org). Go to krnvc.org/ for directions. Please RSVP if you are coming: kssig@gmail.com. We will be enjoying a potluck lunch together, so you are encouraged to bring something you would enjoy eating

(vegetarian preferably).

- 11:45-12 noon: Settle-in
- 12:00-12:30 pm: Moment of Silence, Check-in & Sharing
- 12:30-1:15 pm: Potluck Meal
- 1:15-2:15 pm: Mindfulness-based Stress Reduction in the Classroom
- 2:15-2:45 pm: MBSR in Action, Check-out & Closing

Note: We meet eight times annually (not Jan/Feb or Jul/Aug) on the 2nd Saturday of each month from 12-3pm near Sinchon (near Yonsei/Sogang/Ehwa Universities in northwestern Seoul).

Young Learners & Teens SIG

By Jake Kimball

The Young Learners and Teens SIG is ready to support and serve teachers who specialize in teaching children and teenagers. KOTESOL members can learn more about us at the KOTESOL web site. We are looking for more people to join us as members and leaders. We are primarily interested in raising the bar for young learner and teen instruction in Korea. Feel free to join us online. We also have a Facebook community to ease online communication and networking.

On May 29 at Jeonju University, the Jeonju-North Jeolla Chapter will host a regional conference with the theme of *Developing Tools for the Changing Korean Context*. By popular demand, we will have a YL strand at this event. This is your invitation to attend the event and improve your teaching with new ideas and new activities.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By Bradley Serl

Our December meeting was a terrific way to end the year. KOTESOL Past President Tory Thorkelson gave a wonderful lecture and then led a workshop on Konglish and its role in the classroom. After the stimulating leadership retreat held in early January, we are looking forward to making 2010 our best year yet by continuing to focus on professional development and tailoring our meetings to suit our members' needs. We will kick things off this year on March 20 with a presentation by Nancy Marcet. We hope to see you there!

Daegu-Gyeongbuk Chapter

By Elizabeth-Anne Kim

Approximately twenty-five people attended the

December workshop of the Daegu-Gyeongbuk Chapter, in which Elizabeth-Anne Kim presented "Fighting Our Gut: When It Is (and Isn't) the Language." By using training as good teachers and lesson planners, Ms. Kim showed how identifying observable, measurable traits and behaviors (the teacher is sitting on the desk) and then correlating them to an expectation and need (teachers should demand respect and I don't think sitting on desks is appropriate) and following that need with a concrete request expressed as an observable, measurable behavior (please use a chair) can reduce workplace arguments.

In January, Maria Pinto, a current instructor at Dongguk University in Gyeongju, challenged the thirty-plus attendees with a workshop titled, "Conducting Speaking Exams." From first notifying the students of the exam, devising prepared exams or proctoring unprepared exams, to using non-descriptive rubrics or descriptive rubrics to score the exams, Ms. Pinto covered every area of the speaking exam process. She also discussed the goals of the exams and ways to provide more transparency by outlining those goals for the students and allowing the students to participate in the grading process.

The Daegu-Gyeongbuk Chapter took their winter recess in February, so there was no February workshop. The next workshop will be held on March 6, 2010, when Greg Brooks-English will present "Mutuality and Motivation: Nonviolent Communication in the Classroom." Also, the Daegu-Gyeongbuk Chapter will be hosting a writing conference in June. The call for papers can be viewed on our web site at <http://www.kotesol.org/?q=Daegu-Gyeongbuk>. The deadline for proposals is March 15.

Gangwon Chapter

By Ralph Sabio

Gangwon KOTESOL is looking forward to having its first meeting of the year on the last Saturday of March. We hope to have it closer to the bus terminal in order to provide members with better access to the meeting. Also, Gangwon KOTESOL will be jointly hosting a symposium with Daejeon-Chungcheong Chapter. We look forward to providing members with even more opportunities to network and get to know other EFL teachers.

Gwangju-Jeonnang Chapter

By Maria Neliza Lumantao and David Shaffer

For several years, December had been a Chapter dinner month for Gwangju-Jeonnang Chapter, but beginning in 2008, we started hosting a student "conference," where students studying English are given the chance to give presentations in English on a topic of their choice. Last December 12, the Chapter hosted the Third Student Conference of English for Academic Purposes.

