

The English Connection

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Fourteen Views on English Education

Organizational Culture and Communication

Korea vs. Brazil

National Conference Photo Essay

Getting to Know Your National Council

Demystifying the Myths About Leadership Dr. Yilin Sun



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Departments

President's Message	4
Editor's Welcome	5
Book Review	8
Website Review	9
Council Column	22
Editorial Team and Mission	30

Features

Demystifying the Myths About Leadership <i>Dr. Yilin Sun</i>	6
Korean Organizational Culture and Communication <i>Dr. Sean Ramnarine</i>	10
Fourteen Views Koreans Have on English Education <i>Akli Hadid</i>	12
Korea vs. Brazil <i>Natasha Thompson</i>	14
Special Focus on KAFLE Conference Speaker <i>Dr. Kim, Jeong-ryeol</i>	16
National Conference Photo Essay <i>Photos by Jeroen Root, Text by Lindsay Herron</i>	18
Special Focus on International Conference <i>YB Lee</i>	26

Cover photo: Located near the beach resort of Jungmun on Jeju Island, this unnamed waterfall falls impressively after a good rain. (**John K. Jackson**)



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

President's Message

Dear Reader,

My time spent working for KOTESOL has been one of the most rewarding times of my life in South Korea, and it is also an abject lesson in Hofstadter's Law. Basically, the law states that a project will always take you longer to complete and cost more money than you would expect. We find that things always come out of the woodwork to slow down projects in unexpected ways. Software problems, hardware problems, or even little things, like storage, all mount up and create obstacles for us along the way.

Regardless of these challenges, I am pleased to announce that KOTESOL continues to move forward with several new projects. Our first project is creating the much requested membership cards for all of our members. The membership committee has been working on this for several months, and has made much progress. We are hoping to integrate technology into the cards that will allow members to register at all the KOTESOL events that they attend. This will feed into a system for awarding certificates for attendance and, hopefully, other programs in the future. I am very pleased with the work done so far, and we look forward to releasing the new KOTESOL membership card soon.

The next is our classroom observation program. This program will allow our members to gain valuable experience and feedback from their peers. The classroom observation program would allow members to both attend other classrooms and in turn have their peers observe their teaching. The aim is to provide teachers with constructive feedback from their peers in a familiar environment. KOTESOL is currently piloting the program with some volunteers and we hope to roll it out nationwide in the next few months. We expect this program to be particularly useful to those members engaged in graduate studies that require classroom observation components, as well as any other members who desire personal feedback as part of KOTESOL's commitment to providing professional development opportunities.

KOTESOL will also start providing online professional development. We have established a new section on our server that will be dedicated to online courses for our members. The first program is being piloted at the moment, with the hope that we will expand the numbers of classes available over the next two to three years. We are trying to work out the details of what each course will contain and its necessary funding. It is hoped that we can provide these courses at no cost to members, with a potential charge to non-members who wish to take the courses.

The one thing that all these projects have in common is their need for member involvement. KOTESOL needs your help. We need people to volunteer their time, energy, and skills, and be part of an exciting new chapter of programs and opportunities. If you want to help out with any of the projects, or if you have a project idea of your own, please get in touch with me and I will be happy to point you in the right direction. I would also ask everyone to remember Hofstadter's Law and know that while we are working on these projects, they will always take us longer than we'd first expect. However, by working together, we can overcome any of the obstacles in our path and make KOTESOL an organization we can all be proud of.

Sincerely,

Peadar Callaghan

Peadar Callaghan, KOTESOL President



Editor's Welcome

Dear Reader,

Springtime in Korea has seen another successful National Conference being presented. This year, the Daegu Chapter hosted the conference at Kyungpook University. If you were one of the more than 200 people there, you saw great plenaries from Prof. Marc Helgeson and Dr. Charles Browne. You also got to attend great workshops and see interesting pecha kuchas. If you didn't get a chance to get to the conference, *The English Connection* has you covered. We have a photo essay showing all the action at this year's event. All the photos were taken by KOTESOL member Jeroen Root. KOTESOL has so many great photographers as members, maybe we should think about putting out a photo magazine. This month, TEC is very proud to have a feature article written by Dr. Yilin Sun. Dr. Sun is the new president of TESOL International Association. We thank her for finding time in her busy schedule to contribute an article for us. Our continuing Comparison series has a World Cup connection as Natasha Thompson compares Korea to Brazil. We're also introducing a new column in TEC for this issue. Our Council Column will let readers see what is happening with the different groups that make up our National Council. Our debut column features an interview with Membership chair, Lindsay Herron. KOTESOL's new membership cards are just some of the things that Lindsay shares with us.

As the weather gets warmer, it's time to enjoy the events that KOTESOL has planned for the summer months. Besides the usual chapter meetings and workshops, KOTESOL usually has a number of social events that take place during the summer months. Where can you learn more about these gatherings? Two of the best places to go to are KOTESOL's website, Koreatesol.org, as well as our Facebook page, www.facebook.com/groups/kotesol/. Summer get-togethers are usually a time to enjoy KOTESOL without having to talk about teaching the whole time. It's also a great time to meet fellow KOTESOL members. Make sure you check the website and Facebook for updated information!

Finally, I'd like to end this Editor's column by saying that it will be my last. For over two years now, I've enjoyed being Editor, but it's time for me to move on to other things in KOTESOL. I'd like to thank former president Lee, Mi-jae for giving me a chance to become Editor-in-Chief in 2012. I'd also like to thank our current president, Peadar Callaghan, as well as Publications chair, David Shaffer, for believing in me to continue in the job. Of course, I cannot forget the fantastic volunteers who help me put this magazine together. They have worked so hard (and for no money) to make sure that *The English Connection* is a quality publication. I wish I could thank each of them by name here, but please know that you are deserving of a lot of praise. I will definitely miss working on TEC, but I know whoever comes on after me will bring their own feel to TEC. Again, thanks to everybody who has made this a great experience for me.

One more thing – don't forget that pre-registration for the international conference will begin later this summer. This year's conference is already shaping up to be a can't-miss event. I hope to see many of you this October at our new venue, COEX in Seoul.

I hope everybody has a great summer!

Sincerely,

William Mulligan

William Mulligan

Editor-in-Chief

Demystifying the Myths About Leadership

by Dr. Yilin Sun

Greetings to KOTESOL friends and colleagues! I am honored to have this opportunity to write an article about leadership and how non-native English speaking teachers (NNESTs) can be involved in leadership roles at local and international professional organizations. I'd like to start with some common myths and truths about leadership and offer a few suggestions based on my leadership development experience as a NNEST and many of the successful NNEST colleagues who have taken on various leadership roles in professional organizations at regional and international levels.

As NNEST educators, especially as new teachers in the field, we tend to say, "I'm just a graduate student," or "I'm just a new teacher in the field. How can I take a leadership role with established professionals?"

Let me share a personal story of how I got started. When I was a young graduate student at the Ontario Institute for Studies in Education (OISE)/University of Toronto in Canada about 27 years ago, my professors, such as Jim Cummins, David Sterns, Dale Willows and Michael Canale encouraged us to attend professional conferences. I remember my first conference was TESOL Ontario's annual conference. I was so excited to go from one session to another, eagerly taking notes and gathering handouts. Then I ran into one of my professors Dr. Michael Canale. We started talking and soon he encouraged me by saying, "Yilin, have you thought of presenting at this conference? You have unique experience and perspectives. You should think of using one of your papers to present at a conference." I was startled and also felt flattered that Michael, such a well-known scholar, thought my paper was good enough to share with others at a professional conference. Before our conversation, I thought that my best plan as a young graduate student from China was to study hard and be the best student I could be. I never thought of making a presentation at a professional conference until then, not to mention being a leader of a professional organization. Because of Professor Canale's encouragement, the following year I submitted a proposal and presented. The title of my presentation topic was "A Speech Act – Gratitude Expressions in Chinese". To my surprise, my presentation was well received by my audience; this was a memorable start for me. Following this, I continued to look for more opportunities to make presentations to inform and encourage others. Along the way I fortunately met and got to know other professionals and many scholars. Some inspired me and many helped me greatly in my later work. Each encounter provided me with more valuable experience and led me to taking on different leadership roles including serving as president of WAESOL (Washington Association for the Education of Speakers of Other Languages) and as president of TESOL International. Even though Professor Canale did not mention pursuing any direct leadership positions, the first presentation at that TESOL Ontario conference helped me build confidence and skills, and provided networking opportunities for my later involvement in

various leadership roles. Everyone has that first-time experience and sometimes we need someone to give us a PUSH!

In addition to a lack of confidence, many other challenges, such as unfamiliarity with the system's culture and structure, organizational 'prejudice', and lack of support and opportunities may also be possible barriers for a NNEST to participate. Perhaps some of the biggest obstacles to NNESTs are myths about leadership and who can be a leader that we need to demystify.

Myth One: Leadership is not for everyone. Leaders are born.

