

## FEATURED MEMBER

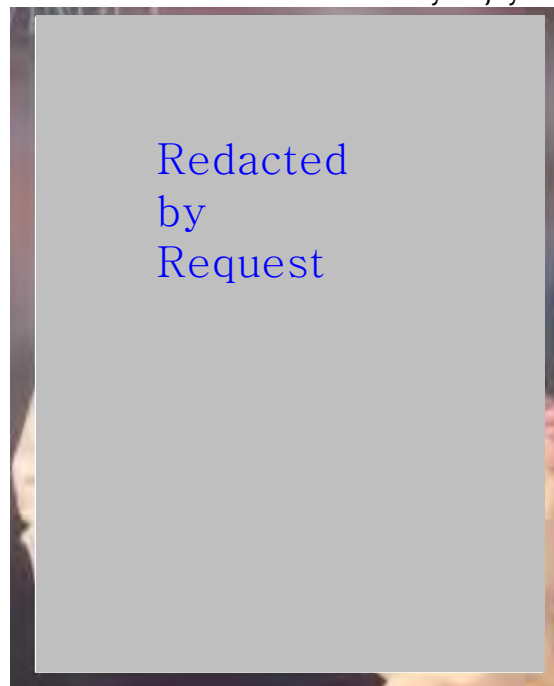
# B. T. Stoakley: Man on the Move

By David E. Shaffer

You're sure to have seen him flash by at some KOTESOL event – if you have quick eyes, that is. Most recently, he could be seen darting from room to room, checking on preparations for the 2013 National Conference and Sunday Workshop at KNUE, where he was Conference Chair. He may have also been sighted at a National Council meeting, where he serves as Web Services and International Outreach Committee Chairs, or you may have seen him busying himself at a Daejeon-Chungcheong Chapter function, where he serves as a chapter officer. His name is Bryan T. Stoakley. But few call him “Bryan.” His pride is his family name has him telling people, “Just call me ‘Stoakley.’” “B. T.” is another appellation that he sometimes goes by.

It's hard to really say where Stoakley is “from.” He is Panamanian by birth, American through naturalization, Southerner by happenstance, and soon-to-be Korean by choice. (He now holds Korean residency and will soon be obtaining Korean citizenship.) Due to his father's position with the US Department of Justice, Stoakley moved around a lot from a young age. He attended four elementary schools, two middle schools, and three high schools, mostly in the Dallas, Texas and Fort Lauderdale, Florida areas of the US. The next move was to Florida State University where he obtained his BA degree in English with a minor in Education. Later, he went on to study at the University of Central Florida, where he, as well as his wife, In-Kyung Yoo, received a Master of Arts in TESOL. At UCF, Stoakley met and studied under Dr. Keith Folse, who is known worldwide and has also done plenary sessions at KOTESOL National and International Conferences.

Stoakley is now both teaching and studying at KNUE (Korea National University of Education). He is teaching in the English Department, and he is working toward his PhD in Second Language Acquisition with a focus on CALL (Computer-Assisted Language Learning). His beginnings in ELT were when he was an undergraduate student doing tutoring in languages. After graduating in 1997, Stoakley began teaching full-time, but by the end of the year, he was on his way to Korea. The main draw to Korea was not teaching English but training in martial arts. When he was put in the classroom, however, the realization came that ELT was a field that he really enjoyed.



*The Stoakley Family: B. T. with* [redacted]

This was at the time when the Asian Financial Crisis hit Korea hard, and some employment opportunities opened up that were just too good for Stoakley to turn

down. The martial arts specialist went from the gym to the classroom.

At KNUE, Stoakley teaches both pre-service and in-service teachers. Instruction for the undergraduates is mostly preparation for the National Teachers' Examination – writing, the interview, the teaching demonstration. He thoroughly enjoys his small class sizes of six or so students. Similarly, he thoroughly enjoys working with the young learners at the private language school that he and his wife operate. The freedom to design the curriculum as he best sees fit is a luxury not many free to experience. And student retention is high. Many of the students have been attending for over six years, allowing him to create a bond with his students and few teachers are allowed to experience.



*Teacher Stoakley with one of his groups of young learners at his English language academy.*

Stoakley isn't a person prone to sit still; his style doesn't allow that. His classroom is therefore an active one, with pinches of comic relief added for flavor. In teaching his semi-specialized courses at KNUE, he attempts to employ the most efficient ways possible. He considers himself a post-methods man in a post-methods era with the freedom to apply his post-methods methods. Much of his research, and tinkering, revolve around adopting and adapting technologies in the classroom. He has recently conducted research in his university writing classes in which 40 of his Korean per-service teachers met 120

Japanese learners online. Currently, he is pilot testing some CALL-based extensive reading programs in language school.



*Motorcyclist Stoakley prepped for another trip towards logging up 20,000 km. again this year.*

Stoakley and his wife married in their early 20s and have both been busy working and studying ever since, building on that nest egg with clear focus. In 2008, their son, [REDACTED] was born to add to their busy life and to their joys. With all his busyness, stress does accumulate. Some of this is relieved by playing soccer with fellow teachers and students, but his favorite method of relaxation is traveling around the country with his motorcycle group. Trips to Jeju and Japan are in the making.

When asked about his future contributions to KOTESOL, "Run, Forrest, run!" is what comes to mind – a reference to his endeavors to keep the website up and running despite all the problems it manages to present for our webmaster. As for the direction he would like to see KOTESOL take, he says, "We really need to expand and broaden our membership by offering a more in-depth offering of presenters, trainers, workshop styles, and topics."

We can expect Stoakley to be around to contribute to this. Plans are to work extremely hard for the next decade, so that the man on the move can then go into early retirement – maybe to a serene island in Panama.

## FEATURED MEMBER

### WILLIAM MULLIGAN: “A LIFE-CHANGING EXPERIENCE”

By David E. Shaffer

“Coming to Korea has changed my life!” Bill Mulligan confides. That may sound surprising, coming from someone moving from one peninsula to another, but the mountains of Korea do have their differences from the beaches and wetlands of southern Florida. And changed he has. One would not recognize today’s outgoing Gwangju Women’s University instructor as the former shy, Fort Lauderdale kid who said nothing during his first week of high school.

After graduating from Florida State University in English, a restless life back home brought Bill into teaching: he wanted to travel, experience a different culture, and hopefully save money. This led him to Korea and to English teaching in 2001. Bill has taught English classes to all ages and levels; he has taught at *hagwons*, middle schools, businesses, and universities. Then after six years and one wedding, he returned to Florida and a middle school position that lasted until the economic crisis there in 2009.

With the market for teaching positions looking much more appealing on the mountainous peninsula, it was back to Korea for Bill, his wife, and his young son, Sean (who is starting elementary school this year). On his return in 2009, Bill became a member of KOTESOL. During his first two years as a member, his participation mainly involved attending chapter meetings and the international conferences. But in 2011, Bill decided that he wanted to take on an expanded role in KOTESOL and was named the National Membership Committee Chair, a position to which he was reappointed to and presently holds. In addition, when the position of editor-in-chief of *The English Connection* (TEC) became open in early 2012, Bill and his editing experience were called upon to fill that vacancy.

As Membership Committee Chair, Bill’s aim is to keep the members happy with the organization. He would like to hear from more members to find out what they like and don’t like about KOTESOL, and make adjustments as required. He continuously deals with member satisfaction, member benefits, and branded items. As editor-in-chief of TEC, continuing to put out a quality ELT magazine in a timely manner is his goal, and he has a talented staff that deserves a lot of credit for the amazing job that they do.



In the classroom, Bill thinks that it is imperative to relate as much as possible to the students and keep them smiling – good rapport is essential.