Six students from Chonnam National University gave presentations on the following topics: Tourism in Korea, Travel, Atopy, The Relationship Between Music and Human Beings, Plagiarism, and Automobiles. We are thankful to our Immediate Past President Adriane Geronimo - course instructor for the student presenters - for making the event possible. This activity created a venue for teachers and students to interact, especially with a question-and-answer period allotted at the end of each presentation. Before the conference started, we had our Chapter officers' meeting, where we discussed our initial plans for the year 2010. We also discussed the roles of each officer for the coming year since elections had just been held the previous month.

After the EAP conference, we had a sumptuous dinner, which was followed by a farewell party for our Immediate Past President Adriane Geronimo, who was leaving Korea for the US. Over 50 KOTESOL members and friends of Adriane attended the after-dinner party. We are very grateful to our Treasurer, Yeon-seong Park, and our Vice-President, Maria Neliza Lumantao, for their hard work in making the farewell party possible. It was indeed memorable for its farewell video presentation, the numerous non-KOTESOL friends in attendance, and all the emotions present.

In the months of January and February, the Chapter has been busy planning our meeting schedule for the coming year. In addition to our regular meetings in Gwangju with two presentations each, we are planning two outreach workshops for 2010 - one in Mokpo, the other in Suncheon. Our regular meetings for the first half of the year will be on the second Saturday of March, April, May, June, and July. The spring outreach workshop is planned for Mokpo National University on May 1. Jocelyn Wright is doing a great job of coordinating things at the venue.

Our March meeting features Chapter member Keum Ju Cheon presenting on how to use storytelling with learners of different ages and proficiencies. Stuart Bills of Chosun University will be discussing what teachers can do to improve classroom dynamics. Presentations for later in the spring include communicative language teaching and creative techniques for grammar instruction. For schedule updates and other information, visit our Chapter web site regularly at <http://www.kotesol.org/?q=Gwangju-Jeonnang>.

Jeju Chapter

By Jamie Carson

This new year has brought some changes to the face of the Jeju KOTESOL Chapter. Darren and Alexa, our 2009 co-vice-presidents, both returned to their home countries to pursue graduate degrees. Jessie Dishaw was voted in as the new vice-president. We had a Christmas dinner and planning session with members looking ahead at 2010 and what it has in store for our Chapter. In the beginning of January, both Jessie and

Jamie attended the annual Leadership Retreat and the first National Council meeting of the year. We came away feeling excited about the new direction being taken on the National level and with great ideas on how to better serve our Jeju members. January and February are vacation months for our members, so our next meeting will be in March. We are looking forward to having KTT speaker and Gangwon President Ralph Sabio leading the workshop.

Jeonju-North Jeolla Chapter

By Paul Bolger

Jeonju-North Jeolla KOTESOL has had a quiet few months workshop-wise due to the holiday period, but an active quarter in internal affairs and planning for the coming year.

The North Jeolla Chapter executive has some new faces and new ideas. Our new staff members are Tori Elliott as 2nd Vice-President and Nancy Jo Marcet as our Member-at-Large. We have retained Tim Dalby as Webmaster (and new President), Shawn DeLong as Vice-President, Joel MacDougald as Membership Coordinator, and Paul Bolger as Secretary. Ingrid Zwaal and Phil Owen will be assisting us with their breadth of experience and knowledge as consultants, and Allison Bill is reprising her role as Conference Organizer. Henri Johnson automatically becomes Immediate Past President and will also be taking on a national role as Chair of the Long-Range Planning Committee.

The new group already has some solid plans in action. Over the next 12 months, we hope to increase our membership and provide some great workshops and events for all our members. We will hold a free Teaching Swapshop on March 20 at 3 p.m. in the Jeonju University English cafe. Bring your teaching ideas and share them with the group or just pick up a few new tricks. There will be an optional dinner afterwards.

On March 27, we are offering a bus service, departing at 7.00 a.m., directly from Jeonju University to the Seoul Regional Conference. Conference entry is free for pre-registered members. The bus service will cost 10,000 won for members and 15,000 won for non-members. During April, there will be two outreach events: in Iksan on the 10th and in Gunsan on the 24th. There will be transport and an optional dinner afterwards. May 29 brings the 2010 Jeonju-North Jeolla Regional Conference. The Conference theme is: *Developing Tools for the Changing Korean Context*. Check the Conference webpage for the latest details: <http://www.kotesol.org/?q=JNJ2010>

Please contact us at northjeolla@yahoo.com if you are interested in joining the group, presenting at, or attending one of our workshops.

