



**KOTESOL**  
대한영어교육학회

# THE ENGLISH CONNECTION

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

## ***The Teacher Decides All. Not!*** ***A guide to using a process syllabus in the Korean ELT classroom***

*By Kristin Dalby*

I recently gave a presentation at the 2010 PAC-KOTESOL International Conference entitled "Negotiating in the Korean University ELT Classroom." During the conference, several people came up to me and asked, "So what's your presentation about?" My reply, "It's about using a process syllabus in the classroom." Blank stare. So I rephrased, "It is about using a negotiated syllabus in the classroom?" with slightly rising intonation this time as I tried to get some kind of reaction out of my listener. Still nothing. Thus I discovered that the process syllabus, far from being a new syllabus type, is little-known amongst many of my colleagues here in Korea. I will take this opportunity to first explain what a process syllabus is. Secondly, I will lay out the framework for using it in your

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*Andy Curtis*

**ER is Booming**  
*Rob Waring*

**Public Elementary School**  
*Alexis Oregera*

**KOTESOL 2011**  
*Julien McNulty*

**English: The Early Years**  
*David E. Shaffer*



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# THE ENGLISH CONNECTION

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# THE ENGLISH CONNECTION

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## Noting the Year's Accomplishments

The year 2010 is rapidly coming to an end and there have been many changes that have or are going to take place in KOTESOL on the national level. I would like to take a few minutes to briefly outline what the National Council has been doing for the past twelve months and what it hopes to accomplish during 2011.



When I was elected President in October 2009, I made promises that both the Council and I have tried hard to complete. Some of the changes are already in place and currently working. Others are still being addressed and hopefully will be completed in the coming months.



*Robert Capriles*

**Robert "Bob" Capriles**  
Korea TESOL President

One of the major tasks was to overhaul the manner in which we as an organization kept our financial records, and reported and kept our financial affairs. With that in mind, we adopted the accounting program QuickBooks Pro and then hired a professional accountant to assist us in setting up the electronic books, making report forms, and entering data. We also placed all KOTESOL funds in bank accounts in KOTESOL's name, with appropriate safeguards in the event we lost our treasurer. Both the software and KOTESOL bank accounts are available to the individual chapters upon request. This also includes training in the use of the accounting software where needed. We also established a financial affairs committee on the National Council to oversee the financial affairs of the organization and to advise the treasurer where needed or requested.

### President's Message

The next major task has been the website. It has been several years since it was set up and updated, and some major work has been required. We have had to move our server from its current location to a new host and location. Modernizing and updating the website has turned out to be a more daunting task than initially thought. The new version of the Drupal system is completely different and has required hundreds of hours to learn and to get the bugs worked out. It should be up and running by the beginning of 2011, and we hope to train Chapter webmasters at the Leadership Retreat.

Publication of the *KOTESOL Proceedings* and *Korea TESOL Journal* was the third big task to be accomplished. This has proved difficult, but not impossible. The *Proceedings* have been published and mailed out. The *Journal* will take a little longer, but it is hoped that at least one issue will be published early next year. With required publication, we will be seeking accreditation from the appropriate governmental agencies.

The KOTESOL Constitution and Bylaws have needed to be re-written for many years as there were many ambiguous and confusing clauses in them. This has been done. The revised Constitution and Bylaws will be presented to the membership, to be voted on, after the Leadership Retreat.

The other major task taken on this past year was the drafting of a Policies and Procedures Manual for the National Council to govern the day-to-day running of the Council and the individual duties of Council members. The Manual has been completed and approved by the Council. This is a living document and will be changed or added to as needed.

The purchase of a membership card machine has been approved by the Council and it is expected that this will be purchased and working before the spring of 2011.

None of these changes have been easy, and these accomplishments are a credit to the National Council's hard work. I thank them all for their dedication, and look forward to working with them and the new Council this coming year.



## Mark Your 2011 Calendars Now!



The KOTESOL International Conference was a great success, with well-known speakers from across the globe adding to the expertise of ELT specialists in Korea, and Asia. The KOTESOL National elections, held before and during the conference, brought **Stafford Lumsden** to the position of Conference Committee Co-chair to assist **Julien McNulty**, Conference Chair, in organizing the 2011 International Conference, *Pushing Our Paradigms; Connecting with Culture*, which will be held from October 15-16, 2011, in Seoul. Mark your calendars for this as well as for the National Conference, *Ten Years In: Advancing Korean TESOL in the 21st Century*, to be held on May 14 at SolBridge, Woosong University, in Daejeon.

### Look at What's Inside

- In this issue's *Feature Article*, **Kristin Dalby** offers a background to the development of the process syllabus before addressing its value and application.
- In the *President's Message*, **Bob Capriles** summarizes the major tasks accomplished as an organization in the past year.
- A review of the 2010 PAC-KOTESOL International Conference is offered by **Sherry Seymour**, highlighting new features like the Chapter and SIG meet-and-greet lunchtime rooms and the plenary panel discussion. **Maria Pinto**'s report on the FEELTA conference, *Global English, Local Contexts*, underlines the significance of local contexts for members due to the great distances in Russia's Far East. Finally, **Stephen-Peter Jinks** submits his report on the ETA-ROC conference, offering ways to improve KOTESOL's presence at conferences.
- **Andy Curtis** contributes to *NNEST Voices*, discussing Thomas Hardy's 1878 novel, *The Return of the Native*, noting that, despite advances, the concept of the *new* native-speaker is still some way off.
- With the run of *Presidential Memoirs* completed, **Rob Waring** launches the first article of a new column, *Extensive Reading*, with an overview of what extensive reading is and a preview of topics to appear in this column in the future.
- An additional new column is *Classroom Close-Up*, which examines a variety of teaching contexts in Korea. **Lexi Oregera** kicks off the column describing elementary public school teaching.
- In the *Featurette*, **Bora Sohn** provides a complementary discussion on the current role of Extensive Reading in Korea and ways for it to be introduced into conventional classrooms.
- In *Featured Focus*, **Tim Thompson** describes the many roles of a teacher and how our past experience

can be a gift to us as teachers.

- **Daniel Craig**, in *Web Wheres*, provides an overview of several easy-to-use online services offering annotation solutions for electronic documents.
- In *Materials Design*, **Andrew Finch** illustrates how surveys serve as opportunities for interaction, communication, group work, and attention to accuracy.
- **Michael Griffin** and **Manpal Sahota** discuss ways to build positive class dynamics in *Training Notes*, as this is an important factor in success.
- **Chris Raymond** examines the role of interpersonal relationships and their influence on grammar structure in *Grammar Glamour*.
- **David Shaffer** takes us through the early history of English, describing the *hows* and *whys* of English in *Word Whys*.
- In *Young Learners*, **Jake Kimball** shares how he deals with *bad apples*, disruptive students.
- In *Techniques*, **Lisa Levine** shows how she used *Glee* as a vehicle for teaching American English and culture to Korean university students.
- **Tori Elliot** summarizes the success of the Jeonju-North Jeolla Chapter Drama Festival, noting prize winners and changes in this year's format.
- In *Professional Development*, **Tom Farrell** reflects on attending the PAC-KOTESOL Conference and our roles and identities as teachers.
- *Membership Spotlight* shares **Ingrid Zwaal**'s important, but often unseen, role in KOTESOL and in ELT teaching the "daughter-tongue."
- **Kara MacDonald** reviews *The Art of Teaching Speaking*, by Keith S. Folse, recommending it as a useful text for implementing a variety of speaking approaches and activities.

### From the Editor's Desk

By Kara MacDonald, Editor-in-Chief



Once again, mark your 2011 calendar for KOTESOL and other professional events, such as the National Conference on May 14 in Daejeon.

Continued from page 1.

classroom. Finally, I will argue why I think it is a good idea to use it here in Korea by sharing with you the results of action research I undertook using a process syllabus.

### **What Is a Process Syllabus?**

The concept of the process syllabus did not come from ELT and the field of Applied Linguistics. Rather, its origin is in General Education, and it is often linked with great educational thinkers such as the American John Dewey, the Brazilian Paulo Freire, and the Briton Lawrence Stenhouse, men who were all interested in curriculum development and in affecting change. Change from what to what? At its most basic, change from viewing education from a product-oriented perspective (emphasizing *what* is learned) to a process-oriented perspective (emphasizing *how* learners learn).

In ELT, applied linguists did not join in this argument seriously until the 1980s. That is when Michael Breen published his two-part article outlining two paradigms in ELT syllabus design (Breen, 1987a, 1987b). The first paradigm includes practitioners who advocate the use of what he called “propositional plans,” syllabus types that emphasize *what* is to be learned. These syllabus types are many and varied, but they all contain pre-selected content to be learned as their common theme. The types include the formal (structural or grammatical) syllabus, the functional syllabus, the lexical syllabus, the outcomes-based syllabus, the situational (text-based) syllabus, the topical (content-based) syllabus, and finally, the skills-based syllabus. For more information on all of these syllabus types, consult Richards (2001).

The second paradigm includes practitioners with a different approach to learning, an approach that does not view pre-selected content as the most important point of syllabus design. Rather, those following “process plans” believe that the concept of *how* learning is accomplished should be the focus of syllabus design. The process plan types are fewer and include the task-based syllabus and the process syllabus (sometimes referred to as the negotiated syllabus). Now, here’s where it gets a little confusing. How can a syllabus, usually defined as a plan of content to be taught, be reconceptualized? The process syllabus framework laid out by Breen and Littlejohn (2000) addresses this point.

### **How Does a Process Syllabus Work?**

When using a process syllabus the teacher(s) and learners make decisions together about the purposes and content of the course. They do this by following a negotiation cycle in which they negotiate with one another. Hence, the process syllabus is sometimes called the negotiated syllabus. The kind of negotiation that teachers and learners engage in is similar to the kind that business people use in their industry. It is called procedural negotiation and it is used to reach agreement. There are three main parts in Breen and

Littlejohn’s (2000) framework for using a process syllabus. The first part helps teachers determine which decisions can be negotiated in their classrooms. The second part explains the negotiation cycle that the class should follow. The last part assists in determining to which level the process syllabus can be applied within the wider curriculum. I will explain each one below.

### **Part 1: What decisions can I negotiate with learners in my classroom?**

There are a wide variety of decisions that you can negotiate with learners. As a teacher, you must determine which decisions you think can be open to negotiation and those which are best left to you to decide. You need not negotiate all the decisions listed below, as too much negotiation too fast can be overwhelming for both you and the learners.

You and your learners can negotiate the purposes of working together. This is especially useful in a class where there is no common goal. Mandatory English language courses in Korean universities, for example, often offer general English “conversation” classes to a wide range of majors. Getting learners to think about why they are learning English and then getting them to come to agreement on why they want to learn English in your particular class can be a particularly useful way to get learners on the same page. One way that you can negotiate the purposes of working together in your class is by administering a needs analysis. This can be close-ended or open-ended, or in between, depending on your circumstances.

The content of the classroom work can also be up for negotiation. This may be somewhat difficult if you are required to use a predetermined textbook, or if learners will be tested on particular content at the end of the course. Perhaps you could negotiate supplementary material or the content of homework or project work instead. However, if you are not tied to a coursebook, negotiating classroom content with your learners can be very motivating for both you and them. If you did a needs analysis to help negotiate the purposes of working together, you can use the results as a starting point for what kind of content would be appropriate for your learners.

If you are tied quite tightly to a specific textbook, do not worry! You can still follow a process syllabus. Try negotiating the ways the class works together. You can negotiate the answers to questions such as: How should we use the textbook? Should it be used as homework only? As a reference? Should we select only some of the units? How should the class work together? Alone? In pairs? In groups? What work is best done in class? Out of class?

Finally, learners can be included in the decisions regarding evaluation. Evaluation should be approached in two ways: assessment and feedback. You might consider negotiating with your learners how they are to

be assessed and against what criteria. Finally, if you do follow a process syllabus, you should definitely include learners in discussions on how negotiating has worked for the class to discover how well the decisions that have been made together have benefited the learners. The feedback gleaned from such discussions can be used to make future negotiation better.

**Part 2: How does the negotiation cycle work?**

As you can see from Figure 1 below, there are three steps in the negotiation cycle. First, you and your learners negotiate decisions. Remember, the range of decisions is quite wide, and you do not need to negotiate them all! Next, you act on these decisions. The action will be based on the outcome of the procedural negotiation you and the learners engaged in. You will find that Step 1 and Step 2 of the cycle may interface quite a bit. For example, if you decide that you want to negotiate the purposes of working together with the learners, you and the class might act (Step 2) by taking a needs analysis. Then, based on the outcomes of the needs analysis, further procedural negotiation may follow regarding the content or the ways of working together. Once that round of procedural negotiation has been completed, you will act again, and so on. However, a cycle should be defined, the length of which can be determined by you

and your learners. Step 3, evaluation, should occur towards the end of the cycle. Evaluation should be completed in two ways: assessment of the learners' progress towards learning outcomes and feedback on the whole negotiation cycle itself. Armed with the feedback, you and your learners are then ready to embark on another cycle of negotiation!

**Part 3: How can I use the process syllabus within the constraints of my existing educational system?**

Most criticisms of the process syllabus have been aimed at the practicalities of applying it in an environment where there are confines such as a predetermined syllabus, external tests, particular methodologies, or required roles of teachers and learners. Indeed, it is rare for a teacher to have complete and utter freedom regarding curriculum, especially here in Korea! Therefore, Breen and Littlejohn came up with the idea of the curriculum pyramid as a way to illustrate how the process syllabus can be applied to various levels of the curriculum (see Figure 2).

By including non-negotiable parts of the curriculum in the procedural negotiation, an *actual* curriculum evolves, where procedures emerge that are a combination of external requirements and class

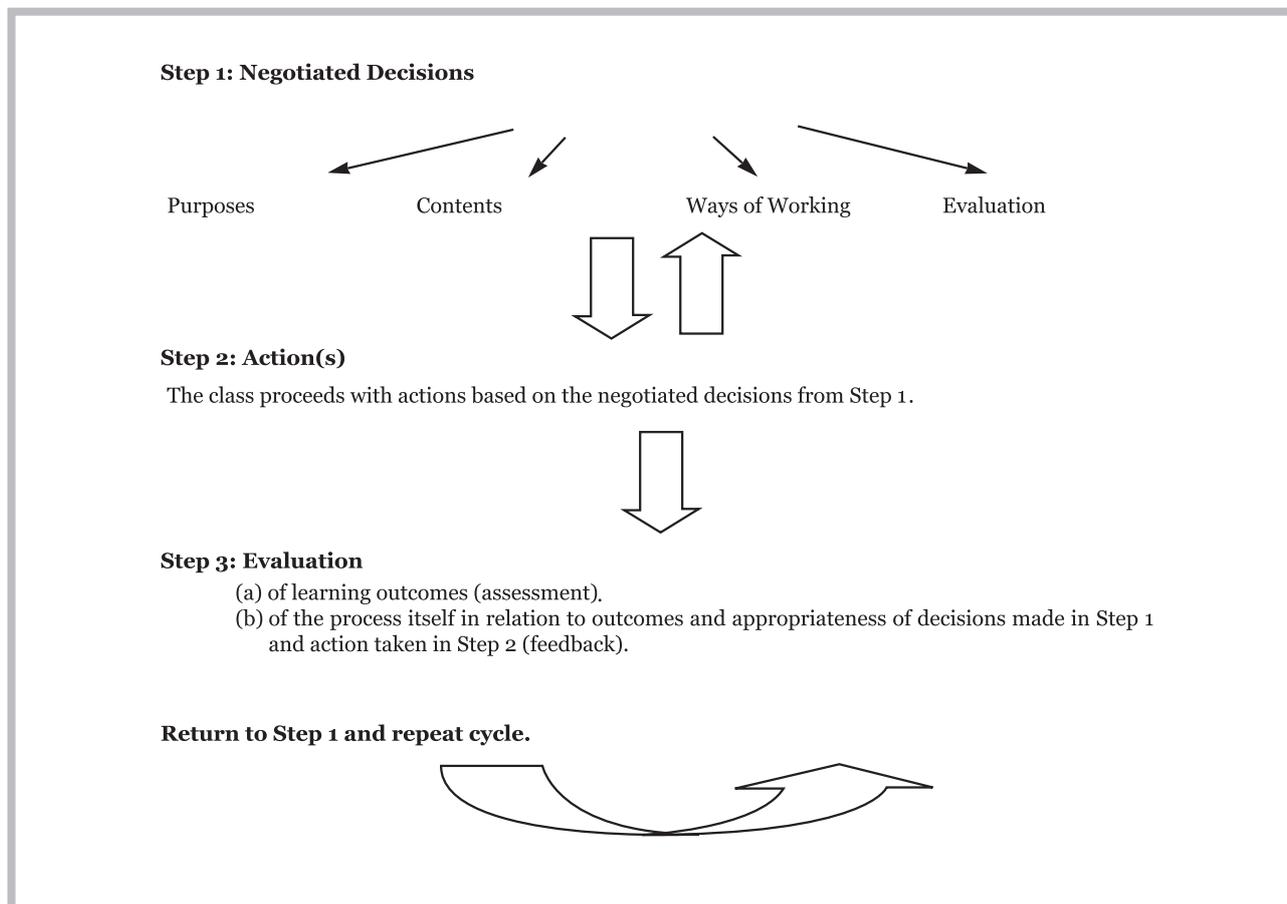


Figure 1. The Negotiation Cycle

(Adapted from Breen and Littlejohn, 2000, p. 32)

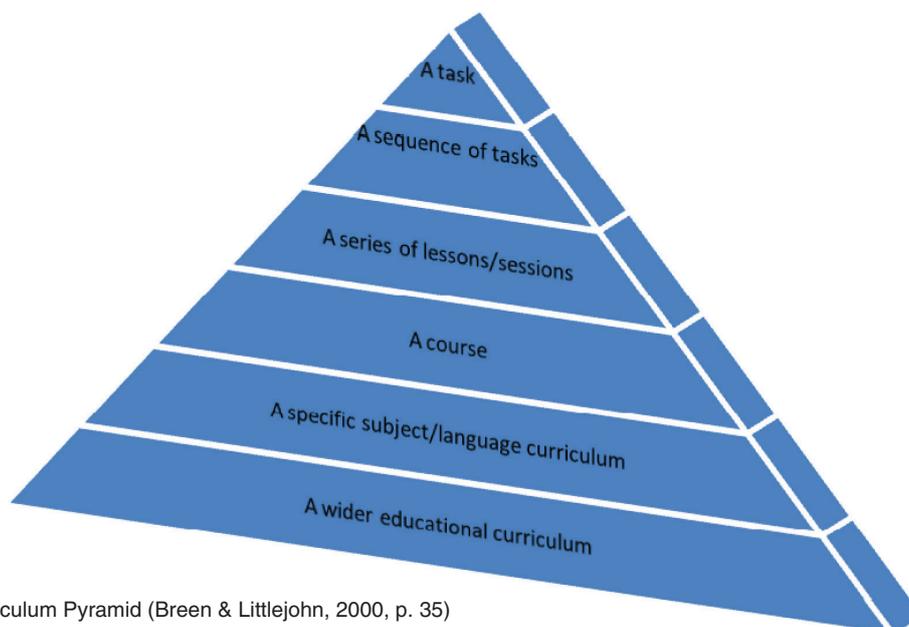


Figure 2. The Curriculum Pyramid (Breen & Littlejohn, 2000, p. 35)

preferences. But why bother? That brings us to the next section.

