



KOTESOL
대한영어교육학회

THE ENGLISH CONNECTION

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

Task-Based Language Teaching: Development of Academic Proficiency

By Miyuki Nakatsugawa

Task-based language teaching has continued to attract interest among second language acquisition (SLA) researchers and language teaching professionals. However, theoretically informed principles for developing and implementing a task-based syllabus have yet to be fully established. The Cognition Hypothesis (Robinson, 2005) claims that pedagogical tasks should be designed and sequenced in order of increased cognitive complexity in order to promote language development. This article will look at Robinson's approach to task-based syllabus design as a

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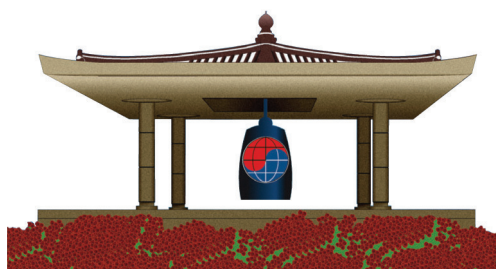
Invited Speakers
PAC-KOTESOL 2010

Conference Overview
Julien McNulty

National Elections 2010

Pre-Conference Interview:
Dr. Alan Maley

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

Autumn 2010

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“Roll Up Your Sleeves”



KOTESOL is an organization of diverse people, diverse ideas, and diverse cultures. All too often we find ourselves asking the question “What can KOTESOL do for me?” Yet maybe we should be asking “What can I do for KOTESOL?”

Everyone wants KOTESOL to do or provide them with something. Very few of us stop to consider what we can contribute. All organizations need people to roll up their sleeves and pitch in to foster growth.



Robert Capriles

**Robert “Bob” Capriles
Korea TESOL President**

What role have you recently played to make your chapter or the organization better? After all, it is your organization; you own it. You have a vested interest in KOTESOL and should take advantage of opportunities to enrich it and yourself by getting involved when you can. Any organization is only as good as the people in it that are doing the work.

President’s Message

Volunteer opportunities abound. You can contribute on the chapter level at local events. Help with the International Conference and National Conference. You do not need specialized experience in an area, as current members can train you for positions that interest you. New faces, new ideas, a new outlook for the future of our organization is essential for longevity.

Last year new people ran for positions on the National Council on a platform of change. This change is occurring slowly, but steadily. As a result, we are in the process of converting over to an accounting system that will make the keeping of books and records much easier and accurate. The website is being updated to a new version and going to be moved to a commercial server with a whole new look and additional services. The Constitution and Bylaws are being worked on to make them easier to read and understand and the National Council will be governed by a new *Policies and Procedures Manual*. We also aim to purchase a new membership card machine by the time of the

International Conference. Lastly, we are working toward resuming publication of the *Korea TESOL Journal* with the long-term objective of being re-accredited.

All of these changes are being done by people, new and old, to develop the organization for its members today and tomorrow. New people, like you, can make a difference and have a valuable impact. I invite you to become a part of the KOTESOL organization at a level that best suits you. Thank you.



The Spirit of Professional Development

KOTESOL is pairing up with the Pan-Asian Consortium for this year's international conference, offering an amazing list of prominent speakers in ELT and a broad range of sessions to assist instructors from a range of distinct teaching contexts in Asia and beyond.

Look at What's Inside

- This issue's *Feature Article*, by **Miyuki Nakatsugawa** examines task-based syllabus design from a theoretical perspective as a way to develop academic L2 proficiency.
- In the *President's Message*, **Bob Capriles** invites members to "roll up their sleeves" and become involved in KOTESOL at the local or national level, insisting that members' professional and vocational skills beyond ELT be utilized in a variety of ways.
- Again, there is a great deal of professional development events happening locally, with the 2010 PAC-KOTESOL International Conference being held in Seoul at Sookmyeong University on October 16-17. A summary of the event is offered by **Julien McNulty**, matched with the conference schedule and a list of presenters compiled by Program Chair **Phil Owen**. **Vivien Slezak** offers a close-up review of the invited speakers at the conference. In addition, **David Shaffer** presents a synopsis of an interview with **Alan Maley**, who is one of the invited speakers. **David Shaffer** also presents an overview of KOTESOL.
- **Keuilan Chen** examines the role of personal confidence and the negotiation of identities among non-native English speaking professionals in *NNEST Voices*.
- **Brad Steel** follows up on the Summer issue's focus on video, describing how movies can teach skills beyond listening, such as cultural and sociolinguistic norms, in *Members Forum*.
- In the *Featurette*, **Kyle Devlin** reviews using Korean culture in the ELT classroom and offers possible sources for creative classroom activities.
- In *Featured Focus*, **Sang Hwang** presents a discussion on vocabulary learning, offering practical classroom activities and complimenting the vocabulary learning discussion in *Web Wheres* contributed by **Daniel Craig**.
- **Tory Thorkelson's** achievements are presented in *Presidential Memoirs*, summarizing the objectives


and accomplishments of his term.

- **Andrew Finch** describes ways to make vocabulary learning interesting, challenging, student-centered, and collaborative with Bingo in *Materials Design*.
- **Michael Griffin** and **Manpal Sahota** address teacher talking time and ways to reduce it in *Training Notes*.
- *Grammar Glamour* introduces a new column author, **Chris Raymond**, who describes ways to address teaching the meaning and use of the present perfect.
- **David Shaffer** examines the semantic elements, and variation, of loanwords borrowed into Korean from English in *Word Whys*.
- In *Young Learners*, **Jake Kimball** describes how real authenticity in the classroom is more than just text authenticity.
- In *Techniques*, **Neda Akbari** examines various factors related to SLA, and presents a discussion that asks readers to reflect on their beliefs and how they relate to their classroom practice.
- In *Professional Development*, **Tom Farrell** reflects on teacher evaluation and the role of reflective practice, which he is so passionate about for teacher professional development.
- *Membership Spotlight* highlights **Grace Wang**; her achievements and experiences that brought her full circle - back to Korea and ELT.
- **Kara MacDonald** reviews *Case Study Research in Applied Linguistics* by Patricia Duff, offering an overview of case study methodology and descriptions of published work across a variety of contexts.

From the Editor's Desk

By Kara MacDonald, Editor-in-Chief



I encourage you to attend the 2010 PAC-KOTESOL International Conference and discover more of what KOTESOL offers you as an organization. 

Continued from page 1.

way to develop academic proficiency in the second language. It will also address relevant research agenda for investigating the feasibility of such an approach and report on a recent case study on the sequencing effects of pedagogical tasks.

Second Language Acquisition Research and Task-Based Language Pedagogy

SLA research and theories point to the importance of learning language through use. In its early stages, the field of SLA was strongly influenced by Chomsky's linguistic theory, which posited that humans were innately endowed with a predetermined ability to acquire language. This nativist account of language acquisition led to the belief that learners possess a built-in syllabus, and through the process of hypothesis testing and creative construction, develop their mental grammar system to approximate native-like competence. Accordingly, classroom practices shifted away from external syllabi based on linguistic structures and advocated the use of communicative activities aimed at creating real meaning exchange. Furthermore, Krashen's influential claims based on his input hypothesis gave rise to a strong non-interventionist approach to language teaching, which prioritized the provision of comprehensible input and renounced explicit instructions. It was against this theoretical backdrop that the concept of tasks evolved.

While many definitions of tasks have been proposed to date, the term generally refers to a piece of work with a non-linguistic goal or outcome, which needs to be completed by using/processing language. Task-based language teaching incorporated new empirical findings and theoretical advancements in SLA after the time of Krashen's input hypothesis and emphasized the importance of needs analysis, real-world relevance of pedagogic tasks and focus on form. Since then, various aspects of task characteristics, task implementation conditions and focus on form options have been investigated in relation to their effects on negotiation of meaning, learner production and language development.

Cognitive Accounts of Language Acquisition and Task-Based Pedagogy

The value of task-based pedagogy continues to be supported by current cognitive accounts of language acquisition. Cognitive linguistics and usage-based models of language acquisition place central importance on culturally and contextually embedded instances of language use and their interactive nature and postulate that knowledge of language is "abstracted" from many instances of language use as the result of frequent exposure. Language acquisition is assumed to be "input-driven" and "experiential," and first-person, participatory involvements in the communicative uses of language allow for form-meaning mappings to be established and subsequently entrenched in memory (Robinson & Ellis, 2008). Pedagogical tasks provide the optimal conditions for

such learning, with maximized input, time on task, and opportunities for form-meaning mappings (Ellis, 2002).

Another advantage of task-based instruction lies in its potential for providing pedagogical interventions. While usage-based models of language acquisition serve to explain a large part of language acquisition, there is a fundamental difference between L1 and adult L2 acquisition: for L2 learners, their knowledge of their L1 impedes language development in various ways. Task-based pedagogy, which allows for the accommodation of proactive and reactive interventions, holds potential for assisting learners to overcome the shortcomings of purely usage-based L2 acquisition.

Despite these potential strengths of task-based pedagogy, its implementation into language curriculums faces problems, partly due to the absence of a theoretically sound and operationally feasible set of principles for developing a task-based syllabus. The Cognition Hypothesis and the Triadic Componential Framework (Robinson, 2005, 2007) seek to address this issue in task-based syllabus design.

The Cognition Hypothesis, Triadic Componential Framework, and SSARC Model

First, the Cognition Hypothesis, which is informed by claims and findings in research on cognitive linguistics, L1 development, differential and cognitive psychology, and L2 cognition and development (Robinson, 2005), asserts that pedagogic tasks should be sequenced non-linguistically for L2 learners in an order of increasing cognitive complexity and that these sequences will promote restructuring for interlanguage development.

Second, the Triadic Componential Framework (TCF) classifies task characteristics into three categories: *task complexity*, *task condition*, and *task difficulty*. It argues that increasing the cognitive demands of tasks will (a) push learners to greater accuracy and complexity of L2 production, (b) promote interaction, and heightened attention to and memory for input, (c) increase longer-term retention of input, and (d) lead to automaticity.

In the TCF, task complexity focuses on the cognitive demands of the task, dividing these into resource-directing variables, such as spatial reasoning and causal reasoning, and resource-dispersing variables, such as planning time and task structure. The task condition component of the triad focuses on interactional demands and is classified via participation variables, such as the number of participants and the contributions required of each, and participant variables, such as gender, familiarity, and shared knowledge. Task difficulty focuses on learner factors, dividing these into ability variables (aptitude, field independence) and affective variables

(control of emotion, openness to experience).

Third, Robinson's SSARC Model (2010) offers instructional-design principles for task sequencing which allow for the gradual increase in pedagogic task complexity to promote language development. *SSARC* stands for *stabilize, simplify, automatize, restructure, and complexify*. Each term refers to the sequential stages involved in the task-sequencing model, *stabilize* and *simplify* being the first stage, *automatize* being the second stage, and *restructure* and *complexify* being the third and final stage in the sequence.

Two basic principles underlie the SSARC Model. The first principle is *parsimony* and states that only the task complexity dimensions within the TCF are manipulated when grading and sequencing tasks. The interactive factors of task condition, on the other hand, are kept stable and replicated each time pedagogic task versions are performed so that a schema for the particular interactive condition of a given real-world target task is established and elaborated in memory by means of repeated exposure. The second principle is *cumulative* and provides the rationale for grading and sequencing tasks. Focusing on task complexity, this follows a three-step sequence: (1) the task is simple on both resource-directing and resource-dispersing dimensions; (2) task complexity is increased on the resource-dispersing dimension; (3) task complexity is increased on both dimensions.

By adhering to these two principles, an existing interlanguage state is predicted to follow the three stages of development, where a learner's interlanguage is stabilized by simple tasks, automatized under difficult procedural conditions, and finally restructured as a result of having to deal with more complex concepts.

Cognitive linguistics argues that language and human cognition develop hand-in-hand, as exhibited in child L1 acquisition, where cognitive and conceptual development drives the acquisition of more complex linguistic forms. Likewise, in L2 acquisition, the Cognition Hypothesis claims that when a learner is faced with a cognitively complex task, they are more likely to attend to and make use of linguistic support provided in the input and interaction because these are necessary for performing the task. The relevant support may be provided through priming or by means of a reactive focus on form, both of which will facilitate the noticing, uptake, and subsequent acquisition of the new constructions (Robinson, 2005, 2007; Robinson & Ellis, 2008). The goal of the SSARC Model is thus to construct, in the L2 classroom, a pedagogical approximation of the "natural order" in which a child develops their conceptual and linguistic abilities, thereby creating a "space" where abstract ideas can be reworked into language in the L2, enhancing the noticing of L2 grammar, lexis, and syntax patterns, developing a learner's interlanguage.

Studies in the Cognition Hypothesis and the Componential Framework

The claims of the Cognition Hypothesis have been investigated in a number of empirical studies (Robinson & Gilabert, 2007). These studies manipulated the complexity of pedagogic tasks on: the here-and-now/then-and-there dimension, the intentional/causal reasoning dimensions, and the few/more elements dimension, and analyzed their impacts on learner performance. The empirical evidence from these studies, showing the effects of increased task complexity on various measures of learner production (e.g., accuracy, complexity, fluency, lexical density), opportunities for learning (e.g., interactionally modified input), and language development (e.g., lexical, grammatical), collectively served to support the claims of the Cognition Hypothesis. What has not been researched, as yet, is the sequencing effect of the SSARC Model on language development.

The cross-sectional experimental designs in previous studies using Latin-square or group-comparison models provided insights into the effects of +/- task complexity on different dimensions *at a discrete point in time*. Under these experimental conditions, however, it may be assumed that learners, in order to produce output, predominantly relied on their existing knowledge/repertoire of L2 and/or the linguistic support made available by task design, demonstrating their language *performance* and not necessarily *development*. While investigating the relationship among different task complexity dimensions and learner performance continues to be an important goal of Cognition Hypothesis research, the crucial question which concerns teaching professionals and syllabus designers is the extent to which a *sequence of tasks*, as informed by the Cognition Hypothesis and the SSARC Model, can lead to language *development* when performed by the same learners. One case study (Romanko & Nakatsugawa, 2010) sought to answer this question. In this study, complexity showed notable gains as a result of engaging in cognitively complex tasks while fluency remained largely unchanged. Overall, the results of the study were partially consistent with the claims of the Cognition Hypothesis, providing support for the task sequencing effects of the SSARC Model.

Designing a Task-Based Syllabus to Develop Academic Language Proficiency

In the final part of this article, the potential of applying the principles of the SSARC Model to designing a task-based syllabus for academic language proficiency is considered. The starting point of developing a task-based syllabus is needs analysis. What are the real-life target tasks? What are the necessary language skills? What are the cognitive processes involved? Needs analysis seeks to address these questions. The overall goal of an academic language program is to enable

learners to study academic subjects by using English as the medium of learning. Identifying specific target tasks and the related language skills and cognitive processes is an essential step in designing pedagogic task versions. Below is a list of some of these needs.

Table 1. Types of academic tasks, language skills and cognitive processes

Target Academic Tasks	Language Skills	Cognitive Processes
Read academic books and articles	Use various modes of reading	Knowledge
Listen to lectures	Read with fluency	Comprehension
Take notes while listening to lectures	Automatic recognition of academic vocabulary	Application Analysis

Table 1 provides a possible list of academic tasks, language skills, and cognitive processes for English-medium academic study. Since real-world target tasks differ according to the specific needs of a given group of learners, this is, by no means, an accurate or exhaustive list. The important point, however, is that the cognitive processes listed above are expected to be largely consistent across different learning situations. This is due to the fact that, despite the presence of individual differences in abilities and affective traits, human cognition and its information-processing mechanism are universal among human species. Various academic disciplines which adopt cognitive perspectives (e.g., cognitive psychology, cognitive linguistics, developmental psychology, developmental psycholinguistics, educational psychology, and behavioral psychology) uniformly point to the same cognitive mechanism, i.e., storing massive amounts of information, detecting regularities and forming schemas, applying established schemas to novel situations in a generate-and-test problem-solving exercise, and subsequently making small changes accordingly. These are the functions of the biological mechanism that underlies evolution. In child L1 development, for example, empirical evidence shows that item-based learning precedes rule-based learning, with linguistic schemas of varying sizes and forms emerging along the way. Bloom's taxonomy of educational objectives, which follows an accumulative sequence of cognitive complexity, clearly parallels this human learning mechanism. Robinson's Cognition Hypothesis and the SSARC Model are no exception to this commonality. These cognitive factors are stable and consistent variables and should therefore constitute the basic principles for the development of a task-based syllabus for academic language proficiency.

The next important stage in the process of syllabus design is to come up with a way to encapsulate the target academic tasks and the language skills elicited through needs analysis. While there is no concrete solution as yet, one possibility is to adopt content-based courses as the organizing units of the task-based

syllabus. Content-based instruction is, in essence, a small-scale version of engaging in an academic discipline and could potentially involve all the academic task types and language skills listed above. Each academic task, or combination of tasks, can be graded and sequenced following the SSARC principles, constructing small task cycles to be repeated, with gradual increase in overall complexity, in different content areas. Over time and across semesters, the content matters and the pedagogic tasks can gradually approximate those in the majoring disciplines of the learners, accumulating linguistic, conceptual, and contextual competencies along the way.

In addition to the above pedagogical objectives, the research interest in this task-based syllabus would of course be to test the claims of the Cognition Hypothesis. If the claims of the Cognition Hypothesis hold, it will mark the beginning of a new line of research in the componential framework. Although it is beyond the scope of this article, the true value of the TCF is that it allows for the incorporation of interactive factors and individual difference factors into the bigger picture of task-based research and pedagogy.

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Using Korean Culture

By Kyle Devlin

A challenge that all EFL teachers face at times is a lack of motivation by students. By using materials that present foreigners' opinions on Korean topics, teachers can increase student motivation. Students are always interested in foreigners' opinions on aspects of Korean culture, and using familiar cultural content increases the likelihood of successful comprehension.

It has been shown that the use of students' own cultural content has a positive influence on student comprehension of a second language. The opposite has also been found to be true: using content that is unfamiliar can impede students' ability to learn the linguistic structures as the learners are too bogged down trying to comprehend the meaning to focus on form. Using familiar cultural content will not only reduce information-processing demands on students but will also add balance to a curriculum that is weighted heavily with the cultures of English-speaking countries.

Adding balance to a curriculum heavily weighted with the cultures of English-speaking countries.

With the increased number of Korean cultural products that have spread world-wide, such as movies, music, and TV dramas, and with Internet access being readily available here, it is easier than ever to find materials that contain the opinions of non-Koreans on Korean cultural products. To find materials on movies and actors, there are numerous websites, among them www.imd.com and www.rottentomatoes.com/, which contain their own reviews and links to the reviews of Korean movies from major newspapers. Using <http://news.google.com>, articles on Korean actors can be found easily as well.

Sports are also an element of culture, and nowadays there is a great amount of Korean sports-related material that contains the opinions of non-Korean writers. Teachers may choose to use a video clip about the Korean soccer player Ji-sung Park, who plays for the popular English club Manchester United, a newspaper article on the Korean figure skater Yu-na Kim, or a magazine write up on the growing success of Korean golfers around the world.

