

The English Connection

A Korea TESOL Publication

Fall 2014, Volume 18, Issue 3

International Conference Invited Speakers:

Michael Long

Ahmar Mahboob

Angel Lin

Scott Thornbury

and Gabriel Diaz Maggioli



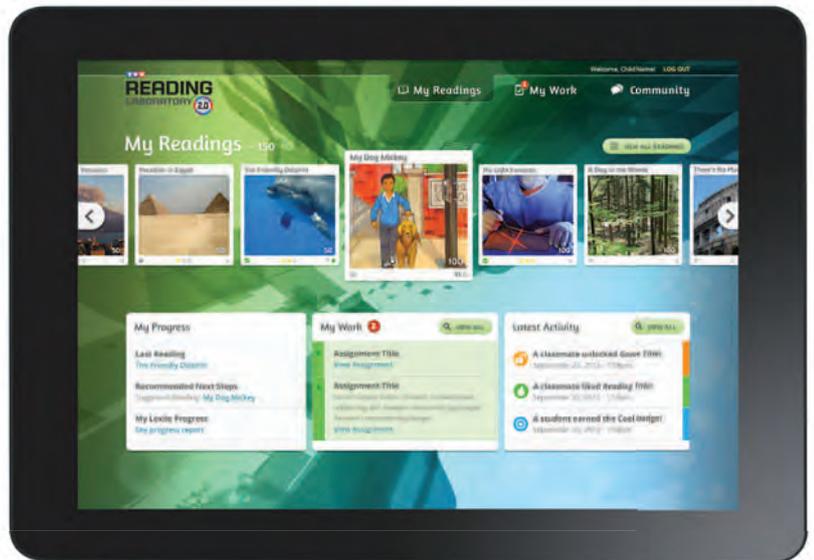
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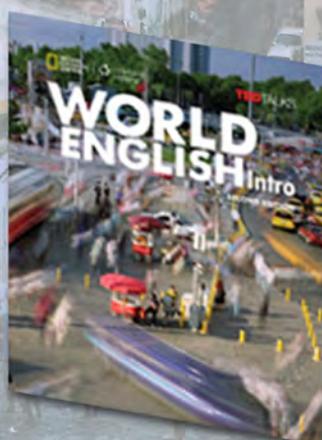


To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea.



WORLD ENGLISH 1

SECOND EDITION



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Writers wanted: Articles on research or reflections on teaching English as a second language within the Korean cultural context are welcome.

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By Julian Warmington, Editor-in-Chief

**Ko The Stirling Castle te waka,
Ko Ahu Mairangi te maunga,
Ko te Nakdong Kang te awa.
Tena koutou katoa; nau mai, haere mai
ki nga wharangi o te moheni nei.**

Greetings, and welcome to the pages of the new-look *The English Connection*. In a reflection of KOTESOL's international conference move to the new venue at COEX, we have revamped our style and in-house publishing process. We hope you enjoy reading on while learning more about this year's international conference and other great articles to do with teaching English in and around Korea. Gain the latest information and introductory insight into the international conference with our handy two-day "at a glance" schedule, and the pre-conference workshops, both available on the last two inner-cover pages at the back.

TEC is proud to offer interviews and articles introducing a selection of the invited speakers you can look forward to hearing in full at this year's international conference. We feature interviews with Professor Angel Lim from Hong Kong University on literacy and student-created online content, Dr. Ahmar Mahboob on language variation and effective feedback, and Professor Scott Thornbury on professional development and the mind-body connection in learning. Furthermore, Gabriel Diaz Maggioli introduces his Visual Thinking Strategies, also described as using art as a focus and context for learning English in the classroom, and Michael Long introduces his experience supporting the approach of students learning by doing, in his case, by completing communicative tasks also including visual prompts.

This is my first issue as editor for this magazine. The thought struck me recently that *The English*

Connection is a great name as on the more obvious level the word "connection" implies a relationship developed by sharing language; less obviously the name can be seen as a kind of joke.

It is a fun play on the name of the dramatic thriller movie *The French Connection*. Humor was recognized even in TEC's very first issue as a powerful tool for developing connections between words and ideas, and even different cultures as Robin Williams taught us in *Good Morning, Vietnam*. But sometimes just being there and sharing a high five is enough to make that sought-after emotional connection, thereafter seeing lexical gains so huge that the very student starts cracking jokes in the second language, as Miranda New reports in *The Orphan and the English Adventure*.



In other featured articles, Brad Serl discusses job security, major impending national changes to the local scene, and what it all might mean going forward.

You can also find our regular columns, including Chris Miller's book review, and in the international column this month, Michael Lesser takes us to Indonesia.

It has been a challenge to aim for the high standard of both quality and variety of content achieved by outgoing editor-in-chief Bill Mulligan. I thank him and KOTESOL publications officer Dr. David Shaffer for that challenge, and for all the greatly experienced TEC team for staying on to help develop the new publication process.

The team and I hope you all enjoy the refurbished pages and have a great time at the freshly rebooted international conference this year.

Julian Warmington

By Peadar Callaghan,
KOTESOL President

From the President: Memories of Conferences Past

Believe it or not, I have only been to a few international conferences. They have, however, helped to shape me as both a teacher and a member of KOTESOL.

I came to my first KOTESOL international conference in 2009. My best friend was presenting and we were traveling together, so I had to stay in line to register as she went to get her presenter's pass. I remember how friendly everyone was to this wide-eyed Irish man who wasn't really sure what he was doing there. I remember sitting out in the courtyard of Sookmyung Women's University, enjoying the wonderful breeze and being introduced to people. I was introduced and introducing myself for most of the morning; in all honesty, there were too many names to remember at the time, but some have since become some of my best friends in Korea. We went up to the plenary speech as a group, with several experienced KOTESOLers having taken me under their wing. It was when sitting in the plenary hall that I was first asked to give a presentation at what would be the first of many conferences. Shocked, I babbled out a "thank you" and "yes, of course" and this set me on the road to presenting all over the country.



A year later, I was back and a very different person. I was presenting at the conference in 2010 and had been asked to stand for election as an officer of KOTESOL. On top of this, I was assisting the stage manager with her duties and helping to setup and tear down the entire conference. I was so busy with all of these commitments that my friends had to sit me down and shove a sandwich into my hands for fear of me passing out. If I thought that I had met a lot of people the year before, I was swamped in 2010. Thankfully, I had remembered this time to bring name cards for myself and worked hard to encourage people to come to my presentation, even though it was on at 8:40 on the Sunday morning. While I didn't win the election, I came out of that conference better known within KOTESOL and started doing some freelance writing work based on the contacts that I had made.

By 2011, I was an old hand at the conference; people would come up and ask me for advice. I was talking to fellow presenters and even managed to spend a couple of hours with Steven Krashen, talking about comic books and the ideas behind exo-linguistics, or how we would talk to aliens. It was a much more relaxed year for me, even though I was giving three presentations, one with a friend and two on my own. I think the greatest thing I learned that year was just how approachable everyone is in the field, from the big-name speakers to the people at their first conferences. Everyone had time to answer questions, to be part of the debate, or even just to laugh together.

In 2012, I was back on the campaign trail, this time unopposed on the ticket. I was elected to the position of 1st Vice President and to be honest, I was a little shocked. In just three years, I had gone from being a complete unknown to the person people made a point of coming over and saying "hello" to.

2013 saw my election as President and the start of a busy year for me. We were busy organizing, planning, and implementing new programs and restarting old ones. But I think at the 2014 conference, you will have every opportunity to come and ask me about all of that.