Many people believe leadership is not for everyone. Leaders are born not bred. That is simply not true. The fact that some people may have the so-called innate talents (an outgoing personality, natural way of speaking as a leader) does not mean that they are a born leader. Leadership skills can be learned and cultivated through leadership development opportunities, a dedication and willingness to learn, and most importantly, through constant practice. There are numerous examples of the transformation of seemingly ordinary people into extraordinary leaders, such as Nelson Mandela and Mother Teresa. They all started as ordinary individuals, but with qualities such as dedication, courage, perseverance, and a willingness to learn, as well as commitment and passion for what they are doing, they have been able to make extraordinary contributions to the society. We need to learn to lead by doing!

Good leadership is framed with inspiration and should always bring out the best in people . . .

Myth Two: Leadership is a position, so you need a title to be a leader.

This is one of the most common myths about leadership. You don't need a title to become a leader. As Kouzes and Posner (2012) state, "Leadership is not a place, it's not a gene, it's not a secret code...Leadership is an observable set of skills and abilities". A title of any kind does not in itself qualify you as a leader. Leadership is based on a vision and is supported with knowledge, confidence, optimism, drive, openness, humanity, integrity, caring, and more! It's direction and good guidance that instigates dedication, confidence, persistence, and achievement. Good leadership is framed with inspiration and should always bring out the best in people, so everyone can work and have the courage to overcome challenges and reach their potential in achieving a common goal.

What is our common goal as a TESOL educators? I believe our common goal is to strengthen the TESOL profession and, to develop our professional competence, so we can better serve our students and advance the TESOL field. An important component of professional competence is to develop leadership skills and get involved in different leadership roles with local and international professional organizations, such as KOTESOL and TESOL International. One can start as a volunteer, a presenter at a conference and/or a committee member for a local, regional or international professional organization. Participating in all of these activities can help in making all of us potential leaders, better educators, and stronger professionals.

Myth Three: Leaders are always in the spotlight – lead from the front

Many good leaders do not seek to be in the spotlight at all times. Many do an excellent job leading from the periphery. It is true that once you take on a leadership role, you need to be a spokesperson for the organization you serve. As a representative of any association, you will always be “wearing your association’s hat” and having the responsibility of representing the organization positively at all times. As a leader you will have opportunities to give talks, write articles, and conduct workshops for members and educators of other organizations. Being involved is a wonderful opportunity to build personal confidence and polish your public speaking skills, as well as provide you new opportunities to network with association members, colleagues, and other educators.

However, as NNESTs and persons of color, we are often considered to be coming from the periphery (Curtis, 2009). Today, it is well recognized that non-native English speakers from the “periphery” (the outer and expanding circles) outnumber the native English speakers from the “center” (US, Canada, UK, New Zealand and Australia) (Kachru, 1985, 1996; Crystal, 2003). The number itself does not imply that NNESTs share an equal playing field in the policy-making and decision-making processes as NNESTs are still considered peripheral politically and geographically. We need to learn how to lead from the periphery and how to lead from behind (Anderson, 2009). Being in the peripheral position gives us a different perspective and opportunity to bring different voices, especially voices that are historically excluded, such as NNESTs’ voices, to the decision-making process.

In addition, leaders don’t need to always be in the front. Good leaders are good team players and good listeners. They collaborate with others, bring out the best in people around them, and they are creative and innovative. Being a team player will give you more opportunities to see the big picture and discover issues, solutions, and trends from the grass-roots level. You also have a chance to build trust and support from the team and pave ways for others to step into leadership roles.

Myth Four: It’s not possible for a NNEST to become a leader

Is it possible for a non-native English speaking teacher to get involved in leadership roles with a local and international professional organization? The answer is “Yes.” It is not only possible but a *reality!*

In 1998, when the Nonnative English Speakers in TESOL (NNEST) Caucus was created in the Teachers of English to Speaker of Other Languages International Association (TESOL), perhaps very few people could imagine the remarkable achievements of non-native English-speaking (NNEST) professionals who have since taken various leadership positions in less than ten years. The 2006 inauguration of Jun Liu as the President of TESOL—the first non-native and person of color elected to that position—epitomized this attainment. As in many other academic organizations, TESOL’s leadership had been dominated by Caucasian native speakers of English, even though the field serves entirely non-native speakers of English, many of whom are people of color. This long-standing tradition was finally broken again in 2008 when Shelley Wong was elected as the President of TESOL—this time, the first Asian woman in the position. This was followed by the 2008 election of Suresh Canagarajah for the 2nd Vice President position in the American Association of Applied Linguistics (AAAL), a position that reports to the Conference Chair and then to the President. Today we have more NNESTs taking on leadership roles both in TESOL, AAAL, and AILA (the International Association of Applied Linguistics)

Continued on pg. 20

Yilin Sun, Ph.D. in Applied Linguistics/Curriculum & Instruction, University of Toronto, Canada, is the President of the TESOL International Association (www.tesol.org). She served on the Board of Directors of TESOL-International from, 2008 to 2011, was the Chair of the Affiliate Leadership Council of TESOL in 2007, and President of the Washington Association for the Education of Speakers of Other Languages (WAESOL) in 2003 and 2007.



Website Review

by Chris Hughes

Designer Lessons

<http://designerlessons.org>

Dogme has gone 2.0. Stemming from “Web 2.0”, which indicates collective improvements to the way web pages are made and used, the addition of “2.0” to anything indicates a technologically enhanced version of the original. Chris 2.0, for example, may describe this author with a new cell phone or a futuristic haircut. The emphasis on emergent language and an “unplugged” philosophy that encourages freedom of expression remains in Dogme 2.0, but now its materials-light approach has been sidelined somewhat in favor of taking advantage of online language resources. In the modern world of search engines, YouTube, and Flickr, there are plenty of materials to create highly original and tailored lessons. However, finding these materials and knowing what to do with them is not always easy.

Designer Lessons (<http://designerlessons.org>) offers a range of lesson plans and materials to help fill this need. Created in 2011 by a couple of British teachers in Barcelona, the site offers ideas for lessons targeted to “pre-intermediate” all the way to “advanced” learners. According to the “About” page on their site, they believe lessons should be “fun and inspiring and useful and relevant and spontaneous and intelligent and unplugged and sometimes surprising. And they shouldn’t follow the rules.” That’s a lot of ands—and a great philosophy on teaching. But does the site live up to the hype?

I first stumbled upon *Designer Lessons* while looking for resources materials to add to a Dogme-style university level conversation course I was teaching. I am aware of the irony of this, but the office wanted a syllabus and that was that. Much of my lesson plans were adapted from “*Teaching Unplugged*” by Scott Thornbury, but I wanted to add a splash of color and shiny moving pictures. I am also painfully aware of the attachment students have to their phones and I wanted to take advantage of that. I can’t remember the search term I put in, but I do remember thinking, “Bingo!”, when I clicked on the link for *Designer Lessons*.

The home page opens with a sliding panel of selected lessons. One can either move down the page to view recently added lessons (illustrated with well thought-out images) or choose from the headings at the top, which state the target level for the lessons. I browsed both ways starting with the recently added lessons, then by level. By level, the plans are arranged by date and show just the title with the beginning of a description. I say “just the title”, but the titles are highly creative, featuring a catchy missive, and then a brief description. Examples include “Dog and Bone: Mobile Technology – Past, Present and Future” and “Lazy Stories – Student Centered Writing Activities”. Inside, the plans start with their aims and then list easy-to-follow stages. Any required image or video is embedded at the relevant stage.

The first lesson I chose was titled “Japanese Game show! Comparative Video lesson – ESL Dogme”, which I taught to a small class of intermediate students. The premise of the lesson is to describe and compare two types of game shows using the embedded video samples. The first is a wacky Japanese show featuring men standing on stools and attempting to say a tongue twister. If they fail this task, they are slapped in the testes by a mechanically operated stick striking from below. The second clip is the American game show “The Price is Right” featuring contestants trying to guess the exact price of a car. Here, failure only brings gentle barbs from the host. The aims of this lesson were (according to *Designer Lessons*) to use comparative structures; elicit descriptive language; and modals of obligation. The first stage had us “mind map” game show vocabulary. The second (“optional”) stage had us review comparatives. In stage three, we watched and described the Japanese show. Stage four had us watch the American game show. Finally, stage five asked us to compare the two shows. There were no times assigned to each stage—we’re unplugged and running wild.

This lesson (and all subsequent lessons I’ve used) was a great success. We generated a lot of vocabulary in stage one and went off on a tangent about different Korean game shows. I skipped the second stage as a result of this unpluggedness. The Japanese game show brought much hilarity and some embarrassed use of dictionaries to find the preferred term for the striking area. We got “nuts”, “balls”, and “bollocks” among others— all useful vocabulary. The American game show was a little bit more difficult to explain, but we got there together. The final comparison stage proved to be highly productive, and we explored a number of constructions on the board.

With just under 60 lessons to choose from, there are a lot of great, conversation-inducing lessons to use or adapt. All the lessons use images, video files, or texts mined from the internet, and so provide a wide variety of “real language” (i.e. made by native speakers for native speakers). The site has also been recognized with a British Council “Blog of the Month” award, so they must be doing something right. I, for one, hope they continue to do so.

Chris Hughes is a Visiting Professor at Korea Advanced Institute of Technology (KAIST). He has been teaching in Korea since 2006.