It’s the people that keep Bill here and loving what he does. He sees himself continuing to be teaching here in the foreseeable future. (He would just love it if all his English classes were writing classes.) “It’s definitely the people,” Bill relates. “I’ve made many friends and connections through KOTESOL, and met some of the heavyweights in the field of ELT. One thing that we all have in common is that we are all teachers. We all want our students to do well. That’s the goal of the people in KOTESOL.” Korea and KOTESOL continue to be life-changing experiences for Bill Mulligan

## FEATURED MEMBER

# Michael Griffin: Reflective Practitioner

By David E. Shaffer

If you're familiar with Reflective Practice in Korea, you're most likely familiar with Michael Griffin. Mike is the co-facilitator and co-founder of KOTESOL's Reflective Practice SIG, and in the few short years of its existence, it has been so active that it has recently spawned a number of Reflective Practice groups across the nation, some associated with Chapters. He is also an associate editor of KOTESOL's *The English Connection* and teaches at Chung-Ang University in Seoul.

Mike did not, however, always live in a big city. He grew up in the small town of Somers, Connecticut. Though he characterizes himself as a "horrible student," he loved to read and loved sports – a "typical suburban American kid." Mike traveled north in New England to the University of Maine, where he settled on History for his BA degree. A life-changing experience in Spain convinced Mike that he wanted to travel and teach, and this brought him to Jinju, Korea, immediately after graduation from college.

After a couple of years teaching at a language school and then at a college in Jinju, Mike took a year for travel and then settled into a cycle of teaching around Tokyo, doing summer camps in Korea, traveling a bit, and repeating the cycle. After that, there was two years of working for a Japanese university before coming back to Korea, where he has been an instructor at HUFs in Seoul, a teacher trainer and curriculum designer at the UCC Center in Daegu, and now an assistant professor in the Graduate School of International Studies at Chung-Ang University in Seoul.

Mike is also an online instructor for the well-known New School MATESOL program of New York. Interspersed in his years of teaching were periods of study, too. Mike obtained a CELTA in Bangkok, his MATESOL

through the New School (the opportunity to work with Scott Thornbury lured him there), and an SIT TESOL Training License through World Learning/SIT in Vermont. Quite a set of credentials.



*Michael Griffin (far right) with other members of the #KELTchatters group.*

Mike's various and varied academic interests include curriculum development, teacher talk, reflective practice, observation and feedback, "rules" and the breaking of them, teacher development on- and offline, and teacher identity. His guiding principle is that "teaching is all about making decisions and justifying them: lots of things that might be true about certain classrooms is surely not true about others, so as teachers, we need to be sure to make our own decisions based on our beliefs, contexts and our students."

Since his early years in Korea, Mike has been around KOTESOL. His first KOTESOL Conference was KOTESOL 2001 at Sungkyunkwan University in Seoul, and he has been a continuous and active KOTESOL member since 2007. As many will recall, Mike teamed up with Manpal Sahota to pen the "Training Notes" column in *The English Connection* (TEC) in 2009-2011. Immediately afterwards, he became an associate editor of

TEC, a position which he currently holds and enjoys.



*Michael Griffin presenting on Dogme in Daegu in the spring of this year.*

Another position that Mike currently holds and enjoys is Co-facilitator of the Reflective Practice Special Interest Group (RP-SIG). Along with Manpal and Kevin Giddens, Mike founded the RP-SIG in early 2011. Since then, it has grown to hold regular meetings not only in Seoul but also in Daejeon, Daegu, and Busan. The RP-SIG held an all-day workshop in Seoul this spring, led by one of the foremost authorities on Reflective Practice, Dr. Thomas Farrell. It cooperated with the Daejeon Chapter on the past two Thanksgiving symposiums, and Mike presented at the Reflective Practice Symposium in Busan. The RP-SIG is also making plans with the Gwangju-Jeonnang Chapter for major participation in their annual conference in March of 2013. Mike will be presenting in that conference as he has so many times in recent years. He will be presenting in the plenary session with Manpal Sahota, the other RP-SIG co-facilitator. In addition to his RP-SIG presentations, Mike presents at numerous KOTESOL events and other professional development events throughout the country.

When asked what direction he would like to see KOTESOL moving in, Mike has much to share: "I would like to see a KOTESOL fully aware that it is no longer 'the only game in town' and is an organization that must compete and collaborate with other organizations focused on professional development. My personal viewpoint is that, even just 10 short years ago, there was a

dearth of professional development opportunities for EFL teachers in Korea. Times have surely changed. I am not sure if KOTESOL has changed with these times and has realized that it might not be the 'default option' for many teachers who are interested in professional development. I would like to see a more competitive and humble KOTESOL that seeks to serve the professional development needs of its current and future members."

Mike would love to see more Korean members in KOTESOL, and more from public schools and private academies. He would like to see a KOTESOL where the mission is clearer and decisions are based on it, a KOTESOL where benefits to potential members are very clear and forthcoming, a KOTESOL where members who do get involved are celebrated, a positive KOTESOL where people are free to constructively share opinions and criticisms, and be respected for them.



*Michael Griffin in relaxation mode – away from the classroom, away from the campus, but conducive to Reflective Practice.*

As a "hobby," Mike tells of his online activities. He is a member of #KELTchat and is active on their blog: <http://keltchat.wordpress.com/>. He has his own personal blog: <http://eltrantsreviewsreflections.wordpress.com/>. He is a proud member of the ITDI community: <http://itdi.pro/itdihome/index.php>. And his Twitter handle is @michaegriffin. You can easily learn more about this fascinating Reflective Practitioner online.

## FEATURED MEMBER

### TIM THOMPSON: Teacher, Trainer, Techie, TESOLer

By David E. Shaffer

Who was that guy featured in that *Korea Herald* article of August 8 and carried in the *TESOL English Language Bulletin*? If you somehow didn't notice, that was Tim Thompson – a professor at KAIST in Daejeon, and of course, a KOTESOL member. He is KOTESOL Teacher Training (KTT) Coordinator and recently completed a year as editor-in-chief of *The English Connection* (TEC).



After graduating from the University of Kentucky with a degree in Business Administration, Tim came to Korea in 1996 to teach at a language institute in Chinju. This was after he swore that he “would never go into education” because there wasn't enough money in teaching. “But karma is a funny thing,” Tim reflected. He was destined to teach, and it could very well be because he was born into a family of educators. Back in Kentucky, his mother was an elementary school teacher for thirty years; his father was a science teacher turned school administrator; and three of his grandparents were teachers. He even married into a family of teachers: his father-in-law was a high school math teacher here in Korea, and his wife is an elementary school teacher. Tim wonders what his daughter's fate may be.

It was back to Lexington, Kentucky after two years in Chinju, one at the institute and

another at Kyoungsang University. In Lexington, he tutored the children of Koreans studying in the US. But once again Korea beckoned, and those never-go-into-education thoughts had dissipated. By 2002, Tim had dedicated himself to the teaching profession and returned to Korea to take up a position at Woosong University, spending the last three of his years there in the business department while completing an MA in TESOL. His thesis explored Korean university students' expectations regarding their foreign and Korean English teachers. In 2008, Tim moved across town to KAIST, where he teaches communication skills, writing skills, presentation skills, and a Business English Projects course that he created and KAIST has adopted.

Soon after his return in 2002, Tim became involved with KOTESOL in Daejeon and became active as a KTT and conference presenter. Five years ago, he became a lifetime KOTESOL member, as if to confirm his dedication to the teaching profession.



Tim Thompson beginning an afternoon workshop on materials design for the Gwangju-Jeonnam Chapter in July.