### **Why Should I Use a Process Syllabus?**

There are two main reasons why you should use a process syllabus in your classroom. The first has to do with how teachers and learners interpret a pre-planned syllabus. When a class encounters a pre-planned syllabus (often in the form of a required textbook), it goes through the teacher's interpretation and the individual interpretation of each learner in the classroom before the actual syllabus emerges, which is a combination of teacher and student interpretation (Breen, 1987b, p. 166). The individual interpretations are influenced by the teacher's and the learners' past experiences, cultural expectations of education, and individual needs and motivations. All of this syllabus reinterpretation usually happens covertly and misunderstandings (and even conflicts) can occur (p. 169). By bringing the class maneuvering of the syllabus out in the open, through the use of overt procedural negotiation in the classroom, teachers and learners reach and share an understanding of "a collective language curriculum" (not only syllabus) that they use in their classroom, which is unlike any other curriculum or any other classroom (Breen & Littlejohn, 2000, p. 8).

The second reason why it would be a good idea to try a process syllabus is tied to negotiation and how its use can actually promote SLA. As we have seen, when using a process syllabus, the learners and teacher(s) are engaged in procedural negotiation, a form of negotiation often associated with the world of business. Participation in procedural negotiation causes learners to use another type of negotiation, interactive negotiation, also known as "negotiating for meaning," the kind of negotiation that is central to SLA interaction research. It is now widely accepted that

negotiated interaction promotes L2 learning, and it is a fundamental component of SLA hypotheses such as Michael Long's "Interaction Hypothesis" and Merrill Swain's "Comprehensible Output Hypothesis" (see Ellis, 2008, for summaries on SLA interaction research). When learners try to reach agreement about the purposes and content of their course (procedural negotiation), they often find themselves using interactive negotiation, the social negotiation people use to show they have or have not understood or to modify what is said in order to be understood (Breen & Littlejohn, 2000).

### **Prove It!**

In this section, I will briefly summarize the results of action research that I undertook using a process syllabus. For details of further studies, consult Breen and Littlejohn (2000), which contains several studies in various contexts including primary and secondary education, tertiary education, and teacher education. In addition, Zhang and Head (2010) recently reported a study in which the teacher of a required oral English course in a Chinese university resorted to a process syllabus to overcome difficulty with a very reticent class.

### **Research Questions**

I undertook a comparative study to answer three research questions: Does the use of a process syllabus (a) increase self-perceived student level, (b) increase student use of learning strategies, and (c) increase students' course satisfaction? My schedule for the autumn semester of 2009 included two high level English classes. These classes normally contain first-year students in their second semester of study. After gaining permission from the administration, I chose one class with which to use a process syllabus (the experimental class), while using the conventional textbook-driven syllabus with the other class (the control class).

### Data Collection Instruments

To collect data, I used several instruments. A self-evaluation survey was administered to both classes at the beginning and again at the end of the semester to determine if there was an increased use of learning strategies both between classes and within individual classes. This survey asked students to rate themselves using a Likert scale (1-5) on the following learning strategies: (a) motivation, (b) outside class study, (c) like of/interest in English, (d) goal setting, (e) reflecting on lesson content, (f) the future use of English, (g) knowledge of current level, (h) awareness of learning strategies, (i) knowledge of English structure, (j) awareness of differences between Korean and English, (k) use of target language in class, and (l) use of L1 in class.

To determine which course was more satisfying, a course satisfaction survey was administered to both classes at the end of the course. Students were asked to rate their course enjoyment, the classroom atmosphere, and the teacher using a Likert scale. In addition, the control class was asked to rate their textbook while the experimental class was asked to rate their experience with procedural negotiation. Open-ended questions about what students liked best about the course and how it could be improved were also included. To support findings from the surveys, both classes were observed by two different teachers, recordings were made of group work on several occasions in both classes, and I kept a reflective journal.

### Results

To answer the first research question, “Does the use of a process syllabus increase self-perceived student level?” the students answered the question directly on the course satisfaction survey. To the attitudinal statement “My English has improved during this course,” the average for the experimental class was 4.00 (“agree”), with 13 out of 18 indicating agreement and the remaining 5 staying neutral. The average for the control class was 2.86 (slightly on the “disagree” side of neutral, 3.00). Five out of the 21 students agreed, nine were neutral and the remaining 7

disagreed with the statement. It seems fair to say that there was an increase in learners’ self-perceived level in the experimental class.

Moving on to research question two, “Does the use of a process syllabus increase the use of learning strategies?” the experimental class showed improvement in two strategy areas, namely, goal-setting and restricted use of L1 in class. One of the

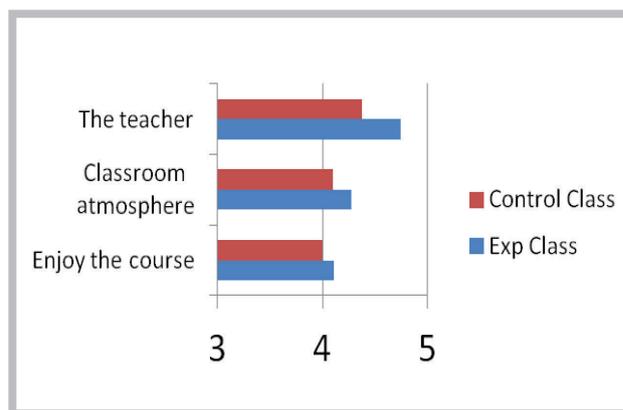


Figure 3: The course in general

teacher observers wrote that the students in the experimental class were encouraging each other to stay in English and negotiating meaning when they didn’t understand each other. However, it is clear that the control class showed a significant decrease in their reported use of learning strategies. This unexpected result is quite worrying as it seems the control class experience of the conventional course as taught by me caused students to regress in their use of strategies.

Finally, in response to the third research question, “Does the use of a process syllabus increase students’ course satisfaction?” we will look at results of the course in general and then at the content of each class.

As can be seen in Figure 3, the averages for the experimental class were slightly higher when rating enjoyment of the course, the classroom atmosphere, and the teacher. Responses to open-ended questions showed that 12 students in the control class felt the

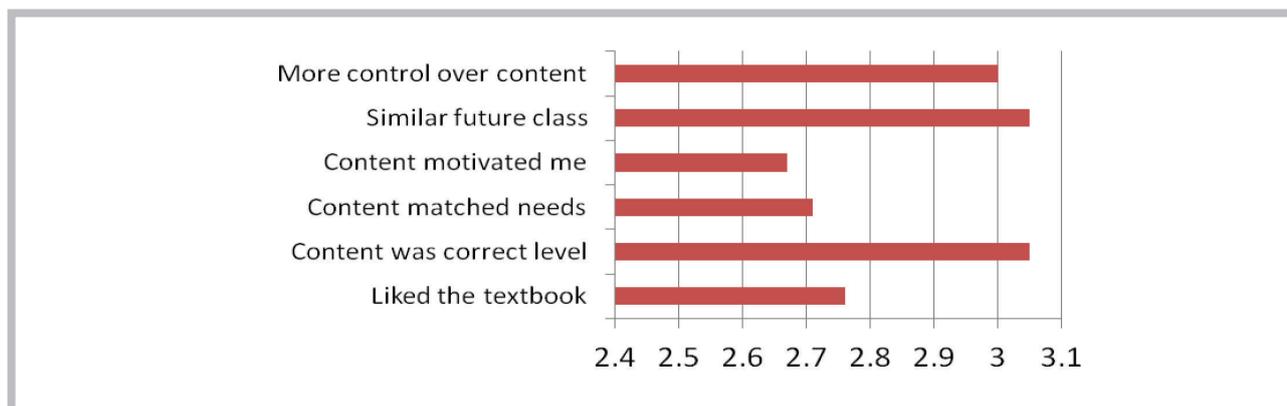


Figure 4: Control class content

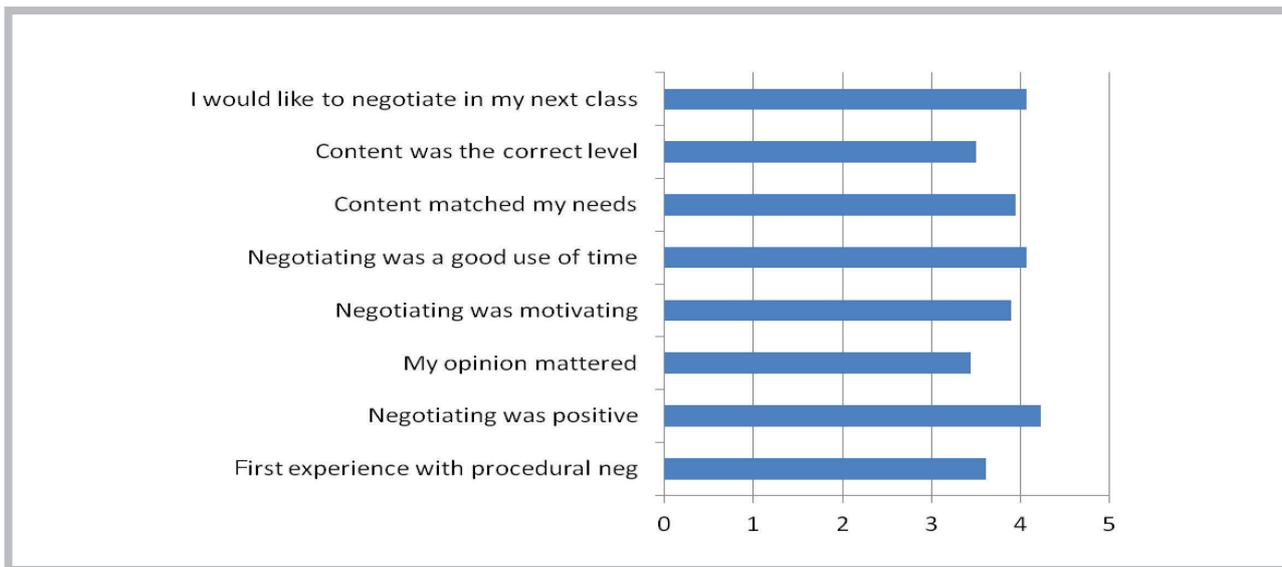


Figure 5: Experimental class procedural negotiation

class was fun and/or they enjoyed games. Six felt they could speak English “freely.” However, three of the learners in the control class wanted more practical or survival English. In the experimental class, it should be noted that 11 out of 18 students wrote their responses to the open-ended questions in English (as opposed to one out of 21 in the control class)! Ten students enjoyed discussions in English (the class chose to use English mainly to have discussions about various topics) and five mentioned that their English skills and/or confidence had increased. However, four of the students missed the fun and games of previous English courses.

Regarding control class content, the students were at best neutral (see Figure 4). They were largely undecided about having more control over content in their next course, and when asked if they would like to have similar content in their next class, eight agreed! Perhaps they were unable to picture an alternative, being so accustomed to textbook-driven courses.

Finally, regarding the use of procedural negotiation, most students in the experimental class agreed that negotiating was a motivating, positive experience, and a good use of time. Most significantly, 15 out of 18 learners agreed that they would like to use procedural negotiation in their next English class as can be seen in Figure 5.

Based on the results discussed above, it appears that although both classes reported similar levels of general course satisfaction, the experimental class was happier with the content of their course. This content was class-generated as opposed to being imposed by a textbook, which many in the control class perceived as too easy. While the control class enjoyed fun and games, the experimental class missed this to a certain extent. What is most telling is that over 80% of the students in

the experimental class would like to negotiate again.

### Why Don't You Try It?

Now that you know what a process syllabus is, I hope that you will consider trying it with your learners. Some of you may recognize that you already use aspects of it in your classes. Perhaps now that you have a framework to use, you could try using it to an even higher degree. Finally, why not try collaborating with a colleague and doing some action research of your own? Maybe we can spread the word on one of ELT's best kept secrets!

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# The Beginning of the ER Journey

By Bora Sohn

## What Is the Current Trend of ER in Korea?

Extensive reading (ER) has gained ground in Korea as a self-directed learning technique. Korean parents are aware of the positive effect of ER, and more mothers now gather in reading workshops to find ways to get their children to love reading. Part of the trend is the book *Children in Jam Su* (Jamsu-ne aideul), which introduces its language program, incorporating ER. The book has become an instant bestseller among mothers. The book shares stories of children who engage in extensive listening and reading, and become confident English speakers without having had the experience of studying in an English-speaking country.

## What Stops Public School Teachers from Adopting ER?

Despite the excitement, many public school teachers think ER should be limited to extracurricular classes because of obstacles to employing ER in regular classes. Some of their main concerns are: (a) how to have the students read a book and relax when there is not enough time to cover material for the test, (b) what principals and colleagues might think when a teacher has students read and the teacher appears to be doing nothing, (c) whether the students are ready to read English books, (d) how ER can be practiced in large classes of mixed levels, and (e) what kinds of books can be used. Yet, for success, it is important to take small steps and be aware of the teacher's role in ER.

## Can We Spare Five Minutes in Class?

ER should not replace general reading classes that focus on intensive reading. The purpose of integrating ER into the class is to show students that reading in English is not only about translating and answering comprehension check questions, but also to relax and enjoy reading. Teachers cannot expect students to suddenly start reading a book and enjoy it. The process needs to be modeled and guided properly. That is why the first step is the most difficult part and the most important. One way is to have the teacher read aloud a story or a short chapter from language learner literature (for example, a graded reader) for five minutes at the beginning of every class to stimulate curiosity. Storytelling at the beginning of class not only helps the teacher to warm students up for the class but also reflects what reading for pleasure is about:

listening to a story and relating it to our lives.

Then, the teacher can replace reading aloud with individual silent reading time. At this moment, it is tempting as a teacher to monitor who is reading or not. However, that very act of monitoring taints the purpose of ER and makes it difficult for the students to think it is free voluntary silent reading time. Therefore, the teacher needs to sit back and do her own reading or walk around the classroom while reading. The presence of the teacher nearby prevents some students from disturbing others from reading, but not in a way that gives the impression that the teacher is constantly observing them.

## Featurette

## What Is the Teacher's Role in ER?

ER is a strongly self-driven activity. Proper modeling and guidance with interesting materials can increase motivation and thus, for some students, it can be the beginning of the journey to reading for pleasure. I have had one or two students see me after class to get a closer look at the book I was reading so they could buy and read it on their own. This does not happen in every class, but for some students, this small and consistent trial of five-minute reading time from the teacher can lead them to the library and make them grab a book of their own will. The role of a teacher in ER is to give students the option of exploring the content-rich materials which enable deeper understanding of the English language and the world for the students.

## The Author



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# A Teacher's Past: Gift for the Present

By Tim Thompson

The skills and theory that teachers learn as education majors are very useful in the classroom, but a diverse real-world skill set can also be beneficial. EFL teachers, in particular, come from a variety of academic and professional backgrounds and need to use their experiences to their advantage and to their students' advantage. Teaching is an incredibly challenging occupation because our students are individuals functioning in pre-formed groups, but their needs and learning styles are unique. One of Donald D. Quinn's well-known quotes is: "If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom did not want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job." While I do not expect that many EFL teachers come from the following career fields, I do believe that we share some of the skills needed to be successful in those fields, which can benefit us as educators.

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*Teachers need many different skills in order to be great at their jobs.*

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## **Jockey**

A jockey is both a motivator and a guide. A jockey motivates the horse they are riding to perform to the best of its ability. Teachers often think that motivating our students means challenging them with projects and tests, and having them compete for the highest grades, but true motivation comes from within themselves. A jockey's job is infinitely easier when the horse genuinely enjoys running. A jockey also shows the horse the most efficient way to reach its goal. Teachers need to help students look at the big picture of their learning. We need to map out overall course goals and then design lessons and activities that will help the students improve their learning efficiency and successfully meet the course goals. That is, teachers are like jockeys in that we must provide motivational assistance to our students and teach them strategies to assist them in their learning of the target language. As teachers, we sometimes forget that the one thing we cannot do is learn for our students, just as a jockey cannot run for the horse.

## **Actor**

Teachers must be classroom managers. We must maintain control of the students if we are to have any

hope of teaching them. When things do not go as planned, we must continue to look and act in a confident manner and keep our professional mask on. If we are having a bad day or are in a bad mood, we must not let our personal feelings invade our classes. Students will pick up on our bad vibes and their motivation to work hard that day will be affected. Finally, we must pitch our lesson and/or activity as the best thing since sliced bread and make it seem as attractive as possible to the students. Walking into our classroom should be like walking onto a movie set. We must be able to play the part even when we don't feel like it.