As we come into the 2014 conference, if I were to offer one piece of advice, it would be to get out there and talk to people. The contacts that you will make are the greatest value the conference has to offer, and if you see me, come and say "hi." I would love to get to know you.

Peadar Callaghan

A Simple Communicative Task for Child or Adult Beginners

By Michael Long

It is often said that genuine communicative use of English is impossible for beginners, and thus a communicative approach to EFL instruction must wait until students know enough to be able to communicate. This belief is a myth, however. The following is just one example of a pedagogic task that can provide the basis for communicative language use. Though it could be delivered over the course of three or four lessons via computer or smart board, it does not specifically require expensive technological aids. A blackboard, chalk, paper, and scissors will serve perfectly well.

Step 1 (20 minutes): The teacher draws three or four geometric shapes on the board (see Figure 1), numbering and talking about them as he or she does so. ("Number 1 is a circle. Number 2 is a circle. Number 1 is a small circle. Number 2 is a big circle. Number 3 is a small square," and so on.) The drawings and gestures for "big" and "small" will make the meanings clear to students. After many repetitions, the teacher begins to ask the class and individual students questions like "What number is the big circle?" Students can participate simply by answering with the corresponding number: "Two." Depending on the students' age, attention span, and current knowledge of English (if any), more shapes can be added, always accompanied by a significant amount of input before production is required. Gradually, students complete utterances (e.g., "Number 5 is a small ____?" "Triangle") and answer questions (e.g., "What is number 7?" "A vertical rectangle"). Talk is meaningful at this stage, but not yet communicative.

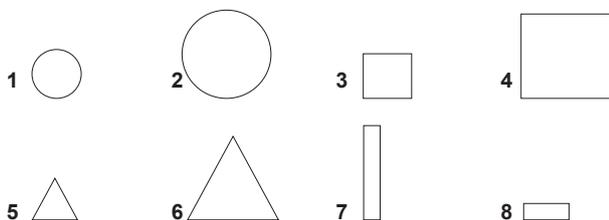


Figure 1. Geometric shapes for steps 1 and 2.

Step 2 (10 minutes): Students work in pairs, asking and answering the same type of questions as those described in Step 1. The teacher circulates, listening carefully, and providing required lexical items or corrective feedback (focus on form rather than focus on forms) when necessary.

Step 3 (20 minutes): The teacher reviews the material in a subsequent lesson. A true-false game can serve to introduce negatives (e.g., T: "Number 9's a square." S: "No, it's not. It's a hexagon"). The same combination of visual support and gestures is used to add a verb (e.g., put), a few new shapes and numbers (e.g., cylinder, hexagon), adjectives (e.g., black, white, red, green) and locatives (e.g., above, below, beside, between), gradually increasing input complexity until students can handle utterances like "Put the small blue square between the red circle and the green rectangle." Here, the language use is still meaningful, but still not fully communicative. Metalinguistic talk about grammar rules, e.g., about English adjective order (small red circle, not *red small circle), will rarely be necessary; rules and vocabulary items will usually be learned incidentally from the numerous examples present in the teacher input. But if a particular error persists, the attention of individual students or the whole class can briefly be drawn to the problem in context as they perform the task, the time when they are most likely to be motivated and attending. This is another example of focusing on form.

Step 4 (10 minutes): Pairs of students are given two matching sets of geometric shapes. Different pairs receive different sets, which they will later exchange. While paper cutouts will suffice, laminated cardboard sets will last longer. Each student's set is hidden from his or her partner by a simple screen of some sort – perhaps a book or a bag. One student in each pair arranges the shapes as they choose and describes the layout. Their partner has to produce the same arrangement with his or her set, asking clarification questions if needed: "Is the small square above or below the blue circle?" "Below." They are now using English to communicate. After they complete the task, feedback is immediate when the screen is removed. Now it is the second student's turn.

Step 5 (10 minutes): More intensive communicative practice ensues when the pairs exchange the sets of shapes with neighboring pairs. The attention of the students is maintained in part by the challenge posed by the different shapes in the new set. The complexity of the sets (and of pedagogic tasks of any type) can be adjusted to a level challenging enough to hold the students' attention. Indeed, the intellectual challenge

of any pedagogic task should always be sufficient to engage students, something that repetitive drills often fail to achieve. Adult beginners in particular should not be made to work on trivially easy tasks simply because they are beginners; it is their English that is limited, not their intelligence. For example, a set of ten triangles, five of one color, five of another, each differing slightly in their size and internal angles, can constitute a brain-teaser for the smartest adults even when doing the task in their native language!

Step 6 (20 minutes): In subsequent lessons, students are presented with several sets of two, three, or four drawings, such as the two shown in Figure 2. The students listen to a description of a drawing and have to identify which one in the set matches the description. The description will be true of both pictures in Figure 2 until they hear "The small triangle is above the circle," which is not true for Picture A, meaning that Picture B is the correct answer. If necessary, the difficulty of the listening component of the task can be reduced by allowing time to study the pictures before the oral description begins, by the teacher reading the description twice, by pausing between utterances, and so on. The task can also be performed as a game, with students (either individually, in pairs, or in groups) calling out the answer as soon as they think they know it. To avoid guessing, they have to identify the part of the description that revealed the correct answer.

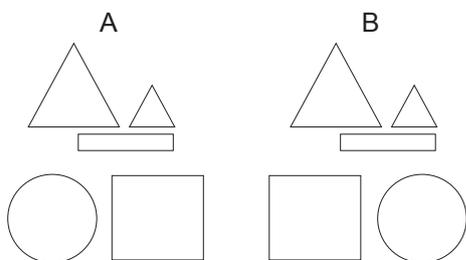


Figure 2. Pictures for steps 6 and 7.

Step 7 (20 minutes): If reading is also a target skill, the same task can be repeated in written form, unsped or speeded; the students in this case have to read the descriptions to identify the correct pictures. If both reading and writing are required skills, students may write short descriptions for their classmates of arrangements provided by the teacher. Their classmates then have to use the descriptions to arrange the geometric shapes in the order indicated, or alternatively, use the instructions to identify the correct picture among three or four provided.

Pedagogic tasks like the one presented above can easily be modified not only for complexity, but for relevance to students' communicative needs. For instance, they can be adapted for very different

The nature of these pedagogic tasks encourages students to pay close attention to the input, a prerequisite for language learning.

subject matter and proficiency levels. Instead of descriptions of geometric figures, more advanced students might listen to or read two or more biographies of famous people in a field of interest to them (science, baseball, politics, etc.) or facts about two or three automobiles, buildings, paintings, commercial products, political parties, philosophers, religions, countries, etc., with only one description being accurate in each case.

The nature of these pedagogic tasks encourages students to pay close attention to the input, a prerequisite for language learning. Through the use of standard spoken or written input enhancement techniques, perceptual salience can be added to those important lexical items, collocations, and grammatical features that are perhaps unlikely to be noticed quickly enough without it.

Finally, the entire task-based module of materials can easily be adapted for use via computer if the technology is available. For additional examples of pedagogic tasks as a basis for communicative L2 use at all proficiency levels, from beginners to advanced, see Chapter 8, Task-Based Materials, in Long, M., *Second Language Acquisition and Task-Based Language Teaching* (pp. 248-299). Oxford: Wiley-Blackwell, 2014.

The Author

Mike Long is Professor of SLA at the University of Maryland. Recent publications include *The Handbook of Language Teaching*, with Catherine Doughty (Wiley-Blackwell, 2009), *Sensitive Periods, Language Aptitude, and Ultimate L2 Attainment*, with Gisela Granena (John Benjamins, 2013), and *Second Language Acquisition and Task-Based Language Teaching* (Wiley-Blackwell, 2014).