In addition to cultural media products and sports-related elements, a teacher may choose to present

students with non-Korean views on diverse Korean cultural practices such as studying at private institutes, going to saunas, or even how to enjoy the World Cup. Topics such as these can often be found written about in travel guides like the Lonely Planet or books that focus on teaching foreigners about Korean culture.

Although websites and search engines can be great resources for locating materials, one can also acquire

materials from blogs. There are numerous blogs written by foreigners living in Korea about Korea. Some of the blogs even contain a comments section where foreigners share opinions on Korea-related issues. The Marmot's Hole (www.rjkoehler.com) is one example of such a blog.

Featurette

In using any materials that present opinions on the students' culture, it is always important to be conscious of how students may react to the opinions expressed. When a teacher chooses material that offers positive opinions, the teacher can generally be sure that their students will embrace the writer's opinions; however, when teachers present material that has a critical opinion of the student's culture, students may have strong feelings, and this is something teachers may want to address prior to the students interacting with the material.

According to the latest reports, South Korea is one of the top 10 exporters of cultural content in the world. More and more foreigners have opinions on Korean culture. As teachers, we can help our students better learn English by using those materials that contain foreigners' opinions because students will be motivated to learn how their culture is viewed, will have a better chance of successfully understanding the content, and thus will feel better about themselves as language learners.

The Author



Kyle Devlin received his Master's in TESOL from The School for International Training in 2002. He worked previously as a U.S. State Department English Language Fellow in Indonesia doing pre-service teacher training and is currently an Assistant Professor of English Education at Hankuk University of Foreign Studies.

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Enhancing Vocabulary Building

By Dr. Sang Hwang

Vocabulary instruction has been at the core of the language learning environment for all learners, including ESL (English as a second language), EFL (English as a foreign language), and special needs students. There are two different types of vocabulary: one is called *receptive vocabulary*, which requires a reader or listener to associate a specific meaning with a given label, as in reading or listening, and the other is called *expressive vocabulary*, which requires a speaker or writer to produce a specific label for a particular meaning. Vocabulary knowledge is strongly linked to academic success and is critical to reading achievement. Children who enter with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge. Therefore, it is obvious that vocabulary knowledge is among the best predictors of academic achievement.

In order to instruct language learners productively, knowledge of stage in language development should be advanced. The teacher's role is essential in demonstrating the proper use of standard English and to provide consistent and meaningful feedback to reinforce learning. For instance, if a student stated, "She like how it plays ball," the teacher may refine the grammar ("She likes how he plays with the ball.") or may expand the meaning ("She admires how well he plays basketball."). In this example, the teacher maintains the student's intention to communicate, but extends it, not only in physical structure, but also in being more specific in meaning. As shown in the example above, active engagement in each activity and immediate feedback will ensure language learners get high quality instruction. To provide high quality instruction, a risk-free, safe, and comfortable learning environment must be established. In order to gain confidence, the students need to be able to practice often, and to have sufficient opportunities to use language in a variety of settings.

Vocabulary instruction traditionally has been tedious and ineffective. The use of memorization drills and exercises with worksheets have contributed to students being bored, and as a result, learning is not what it should be. However, active engagement and the use of hands-on activities will help students experience a sense of excitement about learning new words. Students will become true believers that learning a new language can be fun and exciting. Integrating games and hands-on activities will make gaining new vocabulary knowledge fun. In a study conducted by the author, the following eight hands-on activities were

identified as outstanding for teaching vocabulary.

Sentence Scramble: Display word cards on a table and allow students to put them into a complete sentence. After constructing these individual cards into a complete sentence, ask students to match them with the exact page of the story. This will help them understand the connection between the text they have read in the activity and the construction of the complete sentence.

Matching: Ask students to match words and their definitions, or the words and examples of them, using colored paper, construction boards, plastic eggs, popsicle sticks, two dice, and so forth. When colorful materials are introduced into language learning settings, they characteristically increase motivation, interest, and attitude toward learning.

Double Bubble: This is the same concept as a Venn diagram that can be used to compare and contrast information. It includes two intersecting circles, with information about two different concepts, ideas, or objects written in each circle. The adapted Venn diagrams can include intersecting squares, H-shapes, or double bubble types. With this activity, students write the differences on each side and write the similarities in the middle of the bubbles.

Vocabulary Slide: Write words on one side of colored paper, and place their definitions on the other. Allow the student to read the words and insert the cards into a slot. When the student gets the card back from the bottom slot, they will see the definition on the other side of the card. This activity is sometimes called "Magic Shoot," because it looks like magic when the student reads one side with the word before they put it into the top slot, and when they get the back side from the bottom slot.

Polka Dot: Create questions or statements for checking student knowledge of vocabulary words. Having four choices with four holes in each card is normal, but you may have two or three choices with beginning learners. Allow the student to poke a dot with a pencil in the correct "hole." When you create the

Featured
Focus

card, make sure you use a cover to hide the correct answer.

- A **satellite** is _____.
- a version of cable
 - a special rocket
 - an object that travels around another object
 - a type of moon rock

Pizza Tic-Tac-Toe: For this activity, on the bottom of a pizza-shaped box is the “pizza,” and the inside top of the box is the tic-tac-toe board. Use any markers for the game. With construction paper, cover the bottom of the box with a circle. Then cut out it into 4-8 pieces to serve as the pizza. On each pizza slice, put a word on one side and its definition on the other side. Have the learner pick a piece, read the word, and say the



definition. If they get it correct, they get to put a token (or a marker) on the tic-tac-toe board. Take turns until someone wins.

Quiz Me Cards: On the front of a card, a word and the definition are written. On the back of each card is a space for four signatures. This activity works best when it is used as an assessment at the end of each lesson. Once the teacher completes all the cards, sign each card, and then ask the student to get more signatures from other teachers at school or from parents or older siblings from home. Students will be excited to show

off their mastery of new vocabulary words to others. At the same time, it will be a good chance for parents to check what their child learns at school.

Journal Writing: Journal writing allows students to reflect on their previous learning and builds on that knowledge while reading and writing about a topic. It integrates all the skills and strategies that they learned in a written form. Student journal writings or drawings for beginning English learners help the teacher better understand what the students are learning or remembering from each lesson. When the teacher responds to students’ journal ideas with questions, comments, and personal reactions, the impact of this activity reaches its full potential.

The study presented eight great hands-on activities for ESL, EFL, and special education teachers to utilize in their classrooms. Activities, using words in games, connecting words, and manipulating words creatively result in higher student learning. When students are having fun, they are motivated to learn. The eight activities that this study presented have the potential to increase students’ interest in and knowledge of words. Some activities can be presented at the beginning of the lesson as an introduction: matching words, vocabulary slide, sentence scramble, and pizza tic-tac-toe. Other activities may be used as a review or assessment: double-bubble, polka dot, quiz me cards, and journal writing. These activities will boost students’ interests and motivation to learn a new language in a positive way. There are also a variety of vocabulary learning activities available online at www.internet4classrooms.com, www.lessonplanspage.com and www.enchantedlearning.com.

The Author



Dr. Sang Hwang is an associate professor in the Department of Education at West Texas A&M University. She teaches courses involving evaluation in reading, content literacy, and emergent literacy for undergraduate and graduate students. Her research interests include reading evaluation, teaching strategies, content literacy, and ESL/Bilingual methodologies. Email: shwang@wtamu.edu.



Korea TESOL Annual National Council Elections

(See pages 24-25 for details.)

KOTESOL 2008-09: Growing and Thriving

By Tory S. Thorkelson, KOTESOL's 16th President

I often begin my writings with a quotation. For these memoirs, one by Douglas Adams humorously comes to mind: "Anyone who is capable of getting themselves made President should on no account be allowed to do the job." This conjures up a story I once heard when I was young about a farmer who takes his son out on the farm one day and asks him what he sees. The boy lists off the animals, crops, etc., and when the boy is done, the farmer says, "That's right, but what you have listed are the things not the spirit or the legacy. Remember to respect the land and leave it better than you found it for your offspring." I think this sums up what I most wanted to accomplish during my time as both National 1st Vice-President and President. Of course, my legacy to KOTESOL is not for me to decide, but let me review what I see as the highlights and accomplishments of my 2008-09 term as President.

We started the year with probably the most "presidential" National Council ever, with many past presidents agreeing to take committee chair positions on my team. Dr. Marilyn Plumlee (International Affairs), Dr. Kyungsook Yeum (Domestic Relations), and Louisa Lau-Kim (International Conference) were always willing to offer their experience and input as past-presidents and were invaluable during my presidency. Of course, their presence on Council was probably primarily due to their untiring devotion to KOTESOL. The other past presidents on the team were Phil Owen (Immediate Past President) and Dr. Myung-Jai Kang (Publicity).

All but two of the Council positions were filled within a short time of my taking over as President, and most of them volunteered their services rather than waiting to be approached, for which I am grateful. People like John Phillips (Technologies), Joshua Davies (Webmaster and KTT), and many others were always there when KOTESOL needed them, and have worked with many Presidents along the way without a fuss. To them we are also beholden.

The elected officers were also very supportive and willing to get the day-to-day business of KOTESOL done. Special mention goes to my right hand man, Tim Dalby, who, as my 1st Vice-President, took many of my ideas for both updating the website and setting goals for our administration, for example, far beyond what I had expected to accomplish when setting them. Many of these form the basis of the Policies and Procedures Manual that is currently being developed by Aaron Dougan and his committee. Thanks also to Sherry

Seymour who, as Nominations and Elections Chair, worked tirelessly to recruit the best slate of candidates for the national election in the history of our organization. Dr. David E. Shaffer and Phil Owen also deserve my gratitude for always reminding me of previous practices and KOTESOL precedents when I was unaware of them or of their possible relevance to what I was doing as President. I hope that the efforts of all the council members, past and present, are recognized by us all.

Presidential Memoirs

Series Editor: David E. Shaffer

Both the Seoul Chapter Conference and the National Conference of 2009 had over 300 people in attendance - a true testament to the work of both Seoul Chapter's executive and the Daejeon-Chungcheong Chapter's efforts to publicize and put on quality events. These events highlighted that chapters and national could work together effectively to organize and build up both regional and national events with broad appeal. They also proved that focusing primarily on the October International Conference at the expense of other local and regional events is no longer a productive direction for KOTESOL.

Thanks to the superior efforts of the Publications Committee, *Proceedings 2008* and the previous two years were made ready to go to press, and work on



President Thorkelson (center) at KOTESOL 2009 with Dr. David Nunan (right) and Past President Louisa Lau-Kim.

Proceedings 2009 was started earlier than usual. Maria Pinto and her team deserve kudos for their unrelenting hard work on *Proceedings* preparations, which has continued this year as well. Thanks to Dr. Kara MacDonald and her tireless efforts, *TEC* has never fallen behind in publication date or quality. Further, the *Korea TESOL Journal* may finally be getting back on track as I write this.

During my office, KOTESOL hosted the first-ever Global Spellevent, a preliminary round of the international spelling bee organized by Franklin Electronic Publishers in cooperation with TESOL, Inc. It was held in May 2009, and the Korean middle school student who won the event went on to the finals in New York to take second place there. The event was hosted by KOTESOL again this spring, and once again, it was a huge success - even larger and more successful than last year. This event strengthens our relationship with TESOL as well as the local community. This is, in fact, one of only two events on our busy calendar of events that directly benefits and involves students rather than teachers - which is a major reason that I think we should continue to host it. And indeed, it seems destined to be an annual KOTESOL event. The other event which focuses on students rather than teachers is the annual Drama Festival held by Jeonju-North Jeolla

Chapter in the autumn.

Thanks in part to my efforts to lobby for the Pan Asian Consortium (PAC) as well as Dr. Yeum's enthusiasm and willingness to be an organizer, PAC 2010 is being hosted by KOTESOL this October for only the second time in our organization's history. Despite what has been a rough couple of years economically for much of the world, KOTESOL did not lose a significant number of members during 2008-09; generally stable at around 660 members, it broke the 700 mark in the summer of 2009.

On the international front, we re-signed the KOTESOL-JALT agreement for another three-year period over the summer as well as renewing our TESOL affiliation paperwork. This brought us up to date on all our agreements with our partners at home and abroad. Also international in nature was our annual October conference, which is a fitting end to a president's term of office. Again, the international conference was a great success, breaking attendance records and attracting luminaries in the field of ELT such as David Nunan, Rod Ellis, Scott Thornbury, John Fanselow, Kathleen Bailey, and Tim Murphey.

While not everything done during 2008-09 was as successful as we may have wished - we still need better communication with our chapters, SIGs, and general membership and more sensitivity to their needs - I definitely feel that, on the whole, KOTESOL is in better shape than it was when I took over the helm as President. How my presidency will be viewed by posterity is not for me to decide, but I do know that all the sleepless nights were not in vain if KOTESOL continues to thrive and grow to meet the evolving needs of the EFL community in Korea as it has done for the past 18 years.

Korea TESOL's Past 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

The Author



Tory S. Thorkelson is a proud Canadian who has been active in KOTESOL since 1998. Before coming to Korea he received his M.Ed. TESL/TEFL from the University of Manitoba. He was Research Coordinator for Hanyang University's PEEC Program before moving to their English Language and Literature Department in 2007. There he teaches skills courses and advises the UAHA Drama Club. Tory is now an associate professor and received a merit award for educational excellence earlier this year. While his background is in English, Social Studies, and ESL/EFL, he is also a stage actor with 30 years of experience. He created and taught CBI and ESP-focused courses in acting, the history of English, tourism English, and presentations and interview skills. He has co-authored research studies and a university-level textbook, *World Class English*, with fellow KOTESOL members. He has been an active KTT member, delivering presentations throughout Korea, most recently for the GEPIK and TaLK programs. He is also on the editorial boards of both the *CamTESOL* and *Daegu-Haany TESOL* journals and has been a certified examiner for both locally produced and international tests of English for nearly a decade. Email: thorkor@hotmail.com

Advancing ELT in the Global Context

The 2010 PAC-KOTESOL International Conference

October 16-17, Sookmyung Women's University, Seoul

By Julien McNulty, 2010 International Conference Co-chair

The 2010 PAC-KOTESOL International Conference, *Advancing ELT in the Global Context*, will be held at Sookmyung Women's University (Seoul) on October 16-17 (Saturday and Sunday). On behalf of the KOTESOL Conference Committee Chair (Stephen-Peter Jinks), and the PAC Committee Chair (Dr. Kyungsook Yeum), the 2010 conference committee, and all our presenters, I would like to invite you to attend this year's International Conference. Whatever age group you teach or institution you work at, the scope of the International Conference means that there will be presentations and workshops relevant to your teaching practice.

Concurrent Speakers: There will be 120 concurrent sessions spread over the two days of this year's conference, adding up to around 115 hours of presentations. The program committee has selected a variety of presentations from ELT professionals from various countries. The plethora of presenters speaks to the truly international nature of this conference, with presenters from the United States, China, Japan, Canada, Iran, Thailand, the UK, Russia, Taiwan, and the list goes on. Presentation topics range from culture, identity, and language acquisition, to vocabulary acquisition, learner autonomy, and even the exploration of English as the lingua franca in our global village. In addition, this year we are featuring a special Plenary Panel, composed of David Nunan, Elizabeth Bailey, Rod Ellis, and Martha Cummings, from Anaheim University. Furthermore, Paul Nation is our Saturday morning plenary speaker and will speak about vocabulary size and its importance in daily language tasks.

To make it easier for you to decide which presentations will be most relevant for your own teaching development, the conference program is annotated by category (classroom management, business English, reading/writing, pragmatics, technology-enhanced instruction, materials design, etc.) and focus (young learner, teen, university, adult, etc.). Our ELT partners from the publishing industry will also be presenting workshops to give you new ideas for textbook and materials choices and to present alternative ways of using the textbooks you already have. Keep checking our website (www.kotesol.org) to find out more about KOTESOL's SIGs (special interest groups) and the presentation streams they will offer at the Conference.

Meet the Speakers: For the last few years, we have held informal breakfast sessions before the official Sunday morning presentations begin. This year will be no different. The times and speakers are not yet confirmed, but it will be early (between 7:30 and 8:15 am). Coffee and breakfast snacks will be provided, and our plenary and featured speakers will be represented. The only thing that conference-goers need to do is turn up to meet the presenters.

Conference Column

Pre-registration: Please check the KOTESOL website (www.kotesol.org) for details. This year's International Conference registration team is working hard to streamline the online pre-registration process. Onsite registration for the International Conference is 50,000 won for current KOTESOL members (non-members 75,000). Online pre-registration (www.kotesol.org) is 40,000 won for members (non-members 65,000). The discounted cost and avoiding the onsite registration queues at the conference venue makes pre-registering a very attractive option. Please check our website for information about special pre-registration rates for groups; groups of five or more non-members can pre-register for 50,000 won per person.

International Conference Committee: Many of our members are International Conference veterans, but even the most experienced of our conference volunteers were fresh new members at one time. This year, our conference committee continues to attract fresh faces, and we would like to see this trend continue in future years. If you would like to become involved in future conferences, you can find out more at the KOTESOL information desk at the International Conference. You may also be approached by our committee members as you are browsing the publishing stands or looking around between sessions at any of KOTESOL's chapter, national, or international conferences. We always welcome our members becoming more involved in KOTESOL organizational operations. It is your organization, and you are invited to get involved and make it better.

KOTESOL ABM: Unlike last year, the Annual Business Meeting (ABM) will be held at the end of the day on Sunday (4 pm). KOTESOL members are, of course, invited to attend the ABM.

KOTESOL Elections: The International Conference marks the end of one organizational year and the beginning of the next. During the Conference, there will be a ballot box and voting papers available at the elections desk, so KOTESOL members can vote for the organization's officers. The election results will be announced at the ABM. This is another opportunity for KOTESOL members to help make our organization better. Please inform yourself about the candidates, and vote to make sure that you endorse your preferred choice.

Refreshment: Following the success of COSTCO's involvement with snacks and beverages at the Seoul Chapter conferences, and National and International conferences past, the International Conference support services team has invited COSTCO to this year's conference. Snacks and beverages will be available free of charge to conference-goers throughout the weekend. There will be no brown bag lunch this year, but the scheduled lunch hour on Saturday and Sunday will give people ample time to refuel at an eatery of their choice. There are also plenty of onsite seating areas for those who wish to bring their own picnic lunches.

Food: This year, we will have three options for food on Saturday: deli sandwiches (Suji's), Mexican food (Tomatillo's) and Korean food (Hansot). You will have the chance to visit the food booths near the registration area in the morning. You will need to pre-order to ensure your delivery. You can visit their booths onsite to pre-order and ensure that you get what you want for lunch. Prices will vary.

Employment Center: Every year, there is space at the International Conference for universities and public schools to offer upcoming positions to KOTESOL members. The employment center's location will be advertised in the 2010 conference program. If your school or university wishes to post some information at the Conference, please forward the inquiry to this year's Conference Chair, Stephen-Peter Jinks, or to the Co-chair, Julien McNulty.