*Featured  
Focus*

## **Psychologist**

We all have had classes with students who don't seem to want to be there. Other students seem more intent on disrupting the class than in participating constructively. We often label these students as bad eggs and write them off early in the term. What can we do if they never want to try to learn? Our gut reaction is to blame, not to empathize. But do we not have a responsibility to probe and attempt to discover why the student is unmotivated? Don't we owe it to them to sit down one on one and ask them why they are unwilling to give their best effort? We might find out that their last teacher hurt their feelings with negative feedback. There might be problems at home that we didn't know about. The student might not be able to imagine any situation outside the classroom where they will ever use the L2 and therefore can't be bothered to put any effort into learning it. There might not be anything we can do to help that student, but until we ask, we must try to avoid labeling students as troublemakers or slackers.

## **Accountant**

Accountants manage a company's finances, balancing costs and income. Teachers also have long lists of numbers to manage over the course of a grading term. We must manage students' scores on each assignment and tabulate the scores into a final grade. Organization and planning are a must for any teacher. New teachers are often overwhelmed by grading. Grading pitfalls range from misplacing assignments to typing in the wrong score. When the term comes to an end, and students or parents come to challenge a grade, chaos can ensue if the teacher does not have strong justification for the score they gave. By taking the time to lay out rubrics and show students their scores as the

term progresses, the number of grade conflicts at the end of the term can be reduced.

### **Tour Guide**

Tour guides must be able to explain the history and culture of their destination to people who are not familiar with it. In a similar manner, ESL and EFL teachers must be able to explain why we do and say things the way we do. Students will only accept "Well, that's just the way we do it" a certain number of times before they stop asking, and once the students stop asking you to explain things, your credibility is shot. Do whatever it takes to find out the answers to students' questions if you do not know. Ask your colleagues, phone home, or become a search engine whiz, but do not just admit that you do not know and expect students to be okay with it. Would you be satisfied with a tour guide in Rome who didn't know what the Romans did in the Forum?

### **Professional Arm Wrestler**

Just like Sylvester Stallone, who turned his baseball cap around when it was time for a big match in his 1987 film *Over the Top*, a teacher needs to be able to go into tough-guy mode when needed. Research has shown (Barnes, 2010; Thompson, 2010) that the teacher's personality and rapport with the teacher are especially important to Korean university students, but there are times when being friendly backfires. Some students view a relaxed classroom atmosphere as an opportunity to see how much they can get away with, and if the teacher does not put their foot down, their authority can be lost. Once the teacher is no longer viewed as an authority figure, it is nearly impossible to turn the situation around. Making class rules and consistently enforcing them is a key to avoiding this problem. However, when unseen disciplinary issues arise, the teacher must be prepared to "turn their cap

around" and show the students who the boss is.

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## *True motivation comes from within the student.*

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Teachers need many different skills in order to be great at their jobs. EFL teachers bring a wide range of academic and professional experiences to the classroom, and this can be beneficial to the students. The skills covered in teachers college, such as classroom management and curriculum design, are incredibly useful, but bringing diverse, real-life experiences into the classroom can also benefit the teacher when forming relationships and explaining cultural differences.

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# Public Elementary School

By Alexis Oregera

I have worked in four elementary after-school programs in Korea, and each one was a unique experience where I formed memorable relationships with my students. These after-school programs, like many, were designed to provide elementary school students with daily English education throughout the week. As a teacher working in this environment, I found that the company's commercial objectives often outweighed the teacher's educational goals. However, I was lucky, and the companies behind the after-school program I worked for were receptive to curriculum changes suggested to reduce students' anxiety and increase learning.

I pursued these jobs in after-school programs because I liked that I would get to know my students, assess their English ability, and monitor their progress. Also, I enjoyed being able to be in control of the time my students were spending in the classroom and make the time they spent with me stimulating, learning-oriented, and most of all, fun.

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*Common are programs in which each teacher has their own classroom and curriculum.*

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For example, I regularly organized holiday celebrations for Halloween, Christmas, and Valentine's Day to introduce North American culture. During these major holidays, we would make crafts and cards for their parents as well as have parties. At one particular school, the students' stickers were equivalent to cash for Market Place. This was a fun day where the "company" allotted money for my co-teacher and me to purchase fun items for the kids to "buy." My co-teacher and I automatically added things to make the day more enjoyable for the kids. They worked very hard and enjoyed the break from the monotony of the regular class schedule.

I believe after-school programs are run in two ways when there is a co-teacher system in place. In some programs, the non-native speaker is in a co-teaching role. They support the native teacher, look after discipline, check homework and tests, and clarify difficult terms or concepts. More common are programs where each teacher has their own classroom and their own curriculum. Having your own classroom is indispensable in promoting multiple intelligence learning. I relish being able to decorate my classroom

with items that stimulate inquisitiveness as well as language retention. On the other hand, not having two teachers is challenging because you do not have alternative sounding boards for ideas and situations that arise in the classroom.

One of the major challenges that any teacher in Korea faces is the lack of support and education when it comes to exceptions. These could range from a special-needs child (Asperger's syndrome) to a child with a learning disability (speech impediment or dyslexia) or a gifted child.

## Classroom Close-Up

During my fifth year in Korea, I was fortunate enough to teach Mac, a cheeky 8-year-old boy who had a minor speech impediment. Typically, certain sounds, such as /f/ are difficult for second language learners. Yet Mac would also interchange /f/ sounds for /s/ sounds. For example, in Korean, one, two, three, four is "il, e, sam, sa," but Mac would say "il, e, fam, fa." To try to rectify this minor condition, I contacted a speech therapist and explained the situation. However, due to the stigma attached to the speech impediment, Mac did not receive the assistance he needed. I tried to work with him in class, but I lacked the necessary training. I encouraged him as much as possible and made sure other students did not laugh at him, but years later, I wonder still how things will be when he grows up.

Korea, in general, and my time in public schools, in particular, have allowed me to clarify the direction in which my life is headed. I have discovered that I have a passion for teaching. I have gained valuable classroom experience that has allowed me to become the teacher I am today. All my students surprise me on a daily basis with comments and questions, but my Korean public elementary school students showed me how to overcome an established system, to reach my students, and watch them master a skill and glow with a sense of accomplishment.

### The Author



**Alexis Oregera** taught in language institutes and elementary after-school programs in Korea for six years. She holds a post-graduate TESOL certificate and is currently enrolled in a master's degree program at Brock University, Canada, in Primary Education. Email: [oregera.a@gmail.com](mailto:oregera.a@gmail.com)

# ER is Booming

By Rob Waring

Welcome to the first article of this special column on Extensive Reading in Asia. The aims of the articles to appear in this section are to help promote best practice in Extensive Reading (ER) as well as provide useful tips and hints for choosing appropriate materials, and setting up, managing, and assessing ER programs effectively.

ER in Asia is booming, and Korea is no exception. Teachers, students, and parents are finally beginning to understand that to learn a language one needs lots of comprehensible input as well as some study of the “pieces” of language - the grammar and vocabulary. ER provides this massive input for students to help glue the language pieces to real communicative discourse.

But first, what is Extensive Reading? Extensive Reading is an approach to reading in a foreign language which says that learners should be reading materials for fluency and for pleasure, with the aim to build reading speed and overall motivation for English. Research has shown that adding an hour of extensive reading per week to a language course basically doubles the learner’s vocabulary knowledge over time, has surprising effects on their speaking, spelling, and writing; and improves test scores significantly. When reading extensively, the learners should:

*Read something  
Enjoyable with  
Adequate comprehension so they  
Don't need a dictionary.*

The aim of ER is to develop a natural reading ability at any level of language proficiency. This means learners should be reading at an appropriate level which will allow them to develop reading speed and focus on the message of what they are reading rather than focus on the language in it. Typically learners should already know the vast majority (98% or more) of the words on a page for them to be able to read quickly. Extensive

Reading is often contrasted with its sister - Intensive Reading. Intensive Reading usually focuses on developing language knowledge, with difficult, short reading texts. The diagram below illustrates the differences.

Articles later in this series will develop these ideas and provide a lot of practical information for people wishing to start ER in their classes. Readers who cannot wait for these articles may wish to look at the following websites and links for more information about ER.



- 1) *The Extensive Reading Foundation* ([www.erfoundation.org](http://www.erfoundation.org)) is the premier focus for global efforts in ER. It administers the annual Language Learner Literature Awards and maintains a bibliography of ER research, among many other things. The ERF are also hosting the first World Congress on Extensive Reading in Kyoto, Japan, next September (<http://erfoundation.org/erwc1/>). We hope many of you can attend.
- 2) *The Korean English Extensive Reading Association* ([www.keera.or.kr](http://www.keera.or.kr)). This association promotes ER on the Korean peninsula. They have an email discussion page (<http://groups.yahoo.com/group/KEERA/>) and a Facebook page (<http://www.facebook.com/pages/The-Korean-English-Extensive-Reading-Association/162386070455523>) where you can ask questions and get advice.
- 3) Other sites you may wish to check out include: [www.extensivereading.net](http://www.extensivereading.net) and [www.robwaring.org/er](http://www.robwaring.org/er)

ER is an expanding teaching approach and is being worked into a variety of curriculums. If you are curious as to why, check out the following link for an ER article that sets out the case for why ER should be in every school’s program: [http://www.robwaring.org/er/what\\_and\\_why/er\\_is\\_vital.htm](http://www.robwaring.org/er/what_and_why/er_is_vital.htm). Happy reading!

## The Author



**Rob Waring** is an acknowledged expert in Extensive Reading and is on the Executive Board of the Extensive Reading Foundation. Dr. Waring has authored the Foundations Reading Library and is series editor of the Footprints Reading Library and Pageturners Reading Library all by Heinle Cengage. Email: [warig\\_robert@yahoo.com](mailto:warig_robert@yahoo.com)

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## Managing Bad Apples

They are the bane of teachers attempting to perform their duties in the face of very taxing circumstances. These “bad apples,” disruptive students, typically enter the classroom as individual troublemakers or possibly even as a group challenge. Strangely, the issue of misbehaving students is seldom a focus of teacher training or resource books; however, the issue frequently crops up in staffroom discussions, on discussion boards, in meetings, and again in dark pubs well after our timecards have been punched.

The first step in solving any behavioral difficulties is to uncover the root of discipline issues. Sometimes it is actually teacher behavior that sets off problems, for example, talking too fast, using words and phrases students are unable to comprehend, ineffective questioning techniques, lack of modeling, insufficient instructions, etc. On the other hand, it could be the students. Unsuspecting teachers may not know that some students misbehave because of larger difficulties at home, or with peers, or because they have special needs.

In my case, I have found that the best initial solution is to move to a listening-based curriculum. In many contexts, this means adopting a coursebook with an abundance of listening activities. For teachers who do not use coursebooks or texts that are primarily listening-based, supplement your materials with additional listening grids, worksheets, and dictation tasks. This works for me because I am able to engage all students in class for the whole class period, leaving little or no time for students to disrupt their fellow classmates. Also, less able children do not feel threatened. Speaking, sharing their writing, reading aloud, answering comprehension questions, or translating are frightening experiences to children who know they cannot succeed to the same degree as their classmates. Rather than face public humiliation, they cause trouble.

Next, create rules and enforce them. Brainstorm a list of most frequent infractions. Then, on index cards or construction paper, write up rules or expected conduct in both English and Korean, and provide very simple rationales kids can understand. Whenever rules are broken, hand out cards to the students.

Another recommended tactic is arranged seating. Break up students who hijack your class, moving them not too far from each other, but far enough away to prohibit too much off-task behavior. Refer to students by their Korean given names. This helps to develop teacher-student rapport and instills mutual respect. My

students, even very young learners (VYL), appreciate that I know them as unique individuals.

Winning over the most villainous delinquents takes time and effort. Often, these children are on a quest for attention. So, give them attention. Be certain to include them in activities with which they can succeed. Give them leadership roles whenever possible. Comment on small things and count objects in their pencil case with them. This ritual not only leads to teachable moments for everyone in class, but is also the holy grail of natural, spontaneous, authentic interaction.

### Young Learners

By Jake Kimball

Reflect on your class and on the moment things took a turn for the worse. What were you doing? In all likelihood, you were talking or explaining for an extended period, leading to student boredom, and finally, off-task behavior. Or only one student was engaging with your activity while all the others were idle. Words of caution: *Idle hands are the Devil's tools*. The solution is to engage students in group activities, dramas, roleplays, choral repetition, etc.

The old Dale Carnegie classic *How to Win Friends and Influence People* applies to children, too. “Be lavish with your praise,” he said. “Praise them for their effort and success.” A smattering of big smiles, the thumbs up, a *Wow!* or *Excellent!*, high fives, secret handshakes, stickers, and other motivators motivate, win friends, and influence people.

Alleviate boredom by completing your activities before their attention span ends. For younger students or false beginners, keep activities under ten minutes, then move on to another activity. As they get older and increase their ability, lengthen time spent on activities. Also, plan your lesson with a series of active-passive-active or passive-active-passive activities.

#### The Author

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# The Return of the Native

By Andy Curtis

On the *Acquisition of Native Speakers by a Language*, written by Gillian Sankoff and Suzanne Laberge, was the attention-grabbing title of one of the first pieces of scholarly writing I came across that made me think about the whole notion of being a Native Speaker, and what it meant to be, or not to be, one of those. For a first-year MA Language and Linguistics student in the early 1990s, who came with an academic background in clinical biochemistry, and who was of Indo-Afro-Caribbean origins, but born and raised in England, this was a curious and thought-provoking possibility.

Sankoff and Laberge's chapter (1974, pp.73-85) dealt with the changes that were taking place in what they referred to as "Neo Melanesian," informally referred to as Tok Pisin by its native speakers. The note in their discussion, referring to "the new generation of native speakers" (p. 82) stayed with me. Who would this new generation be? At about the same time, in 1975, Kuniko Miyawaki et al. (1975) published a paper entitled: *The discrimination of [r] and [l] by native speakers of Japanese and English*. Such details were of limited interest to me, but I focused on the words *discrimination* and *native speakers*. Being a person of color, and having grown up with the rampant racism of England in the 1970s, I had been highly sensitized to a decidedly non-phonological notion of "discrimination," especially in relation to *native speakers*.

Some time later, MA students stumbled across the works of Braj Kachru, expanded on by British sociolinguists like Ben Rampton, whose brief 1990 five-page piece was all about *displacing* the native-speaker in terms of *expertise, affiliation, and inheritance*. Why, we wondered, would anyone want to bring about such a displacement, and even if they did, we reasoned, surely it was already too late for such an upsetting of that particular colonial applecart.

After wrapping up my doctoral thesis in 1995, I then had the great good fortune to meet Professor George Braine, author of *Non-Native Educators in English Language Teaching*, in 1996 and join the ELT Unit at the Chinese University of Hong Kong. I have actively pursued my interest in these issues since then.

Fast-forward to 2010, and imagine my surprise when some of the staff in the ELT Unit at CUHK, where I am now the director, asked at a meeting just last week: Where have all the native-speakers of English gone? How can I expect to be taken seriously as an international ELT unit without native-speakers of

English? I was dumbstruck. What was perhaps most disconcerting was the fact that: a) these comments were being made by educated local, Hong Kong ELT professionals, and b) these questions were in response to my highlighting of our recent hiring of well-qualified and experienced



English language teachers born and raised in Singapore, Indonesia, and the Philippines.

I thought the local teachers would be very supportive of us hiring other teachers with such rich multicultural and multilingual backgrounds, which I believe demonstrates clearly our commitment to the post-colonial, post-Anglophone positioning of English as an International Language. But the response from these local teachers led me to a brief flashback of my high school English literature lessons, reading Thomas Hardy's 1878 novel, *The Return of the Native*. It seems, at least here in Hong Kong, in spite of all the advances made in the last 20 years, that the "new generation of native-speakers" is still some way off today.

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# Surveys

Surveys offer opportunities for interaction, communication, group work, and attention to accuracy. They are meaningful and authentic and can be effective language learning tools. Our survey materials need to satisfy certain criteria: (1) The survey takes up ONE sheet. (2) It looks good (attractive presentation). (3) Instructions are clear, in the target language (English) and succinct (KISS - Keep It Short and Simple). (4) All the words on the sheet are 100% accurate (grammar). (5) Input language (grammar, phrases, idioms) is clear and relevant. (6) Students have the space to write responses, make notes, and collect data. (7) Survey questions are meaningful to the students, logically organized, and conveniently categorized. (8) Graphics are used sparingly and for maximum effect. They enhance the meaning of the text.

A good rule when writing instructions is to make a first draft and then cross out half the words. It is surprising how concise we can be when we really examine the words. Look at language level, vocabulary, inappropriate phrases, and textual padding: “Do I really need to say that?” “Do the students really need that?”

Aim to get the activity going as quickly as possible, with little explanation from the teacher. If your instructions

are clear and at the students’ proficiency level, they will start by themselves. Think of instructions as comprehension tests. Those who can’t understand, can ask for help from the teacher or from other groups. They can also watch other groups and figure out what to do.

In the first example on this page, students perform a survey using “Do you ever...?” The grammar (routines, present simple tense) occurs in every question and the activity is basically a substitution drill. However, the repetition is meaningful and is personalized to the students. There are also opportunities (at the bottom) for students to make their own questions.

## Materials Design

By Andrew Finch

*Surveys allow for meaningful interaction and, at the same time, attend to accuracy.*

Do you ever ...?