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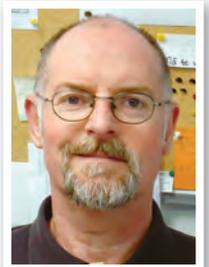
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Learning to See and Think in English: Visual Thinking Strategies

Gabriel Diaz Maggioli

Director, University Language Learning and Teaching
THE NEW SCHOOL University, New York

Art and ESL: A Good Match?

Teachers who use art in the classroom tend to select works of art to fulfill linguistic requirements. They may use Van Gogh's "Bedroom in Arles" to teach the names of pieces of furniture and maybe introduce the notion of existence. What if there were an alternative way of using Art in the classroom that would help students actually express their own views about their reaction to the piece, while the teacher acts as a guide on the side, more than as a sage on the stage?

Visual Thinking Strategies (VTS)

Visual Thinking Strategies (VTS) is a methodology for teaching art appreciation developed by Philip Yenawine, a museum educator, and Abigail Housen, a Harvard scholar who researched how viewers process what they see. Frustrated with the low impact of the educational programs at the Museum of Modern Art in New York, he turned to Housen, whose focus was on thinking.

VTS is a very simple yet highly effective way of approaching the analysis of a work of art. It starts with a teacher leading a group in a one-minute silent observation of a piece of art which might be relevant to the students because of a curriculum connection, or because it emphasizes or epitomizes particular curriculum contents.

After this minute of "eyes on canvas," the teacher asks a question. When students respond (one at a time) the teacher rephrases what the student has said, indicating evidence on the painting (for example, if a student says "a bed" the teacher may respond "So, you see a bed in the picture" while pointing at the bed). As more students contribute ideas, the teacher continues rephrasing and pointing at the evidence while weaving together the answers provided by the various students observing the work of art. The teacher helps students sum up the observation and thanks them.

VTS as a Form of Scaffolding

This very simple procedure epitomizes a most effective form of mediation, which we call scaffolding. This concept, originally developed by Jerome Bruner in 1976, consists of the different moves that a more able peer makes in order to bestow control over the activity on the less capable peer. In remaining unobtrusive, the teacher is communicating very powerful messages to students. First, that there is no single interpretation of a work of art. Secondly, by rephrasing what students have said, the teacher is validating and expanding their speech, thus providing optimal exposure to the language in a natural and communicative context. Thirdly, and most

importantly, the teacher is showing how language can be used to express a multitude of meanings.

Diaz Maggioli (2013) outlines five conditions for successful scaffolding that are optimally depicted in VTS.

- **Intentionality and reciprocity** – In VTS, students engage with the work of art because it prompts an affective reaction. The teacher responds to students' expressions of these reactions by expanding and validating them.
- **Meaningfulness** – Because VTS does not start from an analysis of a particular style, it allows learners to attach their own meaning to the images they see.
- **Transcendence** – The work in VTS is not intended to help learners describe this particular work of art (art as an end), but rather it uses the work of art to engage learners in real communication (art as a means).
- **Social-to-individual orientation** – If, as Vygotsky affirmed, all learning proceeds from social regulation to self-regulation, then VTS provides an optimal turf for this. The student initiates communication and the teacher rephrases and expands it, thus affording students a chance of noticing how language works in real life.
- **Contingent multimodality** – This refers to the use of semiotic systems other than language to express meaning, and this is achieved through the work of art.

References

Diaz Maggioli, G. (2013). Of metaphors and literalization: Reconceptualizing scaffolding in language teaching. *Encounters/Encuentros/Rencontres on Education*, 14, 133-150.

See also:

Yenawine, P. (2013). *Visual thinking strategies: Using art to deepen learning across school disciplines*. Cambridge, MA: Harvard University Press.

The Author

Gabriel Diaz Maggioli is Director of University Language Learning and Teaching at The New School University in New York, where he also directs the MATESOL Program. His research centers on Mediated Learning and Teacher Education.

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Interview: Prof. Angel Lin

University of Hong Kong

Featured Session

Young Learners as Content-Creators: New Media in TESOL

Second Session

Content and Language Integrated Learning (CLIL): A New Trend for TESOL?

TEC: Professor Lin, thank you for agreeing to answer a few questions about your work and presentations before the 2014 KOTESOL-KAFLE International Conference. I believe this will be your first visit to a KOTESOL conference. What are your expectations of this trip?

Prof. Lin: Yes, this is my first KOTESOL Conference, and I look forward to meeting with many TESOL researchers and practitioners from Korea and Southeast Asia. I think we share similar TESOL challenges in Southeast Asian contexts and can learn from each other's experiences.

TEC: Can you please tell us more about the topic of your main conference presentation?

Prof. Lin: Things are happening very fast in the multifarious ways young people engage with new/ social media, and we TESOL-ers need to be open-minded about the education potential of young people's informal literacy practices on the Internet. What is most important to me is understanding young people's strong desire to create and to share what they've created with a larger community of practice. When they have the desire to create, then we can explore ways of tapping into this desire for language learning purposes.

TEC: I believe you are also giving a second invited presentation. Could you tell us a little about this also?

Prof. Lin: This has to do with the recent trends in many Southeast Asian societies to use English as a learning and teaching medium to access content and to construct knowledge. This in turn is reinvigorating research on content-based instruction (CBI) by discussing the role that TESOL practitioners can play in collaboration with academic content teachers as seen in the recent trend of work in content and language integrated learning (CLIL).

TEC: Before walking into a presentation, many conference-goers ask: How will attending this presentation benefit my students, and me as a teacher? In your opinion, who will most benefit from

attending your presentations?

Prof. Lin: I think both TESOL practitioners (e.g., ESOL teachers, curriculum designers, materials writers) and researchers will benefit from my presentation as I strive to relate research to practice and practice to research in a dialogic way.

TEC: How did you first become interested in the topics of your presentations?

Prof. Lin: I have worked on the role of popular culture in TESOL for over ten years. I am also teaching courses related to new literacies and popular culture at the University of Hong Kong. I have also been engaged in research and workshops on CLIL in recent years. I'm presently preparing a book manuscript in this area.

TEC: What background reading or pre-knowledge might be helpful for us to have before attending your presentation?

Prof. Lin: Starting to notice what our students are doing with their Internet outside of the classroom would be helpful. Reading Luke and Freebody's (1999) seminal article on the Four Resources Model would be helpful too; the article is downloadable from the following link:

www.readingonline.org/research/lukefreebody.html.

Biographical Sketch

Angel Lin received her PhD in Education from the University of Toronto in 1996. She is internationally well-regarded for her innovative, interdisciplinary approaches to TESOL research and practice. She is Professor of English Language Education at the University of Hong Kong and a featured speaker at the 2014 KOTESOL-KAFLE International Conference.