Seoul Chapter

By Jennifer Young

Seoul Chapter has leapt into 2010 with a schedule jam-packed with great workshops. First off, was February's Ideas Sharing Workshop. This has become an annual event and it's an excellent way to start the new year: both for long-time teachers who have resolved to inject new life into their tired lessons and newcomers just arriving for the new school year. At each Ideas Sharing Workshop, attendees share everything from activities to records maintenance tips to suggestions for working well with a co-teacher.

In March, our annual Chapter Conference will be held on the 27th. This year's theme is *The Complete Teacher*, and the Conference will feature nearly thirty workshops. As at last year's Seoul conference, we have offered free attendance to all KOTESOL members. The strands this year not only focus on education, but also aim at helping native-speaker teachers adjust to life in Korea. One of the most difficult aspects of teaching here can be inconveniences in one's daily life caused by language barriers and differences between Korea and how things are done "back home." With this in mind, there will be such diverse informational sessions as the Seoul Global Center's on government services for foreigners and a cooking demonstration to show that you can use local ingredients to make familiar foods.

The Seoul Chapter Conference is also the time for chapter elections, so if you are interested in running for office, please see the web site or contact Elections Officer, Tim Dalby at tim_dalby@yahoo.co.uk for more information. The deadline for nominations is March 19.

Suwon-Gyeonggi Chapter

By Myounghwan Chang and Daeyoung Kim

On November 21, 2009, the Suwon-Gyeonggi Chapter held its 70th meeting at Suwon University. David D.I. Kim of Kangnam University presented *Teaching English Pronunciation to Korean Students: Practical Exercises*. Pronouncing English correctly is a challenge for non-native English speakers, and is often the most difficult thing in learning English. He showed attendees how to reproduce normally difficult sounds for Korean learners. About thirty participants, including five foreign English teachers, joined us for his presentation. Our next meeting will be held on the third Saturday of April, 2010. Please visit our web site: <http://cafe.naver.com/ggkotesol.cafe> and enjoy updated video clips, photos, and teaching materials. We added two more officers to our staff for 2010: Daeyoung Kim (Assistant Secretary) and Kyowool Han (Hospitality Coordinator). They have been attending our chapter meetings for two years and helping us. Finally, our secretary, Soona Kim will give birth to a baby in March.



[Compiled by Maria Pinto]

The Pan-Asia 2010 Conference

The 18th Korea TESOL International Conference

Advancing ELT in the Global Context

October 16-17, 2010, Seoul

CALL FOR PRESENTATIONS

Advancing ELT in the Global Context is a huge task for teachers and other ELT professionals. Our understanding of language learning, advancing technologies, our understanding of the world, and government policies have great impact on our profession and the world around us. Yet, as we contemplate these changes, we are aware that the first step toward change is always taken by an individual.

As language teachers and learners our multifaceted and ever-changing individual identities - how we see ourselves, and how we are seen by others - will shape our attitudes, actions and reactions to language. The PAC/KOTESOL 2010 International Conference welcomes proposals, presentations and papers that address issues Advancing ELT and of Identity in a Global Context.

The PAC/KOTESOL 2010 International Conference is a forum for educators to share their **ideas, innovations, experience, action research, and major research findings**. We invite **papers and research reports, workshops, and poster presentations**.

Proposals may come from KOTESOL members and non-members alike. However, all presenters must be members of one of the PAC organizations (KOTESOL, JALT, ETA-ROC, ThaiTESOL, FEELTA, ELLTAS, PALT) at the time of the Conference.

Proposal submissions are encouraged. However, no more than two academic proposals will be accepted from any one person.

All presenters will be expected to pre-register for the conference and pay all relevant fees at the time of pre-registration.

The closing date for the receipt of proposals is **May 31, 2010**.

All proposals must be submitted via web-form.

The Webform Link will be available soon.