Organizational Partners: A popular feature of the International Conference is the presence of our partners in ELT: the book publishers, materials providers, and teacher trainers. The main lobby of

Sookmyung Women's University is filled with display tables where they exhibit the latest in ELT texts and materials, for both teachers and learners, as well as teacher training program offerings. The main lobby is a busy thoroughfare to and from different presentation rooms - a place where you can meet fellow conference-goers, chat with publishers, and check out the various KOTESOL information stands and the ballot box. The refreshment stands are at either end of the lobby. A traditional farmers' dance group will break through the hubbub to announce the beginning of the plenary sessions.


Getting There (and Back): In the past, many chapters (Seoul, Daejeon, Daegu, Busan) have organized buses to take our members to and from the conference. This was not only a cheap and convenient way to travel to the conference, but also a lot of fun, as chapter members got to know each other a little better on the way. Contact your chapter (look in the back of this issue of *The English Connection* for chapter details) to ask if they will be repeating this service for the International Conference. If you are traveling to the Conference independently, check our website (www.kotesol.org) for directions.

Advancing ELT in the Global Context: The opportunity to meet fellow KOTESOL members and have an enjoyable weekend, networking with friends, old and new, is a happy by-product of the International Conference. Most importantly, the International Conference Committee hopes that our 2010 speakers will challenge you in your teaching practice and reaffirm your commitment to excellence in your chosen career. We are looking forward to seeing you at the Conference, and we hope our speakers will inspire and motivate you to continue being the brilliant English language educators that you already are.

Enjoy the Conference!

The Author



Julien McNulty has been teaching, training, facilitating, or instructing in some form for 20 years. He taught French and Special Education in British Columbia, and then worked as a corporate trainer in Toronto, developing an accent neutralization program in India. Later, as a bilingual training consultant, he facilitated management and leadership development programs with Fortune 500 companies. Teaching English in Korea since 2008, Julien is currently a teacher trainer at JETT, in Jeollanam-do. Email: julienmcnulty@gmail.com 

Saturday Evening Reception hosted by Cambridge Korea (CUP)

7:00 - 8:00 p.m., Centennial Hall, Main Floor -- Open to All Attendees

Invited Speakers to the 2010 PAC-KOTESOL Conference

Advancing ELT in the Global Context

By Vivien Slezak, International Conference Committee

It is a pleasure to introduce the upcoming 2010 PAC-KOTESOL International Conference and its exciting array of invited speakers. This fall, we are fortunate to have such a wealth of accomplished people to bring forth new and thought-provoking ideas.

Our plenary speakers include **Paul Nation**, an Emeritus Applied Language Studies Professor in New Zealand; **Patricia Duff**, who teaches at the University of British Columbia, Canada, specializing in Language and Literacy Education, and **Thomas Farrell**, an Applied Linguistics Professor in Canada.

Prof. Paul Nation's global teaching experiences have landed him in Indonesia, Thailand, the United States, Finland, and Japan. Currently in New Zealand, he continues to do work in Applied Language Studies at Victoria University of Wellington. His special interests are language teaching methodology and vocabulary learning. In his lecture at the fall conference, Prof. Nation will speak about his research in using the Vocabulary Size Test and bilingual versions of this test. This research is related to studies of the amount of vocabulary needed to cope with watching movies, listening to conversation, reading newspapers, and reading novels.

Dr. Patricia Duff's areas of special interest include language socialization across bilingual and multilingual settings; qualitative research methods in applied linguistics; issues in the teaching and learning of English, Mandarin, and other international languages; the integration of second-language learners into high schools, universities, workplaces, and society; and sociocultural, sociolinguistic, and sociopolitical aspects of language(s) in education. In her presentation at this year's conference, she will report on the intersection of language socialization and identity in English language education specifically.

Dr. Thomas S. C. Farrell has been a language teacher and language teacher educator since 1978 and has worked in Korea, Singapore, and Canada. His many published works focus on language learning and reflective language teaching. At the Conference this fall, Dr. Farrell will engage his audience with a presentation that explores the concept of ESL teacher role identity and outlines the result of a study of the role identities of a group of teachers in Canada when they undertook reflective practice.

At this fall's International Conference, we will have a Plenary Panel composed of **David Nunan**, **Kathleen Bailey**, **Rod Ellis**, and **Martha Cummings**, all veteran English language teachers and conference presenters. The topic for the panel discussion is "Future Directions in Teaching English in a Global Context: Policies, Planning, Methods, and Materials." With this group of discussants, and Dr. Alan Maley as moderator, it will surely be an occasion you will not want to miss.

Dr. David Nunan is the Academic President of Anaheim University, based in Anaheim, California. Dr. Nunan serves in a concurrent role as Dean of the Graduate School of Education and Professor of Teaching English to Speakers of Other Languages (TESOL). In addition to a long list of highly regarded publications, Dr. Nunan has this year authored *The Learner-Centred Curriculum: A Study in Second Language Teaching*. In 2003 Business Review Weekly ranked him the 7th most influential Australian in Asia, and in 2005 he was named one of the top "50 Australians Who Matter."

Dr. Kathleen Bailey is also a professor of TESOL at Anaheim University and she too works full-time as a professor of Applied Linguistics at the Monterey Institute of International Studies in Monterey, California. Her current interests include teacher education and development, second language acquisition, language testing, classroom research, research methodology, and sociolinguistics. Dr. Bailey has recently co-authored *Exploring Second Language Classroom Research* with David Nunan.

Dr. Rod Ellis, another valuable member of the Anaheim University team, is the Chair of the Graduate School of Education and a Professor of TESOL. His work and publications in second language acquisition and grammar serve as solid backbones in language learning. Dr. Ellis is a foremost authority on task-based instruction and corrective feedback. One of his most recent books is *Task-Based Language Learning and Teaching*.

Dr. Martha Cummings is a TESOL professor at Anaheim University and has much experience in teacher training. She received her doctorate from Teachers College, Columbia University and has lived and taught in various countries around the world. She is the author of numerous academic articles and short

stories. She has served on the Nominating Committee of TESOL and is currently a member of the TESOL Standing Committee on Diversity.

This year's nine featured speakers come from a range of backgrounds and academic interests. It is a great pleasure to have **Alan Maley, JoAnn Crandall, Andy Curtis, Andrew Finch, Sunhye Hwang, Andy Kirkpatrick, Suchada Nimmannit, Willy Renandya,** and **Kumiko Torikai** attend and present at our conference.

Dr. Alan Maley has been immersed in the ELT field for over forty-five years. He is currently Visiting Professor at Leeds Metropolitan University. His tri-faceted talk this year will address some general impacts of the spread of English, some of the more common illusions connected with the global role of English, and finally, the implications of the spread of English for the teaching of the language. For 25 years, Dr. Maley served as Series Editor of Oxford's Resource Books for Teachers series. This year he authored *Advanced Learners* in that series.

Dr. JoAnn Crandall directs the Language, Literacy and Culture Ph.D. Program at the University of Maryland, Baltimore County, and also teaches in the MA TESOL program. The topic of her talk is "Negotiating Identity in the Global English Classroom," which discusses issues pertaining to student identity as an English language learner. Specifically, this talk will focus on ways in which we can help learners to both preserve and negotiate identities through English.

Dr. Andy Curtis is currently the Director of the English Language Teaching Unit at the Chinese University of Hong Kong. His talk will explore the notion of self-reflection in other professions and furthering this practice to bring fresh ideas into our own field. Dr. Curtis co-authored *Pursuing Professional Development: The Self as Source* with Kathleen Bailey and David Nunan, and most recently, *English Language Assessment and the Chinese Learner* with Liying Cheng.

Dr. Andrew Finch is an associate professor of English Education at Kyungpook National University, Daegu, where he teaches graduate and undergraduate pre-service and in-service Korean teachers of English. In his presentation, "The Postmodernism Language Teacher," Dr. Finch will explore the present state of language teaching by placing current issues in a post-modern setting, along with trends evident in other disciplines (architecture, literature, art, science, medicine, etc.).

Dr. Sunhye Hwang is a Professor of English Education and the Dean of the Graduate School of TESOL at Sookmyung Women's University. Dr. Hwang will give a presentation titled, "A Study of English

Learner's Attitude for Autonomy in Korea's EFL Settings," which will be an interesting perspective on the presence and importance of the individual learner's responsibility for becoming an integral component of the language learning process.

Dr. Andy Kirkpatrick is Chair Professor of English as an International Language at the Hong Kong Institute of Education and Director of the Institute's Research Centre into Language Education and Acquisition in Multilingual Societies. His presentation, "Asian Englishes and English as a Lingua Franca in Asia: Which Model of English Should We Teach?" will review the current role that English is playing as a lingua franca in the Asian region, with a particular focus on its role in the Association of Southeast Asian Nations (ASEAN).

Prof. Suchada Nimmannit is an Associate Professor at Chulalongkorn University Language Institute in Bangkok, Thailand, where she teaches business English communication, presentation, ELT methodologies and creative teaching. Her presentation, "Improving Language Learning Opportunities through Chat Mails," will examine the high potential for language learning through chat mails and the ample opportunities provided by technology to use English. Prof. Nimmannit is a past president of our PAC partner Thailand TESOL.

Dr. Willy Renandya currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore. His presentation this year will focus on English in the Singapore classroom, in which the English spoken by Singaporean teachers includes features that are considered "non-standard." Additionally, he will address the concerted efforts by key stakeholders to curb the spread of "non-standard" features of English in the school context.

Dr. Kumiko Torikai is Dean of the Graduate School of Intercultural Communication at Rikkyo University in Japan. She is also President of the Japan Association for Interpreting and Translation Studies and has served as Director of the English Language Program at Rikkyo. A graduate of Sophia University and Columbia University, Dr. Torikai's research interests include social, cultural, and communicative aspects of language education, as well as interpreting and translation as intercultural practice and its sociocultural significance.

The 2010 PAC-KOTESOL International Conference will surely embody its theme of *Advancing ELT in the Global Context* in the many presentations given by our invited speakers. This gathering of esteemed and celebrated individuals, comprising the plenary speakers, the plenary panel, and the featured speakers, will undoubtedly make for a fascinating and valuable conference experience.



Presentations at the 2010 PAC-KOTESOL Conference

Advancing ELT in the Global Context

Check the Conference program book and KOTESOL website for comprehensive indices.

Assessment / Testing

- Cheng, Liying** Teachers' Grading Practices: Influencing Factors, Meaning, and Values Assigned
- Haggerty, John** The Polarizing Effect of High-Stakes Testing on Young ELLs
- Leaper, David** Putting Students in Their Place: An Analysis of a Commercially Produced Placement Test
- Nguyen, Hue** Measuring Students' Progress by Using Canadian Language Bank Benchmark (CLB) in TESOL
- Sewell, H. Douglas & Rodgers, Michael** Teacher Trainee Reflections on Poor Exam Results: Study Orientation Insights
- Tangestanifar, Bit** Alternative Assessment: Thinking Outside the Box

Classroom Management

- Dye, Gabriel & Gardiner, James** Classroom Management: Words and Actions
- Nadasdy, Paul** Group Dynamics in Language Classrooms
- Sarobol, Nopporn** Implementing Cooperative Learning in the Classroom

Content-Based Instruction

- Kang, Nam-Joon** Why not CLIL or CBELT or Immersion but SBLT for an EFL Setting?
- Roloff, Jennie** World Politics in the Classroom: Why Should We Bother?

Conversation / Pronunciation / Listening

- Bahrani, Taher** The Effect of Exposure to Mass Media on Speaking Fluency
- Blyth, Andrew** A Qualitative Study of How Teachers Currently Teach Listening in Japan
- Breaux, Gunther** How to Easily and Accurately Grade Speaking, With and Without a Speaking Test
- Brown, Ian** Easy Online Presentations with "Voicethread"
- Chujo, Junko** Incorporation and Evaluation of Jazz Chants in Japanese University English Class
- Cooke, Simon** Taking Notice: The Development of Communicative Strategies
- Dalby, Kristin** Negotiating in the Korean University ELT Classroom
- Davies, Joshua** Talk Like TED: Analyzing What Makes Great Speeches Great
- Evans, Daniel** Rightside-Up Answers to Pan-Asian Pronunciation Challenges
- Heigham, Juanita** Student Leaders: How Volunteer Peer-Leaders Inspire
- Makarchuk, Don** Oral Dialogue Journals: Theory and Implementation in the Classroom
- Manning, Shaun Justin** Investigating Group Discussion

Tests: Improving Performance Through Feedback

- Masson, Emilie, & Mountain, Cara** Developing Students' Speaking Ability with Weekly Online Diaries
- Skeates, Colin** Examining Teaching Practice Through Questions
- Sumi, Sachiko** Teaching Pronunciation: 7 Essential Questions for Instructors
- White, Jeremy** Creative Pragmatics to Help Deaf EFL Students Speak English
- Zwaal, Ingrid** Practical Roleplay in the Classroom

Course / Materials Design

- Anderson, Charles, J. & Fryer, Luke** Raising English Scores University-wide: A Successful Compulsory Curriculum
- Barrett, Tyler** Using Corpus as a Means to Promote Authentic Language in English Textbooks
- Cummings, Martha C.** Diversifying Curriculum Design
- Kienzle, Robert, & Barron, Jody** Cultural Conceptions: Recognizing and Integrating Culture into Classes
- Kimura, Maiko, & Arao, Hiroko** A Study of Cultural Factors in Junior High School English Textbooks Approved in Korea and Japan
- Life, James** Applying the Organic ESL Classroom in the Twenty-First Century
- Lucantonio, Damian** Using Argument Genres to Teach Academic Spoken English
- Lumsden, Stafford** Evaluating CALL Materials: How About an iPhone?
- McGaughey, John, & Song, Heejin** Controversies in English Education: Language Policy and EFL Textbooks in Korea
- Sanpatchayapong, Ubon** "World-Class Standard School" Project: An Innovation or a Challenge?
- Song, Heejin** Intercultural Negotiations: Glocal Identities in Korean EFL Textbooks
- Thorpe, Todd, & Miller, Ross** Passport to Study Abroad: Preparing Students for the Journey of a Lifetime

Cross-cultural / Intercultural Communication

- Black, Grant, & Peloghitis, John** Assessing Intercultural Experience and Achievement in At-risk Language Learners
- Cates, Kip, Putri, Kartika Anindya, & Dusthimer, Carl** The Asian Youth Forum: English for Inter-Asian Understanding
- Dalby, Tim** Team Teaching in Public Schools in Korea: Some Principles, Practices, and Ideas
- Diaz-Rico, Lynne, & Ciancio, Jule** The Instructional Conversation: Using Intercultural Conversations to Share Cross-cultural Teaching Expertise

- Hood, Michael** Raising Voices, Crossing Boundaries: Japanese Students in American Universities
- Kroeker, Justin, & Heppner Kroeker, Rachel** A Balance to Be Reckoned With: Two Studies on ELT Management
- Lim, Soo Jin** Techniques for Successful English Co-teaching in the Elementary School
- Park-Finch, Heebon** Adapting Teaching to the Cultural Context
- Phillips, Carl** EFL Education in South Korea and the Phenomenon of Shame
- Pinto, Maria** Constructing the Self: Teachers' Narratives of Teaching EFL
- Reynolds, Eric** Kimchee Smiles and Freedom Fries: Disentangling Cross-cultural Emotional Communication
- Rubadeau, Ksan** Part of the Solution: Involving Expat Teachers in Suicide Prevention Programs
- Wright, Mark, & Hosbach, Joseph** Enticing the Interests of E.F.L. Students to Think Globally: Authentic Texts

ESP / EAP

- Bartlett, Craig** Autonomy and Motivation: A Tale of Two Learners
- Cheung, Kai-chong** Teaching Business English at the Graduate Level
- Peloghitis, John** Projects for Teaching Business English

Grammar

- Fusselman, Roger** Getting L2 Learners of English to Form Grammar Rules Inductively
- Shin, Hyunyoung** How Can Korean Teachers Make Grammar Classes More Interactive Using CCQs?

Language Policy / Sociolinguistics / World Englishes

- Cates, Kip, Putri, Kartika Anindya, Dusthimer, Carl, & Wanner, Peter** Language Learning in Asia: The Students' View
- Fang, Xing** "Have You Eaten Yet?": Reappraising Pragmatics in China's English Education
- Garton, Sue** Teaching English to Young Learners: Global Views and Local Contexts
- Hartsell, Layne** Imperialistic Influences in English Teaching
- MacDonald, Kara** NESTs of Korean Heritage: Coming to Terms with Being NESTs of a Lower Worth
- Menking, Scott** Thai Students' Views of International Communication: Pedagogical Implications
- Pereyra, Glichelle, & Gordon, Jennifer** Redefining Our Strengths: A Look at Faculty Women of Color in TESOL

Literacy / Reading

- Dai, Wei Yang** Constructing a New Binding Theory and Practices in English Reading Instruction
- Dawson, Dean** Increasing Reading Comprehension: A Dramatic Approach
- Ihata, Anne C.** EFL Reading with Illustrations: Greater Connectivity Potential Than We Thought?
- Sitthitikul, Prasait** Analysis of Language Learning Practices of Thai Students in a Reading Class
- Williams, David** Students' Reactions to Literature Circles in the Content-Based Classroom

Multiple Skills

- Barker, Becka** Comparing Online Social Networks in an EFL Learning Context
- Beck, Daniel, & Payne, Sylvan** Online Animations for Language Learners
- Boothe, Adam** More Than Entertainment: Interacting with Video in the Elementary Classroom
- Callaghan, Peadar** Comics in the Classroom
- Chartrakul, Kanjana, & Chaovanapricha, Khacheenuj** Developing Policy and Strategies for Improving English Teaching at Primary Levels in Thailand
- Clingwall, Dion** The Effective Use of Television in a Listening Class
- Coomber, Matthew** Adding a Piece to the Puzzle: Three Dimensional Jigsaw Reading
- Davila, Sara** Who We Are: Task-Based Activities to Develop Learner Identity
- Devlin, Kyle Philip** Students Teaching and Learning About Their Own Culture
- Farrell, Gavin** Storytelling Across the Curriculum for Young Learners
- Goodman, Geoffrey** Encouraging Communicative Competence for Korean Students Through Culturally Pluralistic Texts and Media
- Heffernan, Neil** Testing the Four Language Skills in a University-wide Program
- Kienzle, Robert, & Hitt, Rusty** Toastmasters: For Teachers and Students
- Lee, Hsing-Chin** Application of Data-Driven Learning Approach in Taiwan EFL Teaching
- Lingle, Will** Reducing Student Embarrassment: Teachers' Uses of "Hygiene Resources"
- McKibben, Justin** Digital Storytelling: A Way to Get Students to Express Themselves and Learn
- Nam, Heidi Vande Voort, Bryan, Bissell, & Hanslien, Virginia** Christian Teaching in Practice: Resources for Christian English Teachers
- Palmer, Roger** Bringing Blended Learning into Mainstream ELT
- Papysheva, Galina** Using Newspapers in the Classroom
- Park, Irene J., & McGregor, Bridget A. M.** Practical Solutions to Plagiarism
- Park, Jin-kyu, & Muncaster, Sebastien** A Better Way of Collaboration for Higher-Level of Thinking
- Seo, Han Min** Movie-Making
- Silver, Richard** How Presentations Can Teach Students to be Facilitators in the EFL Classroom
- Thompson, Tim** Tools to Keep Students Active and Involved Outside the Language Classroom
- Thorkelson, Tory** Webgems: Resourcing Your Classroom on the Internet
- Valvona, Chris, Murakami, Charlotte, & Broudy, Daniel** Transforming Apathy into Activeness: TBLT with Self- and Peer- Evaluation.
- Wang, Grace H., & Rasmussen, Brian** Embracing Product and Process in a Task-Based Approach to Teaching Writing
- White, Mathew** Exploring Human Rights in English
- Wong, Raymond, Krug, Nathan Paul, & Tucker, Frank** Peer Teaching with Authentic Materials in University English Courses
- Yphantides, Jennifer** Talking It Through: Students Discuss Reformulations of Their Short Stories