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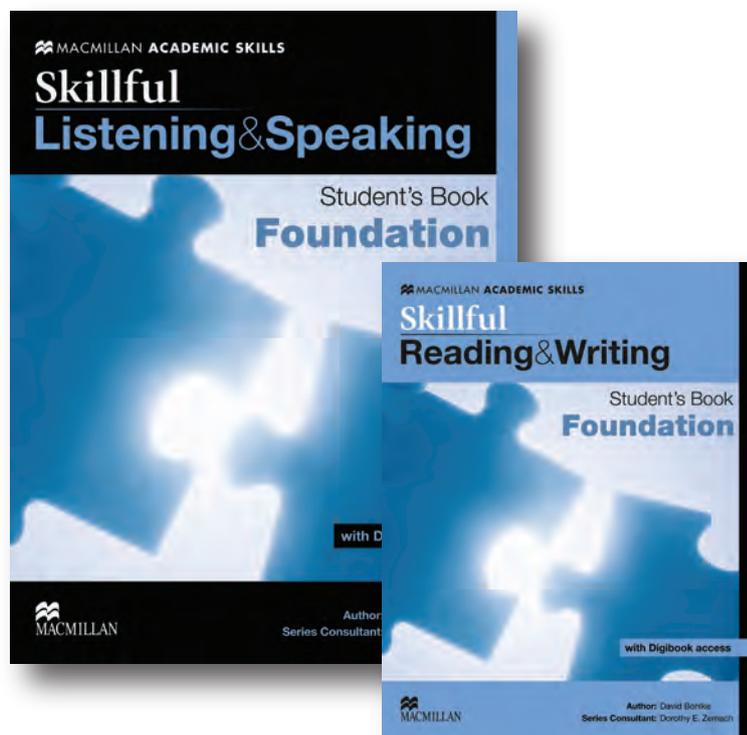
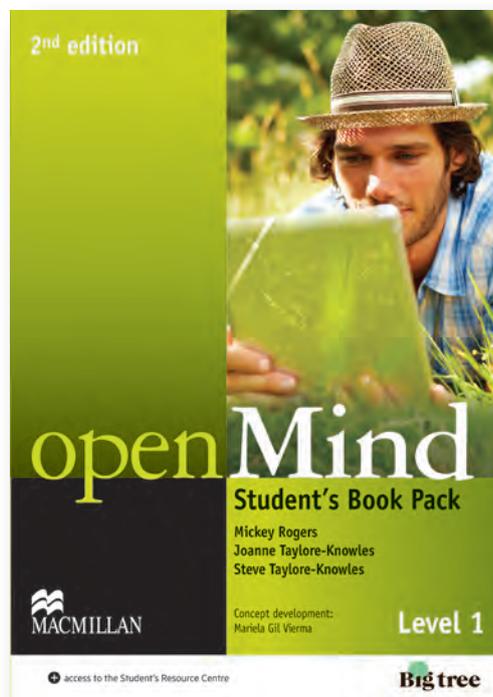
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Interview: Dr. Ahmar Mahboob

University of Sydney, Australia

Split-Plenary Session

Understanding Language Variation for Language Teaching

Pre-Conference Workshop

Providing Effective Feedback

TEC: This is not your first visit to Korea, but your first to a KOTESOL event. Welcome back! What are your expectations from this trip?

Dr. Mahboob: I taught English at Chonnam National University for a summer back in 1995 just before I started my PhD and also gave a workshop at Woosong University last October. My interactions with English language teachers in and from South Korea over the years have shown that they have a strong understanding of the local context and are highly motivated to make a difference in their students' lives.

TEC: What can you tell us about the topic of your main conference presentation?

Dr. Mahboob: This presentation will give a broad orientation to some of the key issues in studying language variation and discuss this in relation to language teaching. I will discuss how mapping language variation allows us to identify eight broad domains of language, each with considerable variations within. This understanding will help us identify the kind of language(s) that we need to focus on in our teaching, when to introduce these different varieties of language in our classes, and why.

TEC: Could you tell us a little about your presentation at the Pre-Conference Workshops too?

Dr. Mahboob: My workshop is based on my research with Devo Devrim on providing effective feedback on student writing. While there is considerable literature that debates the impact of feedback on language learning, we find such discussions lacking in their ability to help teachers improve their feedback practices. There are currently no theoretical models describing how teachers give feedback and how feedback can be planned to address students' needs.

Over the last few years, based on Devo's and my analysis of a large corpus of authentic feedback, we have developed a model theorizing how we can understand teachers' feedback and how it impacts students language development. During the workshop, I will describe this model with examples and will then suggest ways in which participants can structure and plan the feedback that they provide to

their students for better results. We will spend some time on practicing and discussing how participants can use this model in their own practice.

TEC: How did you first become interested in the topics of your presentations?

Dr. Mahboob: I have been interested in language variation since my college days. Since moving to Australia, I have been engaged in conversations about language with colleagues who work on Systemic Functional Linguistics (SFL). My own linguistics training in the US was in formal and generative grammar, and I often wondered how, if at all, it was relevant to our work in language education. My introduction to SFL radically changed my understanding of the usefulness of linguistics to education (and other fields).

TEC: What background reading or pre-knowledge might it be helpful to have before attending your presentation?

Dr. Mahboob: I would recommend that the audience look at the following paper for my presentation: Mahboob, A. (2014). Understanding Language Variation: Implications for EIL Pedagogy. In R. Marlina & R. Giri (Eds.), *The Pedagogy of English as an International Language: Theoretical and Practical perspectives from the Asia-Pacific*.

And the following one for the workshop: Mahboob, A. (2014). Meeting the challenges of English medium higher education in Hong Kong. *International Review of Applied Linguistics*, Vol 52.2.

Both these papers can be downloaded from my academia.edu pages.

Biographical Sketch

Dr. Ahmar Mahboob has published six authored/edited books, four special issues of journals, and over 50 articles and papers. He is the Co-Editor of *TESOL Quarterly* (with Brian Paltridge).



Interview: Prof. Scott Thornbury

The New School, New York

Plenary Session: Embracing Change – One Step at a Time

Pre-Conference Workshop: The Learning Body

TEC: What can you tell us about the topic of your plenary presentation?

Prof. Thornbury: As a teacher trainer, I am concerned primarily with the process of professional development, and there is no development without change. But change is not always viewed as either necessary nor benign, and, quite rightly, many teachers are suspicious of “change agents,” especially those who might not be familiar with the context in which – and the constraints under which – they are working. Hence, the injunction to “embrace change” is not necessarily a welcome one. Nor are the means with which to “embrace” it always practicable or even available. What I want to suggest, in this talk, is that change need not be threatening, and, in fact, can be effected through a few simple practices, at least some of which are easily integrated into the teacher’s regular routine, while others are perhaps more radical. I’ll be showing some examples of how individual teachers embraced change – and how this motivated their continued professional development.

TEC: You are also giving a presentation at the Pre-Conference Workshops. Could you tell us a little about this also?

Prof. Thornbury: For a long time now, theories of learning, and of language learning in particular, have conceived of the mind as a kind of computer – housed in, but independent of, the body that carries it around. According to this view, learning occurs when, in the computer-mind, input is converted into



output: teaching is directed at facilitating this process. More recently, alternative “metaphors” for the mind have emerged, seeing it as extending beyond the grey matter of the

brain and out into the material and social world, with the body as its medium. This “embodied cognition” theory has encouraged us to reassess the role that the physical body plays in the learning and use of language, foregrounding the key role of gesture, not only as a tool for communication, but as a mechanism for thinking and learning. In this workshop I’d like to explore these ideas, and suggest their implications for teaching.

TEC: How will attending this presentation benefit my students, and me as a teacher?

Prof. Thornbury: I hope that the practical applications of the plenary talk (Embracing Change) will be apparent in the talk, although I am well aware that teachers are differently privileged with regard to the degree of freedom that they have in their specific professional contexts. With regard to



the pre-conference workshop, I have to admit that the classroom applications of an “embodied” view of learning are less immediately obvious, but this is why it is a workshop: I’ll be inviting the participants to make those links themselves, and to share them with the group. Past experience running this workshop encourages me to think that there will be no shortage of ideas!

TEC: How did you first become interested in the topics of your presentations?