Book Review

by Chris Miller

The Coursebook and Beyond

Authors: Fiona Copland and Steve Mann

Publisher: Abax ELT Publishers

At the outset of *The Coursebook and Beyond*, Copland and Mann claim “an important skill for teachers to develop is the ability to supplement and adapt the coursebook.” With that focus in mind, the authors provide a framework to determine the role of the textbook in an ELT class, as well as providing options when the coursebook isn’t sufficient.

The book is divided into five chapters. The first chapter, “The Coursebook”, addresses the role of the coursebook in specific syllabi and curricula. Discussion of the constraints the market imposes on the nature of a coursebook and the differences between internationally produced coursebooks and locally-produced textbooks follows. Finally, the chapter closes with a review of a debate that has been going on for at least 20 years concerning the need (or lack thereof) of a coursebook.

Chapter 2, “The coursebook in the classroom”, implores educators to align the coursebook with course objectives, rather than vice-versa. The authors provide criteria to promote more judicious selection among educators empowered with the authority to decide which coursebooks to use in their particular learning contexts.

Chapter three focuses on extending coursebook material. Issues of variety, transfer, and appropriate review (as opposed to homogenous repetition) are addressed. Chapter four addresses the role of other materials, such as teacher-generated materials, authentic materials, and the role of cultural specificity. For instance, is there anything objectionable in the text for this group of particular learners? Will the learners need to deal with a particular (“target”) culture in the future? In the latter situation, the coursebook can play a facilitative role. Finally, the text finishes with a discussion of features relevant to the classroom, yet beyond the coursebook, such as homework length, CALL(Computer Assisted Language Learning) , the self-access center, and English Club guidelines.

The value of this text is largely dependent on the experience of a teacher. Thus, I will briefly discuss the potential benefits of using this text for less-experienced teachers and then the potential for more-experienced readers.

For those new to ELT, Copland and Mann’s text can serve as an excellent initial resource. The text provides a brief review of the central topics of debate among many scholars in the field of ELT, a brief primer on the basics of course design, ample guidelines and suggestions for

appropriately implementing the coursebook in a classroom, and frequent activity lists (there are two “top tips” sections where activities are detailed). Activity suggestions are often divided by skill sets. Additionally, there are frequent “tasks,” such as brainstorming opinions about various aspects of a coursebook, or analyzing sample pages from coursebooks interspersed throughout the text to keep readers focused and engaged.

However, at times this text feels more like a reference guide . Instead of offering advice to neophyte teachers, it occasionally points the reader to a large series of potentially more beneficial texts. This tendency is displayed in the “plugging the gap” section found on pages 82-83. The authors note five key gaps in many coursebooks. Those gaps include: lack of grammar, insufficient fluency practice, inadequate coverage of vocabulary, lack of interaction and conversation, and lack of pronunciation practice. The authors efficiently state the problems; yet do not elaborate on them. The authors then provide a total of 34 books the interested reader could pursue to enrich coursebooks deemed to be deficient in any of the five areas. Similar occurrences are repeated throughout Copland and Mann’s text.

Ironically, some of the excesses of *The Coursebook and Beyond* can help more experienced educators. There is little new in this text that an instructor with a graduate degree is not already familiar with on the surface. However, the plethora of referenced texts can serve as a basic springboard for further development. For instance, there is a list of 15 websites found on pages 125-126, some of which I was unfamiliar with. The motivated instructor can use such lists for exploration and further consideration, perhaps during semester breaks. At a total of 170 pages (including references and glossary), the authors provide a very efficient reference aid that can be utilized during syllabus design.

Continued on pg. 21

Fiona Copland will be a featured speaker at this year’s International Conference

Let’s Review!

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Korean Organizational Culture and Communication

by Dr. Sean Ramnarine

South Korea has had an amazing run of luck, going from a backward agricultural economy, to one of the world's economic powerhouses. And, when something works, we trust it until it doesn't. Korea's way of thinking and acting has transformed the nation from never-ran to star player, which has led to the nation canonizing the qualities that got them there: the collective will, a singularity of focus, a hierarchy of control, and social rigidity.

Korea has its way of doing things. Korea knows best, where Korea is concerned. Korean culture is impenetrable to foreigners, so common Korean wisdom goes. All true, give or take, but Korea is at a crossroads, globally speaking: does it want to stubbornly approach the global market with a 'do as I say, not as I do' attitude or does it want to empathize?

Globalization is a process that seeks to embrace and pull close the varying political, cultural, economic, and natural circumstances of our world's nations, to establish a fertile common ground. To become a global player implies having a corporate vision that can see the broad picture, and not simply embrace a vision mapped out by ingrained cultural habit.

While the narrow constraints of cultural habit may work on a domestic level, Korean companies with aspirations to enter the global marketplace will soon find themselves with problems.

Korean corporate communications etiquette is of particular interest from the perspective of a Western communication agency. The Confucian mindset that anchors much of Korean industry creates a particular type of dichotomy between corporate vision and culture. On the one hand, the vision is of growth, continuous profits, and global expansion—all par for the course—while, on the other, the corporate culture stresses de-individuation, not sticking out, and communication apprehension.

At best, these two elements of corporate branding cancel one another out, to create a cipher of a brand—something imperious and without empathy; much as exists in the minds of the countless consumers that have never visited Asia and rely solely on stereotype to inform their worldview.

At worst, these warring elements will create a schism, a Jekyll and Hyde corporate image that appears to change with the weather.

Below the rarefied heights of the international market share enjoyed by the Samsungs and LGs of the land, there exist in South Korea companies mired in hidebound traditions that fail to recognize that corporate brand is both important and created whether one intends it or

not. Communication takes the form of managerial proclamations, worn like school uniforms by all employees. Often the brand messaging created is as undesired as it is invisible. These problems would only be made visible on the global market—but such branding often precludes global recognition.

Korean companies with the desire to globalize need to understand that favorable branding is only created when organizational culture, corporate vision, and corporate reputation are aligned. Of these three elements, in Korea, it is organizational culture that requires 'ground up' attention.

What is required is not as drastic as a culling of tradition rather it is a shift in perspective.

Korea is a high context nation that employs a largely 'symbolic-affective' style in its media/marketing communications and an 'accommodation-oriented' style when it comes to person-to-person communications. 'Symbolic-affective' refers to the Korean media's reliance on emotional appeals and their allusion to more diffusive cultural values, such as family, friends, country, the future, and dreams, where their Western counterparts would highlight independence, self-worth, and self-reliance. An 'accommodation-oriented' style is the result of Korea being a high-context nation. The measure of this is that Koreans tend to employ more indirect forms of communication so as to avoid confrontation and rejection (by others or by the group).

In traditional lecture-style classes, students are often too busy taking notes to attend to everything the teacher says, let alone process the content deeply, but when the lecture is recorded and the students can pause, rewind and fast-forward it, they have the ability to tailor the lesson exactly to their speed and needs. Differentiated instruction, ever elusive, is achieved.

A high-context nation such as Korea produces mainly interdependent self-construals (individuals closely connected to and dependent on the actions, thoughts, and feelings of others). The Confucian values of respect for the elderly, loyalty to superiors, harmonious relations, and filial piety are the main drivers of Korean interpersonal relations and work culture. Companies tell employees that they (the companies) are like their fathers and that together they form a family. In return, employees are expected to sacrifice their time (to ambiguous, yet constant overtime, time away from their actual families), voice (beyond saying 'yes'), and any spark of creativity (just say 'yes').

Indeed, there are no limits to what a company may ask of its employees: physical and mental endurance are valued above all else. The company as a father then is overbearing, demanding, suffocating, deaf, and

militaristic. Confucianism? From a Western viewpoint, this appears positively Victorian! Employees should be seen and not heard.

This is all well and good for a domestic reputation, but for Korean companies authentic in their desire to globalize, adjustments would be wise.

The issue here is that the notion of family is in constant flux—even in Korea—and Korean companies purporting to be examples of global families need to readjust their definition and demands of the family. Otherwise, employee disengagement and organizational atrophy will undermine their attempts to build a global corporate reputation.

Korean companies must first have the vision to engage a communications company that can rebrand Confucianism for the 21st century, to span the gap between corporate image and organizational culture.

Rebranding Confucianism is the first step towards greater global acceptance. But Korean companies should also be mindful that they are communicating with their employees in a manner that embodies the global idealism of such a rebranding.

Thus, Korean companies should be endeavoring to implement more symmetrical models of communication. Dialogue should replace monologue, as information is exchanged equally between company and stakeholder. Here, the company does not try to simply persuade its audience that it is right—the aim is to reach a mutually beneficial compromise for both parties. And, yes, employees should now be viewed as stakeholders...in the family.

Also essential are shifting from managing relationships to building relationships, creating equal opportunities and benefits, linking organizational communication to long-term business goals rather than short-term (work any and all overtime to bring a project home), and formulating a coherent approach driven by the company's mission, values, and corporate strategies rather than a haphazard approach implemented according to the whims of a particular department or style of a manager.

Hard questions, with regard to organizational culture, need to be asked. But this is where a sound communications agency can be worth its weight in gold. The steadfast Confucianism dominating much of Korean industry might not even recognize the need to question itself, let alone know what to ask.