There is a strong techie side in that dedication to the profession also. Tim recently started a website called Education Anyware (featured in the *Korea Herald*): [www.educationanyware.com](http://www.educationanyware.com). The website was created to give students opportunities to practice speaking outside of the classroom to supplement the limited contact time they have with in-class input. The website uses webcams to let students practice speaking and to see themselves using the language. Another of Tim's websites can be found at [www.blagonwights.com](http://www.blagonwights.com). At Blagonwights, you will find a series of self-published ESL/EFL children's books for which Tim certainly has braggin' rights! All this is very much in line with his philosophy of teaching: "Teachers don't teach. We give students opportunities to learn and inspire them to do so." "Teachers

are like jockeys," he continues [note the Kentucky horse racing analogy]. "Our job is to encourage and steer. We cannot learn for the students just as jockeys cannot run for the horses." Tim's classes are very active and project-based, favoring fluency over accuracy with the tenet that edutainment helps make classes more successful.

Tim has visited about 40 countries and looks to add more to his list. This November, he will be travelling to FEELTA 2012 in Russia's Far East as the official KOTESOL representative. Tim sees himself continuing in the EFL profession as an instructor and gradually moving into administration. What comes next, after being a teacher, trainer, techie, and TESOLer? Well, by that time he will be able to sit back and let his daughter fill his shoes.



### CALL FOR PARTICIPATION

**You are invited to the  
TESOL International Convention & English Language Expo**

**20–23 March 2013\***

*\*Opening Session takes place on the evening of March 20*

**Dallas, Texas, USA**

## FEATURED MEMBER

# Kathy Moon: President, Parent, Professional

By David E. Shaffer

What's all the KOTESOL hustle and bustle going on in the Daejeon area? You can attribute a lot of it to the Daejeon-Chungcheong Chapter President, Kyoungsook "Kathy" Moon. She has been leading the Chapter for the past two years and previously served as vice-president as well as in other executive positions.



*Kathy Moon teaching one of her elementary school classes.*

Kathy remembers that it was back in 1995 when she first joined KOTESOL, after being introduced to the association at a retirement party at Hannam University. "The moment I joined KOTESOL," she relates, "I realized KOTESOL was what I was looking for." At the time, Kathy was one of the few Korean members of the Daejeon Chapter. However, she began to participate in Chapter events and has been active ever since. And not only at the chapter level - Kathy has played a vital role on the International Conference Committee for the past three years as the Food and Beverage Manager and is continuing in that role again this year.

Before Daejeon and KOTESOL, Kathy was a Gangwon-do person. She was born and raised

in Chuncheon and lived there until she headed to Seoul to pursue her degree in English Language and Literature at Sookmyung Women's University. Her degree was later supplemented with an intensive English course at the University of California, Irvine in 2003. Kathy was offered her first teaching job by her daughter's elementary school teacher for their after-school English program. She later spent two years teaching at a Little America kindergarten program, but returned to public school elementary school education because the hours better meshed with her parenting duties.

Kathy's daughter is now grown up and majored in Violin in university. Her son has recently completed his army service and is majoring in Hotel Management at Sejong University. Kathy is quite proud of how independent they have both become.

As a teacher, Kathy wants to serve as a role model for her students. She wants to instill in them motivation and the confidence that they can learn English well, without overseas experience, just as she did. Through her twenty years of teaching, Kathy has focused on teaching English with the long-term interests of the students in mind - focusing on preparing global citizens by incorporating cultural information into her classes, rather than just preparing skilled English test-takers. Her wish is to give her students the tools to heighten their dreams.

Giving to others is evident as a guiding principle in Kathy's life. As a teacher, her aim is to give quality language skills to her students. As an active KOTESOL member, her aim is to give back to new members the benefits that she has received from being a part of the



organization. As a parent, she has given her children the ability to be self-reliant. And after retirement, her aim is to help others outside of Korea.

Kathy loves to travel as much as she loves to play the violin in the orchestra. She has traveled widely in the United States and has been to Australia, Hong Kong, Thailand,

Cambodia, and Vietnam. Vienna is in her summer travel plans for this year. And after she retires at 60, Kathy is looking forward to moving to either Cambodia or Vietnam to teach English and Korean.

Kathy Moon feels that she has been given much in life and that she has a lot to give back. For this, we in KOTESOL can be very thankful.



**CALL FOR PARTICIPATION**

**You are invited to the  
TESOL International Convention & English Language Expo**

**20–23 March 2013\***

*\*Opening Session takes place on the evening of March 20*

**Dallas, Texas, USA**

## FEATURED MEMBER

# Bradley Serl: Promoting KOTESOL in Busan

*By David E. Shaffer*

Where do you fly to on your first airplane ride? To Korea, of course. At least, that's what Brad Serl did. After completing a TESOL certificate in British Columbia, Canada, Brad flew to Korea and to a career of teaching EFL in the "Pusan Perimeter." Brad grew up in southeastern British Columbia, in Logan Lake, a community with a population matching that of his present apartment complex in Busan. He went to Thompson Rivers University in nearby Kamloops, majoring in English Composition and Rhetoric. The limited job market at the time helped him decide on training in TESOL, and one of his teacher trainers helped him decide on teaching in Korea.

Ten years have passed since he got off that first jetliner and stepped onto Korean soil and into a classroom in an EFL academy in Busan. After two years, Brad moved to teaching at the university level, taught two years at the Busan International High School, and then settled into his present teacher training position at Busan University of Foreign Studies (BUFS), where he is now in-house coordinator.

Brad first joined KOTESOL in 2005, when he began teaching at the tertiary level. He served as secretary when Angus MacCaull was president and was beginning the Busan-Gyeongnam Chapter rebuilding process. When Angus stepped down in 2010, Brad stepped up into the presidency. The rebuilding process included more interesting and useful meeting presentation, social gatherings, and a renewal of annual Chapter conferences. Serving at the chapter level is where his heart lies: "I think my energies are best directed at helping Busan to become a vibrant, active chapter again."

This year, Busan Chapter is also hosting the annual KOTESOL National Conference, and Brad has volunteered to be the Conference Committee Chair. The Conference will be held on May 26 at BUFS, but Brad has already been busy for several months with planning. The Conference theme is "Drive: Putting Students at the Wheel," which will be addressed by the



two plenary speakers, Dr. Tim Murphey and Prof. Marc Helgesen, both based in Japan. Brad and his chapter hope that the Conference will increase the visibility of KOTESOL and the chapter to the ELT community in the area and give a boost to the rebuilding project.

Brad's turn into the field of teaching did not come as a surprise to family and friends; his parents are both educators. Brad's father was his elementary school principal, and his mother was a teacher at his secondary school. His brother was also an elementary school teacher. Brad completed his MA (with merit) in Applied Linguistics from the University of Birmingham while teaching at BUFS. His main academic interests are teacher motivation and teacher development, and he plans to do his doctorate study in this field. His master's

thesis was on the use of board games in the ESL classroom.

Brad's teaching style favors communicative language teaching-based peer learning. His teaching philosophy is that "you have to be willing to use whatever works, and that reliance on any one technique or methodology is ultimately a disservice to your students." Brad relates that when he was teaching at the international high school, he had cultivated a rather high opinion of himself as a teacher, because he was popular with the students and they gave him good reviews, but when he moved to his present university position, his students "crucified" him in their more critical evaluations. This led to a lot of reflection, and the reflection led to better lesson planning and materials development. "I'm much better at this craft than I was when

I was teaching less critical students," he is proud to state.

Within KOTESOL in the coming years, Brad wishes to focus most of his energy on improving the Busan-Gyeongnam Chapter: to increase its membership and to attract a larger group of people willing to volunteer their time to make the Chapter grow. He would like to see KOTESOL continue to promote professional development and scholarship among its members. Personally, he hopes to be in a PhD program five years from now, and his wife Yeonu might join him, too. And ten years from now, he would like to see himself working in a university education department or ESL program in Canada. In the future, his spare time will be devoted to cycling, cooking, and table-top role-play games. For the present, though, he will devote his efforts to KOTESOL in Busan.