Prof. Thornbury: As I said, my strong involvement in teacher training had made me very receptive to any ideas that serve to facilitate professional

development – both my own and my teachers-in-training. So the impetus behind the plenary is fairly clear. With regard to the workshop, I've always felt that there was more to learning than



the purely intellectual processes that are captured in “computer” metaphors of the mind, hence I have always been drawn to more “holistic” explanations.

But it wasn't until recently, when I was invited to write a chapter in a book that honors the work of that great humanistic educator, Earl Stevick, that I had the chance to pursue this line of thought. (The book is called *Meaningful*

Action, edited by Jane Arnold and Tim Murphey, and published by Cambridge). In this chapter, I draw on my recent reading in the fields, not only of embodied cognition, but of “situated” learning, to argue for a re-appraisal of the holistic and humanistic learning approaches that Stevick so brilliantly popularized. My interest, I should add, did not stop there, and is being continuously replenished the more I read, and the more I meet and talk with other educators and researchers who share the same “vision” (not to put it too strongly!).

TEC: What background reading or pre-knowledge might it be helpful to have before attending your presentation?

Prof. Thornbury: For the “Learning Body” session, a short summary is available on the articles section of my website (<http://www.scottthornbury.com/articles.html>). It's called “The body remembers.”

If you're feeling really adventurous, you might try and get hold of *Embodied Cognition*, by Lawrence Shapiro (Routledge 2011). And the best book on situated learning is called, unsurprisingly, *Situated Learning*, by Jean Lave and Etienne Wenger (Cambridge, 1991). With regard to the plenary talk, “Embracing Change,” I'm hoping that – because this is the conference theme – simply being at the conference, and attending other sessions, will be sufficient to “prime” you for this talk.

TEC: What change are you embracing right now?

Prof. Thornbury: My current interests, as always, revolve around language, on the one hand, and teaching, on the other. At present, I am intrigued by the possibilities that are opened up by looking at both these (very human) activities from an ecological perspective. That is, a view of language,

and of teaching – and of language teaching – as activities that are dynamic, adaptive, and situated. This means that we can only understand each activity – and hope to effect change on it – by understanding its relationship with the

systems in which it is nested – its ecology, in other words. Don't ask me where exactly this is leading me: maybe next year I'll have more to say about it!

*...there is no development
without change...*

Biographical Sketch

Scott Thornbury is an associate professor on the MA TESOL program at The New School in New York. His previous experience includes teaching and teacher training in Egypt, UK, Spain, and in his native New Zealand. His most recent book is *Big Questions in ELT*, available as an ebook from The Round. He is series editor for the *Cambridge Handbooks for Language Teachers*.



An Ice Breaker: A Grammar Activity

By Jen Sotham

One of the most important (and most challenging) things for a teacher to do is to create activities that get every single student in the classroom to participate. Two of the reasons this can be difficult is level variants and personality. It's essential that teachers find ways to get introverted students or those who may take longer to process and answer questions involved without putting them on the spot or in the spotlight. The following activity requires very little prep and is great for either a first-day ice breaker or to reinforce sentence structure.

Prep: Buy large, lined index cards, enough for every student to have one. Create a power point or similar presentation page (or worksheet, if you don't have a projector). Write 4-5 statements that students will complete with their own answers. However, the activity works best if you provide a set of answers that students must choose from. Here are some example sentences and answer sets:

1. If I could travel anywhere, I'd go to_____.
(Italy, U.S.A., Brazil, India, Japan)
2. On the weekends, I enjoy_____.
(Being Active, Shopping, Playing Computer Games, Relaxing, Reading)
3. I am afraid of_____.
(Bugs, Dogs, Water, My Mother, Heights)

Class Time: Give each student a blank index card, and instruct them NOT to write their names. Have them copy the sentences you provided and fill in the blanks with the answer they choose.

Walk around the classroom and make sure each student follows the instructions in a uniform way. The teacher should also fill out a card in the same manner.

When the students are done, collect all of the cards and shuffle them, and instruct students to remember the answers that they wrote. Redistribute the cards so that NO student or the teacher winds up with their own card.

Have all of the students LEAVE their newly acquired cards on their desks and stand up. The teacher takes their newly acquired card and goes first. The teacher reads the first complete sentence on their card out loud. For example, "If I could travel anywhere, I'd go to Italy." All students who did NOT write "Italy" on their own card should sit. Those who did answer Italy remain standing.

Read the second complete sentence. "On the weekends I enjoy playing computer games." Those who did NOT write this answer sit.

By the time you have read the last statement, depending on class size, you will likely be left with one or a few students. Figure out whose card it is, everyone stands up again, and the person who the previous card belonged to is next to read their classmate's card out loud. If the game gets to a "dead end," simply call on a student to go next.

This activity should take about 30 minutes with a classroom of 25 students. By the time the activity is done, not only will every student have had a chance to speak in class, but the students will have found some common interests with their peers and, hopefully, some laughter to boot.

The Author

Jen Sotham is a New York native who has been living in Busan, South Korea, for almost eight years. Her articles and essays have appeared in a multitude of international publications. Jen teaches writing and conversation at the university level.



Italian-Style ESOL in Indonesia

By Michael Lesser

Indonesia is most often thought of as a place for an exotic vacation, a great cup of coffee, saving wild orangutans, or reflecting on religions and culture, but the land has much more to offer the international visitor. Another reason less often considered is to teach ESL. Michael Lesser reports on his experience using Montessori methods at the Australian International School (AIS) in Jakarta. - Ed.

Language arts was one of the key successes of the AIS Middle School ESOL Department, where students, depending on their ability levels, would enroll in ESOL sciences, ESOL history, or a basic ESOL class. If the students were deemed fit to move out of the ESOL classes, they could do so through an exit exam, as well as through recommendations from the AIS staff. The student body at AIS from 2008 to 2010 was made up primarily of Koreans but included others from over 23 countries, so there was definitely a need for ESL at this school. This article will examine the unique methods employed at AIS in the late 2000s with a middle school ESOL class as an example.

Students enrolled in an ESOL class for a variety of reasons, from the recommendation of teachers, failing in previous schools, or having a troubled home environment, to simply not having applied themselves in other classes. Many of the students at AIS had been subjected to rote memorization sessions and teacher-centered classes. Also, perhaps students' previous schools lacked proper ESOL departments and resources, or simply had not valued English as much as math or their national language. Then again, there were the students who lacked motivation. As teachers, we need to examine what we can do to help students leave our class with warranted feelings of success, development, and pride, leading to greater motivation.

Teacher-centered classrooms did not work for these students in the past, so for a year and a half, AIS students participated in student-centered classes. A typical class would have seen students watch a

quick warm-up video and a teacher presentation, work collaboratively on projects or authentic learning models, and then listen to the teacher summarizing at the end of the lesson. It could be argued that students stagnated or plateaued following these types of lesson styles. Some moved up to the next level, but many did not. Why were these students not progressing? Was it their learning environment? Was it their teacher? Perhaps they lacked desire. Chia Chien Wu, a very experienced and well-educated Montessori teacher from Taiwan, was consulted, and she suggested a change in the classroom set-up.

Beginning in Semester Two in 2009, the students were introduced to a new classroom learning environment. The four (or five) learning corners, a staple of Maria Montessori's early childhood education approach, were introduced into this middle school classroom. Their new classroom had corners each for listening, reading and speaking, studying with a textbook, working on an assignment, and for coffee. From Monday to Thursday, the students signed into corners, completed tasks, and then were rewarded with a movie on Friday if all went well



during the week. Here follows a description of a week in the life of a student within this class.