- Does the company practice the values it promotes?
- Does the company's vision inspire the entirety of its departments and subcultures?

- In what ways do the company's employees and stakeholders interact?
- Do employees care what stakeholders think of the company?
- Do employees actually feel like part of a family?
- Do employees agree with the company's corporate vision, image or strategies?

The questions above, whilst far from being comprehensive, are a good starting point for Korean companies, and provide an excellent opportunity to lay down a marker for their employees that they intend to be global in more than name only.

Put simply, now is the time to practice what you preach. 'Globalization', the 'global village', 'the global market place' are not merely buzzwords—they represent a desire to establish a common ground for the mutual benefit of all. Korean companies on the traditional highway to success need not take a step back, so much as take one to the side and recognize that navigating the domestic market is by no means a prerequisite for global accord. Adopt an organizational culture that embodies the desire to globalize (rather than simply paying it lip service) and communicate this clearly to all stakeholders, including employees. The more positive responses received to the questions above, the greater the fidelity of organizational culture in line with the company's global aspirations.

The lay of the global marketplace differs to that of Korea. A shift in perspective regarding organizational culture, together with the services of a good communications company can result in a more detailed map being drawn up, where the old highway to domestic success can be eschewed in favor of the byway to greater global acumen.

For any enquiries about this article, please contact Dr. Sean Ramnarine at visionheaduk@yahoo.co.uk

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Fourteen Views Koreans Have on English Education

by Akli Hadid

Language is a social construct. You may hear bilingual Americans say “I speak two languages, but neither properly” with the underlying belief that one cannot speak two languages properly. Of course, there is no linguistic proof to back such claims up, as linguists believe a person can speak as many languages as he grew up with fluently. Another misconception Americans may have about speaking languages is that you can lose your native language if you’ve been abroad for too long. How many times have I heard expats in Korea say “I’ve been in Korea 10 years and I’m forgetting my English”? While linguists do recognize language attrition as a fact, it happens so slowly that most expats will spend their lifetime speaking their native language as fluently as they did back when they lived in their home country. They may miss out on some neologisms and new slang when they go back to their home countries though.

So what conceptions do Koreans have about English? Several studies have been published on how Koreans perceive the English language, with Joseph Park (2009) and Oryang Kwon (2009) having done extensive research on the theme of how Koreans perceive the English language.

I will discuss fourteen widely held views and beliefs Koreans have on the English language and English language education in Korea. I hope that by looking at these views, native English teachers can better understand how their students think about the English language.

View 1: English is the only foreign language worth learning

Before the 1986 Asian Games and the 1988 Olympic Games in Seoul, Korea prepared to host these major international events; streets were cleansed up and venues were built. Since it was also the first time a massive influx of tourists would visit Korea, the population was educated on how to deal with foreigners. English? The Asian Games? Apart from India, Pakistan, the Philippines, Malaysia, Singapore and a handful other countries where English was widely spoken, the average citizen of an Asian country was not fluent in English back in 1984. The same goes for the 1988 Olympics, as the average global citizen was not conversant in English either. (Park, 2009: pp. 74-89)

Beijing prepared its citizens for the 2008 Olympics by hiring native speakers of many spoken languages to prepare its population to welcome tourists from all over the world. I remember Chinese universities and high schools hiring teachers, back then and today, for the most improbable languages: Hungarian, Finnish, Estonian, Malay, you name it. Yet Korea seemed and still seems to hold the belief that most foreigners speak English.

Although Chinese and Japanese have recently joined the club of languages worth learning in Korea, preparations for the 2002 World Cup and the 2010 G20 summit attest that there is still a widely held belief that English is sufficient to deal with all tourists and delegations.

View 2: Speaking English is absolutely necessary

Most of my schooling took place in France. There, English was widely taught, but remained officially optional. French schools allow students to study any one foreign language in middle school and any two foreign languages in high school. Students could choose the language that was best suited to them. So in cities bordering Italy, most students choose Italian as their first foreign language; in cities bordering Germany, most students choose German; and in cities bordering Spain, most students choose Spanish. In contrast, Korea seems to believe that English is absolutely necessary. Here, English is the only choice for students, regardless of its practicality. (Park, 2009: pp. 74-77)

Hagwon advertisements, English textbooks and self-help books on learning English emphasize the necessity of speaking English. Many companies also hire staff based on their English ability, as demonstrated by TOEIC or TOEFL scores. These scores are not interchangeable with any other standardized language tests, such as the JLPT, DELF or DELE. Only TOEIC or TOEFL scores are accepted.

View 3: English is an externalized language

Up until the recent inflow of expat workers and foreign brides, many of whom have learned Korean, Koreans believed the Korean language to be the language of the in-group, and every other language was believed to be the language of the out-group. While there has always been a small minority of Koreans whose first language was Chinese, for over 99% of Koreans who were born and raised in Korea, Korean is their first language.

This contrasts with many countries where regional, provincial, or ethnic languages have led to foreign languages being considered legitimate for both the in-group and out-group. In the Philippines, Malaysia, Singapore, and Hong Kong, English is considered a deterritorialized language. However, Koreans hold the belief that English is the language of “native speakers”, especially those from the United States. The Korean media is full of depictions of mostly white men (not always native speakers) speaking English. While rarely will Koreans be depicted as native English speakers (except on the handful of English-language media aimed mostly at viewers abroad and expats). (Park, 2009: pp. 77-79)

View 4: Koreans should show self-deprecation when they speak English

English use by Koreans is often heavily ritualized, and most of those rituals involve self-deprecation. When meeting a foreigner, or even among Koreans, there is a tendency to apologize for not speaking English properly (even when fluent), to giggle when speaking, and to pretend to give up (by saying things like “I give up! It’s too difficult! I can’t do it!”). People who show confidence in speaking English are often perceived as arrogant by Korean society. I’ve heard more than a few stories of overseas Koreans or internationally adopted Koreans in Korea who were told to stop speaking English by Koreans when speaking in public. English. (Park, 2009: pp. 80-82)

View 5: A Korean who speaks English fluently is illegitimate

Thankfully, President Park Geun Hye broke this view at her recent appearance at the World Economic Forum where she gave a long speech in perfect English. Before that, Koreans tended to mock their politicians and businessmen for their inability to speak English. Many jokes, popular stories, and media depictions have emerged where Koreans are depicted as unskilled at English. Up until recently, Koreans held the belief that English was too difficult to learn, and that successfully learning English was illegitimate. Koreans are still asked for proof of their continued improvement in English; even older Koreans are asked by their companies to provide updated TOEIC or TOEFL scores, just in case they “forget” the language. (Park, 2009: p. 25)

View 6: Correct pronunciation is the most important when speaking English

There are a plethora of English accents in the world, from both native speakers and non-native speakers. However, Koreans tend to have prescriptive views on pronunciation that are often arbitrary and do not conform to any particular descriptive accent. In an age when the study of English dialects is finally taking off, and no institution officially recognizes a standardized English pronunciation, Koreans still believe that there is a standard English pronunciation. But that standard is arbitrary and varied. (Kwon, 2009: p.27)

View 7: The best teacher is the native teacher

In 2006, native speakers outnumbered Koreans as English teachers. There were 42,000 native speaking English teachers (including illegal ones) and 31,000 Korean English teachers. Koreans often believe that just because someone was born and raised in an English speaking environment, he or she can teach English more effectively than a trained Korean English teacher. Koreans also believe that other

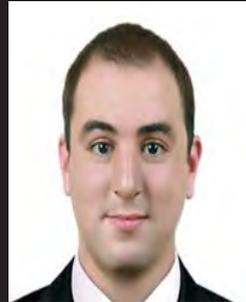
languages get in the way of speaking English properly, and, as noted previously, think there is a standardized form of pronouncing English. Thus, Koreans tend to shy away from teachers who grew up in a bilingual environment or teachers who don’t use “standard” forms of English (often perceived as the “white” form). (Kwon, 2009: p. 27)

View 8: The best way to learn English is to go to an English speaking country

In 2006, 45,000 Korean children were sent for school, either attending a boarding school or living with their mothers while their fathers stay in Korea. Since some Koreans believe that speaking Korean gets in the way of learning English, they often choose isolated cities rather than cities with large Korean communities so their children will not be tempted to speak Korean. The result is that these children often come back to Korea with reverse culture shock and are often confused about their identities. (Kwon, 2009: p. 27)

Continued on pg. 24

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Korea vs. Brazil

by Natasha Thompson

Brazil is one of those countries on people's 'must visit' lists, which is no surprise given its reputation as one of the most colorful and exotic locations in the world, with its thousands of beaches and the Amazon rainforest. Right now, Brazil is even bigger news all over the world. Not only is it almost Carnival time, renowned for being one of the biggest parties in the world, but this year Brazil will host the World Cup for the first time, and then will host the Olympic Games in 2016. The spotlight is on Brazil, and no doubt there are many English teachers thinking about making the move to Brazil in order to experience one of these big events. However, before you buy your ticket, be aware that it won't be easy!