<http://www.kotesol.org/?q=PAC2010CallForPapers>

**Please direct any Conference Program related inquiries to the Program Committee:
kotesol.program@yahoo.com**

<http://www.kotesol.org/>

KOTESOL Kalendar

Conferences

Mar. 27, 2010. The 7th Annual Seoul Chapter Conference: "The Complete Teacher." Soongsil University, Seoul. More information: <http://www.kotesol.org/?q=node/980>

Apr. 17, 2010. Franklin Global SpellEvent with TESOL. Korea Preliminary Round hosted by KOTESOL. Gemma Hall, Sookmyung Women's University, Seoul. More information: <http://www.spellevent.org/>

May 15, 2010. KOTESOL National Conference 2010: "Learning to Teach, Teaching to Learn: Lessons from the Classroom." Daegu Technical College, Daegu (UCC Center: Co-sponsor). **Call for papers: April 4, 2010.**

May 29, 2010. 2010 Jeonju-North Jeolla Regional Conference: "Developing Tools for the Changing Korean Context." Jeonju, Jeollabuk-do. More information: <http://www.kotesol.org/?q=JNJ2010>. **Call for papers: March 31, 2010.**

June 26, 2010. Busan-Gyeongnam Chapter Summer Conference. Pusan University of Foreign Studies, Busan. More information: <http://www.kotesol.org/?q=Busan->

Gyeongnam. **Call for presentations: May 5, 2010.**

Oct. 16-17, 2010. PAC 2010 - The 18th KOTESOL International Conference: "Advancing ELT in the Global Context." Sookmyung Women's University, Seoul. **Call for papers: May 31, 2010.**

Calls for Papers

Apr. 30, 2010 KOTESOL Research Grant Proposal Deadline. Email: Eric Reynolds: kotesol.research.com@gmail.com

Korea TESOL Journal, Vol. 11. **Ongoing Submissions**

Chapter Meeting/Workshops

1st Saturday of the month: Daegu-Gyeongbuk Chapter.

2nd Saturday of the month: Gwangju-Jeonnam and Gangwon Chapters.

3rd Saturday of the month: Busan-Gyeongnam, Daejeon-Chungcheong, Jeonju-North Jeolla, Jeju, Seoul, and Suwon-Gyeonggi Chapters.

□ For monthly meeting details, check individual chapters' event schedules at <http://www.kotesol.org/?q=chapters>

Submissions

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to TEC Calendar. Email: KOTESOL@asia.com

Corea Calendar

Conferences

June 12, 2010. ETAK 2010 International Conference: "Creativity and Diversity in the Implementation of a New English Education Paradigm in the EFL Context." Kongju National University, Kongju, Chungcheongnam-do.

July 2-3, 2010. KATE 2010 International Conference: "Teaching and Learning English as a Global Language." Seoul National University, Seoul.

Sep. 11, 2010. KAFLE 2010 Conference: "Foreign Language Teaching & Its Accompanying Culture Teaching: What to Teach and How to Teach It." Yonsei

University, Seoul.

Oct. 9, 2010. 2010 PKETA International Conference: "Reflections on Communicative Language Teaching in Asian Contexts." Busan National University of Education, Busan.

Oct. 23, 2010. KAMALL 2010 Conference: "Video-Conferencing in EFL Contexts." Hankuk University of Foreign Studies, Seoul.

Dec. 4, 2010. 2010 ALAK International Conference: "Interdisciplinarity in Applied Linguistics." Korea University, Seoul.

Submissions

All information on upcoming conferences or other teacher-related events should be sent at least three months in advance to: TEC Calendar; Email: KOTESOL@asia.com

[Compiled by Maria Pinto, Kara MacDonald, and David E. Shaffer.]

Franklin Global SpellEvent **In Cooperation with TESOL**



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April 17, 2010

Sookmyung Women's University

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Email: Heejeong Yoo at hjyoo@sm.ac.kr Tel: 02-2077-7705

Web: <http://www.spellevent.org/index.htm>

World Calendar

PAC Partner Conferences

Jun. 28-30, 2010. FEELTA 2010 Conference: "From Broadcasting to Narrowcasting: Global Englishes, Local Contexts." Khabarovsk, Russia.

Nov. 12-14, 2010. ETA-ROC. The 19th International Symposium and Book Fair on English Teaching: "Methodology in ESL/EFL Research and Instruction." Chien Tan Youth Activity Center, Taipei, Taiwan.