When Monday came around Eun-Jeong felt sleepy from the weekend, so she walked into class and sat

down on the sofa at the listening corner. That was her choice. There were several YouTube ESL-related videos or a movie trailer for her to watch and listen to using earphones so as not to disturb the other classmates. She was joined by three or four other students, who, for various reasons, decided that Monday would be their listening day, too. When they deemed fit, they got to go over to the coffee corner, pour themselves something to drink, eat cookies, and talk to their other classmates who had come over for a break from different corners. Eun-Jeong and her classmates would supply the coffee corner with sugar, cream, milk, hot water, and other supplies through a student-controlled inventory (authentic learning), so that each student could enjoy their well-deserved break.

When she felt ready, she could then return to the listening corner, with or without her beverage, and continue on with the listening tasks of the day such as pronunciation exercises, gap-fills, or checklists. Her teacher could join her group at any time or when a question arose. On this day, Eun-Jeong's teacher made three stops: to watch a video with them, to check their answers, and to answer a question about the French pronunciation of borrowed words.

On Tuesday, Eun-Jeong felt confident and full of energy, so she decided to sign in at the reading and speaking corner. She joined her international classmates from Japan, Indonesia, Chile, Malaysia, and Korea for some assigned readings from their novel. These students then discussed what they had read after a short break at the coffee corner. The reading and speaking corner was on the floor, equipped with pillows purchased by the ESL department, as well as a carpet for them to sit on. The discussion was not one where the teacher prepares ten or twenty comprehension and discussion questions, which is fine for an adult conversational language school. Here, the students were expected to engage each other naturally, and felt free to speak as much or as little as they wanted. There would be vocabulary they did not understand, so they helped each other or used their dictionaries (smartphones were not "en vogue"

yet) to find out what the words meant. Eun-Jeong's teacher joined them several times to listen in and engage in the discussion.

Wednesday came around, and Eun-Jeong felt like she needed to brush up on her grammar and sentence skills, so she sat down at the textbook corner. She checked her course syllabus to see



which pages were assigned for this week, and she went to work. She may have worked collaboratively with her classmates, or she could have chosen to work alone. The decision was hers. She thought that she was going to need a coffee for she had an exam next period, so she poured herself a shot of espresso. Her teacher joined her at the coffee corner and asked her if all was well. Eun-Jeong told her teacher about her stress over the upcoming exam, so her teacher reassured her that adequate study and preparation cannot be achieved overnight. To be ready for an exam, she should have started preparing weeks ago. Her teacher reminded her that coffee can be dehydrating, so she should also pour herself a glass of water. Then they both went over to the textbook corner to look over the present perfect tense.

On Thursday, not by choice, but because it was the only corner left, Eun-Jeong signed into the assignment corner. She was joined by Mohamed, Akiko, Sofia, and Uzza. They needed to work on that month's assignment, a book report, based on

the same book they read on Tuesday in the reading and speaking corner. They had all brought in their laptops. On Thursday, they were going to take a look at the setting and plot. About thirty minutes went by, and Hakim, an autistic student who was sitting at the reading and speaking corner, spoke out quite loudly. This was quite normal in this class, but Eun-Jeong took special notice on this day for some reason. She went over to the reading and speaking corner and asked Hakim to join her for tea and tell her what made him so excited. He then read, word for word, the entire reading passage from pages 37 to 40 for Eun-Jeong without the book! The entire class, including Hakim's teacher, was enthralled by this act, and congratulated him on his effort. AIS is an inclusive school with a very well-known special needs program, where some special needs students also entered mainstream classes such as ESOL.

Knowing that Friday had come, the students rushed into class excitedly and asked repeatedly, "Are we going to watch the movie?" "Today is Friday!" Their teacher replied with, "Why yes, of course, today is Friday, and were you all good this week? Let me check the enrollment sign-in sheets. Okay, it seems like everyone was honest and signed into each corner, so okay, let's watch the movie. Take out your laptops or notebooks and take notes." The movies were always based on the book they were reading, so this was much more than just a casual class.

In the end, did the students improve? Well, this lesson style is similar to both the International Baccalaureate program and the Montessori philosophy. Improvements cannot be determined simply by passes, fails, or progression from ESL to mainstream English. When educated in this manner, it is truly a lifelong journey in which a critical thinker

is created, a well-rounded citizen can graduate from school, and a confident learner can emerge and take on successes at universities abroad.

Do ESL programs work in Indonesia? Yes, they do, but they require much effort on the part of the teacher. The kind of ESOL program matters greatly as well. Do the students learn better from traditional methods or from student-centered classes? A more rigorous comparative study would be interesting, and this experiment of the five corners was only implemented for one semester as I moved after this term. However, I am still in touch with many of my students, and they all still comment on how much they learnt, still offer positive feedback, and still continue to remember being happy in class.

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Students were not advancing as much as they could have. ... Was it their learning environment? Was it their teacher?

The Author

Michael Lesser has been teaching ESL and English in Asia since 1997. From Busan he moved to Tainan, Taiwan, for three years until moving to Toowoomba, Australia, where he earned a Master of Applied Linguistics at USQ. He has now taught at international schools in Jakarta, Singapore, and is currently in Ulaanbaatar.



The Orphan and the English Adventure

By Miranda New

I have a confession to make. I never learned to speak Spanish. Even though I was born and raised in Texas, where the Spanish-speaking population is rapidly approaching 50% of our population, and despite my four semesters of



Spanish in college, I never did manage to learn it. However, this fall, I'll be starting my masters at Chonnam University. My major? Teaching Korean as a foreign language. I won't say I'm fluent in Korean, but I speak a whole lot more Korean than I do Spanish. Which raises the question, why Korean and not Spanish?

Having reached our 30s with no success at starting a family, my husband and I came to Korea for a fresh take on life. We did all the expat things in the first year: found out that kimchi was spicy, that chopsticks can be used to do anything, and that you never ask why in regards to *ajumma* behavior. With no desire to return home, we decided to stay for a second year.

It turns out that a single, unplanned choice led us to one of the greatest blessings in our life. We were asked to teach an English class at a local orphanage. We agreed to do it. We got sucked in. We played with a lot of babies. And one way or another, we ended up spending a lot of time with a middle school boy living at the orphanage. Let's call him David.

David spoke no English. In fact, he hated English. Later I would learn that one of his many amazing feats in life was that he once managed to get a zero on an English test (which is a marvel of probability because it was a multiple choice test) and hadn't bothered to even learn the alphabet until he was in middle school.

After about six months of knowing us, David informed me one evening that he would be coming to my house for Chuseok, he would be spending two nights, and he would be bringing a friend. I was given the option of choosing the friend. I quickly talked to the staff, and he was indeed able to spend two nights at our house for Chuseok with a friend. We let him decide who that friend would be.

Around this same time, he started attempting to work random English words into his Korean sentences and was continually frustrated with us because we often didn't understand his unique Konglish dialect. He was, however, beginning to gain fluency in smack talk. Games of Uno with him were now studded with such gems as "You're going down" and "You like losing?"



Before going home to see our family in January, we informed him that as far as we were concerned he was part of our family, and we would spend as much time with him as he wanted

to give us. He wholeheartedly accepted our offer, and we went home knowing that there was someone very important waiting for us when we got back to Gwangju.

He apparently used all his free time during Christmas break to memorize at least one English vocabulary book and study grammar. By the time we came home from our short break, his English had exploded.



It is now a couple of years later, and David continues to use English in ways that astound me. A kid who didn't learn how to read until middle school now has an arsenal of English jokes at his disposal and has more than once asked teachers if they know how to spell "ICUP." He'll probably never test as well as the kids who go to hagwons, but he's fighting an uphill battle, and he's gaining ground. The little boy who hated English is now one of the English teacher's favorite students.