Although Brazil has a huge demand for English lessons and English teachers, visa regulations make it almost impossible for non-Brazilians to work legally as English teachers. Companies applying for work permits need to prove that there is no Brazilian who could fulfill the role – which makes it impossible to receive a work permit as an English teacher. To receive a work card, you will need to apply for a permanent visa. Unless you are married to a Brazilian, have a Brazilian parent or child, or have R\$150,000 to invest, be prepared to work without the correct paperwork! Rest assured that you will find work if you really want to – you just need to go out and find it!

Korea is well known for providing guaranteed jobs, paid flights, and apartments. Brazil is the complete opposite! Schools rarely employ a teacher who is not already in the country, and will not provide assistance with flights or accommodation. Be prepared to do a lot of legwork to first find a school who is happy to employ you, and then to find accommodation – remember that on a tourist visa you won't have the required documents to sign a contract for an apartment. However, Brazilians are very friendly and will bend over backwards to help you out, especially if you are open, honest, and show an interest in their culture.



Some of the beautiful scenery in Brazil

There are three ways to teach English in Brazil – through a public school, for a private language institution (like the Korean hagwon), or through private classes. Generally, public schools pay low wages (less than R\$15 per hour; about 6,800W) for long work hours. A normal work week may be 8 a.m. - 7 p.m. Monday to Friday, and 8 a.m. -12 p.m. on Saturdays. However, you may only be paid for the classes you teach during that time, even if you have a two- or three-hour break between classes. Usually resources will be provided. It's not necessary to have a CELTA or TEFL certificate, but this can help you with the better paying jobs available. Schools may expect you to work either in their school or in 'in-company' classes held in students' businesses. Transportation between locations is normally at the cost of the teacher. The current minimum wage is R\$1,500 (684,000W) a month based on four 40-hour working weeks.

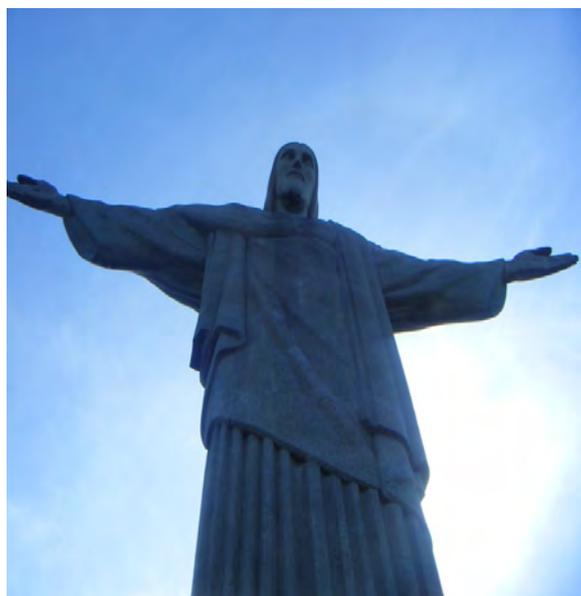
Foreigners cannot be employed in public primary or secondary schools without a Brazilian university degree, so the positions will be in private language institutions. Generally, classes are held during three main times during the day – early morning, before people start work, lunch time – Brazilians generally have lunch breaks of 1 hour or more every day, and after work from 6 p.m. onwards. You may be employed to work during one of more of these periods. Classes are small, rarely with more than 10 students, and sometimes one on one.

Private classes, organized directly between the teacher and the student, pay much better! Most of the private jobs available are to teach adults rather than children. As the teacher, you are free to set hourly rates. This can range between R\$25 (around 11,400W) in areas with lots of competition to R\$100 (around 45,600W) in bigger cities for specialized courses. If you decide to teach this way, it is important to come prepared with material and lessons, and to give your students contracts detailing cancellation policies. It's very common for students to cancel at the last minute and expect to reschedule with no penalties. The best thing about private classes is that you can choose who to teach and how to teach. Private classes can become a way for you to learn more about Brazil and make some new friends. Often students who like their teacher will invite them to events with their friends, allowing you to make both personal and business connections. Word of mouth from happy students really is the best marketing you could have.

Brazilians are very friendly and sincere people, and this carries into the classroom too. The level of trust that the student has with their teacher will greatly affect their learning outcomes. It's not enough to teach the material – you really need to engage your students, make them feel like they are appreciated and welcomed. If you don't you will soon see class attendance dropping! Brazilians realize that they need to speak English in order to travel (usually to New York or Miami) and will work hard when they have a goal in sight.

Many Brazilians are currently studying to take the TOEFL test, as the Brazilian government has started a program that pays for international study exchange programs for Brazilian science students. Students need to take the TOEFL test to apply to study at universities, especially in the United States. Teachers with any experience in this area will find themselves with plenty of work, especially if they are based near a federal university.

The cost of living is quite high, which takes many people by surprise. Fruit and vegetables are very cheap, but anything processed or imported is very expensive. Many fruit and vegetable stores have a "per kilo" section with a set price, usually around R\$1.80 (820W) per kilo. If you love tropical fruit, you will love these stores! Expect to find mangoes, bananas, guava, and passion fruit along with cacao fruit, cupuacu, jaboticaba, and caju (the fruit from cashew trees) which can only be found in Brazil. You should bring all electronics you think you might need, as the prices here will scare you! Transport costs are generally high, and transportation is limited. Most cities have bus services, but they can be sporadic and overflowing with people. Transit times can be excessive in big cities (two or more hours each way) on overcrowded buses.



Christ the Redeemer statue in Brazil

But for those who put in the effort to teach English in Brazil, the rewards can be endless. Brazil is a huge country with wide cultural influences from Europe, Asia, and Africa. Imagine being able to appreciate the music and food brought from Africa in the northeast; the Oktoberfest celebrations in the south (the biggest outside of Germany); the forests and rivers of the Amazon; the beaches and surfing culture all along the coast; or big city nightlife in Rio de Janeiro or São Paulo. There is a lot of Brazil to explore!

The best thing about Brazil however, isn't the places, the music, the beaches, or the food – the best thing is the people. Brazilians are renowned for being warm, hospitable people. Keep a smile on your face, and you will have a million new friends by the end of your first day! The cultural mix also means that it's easier to integrate into the community, as you won't stand out as a foreigner quite as much as in Korea.

As you can drink in public in Brazil, many people spend all day on the beach drinking and eating at the numerous restaurants or buying from sellers who move along the beach. The national drink, cachaça, is best drunk as a caipirinha, which is cachaça mixed with lime and ice, and very refreshing on hot days. Beer is always icy cold – there is nothing worse for a Brazilian than warm beer! If you want something equally as refreshing but without alcohol, try açai – either as a juice or mixed in a bowl with fruit and granola. If you get hungry, grilled cheese on a stick is irresistible.

Despite all the difficulties, many teachers have moved to Brazil and successfully made a life for themselves. Why is it worth the trouble? Maybe it's the abundance of nature, even in the middle of the cities. Maybe it's the exotic fruits and vegetables, and the coconut water found on many street corners. Maybe it's the friendliness of the people, who are so open and receiving to visitors. Maybe it's the idea of a tropical lifestyle and heading to the beach in your free time to learn how to surf. As long as you are willing to put in the effort, and learn some Portuguese (not Spanish) the benefits are innumerable.

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The views expressed in this article are of the author and not necessarily endorsed by KOTESOL, or The English Connection.

Special Focus on Conference Speaker Dr. Michael Long by Dr. Kim, Jeong-ryeol

The KOTESOL International Conference team is pleased to announce that Dr. Michael Long, respected scholar in the field of Task-Based Language Teaching (TBLT) will be the Keynote Speaker at this year's KOTESOL-KAFLE International Conference. In honor of this, in this article the author provides definitions of various language teaching methods, with special focus on their use and popularity in South Korea.

Languages can be learned as a second (or additional) language or as a foreign language. Second language learning occurs when people from one country and language (Koreans) study and live in another country, such as the USA, where the target language is spoken, in order to attain a high level of English language fluency. Foreign language learning usually occurs in an educational institution in a non-English-speaking country where individuals seek to learn a foreign language (English) within their own monolingual cultural context (Korea).

I would like to outline the different ways in which English is taught (as a foreign language) in South Korea, placing these methods in historical context. I hope that this will encourage readers to reflect on their own preferred teaching style and techniques, and to reflect on whether these are the most efficient to achieve their and their students' goals.

Over the years, there have been several influential theories on the nature of language learning and teaching, from the Grammar-Translation and Audio-lingual perspectives, to the current theories bracketed under the general rubric of Communicative Language Teaching (CLT), which includes Cooperative Language Learning, Content-Based Instruction, and Dr. Long's Task-Based Language Teaching (TBLT). While the Grammar Translation approach continues to be used in language classrooms, and is very popular in Korean classrooms, "Communicative Language Teaching (CLT) marks the beginning of a major paradigm shift within language teaching in the 20th century" (Richards & Rodgers, (2001), p151).

The Grammar-Translation approach sees language teaching and learning from a structural perspective. Its language goals are focused on teaching grammatical rules (structure) and vocabulary in order for students to learn how to read and, eventually, speak the language. Consequently, its instructional practices concentrate on memorizing and drilling grammatical rules and concepts in order for students to read the foreign language and then to speak it.