## **The 2012 KOTESOL National Conference**

***DRIVE: Putting Students at the Wheel***

**May 26, 2012 (Sat.)**

**Plenary Speakers: ■ Dr. Tim Murphey ■ Prof. Marc Helgesen**

**Busan University of Foreign Studies, Busan**

Visit [www.koreatesol.org](http://www.koreatesol.org) for details on pre-registration, presentations, and directions.

## Peadar Callaghan: Always Active

**K**OTESOL trivia question: What KOTESOL member was born in Arabia, amuses other members with magic tricks, and reads comics in class? Answer: Peadar Callaghan - no joke. That's not all that Peadar does, though. He is presently the president of Daegu-Gyeongbuk Chapter and served on the Chapter's executive council last year. Although Peadar has not been with KOTESOL long, he has jumped in with both feet and has made a splash.

Peadar calls Ireland home, although he was born in the southern part of the Arabian Peninsula when his parents were living and working there as aid workers. Except for one year in the United States with his family, he did the rest of his growing up in Ireland. For his higher education, Peadar selected the University of Dundee in Scotland and graduated with an MA in History. This was followed by an MA in ELT from the University of Limerick in 2005. His thesis there was on the perceived and actual use of comic books in teaching. Peadar's interest in ELT began in 2003 when he was doing volunteer work at a Montessori school in Vienna.

After completing his degree in ELT, Peadar decided to come to Korea to teach. He spent his first two years at a private language school in Ulsan before taking up a position in the Language Education Center at Kyungpook National University. In his four years there, he has taught in the freshman credit-course program, the adult conversation program, the young learner program, and in the gifted youth program. In addition to conducting training in the classroom use of Moodle and facilitating professional development, Peadar was one of the creators of the International Writing Center at KNU, where he has also been a counselor. He is now shifting roles somewhat to concentrate more on leading his Chapter and pursuing his own professional development.

As for teaching style, Peadar's favorite is eclectic, feeling that the use of a variety of techniques in the classroom enhances student learning. He believes in student-centered, task-based instruction to keep his

students active, and keeps himself always active by looking for students who struggle, as he says he once did, to give them needed support. He also likes to use multi-modal media in teaching. He has become interested in the possible use of interactive fiction in language teaching and is at present involved in building a corpus of Korean learner English.

### Membership Spotlight

By David E. Shaffer

Peadar's involvement in KOTESOL has not been much more than a couple of years, but it has been fairly intense. He didn't get involved in the organization sooner because he wasn't aware of it sooner, but since a friend took him to his first chapter event in Daegu, he hasn't missed a meeting. Peadar soon took on a Chapter executive role and also became a candidate for National First Vice-President before being elected to the Daegu-Gyeongbuk Chapter presidency.

KOTESOL is presently at a crossroads, in Peadar's

view, with numerous decisions needed to be made about where KOTESOL should be going and how it should get there. There are two main things that he would like to see KOTESOL do. The first is to expand its membership through expanding chapters into areas with a high teacher population but no access to workshops. The second is to expand its operational partnerships across the board, and also look into the possibility of providing professional development courses.

"I am a firm believer in doing the work that is in front of you," Peadar states matter-of-factly. With his always-active attitude, KOTESOL can expect Peadar Callaghan to be working on new initiatives for his chapter and KOTESOL this year and beyond.



Peadar Callaghan (center) during a classroom presentation on comic books last year at the Seoul Chapter Conference.

## Ingrid Zwaal: Teaching the Daughter-Tongue

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

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

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

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

and got a job in Korea.

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

### Membership Spotlight

By David E. Shaffer

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

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



Ingrid Zwaal, off-stage.

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

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



## Grace Wang: Coming Full Circle

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

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

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

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

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

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

### Membership Spotlight

By David E. Shaffer

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

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

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



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

## Julien McNulty: Preparing for the Big Show

He is relatively new to KOTESOL, but Julien McNulty is rapidly making his mark. He became a member of the Daejeon-Chungcheong Chapter executive late last year and became a member of the National Council early this year. With his election as this year's Conference Committee Co-chair, Julien is on the path to orchestrating KOTESOL's biggest show of the year in 2011 - the International Conference in October. Becoming conference co-chair entails being conference chair the following year. In addition to participating on this year's PAC-KOTESOL International Conference Committee, Julien was also a member of this year's petite-but-potent National Conference Committee, which put on its show this spring.

Julien was born in Vancouver, Canada; was raised to the north in Prince George, British Columbia; and after high school, "grew up" throughout Canada and other countries. After high school, he decided to leave home to join the Canadian Army. Three years in the infantry in Winnipeg taught him how to fire a rifle with great accuracy, but Julien decided he wanted some more marketable skills. For these, he enrolled in the University of Alberta and completed a combined major in French and Spanish, with a double minor in Linguistics and History. This language background eventually led him to the field of ELT, but not before some other interesting work experiences.

After university, Julien worked in a dive shop in the Cayman Islands and then returned to public school teaching in British Columbia. He taught French Immersion, FSL, English, Spanish, mathematics, and history to grades 6-12. But "the most amazing experience of his life" was working as a teacher's aide and dealing with students with special needs. "It really makes you appreciate what you have," Julien relates, and it gave him a new outlook on linguistics. At about the same time as his school closed, his twin brother

was finishing up his service in the navy, so they decided to move to Toronto.

In Toronto, Julien started working for a major insurance company and worked his way up to become a trainer. This took him to India for a year where he set up a call center and specifically worked on accent neutralization. The following year, he set up a center in Montreal. Before leaving Toronto, he was a bilingual training specialist for a performance management consulting firm.

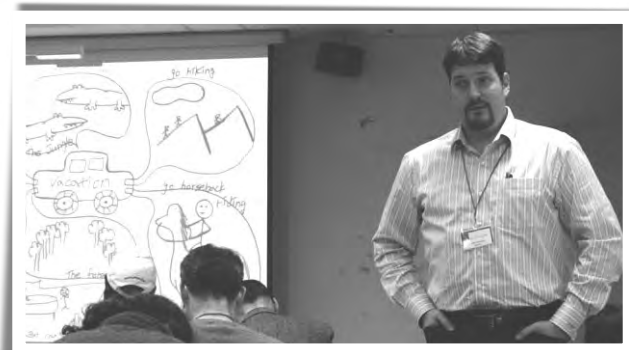
### Membership Spotlight

By David E. Shaffer

Julien was lured to Korea by a friend who was coming over to teach EFL. He knew he would like Korea: he had worked abroad before; he had taught English before; he had taught a foreign language before; he had trained adults before. After two years as a General English instructor at Woosong University, he has taken a position this year as a teacher trainer with the Jeollanamdo Educational Training Institute. Julien's philosophy is to empower students, "to get them excited about what they are studying. When they want to learn, they will." His magic moment came when he received semester final assignments involving mind-mapping: "Let it never be said that Koreans students can't be creative. Given the chance, they'll amaze you!"

Academically, Julien's linguistics interests lie mainly in second language acquisition, semantics, and psycholinguistics, but he has interest in sociolinguistics, too. He would like to go back to India to conduct a study on the effects of social distance on accent. His research question, possibly for postgraduate work: Can one set up an environment in a foreign workplace which allows the interlocutor to assimilate with a target society, thousands of kilometers away?

Though he has international experience with organizing conferences and large events, and worked on KOTESOL 2009, Julien plans on taking lots of notes from this year's Conference Chairs in preparation for next year, when he will be directing "the big show." In January, Julien was the KOTESOL representative to the ThaiTESOL Conference, where he both presented and took notes. We are not sure what the big show will be like next year, but prepare to be surprised.



▲ Julien (right) giving a presentation on graphic organizers.