**Partners or Groups:**  
 1) Ask your partner these questions.  
 2) Ask someone else in the group.

**When someone says Yes, I do, write his/her name.**  
**When someone says No, I don't, don't write anything.**



Question	Name	How Often?
1. Do you ever ride a bicycle?		
2. Do you ever ride a bus?		
3. Do you ever play volleyball?		
4. Do you ever play the violin?		
5. Do you ever cook a meal?		
6. Do you ever wash your clothes?		
7. Do you ever play table tennis?		
8. Do you ever eat French food?		
9. Do you ever watch TV?		
10. Do you ever use a computer?		
11. Do you ever use a hand phone?		
12. Do you ever listen to pop music?		
13. Do you ever read a magazine?		
14. Do you ever travel by car?		
15. Do you ever go abroad?		
16. Do you ever travel by plane?		
17. Do you ever travel by car?		
18. Do you ever ...		
19. Do you ever ...		
20. Do you ever ...		

From A. E. Finch (2007), p. 68.

“Do you ever...?” is a one-way task (Q-A) which lays the groundwork for more dynamic interview activities later on. Error correction can take place at this (static) stage since the focus is on accuracy. The instructions “don’t write anything” can be confusing to students, but they are also an opportunity for accurate reading! The final column, “How often?” encourages a further one-way exchange and also reviews adverbs of frequency in the context of “Do you ever...?”

### Reference

Finch, A. E. (2007). *Time to Speak*. Unpublished revision of *Tell Me More!*

### 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 books which aim to empower the learner through performance assessment, learning strategies, and a holistic approach to learning. Email: aefinch@gmail.com

## Who Is the Self That Teaches?

I just arrived back in Canada recently after a wonderful trip to Asia that included Singapore and Korea. While in both locations, I was reminded of the vibrancy of Asia that I miss while living in North America. This vibrancy was fully visible to me also while I was at the Korea TESOL/PAC Conference on the weekend of October 16-17 in Seoul.

At the conference, I was honored and delighted to be asked to give a plenary on Day 2 (Sunday) and was impressed by the turnout. My talk was on role identity: the roles we give ourselves or the roles others thrust on us. My reason for talking about this topic is that it is an area of our work that many reflective teachers forget to look at. Reflective teachers, for example, usually ask the *what, why, where, and how* questions, but we sometimes forget to ask the *who* question: *who* is the self that teaches? If we look at the acronyms TESOL or TESL, the “T” comes first – and that is the teacher. Teachers often act in the isolation of their classrooms for so many hours of the day that they can lose sight of who they are, their integrity, and their identity, and the various roles they play or are asked to play. Many times they may feel that they are acting alone without much support or collaboration because they spend so much time “alone” in the classroom each day. Try this reflection: think about how many hours you spent teaching in a class last week *alone*, without any other teacher helping you, and compare this to how much time you spent talking to other teachers in the school and during school time about your practice. I will wager that the former takes up much more of your time. So my plenary focused on the *who* question of reflective practice.

Using some research I have nearly completed here in Canada with three experienced and wonderful ESL college teachers as a backdrop, I pointed out that 16 roles emerged from their reflections, roles such as *entertainer, social worker, learner*. These divided into three main clusters: the *Teacher as Manager* (roles inside the classroom), the *Teacher as Professional* (roles within the teacher), and the *Teacher as Acculturator* (a term coined for roles outside the classroom). I suggested that this latter cluster and role may be a distinguishing role for TESOL professionals. What I also mentioned was that our roles as TESOL professionals are often hidden and controversial if we do not reflect consciously. We should be aware of these roles because some administrators may be thrusting roles on us that we may not be fully comfortable with. Indeed, a main focus of my talk was a realization that the *who* question, who is the self that teaches, is a very important one if we are not to reduce teaching to only technique or method, because good teaching comes from *who* we are as teachers, our integrity, and our

identity. One reflective question that I regularly consider is *In spite of moments of doubt about continuing as a teacher, I continue because....* I reflect on this question regularly because it has gotten me through some strange experiences, such as my surviving the collapse of Seoul’s Seongsu Bridge, which happened at 7:40 a.m. on Friday, October 21, 1994, causing 32 poor souls to perish. I reflect on that question regularly because I drove over that bridge at 7:39 that same morning, just before it collapsed, on my way to observe a language teacher. I feel that I must have been destined to perform my role as a language teacher educator as I have done since that fateful morning all those years ago. This is also one of the many reasons I love returning to Korea and Korea TESOL: to give back. Many thanks to all for your warm welcome this year as well.

### Professional Development

By Thomas S. C. Farrell

#### 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 was a speaker at the 2010 PAC-KOTESOL International Conference in Seoul this October. Email: [tfarrell@brocku.ca](mailto:tfarrell@brocku.ca)

### A Quote to Ponder

**“We cannot really teach a language; we can only create conditions under which it will develop in the mind in its own way.”**

Wilhelm von Humboldt, *On Language* (1836), paraphrased by Noam Chomsky and cited in B. Kumaravadevelu (2003, p. 44), *Beyond Methods: Macrostrategies for Language Teaching*.

# KOTESOL 2011: Building on Previous Successes

By Intl. Conference Committee Chair, Julien McNulty

When I accepted the nomination for International Conference Committee Co-chair, I did so with an appreciation for the one-year time commitment as Committee Chair, and, most importantly, for having a clear vision of what I wanted to see at the International Conference in 2011. I have never been one to settle for the status quo; conversely however, I believe that if it is not broken, do not fix it. With this critical balance in mind, together with my incredibly perspicacious planning committee, we have set out to exceed attendees' expectations for the upcoming conference in October 2011.

Vision sets direction, ideas guide action, and resolve brings realization; the first of which is most important when setting the theme and tone of the conference. The vision for the 19th KOTESOL International Conference is: to offer the very best TESOL conference of its kind in Asia, providing informative sessions, relevant and useful topics, and inspiring speakers, and becoming the hallmark for ELT conferences around the world. Over the past year, we have received feedback from conference-goers about what they want in a KOTESOL conference. The common thread was a desire to see more interactive sessions. Combined with our theme, we are putting together a group of speakers that meet the needs of our members. Our conference will realize its vision by focusing on three main areas: 1) providing informative sessions, 2) delivering topics that are useful and relevant, 3) giving conference attendees the opportunity to experience the most inspiring and insightful speakers in the TESOL and Linguistics fields today.

The theme for the 2011 KOTESOL International Conference is *Pushing Our Paradigms; Connecting with Culture*. In short, we want to depart from the conference themes and speakers of late; you can expect to see some speakers that you have always wanted to see but haven't been able to. In addition, we are inviting speakers that will challenge our current beliefs, and present a fresh perspective on ELT. The second part, dealing with culture, has a double entendre. This is deliberate; the underlying theme is understanding cultural context, understanding culture, and teaching to culture. The second interpretation is the idea of technology in the classroom. Though technology may still be viewed with some degree of trepidation, we want to present some forward-thinking ideas revolving around the evolution of the classroom, inspiring us to take the technological leap.

The structure of the 19th International Conference will be truly unique. Our plenary speakers will be some of the most engaging personalities in the field of linguistics and ELT. The featured speaker area of the program is really where we want to make this conference more fulfilling; our featured presentations will be mostly workshops.

## Conference Column

Interactive featured sessions will both offer a beneficial use of time and put the focus of the conference on the featured speakers, who will offer valuable, usable tools to the attendee. We are taking the voice we have heard from you, and we are scouring the globe in an effort to find speakers that can have the most impact on the conference.

Theme streams are also important aspects of any conference. The strands need to be useful, practical, relatable, and relevant to the overall conference theme. There will be five main streams: research, workshops, the four language skills, commercial, and a new feature we are looking to add: personal/professional development. We have seen hints of this before, such as at the Seoul Chapter conference this year. About one third of the conference attendees are in their first year in Korea. Helping people connect with culture is a way of investing them with professionalization in ELT in Korea.

Mark your calendars for October 15-16, 2011. The 19th KOTESOL International Conference will be the best two-day investment opportunity available in your ELT professional development.

### The Author



**Julien McNulty** has taught or instructed in some fashion for over 15 years, including French, Spanish, English, History, and Special Education at public high schools in British Columbia, Canada. As a corporate trainer in Toronto, he developed and implemented an accent neutralization program for his company's operations in India. Later, as a bilingual training consultant, he worked with Fortune 500 companies, specializing in technology implementation and management/leadership development. Email: [julienmcnulty@gmail.com](mailto:julienmcnulty@gmail.com)



## Ingrid Zwaal: Teaching the Daughter-Tongue

**E** ntr. from SR to DSC (enter from stage right to downstage center). Introduces VIPs before EXIT SR. These are stage directions that might be found in the stage manager's notebook for any of the KOTESOL international conferences of the past half dozen years. Just as the stage directions are never seen, neither is the stage manager. Ingrid Zwaal is that person: the woman behind the scenes, quietly orchestrating all that is taking place on the main stage.

Ingrid has done much more for KOTESOL, though, than just being a member of the Conference Committee. She has been going to KOTESOL meetings since 1994. She has given presentations since 1999. She served as Jeonju-North Jeolla Chapter Vice-President in 2005, as President in 2006 and 2007, and she is still serving as a chapter executive officer. Ingrid especially enjoys putting on special events. She has organized a chapter conference and a chapter drama festival, and has helped with the organizing of many more. Ingrid sees her future contributions to KOTESOL as being involved with even more special events.

Korea has been home for Ingrid since 1994. Before that, home was Canada. She was born in a small town in Ontario to a father from the Netherlands and a mother from Indonesia. Her self-conscious mother always encouraged young Ingrid to study English hard at school and then come home to teach her. In this way, Ingrid's mother became Ingrid's first student. The term *mother tongue* did not carry much meaning in Ingrid's case: she was teaching the daughter's tongue to the mother!

After high school, Ingrid went to the University of Toronto for a BA in Drama, also specializing in English. She next went to Humber College to get a certificate in broadcasting and worked as a radio announcer until she went back to the University of Toronto. She worked there as a cancer researcher while taking writing courses at George Brown College. After that, she continued on to their MS Ed program in secondary education. When she passed her teacher's examination, the Ontario government decided it wouldn't be hiring teachers for the next five years. Ingrid decided that was too long to wait. In 1994, she got a certificate in TESOL

and got a job in Korea.

Ingrid's first job in Korea was at a private language school in Jeonju. After a couple of years there, she returned to Canada to complete her master's degree. One year later, she worked at a women's university in Gwangju for a year, then moved back to Jeonju to take up a position at Jeonju National University of Education, where she still teaches as a visiting professor. Ingrid loves to teach and has many an anecdote to tell: from the student who decided he needed to drink to participate in class, to the one who got so involved in the class activities that

### Membership Spotlight

By David E. Shaffer

he spoke mostly in Korean, to the class outcast that Ingrid turned into the class star. And they are all Ingrid's friends many years after graduating.

Ingrid's teaching motto is simple: class should be fun. She believes that confidence is the most important thing that she can give her students. Her academic interest lies in writing and she has been gathering research on certain kinds of writing, with plans to work on a PhD after she retires "just for the fun of it." She collaborated to produce a book of activities for the elementary classroom and was also an actor for a while for EBS English programming.



Ingrid Zwaal, off-stage.

Ingrid does many, many things besides teaching English. She plays volleyball on the university team and coaches a girls' team in the summers. She sings at weddings and has sung on stage to Kim Gun Mo. She plays the Korean wooden flute and is teaching herself the harp. She can make *hanji* rice paper, *kimchi*, and the best brownies in Jeonju.

You can expect to see Ingrid around for quite a while. She plans to continue in her teaching position and to continue staging special events for KOTESOL. No "EXIT Stage Right" for Ingrid.

# Building Positive Group Dynamics

By Michael Griffin & Manpal Sahota

Every teacher knows that group dynamics are an important factor in the success of lessons and courses. Much harder than agreeing with this is putting it into practice, and creating rapport and a positive group dynamic. In this article, we focus on how to build and create positive group dynamics.

Group dynamics begin the moment students come in the door on the first day of class and continue until the end of the course (and beyond). Clearly, starting the course out on a positive note is very important. Ample time should be spent allowing the students to get to know each other as well as the instructor and the course. Icebreaking activities like those found at both [www.eslcafe.com](http://www.eslcafe.com) and [www.eslflow.com](http://www.eslflow.com) can be very helpful.

Michael once worked in a program where the director complained when time was spent on “getting to know you” type activities at the start of the term and informed the teaching staff that these activities were to be avoided. Michael feels that this policy was detrimental to group dynamics and thus detrimental to student learning. Students need time to acclimate themselves to all the newness that comes with a new class.

We are big proponents of creating group norms or rules with the class in the early stages of a course. By doing this, everyone will be “on board” regarding the course norms and expectations. This also has the added benefit of helping the students feel engaged and involved, and as though it is their class. The good news is that at the start of a term or course there is likely to be a lot of goodwill, curiosity, and excitement that can be converted into rapport and positive group dynamics.

The aptly named *Classroom Dynamics* by Jill Hadfield contains a wealth of activities for improving group dynamics at all stages of a course. *Group Dynamics in the Language Classroom* by Zoltan Dornyei and Tim Murphey is also highly recommended as it provides a nice mix of practical suggestions and academic thoughts that draw from a variety of fields.

It can be helpful to have students create nicknames for their groups when they will be working in the group for any significant amount of time. Going beyond nicknames, Michael has had success having groups make a coat of arms, motto, chant, and handshake. One group took it a step further and created their own rap song.

Another important element in creating positive group

dynamics is making sure that all group members can easily see and interact with each other. Manpal recently observed an elementary school teacher who had his students divided into two groups of seven students, with each group seated in a horizontal line, one group in front of the other. This setup made it difficult for students to interact with their group members.

Furthermore, the two students on each end of the line could not even see each other. After the class, Manpal and the teacher moved the chairs

## Training Notes

By M. Griffin & M. Sahota

around so that each group sat in a horseshoe shape and each group member faced the other members. Since the change, the teacher has noticed a marked improvement during group work and has seen his students attach themselves to their group identity. The small but important change has significantly improved cooperative learning.

Physical location can have a big impact on group dynamics. We also think that changing students' seats and groups around on a regular basis can be very helpful for promoting group dynamics. Students of all ages have mentioned to each of us that they enjoyed having the opportunity to work with a variety of partners. Without changing seats and groups, the atmosphere can get stale more easily. Working with different people can exploit the natural information gaps that occur, while keeping things fresh. This makes sense pedagogically but can also have a big impact on the group. Having students move around can give them chances to make friends with other people in the class more easily. Additionally, moving around and changing partners can help integrate “loners” into the classroom community more easily.

It is also important to make students responsible for each other and for their group. One way to do this is by designating group captains/leaders. You can shift many of the traditional teacher roles and responsibilities onto group leaders. Another option is to assign specific roles to each member of the group (secretary/writer/timer/spelling and grammar checker/reporter/researcher, etc.). We recommend changing group roles periodically so that all students can experience various leadership roles and the sense of duty to their group. Another benefit of changing seats and groupings is that

students can play different roles in the different groups that they are part of. Many teachers like to make groups that are balanced in terms of English ability, leadership, and effort. While he can certainly appreciate this, Michael sometimes likes to make a group comprised of all leaders and other groups comprised of people that do not typically take leadership roles. This often has the benefit of forcing the non-leaders into leadership roles and giving those that typically lead a new and different experience to reflect on.

Play is an often under-appreciated factor in creating positive group dynamics. Students can create powerful bonds when working together in groups. This can be especially true when they are competing against other groups, and your class management system includes an on-going group-based point/reward system (please refer to our Spring 2010 TEC article for more details on class management techniques). We recommend using a variety of competitive and collaborative activities and games when possible.

The games that are often used in class favor students with extensive vocabularies and grammatical knowledge. While this is certainly understandable, there is great benefit to be gained from rewarding students whose talents lie in areas other than conjugating verbs and remembering vocabulary. Ideally, teachers should reward students' effort during class rather than their prior linguistic knowledge. Michael recently talked to a Korean teacher who used activities where students with clear handwriting were prized. Since this was a departure from the things typically valued in class, different students were able to get support and encouragement from their peers. Grouping students and setting up activities that value things other than just English ability can be very helpful to promote a positive group atmosphere and boost students' confidence and participation, while also improving group dynamics.

Of course, there will be times where certain students may hinder positive group dynamics. When this happens, it is vital that you address students that are not positively contributing to the group and encourage them to get on board. One poignant example of this is "Leroy time" which was the strategy that a teacher in the United States used to help an outgoing but potentially disruptive student, Leroy, concentrate in class. If he participated positively in class he was awarded with five minutes of time with which he could lead the class. In Korea, "Leroy time" might not be practical or even possible, but it is important to remember that different students might require unorthodox strategies in order to get them to engage in classroom discourse.

Remember that every day is different. Do not expect that what worked two years ago, or Tuesday, or this morning, will work with every group. Do not expect all

groups to be the same, do not give up, do not show your anger, do not write a class off because of a few bad days or bad apples, and do not expect all group members to behave as best friends. We encourage you to adapt the ideas we presented, as well as the information from the sources we recommended, to the particular students that you find yourself with each day.

### The Authors



**Manpal Sahota** has been working in Korea for over eight years. He is an academic coordinator for the foreign teachers working in elementary, middle, and high schools in the Gangnam District of Seoul. He has a M.A. degree in TESOL and his interests include professional development through reflective practice, issues of race in EFL education, and world Englishes. Email: manpalsahota@gmail.com



**Michael Griffin** is a licensed SIT teacher-trainer who worked with Korean public school teachers for two years. In September 2010, he started working in the GSIS at Chung-Ang University. While not currently working with teachers, teacher training and development remain a passion. His main teacher-training interests include materials-light teaching, classroom communication, and reflective practice. Email: michaelegriffin@gmail.com

## New KOTESOL Chapter Forming

### Yongin-Gyeonggi Chapter

For more information,  
Contact David D. I. Kim  
Email: daviddikim@gmail.com

January 15-16, 2011

### KOTESOL Leadership Retreat and National Council Meeting

For more information,  
Contact Aaron Jolly  
Email: jollyprofessor@gmail.com

# The Joy of Glee

By Lisa Levine

I am proud to be a “Gleek,” a fan of the American musical comedy-drama television series *Glee*, which is now in its second season. *Glee* is set in a small Midwestern town and focuses on a high school glee club competing on the show choir competition circuit, while its members deal with relationships, sexuality, and social issues. Without a doubt, the series can be cheesy and way over-the-top. Yet most importantly, *Glee* has proved to be a very effective vehicle for teaching American English and culture to Korean university students.