In contrast, the most influential and widely used theory of teaching and learning a language is the Communicative Language Teaching (CLT) approach. CLT understands "language as communication." Its main instructional aim is to develop language learners who have attained a satisfactory level of "communicative

competence." In other words, CLT sees language as a social system of communication where individuals use language to communicate with each other.

In CLT, language learning and teaching is seen as fostering meaningful, relevant, and real-life communication. In real life communication, people use language to negotiate meaning. In CLT, student-centered, task-based communication activities that allow students to concentrate on meaningful language learning in order to negotiate and exchange information, opinions, feelings and ideas are the norm.

While the traditional Grammar-Translation method highlights the important role that grammar and vocabulary play in language teaching and learning, it focuses exclusively on language structure (usage) to the detriment of language communication (use). However, as most Koreans have found, a simple knowledge of a language's grammatical rules and vocabulary doesn't necessarily produce effective and competent English language communicators. Most Koreans, after ten or so years of formal English grammar/vocabulary learning, have an adequate understanding of grammatical rules, but have great difficulty in communicating effectively in English. It can be argued that the Grammar-Translation method is ineffective in producing competent communicators, but effective in developing a general knowledge of English grammatical rules among Koreans. This isn't surprising as English is a foreign language within a monolingual context in Korea.

While there is still much discussion on the most effective way(s) to teach and learn another language, most language teachers and researchers agree that CLT comes closest to replicating the social aspect of communication. In CLT, language learners more effectively learn the second/foreign language by focusing on meaningful and relevant language communication. Students are required to negotiate meaning and exchange information in various social situations. If language is a social system of communication, language learners need to learn to communicate successfully when undertaking practical daily activities where individuals exchange information, ideas, opinions, feelings, and preferences within a particular social (cultural) context. Such communication activities create a realistic learning environment that allows students to focus on communicating meaning, in English, with the stated goal that the language learner will be able to communicate successfully with any native speaker of English.

It is naïve and impractical to think that 'native-like' fluency can be achieved or acquired in a communicative classroom setting within a monolingual-cultural context like Korea. Instead, the more realistic and attainable goal for language facilitators and learners alike is to strive for an adequate and effective level of communication skills in

the target language. That is, English language learners should at least be able to communicate effectively with another English language speaker.

In attempting to fulfil this more realistic and attainable communicative goal, the language teacher should focus on the four language skills (listening, speaking, reading and writing) to teach and learn language with a clear purpose in a meaningful communicative learning environment. While all this should be conducted with some skill and tact, it is important to weave the threads of socio-cultural sensitivity through the fabric of the four language skills, as the language facilitator and learner seek to better understand language as a social system of communication.

Student-centered interaction in the language learning process not only improves a student's motivation, but it also promotes more effective language learning. As a result of student-centered participation in the language learning process, students gradually understand that language is meant for communication.

While all this may strike the experienced language teacher and expert language researcher as a gross oversimplification of the finer nuances of language theory and practice, it is hoped that it has succeeded as a general introduction to the concept of language as a social system of communication and CLT's significant contribution in promoting more effective language teaching and learning

Dr. Kim, Jeong-ryeol is currently serving as KOTESOL's 1st V.P. He teaches in the English and Elementary Education department at KNUE.

The English Connection is just one of the membership benefits offered.

To find out about other benefits, go to koreatesol.org

Also, check our Facebook group for more information.

You can see Dr. Long, as well as many other speakers during the KOTESOL/KAFLE International Conference in Seoul, Oct. 3rd-5th.

Are you looking to do more with KOTESOL?

How about volunteering to work for *The English Connection*!

We are always looking for volunteers to help us put together the magazine.

If you have editing, proofreading, or layout experience, then contact us at kotesolteceditor@gmail.com

More than 200 people attended the KOTESOL National Conference on May 31, 2014, filling the gleaming, cool hallways of the Global Plaza Building at Kyungpook National University in Daegu. Over the course of the day, attendees had the opportunity to attend a morning plenary, an afternoon plenary, and five hours' worth of concurrent sessions, in addition to perusing displays from five different companies and enjoying free refreshments from Costco. The concurrent sessions filled ten rooms and comprised more than fifty options, including special workshops by both plenary speakers, a featured webcast, interactive workshops, research reports, practice and technique sessions, and two sessions by the Reflective Practice SIG.

Marc Helgesen's morning plenary was an early highlight, incorporating a variety of activities to demonstrate the value of multimodal teaching. Throughout the presentation, Helgesen presented relevant research; modeled easy ways to integrate multisensory input into a class; and invited attendees to experience visual, auditory, and haptic input for themselves through hands-on activities. Prof. Helgesen returned in the afternoon for a second workshop, this time offering neuroscience-based tips for making textbooks more "brain-friendly."

The afternoon plenary was another highlight for many, as the ever-engaging Dr. Charles Browne explored problems related to reading materials and vocabulary, suggested possible solutions, and introduced online tools to help teachers analyze their own materials. Dr. Browne's afternoon sessions built on this theme, the first introducing the New General Service List (NGSL), a core list of vocabulary words for EFL learners, while his follow-up presentation offered "a blended solution for developing critical thinking skills and high-frequency vocabulary."

The conference also featured a webinar with Dr. Ken Beatty of Anaheim University. In this webinar, Dr. Beatty explored the many facets of authenticity, from its history, definition, and types, to its implications for teachers.

Congratulations and thanks to the National Conference team for organizing such a successful, memorable event!

-Lindsay Herron



Checking in at the conference. This year's national conference took place in Daegu, at Kyungpook National University.



Dr. Charles Browne during his plenary. Dr. Browne also presented at last year's International Conference.

Marc Helgeson during the morning plenary. Marc shared some helpful tips on multimodal teaching activities with the conference-goers.



National Conference
Photo Essay
all photos by
Jeroen Root



A helpful KOTESOL volunteer at the membership table. Lifetime members were able to get their new membership cards at the conference. All other members should receive their card in the near future.



An attentive group during one of the many presentations offered at the conference.

Continued from pg. 7

Many other NNEST professionals and NNEST or NES (native English-speaking) people of color are increasingly filling academic and leadership positions in higher education as well as professional organizations in the field of second language education and applied linguistics in North America and around the world (Kubota & Sun, 2012). With all the achievements and successes that NNESTs have made over the last 15 years, another myth has surfaced.

Myth Five: There are no more challenges to NNESTs taking on leadership roles as the doors are wide open for them

It is true that today, NNESTs are well recognized as a professional group, as a research field, and as a community. More and more non-native English speaking educators are working in the ELT profession and playing important roles in the leadership of TESOL, the research field, teacher training, and working on the front line with EL learners. Their significant contributions and impact on our learners, the association, and the profession are no longer peripheral. The NNEST Interest Section is one of the most dynamic Interest Sections within the TESOL International Association. They are working tirelessly together with native English speaking (NES) researchers and educators to raise the awareness of NNESTs and the significant contributions they make to TESOL and the ELT field.

Does that mean that NNESTs and professionals of color can sail through various obstacles to advance their career and professional goals? My answer is NO. **We are not there yet and we have a long way to go as NNESTs are from the periphery.** The growing diversity and increasing awareness of NNESTs in higher education and the ELT field does not necessarily mean that racial and linguistic discrimination has disappeared. Nor does it mean that all NNESTs can easily obtain a leadership position or leadership development opportunities in any professional organization due to increasing competition and the many challenges we still face. We need to be aware of the challenges we face and develop strategies to overcome them.

More importantly, if we want our voices to be heard, we need to get involved in leadership roles and act with other professionals to be part of the solution to address a systemic problem and make positive changes.

Suggested Strategies

Here are some of the strategies that have worked for me and many other NNEST professionals who have taken on leadership roles in various professional organizations and institutions.

- **Act Now!** Don't play 'wait and see' anymore. Start with your local association. Submit a proposal for presentation, or volunteer at a KOTESOL conference, so you can build confidence, start your network, and get to know the organization. Soon you will find out that there are many opportunities out there and your local organizations need people like you to get involved. It is very rewarding!

- Conduct a personal SWOT analysis (strengths, weaknesses, opportunities and threats) of yourself. Realize that strengths and weaknesses are internal; opportunities and threats are external. List three strengths you have and develop them. Simultaneously list three weaknesses and note details. Now discover three opportunities that you can utilize in the upcoming two or three years and seize them. List the three major threats you believe you will face in next 2-3 years and make a plan to conquer those threats and turn them into strengths. By doing an honest self-assessment, you can learn a lot about yourself and your potential contributions to the organization you belong to or plan to join. Then you can make a more focused leadership development action plan. Remember, no one is a born leader. Leadership development is a worthy life journey, so start with a self-assessment and grow into a good leader.

- Read publications on leadership and search leadership websites. Read books and articles on leadership development, for instance, the TESOL publications on leadership development. I enjoyed reading *Leadership in English's Language Education* by MaryAnn Christison and Denise Murray (2009) and *The Leadership Challenge* by James Kouzes and Barry Posner. Here are a few leadership websites that I found helpful: The Center for Creative Leadership, (<http://www.ccl.org/>) the Center for Women's Global Leadership: (<http://www.cwgl.rutgers.edu/>), and the ASCD (formerly the Association for Supervision and Curriculum Development (<http://www.ascd.org/>)/to name a few.