So how does this relate to teaching? Of course, our interactions with David are extremely different from those that teachers usually have with their students, but there are some things that I've taken away from them. First of all, no student is ever too far gone. There's no way of knowing if a high five and a "Good job" might lead to a desire to learn. Second of all, being a native English speaker is a huge advantage when used effectively. A student's English is a doorway to me.

If the students are interested in what's behind the door, like David is, they'll make the effort to at least learn the basics. And finally, English as a communication tool looks very different from English as a test subject. David speaks English that everyone can understand, but to be honest his grammar is often wrong. Bad grammar or weird word choices shouldn't overshadow steps toward fluency. Both are skills; both should be fostered.

As for us, our little family will keep up our determined fight against sentence structure, tense, homophones, and synonyms. I'm certainly not an expert, but I do think that the key to getting through all of the really boring, confusing stuff is to think of language as an adventure. There will be plenty of trials and lost paths, but there will also be unexpected triumphs; if you're as lucky as we've been, there may even be some treasure.

The Author

Originally hailing from Texas, **Miranda New** and her husband have been in Gwangju for five years. She has worked in a hagwon, public schools, and is currently a Masters student at Chonnam University. She is committed to improving the community around her.



David continues to use English in ways that astound me. A kid who didn't learn how to read until middle school now has an arsenal of English jokes at his disposal...

Job Security and the Future of NESTs

By Brad Serl

My primary purpose in writing this article is neither to inform nor to entertain, nor is it to come to any firm conclusion about the issues raised herein. Instead, I write this article in the hope that it will spark some discussion about an issue central to English education in South Korea: the state of employment for its native English-speaking teachers (NESTs). In a time where we see virtually unprecedented cuts to NEST positions at public schools and universities of education, and teaching salaries across the country that do not keep up with the rising cost of living, the place of NESTs in Korea has never seemed so tenuous. I believe that this de-emphasis on the importance of NESTs in education is a natural outcome of our jobs as educators existing for tenebrous reasons.

Yes, I know that we are imported for the putative reason of improving students' communicative competence and overall fluency, but this goal seems to me to be at odds with the true goal of English education in Korea as espoused by most of the parents within Korean society. These parents emphasize education in general, and English education in particular, as a way of advantaging their children over others. Knowledge of this culture of educational fervor leaves the Ministry of Education (MoE) at an impasse. On the one hand, the MoE knows that the current myopic focus on test-based learning is detrimental to the learners' health (as evidenced by Korea's high teenage suicide rates) and well-being. This test-based culture also serves as a hindrance to learners acquiring demonstrative linguistic competence (as evidenced by some of the learners' lack of communicative competence).

On the other hand, the MoE knows that if they adjust the education system to focus on output skills and make test results more holistically similar to the National English Ability Test (NEAT), then parents will see this as an opportunity to enroll their children in external classes to get a leg up over their competitors. This exacerbates the private education problem and increases the gap between the English competence of children from more affluent families and those from less advantaged backgrounds. It seems to me that we NESTs have historically served as a way for the MoE to both meet the parents' demands and prove that the government is following through on its stated mandate to make English education more communicative.

In the past few years, however, we NESTs have seemingly been seen as a poor investment. This is evidenced by the government's cuts to NEST teaching positions, which is entirely understandable. Our students have not shown the increases in

“... we NESTs have historically served as a way for the Ministry of Education to both meet the parents' demands and prove the government is following through on its stated mandate to make English education more communicative.”

communicative competence that the government believes they have paid for. While it can be argued that the government's goals are unreasonable, especially given the minimal hours per week that many public school NESTs have to interact with their

students, it is undeniable that those goals have not been met. The reason for this, I would argue, other than the aforementioned limited exposure to NESTs that students received, is a financial one. When I arrived in Korea back in 2002, salaries for hagwon teachers were around 1.9 million won. Public school teachers were paid similarly. Now, looking at job ads on places like Koreabridge and Dave's ESL Cafe, the average salary seems to be hovering around 2.1-2.2 million won (around a 1% year-on-year increase from 2002).

However, the cost of living has increased remarkably over those same twelve years. This decreased financial competitiveness can only hurt the chances of hiring and retaining top-flight teachers. This lack of competitiveness has also exacerbated the "talent flight" from Korea, as it becomes less and less financially viable for people to stay in Korea long-term.

What does the future hold for NESTs in Korea? Honestly, I'm not sure. If the current trend of higher demands in terms of certification (MAs are virtually mandatory now for most university positions) and stagnant wages continues, then I believe our numbers will continue to contract. I don't really see this as a bad thing, but rather as a natural

progression. With more and more Koreans being educated abroad, the level of English is rising (in spite of the drag placed upon such improvements by the Korean Scholastic Aptitude Test, KSAT).

This means there are more and more competent Korean English teachers that can do most of what NESTs do at least as well, and in many cases, do it better. When I arrived in Korea, Dave's ESL Cafe had specific job boards for Japan and Korea; now there are specific boards for Korea and China. Ten years down the road, will there be enough positions advertised in Korea to warrant Korea having its own board? I honestly don't know.

The Author

Brad Serl taught English in Busan, South Korea, for 12 years. He now lives in Kamloops, Canada, and is pursuing a Master's of Educational Leadership at Thompson Rivers University.



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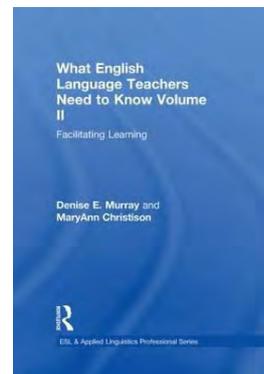
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Book Review

The Need to Know Basis

By Christopher Miller

Denise E. Murray & MaryAnn Christison (2011).
What English Language Teachers Need to Know
(Vol. 2: *Facilitating Learning*). NY: Routledge.



Long-since friends of KOTESOL, Murray and Christison have assembled a brief primer on the fundamentals of ELT primarily of interest to graduate students and teacher trainers. The text is compact, yet broad in scope. The authors have an academic/theoretical focus, which is suitable, given the audience and the aim of getting novices up to speed on the jargon and main issues in ELT. A wide range of teaching contexts are covered, from young learners to workplace literacy. Despite the kaleidoscopic focus, the authors maintain a high level of scholarly detail.

The book is divided into three parts: a) planning, b) instruction for learning, and c) assessing for learning. The first part addresses the fundamentals of lesson planning, curriculum design process, and selecting/adapting materials.

The second part addresses the variety of learning contexts where ELT instruction occurs. The final part addresses the main areas of assessment such as formative, large-scale, and elements of program evaluation.



MaryAnn Christison

Each chapter, while addressing specific areas, features a key vignette, tasks, and discussion questions. The vignettes are often field notes from one of the authors detailing their observations collected in their professional

roles over the years. These can serve as a springboard for learners. For example, in chapter 11, a vignette highlights the inevitable gap which occurs between a teacher's perception and objective data. In the vignette, a teacher believes her students are not asking enough questions. A transcript of classroom interaction reveals that the teacher actually overlooked multiple student questions throughout the period of observation. A skilled teacher trainer can expand on that example and help future educators see the need to engage in both subjectively focused and objectively focused forms of reflection.

... In the vignette, a teacher believes her students are not asking enough questions. A transcript of classroom interaction reveals that the teacher actually overlooked multiple student questions...

The tasks are often stimulating as well. Consider the values clarification ranking activity on page 163. Murray and Christison provide a series of statements and ask the reader to rank the importance of each item. This task helps the learner clarify his/her own beliefs prior to encountering novel academic constructs. This helps provide the learner with a framework to better evaluate the merit of new information. In the proper context, such tasks can help foster deeper processing of the material.