When I was first asked to teach a Media English course, I had recently heard about *Glee* and enjoyed watching the pilot episode so much that I decided to design the course around the series. I hoped the learners would

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*“Glee” proved to be a very effective vehicle for teaching culture.*

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enjoy the high-interest content, and I knew that the material would lend itself to activities that could help students improve their skills in all four areas. *Glee* also seemed to be a practical and accessible “text” because students could get individual episodes and subtitles online in both Korean and English.

Students were required to watch one episode per week as homework. During class time, we watched short segments from that week’s episode and did related activities. I was teaching two sections, both with seventy students of varying levels of fluency, so I decided to focus on group work. For lesson ideas, I used the Stempleski and Tomalin resource *Film*. I recommend it highly because it provides activities according to level and lesson time. These activities can be adapted or expanded as needed.

I quickly realized that students found most engaging the activities that required them to create a finished product, more especially, the ones which gave them the opportunity to express their opinions. For example, I got students to work in pairs or small groups to make character maps, using handouts with graphic organizers, or asked them to make timelines or charts of literary elements, such as the setting and/or the events in specific scenes. The groups submitted these to me at the end of class. When asked to choose a favorite character and justify their choice, students had animated discussions about the relative “hotness” of the different actors. They also threw themselves into a memory game activity in which the whole class watches

a film clip and each team writes questions about it that they hope the other team will not be able to answer.

Above all, the music makes *Glee* unique and does not discriminate musically. Classic Broadway show tunes, 21st century pop music, rock and roll, ballads, bluegrass, and blues were all performed. The musical generation gap

was even a benefit, as I learned about my compatriots Beyonce Knowles and Kelly Clarkson from the students, and they learned about John Lennon and Liza Minelli from me. We used songs to, among other things, generate vocabulary, make predictions, practice listening skills, and especially, to learn about American culture. Students responded most enthusiastically to the lessons in which I used additional authentic material like YouTube videos of live performances by the *Glee* cast or events related to the show. By coincidence, the cast of *Glee* performed “Somewhere over the Rainbow” on the White House lawn on Easter



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*The resource “Film” provides activities according to level and lesson time, which can be adapted or expanded.*

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Sunday, and we were able to watch their performance in class the next day. One other coincidence: it turns out that cast member Jenna Ushkowitz, who plays the character of Goth girl Tina Cohen-Chang, was born in Seoul. Maybe there will be a *Glee* flash mob here, too.

## References

Stempleski, S., & Tomalin, B. (2001). *Film*. Oxford, England: Oxford University Press.

## The Author



*Lisa Levine* began teaching ESL in her native New York in 1991 and has been an educator ever since. She came to Korea in 2007 to do teacher training and now teaches at Soongsil University. Lisa presently serves as Secretary of Seoul Chapter of KOTESOL. She is interested in using popular culture in class and hopes to be called “Dr.” someday.

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# Annotating the Web

In our movement from paper to electronic text, we have sacrificed the easy ability to mark up our texts. Highlighting, underlining, and writing notes in the margins are all annotations that have been very difficult to do on web-based versions of our texts, yet they serve a valuable purpose in learning. There have been ways to do this for many years, but only now are services offering solutions that are easy to use and to share with others.

## Add-ons/Plug-ins and Bookmarklets

An *add-on* (or *plug-in*) is a program that runs in your browser to provide extra functionality. To use an add-on, it must be installed by you on the computer you are using. A *bookmarklet* is a bookmark with some computer code (javascript) in it. When you launch, it tells your browser to launch a particular function. Bookmarklets do not have to be installed onto your computer. They can be saved to your bookmarks folder or dragged to your bookmarks toolbar. The benefit is that you can use the bookmark on whichever webpage you are currently viewing.

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*Only now are annotating solutions becoming easy to use and easy to share.*

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## Services

**Diigo** (<http://www.diigo.com>) is a browser add-on that works with all major browsers. Through this add-on you can highlight text, add notes to webpages, publicly share your bookmarks, and more. Your work can be made private, available to the general public, or a specific group. Diigo has all of the social networking features that one would expect, including the ability to follow others, join groups, and share. Most importantly for teachers, you can sign up for a teacher's account, which gives you access to the "Teacher Console." This enables you to create a group for your class and sign your students up for the service without requiring their email addresses.

**SharedCopy** (<http://sharedcopy.com>) is a feature-rich annotation service. It works using a bookmarklet. The basic bookmarklet provides the ability to highlight, underline, circle, box, comment, reply to comments, and save to read at a later time. Additional bookmarklets can be used to post to other popular sites such as Twitter, Del.icio.us, email, and various blogs. Annotated pages can easily be shared using a custom URL. No registration is required to use the service, but registered users can edit and save annotated pages.

**Webclipper** (<http://webclipper.com>) is very easy to use. It can be used through the website's interface or with a browser add-on. Users can highlight text, leave notes, extract and save text, and share pages through a URL, email, Twitter, and Facebook. **Awesome Highlighter** (<http://www.awesomehighlighter.com>) can also be used through their web interface as well as by bookmarklet or add-on. It is also very easy to use for highlighting. There is a feature to leave notes on webpages, but it is a little difficult to use, particularly when leaving more than one note. Pages can be shared through a URL, email, Facebook, and Twitter. **WebNotes** (<http://www.webnotes.net>) is a simple add-on that features highlighting, notes, and the ability to share information with a URL, email, or Twitter.



**Sidewiki** (<http://www.google.com/sidewiki>) is built into the Google Toolbar (<http://www.google.com/toolbar>). It is a basic tool to comment on and share webpages publicly. Users can leave comments on the webpage or on specific highlighted text. The user interface is confusing if there are many comments. Pages can be shared through the URL, email, Twitter, and Facebook.

## Uses in Education

Miguel Guhlin has a good blog post on the use of Diigo for education (<http://tinyurl.com/diigoineducation>). He describes uses such as organizing, planning, and sharing lessons with students; scaffolding, facilitating student collaboration, building an online community, customizing and adapting resources, peer and teacher reviews of assignments, and creating knowledge repositories that students can take with them and contribute to future classes. Of course, these ideas represent only a fraction of what the creative teacher can come up with.

## The Author



**Daniel Craig** is a professor in the Department of English Education at Sangmyung University, Seoul. He teaches courses in instructional methods and specializes in computer-assisted language learning (CALL). He has a passion for researching and implementing technologies and methodologies to enhance language learning. Email: [dan@danielcraig.com](mailto:dan@danielcraig.com).

# Interpersonal Relationships

Many language learners find themselves frustrated by the nuances they miss in conversations with native speakers. Perhaps this is because many language classes focus on formal “school grammar” structures and to a lesser extent on the less formal structures of conversational English. Not only do the aforesaid structures need to be taught but so do the environments and situations in which they occur. There are implicit rules, rooted in interpersonal discussions that govern grammatical structure, which need to be taught.

Formal grammar, in large part, dictates the standardized rules of the written language. For instance, the rule to not apply the past participle when expressing a sentence in the simple past: “I *seen* that movie before.” Or to not use the word *ain’t* to express *isn’t*.

Conversely, conversational grammar describes how a language is actually used in spoken discourse. This may not reflect the “conventional rules” of school grammar. For example, textbooks dictate that *will* is used at the time of speaking and *be going to* to state the intention of the speaker. Generally, this description also applies in the spoken language. Yet, depending on the interpersonal relationship between the speakers, which has much to do with politeness, this rule does not always apply. Such situations are endless; the following are just a couple of illustrations.

**Situation 1:** A hostess at a dinner party late in the evening states: *Oh dear, I think I am going to have to go to bed.* **Situation 2:** The speaker came specifically to a particular restaurant to try the burger, yet says: *I’ll have the double cheeseburger, please.* In the first situation, the speaker made the decision while speaking. Thus, the general, school-grammar rule would dictate the use of *will* in this situation. Yet, the speaker uses *be going to*. Why? Most native speakers feel that using *think* and *be going to* together dilutes the directness of the phrase, and would therefore use this form to be more polite. In the second example, the speaker has gone to the restaurant to try the burger. The general grammar rule tells us that we use *be going to* for intention, when there is a definite plan. Therefore, in this case, *be going to* is the correct form to use. However, we customarily use *will*, which expresses a sort of personal detachment that is dictated by the server-customer relationship.

Students are very aware of the interpersonal

relationships that exist in the Korean language, which is heavily nuanced with changes to verb and noun forms. They need to be aware that these interpersonal relationships also exist in English, albeit in a different way. Few teaching materials contain the grammar rules that address interpersonal relationships such as the above example.

This is because the spoken language has historically been seen as a sort of informal, inferior version of the “official”

language and a threat to established grammatical structures. Yet, the distinct use of spoken-language grammar rules can inhibit learners’ comprehension or ability to be understood. Accordingly, we need to go beyond merely teaching common grammar structures in the classroom and address how interpersonal relationships in a given environment can influence these grammar structures.

Activities can be built to have students focus on such rules. For example, take parts of a conversation and instruct students to: 1) Underline places where they think the formal rules are not being used. 2) Specify whether it is an informal or formal situation, and (3) explain why. 4) Discuss rules that can be inferred. 5) Make a short role play using the interpersonal rules identified.

Teachers often assume that communication in social contexts with native speakers will naturally ensue if they employ a communicative method which includes the *form, meaning, and use* trinity dictated by formal grammar. However, this alone does not address many of the interpersonal relationships that guide the spoken language. Situational influences should be taught in tandem with the grammar rules to enable learners to have a better feeling for the spoken language.

## 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 seven years. He holds a master’s in Education (MEd). His interests include bilingual education and English for specific purposes. Email: [chrray@hotmail.com](mailto:chrray@hotmail.com) 

## Grammar Glammar

By Chris Raymond

## English: The Early Years

One would think that a language so widely used as English would have a long history, but it has gone through trials and tribulations, making its roots intricate and curious, in a relatively short period of time. The seeds of English are to be found beyond the eastern shores of the British Isles on the European continent. There Germanic tribes moved across the continent to settle in Friesland, now the Netherlands-Denmark area. Greedy for land and in search of a better life, these adventurous and warlike tribes of Angles, Saxons, and Jutes slaughtered the Keltic inhabitants of eastern England in the 5th century. The one million Keltic survivors became known as *Welsh*, from the conquerors' word for "foreigner" or "slave."

The Kelts and their language were pushed to the fringes of the land, so much so that today only a handful of words from the Keltic language survive in Modern English, e.g., *crag* ("rock"), *combe* ("valley"), *brock* ("badger"). By the end of the 6th century, the Germanic tribes occupied one half of the British mainland, and many new place names carried suffixes of Germanic origin: Reading (-*ing* = "the people of"), Stanton (-*ton* = "enclosure," "village"), Birmingham (-*ham* = "farmstead"). The Angles, Saxons, and Jutes originally spoke different Germanic dialects, but these began to mix, merge, and coalesce in England. Elements of Saxon were dominant in the new language that was forming, which became known variously as Early Saxon, Anglo-Saxon, and Old English. The lexicon of Old English grew to contain 25,000 word families. These included commonplace nouns still present in the English of today (*son*, *daughter*, *friend*, *home*, *ground*), common verbs (*come*, *go*, *sing*, *drink*, *like*, *love*), prepositions (*in*, *on*, *by*, *from*), the articles *an* and *the*, and all the numbers.

The 6th century also saw a revival of Christianity, moving the culture and the language away from its tribal roots. Missionaries brought the language of the religion, Latin. Latin terms soon began entering Old English: *altar*, *apostle*, *mass*, *monk*, *prayer*, *verse*. The script of English also came from Latin, with the addition of a few runes that the Germanic tribes had brought with them. The curves of the script made it easy to write words on the page, make books, and circulate religious texts. By the 8th century, scholarship, also based on Latin writing, began to thrive. Old English, the language of the commoner, was written with more frequency. The first extant Old English poem, *Beowulf*, shows us that compounding

was extensive: *glee-wood* ("harp"), *bone-house* ("body"), *war-board* ("shield"). At the end of the 8th century, English was flourishing.

At this same time, though, pagan pirates across the sea to the north were poised to attack. The Vikings burned the undefended monasteries, the centers of Christianity and the written word. After 70 years of plunder, the Vikings came to settle, and soon controlled a large area in the north and east.

Their language, Old Norse, began to spread, threatening Old English. Alfred, the last king of an English kingdom, Wessex, engaged the Vikings (or "Danes") with his small army and defeated them in battle. A peace treaty was signed, separating the two peoples and their languages, and allowing Old English (OE) to survive.

Mainly through trade, hundreds of Old Norse (ON) words became everyday English. Many words exhibiting /sk/ came from Old Norse (*sky*, *score*), as did *freckle*, *knife*, *neck*, *anger*, *bull*, *window*. This absorption increased the richness of the lexicon, creating couplets with slightly differing meanings: *craft* (OE) - *skill* (ON), *sick* (OE) - *ill* (ON). The pronouns *they*, *their*, *them* are all from Old Norse. The inflections of Old English began to lose meaningfulness, their roles taken over by word order and prepositions, two distinctive characteristics of Old Norse that helped simplify English grammar. In this way, English survived the threat of extinction from the Danes and their Viking forefathers.

### Word Whys

By David E. Shaffer

#### The Author



**David Shaffer** (PhD Linguistics) is on the faculty at Chosun University in Gwangju. He has lived there since books opened from the left and Hangeul script was read from top to bottom, right to left; when newspapers and storefront signs used more Chinese characters than Hangeul; and when English borrowings were just beginning to bespeckle the Korean language. His interests include English-to-Korean loanwords, cognitive linguistics, and editing KOTESOL publications. Email: [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr)

2010 PAC-KOTESOL International Conference Report

# We Are Not Just Teachers!

By Sherry Seymour

Learning to become a satisfied conference-goer has become one of my goals over the years. When I first started attending, I made sure to go to every session possible, leaving me with a headache by the end of each day! I have learned to utilize the schedule pre-posted online, as it really helps me to prioritize the presentations I want to attend.

With that preparation, I will peacock my seasoned scheduling choices by saying that I was sincerely impressed by *all* the presentations I attended. Speaking to a room of 200, or a room of less than 10, my colleagues did not falter and gave competent, professional, and heartfelt presentations, leaving an impact on all of those fortunate enough to be in the audience!



Sherry Seymour (second from right) with Asian Youth Forum Representatives from Thailand and China.

Doing their part to appeal to the masses, the conference committee added several unique features this year. Among the hallmarks, I would like to thank Busan-Gyeongnam Chapter President Angus MacCaul and the conference committee for encouraging and incorporating regional Chapter and National Special Interest Group meet-and-greet lunch rooms, which provided great opportunities to get acquainted with new members and disseminate information about future events. However, I would like to see these gatherings grow next year with other *themed* rooms to avoid alienating our international and non-member attendees.

Another appreciated change to this year's conference was the larger simulcast room. This made it comfortable for those who could only attend part of a plenary session and did not want to overly interrupt the flow of presentations by arriving late or leaving early.

One new feature of the conference, the plenary panel discussion, could be improved in timetables to come. For the next high-scale panel, I think it is essential that KOTESOL include PAC representatives, particularly experts in Korea, as we have things to share with our sponsors and international guests, too. A similar common complaint from new and veteran attendees was that the commercial presentations were not differentiated in the daily guides. Some attendees get upset when they do not know that a presentation is based on a particular book, so a star or symbol next to such sessions would be much appreciated.

The only major thing I was disappointed in was the slow start to the mornings. I felt embarrassed and sorry for the presenters. Disappointingly, those were the slots I was looking forward to, and I am sure that the other presenters and attendees who experienced this problem were just as disheartened. Thankfully, the presenters I saw were professional and made do with the situations they were faced with: lack of Internet connections and unopened rooms. Since the conference really does begin before the Opening Ceremonies, I hope that National KOTESOL will support the conference committee to make sure that things run smoothly right from the start: the quality of the conference not only reflects the work of the committee, but moreover, the organization as a whole! So, until seamless openings become a boastful norm, unless specifically requested, I would like to suggest to the program committee that international and new presenters not be given morning slots, as there are always bound to be "technical" problems.

Over the past seven years that I have lived in Korea, I truly believe that "the times are a changing" because, as this conference proved, and the gracious Andy Curtis reminded us on Sunday: "We are not *just* English teachers." Let's continue to take pride in our occupation and, furthermore, in KOTESOL! To all those unsatisfied, I encourage you to offer ideas and solutions, or better yet, "Lead the Difference" and volunteer today!

## The Author



**Sherry Lynn Seymour, M.A.** TEFL/TESL (University of Birmingham, UK) is originally from Manitoba, Canada. Her research interests lie in Positive Discourse Analysis, Ecolinguistics, and Participation. Sherry is active in KOTESOL and is a past president of the Daegu-Gyeongbuk Chapter. In her free time, she enjoys learning Korean and hiking. Email: sherrylynnseymour@gmail.com

2010 FEELTA Conference Report

## Global Englishes, Local Contexts

By Maria Pinto

I did not realize how privileged English language teachers in Korea are until I went to Russia as the KOTESOL representative to the Far Eastern English Language Teachers Association (FEELTA) conference. The FEELTA conference is only held once every two years because of the vast distances English teachers in the Russian Far East need to cover to get to the conference location. One of the attendees I spoke to drove two hours to the nearest bus stop to take the bus to the closest train station and then take the train to Khabarovsk! Yet none of the attendees thought the distance too great - the chance to meet foreign and local English teachers, network, and learn new techniques made their journeys worthwhile.



Maria Pinto with FEELTA members at FEELTA 2010.

There are two reasons why KOTESOL members volunteer to attend international conferences. The *first* reason is for professional development: to represent KOTESOL, to meet and forge links with EFL teachers from other countries and to learn about EFL teaching in a different country and context.