- Participate in leadership training sessions. TESOL and other ELT professional organizations offer leadership development workshops and online training. TESOL's Leadership Development Certificate Program is one of the best. They will give you insights and many helpful tools on how to be a leader with a professional association. Highly recommended!

- Learn the organizational structure and governing rules – attend business meetings of the association. Discover who are the "movers and shakers". In every organization there are different cultures and rules for getting on the

agenda, getting an article published, raising issues and concerns, getting a resolution through, and developing policies. In the process of learning and doing, you create opportunities to meet people and leaders, as well as opportunities to collaborate with others. Be a good observer and don't be afraid to ask questions and challenge the system constructively.

- It's very important to have a mentor and a "buddy", someone you respect and trust as a leader or a colleague. During my professional career, I had mentors at different stages of my journey. Look for mentors who are insightful and caring, who can help you see the bigger picture, and who are willing to give you honest perspectives and constructive criticisms. We need mentors and buddies, and we also need more NNETs who are in the leadership roles to pave ways for more NNET professionals to step into leadership roles at local and international associations.

- Leadership is not about position, so no need to always be in the spotlight. One can lead from behind, within a group, and from the edge. Start with a small step- find an opportunity to lead beyond the classroom level and create success, not only for yourself, but for all of us. Develop a network and find your community. Always be persistent and have a positive attitude.

- Timing is important. Seize the opportunity when the time comes and presents itself without hesitation. Seize the opportunity because personal success without leadership ability brings only limited effectiveness. Seize the opportunity to create more opportunities for yourself and others and use these opportunities to enhance your development as an individual and as a professional through stronger communication and organizational skills.

As Jun Liu (2008) says, leadership is about "ordinary people doing extraordinary things that matter to them." And remember, no one is born a leader. We all learn to lead by leading, so don't wait. The time to act is now!

Your KOTESOL and TESOL International Associations need more NNET professionals to step up and get involved in leadership roles in regional, national, and international professional organizations to transform the system and advance the ELT field.

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Continued from pg. 9

Several limitations are evident. At times, this text is excessively vague. Consider some of the ELT website descriptions. The authors occasionally provide brief, yet detailed descriptions, such as one for *Brainshark* (www.brainshark.com): "[It] allows you to upload PowerPoint, documents, pictures and then record your own narration or commentary. Resulting outputs can then be saved on the internet and shared with students or teachers ." However, the same section features extremely weak descriptions, for example, The Guardian's Teacher Network (<http://www.theguardian.com/teacher-network>) "Our favorite! Lovely resources and you can create tests for your class." Why is the site so lovely? Does this site help a teacher build a better test than they could do alone? No further elaboration is provided.

Another flaw, presumably irrelevant, yet difficult to ignore is the frequent occurrence of typographical errors. For example, on page 113, we find two typos: "They might have some need some language support;" and a few lines down: "one you thing you probably don't know about this..." This may be attributable to the publisher and not the authors. However, as a professor from my university days once told her students: "Proofread: spelling and grammar mistakes reduce your authority."

Despite its limitations, *The Coursebook and Beyond* provides a good start for the motivated teacher to expand on their craft. Though, much is familiar to the more experienced professional, there is sure to be many points of novelty among the varied activities and references suggested. Given its concision and breadth, Copland and Mann have provided a text which is both accessible and useful for ELT professionals of all levels.

Christopher Miller has been working in ELT for over six years. He currently teaches at Daeil Foreign Language High School in Seoul, South Korea.

Getting to Know Your National Council

In this issue of TEC, we're pleased to introduce a new feature, a "Getting to Know Your National Council" column. For this inaugural column, we sat down for an interview with the chair of the Membership Committee, Lindsay Herron. We asked a few questions that we thought might be on many members' minds.

So, what has the Membership Committee been up to lately?

I'm glad you asked! We've actually got quite a few projects in the works for 2014. First, we've just wrapped up multiple membership drives. New members joining at chapter conferences, or joining online in the month leading up to the National Conference, had an opportunity to get three free months added to their membership—fifteen months for the price of twelve. This promotion was well received, so we'll probably offer it again in 2015.

Speaking of new members, is there any chance we'll get membership cards soon?

Yes, absolutely! We started distributing membership cards to lifetime members at the National Conference, and the rest of the cards will be available for pick-up at the International Conference (IC). Members who are unable to pick up their cards at that time can get them after the IC from their chapter president. We hope these cards can be used to expedite the check-in process at various KOTESOL events. They've got QR codes for this purpose.

Did I hear mention of local discounts?

That's certainly a goal for the future. Right now, your KOTESOL membership card just entitles you to discounts at KOTESOL events, but we hope to eventually expand this to local businesses, as well. If you know a local business that might be interested, please let us know!

Oh. So have you added any new benefits for members?

We have, indeed! Besides all the other great benefits members enjoy, they can now get free domestic shipping on KOTESOL merchandise, and we've also launched a new classroom observation program.

How does this classroom observation program work?

For the new Open Door Classroom Observation Program, the Membership Committee facilitates connections between members who wish to observe a class and members who have agreed to let their classes be observed.

Is it too late to become a host in the program?

We're always looking for hosts. If you have three or more years of teaching experience and are willing to open your classroom to fellow KOTESOL members, we'd love to have you aboard! Just fill out the volunteer host form online and tell us a little bit about your classes, including where, what subjects, and what level you teach. When a member contacts us seeking to observe someone with your particular characteristics, we'll put them in touch with you. Then you can work with that person directly to find a time and date that is convenient for both of you. If it's not convenient, you can turn down their request—but be sure to let that person and the Membership Committee know that a new host will be needed.

I'm an experienced teacher. Can I still observe a classroom?

Of course! We can learn a lot by observing a variety of teachers and teaching environments. The program is designed to serve all interested KOTESOL members, whether they're observing a class to meet a requirement or for their own professional development.

If you'd like to observe a classroom, just fill out the host request form online and let us know the location and level you'd like to observe. We'll try to find a host that matches your request. We currently have hosts teaching various age groups all over Korea—plus a few international volunteers, as well.

Can you tell us more about the KOTESOL merchandise you mentioned?

All of our KOTESOL branded items—ceramic mugs, travel mugs, lapel pins, and more—are now available for purchase online. Domestic shipping is free for members, 5,000 won for non-members.

These branded items are a great deal, since we sell them to members at cost or with a very small mark-up. We're adding new branded items this year, too. I don't want to spoil any surprises, but you can look for at least one new goodie at the IC this year. It's a little more expensive than the others, but it's really nice, and I can't wait to buy one for myself.

I see pens on the merchandise page, too. Are they free?

The pens are free for promotional purposes. If you're giving a presentation in a non-KOTESOL venue, we'd love to send you pens to hand out to your audience. Many of us discovered KOTESOL through word of mouth, and we'd like to step up our grassroots promotion efforts. Please help us spread the word! We've given out more than 400 pens this way so far.

If you'd like a pen for yourself, we'll include one free with your merchandise order, or you can find them at KOTESOL special events.

On the topic of special events, are you planning any networking opportunities for members?

Yes, we are! We're working on a gala event, actually: a classy and elegant affair where members can network, socialize, or just enjoy the food. The details haven't been finalized yet, but the ticket prices will be reasonable. Our goal is to make this event as affordable and accessible as possible. I hope our members are as excited as I am about this opportunity!

Is there anything else you want to say to our members?

Thank you for your support of the Membership Committee! We're working hard to attract new members and ensure that current members have the best possible membership experience. If you'd like to help us with these goals, if you have an idea you'd like to share, or if you have any questions about your membership, please feel free to contact us: membership@koreatesol.org. For questions, please check the KOTESOL FAQ first: <http://koreatesol.org/content/kotesol-faq>.

To learn more about these initiatives, to participate in the Open Door Classroom Observation Program, or to order KOTESOL merchandise, please visit us online: <http://koreatesol.org/memcomm>.

Another great way to see what the National Council does for you is to attend council meetings!

Check koreatesol.org to find out when and where the next meeting will be held.

Keep informed about what is going on in Kotesol by checking out Koreatesol.org.

We're also on Facebook:
www.facebook.com/groups/kotesol/

Input!

Input!

Input!

We want to hear from our readers!

How can we make The English Connection better?

What would you like to see?