Professional / Teacher Development

- Higgins, Rob** Critical Friends Groups: An Opportunity to

Reflect on Practice

- James, Mark** The Art of Presenting an Effective Poster
Painter-Farrell, Lesley Innovations in Online Teacher Training Practice
Shaffer, David E. Reflecting on Teacher Development

Second Language Acquisition

- Nakatsugawa, Miyuki** Operationalizing the SSARC Model in an Academic Language Course
Yang, Jin-Suk A Vygotskian Perspective on Good Language Learners: A Case of Four ESL learners
Yeganehpour, Parisa Classroom Discourse of Iranians in Terms of Code-Switching

Technology-Enhanced Instruction

- Heiman, Trudie** Online and Interactive Corpus-Based Courses
Shifrin, Robyn Don't Let Words Cloud Your Head, Cloud Words: Wordle

Vocabulary

- Bill, Allison** Vocabulary Learning: More Than Just Memorization
Bovee, Nicholas, & Stewart, Jeffrey E-learning on a Shoestring
Honisz-Greens, John Using Lexical Profiling to Aid Student Fluency and Vocabulary Acquisition
Huffer, Doug Corpus in the Classroom
Joo, Kyungjin The Effects of Meaning Negotiation, Feedback, and Uptake on SLA
Sieh, Yu-cheng Best Predictor of English Vocabulary Learning Among Taiwanese Young Learners
Smith, Craig The Development of EAP Vocabulary Learning Materials for University Students

Writing

- Fox, Bryan** Beyond Brainstorming: Using Color-Coding to Organize Student Writing
Gondree, Eric Re-reading and Re-reading Charts as an Integral Part of Teaching Writing
Heiman, Trudie Going from Print to Digital Interactive and Online
Kelly, Susan Updating the Research Paper: New Approaches in Academic Writing
Kurihara, Noriko How Does Collaboration Influence Students' Development of Writing Skills?
Leung, Yiu Nam English Composition in an EFL Context in Taiwan: A Pedagogical Consideration

- Plumlee, Marilyn** Writing It UP: What Research About Research Writing Reveals
Pokotyl, Heather Error Logs: Helping Students Monitor and Improve Their Writing
Reynolds, Eric, & Butakov, Sergey Finding Our Way: Plagiarism, the Internet, and an MATESOL Program
Richard, Silver, & Coomber, Matthew How Anonymity Affects Feedback in the Peer Review Process
Sermsonswad, Unchalee An Effective Writing Skill Teaching Model for Young Learners
Sun, Yu-Chih Adopting the Western Writing Center in an EFL Context? A Case Study in Taiwan
Takehita, Yuko The Extremely Short Story Competition: Educational and Intercultural Viewpoints
Tangpijaikul, Montri Fine-Tuning Discourse in EFL Electronic Discussion

Other

- Chapple, Julian, & Matsumura, Shoichi** Raising EFL Teachers' Awareness of Pragmatic Elements of L2 Teaching
Oga-Baldwin, Quint Do I Have to Do This? Peer-Supported EFL Teacher Reflection
Tseng, Chia-Ti (Heather) How Do Good Language Learners Learn English in Taiwan?
Walcutt, Brandon Wage and Hiring Discrimination in Korea's ESL Industry

The Dongguk Integrated Course Experiment

- Pinto, Maria** Course Design and Proposal
Wendel, John Working with the Administration
Roberts, Tim Grammar and Writing
Hott, Lyndon Reading and Listening
Banks, Donna Conversation
MacCaull, John Angus Exams and Assessment

Extensive Reading SIG Colloquium

- Miles, Scott** Book Circles and Extensive Reading
Lehmer, Richard Student Reading Habits and Perceptions: Before and After Extensive Reading
Waring, Rob Setting Up and Running an Extensive Reading Program
Chang, Shuchen Types and Consequences of Information Control in Short-Story Simplification
Nelson, Rocky The ER Program at Pusan University of Foreign Studies
Jolly, Aaron D. Growing Extensive Readers: From Kindergarten to Middle School



Concurrent Sessions??

Concurrent sessions are a group of presentation sessions occurring at the same time in different rooms. This year, you will have up to 24 presentations to choose from in each concurrent session time slot. Concurrent sessions may include research paper presentations, workshop presentations, and sponsored sessions by our ELT publishers and materials providers.

Other sessions include:

- Plenary Speaker Sessions: One invited speaker only scheduled.
Featured Speaker Sessions: Three invited speakers scheduled at same time.
Plenary Panel Session: One panel only. Nothing else scheduled at this time.

International Conference Two-Day Schedule

Saturday, October 16, 2010

Time	Activity	Notes
08:00	Registration Opens	
09:00 - 09:45	Concurrent Sessions	20
10:00 - 10:45	Concurrent Sessions	20
11:00 - 11:30	Opening Ceremonies	
11:30 - 12:15	Plenary Session	Paul Nation
12:15 - 13:30	Lunch	SIG & Chapter Meetings
13:30 - 14:15	Featured Speaker Sessions	Andy Curtis Sunhye Hwang Suchada Nimmannit
14:30 - 15:15	Concurrent Sessions	20
15:30 - 16:15	Featured Speaker Sessions	Willy Renandya JoAnn Crandall Andrew Finch
16:30 - 17:15	Plenary Session	Patricia Duff
17:30 - 18:45	Plenary Panel	David Nunan, Kathleen Bailey Rod Ellis, Martha Cummings, Ken Beatty (Alan Maley: Moderator)
19:00 - 20:00/:30	Reception	All Attendees Invited by CUP
20:00 - 22:00	Banquet	Confirmed Invitation

Sunday, October 17, 2010

Time	Activity	Notes
08:00	Registration Opens	Various Meetings
09:00 - 09:45	Concurrent Sessions	20
10:00 - 10:45	Concurrent Sessions	20
11:00 - 11:45	Featured Speaker Sessions	Alan Maley Andrew Kirkpatrick Kumiko Torikai
11:45 - 13:00	Lunch	
13:00 - 13:45	Plenary Session	Thomas S. C. Farrell
14:00 - 14:45	Concurrent Sessions	20
15:00 - 15:45	Concurrent Sessions	20
16:00	Annual Business Meeting	

2010 KOTESOL National Council Elections

We are very happy to have such a full slate of well-qualified candidates for this year's elections! All candidates for the 2010 Election are of the highest caliber and abiding by the Nominations and Elections Committee's Code of Campaign Conduct. The code of conduct and candidates' applications can be viewed in full online at <http://www.kotesol.org/?q=elections>. There are ten candidates running for the six positions; their candidate information appears below. The ten candidates are:

First Vice-President:	Mijae Kim	Peadar Callaghan
Second Vice-President:	Vivien Slezak	Aaron Jolly
Secretary:	Jennifer Young	
Treasurer:	Deborah Tarbet	
Nominations & Elections Committee Chair:	David D. I. Kim	Doug Huffer
Conference Committee Co-Chair:	Stafford Lumsden	Ralph Cousins

Important Upcoming Dates

- October 4-14: Current paid members will be emailed ballots and online voting will occur. Memberships which lapse October 1st will need to renew before September 25 (last day of conference pre-registration) in order to vote online - later renewals will be eligible to vote onsite.
- October 16-17: Onsite voting and an opportunity to meet and talk with the candidates at the "Meet the Candidates" booth.
- October 17: Annual Business Meeting: Election results announced!

The Candidates



Candidate for
First Vice-President

Name: **Mijae Lee**
Chapter Affiliation: Suwon-Gyeonggi
Work Affiliation: University of Suwon

Present Positions:

- Chapter President 2001-10.
- National Community Affairs Committee Chair, 2010.
- National Council Member for most of past 11 years.

- Chapter Member-at-Large
- Moderator and founder of the Korean Corpus of Learner English, 2010.
- Counselor and founding member of Kyungpook National University's International Writing Center, 2009-10.



Candidate for
First Vice-President

Name: **Peadar Callaghan**
Chapter Affiliation: Daegu-Gyeongbuk
Work Affiliation: Kyungpook National University

Present Positions:



Candidate for
Second Vice-President

Name: **Vivien Slezak**
Chapter Affiliation: Gwangju-Jeonnam
Work Affiliation: Chosun University

Present Positions:

- Daejeon-Chungcheong Chapter Secretary, 2009-10.
- International Conference Committee Member, 2009 & 2010.
- International Conference Committee Guest Services Chair, 2010.



Candidate for
Second Vice-President

Name: **Aaron Jolly**
Chapter Affiliation: Daejeon-Chungcheong
Work Affiliation: Hanseo University

Present Positions:

- Co-facilitator of Extensive Reading Special Interest Group, 2008-10.
- KOTESOL Teacher Training (KTT) Presenter: Presented all over Korea both at KOTESOL chapter events and also at Korean public school and private education seminars, 2004-10.
- Assistant Organization Partner Liaison: Working to ensure that KOTESOL's sponsors receive excellent service at the International Conference in October.



Candidate for **Secretary**

Name: **Jennifer Young**
Chapter Affiliation: Seoul
Work Affiliation: Uchon Elementary School

Present Positions:

- National Council Secretary, 2009-10.
- Seoul Chapter First Vice-President, 2009-10.
- Chapter Advisor, 2010.



Candidate for **Treasurer**

Name: **Deborah Tarbet**
Chapter Affiliation: Daegu-Gyeongbuk
Work Affiliation: Keimyung College University

Present Positions:

- KOTESOL National Treasurer: Processing memberships, recording transactions utilizing professional accounting software (including Quickbooks), conducting banking transactions, developing and implementing accounting systems and procedures.
- Daegu-Gyeongbuk Chapter Membership Coordinator: Maintaining membership list, assisting with the membership process, assisting chapter treasurer with collection and recording of membership fees.
- National Conference Treasurer



Candidate for
Nominations & Elections Committee Chair

Name: **David D. I. Kim**
Chapter Affiliation: Seoul Chapter
Work Affiliation: Kangnam University

Present Positions:

- National First Vice-President, 2009-2010.
- Financial Affairs Committee Chair, 2010.
- Yongin-Gyeonggi Interim Chapter President and founding member, 2010.



Candidate for
Nominations & Elections Committee Chair

Name: **Doug Huffer**
Chapter Affiliation: Busan-Gyeongnam
Work Affiliation: Dongguk University, Gyeongju Campus

Present Position:

- Busan-Gyeongnam Chapter Member-at-Large



Candidate for
Conference Committee Co-chair

Name: **Stafford Lumsden**
Chapter Affiliation: Seoul
Work Affiliation: Seoul National University of Education

Present Positions:

- Chapter Newsletter (ASK) Editor.
- International Conference Support Services Committee Chair.
- Producer of The SeoulPodcast (www.seoulpodcast.com).

These positions give me a wealth of experience dealing with issues in KOTESOL and the expat community as a whole. This experience will be vital in providing excellent International conferences in the next 2 years.



Candidate for
Conference Committee Co-chair

Name: **Ralph Cousins**
Chapter Affiliation: Daejeon-Chungcheong
Work Affiliation: Pai Chai University

Present Positions:

- International Conference Volunteer Manager
- International Festival and Event Association, Korea Chapter, International Development Team Member: Develop international relationships, coordinate venue set-up at events, benchmark international events for program development, presenter/panel discussant at event conferences (Oct. 7, 2010: Great Baekje World Festival International Event Conference).
- Lecturer: My department is ranked No. 1 in the world (2009-11) by IFEA for event management education.

Korea TESOL: Past and Present

By David E. Shaffer

Korea TESOL is a teachers' organization like no other in the nation. Korea has a large population of teachers to serve its multitudes of English learners, and it has many professional associations to serve these teachers. But KOTESOL stands out as different from the rest. Our organization's official language is English, and as such, it has a multinational appeal that no other teachers' association enjoys.

Though formed in 1992, Korea TESOL is actually the product of two similar organizations. The Association of English Teachers in Korea (AETK) formed in Seoul a full ten years earlier. Korean educational luminaries, including Dr. Dwight Strawn, foresaw the need for a uniting teachers' organization in Korea, attended the international TESOL convention in the USA, and met with TESOL, Inc. officials. Soon after, AETK was established and grew, but remained a Seoul-based group. After five years, English teacher interest in professional development had expanded to areas outside of Seoul, and to make attending events more convenient, an offshoot, known as the Korea Association of English Teachers (KATE) sprang up in the Daejeon area. Both organizations, AETK and KATE, saw the need to expand to serve a growing group of technique-hungry teachers throughout the country. They also saw that they were both trying to accomplish the same goal and decided to come together as reach that goal as "Korea TESOL." The organization's present membership is approximately 40% Korean and 60% other nationals (largely North Americans), and over the years, half of KOTESOL's seventeen presidents have been Korean nationals.

Korea TESOL is the Korean affiliate of international TESOL, Inc, which has over one-hundred affiliates worldwide. Similarly, Korea TESOL has a system of chapters located throughout the country that hold monthly meetings for their membership. These meetings consist of lectures and workshops by members and invited speakers on English teaching methods and techniques to keep members informed of the cutting-edge developments of the profession. Having a very active network of regional chapters is one big way in which Korea TESOL distinguishes itself from the more than 15 English teachers' associations in Korea. Another is that we have a number of active special interest groups (SIGs) for our members to participate in. The most active include young learner, extensive reading, and multimedia and computer-assisted language learning SIGs, which hold symposia throughout the year. Similarly, local chapters hold

regional conferences at different times and locations.

Most English language teaching (ELT) organizations in Korea are known as "conference-and-journal associations" because their activities are limited to an annual conference and a regularly published research journal. KOTESOL also has its scholarly journal, the annual KOTESOL conference proceedings, and of course, the quite highly regarded quarterly newsmagazine *The English Connection*, but KOTESOL is even better known for its conferences. KOTESOL's annual national conference compares with other ELT associations' annual conferences, but above and beyond this, KOTESOL holds an annual international conference that no other ELT association in Korea can rival. Our international conferences attract world-renowned scholars as invited speakers, as well as many international presenters and participants. Last year's International Conference participants rose to nearly 1,400, and even more are expected this year as KOTESOL will be hosting the rotating PAC conference, the conference of the Pan-Asian Consortium, the group of East Asian ELT associations to which KOTESOL is a founding member. (The other founding members are JALT [Japan], Thailand TESOL, and ETA-ROC [Taiwan]. More recent partners are FEELTA, ELLTAS, and PALT.) This year's PAC-KOTESOL International Conference will be the second one hosted by KOTESOL. (The first was in 1999.) PAC 2010 will be held in Seoul on October 16-17 at Sookmyung Women's University and will be star-studded with guest speakers such as Paul Nation, the vocabulary teaching expert.

With such an array of activities to serve its members, KOTESOL's rolls have grown to a dues-paying membership of just over 800 and newsletter subscribers rising to 2,400 this year. As the needs of the ELT community in Korea continue to grow, so too will KOTESOL grow to fulfill these needs.

The Author



David Shaffer has been a member of KOTESOL since its inception. He is enjoying a long career as an ELT professional in Korea, teaching at Chosun University as a tenured professor. As such, he has seen KOTESOL grow over the years to what it is today. Dr. Shaffer has been a key member of the last ten international conference committees. He has served on the KOTESOL National Council over the past decade and presently serves as President of the Gwangju-Jeonnam Chapter of KOTESOL. Email: disin@chosun.ac.kr



PAC Conference Speaker Interview

Up Close: An Encounter with Alan Maley

[The English Connection met with Dr. Alan Maley at the Asia TEFL 2010 Conference in Hanoi in August. Dr. Maley is an invited speaker at the 2010 PAC-KOTESOL Conference. (Interviewer: David Shaffer) - Ed.]

Question: *As an invited speaker at the 2010 PAC-KOTESOL International Conference, what expectations do you have of the conference?*

Answer: I haven't been in Korea for a while, so I would like to see how language teaching has developed. I look forward to renewing old contacts and forging some new ones. The additional bonus this year is the PAC element. I shall be looking forward greatly to interacting with teachers from



across the region as well - a region I feel a particular affinity with, having worked in China, India, Singapore, Thailand, and Malaysia. I also expect to pick up on new developments and ideas, as conferences are a source of multiple professional developments, often arising out of human interaction.

Q: *You have had a multi-faceted career as an ELT professional. What do you consider to be the most rewarding or the most exciting parts of your career?*

A: This is a really difficult one to answer. I have always enjoyed the countries where I have worked, so it is hard to single out just one of them. Perhaps the most creative phase of my career was in France. I worked at the British Council in Paris for over six years in the 1970s, at a time when everything seemed possible. New ideas were hatching all over, and I was privileged to have been able to support their diffusion through work at all levels in ELT. My most challenging time was in China (1980-84), where a unique period of opening up was beginning, yet still in a context of tight political control. In publishing terms, in the 1980s, I co-authored a number of original books with Alan Duff and others, while series editor of the Oxford Resource Books for Teachers, which brought me into contact with many original minds in our field.

Q: *What do you devote most of your time to now that you have "retired" from ELT?*

A: Professionally, I divide my time between short-term teaching assignments, workshops, conferences, etc., mainly in Asia, and writing articles, reviews, chapters in books, and my own occasional book. I

also supervise and examine PhD students. My most engaging project is an informal group of Asian teacher-writers that produces original fiction and poems for students. Personally, I am a voracious reader of both fiction and non-fiction, and an enthusiastic writer of poetry and short stories. I also enjoy the pleasures of wine and good food, and walking my dog, both in Kent, where I live, and southwestern France, my second home.

Q: *What changes do you see on the horizon for the ELT profession?*

A: I am not qualified to predict what direction our profession will take. However, there are a number of challenges to be confronted. Here are just three of them: (a) The challenge of incorporating technological advances into our teaching without losing sight of the human dimension in learning. (b) The challenge of coming to terms with the realities of the globalized use of English, both pedagogically and educationally. In pedagogy, we have the challenges of which varieties to teach and how to deal with the enormous variety of Englishes our students will meet in the world, while giving them a confident grounding in their own variety. Educationally, I am concerned about raising awareness of the consumerism and disinformation that arise with the global spread of English. (c) The challenge of the "commodification" of English. We need to resist conformist institutional pressures, such as those of ELT publishers and testing organizations that offer uniform, packaged solutions to the essentially unpredictable nature of learning.