## Eric, The Reynolds: To Korea for the Critical Period

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

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

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



▲ Eric Reynolds and Family.

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

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

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

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

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

### Membership Spotlight

By David E. Shaffer



## No Jinx on Stephen-Peter

He goes by his surname: “Just call me ‘Jinks.’” There is a good chance that you saw him at the October International Conference, checking up on this or troubleshooting that. Stephen-Peter Jinks was the Co-chair of that very successful conference and has now succeeded to the position of 2010 Conference Chair. He has a very busy year of preparations to look forward to, but KOTESOL will be able to look forward to another great international conference next year!

Jinks was born in the land of sheep, “Aotearoa” as it is called by the Maori, where there are a dozen sheep per New Zealander. Though born in his mother’s hometown of Wellington, Jinks and his family moved to his father’s hometown of Cwmbran, Wales (four sheep per capita) when he was still a baby. His family spoke English, but he learned Welsh as a second language during his teenage years. Jinks returned to New Zealand to attend Victoria University of Wellington, and graduated with a BA in linguistics.

Before his degree was quite finished, Jinks took a short break from his studies to own and operate a pub and then a juice bar. “The carrot juice and spinach panini don’t bring in the dollars at the same rate as beer and pretzels,” he relates. The short break lasted a decade. Upon returning to Victoria, Jinks quickly completed his BA in linguistics and went on to get a graduate certificate in TESOL. This was followed by an honors degree in religious studies. “After studying TESOL methodology, it was a huge shock to study Sanskrit in the old-school, grammar-translation style by sitting around a table and parsing ancient texts verse by verse,

student by student.” He is currently working on his MA TESOL at Victoria by distance and enjoys it “much more than I ever enjoyed Sanskrit, especially because my study is completely relevant to my work.”

Jinks came to Korea in 2005 and worked for a year at a language school in Geochang in Gyeongsangnam-do. He liked the school and loved the people, but the 10-day-per-year vacation was too limiting - there was no time to indulge his passion for couch-lying and book reading. After that, he spent a year at Yeungnam University in Gyeongsan, Gyeongsangbuk-do, before moving further north to Hoseo University in Cheonan, Chungcheongnam-do, where he is very happy to be working.

Jinks joined KOTESOL during his first year in Korea. He found out about it from Dave’s ESL Cafe and made the trek to Kyungpook National University for a Daegu Chapter meeting. His early motivation for joining KOTESOL was to make friends, but he soon became more involved in professional development workshops. It was by attending the National Conference early in 2006 that he was recruited for that year’s International Conference Committee. He has been on the Committee ever since. He is currently serving as the 2010 KOTESOL Conference Chair, along with Dr. Kyungsook Yeum who is the Pan-Asia Conference (PAC) 2010 Chair.

“I’ve been very lucky to have had Paul Nation as a teacher in both my graduate TESOL certificate program and again in my MA TESOL program. I think this is the reason I am so interested in second language reading and vocabulary acquisition,” Jinks offers with a smile. He introduces graded readers and extensive reading programs to his students every chance he gets. He attends KOTESOL’s extensive reading symposiums and plans on becoming active in KOTESOL’s Extensive Reading SIG.

“Korea has been good to me,” Jinks acknowledges. “I came here on a five-year plan, and the five years are now up.” He has toyed with plans to go to teach in New Caledonia or Tahiti, but has decided it is better to reserve the South Pacific for vacations and stick with South Korea for real life. Jinks attributes part of his success in Korea to not only the professional networking afforded by KOTESOL, but also to the friendships it has facilitated. As you see, there is no jinx on Jinks.

### Membership Spotlight

By David E. Shaffer



▲ Stephen-Peter Jinks enjoying himself in his Hoseo teaching environment.

## Jennifer Young: Teaching the Young

While some EFL teachers maneuver to not have to teach young learners, Jennifer Young thrives on teaching them. She has been teaching EFL in Korea for most of the past eleven years, and young learners exclusively for the past seven. She has taught from Jeonju to Seongnam, but has settled at the Elite Educational Institute in Bundang.

Jennifer devotes a lot of her non-teaching hours to KOTESOL. She has served on the Seoul Chapter executive council since 2003 and has been Chapter First Vice-President since 2007. She is very active in Chapter conference organization and is serving as Registration Chair for this year's International Conference.

Jennifer's path to Korea began many years ago when she was growing up in Baton Rouge, Louisiana (USA). An exchange student to New Zealand did a "show-and-tell" for her class when she was in the fourth grade, and Jennifer immediately knew that when she was big enough, she wanted to travel abroad as an exchange student, too. After many years of saving money and with a needed scholarship from the local Kiwanis Club, she was able to pack up her five years of secondary school German language study and head off to a tiny village in Germany. During her year there, she snuck off to East Berlin and Poland to get a peek behind the Iron Curtain.

After her year in Europe, Jennifer returned to Louisiana to attend college at the University of Louisiana-Monroe. Several changes of major later, still unsure of what she wanted, Jennifer decided to do what every college girl merely dreams of: live with a bunch of really tough guys! The only thing is: she decided to do it by joining the US Army! There she was able to partake of everyone's dream: studying Korean for hours on end.



▲ Jennifer with a class of young learners.

Jennifer's three years in the military didn't include being stationed in Korea, a place she now wanted to live in to use her Korean skills. After her discharge from the Army, Jennifer returned to school to finish her undergraduate degree - finally deciding on Sociology as a major - so that she could come to Korea to teach for a year.

When Jennifer first arrived in Korea, she came with the understanding that she would be receiving EFL training and eased into a teaching job with a co-teacher. She was picked up at the airport, dropped off at her school gate, baffled as to where to go before being directed to the "foreigner's classroom" and greeted by her "co-teacher." The co-teacher took Jennifer's appearance as a signal that her own day was done, shoved some pronunciation flash cards into Jennifer's hand, and headed for the door. Jennifer's other co-teachers were not all like this first one; others have been very helpful in showing her what to do and how to create useful activities and lessons.

In her years of teaching EFL, Jennifer has taught all levels and all ages: from kindergarten, to businessmen, to postgraduate research students, but her favorites, by far, are the young learners, and her favorite skills subjects are reading and writing. Jennifer's teaching hasn't only been EFL. She has taught in adult literacy programs, tutored dyslexic students in reading, and taught Cajun (Louisiana) cooking to vacation groups aged fifty and over. Her teaching philosophy is that a teacher needs to lead by example, to demonstrate a passion for their subject matter. "If the teacher doesn't seem interested in what is being taught," Jennifer reflects, "how can the students be expected to be enthusiastic?" She tries to tailor her lessons to the needs of her students. Sometimes this translates into a book club, for others it may be a series of short tasks.

Jennifer's love for children may stem from her childhood, as does her love of travel. She has six younger brothers and sisters at home, in addition to her fraternal twin sister. She still loves to travel, too. She's been to over half of the US states and to Mexico; to England, France, and Switzerland; and to Hong Kong and Macao. But she loves what she does; and she loves doing it in Korea. I think you can expect to see Jennifer here in the coming years - keeping young by teaching the young.

### Membership Spotlight

By David E. Shaffer

## Sherry Seymour: “Doing a Great Job”

If you have been living and working in the Daegu area in the past five years, then you are probably familiar with Sherry Seymour. She is teaching at the Gyeongju Campus of Dongguk University and is a member of the Daegu-Gyeongbuk Chapter of KOTESOL. At the Chapter, Sherry has served as Secretary and Vice-President, and now, in addition to serving as Chapter President, she is serving as National Nominations and Elections Committee Chair. Her two present positions can be quite demanding, but her performance has recently led one National officer to recently comment in a KOTESOL email thread: “We are just lucky that we have Sherry doing the great job that she is doing. Others may have thrown up their hands by now.”