The 8th FEELTA Conference was held over three days this summer, June 28-30. On the first day, attendees stayed in the main auditorium to listen to several plenary and featured speakers, presenting one after the other. At the end of the day, all attendees were invited to a wine and cheese reception. The food was delicious, and it was a good opportunity to talk to the other attendees. However, the highlight, for me, was the sing-along, led by the FEELTA organizers! (It is something I have lobbied unsuccessfully to make a part of our own international conference banquet.) The next two days were split into more plenaries, concurrent sessions, and workshops, with the second day finishing with an evening boat cruise on the Amur River, and the third with an end-of-conference party.

The FEELTA conference theme was “From Broadcasting to Narrowcasting: Global Englishes, Local Contexts” under which I gave two presentations based on the Korean context at the conference. I did not expect one of them, on adapting the communicative method to the Korean context, to be popular, but found out that the 45-minute paper had been scheduled as a two-hour workshop. I therefore had to make some last-minute changes to my presentation to adapt it to the longer time format. This accident in scheduling turned out to be serendipitous because the workshop turned into a fascinating discussion of similarities and differences between the Korean and Russian teaching contexts. The Russian attendees felt that their students, from the Far East of Russia, had more in common with Korean students, culturally, than with students from European Russia. Having attended presentations by Russian speakers from European Russia and from the Far East, I concurred. There are many differences in teaching contexts between the two countries, but we found that a different perspective can bring different solutions. I also found myself envying Russian university teachers: most of them had small class sizes (up to 12 students in a class), saw their students daily for at least an hour, and taught the same students for a semester or a year.

The *second* reason KOTESOL members attend international conferences is, of course, to see another country. The conference was from Monday to Wednesday, but the only available flights in to Khabarovsk arrived on Saturday, so I got the chance to do some sightseeing. The FEELTA organizers had arranged for each of the foreign presenters to have a Russian assistant for the duration of their stay. The assistants, English language university students, were amazing, accompanying us all day, every day, acting as tour guides and interpreters.

I would like to thank KOTESOL and FEELTA. Like all the other foreign attendees, I fell in love with the FEELTA conference-goers, Khabarovsk, and Russia, and have begun saving up so that I can attend the 2012 FEELTA conference in Vladivostok!

### The Author



*Maria Pinto has been teaching English at Dongguk University, Gyeongju Campus, since 2006. She has also taught English in Mexico, El Salvador, and Australia. She is currently the KOTESOL Publications Committee Chair and is working on her doctorate in Education through the University of Southern Queensland. Email:*

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JALT 2010 Conference Report

## Creativity: Think Outside the (Bento) Box

By Eric Reynolds

Creativity and thinking outside of the box are important themes for any English language teacher anywhere, but particularly in our East Asian environment and at the JALT 2010 conference, held in Nagoya November 19-22, they provided an opportunity for professional development and to focus on creativity within our teaching skills, something which often gets overlooked in our focus on teaching the “Big E,” English.

Thought-provoking ideas abounded at the conference. Noted Japan-based author and educator Tim Murphey, who was an invited speaker at KOTESOL’s International Conference a few years ago, was the opening plenary speaker, discussing “Creating Language Agencing,” where he combined old and new ideas, reminding us that we are perpetually “creatively energizing our

education and action for the promotion of social justice. Another favorite of mine was Nicky Hockly, from Consultants-E, who talked about five simple-to-implement ways to integrate technology into language teaching using programs such as YouTube or Wordle, which even the most technophobic can easily use.

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### *Focusing on professional development and creativity within our teaching practice.*

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But just as important as the professional development presentations were the opportunities to creatively network with TEFL professionals in Japan. In fact, that was the subject of my presentation at JALT, “Making TEFL Communities of Practice Work Better.” JALT is an example of a TEFL community of practice, and we can learn from some of their conference activities. For example, JALT collaborated with Hope International and Cengage Learning to host a charity event titled “Be the Change,” complete with silent auction and book signing by Anna Baltzer. Some other ideas I liked were: a graduate student showcase, a model UN bringing in students from around Japan, a “happy” room, live performances of drama and comedy, and their “Best of JALT” awards.

Another important community of practice implication was found in the character of those present at the JALT conference. JALT is twice the age of KOTESOL. I wondered whether KOTESOL would age as JALT has. I think we need to work together as KOTESOL members to meet the needs of the future of ELT in Korea and interact collaboratively with our international partners to continually remain a vibrant and growing organization.

I found the conference dynamic and motivating, and would like to thank KOTESOL members for the opportunity to represent you at JALT.

### **The Author**



**Eric Reynolds** has lived and worked in many places in the US and outside: Bulgaria, Tajikistan, and Japan, as well as Korea. Currently active on the Korea TESOL leadership council, Eric’s research interests center on cross-cultural communication and computer tools in language teaching and learning. He is an assistant professor in Woosong University’s TESOL-MALL program. Email: [reynolds.tesol.mall@gmail.com](mailto:reynolds.tesol.mall@gmail.com)



Eric Reynolds (back, center) at JALT 2010 with members from other PAC organizations.

imaginations” at our professional conferences, and that we can continue to do so in our day-to-day teaching practice. I was lucky enough to catch Tim’s second talk, co-presented with Stephen Ryan, which was about looking for new ways for professional development through auto-ethnographies.

In another talk, David Beglar of Temple University helped turn the idea of creativity on its head, in part by questioning some strongly held myths regarding what makes a creative person creative. Most people we think of as creative geniuses do not just have a “Eureka moment” - their creativity is the result of both incredibly hard work and an extensive team effort. Anna Baltzer, a Columbia graduate, Fulbright scholar, former EFL teacher, and the author of *Witness in Palestine: A Jewish-American Woman in the Occupied Territories*, inspired us to look for new ways in which to incorporate

ETA-ROC 2010 Conference Report

## Methodology in ESL/EFL Research and Instruction

By Stephen-Peter Jinks

The English Teachers Association of the Republic of China's 19th International Conference in Taipei, November 12-14, offered an array of invited speakers, including Stephen Krashen, Fredericka Stoller, William Grabe, Neil Anderson, John Read, David Nunan, Deng Xutong, and Ryuko Kubota. The invited PAC speakers present were Neil Satoquia (PALT), Richmond Stroupe (JALT), Sarapol Chirasawadi (ThaiTESOL), and Stephen-Peter Jinks (KOTESOL). Unfortunately, there was no representative from FEELTA.

As the KOTESOL representative at an overseas international conference, my duties involved giving a

group, can combat their individual shyness and insecurities about using the target language.

The meeting for representatives of Asian EFL/ESL organizations was very gratifying with glowing reports from our sister organizations on the work of KOTESOL's International Conference Program Chair, Phil Owen, and our International Outreach Committee (IOC) Chair, Eric Reynolds, as they liaised with other PAC members during the build up to our 2010 Conference in Seoul. We planned for greater cooperation to support ETA-ROC as they prepare to host the PAC 2011 conference. The theme will be "ELT in the Age of Globalization: Trends, Challenges and Innovations" with featured speakers such as Liu Lun, Paul Nation, Neil Anderson, Patricia Russ, and Liu Dalin.

Our IOC chair provided me with plenty of materials to promote KOTESOL at the PAC booth. The only other PAC representative to take advantage of this space was Richmond Stroupe from JALT. Copies of *The English Connection* and *KOTESOL Proceedings* were very popular with conference-goers. I spent a bit of time at the booth talking to other conference-goers, but people were mostly interested in the KOTESOL literature on offer.

ETA-ROC certainly knows how to host a Chinese banquet! There was an official dinner every night: the first two were at the conference venue, and the final night's banquet (hosted by Crane Publishing) was at a hotel. It was a great opportunity to socialize with the speakers, organizers, and other PAC representatives. I was also able to visit the famous Shi-lin night markets after the first day of the conference. The night markets are famous for their food stalls, especially oyster omelettes, stinky tofu, and sausages as big as your arm!

I am very grateful to KOTESOL for supporting my trip to Taipei for this conference. I thoroughly recommend the experience to other KOTESOL members.

### The Author

**Stephen-Peter Jinks** is an English instructor at Hoseo University in Cheonan. He was the KOTESOL Chair for the 2010 PAC-KOTESOL International Conference and is currently a member of KOTESOL's International Outreach Committee. Jinks will be traveling to Thai TESOL's International Conference in Chiang Mai late in January 2011 as a presenter. Email: proven.method@gmail.com



Stephen-Peter Jinks (left) presenting a book to Jacqueline for her outstanding work as a conference student volunteer.

workshop, attending the Pan-Asian Consortium meeting, looking after the KOTESOL booth in the conference foyer area, looking for new speakers for future KOTESOL conferences, and attending official functions.

My presentation approached the conference theme, "Methodology in ESL/EFL Research and Instruction," by looking at strategies-based learning in an East Asian context. I looked at ways to raise learner awareness of strategies in order to increase their learning power. Together, we explored ways to make Confucian values work for us in a communicative language classroom. One of the strengths of the Confucian system is the emphasis on the group over the individual. As language teachers, we can harness our students' group-think. Allowing students to work collaboratively, especially if each student has a definite role to play within the

2010 Jeonju-North Jeolla Chapter Drama Festival

## Treading Lightly

By Tori Elliott

In keeping with traditional theatrical superstition, the banner unfurled to reveal a seemingly menacing and hostile imperative: Break a Leg! A lull swept through the room, students quietly questioned the intent of the adults around them; staff soothed despair with nuanced translation. As suspicion faded and comfort was restored, excited energy crept back into the auditorium, where amateur actors had gathered to participate in the Jeonju-North Jeolla Chapter's 15th Annual National Drama Festival.

Jeonju University is an ideal location for any event involving young children and teenagers. Largely isolated in the southwestern suburb of Jeonju, the school is home to an increasing number of international students and a widening number of courses. And its buildings, mounted on sloping hills and hidden amongst spruced gardens, deter even the most curious of kids from escape.



Student participants and teachers of the 15th Annual Jeonju-North Jeolla Drama Festival.

With Vice-President Shawn DeLong at the helm, and a familiar set of local helpers flanking the pews, the festival kicked off with a welcome from organizers and from the emcee, Joanna Oczachowski. Seven competing teams, from schools and universities throughout the province, were introduced to the discerning panel. This year's event played host to three schools in the elementary division, Ajong Elementary School, Gochangnam Elementary School, and Jongeub Seosin Elementary School. Two high schools, GPA High School and Geunyoung Girls' High School, as well as Jeonju University entered teams into the senior division. The panel of judges hailed from the Canadian provinces and South Africa. They were Stuart Scott, Fiona Turnbull, and Norman van der Poll.

The most noticeable difference in this year's festival was the systematic, no-nonsense approach to proceedings. Even the program was condensed down from a tome to a glossy and eye-catching single sheet. This festival was about participation and nothing else.

Plays ranged from well-known children's tales to witty sketches to self-written comedic dramas. Each performer treaded the boards with such an air of natural expertise and direction that they could have easily been mistaken for the students of an acting academy. The velvet drapes and darkened wood of the stage simply paled in comparison to the talent and dedication of participating teams.

As the well-rehearsed performances drew to a close, the judges retired to make an unenviable decision. Due to the outstanding quality of this year's participants, decisions took much lengthier deliberation, during which, the audience was treated to impromptu sing-songs from groups of fearless students.

With such lively air and unmistakable passion reverberating throughout the hall, it was almost a disappointment when the panel returned to announce their selections. This year's top team prize went to Jongeub Seosin Elementary School's rendition of *The Boy and the Wolf*. It was followed closely by *Sunberella*, Geunyoung Girls' High School's top production, in the senior division. Individuals that stood out were also awarded. Best actor and actress, both supporting and main, clearest pronunciation, and most outrageous scene were just a few of the myriad of categories that students received note for. As always, Jeonju-North Jeolla ensured that no one went home empty-handed. The festivities continued into a photo session, with members of the audience and mums and dads rushing forward to capture their child's moment of fame. Compliments to the organizers, and floods of praise for the participating teams, were relayed by first-timers and old-faces alike. And heartfelt hugs and handshakes were exchanged in review of yet another successful endeavor.

### The Author



*Tori Elliott has been living and working in Jeonju for more than six years. She is an active member of the Jeonju volunteer community as well as being actively involved in editing and campaigning on behalf of Open Radio for North Korea. Email: missyqueen@hotmail.com*

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Book Review

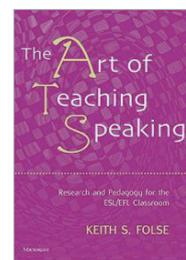
# The Art of Teaching Speaking

By Keith S. Folse.

Ann Arbor: University of Michigan Press, 2006.

Pages: v + 285. (ISBN- 978-0-472-03165-8)

Reviewed by Kara MacDonald



**T**he *Art of Teaching Speaking*, by Keith S. Folse, is a great resource for teachers in Korea, and Asia, where K-12 and university classroom instruction is driven by written standardized exam performance and often lacks a focus on speaking instruction, while simultaneously, a market demand for spoken fluency keeps private language providers, such as private language schools and tutors, in business. Folse's book offers support for those new to teaching, as well as those highly experienced, presenting practical discussion of relevant research and assessment issues, along with case studies. The case studies, from twenty different cultural settings and classroom contexts around the world, including Korea, allow readers to learn from others' teaching experiences regarding their problems and successes in implementing a variety of speaking approaches and activities.

Chapter One outlines five fundamental factors in planning and teaching a conversation class: the learner, the curriculum/school, the topic, the language use allocation, and the task. As we know, these factors are highly interconnected and impossible to isolate or separate when planning instruction. Folse reviews how we have tried to isolate these in the past but have failed to provide effective language teaching, and explains how these five elements are intrinsically part of a successful speaking class.

Chapter Two examines the research on teaching conversation, first clarifying terms related to speaking instruction and then addressing how to design an effective task. The most important issue for the Korean context is brought up at the beginning of the chapter: that the ability to speak a language is not equivalent to being able to teach it. How many of us started our teaching careers teaching conversation classes because they were viewed as easy and suitable to anyone that can speak the language? The chapter closes with examples of effective teaching activities that readers can draw from.

Chapter Three, in my opinion, is the most useful chapter in the book, for the Korean context, as it offers an answer to the question: *What does a conversation class look like?* It shows new teachers that a conversation class is not approached by asking: So,

what do you want to talk about today? It goes on to offer examples of model classes. For experienced teachers, it gives examples that they can relate to, adapt to, and adjust to their classroom approach in a refreshing way.

Chapters Four and Five build on this by offering twenty successful activities and ten unsuccessful ones. Each activity is set out in an easy-to-read outline format and offers a description, preparation, in-class procedure, and a summary of caveats. The successful activities, in Chapter Four, are provided for classroom use and are reproducible. The unsuccessful activities, in Chapter Five, are there for readers to learn from, so they can adjust their practice based on their own learning and personal experience.

Chapter Six addresses the issue of assessing speaking by highlighting that the drive of the lesson plan format and content should directly reflect formative and cumulative assessment. Assessment should measure how EFL learners' needs are being met. To do so, three stages of assessment are recommended: pre-, during-, and post-instruction assessment. The requirements and an overview of each of the three stages of assessment are outlined, and formal assessment criteria are also given.

The book closes by offering five appendices that explain what teachers need to know about vocabulary, pronunciation, and grammar and how these affect the teaching of speaking. Samples of successful lesson plans and a list of resources useful for teaching speaking are also included.

For anyone trying to work out how to make their conversation class more systematic in its instructional approach and its assessment of learners, this book is extremely practical and offers a wealth of information, while simultaneously addressing the needs of those practicing in a range of ESL/EFL contexts.

## 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 four years and currently is a Faculty Development Specialist at the Defense Language Institute in Monterey, California. Email: [kmacd@rocketmail.com](mailto:kmacd@rocketmail.com) 

## 'Round & About KOTESOL

### ■ September

**Tori Elliott** (Jeonju-North Jeolla Chapter) has been appointed Chief Editor of Open Radio North Korea's (ORNK) English website, ORNK reported on September 8. ORNK supports freedom of speech and especially promotes the open, cooperative dissemination of information. Contributions to ORNK may include news, essays, music, drama, and counter-propaganda.

**Mi-Young Shin** (Gangwon Chapter) became KOTESOL's 55th lifetime member in early September. Dr. Shin is a member of the faculty of the Department of English Language and Literature at Kangwon National University.

**Ian Moodie** (Daegu-Gyeongbuk Chapter) became KOTESOL's 56th lifetime member. He is teaching in the TESOL program at Daegu Haany University. Ian became a lifetimer to support KOTESOL and its efforts to improve English education in Korea.

**Stephen Rego** (Daejeon-Chungcheong Chapter) became KOTESOL's 57th lifetime member. He is also a recent 2010 graduate of Northcentral University with a Master of Education in ESL and teaches English at Namseoul University in Cheonan. He and his wife live in the rural village of Gongdo, near Anseong, and love being halfway between Seoul and Daejeon. Steve is now working on his EdD with Liberty University. He decided to become a lifetime member "to participate more actively in the leading professional organization devoted to teaching and learning English in Korea - KOTESOL!"

**Sun-kyung Kim** (Busan-Gyeongnam Chapter) became KOTESOL's 58th lifetime member in mid-September. Ms. Kim works at Sammun Elementary School in Kimhae, Gyeongsangnam-do.

**Shannon Tanghe-Yoo** (Seoul Chapter) became KOTESOL's 59th lifetime member. Shannon loves teaching in the MA TESOL program at Dankook University. She came to Korea after teaching in Egypt and Guyana, and expected to be here for a year or two; it is now going on eleven, with no immediate plans to move. Shannon says, "I enjoy attending KOTESOL events and really respect all the work the volunteers in the organization do." After being a member and renewing each year for ten years, she decided it was finally time to join up as a lifetime member.