Q: *What advice do you have for English teachers who are just starting out in ELT?*

A: I am not really into giving anyone advice about anything. I guess I would suggest: (a) Get a qualification of some sort, but don't mistake a qualification for competence. There is no necessary connection between paper qualifications and classroom effectiveness. (b) Get a wide range of experience, both geographical and institutional. Don't get stuck in a job for too long right at the beginning. (c) Go on learning. This will all help prevent the premature hardening of the intellectual arteries.

Q: *Thank you so much, Dr. Maley, for offering your time for this interview. What would you like to say in closing?*

A: I feel enormously grateful for the interesting life afforded me by the profession of language teaching.



Practicing Vocabulary: Bingo

Bingo is in essence a simple game of chance that requires the participants to listen-and-find simple information and to mark it on their card, without transformation of the information or use of cognition (problem-solving skills, critical thinking, etc.). It has entered the western cultural consciousness as a competitive game, usually played for money or prizes. However, Bingo has the potential to make second/foreign language vocabulary learning interesting, challenging, student-centered, and collaborative.

The “Bingo” concept can be adapted to meet the needs of any group of language learners, and can be used for various teaching/learning purposes, according to the language content and the characteristics of the learners (age, proficiency, affective variables, etc.). The following sections explore Bingo and its application in English language teaching.

Bingo can be adapted to meet the needs of any group of language learners.

Types of Bingo

There are four classifications (Traditional Bingo games; Task Bingo games; Talking Bingo games; and Testing Bingo games). These can be reclassified from the perspective of the participant: (1) *Listening Bingo games* (passive, static, one-way, instructional, individual, receptive, and information-gap activities), (2) *Speaking Bingo games* (active, dynamic, two-way, communicative, group, cognitive, language-performance, and information-transfer activities), (3) *Self-Made Bingo games* (active, dynamic, two-way, interactive, group, cognitive, collaborative, language-performance, problem-solving, and critical thinking).

Bingo games can also be classified by the type of activity: (1) *Picture Bingo* (picture to picture, picture to word), (2) *Word Bingo* (word to picture, word to word), (3) *Synonym Bingo* (similar word), (4) *Antonym Bingo* (opposite word), (5) *Translation Bingo* (Eng-Kor, Kor-Eng), (6) *Matching Bingo* (matching a sportsperson to a sport, a singer to a song, etc.), (7) *20 Questions Bingo* (asking questions about the words), (8) *Riddle Bingo* (definitions); 9) *Pyramid Bingo* (using a different format for the Bingo card), and (10) *Idiom Bingo* (explanations). These types and classifications of Bingo activities can be mixed in many ways, focusing on: vocabulary, grammar, notion/function, and task-based learning. As well, the Bingo grid used in language classrooms can be varied

to suit the level of the learners, such as a Bingo grid of 3 × 3 squares for pre-school children, etc.

It is a good idea to give flexibility in calling out “Bingo.” When a player marks or fills in all the squares in a row - diagonally, horizontally, or vertically - they can call out “One Bingo.” When another player marks or fills in all the squares in two rows diagonally, horizontally, or vertically, they can call out “Two Bingos” and so on, to the point where a player calls out “Full Bingo” when they are successful in filling in all the squares in the grid on the Bingo card.

Materials Design

By Andrew Finch

Students are typically excellent at making their own rules for language games. It can be extremely effective, therefore, to let them devise the rules for each activity, rather than trying to get them to do exactly what the teacher tells them to do. Game-based instructions can be very difficult for learners to comprehend, and can impede successful language transactions, which are the goal of the activity. In contrast, simple instructions which point out the main features of the game, but which encourage the learners to make their own rules, can be great learning tools. Such instructions will lead to meta-discussion about the game, and will help students to become more involved. If this discussion can take place in English, then students will be actively practicing linguistic functions such as suggestion, agreement, and making decisions. If the students are unable to discuss in English, then they will still be participating cognitively and their brainstorming will be about the task which they will be performing in English. In other words, they will be “on task.”

Have an exciting, challenging, and fruitful time in your collaborative exploration of the world of Bingo activities for language learning! An informative PowerPoint presentation on Bingo materials design can be downloaded from this URL: www.finchpark.com/ppp/Interactive_Bingo.ppt

The Author



Andrew Finch is an associate professor of English Education at Kyungpook National University. He has co-authored a number of student-centered, culture-specific language learning book that aim to empower the learner through performance assessment, learning strategies, and a holistic approach to learning. Email: aefinch@gmail.com 

Language Teacher Evaluation

Have you been evaluated recently? How did you feel at the end of the evaluation process? Were you satisfied that your supervisor really knew you as a teacher? Did you learn anything about yourself as a teacher? The usual answer to the last question is that teachers feel dissatisfied: that the supervisor really does not know them as a teacher and that they do not get anything out of these evaluations. In this article, I propose that if teacher evaluations are conducted through reflective practice, everyone wins: the teachers learn about themselves and their teaching, and the supervisor learns about the teacher and the teacher's class.

Teacher Evaluation and Reflective Practice

Current teacher evaluation methods usually consist of one or two "walk-throughs" and observations by supervisors. They then make judgments, based on these observations, about the teachers' instructional materials and teaching methods, and also the students' learning behaviors. Then, they provide suggestions on how a particular teacher can/should improve teaching performance. Teachers who have been evaluated many times in such a manner, however, maintain that these evaluations are biased by the supervisors' subjectivity because the supervisors do not know the teacher's particular class, their students, or their learning characteristics. Indeed, many teachers have "confessed" to having a "canned lesson" ready for each of the evaluations, a lesson that is designed to demonstrate all the behaviors on the checklist and one in which the students have been coached before the observation. In addition, many supervisors and principals themselves privately say that they also feel the burden of having to conduct teacher evaluations because they have, in many cases, long left day-to-day teaching and as such, may not be well-equipped to evaluate all teachers. So they too can sense a lack of trust between the supervisor and the teachers. As a result, nobody is happy with what actually transpires in these evaluation sessions.

Both teachers and supervisors agree that they need to use a system that is aimed not only at evaluating teachers but also at fostering the professional development of the teachers. One way of accomplishing this dual purpose (evaluation and professional development) is to adopt a collaborative approach to teacher evaluation where the supervisor/principal invites the teachers to engage in systematic reflective practice so that they can explain their teaching environment and their students' developmental characteristics.

Reflective practice generally means that teachers

subject their beliefs and practices to a critical analysis by engaging in systematic reflections so that they can take more responsibility for their actions (Farrell, 2008). This collaborative approach to teacher evaluation empowers teachers with more autonomy and the opportunity to look for the things in their teaching that are most important to them (as in self-reflection) rather than following a checklist prepared by others for a classroom observation. Teachers are thus more motivated to engage in self-assessment because they have more say in what is assessed, so this collaborative approach helps to lessen beliefs many teachers have concerning the one-sidedness of their evaluations. Teacher evaluation through reflective practice has a developmental, as well as an evaluative, focus because the teachers are given the autonomy to decide what they want to reflect on, and formulate goals and/or action plans to do so. All these can be presented in a teacher portfolio and discussed collaboratively with the supervisor and/or principal (see Farrell (2008) for more details on Reflective Practice activities).

Professional Development

By Thomas S. C. Farrell

Conclusion

When teachers engage in systematic reflective practice, they tend to revamp their practices, to lead to a higher quality of teaching that in turn can positively impact the degree of student learning. The implications of a collaborative approach to teacher evaluation and teacher professional development highlight the need for developing a school culture where reflective practice is encouraged and supported in the form of professional learning communities that facilitate student learning.

Reference

Farrell, T. S. C. (2008). *Reflective language teaching: From research to practice*. London: Continuum Press.

The Author



Thomas S. C. Farrell is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, and Language Teacher Education and Development. The early part of Dr. Farrell's teaching career was spent teaching in Seoul. Dr. Farrell will be a speaker at the 2010 PAC-KOTESOL International Conference in Seoul this October. Email: tfarrell@brocku.ca

Truth & Lies

As a warmer, I like to use PowerPoint to illustrate many grammar elements, such as the present perfect, when technology is available. Yet the same objective can be reached through the use of handouts. For example, beside my rainbow-colored timelines, I have a funny image of Lee Hyori with dollar signs and music notes coming out of her mouth and ears as a way of explaining the use of the present perfect to express an accomplishment that one has made at an unspecified time in the past. Below the picture of Lee Hyori are the sentences: "She has made over 10 million dollars" and "She has sung in Busan over 20 times." The students love it and tell me how the colored pictures and PowerPoint presentation make the explanation interesting and therefore easily retainable.

Opportunities to focus on meaning and use, not only form, are essential for grammar acquisition.

Truth and Lies: A Game for the Present Perfect

After going over the form, meaning, and use of the present perfect via the PowerPoint presentation, it is time to get students to actually use the language. I find the present perfect challenges students in both use and meaning. The concepts of unspecified time in the past and of applying the past participle correctly when speaking are invariably hurdles for students. This simple activity, which I call Truth and Lies, involves students using all four skills with the present perfect and works as a great ice breaker to this difficult grammar. In the end, it aids students in understanding its use compared to the simple past. It also gets them out of their seats and moving around in a fun way! Through the written homework, reading, creating impromptu sentences, and final feedback, students are pushed to use the target grammar, which helps them overcome their difficulties with the present perfect.

Here is the way it works. First, for homework I have students write three sentences about themselves, using the present perfect with time markers such as *never*, *always*, *rarely*, etc. One of their three sentences must be a lie. This step allows practice with *form*. Then, at

the beginning of the next class, each student is given five chips. The students get up and randomly take turns reading their three sentences to other students along with one new sentence using the present perfect made on the spot. This new sentence is thus not rehearsed. The listener has to guess which sentence is a lie. If the guess is correct, then the reader must give the listener one chip. If the listener is wrong, then the reader must surrender a chip. The students move around the class taking turns reading and guessing while the teacher monitors. Students return back to their seats, and count their chips. The student with the most chips is the class champion! At this point, the teacher can provide feedback on mistakes noted. The activity gives students an opportunity to focus on the *meaning* and *use* of the present perfect as they are constructing their own sentences and receiving feedback through peer interaction and the teacher's feedback. Other *meanings* and *uses* of the present perfect, such as talking about an action which started in the past and continues to the present, and talking about a past action that has the result in the present, can follow in subsequent lessons or be presented all together depending on the students' level.

I like to give the winner a small token. This motivates students to interact with as many other classmates as possible for the duration of the activity. It works as great positive reinforcement. It is a push that students do not even realize is happening as they are moving about the class using the target language.

Truth and Lies can be adapted for many grammar forms and can even be incorporated with extended discourse for higher levels, rather than being restricted to sentences only.

The Author



Chris Raymond has taught ESL and a number of content courses including international law and global politics at universities in Japan and Korea for over 7 years. He holds a Masters in Education (MEd). His interests include bilingual education and English for specific purposes. Email: chrray@hotmail.com



English-to-Korean Borrowing: Focusing on Meaning

For Korean language purists, the accelerating influx of English into Korean over the past 50 years must be disconcerting. However, pragmatists view linguistic borrowing as a positive phenomenon, adding to the richness of the language. Borrowing adds to a language by supplying names for things for which one did not previously exist (e.g., Korean's borrowing of *computer*), giving an alternate name to something for which one already exists (e.g., *billa* [E. *villa*] for *yeollip-jutaek*), and, yes, sometimes replacing the original Korean term (e.g., *jeonggu* replaced by *tenniseu* [E. *tennis*]).

Semantically speaking, English words borrowed into Korean vary greatly in the degree of meaning retained in their move to the new language. We will here offer a categorization of how loanwords vary semantically in traveling from English to Korean.

Semantic Preservation

Semantic preservation occurs when the meaning of the loanword remains identical to that of the original English cognate from which it began its journey to Korean. Structural changes may or may not occur. A Korean (K.) *piano* is the same as an English (E.) *piano*, just as (K.) *golpeu* is the same in meaning as (E.) *golf*.

Semantic Narrowing

At times, the meaning of a borrowed word is reduced, as if it had shrunk during the course of a desert trek from English to Korean. This convergence may occur within the scope of a single definition or in the number of definitions that a word has. For example, (E.) *building* refers to a wider variety of architectural structures than (K.) *biding* (= "office building"). On the other hand, (E.) *key* has a variety of meanings, while (K.) *ki* has only one (= a tool for opening or starting things).

Semantic Widening

Loanwords may also pick up additional meaning as souvenirs as they travel from English to their Korean destination. This divergence may take place within the scope of a single definition: (E.) *sofa* seats two or more people, while (K.) *sopa* may also refer to armchairs. Divergence may also be due to a whole new definition being attached to the loanword: (E.) *menu* is a list of food items offered for eating, while (K.) *menyu* may be the list of foods or the foods themselves. That is, you cannot say *The menu tasted good* in English when you are talking about food, but you can say the equivalent in Korean.

Semantic Transfer

Sometimes a loanword takes a detour on its trip from English to Korean and winds up at a different semantic destination. The loanword's new meaning may exhibit numerous semantic features of the original English meaning, or it may exhibit almost none. The former is called a "close false cognate." For example, a (K.) *hipeu* is close to an (E.) *hip*; it has just moved from immediately under the waistline on either side of the body to, literally, the "back side." The latter, a "distant false cognate," retains little of the meaning of the original English word. While (E.) *cunning* refers to sly behavior, (K.) *keonning* refers to cheating on examinations!

Word Whys

By David E. Shaffer

Loanwords and TESOL

How does this semantic loanword information relate to teaching English? This author's research has revealed that Koreans prefer to use English words that have Korean cognates. In a word-choice study, university students selected English cognates at a rate of 3:1 over words not borrowed into Korean. Another study showed that one out of every five nouns they used in written English had a Korean cognate. A third has indicated that Korean loanwords of the most frequently used 3,000 English words vary relatively little from their English cognates either semantically or structurally. According, English cognates of Korean loanwords could be focused on to rapidly build learner vocabulary early in the language learning process. This should be accompanied by arming learners with cognate-learning strategies that effectively address the common phenomenon of semantic narrowing in high-frequency English words. English cognates of Korean loanwords can be used as a shortcut to vocabulary expansion on the language learning odyssey.

The Author



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Reducing Teacher Talking Time

By Michael Griffin & Manpal Sahota

The famous American educator John Holt wrote, “The greatest enemy to student learning is the talking teacher.” This quote is probably more accurate in EFL classrooms, especially here in South Korea. In this column, we will offer suggestions for reducing teacher talking time (TTT) and increasing student talking time (STT).

Many Korean English teachers have spent considerable time and energy trying to develop their English ability. It seems natural that they should use their English speaking ability in class. But at what cost to the students’ language development? Class time is the wrong time for the teacher to practice their English. Similarly, many native-speaker teachers feel that they have been brought to Korea primarily because of their native tongue. It seems natural that they should model natural and correct English in their classes. Again, if the teachers talk too much, they don’t leave any time for the students to speak. Every moment that the teacher is talking is one less moment for students to speak.

We certainly don’t want to say that all teacher talk is bad. Nor do we want to say that teachers should never talk in class, as this is impossible. What we do want to say is that teachers should try to reduce their talking time as much as possible. Below we have four suggestions for limiting teacher talk that we would like to share with you.

Don’t Explain, Don’t Tell

Michael has worked with some teacher trainers who refer to and think of “explain” as a bad word. This is for a good reason. Explaining means that students are not talking and it is likely to mean that they are not really listening or taking in the information. For example, rather than telling students how the present perfect is formed, give them examples of sentences that use the present perfect and give them a chance to “discover” the information that you want them to learn. Through this type of inductive learning, students have chances to interact with each other as they search for rules and meaning as opposed to just listening to the teacher dictate the grammar rules to them.

One great way to limit explaining is to have the students do it. This way they can practice their English while gaining a better understanding of the material. “Jigsawing” material into smaller parts and having students work with a new group that is not familiar with their part is one way to do this. A classic jigsaw

involves dividing reading material into different parts and then having students become “experts” on their own part of the reading before sharing what they know with other students who have looked carefully at a different section. Jigsawing is a great technique that lowers TTT, increases STT, and gives students a better chance of retaining information.

It can be very easy for the teacher to talk excessively when the teacher didn’t plan for the students to do anything in the class. It is very easy to slip into “ default mode,” which for many teachers is lecturing. One way to combat this is to always think about ways for the students to interact with each other, which will certainly relieve the need for the teacher to talk endlessly.

Training Notes

By M. Griffin & M. Sahota

Modeling Activities and Using Written Instructions

Teachers often waste a lot of time explaining activities and the procedures and steps of activities. In our column, “Effective Activity Delivery,” in last fall’s TEC, we mentioned the benefits of modeling and displaying written instructions. These two techniques make it much easier for students to grasp what they need to do than a big explosion of TTT. Modeling and displaying written instructions are very effective ways of lowering, and possibly eliminating, excessive TTT. Giving instructions is probably not the best time to practice or display English ability. Rather, giving instructions is the time to let students know what the teacher wants them to do as clearly and efficiently as possible. To that end, excessive teacher talk when giving instructions is definitely something you want to avoid.

Plan Your Teacher Talk and Put It in Your Lesson Plan

Michael has worked with Korean teachers who planned every single word of their teacher talk before class. While this might strike some people as excessive, it seemed to help the teachers increase their confidence. At the same time, it decreased their teacher talk. Since they had to carefully think about what they wanted to say and how they wanted to say it, they chose their teacher talk more carefully. The result was less TTT and more STT.

Teacher talk is something that can, and often should, be placed right in a lesson plan. We realize that it sounds like a lot of extra time, but we think it is time well spent. When teachers plan their teacher talk, they invariably talk less and give more time to the students. By planning your teacher talk, you allow yourself to be conscious of slang, colloquialisms, and off-the-cuff divergences that are not likely to help your students learn new language.

Most teachers have experienced the sensation of being at the front of the room re-explaining something and strongly wanting to move on. Manpal recalls teaching a class a couple of years ago where he knew he was using too much teacher talk, but he kept on fumbling through what he wanted to say. Manpal then took a few minutes to plan his teacher talk before he taught the same lesson to a different group of students later that day. The second class went much more smoothly as Manpal kept his TTT short and succinct, which allowed his students to understand the task more clearly and gave them more time to complete it. Writing out teacher talk beforehand is often a good way to limit teacher talk because it really forces us to make decisions about what we will say in class.

Set Goals and Reflect on Your Teacher Talk

Think about how much time you want to spend talking in class. Choose a percentage that you think would be reasonable for your class and try to measure it against what actually happens in class. The most effective way to measure is by recording your lesson with either a voice recorder or a camcorder. While reviewing your voice recordings or videos may seem time-consuming, it can be very enlightening as many teachers are sometimes unaware of the teacher talk they are using when they teach. Of course, another option is to ask a

peer to observe your class and measure your TTT. (We will look more closely at peer observations in a future column.) Teacher talk is another aspect of teaching that teachers can reflect on before, after, and during their lessons.