Before she came to Korea to bless us with her talents, Sherry lived and worked in western Canada. She grew up riding in the tractor with her father on their southern Manitoba cattle and grain farm and admiring the flowers in her grandmother’s flower garden. Sherry’s father is the 2nd Vice-Chair of the Manitoba Conservation Districts Association; from him, she has become interested in environmentalism and politics. Her mother is a bank teller; from her, she has learned to conserve monetary resources - so much so that even her mother calls her “stingy.” Her older brother is a naval officer and instructor in the Canadian Navy; from him, she has learned loyalty.

Sherry has always been interested in the creative arts. At the University of Manitoba, she majored in Drama and minored in Music. After graduation, she worked for the ceremonies and festival divisions of major North American sporting events. For one event, she was able to work with The Guess Who, hear the group practice together for the first time in fifteen years, and meet with Randy Bachman. From him, she did not learn how to be a better guitarist, vocalist, or composer, but did learn how to properly stack a beer cooler!

Six years ago, Sherry got the urge to travel. Teaching




“I would like for KOTESOL to be intellectually stimulating for all.”

EFL in Korea afforded her that opportunity. After spending a couple of years at private language schools, Sherry moved to Gyeongju University, where two former KOTESOL presidents also work. While there, she decided to do a distance MA TESOL with the University of Birmingham and received her degree last year. She is interested in Discourse Analysis, the relatively new field of Ecolinguistics, and teaching English through music. She is currently doing research on speaking tests, scoring participation, and peer observation. In the future, she hopes to learn how to teach environmental issues to low-level students. With her interest in the environment, it is not surprising that her M.A. thesis involved the study of the works of her hero, Canadian environmentalist David Suzuki.

As an EFL teacher, Sherry believes that students need to exude intrinsic motivation, for any meaningful learning to take place. As language learning takes hard work, it should be teacher-inspired and teacher-reinforced. Sherry thinks that the classroom atmosphere should be relaxed and sociable, and that the teacher should be approachable and available for student consultation both in class and outside of the classroom. Her overall goal as teacher is to give her students the techniques to learn for themselves outside of the classroom and outside of class hours, as well as to make learning English a little less daunting. Sherry has high expectations of her students, and realizes that for students to meet high expectations, the teacher must provide the appropriate outlet. Given this outlet, her students exceed her expectations. “My students never cease to amaze me,” she relates.

Sherry would like KOTESOL to be intellectually stimulating for all. She strongly believes that it is important to keep current members involved and interested, and feels that if this is done, KOTESOL will have strong leadership for years to come.

KOTESOL may have Sherry as a leader for years to come. The desire to master the Korean language is one of the things keeping her here. Her level-three proficiency, an unattained dream for many, does not satisfy her. She feels that in order to be a master language teacher, she must master a language. She undoubtedly will. Because she does such a great job, where others may have thrown up their hands. 

### Membership Spotlight

By David E. Shaffer

## Tim Dalby: The Smooth Sailor

If you think that things have been sailing smoothly for KOTESOL recently, part of the reason for that could be our newly elected 1st Vice-President. He is busy making policy documents available on our web site as well as uploading Chapter-related and other resources. Last year, he was KOTESOL Teacher Training (KTT) Coordinator, but now he is a co-chair of the 2009 National Conference. Timothy Dalby is our featured member in this issue's *Membership Spotlight*.

Born at a naval station on Gibraltar, Tim Dalby grew up always associated with the navy in one way or another. Tim's father was stationed on Gibraltar with the British Navy when Tim was born. Though his parents were from Yorkshire in northern England, Tim grew up in Britain's important naval port of Portsmouth. He received his secondary education at a naval boarding school near Ipswich, on the frigid eastern edge of England. At school, he did well. He was a senior prefect - a student officer, who smoked too much, had too many girlfriends, and stayed out too late at night.

Though accepted to university as a politics major, Tim decided to first travel to New Zealand for a year. His time in New Zealand convinced him that a Business Studies major suited him better, so he went to the University of Portsmouth to receive a BA. After graduation, his first job was project manager with a computer services company. While on a motorcycle trip during vacation, he met his wife, Kristin, in Prague. She was also on vacation after completing her year of study abroad in France. A year later, they met up again and after five months, they decided to get married. Reason: Her visa in her US passport was only good for six months!

After marriage, Tim lived and worked in Edinburgh for a while, but he and Kristin soon caught the travel bug. They first went to the French Alps to manage a ski chalet and ski everyday for six months. Next, it was to a language school in Seoul for one semester. After that, it was back to Prague, where Tim taught all kinds of courses to all ages of students. While in Prague, Tim got his CELTA certification, as well as the urge to return to New Zealand. There he was head of the IELTS department for Edenz Colleges, EAP teacher at Christchurch College of English, and head teacher at a third school.

One of his assignments had been to travel to Seoul, which he enjoyed so much that he found a set of teaching positions there. So, after four years in New Zealand, he and Kristin came back to Korea to work at Jeonju University.

When Tim came back to Korea, he had more tickets to buy and more luggage to check in than before.

His two sons, Aiden (now 5) and Julien (3), were born in New Zealand. Soon after beginning work in Jeonju, he joined KOTESOL's Jeonju-North Jeolla Chapter, and soon after that, he became the Chapter's membership coordinator. Tim's teaching motto is "I can always do better." He reflects, "I don't have a favorite teaching style other than trying to ensure I teach in a style that the students best respond to. I guess I try to make sure that my work happens before class so that the students do their work in class."

### Membership Spotlight

By David E. Shaffer

---

*"I can always do better."*

---

Tim is proud to be a part of the 2009 National Conference Committee. After the May Conference, he will be continuing with his duties as 1st Vice-President, which consist of overseeing the Chapters. He also hopes to be involved in the PAC-Asia Conference in 2010, which KOTESOL will be hosting. In addition to providing opportunities for skill development, Tim reflects that "KOTESOL has also allowed me to meet talented and motivated teachers from around Korea."

Tim recently completed his MA in ELT with The University of Reading. He is considering doing a PhD, but at present is happy being "the twig on the river." As long as the river is in Korea, that bodes for smooth sailing for his students as well as for KOTESOL.



▲ Tim Dalby and Family

## Maria Pinto: The Silent Presence

You might have noticed her directing the registration lines at the International Conference in October; then again, you may not have. She works so quietly and inconspicuously that you may have missed her. Her silent presence is also manifest within the pages of *The English Connection* (TEC), and has been all year, but again, you may have missed it. Maria Pinto has served on the 2008 International Conference Committee and is an editor of TEC. She has impressed many so much in the past year that she has recently been named Managing Editor of the Publications Committee.

Maria quietly slipped into Korea just a little over three years ago from Mexico - no fireworks, no fanfare - just her and her cats. She says that she came to Korea for four reasons: (a) it is a place where she could bring her cats, (b) she needed a new language challenge, (c) she wanted to make enough money to begin a masters degree, and at the same time, (d) begin payments on a home she had bought in Australia. That degree, an M.Ed. in Teaching Second Languages from the University of Southern Queensland (Australia), was completed earlier this year. She had done extensive work in two earlier masters programs: an M.Ed. while living in Mexico, and an almost completed M.Phil. in English Literature that followed her B.A. in the same field from the University of Sydney. She did a CELTA in 1999 after moving to Perth from Sydney and an advanced certificate in TESOL while in Mexico. But before these, she did a diploma in Book Editing and Publishing and a certificate in Business Computing - simultaneously!

One would think that after this amount of study, Maria



would be ready for a respite, but instead, she enrolled in a Doctor of Education program, also at the University of Southern Queensland. The title of her dissertation is "Constructing the Self: English Teachers' Narratives of Teaching in EFL." This is a progression of work she did in her M.Ed. program, where her thesis was on peer-assisted professional development. Her interest in this area goes back to at least fifteen years earlier, to her M.Phil. thesis that dealt with human alienation.