Nov. 19-22, 2010. JALT. The 36th Annual International Conference on Language Teaching: "Creativity: Think Outside the Box." Aichi Industry & Labor Center, Nagoya, Aichi, Japan. **Call for papers: April 23, 2010.**

Other International ELT Conferences

Mar. 11-13, 2010. TESOL Arabia 2010 - The 16th International Conference and Exhibition: "Transformations in TESOL." Zayed University, Academic City, Dubai, UAE.

Mar. 24-27, 2010. TESOL 2010 - The 44th Annual TESOL Convention and Exhibit. Boston Convention Center, Boston, Mass., USA.

Apr. 7-11, 2010. IATEFL 2010 - The 44th IATEFL Annual International Conference. Harrogate International Center, Harrogate, England, UK.

Apr. 8-11, 2010. 2010 Global Language Convention: "Many Cultures, One Community: Language Knowing and Power." Wesley College, Melbourne, Victoria, Australia.

Apr. 16-18, 2010. ELC2010: "English Education Today for Tomorrow: The Road Ahead." Shantou University, Shantou, China.

Apr. 19-21, 2010. The 45th RELC International Seminar: "Language Education: An Essential for a Global Economy." SEAMEO Regional Language Centre, Singapore.

Apr. 23-25, 2010. The Asian EFL Journal International Annual Conference: "Integration and Innovation of the English Language, Literature and Linguistics in the EFL Classroom." Providence University, Taichung, Taiwan.

Apr. 28-30, 2010. LIA International Conference 2010: "World Englishes Across Cultures." Sanur Beach Hotel, Bali, Indonesia.

May 1-2, 2010. The 27th Conference of English Teaching and Learning in the R.O.C.: "Critical and Reflective Thinking." National Taiwan Normal University, Taipei, Taiwan.

May 4-5, 2010. The 7th International Language for Specific Purposes Seminar: "Glocalization of New Literacies." Kuala Lumpur, Malaysia.

May 5, 2010. TESOL Virtual Seminar 2010-1: "Assessment for Learning with Young Learners." 10:00-11:30 am EDT (USA).

May 7-8, 2010. The 2nd Maltepe University International ELT Conference: "On Teacher Education and Development." Maltepe University, Istanbul, Turkey.

May 11-12, 2010. MICELT 2010: "The Malaysia International Conference on English Language Teaching." Hotel Equatorial, Melaka, Malaysia.

May 14-16, 2010. The 6th International ELT Research Conference. Canakkale Onsekiz Mart University, Selcuk, Izmir, Turkey.

May 22-23, 2010. The 9th Annual JALT Pan-SIG Conference 2010: "Learner Perspectives." Suita, Osaka, Japan.

May 22-25, 2010. ELF3: The 3rd International Conference of English as a Lingua Franca." University of Vienna, Vienna, Switzerland.

May 26-28, 2010. CELC Symposium 2010: "Global Perspectives, Local Initiatives: Reflections and Practices in ELT." National University of Singapore, Singapore.


May 29, 2010. The 2nd Annual North-East Asian Region (NEAR) Language Education Conference: "Learning and Teaching Languages in the North-East Asian Regional Context: Sharing and Applying." University of Niigata, Niigata, Japan.

May 29, 2010. The 9th Annual Wenshan International Conference: "Meeting the Challenges of Serving the New Generation of EFL Learners." National Chengchi University, Taipei, Taiwan.

June 7-8 Kuala Lumpur; 11-12 Kuantan, Pahang; 17-18 Kuching, Sarawak. The 19th MELTA International Conference: "Transformations in English Language Education: Vision, Innovation, Implementation." Malaysia.

June 12-13, 2010. The 10th Annual Conference of the Japan Second Language Association. Gifu University, Gifu, Japan.

Submissions

All information on upcoming conferences or other teacher-related events should be sent at least three months in advance to TEC Calendar. Email: KOTESOL@asia.com 

[Compiled by Maria Pinto, Kara MacDonald, and David E. Shaffer.]

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A Quote to Ponder

“What matters in the linguistic environment is not simply ‘what’s out there’ physically or even socially surrounding learners, but rather what learners make of it, how they process (or not) the linguistic data and how they live and experience that environment.”

From *Understanding Second Language Acquisition*

Lourdes Ortega (2009, p. 20)