Concluding Remarks

We strongly feel that if you put the above suggestions into use, both you and your students will benefit from a more productive language class. We encourage you to try out these ideas. Most of all, we encourage you to be aware of your teacher talk and to own the choices that you make when using it. This will likely not result in completely eliminating talking from your lessons but might help you find more time for students to speak in class.

The Authors



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Michael Griffin is a recently licensed SIT teacher-trainer who has been working with Korean public school teachers since 2009. He spent the summer of 2010 teaching an online master's course in curriculum development through the New School MATESOL program and working on a trainer-training course that he designed. His main teacher-training interests include materials-light teaching, classroom communication, and reflective practice. Email: michaelegriffin@gmail.com



Erratum



Rose Shayeghi

In the Featured Focus II article on page 33 of *The English Connection* Summer Issue, authorship was incorrectly credited to Sasan Baleghizadeh and Zeinab Dargahi. It should have been credited to **Sasan Baleghizadeh and Rose Shayeghi**. We deeply regret the error.

Rose Shayeghi is an MA student of TEFL at Shahid Beheshti University, G.C. of Iran. She has vast experience in teaching English as a foreign language in Iran. Her research interest is exploration of the relationship between multiple intelligences and learning styles. Email: rose_memol@yahoo.com



SLA Issues & Classroom Practice

By Jeffrey Walter

The main focus of ESL research is on learners and learning, not teachers and teaching. Consequently, I would like to talk about a number of issues in ESL research that we need to consider concerning our classroom practice.

Initial State: How influential is what ESL learners bring with them to the task of learning a new language? In one view, ESL learners bring all the properties of their first language (full transfer), then work to replace L1 properties with appropriate L2 properties. Another is that ESL learners bring the universals of language (no transfer), and the learners acquire an L2 as they did their L1. A final view is that ESL learners bring with them a limited transfer of L1. What view do you subscribe to and how does it influence your classroom teaching?

Considering what we believe about SLA is influential in evaluating how our classroom practice reflects this.

Can L2 learners become native-like? This major question has been researched extensively. One view states that ESL learners are unable to become native-like, especially in phonology and syntax. Another contradicts this. The third viewpoint insists that ESL learners are able to achieve native-speaker likeness in some domains. What do you believe about the absolute potential of a learner? Do you consider this in your daily practice? Does it inform your approach?

What are the roles of input, intake, and output? Input is necessary for language learning. Yet input must be combined with opportunities for intake. However the role of output in language learning is not that clear. There are three positions: a) output is required for successful language learning, b) output plays little to no role in language learning, and c) it is not output, but interaction with others that is useful in language learning. How closely do you consider these features in designing activities? What role does output play in your classes?

What are individual differences and how do they affect language learning? ESL learners are not all alike. Aptitude, motivation, learning style and learning strategies employed impact the proficiency development of a learner. How often do you consider these personal aspects of your students? Do you attend

to one more than another? If so, why?

Pedagogical implications of ESL issues in the classroom: In the most optimistic position, ESL students bring the universals of language to the task of language learning. They learn implicitly; there is no such thing as an absolute critical period (CP), and consequently they can become near, or even, native-like users of language. The o p p o s i t e



position argues that ESL students bring the properties of their first language with them and learn explicitly, with CP playing a fundamental role in their learning, and stating that they cannot become native-like. However, if we adopt a moderate stance between the two positions, aiming for more realistic goals in language learning, and provide ESL students with classroom practice that reflects our beliefs about language learning and our knowledge about SLA, we will be able to go a long way with teaching and learning a new language.

Learning a new language is like turning a key that opens the door to another culture. In the case of the English language, it opens the door to the world. Becoming native-like is all too often the ultimate goal, but it cannot be the only goal. Rather, a more appropriate goal to instil in our students is the development of a functional and practical use of the language. Second language learning might be easier during the CP, but it doesn't mean that it is impossible after this period.

Classroom practice and efficient exposure to, and practice of, the language increases proficiency. Accounting for different aptitudes, motivation, and learning styles also increases what teachers can assist students to achieve.

The Author



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Virtual Vocabulary

The Web was essentially created for text. What better place is there for you and your students to explore the wide world of vocabulary? Whether you prefer incidental or intentional vocabulary acquisition, the Web has something for both teachers and learners of English.

Dictionaries & Thesauruses

Print dictionaries were once a lifeline for language learners and native speakers alike, but these days electronic versions have taken on this role. It is not uncommon to see entire classrooms full of students typing away at their electronic dictionaries. Now, the ubiquity of Internet-connected computers, from laptops to smart phones, means that we have access to excellent online resources.

Dictionary.com (<http://www.dictionary.com>) is increasingly the first place that people go to for definitions. The entries look much like those in print dictionaries. In addition to being a comprehensive dictionary, Dictionary.com offers a thesaurus, audio pronunciation guides, and examples of words used in authentic texts. For a more customizable experience, **Wordnik** (<http://www.wordnik.com>) is a wonderful online dictionary that has much of the same functionality as Dictionary.com, but also enables users to upload their own pronunciations of words and create word lists. Lastly, **Lingro** (<http://www.lingro.com>) makes every word on any webpage you choose into a dictionary entry. Clicking on any word on a submitted webpage can be set to show a definition or translation.

If you are looking for more timely language, websites like **Urban Dictionary** (<http://www.urbandictionary.com>) are invaluable, particularly when you, the teacher, may be a learner of current slang as well. Urban Dictionary is a user-generated dictionary of slang and pop culture references. The database is exhaustive but you might want to use it with care with younger learners as many definitions contain vulgar words and descriptions not normally used in the classroom.

Multimedia Definitions

For those who like a little more imagery and interactivity with their vocabulary learning, there are a number of websites that provide just that. **Lexipedia** (<http://www.lexipedia.com>) is an interactive dictionary implemented as a conceptual map. The center of the map is your word, with color-coded branches for nouns, verbs, adverbs, adjectives + “Fuzzynyms” (strongly related words without the same meaning), synonyms, and antonyms.

Wordia (<http://www.wordia.com>) and **VocabAhead** (<http://vocabahead.com>) are great resources that specialize in video definitions of vocabulary words. VocabAhead enables users to upload their own videos as well as search lists, create their own lists, share lists, and embed lists in webpages. For static images, **LanguageGuide** (<http://www.languageguide.org>) has multilingual picture and audio vocabulary collections on a limited set of categories, and **Weboword** (<http://www.weboword.com>) has random word lists with comic/text bubble descriptions of each word.



Flashcard systems add a level of organization and interaction to basic word lists. **Quizlet** (<http://quizlet.com>) is a well-organized, easy-to-use website with countless sets of flashcards available. Users also have the ability to make their own. Quizlet also offers functions for learning, testing, and playing games with the words in each set. **EFL Classroom 2.0** (<http://eflclassroom.ning.com/page/quizlet-1>) has a large collection of suggested sets. **Cognition** (<http://cognitionapp.com>) is a basic flashcard system that allows you to create your own card sets and use existing ones. Lastly, **Vocab Sushi** (<http://www.vocabssushi.com>) can cater to popular tests, such as the TOEFL, GRE, and GMAT. The program provides passages from online news websites with specific vocabulary items.

Games and Quizzes

Never underestimate the motivational power of even the simplest of games. Many websites offer games and quizzes that can be both fun and challenging for language learners.

Learning vocabulary should be fun and can easily be made engaging by incorporating materials available on the Internet.

The Author



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Video Clips, Rich Resources

By Brad Steel

Video clips are drawn from many sources and are no longer only from TV and films. Privately produced videos are also available on sites such as YouTube. These informally produced resources have taken on a much greater value, as they allow teachers to select specific content from short-length files, often a perfect span for learners, for what they want to present with respect to language form, vocabulary, pronunciation, and culture (recording quality and voice clarity being considered as well).

In doing so, educators also promote personalization of the teaching and learning processes for both the instructor and students. The teacher can select items to complement text content and, if the students are brought into the video selection process (directly through supplying video content or indirectly through requesting video content), the teacher is in line with current communicative language teaching objectives: becoming more of a guide or tutor while giving students more autonomy in their learning and contribution to class content. The multitudes of video sources available can be overwhelming, and working out how to incorporate them into learning opportunities for students can be even more daunting, so let's look at how to choose video clips.

Videos offer sociolinguistic exposure in multiple ways and enhance learners' language acquisition.

When working with video clips, focusing on language, vocabulary, or syntax might seem contrary to the expectations of some students, as they want to sit back and enjoy the message they get from the visual images. Teachers therefore need to "activate" students by providing learning opportunities that are task-based. Additionally, if a teacher packages scenes into language-focus modules, students may tune out as the storyline appears broken and may then be boring or confusing. To generate language production, teachers could further reduce the language content and have the students repeat the storyline or identify objects, but this approach can be static and predictable. An exercise that allows for multiple intelligences and various learning styles will allow for more contextualized and authentic language production.

Another approach can be to draw the focus to intonation, linking, or assimilation of sounds in the selected video clips, which spotlight the importance of

suprasegmental aspects, as many learners are often too fixated on problematic segmental elements that do not disrupt communication and meaning.

Another value added by video use is the exposure to multiple sociolinguistic opportunities. Interaction among filmed characters' communication provides a wide range of information with respect to communication among various social groups: education, age, gender, etc. Students are exposed to interactive behavior, in particular language-specific and cultural settings. As a result, students can identify (i.e., see and hear through video as an alternative or additional medium) how language form and structure change in intimate, familiar, polite, deferential, or formal communication. Cultural or commercial images, facial expressions, and body language are all present in video to support not only language, but also the acquisition of L2 cultural proficiency.

Members' Forum

When choosing video sources, what is the authoritative standard? A *non-standard* and popular method is the use of certain English expressions that are not tolerated on international TOEIC and TOEFL exams, but are acceptable in many English varieties and registers. World Englishes and International English continue to expand, and EFL instructors do a disservice to their students if they do not present different types of language usage and registers in their classrooms. *Non-standard* language, or terms and usage particular to one English variety, can be explained to students and expand their comprehension and production of English across the many contexts they may encounter in their future experiences.

Even though more research is needed concerning teaching with video clips, their value as a resource is beginning to be harnessed by teachers. Well-planned video classes supplemented with teacher- or commercially produced material can transform passive students into active language users.

The Author



Brad Steel graduated from the University of Alberta, Canada with a degree in Sociology/English. He earned his masters in EFL/ESL from Norwich University, Vermont, USA. He has taught EFL in Japan and currently teaches writing and speech communication at Kyungwon University, Korea. Email: 3bsteel@live.ca

Negotiating Identity

By Kueilan Chen

"They challenge the undesirable imposed identities and attempt to reconfigure what is valued and what is legitimate." (Frances Giampapa, 2004, p. 215)

The quote is from a discussion on the politics of the negotiation of identity among Italian Canadians and their struggle to self-identify on the "periphery" of the L1 English-speaking context with respect to the "center" (i.e., the L1 English speakers' world). Giampapa's research reveals how L2 English speakers adapt and challenge identities through a process of negotiation of who they were, are, and want to be, while confronting the representations and the positions imposed on them from the "center." Giampapa's research examines many factors, but I refer to her research, and the quote above, as a departure to expand on a discussion about what it means, and has meant for me, to negotiate an L2 professional identity in the field of ELT and SLA.

Reflection on what it means "to be and become" a non-native English-speaking ELT and SLA professional occurs often among L2 English speakers. Yet like many L2 speakers, I hope to instill reflection among native English-speaking ELT and SLA professionals to bridge a gap in understanding the struggles of non-native speakers. It is not only a professional position and comparable salary that L2 professionals seek, but also a reputable and esteemed identity to their L1 colleagues. Even when both groups have similar intents and objectives (e.g., to promote L2 English speaking professionals), they may work ineffectively due to diverse workplace cultures, professional pressures, and cultural oversights.

The sociocultural space of the workplace, whether real or imagined, can negatively impact the confidence and self-esteem of L2 professionals. At times, I certainly have struggled to define my identity as an L2 professional. Additionally, this context is never static nor neutral, but rather fluid and biased - one in which both native and non-native English-speaking ELT and SLA professionals are negotiating identities and professional careers. Often, as soon as I feel stable, confident, and accepted as an SLA professional within myself and among my senior colleagues, the paradigm changes. And it is within this reality that all L2 professionals struggle to construct or assert desired, rather than imposed, identities and professional images.

I regret to say that at times, I feel cultural and social biases often stimulate commentary on my language proficiency, provoking me to question my professional and language capabilities. However, even when

constructive recommendations are made regarding my English, I become shy and hesitant to speak in front of those who made recommendations regarding my language use. I believe this is a natural reaction and one that many L2 ELT and SLA professionals face.



However, the question at hand is: how does one internally overcome unfounded criticisms and/or use constructive recommendations for personal improvement? As Giampapa notes, L2 professionals have the ability to move between interaction with those on the "periphery" and those in the "center," depending on how they employ the symbolic professional capital they possess. In doing so, they are able to challenge undesired imposed identities, and even redefine themselves in the workplace, discarding imposed identities based on their L2 status and tapping into the symbolic capital.

By reflecting on Giampapa's work, I realize that English proficiency, a professional degree (any, even a minimal teaching certificate), and workplace experience are symbolic resources which can be linked to attaining access to opportunities and exercising the right to negotiate who we are and aim to become; not only in how others see us as L2 speakers, but how we see ourselves as L2 professionals.

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The Author



Kueilan Chen currently works as an associate professor at the Defense Language Institute in Monterey, CA. She holds a PhD in Applied Linguistics from the University of Illinois, Urbana-Champaign. Her area of specialization is educational technology. She is currently involved in an e-learning project for foreign language learning, and was previously a Chinese and Japanese instructor. Email: kueilan.chen@us.army.mil

Get Real!

Over the summer I had an opportunity to observe a number of classes in a number of contexts, my own included (via CCTV). One characteristic that stood out was the over-reliance on imparting knowledge to students, of filling the proverbial “empty vessel.” Noticeably absent was a sense of authenticity, in both the selection of materials and interpersonal interaction.

In my experience, the debate on authenticity, by and large, is often reduced to the concept of task authenticity (Nunan, 2004); i.e., is this activity’s design set up to mirror real-world tasks native speakers engage in? A second, but less traveled, avenue of discussion revolves around realistic content; i.e., is the content or text authentic for native speakers? I believe that the concept of authenticity deserves further exploration and investigation. Lee (1995) outlines five factors of authenticity. Given the length of a one-page article, readers are encouraged to follow up on these two references. In lieu of a longer exploration, let’s highlight some of the salient issues through a lesson plan.

Imagine a lesson built around the concept of time, daily routines, and after-school activities. These are themes found in any typical course book. The content presented to students is a short reading passage, serving as a unit review. In the story, two children go hiking and discuss their day’s schedule. For all teachers observed, the reading passage served as the core activity. Some teachers simply had students listen to the passage; they then moved on to the next unit. Others set up preparation activities and added a follow-up stage (summaries, essay writing, Q/A, role play). In theory, this last group of teachers was doing exactly as they had been trained. However, one aspect of the lesson, learner perception of the text, was not considered. Observations indicated that *learner authenticity* and *the teacher factor* were not valued. Students mostly interacted mechanically with the text, and teachers generally interacted mechanically with the text and students.

The first time I taught this lesson, my students failed to buy into it. The second time around, I designed a different but related activity as the core activity and demoted the reading passage to a preparation-stage activity. We read and listened to the story. Students then circled times and underlined activities to draw their attention to what the lesson goals were. This preparation activity took about 10 minutes.

The revised lesson worked wonderfully and engaged

my 11- and 12-year-old students. First, I drew a t-chart, with one column heading *time* and the other *activity*. I then taped a picture of Sponge Bob beside the chart. Next, I called to the board two students and gave each a marker. I then told a short story about Sponge Bob’s day. As they listened, one student noted times, and the other students wrote down activities. Sponge Bob, Bart Simpson, *real students* in your class, Pokemon monsters, or Spiderman are *authentic personalities* to children. They will capture students’ attention. “Mary” and “Larry” do not. Eleven- and twelve-year-old students are also very keen to know what their classmates are doing or not doing.


Young Learners

By Jake Kimball

Next, have students take out a notebook so they can make their own t-chart and write up their own daily routines. For oral presentation, I like to have confident students come up to the front of class and tell us about their days. Beware, though. There is a danger that students will simply read a list from their notebook or recall from memory (7:00 get up, 7:30 breakfast, 8:00 school, etc.). Building on this simple oral presentation, have another student come up front. Now draw a Venn diagram on the board and have students compare and contrast their days and let them fill in the diagram themselves. Other students can do the same in pairs at their desks. For a real-world follow-up activity, try negotiating a time for a birthday party.

Lee’s *teacher factor* also plays a crucial role in a successful lesson. During an oral presentation, teachers often take on a non-invasive role, letting students develop their fluency, or correcting student errors when they crop up. Perhaps this is why some lessons fall apart and lose learner authenticity. Instead, try interjecting some commentary personal to the student. One student talked about going to swimming class, to which I replied, “Oh, I can’t swim.” This created more class interaction. In short, *the teacher factor* is having a genuine interest in both students and the text.

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- Lee, Yuk-chun. (1995). Authenticity revisited: Text authenticity and learner authenticity. *ELT Journal*, 49(4), 323-238.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge, England: Cambridge University Press. 

Grace Wang: Coming Full Circle

If you are an active Seoul Chapter member, you are sure to know Grace Wang. Grace served as Chapter Secretary for three years and as Chapter 2nd Vice-President for another year before becoming National Membership Committee Chair. She now serves as Seoul Chapter Advisor and as a member of the registration team for the 2010 PAC-KOTESOL International Conference Committee. In addition, she has been the acting editor of the Seoul Chapter newsletter, ASK, for a number of years and a member of KTT, KOTESOL's team of presenters on teacher training.

Though she is a full-time lecturer at Yonsei University's Seoul Campus, Grace has not always lived in Seoul. Grace began life in Korea's capital city, but when she was three, her parents decided to emigrate to Canada. Grace grew up in Victoria, British Columbia. The University of British Columbia is where Grace went to college, and it was when she was a senior majoring in pharmacy that she met her Korean husband, Seok-Dong Wang. He was at the University of British Columbia for a year, on route to an Ivy League university in the US to do his doctoral studies.

After graduation from college, Grace began a career in clinical pharmacy at a teaching hospital while her husband pursued his doctoral studies. After having spent ten years of married life in North America, Grace's husband was ready to return to Korea. For their return, Grace had to give up her career in pharmacy, but now is glad that she did because she found that she loves teaching.

Before coming full circle and returning to Korea in 1997, Grace got a CELTA as an English teaching qualification. With that, she taught English and did editing at Yonsei University for three years before going with her husband to Thailand when the United

Nations stationed him in Bangkok. During their two and a half years in Thailand, Grace taught at Chulalongkorn University and was a consultant with the United Nation's UNESCAP.