**Melanie Steyn** (Gwangju-Jeonnang Chapter) has officially become a novelist. It was announced on September 28 that she has published *Once Around the Sun* with Seoul Selection. The novel is based on the lives of four members from three generations of a Korean family in a rural fishing village in southern Korea. Melanie teaches in the Department of English Education at Sunchon National University and has lived in Korea since 2002. It is her belief that "the universal experiences that unite us are more powerful than the cultural ones that divide us - if we allow them to be!"



### ■ October

**Dr. David Shaffer** (Gwangju-Jeonnang Chapter President) presented at the 2010 PKETA International Conference on October 9 at Gyeongsang National University in Jinju. His presentation on the proposal of early introduction of English cognates of Korean loanwords demonstrated a clear preference for English cognates in multiple-choice selection items and marked use of English cognates in written production.

**Kwon Heesup** (Seoul Chapter) became the 60th lifetime member of KOTESOL. He took this step at the Registration Desk at the International Conference on October 16th. Mr. Kwon is a resident of Giheung-gu, Yongin, Gyeonggi-do.

**KOTESOL Meritorious Service Awards** were presented this year on October 16th at the International Conference's Saturday evening banquet by President Robert Capriles. The four recipients of this award for meritorious service to Korea TESOL are:

**Dr. David E. Shaffer**  
**Sherry Seymour**

**Robert J. Dickey**  
**Joshua Davies**

**KOTESOL Outstanding Service Awards**, Korea TESOL's second highest service award, went to nine National Council members:

**Maria Pinto**

**Dr. Kyungsook Yeum**

**Eric Reynolds**

**Aaron Dougan**

**Joshua Hall**

**Brian T. Stoakley**

**Dr. Mijae Lee**

**Deborah Tarbet**

**David D. I. Kim**

**The KOTESOL President's Award**, Korea TESOL's highest service award, was also presented at the Saturday evening banquet this year. An engraved glass plaque was awarded to a single recipient for 2009-10. The Award went to:

**John Phillips** for "all of your hard work over the years and especially on this conference."

**National Election results** were announced at the Sunday afternoon (Oct. 17) Annual Business Meeting. The new officers for 2010-11, as announced by the Nominations and Elections Committee are:

First Vice-President:

Second Vice-President:

Treasurer:

Secretary:

Nominations and

Elections Committee Chair:

Conference Committee Co-chair:

**Dr. Mijae Lee**

**Aaron D. Jolly**

**Deborah Tarbet**

**Jennifer Booker Young**

**Doug Huffer**

**Stafford Lumsden**

2010 Intl. Conference Committee Co-chair, **Julien McNulty**, succeeded to the position of Intl. Conference Committee Chair for 2010-11.

#### ■ **November**

**Peadar Callaghan** (Daegu-Gyeongbuk Chapter) was elected Chapter President at the Chapter's November 6 meeting. Peadar served as a Chapter officer this past year and succeeds Sherry Seymour as Chapter President. [See Who's Where in KOTESOL, this issue, for the new list of officers.]

**Dr. David Shaffer** (Gwangju-Jeonnang Chapter) was re-elected for a second term as President at the Chapter's annual elections on November 13. During the past year, the Chapter's membership has doubled, as has Chapter meeting attendance. [See Who's Where in KOTESOL, this issue, for the new list of officers.]

**Brad Serl** (Busan-Gyeongnam Chapter) was elected Chapter President on November 20 at the Chapter's annual general meeting. Brad succeeds Angus MacCaul as Chapter President. [See Who's Where in KOTESOL, this issue, for the new list of officers.]

**Kyeongsook "Kathy" Moon** (Daejeon-Chungcheong Chapter) was elected President at the Chapter's ABM on November 27, following the 7th Annual Daejeon-Chungcheong Symposium. Ms. Moon succeeds Aaron Dougan, under whom she served as 1st Vice-President this past year. [See Who's Where in KOTESOL, this issue, for the new list of officers.]

**Kyungnim "Erica" Kang** (Daejeon-Chungcheong Chapter) became the 61st lifetime member of KOTESOL, making the decision on November 24. Ms. Kang is a Member-at-Large for the past as well as coming year on her chapter executive. She is also the owner-operator of J&E Class Institute in Daejeon.

**Stephen-Peter Jinks** (2009-10 KOTESOL Conference Comm. Chair) flew to Taipei, Taiwan, to participate in ETA-ROC 2010 (Nov. 12-14) as KOTESOL's official representative and invited PAC speaker from KOTESOL. ETA-ROC (English Teachers Association - Republic of China) is a fellow PAC member, and Stephen-Peter presented on strategies-based learning. Among other things, he attended the Pan-Asian Consortium meeting and the meeting for representatives of Asian EFL/ESL organizations [For further details, see the ETA-ROC Conference Report, this issue.]

**Eric Reynolds** (Intl. Outreach Comm. Chair & Research Comm. Chair) was KOTESOL's official representative to JALT 2010, held in Nagoya, Japan, on November 19-22. JALT (Japan Association for Language Teaching) is also a fellow PAC member. The conference theme was "Creativity: Think Outside the Box," and Eric's presentation was on "Making TEFL Communities of Practice Work Better." [For further details, see the JALT Conference Report, this issue.]

### ■ December

**Joshua Davies** (Seoul Chapter, KTT Coordinator) was part of a three-paper panel discussion at the 2010 ELLAK International Conference held on December 2-4 in Daejeon. The panel discussion was on English Language Education in Korea and Joshua's presentation was on "Will It Blend? Using Technology to Extend the Classroom."

**Dr. Marilyn Plumlee** (KOTESOL Past President) also presented as part of the three-paper panel at the ELLAK International Conference, whose theme was "Languages, Literatures, and Cultures of the World of English: Crossing Borders and Building Bridges in Glocal and Transcultural Contexts." Dr. Plumlee's paper was on "English-Medium Content Course Instruction in Korean Universities."

**Dr. David Shaffer** (Gwangju-Jeonnang Chapter President) also participated in the discussion panel at the ELLAK International Conference held at the Daejeon Convention Center. His presentation, "Concerns of Curriculum Construction and Teaching Practices," focused on the mismatch between curriculum content and teaching practices in Korea and current second language acquisition research and best teaching practices.

**Brian Stoakley** (Daejeon-Chungcheong; Website Comm. Chair) presented at the 2010 ELLAK International Conference as part of a panel/roundtable discussion on technology-assisted language learning. His presentation was on "Integrating Multimedia into the Classroom."

**Dr. Andrew Finch** (KOTESOL Past President) presented at the ELLAK International Conference on Thursday, December 2. His presentation was entitled "Projects for Special Purposes: Three Case Studies."

**Dr. Heebon Park-Finch** (Daegu-Gyeongbuk Chapter) presented at the ELLAK International Conference in Daejeon on Saturday, December 4. Her presentation was on "Transfocalization in Tom Stoppard's *Rosencrantz and Guildenstern Are Dead*."

**Dr. Marilyn Plumlee** (KOTESOL Past President) journeyed to Gwangju with Scott Miles and Tim Dalby as invited presenters to the 2010 GETA International Conference on December 4. Dr. Plumlee's presentation was part of Methodology Session I and was entitled "Helping Teachers Help Students Write Better Academic Papers."

**Scott Miles** (Suwon-Gyeonggi Chapter) also presented in Methodology Session I of the Global English Teachers Association's International Conference in Gwangju. His presentation was entitled "Make It Stick: Systematic Recycling for Long-Term Vocabulary Retention."

**Tim Dalby** (Jeonju-North Jeolla Chapter President) presented in the Evaluation Session of the GETA Conference, held at the Gwangju National University of Education. Under the conference theme of "English Language Testing: Issues and Prospects," his presentation was on "Testing Speaking: Methods, Techniques, and Tips."

**Chris Williams** (Gwangju-Jeonnang Chapter) traveled across Gwangju from Honam University to present in Methodology Session II at the GETA International Conference. Chris presented on "ELT Materials and Differentiated Learning."

**Dr. David Shaffer** (Gwangju-Jeonnang Chapter President) presented research results at the 2010 ALAK International Conference, held on December 4 at Korea University, Seoul. Dr. Shaffer's presentation was on continuing research on the viability of early introduction of English cognates of English-to-Korean loanwords to the vocabulary-building process. This research showed a student preference for such cognates.

**Adam Turner** (Seoul Chapter) gave a CALL Session presentation at the December 4 ALAK International Conference. His presentation was entitled "Moodle-Based Blended Learning Support for Graduate Students and Faculty Writing for Publication in English at Hanyang University." The presentation included specialized materials developed for the fields of engineering and medical research.



# KOTESOL Kalendar

## Conferences

**March 26, 2011.** Seoul Chapter 8th Annual Conference: "Serving Students Through Technology." Seoul.

**April 23, 2011.** The 3rd Franklin Global SpellEvent with TESOL: Korea Preliminary Round hosted by KOTESOL, Sookmyung Women's University, Seoul.

**May 14, 2011.** The 2011 KOTESOL National Conference: "Ten Years In: Advancing Korean TESOL in the 21st Century." Woosong University (SolBridge), Daejeon. **Call for Papers Deadline: December 31, 2010.**

## Calls for Papers

Korea TESOL Journal, Vol. 11. **Ongoing Submissions:** [ktj.editor@gmail.com](mailto:ktj.editor@gmail.com)

## Chapter Meeting/Workshops

**1st Saturday of the month:** Daegu-Gyeongbuk and Yongin-Gyeonggi Chapters.

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

**3rd Saturday of the month:** Busan-Gyeongnam, Daejeon-Chungcheong, Jeju, Jeonju-North Jeolla, 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 to TEC Calendar. Email: [KOTESOL@asia.com](mailto:KOTESOL@asia.com)

# Corea Calendar

## Conferences

**January 4, 2011.** WICLIS-2011 The 2011 Winter International Conference on Linguistics in Seoul: "Linguistic Theories and Their Application." Korea University, Seoul.

**January 8, 2011.** 2011 KATE Winter SIG Conference. Korea Association of Teachers of English. Konkuk University, Seoul.

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

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

## Submissions

All information on upcoming conferences or other teacher-related events should be sent to: TEC Calendar. Email: [KOTESOL@asia.com](mailto:KOTESOL@asia.com)

## Website

For more information and for more conferences: <http://www.kotesol.org/?q=Conferences>

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



## The 9th Asia TEFL International Conference

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

**Hotel Seoul Kyoyuk Munhwa Hoegwan,  
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](mailto:asiatefl2011chair@gmail.com)

# KOTESOL In Action

## Departments

### KOTESOL Teacher Training

By Joshua Davies

Since 1997, KTT (KOTESOL Teacher Training) has been serving its two-fold mission: to organize outreach events for teachers in more remote locations and to provide high quality presenters to chapters for their monthly meetings. 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. At KTT, we are always scouting new talent. If you can think of teachers who would make valuable additions to our team, please let me know, as we would like to help share their gifts with a wider audience. Contact Joshua Davies ([joshua.w.davies@gmail.com](mailto:joshua.w.davies@gmail.com)).

## Special Interest Groups

### Christian Teachers SIG

By Heidi Vande Voort Nam

The Christian Teachers SIG held both a lunchtime get-together and a panel discussion at the PAC-KOTESOL 2010 International Conference. At the lunch meeting, 10 Christian teachers met, talked, and shared ideas for getting more Christian teachers into the discussion of faith and teaching. Several attendees expressed an interest in organizing a symposium for Christian teachers. At the panel discussion, Heidi Nam, Virginia Hanslien, and Bryan Bissell presented practical classroom activities that reflected their faith. Heidi focused on activities that allowed students to express their faith, pointing out ways in which the task types lent themselves to community building in the classroom. Virginia presented a reading, writing, and discussion activity, which allowed students at a secular institution to explore spiritual themes. Bryan presented a series of activities designed to increase awareness about health, drawing on both science and the Bible. The 40 attendees at the session each received a packet including the activities that were presented.

The CT-SIG will hold its second annual Christmas get-together on December 18 in Seoul. Cookie baking will start around 2 p.m., with carol singing and dinner later in the evening. For more information and directions, contact

Heidi Nam ([heidinam@gmail.com](mailto:heidinam@gmail.com)).

## Extensive Reading SIG

By Scott Miles

The KOTESOL International Conference was again an active one for the Extensive Reading SIG. The Extensive Reading Colloquium was well attended and included speakers from Taiwan (Chang Shuchen), Japan (Rob Waring and Richard Lemmer), and of course, Korea (Rocky Nelson and Scott Miles). Under the guidance of Rob Waring, a new extensive reading group was formed that will work with the KOTESOL Extensive Reading SIG as well as other teacher groups in Korea to promote extensive reading in the language classroom. The group is called KEERA (Korea English Extensive Reading Association). For those interested in getting more information, please go to our Facebook page (The Korean English Extensive Reading Association). Coming up this winter, the ER-SIG is planning on holding a workshop on the Moodle Reader (a website that provides quizzes for commercial graded readers). See the ER-SIG page on the KOTESOL website for details.

## Multimedia and CALL SIG

By Sheema Doshi

We have had an interesting start to the fall this year! Our 1st Multimedia and CALL SIG Mini Conference was a resounding success in that we were able to keep our old members in the SIG and gain some new ones. We had many interesting and knowledgeable presenters and were able to boast approximately 40 new additional members to KOTESOL as a result of our participation in the Daejeon-Chungcheong Conference.

This conference was a good start for many more to come. Thank you to the Daejeon-Chungcheong Chapter for supporting us by having us as a part of their conference and Woosong University for allowing us to use their facilities. Eric Reynolds is in the process of creating our own conference proceedings for this past conference. If you would like a copy, please contact Eric at [kotesol.mc@gmail.com](mailto:kotesol.mc@gmail.com).

If you are interested in becoming a part of our Multimedia and CALL SIG, please send an e-mail with relevant contact details to [kotesol.mc@gmail.com](mailto:kotesol.mc@gmail.com). Sheema Doshi will be leaving Korea in February of next year, and we are looking for a replacement for the Multimedia and CALL SIG co-facilitator position. If you are interested in becoming a co-facilitator for the Multimedia & CALL SIG, please email [kotesol.mc@gmail.com](mailto:kotesol.mc@gmail.com). Thank you for your continuous help and support. We hope that next year will be a great year for our SIG as well!

## Research SIG

By David D.I. Kim and Eric Reynolds

The Research SIG co-sponsored a KOTESOL event for the

first time at the Daejeon Thanksgiving Symposium in November. Getting Joy Egbert, an internationally renowned TESOL, CALL, and Research specialist from Washington State University, to be one of our plenary speakers was really wonderful. In keeping with the mini-conference theme, Joy Egbert's sessions had to be conducted over Skype because the snow in Washington meant she could not fly to Korea.

Andy Finch from Kyungpook University did a terrific job as the other plenary speaker, sharing his thoughts about postmodernism and ELT. David Kim and Eric Reynolds led two workshops to help members develop their research projects, and there were a bunch of KOTESOL best presenters - all KTT speakers! We would like to thank the people in Daejeon-Chungcheong Chapter for all of their hard work in organizing and executing the event.

Before the year's end, the second round of research grant proposals that have been submitted to the Research Committee will be reviewed, and the Research SIG is submitting proposals for more research workshops: for the Seoul Chapter Conference in March and for the National Conference in May. It looks like the year-long workshop series has gotten off to a great start. We hope that it keeps going strong and turns into something that can really strengthen research in KOTESOL.

If people are interested in becoming more involved with the Research SIG, please send an email to [kotesol.rsig@gmail.com](mailto:kotesol.rsig@gmail.com).

## Science & Spirituality SIG

By Greg Brooks-English

At the Science and Spirituality SIG, we have wondered about the relationship among community, labor, and capital, and how that affects the EFL classroom. Because of this, for five tour days (and five more informal days), Greg Brooks-English and the Korean CEO of a small steel company visited the world's most successful worker-owned cooperative, Mondragon, in the mountainous Basque region of northern Spain. With more than 125 coops, \$25 billion in annual revenues, and nearly 100,000 worker-owners, Mondragon has now branched out and expanded internationally onto five continents in some 15 nations globally. We stayed in the historical town of Arrastate/Mondragon, at the Mondragon Hotel, near where much of the cooperative began, and where their global headquarters is, their bank, Caja Laboral; and their pension fund, Aro Lagun.

It was a whirlwind tour, full and exhausting. Our first day, we toured Fagor, their LG, a fabrication plant for white-line domestic products such as washing machines and other similar products; the second day, we visited Mondragon Assembly, a robotics design company that builds turnkey robot assembly systems for a wide array of companies; on the third day, we visited Ikerlan, their entrepreneurial division which supports and incubates new enterprises from within the coop system; on the fourth day, we visited the Caja Laboral to learn about the critical role of the bank in bringing affordable capital to help the cooperatives grow in times of expansion and their

creative ways of issuing bonds on capital markets much like traditional corporations; and on the fifth day, Mondragon University, and met with professor Fred Freundlich, who gave us an introduction to the educational foundation that permeates the entire cooperative system.

Other highlights included a two-hour presentation on the corporate management structure of Mondragon in a detailed and professional manner, with the key points being that education is at the very center (like in Korea), surrounded by the supremacy of labor over capital (like in KOTESOL), and community over labor. We visited with Mary Watson and others of Mondragon Lingua about bringing their school, much like Pagoda, to Korea. Ranked fifth in market share in Spain, they are gradually expanding, and I made first contact about bringing their approach to South Korea. Mondragon Lingua has locations throughout the Basque region, the most economically prosperous areas of Spain, including San Sebastian, Bilbao, Arrastate/Mondragon, Vitoria, and Onati. For more information in Spanish, visit [www.mondragonlingua.com](http://www.mondragonlingua.com).

An interesting point to emerge on the transfer of Mondragon into a Korean context was the issue of values and culture. Our presenters emphasized how challenging it was to instill the values of cooperation in countries outside of the Basque schooling system and entrepreneurial divisions in that so many people in the world today are just about making money for themselves, and not about building networks of solidarity.