Despite many strong features, this book contains notable deficiencies. There are a series of lists which appear throughout the text. For instance, on page 42, there is a list of 29 classroom activities provided. Immediately following the list is a discussion of the difference between allocated and engaged time. Lists of this type are not augmented. These random, decontextualized lists may help facilitate a trend of teachers throwing lessons together haphazardly. An improvement would be a detailed discussion of two or three activities. Why use creative writing? How does it help facilitate the curricular objectives? At what point in the lesson plan might this task be of optimum benefit? Why so? Is there research supporting the position? These inquiries could help readers to see the larger picture and provide more detailed guidance. Given their broad theoretical knowledge and practical experience, Murray and Christison are in a prime position to facilitate deeper appreciation of the intricacies of teaching for their readers.

In other areas, the text can be regarded as both detailed, yet wanting. Consider "teaching adolescents." Major areas such as characteristics, processes of adolescent development, and literacy needs are addressed. However, the discussion

remains at the general and abstract level. To their credit, Murray and Christison provide three sample lesson plans early in the book (see page 26). However, detailed explanations of the teacher's decision-making processes and applications to specific learning contexts would be helpful. Hopefully, future editions can include these enrichments.



Denise E. Murray

Murray and Christison have provided an academically detailed text on the fundamental concepts for pedagogical concerns in ELT. While many tasks and aspects of this text are clearly constructed by professional educators, more concrete illustrations

of the theoretical constructs and learning contexts detailed within this volume would have aided the book greatly. This book can serve as a good graduate course introduction to fundamental aspects of ELT. However, the instructor should be prepared to supplement with detailed, relevant illustrations.

The Author

Christopher Miller has been involved in ELT for over six years working in both Eastern Europe and South Korea. He holds an MEd from Shenandoah University and currently works at Daeil Foreign Language High School in Seoul, South Korea.



Invited Speakers to the 2014 KOTESOL-KAFLE International Conference

PLENARY SPEAKERS

Michael Long (University of Maryland)
Interaction, Creativity, and Acquisition in the L2 Classroom

Scott Thornbury (The New School, New York)
Embracing Change – One Step at a Time

Ahmar Mahboob (University of Sydney)
Understanding Language Variation for Language Teaching

David Hayes (Brock University)
Innovation and Creativity in English Language Teacher Education

FEATURED SPEAKERS

David Nunan (Anaheim University)
Beyond the Classroom: The New Frontier in Language Teaching

Gabriel Diaz Maggioli (The New School, New York)
Revisiting Scaffolding

Angel Lin (University of Hong Kong)
*Young Learners as Content-Creators: New Media in TESOL
Content and Language Integrated Learning (CLIL) - A New Trend for TESOL?*

Nicholas Groom (University of Birmingham)
Professional Development in EFL: The Teacher as Researcher

Dan Evans (Saint Michael's College)
The "Front tier" of Pronunciation: A Right-Side-Up Approach

Carolyn Westbrook (Southampton Solent University)
A Practical Approach to Critical Thinking

Fiona Copland (Aston University)
Changing the Debate: Challenges Young Learner Teachers Face

Stephen Bax (University of Bedfordshire)
*Reading in a Second Language: Some Evidence from Eye Tracking
Cognitive Processing in Reading Tests and Texts*

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Developing Critical Thinking Skills with Young Learners and Teens

Barbara Hoskins Sakamoto (IATEFL YLT-SIG)
Recycling, Reinforcing, and Building on New Language for Young Learners

Joe Dale (IATEFL YLT-SIG)
*Combining Hardware, Software, and Mobile Technologies to Support Classroom Interaction, Participation,
Distance Learning, and Success: What Really Happens!*

FEATURED COLLOQUIUM

Current Issues in Online Teacher Education

David Nunan, Julie Choi

Via webcam: **MaryAnn Christison, Ken Beatty, Aviva Ueno**

The KOTESOL-KAFLE International Conference

Pre-Conference Workshops Schedule October 3, 2014, COEX, Seoul

Time	Young Learner Strand	Adult Learner Stand	Professional Development Stand
10:10-11:20	Fiona Copland	Scott Thornbury	Casey Barnes
11:30-12:40	Herbert Puchta (IATEFL YLT-SIG)	Michael Long	Carolyn Westbrook
12:40-2:00	Lunch Hour		
2:00-3:10	Barbara Hoskins Sakamoto (IATEFL YLT-SIG)	Ahmar Mahboob	Michael Griffin
3:20-4:30	Joe Dale (IATEFL YLT-SIG)	Gabriel Diaz Maggioli	Anne Loseva
4:40-5:50	Kalyan Chattopadhyay (IATEFL YLT-SIG)	David Hayes	Tana Ebaugh

Workshop registration is for a single strand. Limited seating.
First come, first served.
Workshop registration is separate from main conference registration.

The KOTESOL-KAFLE International Conference

Embracing Change: Blazing New Frontiers Through Language Teaching

Two-Day Conference Schedule (Oct. 4-5)

Saturday: October 4th

8:00-5:00 Onsite Registration

9:00-9:50 Gabriel Diaz Maggioli [Featured Session]

10:00-10:20 Opening Ceremony

10:30-10:50 Coffee Time

11:00-11:50 Keynote Address: Michael Long
Interaction, Creativity, and Acquisition in the L2 Classroom

12:00-12:50 Lunch Hour

1:00-1:50 Carolyn Westbrook
[Featured Session]

IATEFL YLT-SIG Sessions
- Herbert Puchta

2:00-2:50 Fiona Copland
[Featured Session]

- Joe Dale

3:00-3:50 Angel Lin
[Featured Session]

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4:00-4:50 David Nunan
[Featured Session]

Stephen Bax [2nd Session]

5:00-5:50 Plenary Session: Scott Thornbury
Embracing Change – One Step at a Time

6:15-7:30 Pre-dinner Social [Members-only]

The KOTESOL-KAFLE International Conference

Embracing Change: Blazing New Frontiers Through Language Teaching

Two-Day Conference Schedule (Oct. 4-5)

Saturday: October 5th

8:00-5:00 Onsite Registration

9:00-9:50 Concurrent Sessions

10:00-10:50 Nicholas Groom
[Featured Session]

IATEFL YLT-SIG Sessions
- Kalyan Chattopadhyay

11:00-11:50 Featured Colloquium (to 12:30)
Online Teacher Education

- Barbara Hoskins Sakamoto

12:00-12:50 Lunch Hour

1:00-1:50 Split Plenary: Ahmar Mahboob
Split Plenary: David Hayes

2:00-2:50 Dan Evans
[Featured Session]

Angel Lin [2nd Session]

3:00-3:50 Stephen Bax
[Featured Session]

TOASTMASTERS

ABM: KOTESOL

4:00-4:50

SPEECH SHOWDOWN
(3:30-4:50)

ABM: KOTESOL

Notes

General concurrent sessions will be taking place opposite all sessions listed above except the keynote address and the plenary sessions. Lunch can be purchased at one of the various restaurants located around COEX. This schedule is still subject to change.

The KOTESOL-KAFLE International Conference

October 4-5, 2014 COEX, Seoul, Korea
(October 3: Pre-conference Workshops)



Embracing Change: Blazing New Frontiers
Through Language Teaching

Keynote Speaker

Michael Long

Plenary Speakers

Scott Thornbury
Ahmar Mahboob
David Hayes

Including

David Nunan
Herbert Puchta
Barbara Sakamoto
Bo-young Lee

Opening Ceremony MC

Dorothy Nam