Please send your thoughts, ideas, and suggestions to kotesolteceditor@gmail.com

View 9: English should be learned through rote memorization

When I was studying Korean, my Korean girlfriend encouraged me to memorize my entire textbook. Fortunately, I found a better way to learn Korean and now speak fluently. However, go to any library or coffee shop and you will see college students memorizing books and textbooks. Even several of my professors prided themselves on having learned English by memorizing books, although I must say their English was often barely intelligible. (Kwon, 2009: p. 27)

View 10: English should be learned by memorizing word lists and random sentences

I majored in English and Spanish education at a French university and spent the entire second year memorizing French words and English translations. The book's name was "Words", and was every student's nightmare, including mine. We had to memorize 50 pages at a time, had six tests over one year, and covered 300 pages of vocabulary. Koreans seem to hold the same belief as the French. It is not uncommon that Korean English teachers give students several pages of vocabulary and test them on the vocabulary. Students also memorize vocabulary when preparing for English tests; whether they are standardized tests, writing tests, or even speaking tests. (Kwon, 2009: p. 27)

View 11: English can be learned in one month

There are more than a few hagwons that advertise that they can make students native speakers in one month. Experts maintain that to become a fluent speaker of a language one needs to be immersed in the language eight hours a day for four years. Which coincides with Malcolm Gladwell's popularized 10,000 hour rule, if you do the math. On the other hand, these hagwons promise to make their students native speakers in as little as six hours a week for one month. Often, incidentally, such hagwons teach English through rote memorization. (Kwon, 2009: p. 27)

View 12: Standardized tests are the best indicator of one's language ability

I am the child of an Algerian diplomat. So, although I was born and raised in the United States, I don't have US citizenship. Yet, any native English speaker can tell that my English is no different than theirs. But when I worked at Korean companies, I was often told by Korean co-workers that their English was better than mine. They reached this conclusion in two ways. First, they assumed I was not a native English speaker because I don't have a US passport. Second, they scored 900 or higher on the TOEIC test and I have not. Koreans judge each other's English by their TOEIC or TOEFL test scores. Having

never taken either of those tests, I don't have a numeric score to "prove" my ability. So many Koreans conclude that my English is inferior to theirs. (Kwon, 2009: p. 27)

View 13: English writing is not important

As an EFL teacher, I was worried about the quality of my students' writing. I decided to spend half an hour a week with each class practicing writing, but the students would not engage with the tasks. I would assign a topic and tell the students to write whatever went through their mind, but blank answer sheets were common. While Koreans place a lot of focus on reading and listening, and importance on speaking, most Koreans, even those with the best English, will never bother to practice their writing. This explains all the mistakes in the Korean English-language press, and in English-language documents. (Kwon, 2009: p.22)

View 14: Politicians should legislate on English language education without consulting experts

The introduction of English education in elementary schools? That was a presidential decree by Chun Doo Hwan in 1982. The introduction of mandatory English education in all elementary schools? That was a presidential decree by Kim Young Sam in 1997. The decision to teach English entirely in English (though never implemented) was a ministerial decree by Education minister Moon Young Lin in 2000. The opening of the first English village in 2004 was a decree by Gyeonggi Governor Sohn Hak Kyu. Do you see a pattern? Most recently, the decision to ban teaching high school test materials to elementary and middle school students was a presidential decree by President Park Geun Hye in February 2014. (Kwon, 2009: pp. 26-27)

The way a language should be studied is a social construction and is different in every community. So is the achievement standard. How many of us expats have left Korea and put "Korean" as one of the languages we speak on our resume, even if we barely speak it? However, most Western expats, even those who speak native-like Korean, will refuse to admit that they speak it fluently enough. Many Europeans believe that the best way to learn a language is to read heavily, while many North Americans believe the best way to learn a language is by chatting away with the bartender. Likewise, there are patterns in the way Koreans view English.

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Preregistration for the International Conference will start in August. Keep checking koreatesol.org for more information.

We want to see you at our new location, COEX Convention Center in Seoul!

KOTESOL welcomes KAFLE as our co-sponsor for this year's International Conference. It will be two great conferences in one location!

The International Conference takes place Oct. 3rd-5th.

Are you someone who likes to use a lot of technology in the classroom? Then write about it in *The English Connection*! You could be the next contributor for our Technically Speaking column. Email kotesolteceditor@gmail.com for more information

What is the “English Expo”?



“English Expo” was established to respond to the needs of the industry to gather recent information and up-to-date technology for English teachers and learners. The concurrent conferences along with an exhibition have enhanced the pedagogy of teaching English and become one of the most popular and influential annual gatherings for English education professionals and

institutions. At “English Expo”, visitors will find the most up-to-date information and trends in English education, equipment and materials, books/publishing, and E-learning/multimedia as well as various conferences for English teaching and studying. Specializing in English education, the expo will contribute to promoting English education in Korea. In the long run, this will facilitate international relationships between Korea and English-speaking countries.

“English Expo 2013” was.....

“English Expo 2013” was a great success with over 150 booths from 4 countries, and it was an instrumental platform for those interested in English teaching & learning, such as parents looking for advanced English education for their children, current English teachers, office workers, young students and university students as well as all others who are a part of this industry. Over 14,600 people visited “English Expo” last year, obtaining useful information and gaining insights into the current trends in English teaching & learning.



Major English education institutions like YBM, Pagoda Language Institute, and ETS joined last year's “English Expo”, and conferences on diverse topics were concurrently held during the expo for English teachers and learners. The KAPEE(Korea Association of Primary English Education) conference as well as speeches made by top English teachers and lecturers attracted much attention from participants.



“English Expo 2014” is.....

“English Expo” is the only specialized English education expo in Korea, and it provides the most recent information and contents that are essential for English teaching and studying. The quality contents include: information on public education policy, educational institutes, multimedia educational equipment, evaluation systems and programs that test an individual’s language proficiency level, various programs organized by esteemed institutes to foster global talents, on-site English experience programs and associated English Camp programs, and relevant training courses.



In addition, “English Expo 2014” concluded a partnership arrangement with KOTESOL. As Mr. Peadar Callaghan (President of Korea TESOL) emphasizes in his welcome message on the KOTESOL website, “English has been considered as an essential tool by parents, teachers, and education policy-makers in Korea so the roles of teachers are becoming much more demanding and challenging. Professional development activities are a must,”

In this regard, a KOTESOL national conference, which will be held during the “English Expo”, is one of the important events for enhancing professional development activities. The KOTESOL national conference at “English Expo 2014” will certainly be the most suitable and effective platform for knowledge exchange and information sharing. This is why we expect to draw a high level of attention and participation from many KOTESOL members and people in the industry when this Expo will be held in December at Coex in Seoul.

KOTESOL is one of the most important official sponsors for the English Expo.

Also, this year’s English Expo will simultaneously host “YOUTHECA EXPO Winter”. The YOUTHECA is an online social network, which provides vision and motivation to youth in their careers, education paths, and dreams through extracurricular activities. The “YOUTHECA EXPO” has been held every year at Coex since 2011, and this year’s “YOUTHECA EXPO” will be co-organized by ‘YOUTHECA’ and ‘GFC – the organizer of English Expo 2014’. It will be a good opportunity for visitors to get to know “English Expo 2014 Summer” by visiting the English Expo Summer special pavilion during the “YOUTHECA EXPO.”

“Youtheca Expo 2014” will be held on Aug. 9th at Coex.

YOUTHECA (<http://www.youtheca.com/>) is a non-commercial online social network which provides extracurricular activities for young people; and it was originally established by nine Korean students in May 2010 with their voluntary will to create clubs to share their interests and passion. YOUTHECA is a compound word for Youth and Extracurricular Activity. Currently, there are over 70,000 student members from over 5,000 middle-high schools from 120 countries with over 900 clubs in total.

“English Expo” will be.....

“English Expo” has the following four missions and will continue to develop and put its utmost efforts forward in order to achieve them.

- Help strengthening the networks between the governmental bodies/institutions and the private educational sectors to provide a better English education for all
- Provide an excellent business platform for exhibitors to strengthen relationships with existing clients and to build relationships with new clients
- Promote the exchange of information and experience among experts, stakeholders, teachers and learners of English
- Offer English learners great opportunities to learn new and improved strategies for enhancing their English proficiency

“English Expo 2014”



“English Expo 2014”, an optimized platform for communication and information sharing of English education, is going to take place at Coex in Seoul over 3 days from December 12th (Friday) to December 14th(Sunday). Our sponsors for “English Expo 2014” include public organizations like the US Embassy and the British Embassy, and civil organizations like the AMCHAM (American Chamber of Commerce), and the KUSEC (Korea-US Economic Council). The English Expo is also sponsored by KOTESOL, Asia TEFL, KELIA and KEFA. Particularly, “English Expo 2014” is looking forward to synergy effects based on its partnership with YOUTHECA — a young students’ social network of 70,000 members.

In addition to the sponsoring organizations, “English Expo 2014” has sponsor companies, too: ‘Hunjang Village(400,000 members)’ and ‘SukSuk.com(2,000,000 members)’. ‘Hunjang Village (<http://www.hunjang.com/>)’ is Korea’s first online website that specializes in providing job matching services for private institute teachers. We expect to many members and teachers of ‘Hunjang Village’ to visit the Expo. ‘SukSuk.com (<http://www.suksuk.co.kr/>)’ is an online community for parents to share knowledge and information on English education.

“English Expo 2014” operates online services, such as a Facebook page (www.facebook.com/EnglishExpo), a blog (blog.naver.com/expo_english) and its own website (<http://englishexpo.net>) to communicate with the industry and visitors.

Pre-register for free admission to “English Expo 2014 at Coex”

(www.englishexpo.net ⇒ English ⇒ click on ‘pre-register’ ⇒ fill out ⇒ Invited)

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Since its establishment, Global Fairs & Conference(GFC) has made a significant contribution to the development of the MICE industry. Our remarkable accomplishment reaches from



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If you have any inquiries, please contact us at:

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