Maria describes her family as "nomadic." Her father was born in Iran, her mother in Pakistan, she in India. Her brother and a sister live in the US; another sister lives in India. Branches of the extended family have migrated to the UK and the US, and one to Australia, while others work in various parts of the Middle East. With relatives spread across the globe, it is no wonder that Maria has completed two round-the-world backpacking trips. Maria calls Australia home. Though born in India, she moved to Australia when a young teenager. English has always been her first language, and Australian is now her nationality.

### Membership Spotlight

By David E. Shaffer

In Korea, Maria teaches at the Gyeongju Campus of Dongguk University. Many of the students in her required freshman English conversation courses do not seem to be intrinsically motivated to study English, and do not yet see what value it might have for their career and their future. Therefore, one of her aims in the course is to ensure that they enjoy the classes enough that they will *want* to study English in the future. To generate this intrinsic motivation, conversation games have an important role in her classes.

### Maria's dynamic energy percolates from within.

Maria's association with teaching English began with ESL tutoring as an undergraduate student and later teaching at university. The non-teaching portion of her career included administrative positions and database work with Macleay College, in Sydney, and Mobil Exploration and Producing Australia. Then it was on to London for positions at the National Lottery Charities Board and Imperial College.

The desire to learn Spanish brought Maria back to teaching English - in El Salvador and in Mexico before coming to Korea and KOTESOL. Within KOTESOL, she is becoming ever more active, and is an interesting person to know. You will see Maria's work across many areas. She is part of the 2009 International Conference team, has increased involvement with *KOTESOL Proceedings*, continues her work with TEC, and will possibly become involved with KOTESOL database work. Look for her presence to increase, but do not expect to hear it - Maria works silently.



## Bob Capriles: At the Daejeon-Chungcheong Helm

“Hey Dad, why don’t you come with me next month to teach in Korea for a year?” Not many fathers would take their son up on such a proposition, but Bob Capriles did. Being at an interval in his life where he could take a break for the Korean adventure, Bob put practicing law in Omaha, Nebraska on hold and came with his son to a language school in Ilsan, Gyeonggi-do. That was in 1999. Bob’s son returned at the end of that year; Bob met his wife, Hae-Gi.

Having decided to stay in Korea, Bob secured a position at Soonchunhyang University and later moved to his present position at Korea National University of Education. He had attended chapter meetings in Daejeon and Cheongju before deciding to become a Chapter member. But when he did take out membership, he was sure that he wanted to contribute to the organization. He became the Daejeon Chapter Membership Coordinator and is now Chapter President. During his presidency, he has shaped the executive committee into an “active, cohesive” baker’s dozen who “are willing to try new things.” In addition to adding more symposiums to the chapter schedule, the Chapter has expanded its area to include North Chungcheong Province, and has renamed itself Daejeon-Chungcheong Chapter. For KOTESOL in general, he would like to see more participation by Koreans - “a vast resource that KOTESOL has only minimally tapped” - and more participation by the younger members.

Korea and KOTESOL are only the most recent phase of Bob’s multifaceted life. After growing up and

graduating from high school in New Jersey, in the United States, Bob joined the U.S. Navy. This was during the Vietnam War years, and the Navy took him there for two tours - one offshore, the other in-country. On returning to civilian life, Bob was ready for school. He got an associate’s degree in general studies and then a bachelor’s in political science. This was followed by a J.D. in law from Creighton University in Nebraska.

### Membership Spotlight

By David E. Shaffer

Bob went on to teach law as an adjunct faculty member at Syracuse University, New York, for three years, and then he moved into law practice. He practiced law in New York and Nebraska for twenty years, both in a partnership and as a solo practitioner. His emphasis was on trial work and domestic relations. As a lawyer, Bob was very active for many years on prisoners’ rights issues. Being a Vietnam War veteran, Bob became a member, and later president, of the Syracuse, NY Chapter of Vietnam Veterans of America. In this capacity, he testified on veterans’ affairs before the New York State Assembly and both houses of the U.S. Congress. Missing-in-action and prisoner-of-war issues also took him to Hanoi for talks with government ministers there.

Now Bob is in Korea, and has been for nearly a decade. Two main things keep him here - his wife and his students. Mrs. Capriles has an import-export firm and publishing company that consume much of her time. Bob admits that he cares about his students “almost as if they were my own children.” He describes his teaching style as unorthodox because he believes that teachers do not teach. Students teach themselves, while a teacher presents a topic and asks the right questions for them to express themselves.

Future goals for Bob are to stay healthy and to enjoy life, as well as to “make someone happy.” To enjoy life, he likes to read, take photographs, and travel. Though he has been to many places in North America, Eastern Asia, and Europe, there are many more that he would like to visit. He is also a great cook and an avid eater.

Bob Capriles has spent much of his life trying to make life better for others. Expect that to continue as long as he is teaching in Korea.



▲ Bob and Hae-Gi (left) with son Rob and his wife at the latter’s recent wedding rites in Thailand.

# Kara, The Organized

Things have been different of late at *The English Connection* (TEC) "offices." Email accounts are busy receiving messages marked "Update" or "Schedule," bearing the signature "Kara MacDonald." On the pages of our most recent issue of TEC, you have seen her works, but you have not seen the behind-the-scene work that she has put into the publication to which she has recently been appointed editor-in-chief. Kara has brought to TEC a degree of organization that is rare for volunteer work. These organizational skills are likely a product of her experiences before coming to Korea to take up a position at Hanyang University in Seoul.

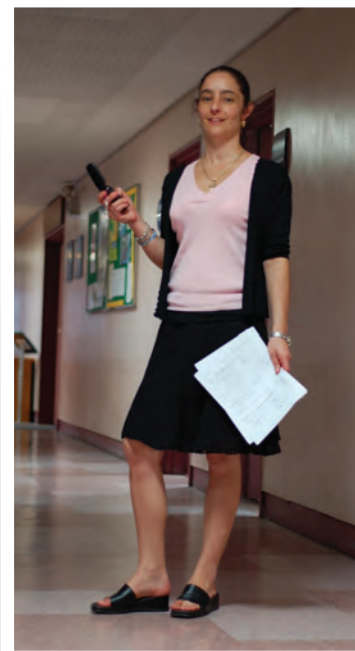
---

## *Teaching is a privileged position.*

---

Though she grew up in Boston, USA, Kara spent a considerable amount of time in South America, where her father worked for many years. When it was time to enter college, she decided to pursue a degree in Culinary Arts and Hospitality Management rather than one in Romance Languages. After graduation, she spent a couple of years working in hotels in Los Angeles, followed by eight years as a pastry chef and manager in Utah and Washington, but the urge to entwine herself in Latin American culture and language remained. Kara thus decided to return to school to do a BA in Spanish Literature/Linguistics at the University of Washington while continuing in her position in the pastry industry.

Working with Latin American immigrants led Kara to further study - an MA in Applied Linguistics (TESOL/LOTE) that moved her to Australia and to the University of Sydney. To support herself in Sydney, Kara taught English, Spanish, and Italian, and began her own business, organizing private instruction. She took a special interest in teaching pronunciation improvement, and in NNEST issues. Her interest in Applied Linguistics was also strong - strong enough to have her decide to go on to do her doctorate at the University of Sydney.



▲ Kara at work.

A job offer from the Hanyang-Oregon TESOL program brought Kara to Seoul two years ago "and it is fantastic." She loves the job, the people, and Seoul. Kara sees teaching as a privileged position. The role demands humility and respect while one passes on knowledge. "I am also mindful," Kara reflects, "that my role as a university instructor positions me as a role model, not a colleague, and seen as such, I strive at the same time to work within a transformative learning framework." As a result, she has formed a lot of lasting student-teacher relationships.