In conclusion, in its more than 60-year history, Mondragon has never fired anyone, and uses a unique system of voluntary pay reductions and retraining programs to reposition workers so as to avoid layoffs. Furthermore, the salary differentials between the lowest- and highest-paid workers do not exceed six, or nine in unique and special circumstances. In a world where CEO salaries are in some cases 500 to 1 in the US, this brings into question the salary practices of nearly everyone worldwide. If individuals are serious about strengthening the middle class, what does this mean for the choices we make in regard to wage solidarity with others in our organizations? What kind of education enables us to share more equitably, instead of maximizing individual wealth at the expense of the community? What does this say about us as human beings in a world of massive and tragic inequality? How will we reconcile our personal decisions and the needs of others in a world of finite resources? Clearly, Mondragon is not a solution for everyone, but it does offer answers for some and sheds light on a way forward that can meet some of the universal human needs of our time.

For those interested in learning more about Mondragon and EFL, we will be leading a talk and presentation on Cooperative Economics and Re-visioning EFL on March 12, 2011, in Seoul (exact location to be announced later). And also, Greg Brooks-English, founder and facilitator of the KOTESOL Science and Spirituality SIG, will be presenting on "Peace Education in EFL" at the Seoul Chapter meeting, December 11, at Sookmyung Women's University, Injaegwan, 3-5 p.m.

## KOTESOL Chapters

### Busan-Gyeongnam Chapter

By Bradley Serl

After a quiet summer we had an excellent September meeting, with Brian Dean presenting on creativity in the classroom. We had a meet-and-greet event at the international conference with a good turnout, and are currently moving towards our annual elections (which will be held in November). We are looking at a moderate shakeup of the executive positions and are looking forward to having new people with new ideas, people who are willing to volunteer their free time to make the upcoming year even better than the past!

### Daegu-Gyeongbuk Chapter

By Josette LeBlanc and Paul Johnson

Following the summer break, the KOTESOL Daegu-Gyeongbuk Chapter's fall schedule was started off in September by a seasoned presenter from the national circuit, Sara Davila, and followed in October by her protegee, Peadar Callaghan.

Ms. Davila's presentation was entitled "Writing Redesigned: Station Teaching and Inductive Tasks." In her workshop, Ms. Davila laid out how one can organize a classroom and lesson to suit the needs of every student in helping them to develop the writing process. She explained the underlying purpose and structure of the process she had demonstrated.

She also talked extensively about using inductive tasks. Some of the reasons she gave were that they guide students through the learning process, they encourage the use of English and that they help students learn how to organize their thoughts and encourage self and peer revision and editing. She was a pleasure to have as our speaker and the numbers of people at the workshop also proved that she would be an excellent return speaker at our chapter.

Peadar's presentation, entitled "Giving Feedback: Techniques and Tips," began with three different samples of exercises and examples of ineffective feedback. He stressed that feedback be given first and the grade follow later, after the student has had a chance to absorb the feedback and to utilize it to improve his work so that he will feel the feedback can help him achieve a higher score. Peadar stated that it was 1) to help students know where they are and 2) to show a student where they can take their work.

Prior to the November workshop, Chapter President Sherry Seymour presented election ballots to Daegu-Gyeongbuk KOTESOL members. Peadar Callaghan presented himself for president; Steve Garrigues presented himself for vice-president; and Paul Johnson for treasurer.

Once Josette LeBlanc introduced the presenters, Michael Griffin began the workshop, entitled "Relating Training Courses to Real Life," to an audience of approximately 67 attendees. Mr. Griffin began the workshop by giving a brief explanation of what the audience could expect, mentioning that he would act as a facilitator for the panel of three Korean English teachers that would follow. The first teacher to present was Kang Mi-Ae. She began by talking about how she felt about going back to her middle school classroom context after finishing an intensive teacher-training course. Meeting regularly with a support group, she found the confidence to use her new skills by beginning to make gradual changes in her lessons.

Mr. Griffin then introduced the second presenter, Han Hae-jin. A third-grade high school teacher, Ms. Han spoke about the importance of reflection and experimentation. She explained that having often felt oppressed and limited in her teaching, reflection gave her the confidence she needed to practice and experiment with new teaching ideas. Through this practice of self-development, she found her style of teaching. The final presenter, Kim Eun-kyoung, is also a high school teacher. She began by explaining how doubtful she felt about the use of the training received at training courses. The training course helped her understand the value of group and peer work, but she was able to find her own way. As a result, her students' exam scores increased. Once Mr. Griffin finished his interviews, he asked the presenters the audience's questions. He ended the presentation with his list of do's and don'ts to consider after teacher training courses.

After the presentation, Sherry Seymour announced the election results: Peadar Callaghan became the new chapter president; Steve Garrigues remained vice-president; and Paul Johnson became the new treasurer.

### Gangwon Chapter

By Daryl McKay

After a period of struggle, the Gangwon Chapter has been busy in recent months. We held successful chapter meetings on September 11 and November 13. Gangwon Province is a very widespread area, with relatively small towns, which has made it a challenge to build a community, something which we are now succeeding in doing.

On Saturday, September 11, the Gangwon Chapter was effectively relaunched with a turn-out of around 25 attendees at Yonsei University Wonju Campus, beginning with a pizza lunch, where those attending were able to mingle, network, and just catch up. Then National President Bob Capriles discussed the role of KOTESOL in professional development, promoting the 2010 PAC-KOTESOL International Conference to be held on October 16-17. David Kim, National 1st Vice-President, then gave an enlightening presentation on "Teaching Pronunciation," from which I am sure all attendees, whether *hagwon*, public school, or university teachers were able to gain great insight. Thanks to both Bob and David for running the elections for the new executive. After several parts of motivation, several others of cajoling, and the remainder

of educating, there were five nominees: President, Daryl McKay; Vice-President, Jeffrey Walter; Treasurer, Phil Redmon; Secretary, Philip Elwell; and Publicity, Doug Lopez. As there were no other candidates running, the entire group of nominees was put up for a vote and overwhelmingly voted in as the new executive of the Gangwon Chapter for 2010-2011. After the election process was completed, people returned to socializing and either a BBQ or vegetarian food supplied to those non-carnivores amongst us. The meeting was an outstanding success with several attendees signing up as KOTESOL members at the meeting, with more joining in the weeks following.

On Saturday, November 13, we held a meeting at Sangji University in Wonju. We had 12 attendees, with some new faces and one individual who joined KOTESOL at the end of the meeting. Jeff Walter gave a wonderful presentation on "Multiple Intelligences and Learning Styles," which built in a lot of activities that demonstrated the usefulness of Howard Gardener's ideas in the EFL classroom. We were able to make sure that many of the attendees left with the rather excellent new KOTESOL pamphlets to promote the social and professional benefits that KOTESOL membership can bring.

Our next meeting is on Saturday, December 11, at a venue to be confirmed. We want to move the venue around Gangwon Province to be as inclusive as we possibly can. Our first meeting of 2011 will be on Saturday, March 13. Feel free to check us out on Facebook under "KOTESOL-Gangwon Chapter." We are a small but motivated chapter, and we would love to have visitors and guest speakers from around KOTESOL come our way.

## **Gwangju-Jeonnam Chapter**

*By David E. Shaffer*

The Gwangju-Jeonnam Chapter's October event was our second outreach workshop program of the year. On October 2, we traveled to Suncheon National University to offer a five-workshop program to the teachers in the Suncheon area. Forty-five attendees, many of whom were non-members from the Suncheon area, turned out for the workshops. Sara Davila traveled down from Daegu to start off the afternoon with her workshop on methods for teaching with songs and chants. This was followed by split presentations by Allison Bill of Jeonju Chapter, presenting "Vocabulary Learning: More Than Just Memorization," and Isabel Lee and David Shaffer of Gwangju Chapter leading a workshop aimed at the non-Korean teacher, "Adapting to English Language Teaching in Korea." For the second set of split presentations, Faith Fishley and Brian Thomas, both Chapter members, presented "Using Video in the Elementary Classroom for Reflective Teaching," and Chapter President David Shaffer lead a workshop on the various ways available for developing as a EFL teacher. The outreach program ended with an introduction to KOTESOL and to Gwangju Chapter, the announcement of upcoming events, and a book draw. Afterward, workshop organizers, including our venue coordinator Faith Fishley, and the workshop presenters gathered at the nearby pasta restaurant Garlic for dinner

to cap a very successful day. At least six attendees joined KOTESOL as a direct result of the Suncheon Outreach.

On November 13, our regular monthly meeting was back at its regular meeting place at Chosun University. Chapter member Tim Whitman (Chosun University) gave the first presentation of the day, "From Writing to Composition." His session showed ways in which we can incorporate a variety of writing activities and writing styles into our skills lessons. The second presentation of the day was "Tips for Teaching Young Learners." David Shaffer (Chosun University) described how special consideration must be given in preparing lessons for young learners as they are still very much developing physically, emotionally, and socially as well as cognitively. He went on to emphasize that listening activities should come first in presenting new material, followed by speaking activities. A sample of activities for teaching each of the four macro skills was also presented.

Following the presentations were elections of Chapter officers for the coming year. Elections were led by Elections Officer Tim Whitman. Officers elected were Dr. David Shaffer as President for a second term and Vivien Slezak (Chosun University) as Treasurer. No candidate was put forward for the office of Vice-President. Accordingly, the Chapter Council will be working on filling that position, and appointments for other Council positions will be made soon.

The December Chapter meeting will feature student perspectives on a variety of aspects of English language learning and teaching in the Korean context. Teams of students will be presenting of four topics: (a) learning English in the public school system, (b) autonomous language learning, (c) learning English from native English speaking teachers, and (d) teaching English as an English learner. The presenters are all graduating seniors at Chosun University. This symposium should be of particular interest to non-Korean teachers as it gives a perspective on language learning in Korea that they have not been able to experience. Feel free to contact us on any Chapter-, KOTESOL-, or ELT-related matter. Contact information appears in the Who's Where in KOTESOL section of this issue.

## **Jeonju-North Jeolla Chapter**

*By Tori Elliott*

As fall nestles in to the nooks and crannies of sleepy Jeonju, Jeonju-North Jeolla Chapter cashed in their summer reserves and stretched out for a Drama Festival smash.

With the competition fully booked, and teams locked, loaded, and ready for action; festival organizer, Shawn De Long, had his clapperboard full. But with the help of the executive and dedicated local activists, the curtains opened with a great cheer. Treading the boards were students ranging from elementary to high school age. This year's audience swelled, owing to some crafty networking and fierce promotion. The theater-sized auditorium at Jeonju University was filled with laughter and energy right

into the night. All participants took their rest whilst indulging in refreshments and snacks, courtesy of the Chapter. Thanks to the kind donations from bookstores and publishers, no one left empty-handed.

Following on from the Drama Festival, Jeonju-North Jeolla notched up another first. With a successful outreach session previously rolled-out in Gunsan, the team this time targeted Jeonju's neighbor, Iksan. Past-President Henri Johnson arranged the "Back to Wonkwang" half of the day's double-header, featuring local lecturers Greg Timlin and Yoon-kyung Kim. Presentations focused on "Classroom Motivation and Management" and "Undergraduate Students' Corpus Use for Writing Tasks." With the support of the entire team back in Jeonju, "Back to Wonkwang" provided Iksan with a glance at KOTESOL's manifesto. Meanwhile, the other half of the double-header was in full swing at Geunyoung High School in Jeonju, with long-standing KOTESOL member, Brian Heldenbrand, leading the way in "The Need for Feedback in Writing Assignments." Chonbuk University's Amanda Maitland followed up with an interesting look at Total Physical Response. As always, Jeonju-North Jeolla put on a wonderful spread and greeted a record attendance by hosting the double-header.

Back in September, Jeonju-North Jeolla was treated to consecutive presentations at Geunyoung. Both Gwen Atkinson and Kristin Dalby made some juicy points in their respective presentations on language and culture, and goal setting. With a room full of keen listeners, both guests provided practical guidance along with some

delectable anecdotes. It is on this note that we say a very sad farewell to Kristin Dalby and her husband. Chapter President Tim Dalby has turned this team around in his short reign through 2010. His energy, dedication, and friendship will be sorely missed.

Elections for next year's Jeonju-North Jeolla Chapter executive will be held at the final meeting of the year, in December. Check the website or the next edition of this newsletter for the results.

## Seoul Chapter

By Don Payzant

The Seoul Chapter was busy in the month of October. A trio of current and former executive members presented workshops at the 2010 KOTESOL-PAC International Conference. Hospitality Coordinator/Assistant Workshop Coordinator Bita Tangestanifar presented on "Alternative Assessment: Thinking Outside the Box." Our past treasurer, Ksan Rubadeau, was one of two poster presenters with "Part of the Solution: Involving Expat teachers in Helping Emotionally Distressed Students," while our past secretary, Grace Wang, co-presented with Brian Rasmussen on "Embracing Product and Process in a Task-Based Approach to Teaching Writing." The Seoul Chapter table was also busy at the conference. The pick-up rate for the Seoul Chapter 2011 Annual Conference Call for Presenters' flyers was brisk as were ads for the November and December workshops.



# The 8th Annual Seoul Chapter Conference

*Serving Students through Technology*

March 26, 2011  
Seoul

### Thematic Strands

- Technology in the EFL Classroom
- Professional Development   ▪ Educational Research
- Harnessing Technology in the Public School Setting

For further information, contact Workshop Coordinator  
Don Payzant at 010-6745-0717

# World Calendar

## PAC Partner Conferences

**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

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

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

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

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

**January 22-24, 2011.** The British Council English Language Teachers Association India Conference: "Starting, Stimulating and Sustaining English Language Teacher Education and Development." Hyderabad, India.

**February 11-12, 2011.** ELTIS & ELTAI National Conference on ELT: "ELT: Language and Culture." English Language Teaching Institute of Symbiosis, Pune, India.

**February 15-18, 2011.** ELLTA 2011: 1st Academic International Conference: "Exploring Leadership & Learning Theories in Asia." Univ. of Malaya, Kuala Lumpur, Malaysia

**February 17-18, 2011.** The 3rd Annual Roundtable of the Language and Society Centre: "Language Learning in the 'Global Economy.'" Melbourne, Australia.

**February 18-20, 2011.** NELTA 16th International Conference: "English in Multilingual and Cross-cultural Context: Exploring Opportunities and Meeting the Challenges." Jawalakhel, Lalitpur, Kathmandu, Nepal. Call for Presentations Deadline: December 31, 2010

**February 26-27, 2011.** The 7th CamTESOL Conference on English Language Teaching: "English for Mobility." Phnom Penh, Cambodia

**March 10-12, 2011.** The 17th International TESOL

Arabia Conference and Exhibition 2011: "Rethinking English Language Teaching: Attitudes, Approaches & Perspectives." J W Marriott Hotel, Dubai, UAE.

**March 11-12, 2011.** FLLT 2011. The 2nd International Conference on Foreign Language Learning and Teaching: "Strengthening Ties Between Research and Foreign Language Classroom Practices." Ambassador Hotel, Bangkok, Thailand.

**March 17-19, 2011.** TESOL 2011. The 45th Annual TESOL Convention and Exhibit. New Orleans, Louisiana, USA.

**March 26-29, 2011.** AAAL 2011 Conference. American Association for Applied Linguistics. Chicago, Illinois, USA.

**April 12-15, 2011.** Penang English Language Learning & Teaching Association (PELLTA): "Going Global: Teaching & Learning English in the 21st Century." Bayview Hotel, Georgetown, Penang, Malaysia.

**April 14-19, 2011.** Brighton 2011. The 45th IATEFL Annual International Conference & Exhibition. Brighton, England, UK.

**April 18-20, 2011.** The 46th RELC International Seminar: "Teaching Language to Learners of Different Age Groups." SEAMEO RELC, Singapore

**April 22, 2011.** "Doing Research In Applied Linguistics" International Conference. King Mongkut's University of Technology, Thonburi and Macquarie University. Bangkok, Thailand.

**April 22-24, 2011.** ILC 2011. The 2nd International Language Conference: "Developing Soft-Skills in Language Learners." International Islamic University Malaysia, Kuala Lumpur, Malaysia.

**May 28, 2011.** The 3rd NEAR Language Education Conference: "An International Perspective: Teachers of Regional Languages Working Across Borders." International University of Japan, Niigata, Japan.

**May 28, 2011.** 2011 International Conference on EFL Education: "Tradition and Innovation." National Changhua University of Education, Jin-De Campus, Taiwan.

**June 11-12, 2011.** The 11th Annual Conference of the Japan Second Language Association. Bunkyo University, Koshigaya-shi, Saitama, Japan. Call for Papers Deadline: January 31, 2011

**June 25-26, 2011.** JSLS 2011: The 13th Annual International Conference: The Japanese Society for Language Sciences. Kansai University, Seriyama Campus, Osaka, Japan.

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All information on upcoming conferences or other teacher-related events should be sent to TEC Calendar. Email: [KOTESOL@asia.com](mailto:KOTESOL@asia.com)

## Website

For more information and for more conferences: <http://www.kotesol.org/?q=Conferences>

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

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[ Report Who's Where in KOTESOL changes to David Shaffer: disin@chosun.ac.kr ]

# THE ENGLISH CONNECTION

## *Contributor Guidelines*

*The English Connection* welcomes previously unpublished articles in the following categories:

**Feature Articles:** These should be 2,000-3,500 words in length and should present novel ESL/EFL methodology, classroom practice, materials design, teacher education, or inquiry and research applicable to this publication's readership.

**Short Features or Reports:** These should be 700-1,400 words in length and should focus on events of interest to EFL practitioners.

**Guest Columns:** Contributions to columns should be limited to 700 words.

**Reviews:** Reviews of books and other teaching materials should be no more than 600 words in length. Submissions should be of recently published materials not previously reviewed in a Korea TESOL publication.

**Calendar Items:** Submissions to the Corea Calendar or the World Calendar should be of less than 50 words and be for events having wide appeal among EFL practitioners in the East Asian context.