After Thailand, it was back to Korea for two years where Grace taught in the International Studies division of Korea University. She also began as a local tutor for the Centre for

Membership Spotlight

By David E. Shaffer

English Language Studies at the University of Birmingham, supervising distance MA students for the Centre. Grace is very happy to have come full circle and returned to Yonsei University as a full-time lecturer, while her husband has taken up a professorship in the Division of International Studies at Hankuk University of Foreign Studies.

Grace's academic interests are in task-based instruction (TBI), curriculum, and syllabus design. She is a big proponent of TBI and considers it the framework that best accommodates what we know about second language acquisition. Grace is also an ELT author. She has published a five-book grammar workbook series: *iEnglish 201-205*. Plans are to publish the textbooks at the iEnglish ARC Online website, sponsored by the publisher. Video tutorials will accompany the textbooks and be made available as freeware. The publications will be "organic" in that they will be constantly updated and improved based on feedback from classroom users.

Grace sees herself becoming increasingly involved in task-based materials writing and producing online tutorials. She also has plans to initiate development of the research arm of the website, gathering resources and creating tutorials for teachers interested in learning how to do action research from their classrooms. For Grace, teaching and research go hand-in-hand. "Research does not have to be an esoteric affair requiring membership in the academic elite," she relates. "It is through thoughtful observations and considerations of what's actually going on in our classrooms and paying continuous attention to advancements that are being made in the field of English language teaching that we as a profession grow." That is, classroom material provides the raw material from which research is conducted, and through analysis of this data, conclusions are drawn to positively affect continued activity at the chalkface, thereby bringing Grace's concept of research full circle - cyclically.



Grace (far left, sitting) with her students at Chulalongkorn University

Book Review

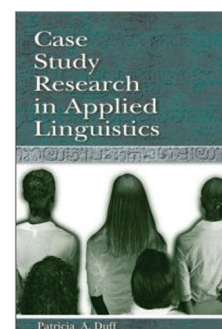
Case Study Research in Applied Linguistics

Patricia A. Duff.

New York: Routledge, 2008.

Pages: v + 233. (ISBN-978-0-8058-2359-2)

Reviewed by Kara MacDonald



Students and academics looking for a better understanding of case study methods and their practical application on language learners in context will benefit from *Case Study Research in Applied Linguistics*, by Patricia Duff. The text offers an overview of case study methodology and gives descriptions of published work across a variety of contexts.

In chapter 1, the author lays out the objectives of the book, which are (a) to assist researchers to comprehend research methodology with respect to case studies, (b) to explore case study research examples in L2 teaching and learning contexts, and (c) to offer guidelines as to how to proceed with conducting a case study.

Chapter 2 defines the term *case study*, with an overview of its history in social sciences. The characteristics and function of a case study are further described by examining its relation to qualitative research in applied linguistics, while simultaneously illustrating how it differs from ethnographic studies.

In chapter 3, the author offers a summary of case studies in the areas of bilingual, multilingual and cultural contexts, as well as numerous other L2 learning environments. The case studies range from language maintenance, to academic discourse, to online, virtual learning. The range of descriptions together reveal developments and trends in L2 teaching and the field of applied linguistics.

For the new researcher, chapter 4 is like a user manual, providing guidelines on how to conduct a case study: from designing a research question, to research design and then to data collection. This information is described in the text, but a flow chart is also provided, allowing new researchers to better capture the principal stages in the development of a case study. However, chapter 4 is only Part I of how to conduct a case study, with the discussion continuing in chapter 5.

Chapter 5, Part 2 of How to Conduct a Case Study, looks at the stages of a case study after data has been collected, focusing on data analysis, data interpretation, and evaluation. Although the text

provides a guideline for case study design, it clearly states that case studies vary greatly and one formula cannot be applied to all cases. Even though many case studies may have various elements in common, the analysis, interpretation, and evaluation of each case is unique, as elements such as units of analysis, types of triangulation, and numerous other factors differ, depending on the case study. The author states that the researcher needs to refer to the discipline, or sub-discipline, and the goals of the research in order to identify the appropriate parameters for analysis.

The process of writing up the case study report is addressed in chapter 6. The author offers a broad range of assistance in this final chapter, providing an overview of considerations such as reader audience, the publication source, and the focus of the research with the intended audience. With these issues resolved, the researcher is directed as to how to organize the research content, based on previously stated concerns such as the data collected and the ways in which it was analyzed, as well as elements such as style, voice, and the use of visuals in the article. By the end of this chapter, the researcher has been made aware of the fact that there are numerous appropriate “write ups” required for the intended publication, requiring the researcher to possess a suitable marketing approach when submitting research for publication.

A large number of EFL instructors in Korea are doing graduate work online and many have chosen to conduct case study research, using a combination of quantitative and qualitative methods. For these instructors, *Case Study Research in Applied Linguistics* can serve as a useful applied linguistics research tool to support them through the case study process.

The Author

Kara MacDonald received her Master's and Doctorate in Applied Linguistics (TESOL) from the University of Sydney. She taught at Hanyang-Oregon TESOL, Hanyang University, for nearly four years and has moved to the Defense Language Institute in Monterey, California, where she works on faculty development and training. Email: kmacd@rocketmail.com



The 2nd Franklin-TESOL Global SpellEvent

Promoting Perfection in English Spelling

When our spelling is perfect, it's invisible. But when it's flawed, it prompts strong negative associations. - Marilyn vos Savant

By Tory Thorkelson

On April 17th, 36 students from seven local middle schools met at Sookmyung University's Gemma Hall to compete for one of the top four places as the best speller in Korea. A lot was on the line, including plaques, trophies, and a chance to go to New York in August to compete at the global level for a 10,000-dollar scholarship. It was obvious that the participants were well prepared for the competition.

The day began with opening remarks by myself, as KOTESOL representative, and one of the judges, TESOL Board Member Yillin Sun, who reminded us that the event is even more global than last year with 12 countries involved (up from 7 in 2009). Last year, Korea was the first country to host their preliminary round, but this year, we were preceded by France. Senegal and Turkey were hosting their local competitions on the same day as Korea, but we were still the first for the day, thanks to being closer to the International Date Line!

After the opening comments, we took a group picture, and the Master of Ceremonies, Dr. Kyungsook Yeum, explained the rules of the competition in both Korean and English. In a departure from last year, the second judge, John Segota, modeled both a good and bad answer so that everyone knew how they should go about spelling their given word and asking for clarification. This was followed by a practice round using words the students already knew, to help them get comfortable with what they had to do.

The practice round was completed with a minimum of fuss, and then the real competition began. In round 1, three students were eliminated. Two more participants were knocked out in the second round. Rounds 3, 4, and 5 saw four students eliminated each round, with a total of 25 students seeing their hopes of going to New York dashed by the end of the morning.

After a break for a buffet lunch provided by Franklin Electronic Publishers, competition resumed with the 11 remaining contestants. The level of difficulty and tension increased as each round began and - after seven more rounds - we had our winners. First place went to Hyunsoo Kim (Daewon Middle School) and second place to Ha Young Choi (Cheongdam Middle School). The third-place winner was Seungwon Han (Daewon Middle School) and Jae Hyun Lee (Bulam Middle School) took the fourth place. On August 10, 2010, students from 24 countries faced off in New York to decide the Global SpellEvent champion for 2010. Hopes were high based on last year's second place finish for the Korean contingent and we were not disappointed. Hyunsoo Kim of Daewon Middle School in Seoul took first place and received a \$10,000 scholarship.

While only four students walked away with trophies and prizes, the hard work and preparation by the students paid off in a more heated competition than last year for the top prize. The exemplary efforts of the Sookmyung staff, the judges from TESOL, and the Franklin representative, Mr. Teddy Ma, all contributed to a very successful competition and only strengthened KOTESOL's relationships with these entities. I look forward to many years of continued mutual cooperation and support in the Global SpellEvent, as well as in other opportunities to support each other and grow together for the betterment of the English language teaching field.

The Author



Tory Thorkelson, M.Ed., is Immediate Past President of KOTESOL and an Associate Professor in Hanyang University's English Language and Literature Department. His areas of interest include Content-Based Instruction (CBI) and Drama in Education. He is currently on the editorial board of two journals and has been doing workshops for KTT. Email: thorkor@hotmail.com



SpellEvent participating students and organizers.

'Round & About KOTESOL

■ June

Hyun-Hwa Choi (Jeonju-North Jeolla Chapter) has become KOTESOL's 55th lifetime member. She is the director and an instructor at Apple English Institute for young learners in Iksan, Jeollabuk-do. She is also a graduate student at Jeonbuk National University, majoring in English Education. Ms. Choi decided upon lifetime membership because "I'm going to pursue this career, and KOTESOL inspires me all the time."

Darren Bean (Jeonju-North Jeolla Chapter, Jeonju University) received special commendation from the Prime Minister (ROK) for his "excellent ideas" on foreign resident regulatory reform. The award, matching his-and-her watches, was presented on June 12 in a ceremony held at the Prime Minister's office in Seoul. Darren's recommendations included reform in the areas of immigrant visa ownership, employer vs. employee liability for violations, and discriminatory AIDS testing. Darren also serves as Vice-President of ATEK.

■ July

Kristen Dalby (Jeonju-North Jeolla Chapter) officially completed her MA in Applied Linguistics and TESOL. The degree, from the University of Leicester (UK), was conferred on July 15, 2010. Kristin's master's thesis title was "Negotiating in the Korean University ELT Classroom." It was a comparative study undertaken to determine if the use of a process syllabus would increase learner level, use of learning strategies, and overall course satisfaction. The results indicated that a process syllabus did have a positive influence on all three areas. Kristin will be giving a presentation on this research at the 2010 PAC-KOTESOL International Conference.

■ August

Dr. David Shaffer (Gwangju-Jeonnam Chapter President) journeyed to Hanoi, Vietnam, this year to participate in the 8th Asia TEFL International Conference. His presentation was on "The Quality of English Loanwords in Korean and Their Value in Learning English." As Dr. Shaffer is an executive director of Asia TEFL, he also participated in the annual pre-conference Asia TEFL Executive Council meeting, along with fellow executive directors Dr. Joo-Kyung Park and Dr. Sangho Han.

Dr. Joo-Kyung Park (KOTESOL Past President) flew to Hanoi to attend the Asia TEFL International Conference, August 6-8. On the first day of the Conference, Dr Park presented on "Empowering Migrant Women in Korea through TESOL Training" to a very interested audience.

Dr. Sangho Han (KOTESOL Past President) made his first trip to Vietnam to attend the Asia TEFL Conference at the La Thanh Guest House in Hanoi. The theme of the Conference was "Teaching English as a Global Language: Creating and Sharing the Asian Framework," and Dr Han's conference presentation was on "Problem-Posing in an EFL University Class: A Case of Pursuing Innovation in Teaching."

Shaun Justin Manning (Seoul Chapter, HUFS) was also on the Day 1 schedule of the Asia TEFL Conference, presenting on "Teacher Trainee Performance and Perspectives on Rating Speaking Tests."

Calvin Rains (Seoul Chapter, Gapyeong Majang ES) had a few days of free time in his early August schedule, so he decided to make Asia TEFL his professional development and vacation treat to himself for the summer. Calvin could be seen bouncing from session to session, examining ELT materials on display, and networking throughout the three days of the Conference.

Dr. David Shaffer (Gwangju-Jeonnam Chapter President) participated in the Pan-Pacific Association of Applied Linguistics (PAAL) International Conference, which was held this year in Korea, at Hanyang Women's University in Seoul. During the three-day conference, August 17-19, Dr. Shaffer presented on "The Applicability of Korean Loanwords for English Vocabulary Building," a part of the recent research he has been doing on loanwords.

Robert J. Dickey (KOTESOL Past President) presented before the First Cebu International TESOL Conference, August 12-14, at the Cebu International Conference Center in Cebu, Philippines. In the Opening Plenary, he spoke on "Dynamic Senses for Pronunciation" before a full house of over 800 teachers and future teachers, and, in a preconference workshop, he led discussions on developing a content-based lesson revolving around literature and academic readings. He was also asked to share thoughts on the proposed Cebu International Education Complex during meetings with various local officials.

■ September

Dr. Andrew Finch (KOTESOL Past President) presented at KAFLE 2010, held in Seoul on September 11. Under the theme "New Paradigms in Foreign Language Education," his presentation "Sensitivity to Initial Conditions and Critical Incidents in the EFL Writing Class" dealt with critical incident theory and complexity theory, and how they relate to language learning.

Dr. David Shaffer (TEC Assoc. Editor) presented at the 2010 annual conference of the Korea Association of Foreign Language Education at HUFs on September 11. His presentation dealt with English-Korean cognates and research showing that there is a distinct preference by Korean university students for English words which have cognates in Korean, suggesting that these be tapped for early vocabulary expansion.

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

The Korea TESOL Journal

Call for Papers

The *Korea TESOL Journal*, a refereed journal, welcomes previously unpublished practical and theoretical articles on topics of significance to individuals concerned with the teaching of English as a foreign language.

Inquiries and Manuscripts:

ktj.editor@gmail.com or kotesol@asia.com

Submissions are now being accepted for publication in
Korea TESOL Journal, Volume 12

The *Korea TESOL Journal* accepts submissions on a continuous basis.

KOTESOL In Action

Departments

KOTESOL Teacher Training

By Joshua Davies

Since 1997, KOTESOL Teacher Training (KTT) has been serving its twofold mission: to organize outreach events for teachers in more remote locations and to provide high-quality presenters to chapters for their monthly meetings. All told, there have been about 30 workshops given this year by KTT members at local conferences, chapter meetings, and outreach events, with many more scheduled in the months to come. Many thanks are due to the chapter leaders who have done a great job working with us to schedule workshops far in advance, allowing us to better meet their needs. KTT would also like to extend a warm welcome to our newest member, Gwen Atkinson. At KTT, we are always scouting for new talent: If you know of teachers who you think 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

Look for the CT-SIG at the PAC-KOTESOL International Conference in October. Check the conference program for our lunchtime meet-and-greet session, which is a good opportunity to connect face-to-face with other Christian teachers and learn more about the group. Also at the Conference, a panel of Christian teachers will speak on "Christian Teaching in Practice." Each of the participating teachers will explain a classroom-tested activity which is in some way influenced by their faith. Attendees will receive a packet that includes all of the activities presented.

On the CT-SIG blog at the KOTESOL.org website, you can find book reviews, information about CT-SIG social gatherings, and invitations to participate in academic projects. If you sign up for the CT-SIG at the KOTESOL.org website, you can receive an email announcement whenever the blog is updated. For more online interaction with other Christian teachers, sign up for the CT-SIG.

Extensive Reading SIG

By Scott Miles

After a productive spring, with extensive reading presentations at the Suwon Chapter meeting and the Jeonju-North Jeolla Regional Conference, the Extensive Reading SIG took some down time over the summer, but we will be back in action this fall. At this year's PAC-KOTESOL International Conference, we will have our fourth Extensive Reading Colloquium. This is a two-hour event with six speakers giving presentations on extensive reading research and techniques. There will also be sessions for people new to extensive reading. See the Extensive Reading SIG page on the KOTESOL website for more information.

Multimedia and CALL SIG

By Sheema Doshi

It has been an interesting past few months. At the Busan Summer Conference on June 26, our very own Justin McKibben gave a motivating workshop on "Using Digital Storytelling as a Project for Your Students," and we had three other presenters in the Multimedia and CALL Strand of the Conference that gave some interesting presentations as well.

The 1st Multimedia and CALL SIG Mini-Conference will be held on September 11 at Woosong University in Daejeon. At this conference, you will have the unique experience of being trained to use Moodle and Hot Potatoes. Both of these training sessions will occur in computer laboratories. Moodle is a classroom management system (CMS) that many universities in Korea use, and Hot Potatoes is freeware designed to help you to create practical activities for the language learning classroom. If there is more time, the presenter for Hot Potatoes will show you how to create your own wiki and upload your activities into your own wiki. Moodle will be presented to you by Mike Peacock and our very own Sheema Doshi will be presenting Hot Potatoes to you in the computer lab. Another presenter, Joel Hopkinson, will be giving a training session on Webquests in the computer laboratory.

In addition to this, you will be able to see the following presentations: Replacing the Workbook with Blog Homework (Adam Parsons); A Web-Based Corpus of Korean Learner Language (Peadar Callaghan and Will Lingle); Alternative Assessment Using CALL (Bita Tangestanifar); Music in an ESL Multimedia Framework (Terry Stocker); MS Word Speech Recognition on EFL Learners' Pronunciation (Josef Rajabi); Practicing Language Skills Alone is 'Virtually' Impossible (Tim Thompson), and more. All will be of interest to those who enjoy using computers and/or multimedia in the classroom.

If you are interested in becoming a part of our Multimedia and CALL SIG, please send an email with relevant contact details to kotesol.mc@gmail.com, contact either Justin McKibben or Sheema Doshi at the conference listed above,

or simply sign up at the Multimedia & CALL SIG Mini-Conference. We hope to see you at our own Multimedia and CALL SIG Mini-Conference on September 11, 2010.

Research SIG

By David D.I. Kim and Eric Reynolds

Research SIG members were part of the selection panel that selected four research projects for funding by the Research Committee. Ksan Rubadeau will work on a project titled "Beyond the Affective Filter," Sergey Butakov's study is called "Finding Our Way: Plagiarism, the Internet, and an MATESOL Program," Eunjin Chun is studying "L2 Vocabulary Acquisition Through ER," and Charles Griffiths will be working on "Searching for the Best EFL Learner Mindset."

The Research Committee will have a second round of proposals; look for the announcement in this TEC, or send a letter requesting more information to kotesol.research.com@gmail.com. Proposals are due November 15, 2010.

In the fall, we will be holding a workshop on generating ideas and getting started with your research projects, and forming support groups at the Mini-Conference in Daejeon on September 11. We will also sponsor talks by two Korean action researchers: Chanmi Park will present on a content-based project she has been working on and Jeemee Kim will raise some serious questions about the validity of the KSAT English test. In addition, we have agreed to co-sponsor the Thanksgiving conference at Hoseo University in Cheonan on November 27, 2010. The SPSS workshop may also be scheduled for this time. If people are interested in becoming more involved with the Research SIG, they can send an email to kotesol.rsig@gmail.com.

Young Learners & Teens SIG

By Jake Kimball

With the quiet summer season behind us, we now look forward to fall and a slate of events intended to get teachers into a professional development mode. There are KOTESOL events on the horizon, from local chapter meetings to the widely attended International Conference being held October 16-17. Check the KOTESOL website for updates on events in your area. Secondly, we also have online resources available for YL teachers. I believe there are over 90 members of this SIG. A vibrant online community is a wonderful way to supplement your professional needs by networking with friends and colleagues.

In other news, the 2010 Franklin Global SpellEvent Championship was held over the summer. Participating partners KOTESOL and TESOL held a regional contest on April 17 at Sookmyung University. The winners, Hyun-soo Kim (14) and Ha-young Choi (15) represented Korea in the finals. Congratulations go to first-prize winner Hyun-soo Kim, who out spelled 23 other competitors from around the world. Hyun-soo Kim won a trophy and a \$10,000

scholarship! Look for 2011 SpellEvent opportunities and get started with your classes because it's not too early.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By Angus MacCaul

Much of our energy this past spring was focused on preparing for the first conference that the Busan-Gyeongnam Chapter has hosted in quite some time. We kept it rather low key, but still had a very successful event and managed to attract some 100 attendees. We are taking a break for the summer, but we will be coming back with a series of great lectures in the fall. Thank you to everybody who came out and made our Summer Conference a success!

Daegu-Gyeongbuk Chapter

By Josette LeBlanc and Paul Johnson

The Daegu-Gyeongbuk Chapter's summer presentations were "sizzling hot" (and not just because of Daegu's infamous weather). June featured Mr. Ed Brann as the speaker, with July showcasing the knowledge of Mr. Jake Kimball.

Mr. Brann's presentation was entitled "Teaching English in Korea: Then and Now." Mr. Brann first gave us a little background information about himself to help us answer the question that many foreign teachers face: "Why did you come to Korea?" Mr. Brann was born in the Year of the Chicken, played football in high school and attended a small Midwestern men's college in the sixties. After college, Mr. Brann received a mysterious application to the Peace Corps in his mailbox, a piece of mail that would turn out to be quite fortuitous and more welcome than the other piece of mail many American men were receiving at the time: a draft notice. His experiences with the Peace Corps and as a teacher in Korea led to his lifelong career in the Department of Defense. Others that he taught with also developed successful careers in government and education, including Kathleen Stevens, the current US ambassador to Korea. Now that he has retired from the Dept. of Defense he has been drawn back again to Korea and Kyungpook National University. His son has also followed in his footsteps by teaching English in Busan. Mr. Brann is a current member of KOTESOL and regularly attends our meetings.

July's speaker was Mr. Jake Kimball with a presentation entitled "Action Research for Busy Teachers." Mr. Kimball outlined the action research process in five steps: reflecting on your teaching, systematically collecting data on your everyday practice, analyzing results (data), deciding what you should do next, and taking action. As he explained each step in greater detail, Mr. Kimball asked the workshop participants in small groups to reflect on

their own classrooms and to try to identify a problem they have had with the view to solving the problem. The process helped to give organization to a natural thought process that most teachers go through and showed the benefits of putting these thoughts on paper, as well as collecting data from various sources instead of solely relying on instinct or supposition. Mr. Kimball also gave an excellent example of action research that he employed at his academy to increase the rate of homework completion.

The July meeting was followed by an intimate gathering at the gracious Ms. Patty Yoon's FIN English Institute. Ms. Yoon hosted a BBQ for the workshop participants. There was an abundance of food, and it was a fine way to spend the Fourth of July weekend (although our Irish, Korean, and Canadian members may not have realized this).

On a more somber note, our chapter treasurer, Dr. Chae Joon-Kee, recently suffered a stroke. We wish him a speedy recovery. Peadar Callaghan has agreed to shoulder the treasurer duties in Dr. Chae's stead.

Daejeon-Chungcheong Chapter

By Aaron Dougan

The Daejeon-Chungcheong Chapter is happy to announce the appointment of a new executive member to fill its ranks. David Lee was appointed Treasurer to fill the existing vacancy. We all wish him the best in his new position.

The Chapter recently held a summer picnic. It was in a lovely park in Daejeon on Sunday, July 4. There were about 35 people in attendance, including some new faces amongst the regulars. The weather was fine, the barbecue was delicious, and the company was good. It was a great networking and community-building event.

The Chapter has two upcoming events. First of all, there is the Daejeon-Chungcheong Chapter and Multimedia and CALL SIG Mini-Conference, to be held at Woosong University, Daejeon, on September 11. Following that, there will be the 7th Annual November Symposium and Thanksgiving Dinner, co-hosted with the Research SIG, which will be held on November 27. The theme of the Conference is "Language Research, Teaching, and Learning for a New Decade," and it will be held at Hoseo University, Cheonan. We look forward to seeing you at these events. For more information, please check the website.

Lastly, the elections for the Chapter are coming up. Getting involved is a great volunteer opportunity where you can meet people, have fun, get valuable organizational experience, and gain professional development. I hope that members of the Chapter consider becoming a part of our executive team. More information on the elections will be forthcoming. On behalf of the Daejeon-Chungcheong Chapter, we wish you a great fall semester and a happy Chuseok!

Gwangju-Jeonnam Chapter

By David E. Shaffer

Gwangju-Jeonnam Chapter held its June meeting on the 12th at Chosun University. A satisfying turnout of 35 gathered for the two presentations scheduled for the afternoon. Tim Thompson (Daejeon Chapter) gave a KTT presentation entitled "Don't Get Depressed; Get Creative." He gave great suggestions on how to work with low-level students, and students who want to give up on a project, in addition to tips on how to incorporate L1 into a communicative activity and on teaching multiple skills concurrently. The second presentation, "Developing Supplementary Course Materials," was given by Jeffrey Hamilton (Chosun University). He stressed the importance of the teacher knowing their core beliefs about teaching, analyzing the text to understand the author's intentions, and organizing receptive tasks before productive ones. Teaching activities were presented by Viva May Cabrerros, Jocelyn Wright, Ynell Lumantao, Sumi Kim, and David Shaffer. Before closing with our monthly book draw, free KOTESOL memberships were awarded to Melody Melody and Yuri Kim.

We were happy to see 33 members and guests come together at Chosun University for our July 10 Chapter meeting. The presentation session was led off by David Shaffer's "Teacher Development: The Five Circles." He described how we can pursue teacher development through ourselves and with our students, our colleagues, our schools, and our profession, and followed this up with a reflective activity on the teacher development we have done and what we might want to concentrate more on. In our second presentation, "English Zones for English Learning," Jocelyn Wright (Mokpo National University) explained the process of designing an English zone's facilities and program offerings. She emphasized the time requirement that a zone coordinator must commit to in organizing courses, cultural events and fun contests. Great teaching activities were shared by Ynell Lumantao (teacher introduction by numbers), Viva May Cabrerros (teen quiz games for motivation), and Jocelyn Wright (play dough activities for university students). Before our book draw, we welcomed our three newest members, Mary Grace Fado, Telmo Evelyn Cho, and Bebian Tagolog, increasing our Chapter membership to an all-time high of 71. The meeting culminated with the Chapter awarding a plaque of appreciation to Membership Coordinator, Jocelyn Wright, "for her dedication and service as a member and officer of the Gwangju-Jeonnam Chapter of Korea TESOL." Jocelyn has relocated to France to pursue a graduate degree in education.

After an August break, our September 4 Chapter meeting attracted over 35 attendees, even though many regular attendees could not make it due to beginning-of-semester commitments. The first of our two fine workshop presentations was by Grace Wang (Yonsei University), who traveled down from Seoul to present "Creating a Sizzling Language Classroom Environment." Ingrid Zwaal (Jeonju University) came down from Jeollabuk-do to give us a variety of varied new ideas on "Making Your Own Class Materials." Viva May Cabrerros led our increasingly

popular teaching-ideas session. We welcomed Faith Fishley as our new Membership Coordinator and Kristine Dona as Member-at-Large. We also welcome four new members since our July meeting: Telmo Evelyn Cho, Bebian Tagolog, Matthew Melton, Chris Williams, and Josie Bulahao.

The remainder of our autumn-winter schedule includes our Outreach Workshop in Suncheon on October 2, at which five presentations are scheduled. We will have a lunchtime chapter room for meet-and-greet purposes on October 16 at the International Conference. Check the conference book for location. Our regular monthly meeting on November 13 will feature two presentations and our annual elections. For details contact our elections officer, Dr. Yeon-seong Park. A student symposium on student perspectives on English language teaching in Korea will be the feature of our December 11 meeting. For event details, visit our chapter webpages on the KOTESOL website.

Jeonju-North Jeolla Chapter

By Tori Elliott

Following a sensational Jeonju-North Jeolla Conference, Jeonju KOTESOLers have been taking a well-deserved rest. Summer vacation for the Chapter kicked off with the first “Schools Out for Summer” social. Members and friends surprised the residents of local apartments by congregating along the green and sunny river park. With Tim as chef, and Shawn and Tori as most excellent sous chefs, the group hosted a fun and very fulfilling BBQ as a thank you to all who have contributed to the success of Jeonju-North Jeolla Chapter in 2010.

During the final executive meeting of early 2010, plans were laid for the annual Drama Festival, scheduled for November 13 at Jeonju University. As Festival Chair, Shawn DeLong informed the Chapter that entries will be open to teams from across the country and that prizes will be awarded in various categories. The revival of the Drama Festival in 2009 proved popular in schools throughout the region, and the Chapter hopes to have an even better


response this year.

Jeonju-North Jeolla is also delighted to announce that the next meeting, to be held at Geun Young High School, will feature Gwen Atkinson with “Investigations into Language and Culture.” The workshop, on September 18 at 2.30 pm, is designed for teachers of all ages and levels. The lecture includes a walk-through demo lesson with YouTube clips of cult classic “The Wizard of Oz.”

In October, our Chapter will have yet another strong showing at the annual International Conference with Ingrid Zwaal, Justin & Rachel Kroeker, Tim Dalby, Kristin Dalby, and Allison Bill all accepted to present. It is sure to be colorful start to the latter half of a magical year!

Seoul Chapter

By Don Payzant

Following the annual conference in March, the Seoul Chapter hosted a quartet of workshops leading up to the summer break. In April, Michael Griffin offered up some potent remedies for the ubiquitous teacher-talk virus. In May, Roger Fusselman showed how to satisfy school administrators and awaken grammar-weary students with an inductive grammar workshop. A report on a new multi-skills technology-based English language training program currently being tested in Korea came in June. Janice Koh (Intercultural Communications College) and Vincent Flores (Fulbright Korea) showcased the virtual classroom system currently in use in some schools and for government in-service training. Sharing learning strategies was the focus in July. Robert Kim (Kyonggi University, Suwon) started the session by describing numerous prompts to get shy university students talking. Audience members pitched their own strategies in the second hour. Practical skills are the unofficial theme for the remaining 2010 workshops. “Integrating Online Resources,” “Speaking Skills for Teachers,” and “Peace Education” are planned for September 11, November 20, and December 11. Check the KOTESOL website for details. Please note that the September and December workshops will be held on the second Saturday of the month. 

A Quote to Ponder

*The act of teaching is essentially
a constant processing of options.*

Jim Scrivener

Learning Teaching (2nd ed.; 2005, p. 10)



Come one, come all to the
15th Annual Jeonju-North Jeolla KOTESOL Drama Festival!



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



Date: Saturday, November 13th, 2010 **Place:** Jeonju University

Time: 1 pm

Cost: The fee for each team is W35,000.

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

Prizes: All participants will receive a certificate of participation. Judges will award prizes in a variety of categories (best acting, best pronunciation, best costume and much more). There will also be prizes for first, second and third place in each of the two divisions (Junior and Senior).

Monday October 11th is the registration deadline.

Enquiries: Email **Shawn DeLong** at delong76@yahoo.com or call 010-9223-0730 if you have questions.

Registration is by email only.



KOTESOL Kalendar

Conferences

Sep. 11, 2010. Daejeon-Chungcheong Chapter and Multimedia & CALL SIG Mini-Conference, Woosong University, Daejeon.

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

Nov. 13, 2010. The 15th Annual Jeonju-North Jeolla Drama Festival. Jeonju University, Jeonju, Jeollabuk-do. Team Registration **Deadline: October 11, 2010.**

Nov. 27, 2010. Daejeon-Chungcheong Chapter Thanksgiving Conference & Dinner: "Language Teaching in the 21st Century." Hoseo University, Cheonan, Chungnam.

March 16, 2011. Seoul Chapter 8th Annual Conference:

"Serving Students Through Technology." Call for Presentations **Deadline: December 5, 2010.**

Calls for Papers

Korea TESOL Journal, Vol. 11. Ongoing Submissions

Chapter Meeting/Workshops


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

2nd Saturday of the month: Gwangju-Jeonnang, Jeonju-North Jeolla, and Gangwon Chapters.

3rd Saturday of the month: Busan-Gyeongnam, Daejeon-Chungcheong, 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

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.

Oct. 23, 2010. 2010 MEESO Conference. Daejin University, Pocheon, Gyeonggi-do.

Nov. 6, 2010. DISCOG 2010 Autumn Conference: "The Interplay Between Perception and Grammar: In Retrospect and in Prospect." Mokwon University, Daejeon.

Nov. 6 & 7, 2010. Cambridge Day 2010. Speakers: Michael McCarthy, Raymond Murphy. Sookmyung Women's University, Seoul (Nov. 6); Pukyong National University, Busan (Nov. 7).

Dec. 2-4, 2010. 2010 ELLAK Global Conference on Languages, Literatures, and Cultures of the World in English: "Crossing Borders and Building Bridges in Global

and Transcultural Passages." Daejeon Convention Center, Daejeon.

Dec. 4, 2010. The 2010 GETA International Conference: "English Language Testing: Issues and Prospects." Gwangju National University of Education, Gwangju.

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


Jan. 24, 2011. The 2011 Winter International Conference on Linguistics in Seoul (WICLIS-2011): "Linguistic Theories and Their Application." Korea University, Seoul.

Jan. 22, 2011. KAPEE 2011 International Conference: "National Curricular Changes in Primary English Education: Challenges and Opportunities." Korea National University of Education, near Cheongju, Chungbuk.

Apr. 16, 2011. The 15th STEM Conference 2011. The Annual Conference of the Society for Teaching English through Media.

July 27-29, 2011. The 9th Asia TEFL International Conference (Asia TEFL 2011): "Teaching English in a Changing Asia: Challenges and Directions." Hotel Seoul Munhwa Kyoyuk Hoegwan, Seoul. Presentation Proposal Deadline: February 10, 2011.

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.]

The 7th Annual November Conference & Thanksgiving Dinner

The Daejeon-Chungcheong Chapter and the Research Special Interest Group of KOTESOL proudly present the 7th annual November Conference and Thanksgiving Dinner under the theme "Language Research, Teaching, and Learning for a New Decade."

November 27, 2010

Hoseo University, Cheonan, Chungcheongnam-do

Presentation proposals are now being accepted. Please submit proposals with title of presentation, name of presenter(s), work affiliation, short biographical sketch (50 words or less), and a presentation summary (150 words or less) to Brian Quirk at: quirk_brian@hotmail.com

Proposal Submission Deadline: September 30, 2010



The 9th Asia TEFL International Conference & 1st International English Education Fair

*Teaching English in a Changing Asia:
Challenges and Directions*

**Hotel Seoul KyoYuk MunHwa HoeKwan, Seoul
July 27-29, 2011**

**Deadline for Proposal Submission: February 10, 2011
Online Submissions Only at: <http://www.asiatefl.org>**

Contact Dr. Joo-Kyung Park, Conference Chair
Email: asiatefl2011chair@gmail.com

World Calendar

PAC Partner Conferences

- Nov. 12-14, 2010.** ETA-ROC 2010. 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 2010. The 36th Annual International Conference on Language Teaching: "Creativity: Think Outside the Box." Aichi Industry & Labor Center, Nagoya, Aichi, Japan.
- Jan. 21-22, 2011.** ThaiTESOL 2011. The 31st Annual Thailand TESOL International Conference: "Transforming the Language Classroom: Meeting the Needs of the Globalized World." The Empress Hotel, Chiang Mai, Thailand.

Other International ELT Conferences

- Sep. 7-9, 2010.** JACET 49th Convention: "Tomorrow's Learners, Tomorrow's Teachers: Autonomous Development in College English Language Learning and Teaching." Miyagi University, Miyagi, Japan
- Sep. 18-19, 2010.** English Australia Conference 2010 Addresses Issues for the ELICOS Industry. Gold Coast, Queensland, Australia
- Sep. 18-20, 2010.** The 6th International Gender and Language Association Conference. Tsuda College, Tokyo, Japan
- Sep. 22-24, 2010.** INTERSPEECH 2010 Satellite Workshop: "Second Language Studies: Acquisition, Learning, Education & Technology." Waseda University, Tokyo, Japan
- Sep. 23, 2010.** International Teacher Scholar Workshop on Language Materials Development and CALL. Jember Jawa Timur, Indonesia.
- Sep. 23-24, 2010.** SEAMEO RETRAC and TESOL-HCMC Association International Conference: "Innovations in Language Teaching and Learning." Ho Chi Minh City, Vietnam.
- Sep. 24-25, 2010.** SIGDIAL 2010: The 11th Annual Meeting of the Special Interest Group on Discourse and Dialogue. University of Tokyo, Japan.
- Oct. 1-4, 2010.** CLESOL 2010: "Context and Communication: Mediating Language Learning." Dunedin, New Zealand.
- Oct. 6, 2010.** (10:00-11:30 am ET). TESOL Virtual

Seminar 2010-3: "Why Are We Still Teaching the Wrong Grammar the Wrong Way?" With Scott Thornbury.

Oct. 22-23, 2010. Hong Kong Institute of Education International Conference: "Languages in Education: The Chinese Contexts." HKIE, Hong Kong.

Oct. 27, 2010. (3:00-4:30 pm ET). TESOL Virtual Seminar 2010-4: "The Multilevel ESOL Class: A Multitude of Opportunities for Language Development." With Jayme Adelson-Goldstein & Sylvia Ramirez.

Nov. 1-3, 2010. The 57th TEFLIN International Conference: "Revitalizing Professionalism in ELT as a Response to the Globalized World." Bandung, West Java, Indonesia.

Nov. 10, 2010. (10:30 am - 12:00 pm ET). TESOL Virtual Seminar 2010-5: "A Focus on Academic Oral Language and Vocabulary Instruction in Language Learning." With Dorothy Kauffman.

Nov. 11-13, 2010. The 2nd ESP in Asia Conference: "Engaging Ecologies, Enabling Empowerment." University of Nottingham, Ningbo, China.

Nov. 13-14, 2010. AzETA 7th International ELT Conference: "TESOL: New Trends & New Challenges." Khazar University, Baku, Azerbaijan.

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

Nov. 23-25, 2010. Satya Wacana Christian Univ. Language Training Center 4th International Seminar: "Bringing Linguistics and Literature into EFL Classrooms." Salatiga, Central Java, Indonesia.

Dec. 1-3, 2010. CULI 7th International Conference: "Pathways in EIL: Explorations & Innovations in Teaching and Research." The Ambassador Hotel, Bangkok, Thailand.

Dec. 1-3, 2010. GLoCALL 2010: "Globalization and Localization in Computer-Assisted Language Learning." University Malaysia Sabah, Kota Kinabalu, Sabah, Malaysia.

Dec. 2-4, 2010. CLaSIC 2010: The 4th CLS International Conference: "Individual Characteristics and Subjective Variables in Language Learning." CLS, National University of Singapore, Singapore.

Dec. 9, 2010. ESEA 2010: The 15th English in South East Asia Conference: "Our Diverse Communities." Taipa, Macau.

For more information on these and other international ELT conferences, go to: <http://www.kotesol.org/?q=Conferences>

Submissions

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[Compiled by Maria Pinto and David E. Shaffer.]

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