## Membership Spotlight

By David E. Shaffer

Kara became a member of Korea TESOL almost as soon as she arrived in Korea. Last year she gave presentations at both the Seoul Chapter Conference and the International Conference. She and her fellow researchers have also been awarded a KOTESOL research grant for work in the area of Korean mothers' views of English teachers' qualifications. And beginning this year, Kara volunteered to fill the position of TEC Editor-in-Chief. Through her research and possibly through the pages of TEC, Kara hopes to be proactive on NNEST issues. KOTESOL may even have a NNEST SIG sometime soon. Kara is also interested in strengthening ELT as a career among Korean teachers rather than it being thought of as merely a transient job.

Aside from hiking, swimming, and sailing, Kara's main "hobby" is being in the classroom, teaching and working with students. In addition to her full schedule of TESOL classes, she teaches a couple of on-campus young learner classes just for "fun." It also serves as teaching context input to keep her abreast of the current situation in ELT in Korea. Five years from now, maybe even ten, Kara aims to still be in Korea, pursuing her "hobby" and fitting so many things into so little time - something that would be impossible were she not so organized.



## Bill Snyder: A Teacher's Teacher

You may have first noticed his name in our 2007 International Conference program as the Korea-based featured speaker presenting on learner and teacher motivation. Or you may have noticed his name listed in *The English Connection* since the end of 2006 as the Publications Committee Chair for KOTESOL and Editor-in-Chief of the *Korea TESOL Journal*. But certainly many of you recognize him as the author of the very popular Professional Development column within these pages of *The English Connection*, a project that Bill Snyder took on two years ago because the topic area is one he holds dear.

Bill returned to Korea in 2006 to take up a position in Hanyang University's joint TESOL program with the University of Oregon. He teaches in their certificate programs and is in high demand as a lecturer on teacher education at places like the Gyeonggi Office of Education and as a consultant on projects with agencies like the Korea Institute of Curriculum and Evaluation (KICE). His teaching duties and his KOTESOL duties keep Bill a very busy person.



▲ Bill in his office with his new tea cup.

When Bill first came to Korea in 1996, he had just completed his studies in linguistics and second language acquisition (SLA). He took a position in Korea University's new Institute of Foreign Languages, and during his two years there, he came to realize two things: (a) that the problems of EFL were more interesting than the problems of ESL and (b) that he liked the challenge of living and working in another culture and another language. During the years between his two periods in Korea, Bill taught in Turkey at Bilkent University in their joint MA TESOL program with the Fulbright Commission, and for one year in the MA TESOL program at the American University of Armenia. While physically away from KOTESOL,

however, he stayed actively associated as a member of the Editorial Board of the *Korea TESOL Journal*.

Unlike many of us in the field of ELT, Bill's association with it came early. After growing up in the century-old Snyder home in Brockport, New York, he went to Wesleyan University in Connecticut for a B.A. in two majors:

### Membership Spotlight

By David E. Shaffer

Linguistics and Russian Language and Literature. There he received honors for his senior thesis on the local Sicilian dialect. From Wesleyan, it was straight to graduate school at Northwestern University in Illinois, majoring in linguistics and specializing in SLA. Bill didn't leave until he had under his belt a Ph.D. dissertation on lexical processing strategies in SLA. Well, actually he did leave for a bit. In the middle of his Northwestern years, he left to spend two years at Leningrad's (St. Petersburg's) Herzen Pedagogical University, where he did research, taught English, and advanced his Russian skills.

Due to his unassuming character, very few people know that Bill is currently serving his second term on international TESOL's Professional Development Committee, where he is involved in working on TESOL's international symposiums and on EFL issues for TESOL's online professional development programs. He views professional development as something that should not be difficult. For Bill, teaching and learning should be fun, and learning about teaching can particularly be fun.

Bill's present research falls into two areas: teacher motivation and learner engagement. He approaches them within the framework of Self-Determination Theory and Flow Theory; both are theoretical models that place emphasis on autonomy, making them particularly relevant to education today. Within KOTESOL, Bill's current emphasis is on improving the quality of the *Journal*. For him, it is as enjoyable as his research and of value for the association - a way for KOTESOL to provide professional development support.

But what he would like most of all is to find a cozy studio in Seoul where he could relax and make pottery after a fun day in the classroom as a teacher's teacher.





## Scott Miles: A TEFLer's TEFLer

With more than a decade of Korea under his belt, a job that he loves, and a family that loves him, Scott Miles' life may be one that many in our profession set as an ideal to strive for. He is an instructor at a university in Seoul, and EFL research plays a central role in his life, just as KOTESOL has.

Big moves began early in Scott's life: At the age of two, his family moved from Chicago to the US state of Utah. After getting a BA in English literature at the University of Utah, he went after a TESOL certificate to embark on his "romantic notion" of three to four years of world travel while teaching English. The first tour stop was Korea in 1996, and after a year of teaching at a private language school, the "world tour" was cut short. It was back to the US to start an MA program in TESOL. Scott had found his career path. Teaching English was the first job that he really looked forward to doing.

With his MA TESOL completed, Scott came directly back to Korea. Another year of teaching confirmed that TEFL was the profession for him. Scott became a KOTESOL member in 2001, and by 2002, he was Vice-President of the Suwon-Gyeonggi Chapter, a position he held until his move to Seoul about two years later. "I have a lot of respect for the people who have built KOTESOL up to what it is now," Scott relates, "and I hope to play a bigger role in the organization once I get my studies out of the way."



▲ Scott with wife Yeun-sook, Ciera, Alyssa, and Brandon.

The studies that Scott would like to "get out of the way" are doctoral studies that he began in 2003. He entered Lancaster University's (England) part-time PhD program and is currently working on his dissertation on the application of memory research findings to grammar acquisition and teaching. This dissertation work has led to two major projects over the past few years. The close relation of extensive reading to

acquisition piqued his interest in reading and led to his authoring of a reading coursebook for Macmillan Publishers. The book, *Essential Reading 3*, was released this November. Scott is also series editor for the four-book series. The second project springing from his PhD work is the development, with a colleague, of a software program that teaches vocabulary according to memory repetition schedules and other vocabulary pedagogy principles.

### Membership Spotlight

By David E. Shaffer

Scott is busy as a KOTESOLer, a teacher, a researcher, and a father. At present, Scott serves KOTESOL as a member of the Research Committee. Since 2004, he has been teaching at Sogang University, where he has already received two Outstanding Lecturer awards, and regularly presents on extensive reading and other topics at conferences across Korea and abroad. In 1999, he met his wife, Moon Yeun-sook; two years later, they married. Three years after that, their daughter Alyssa was born, and last year saw the birth of his twins, Brandon and Ciera.

Scott sees one of the primary goals of any language course he teaches to be trying to give students a positive attitude about language learning as well as the knowledge and tools they need to keep learning after the course is over. He considers introducing extensive reading into the classroom as probably being the single most important thing he has found that promotes effective autonomous learning beyond the classroom.

Raquel from Mexico is one early student that Scott will never forget. In her first lesson, she raised a bewildered hand echoing, "Teacher, I no English." Scott took notice, shifted into another gear, and was able to better connect with the class. One year later, Scott was a better teacher because he had learned better how to read student input such as Raquel's, and Raquel had become the best student in the program because she had learned to take ownership of her learning.

For the teaching profession, Scott would like to see more teachers taking an interest in research findings and conducting their own action research in their courses. For KOTESOL, he would like to see a better mix of Korean and non-Korean members, and more Koreans in leadership roles. For himself, he is uncertain; but to be sure, he will be involved in ESL teaching, research, and professional development. One would expect no less from a devoted TEFLer.

## River of Mist: Ksan Rubadeau

You see her at the monthly chapter meetings, and you see her working chapter events such as the spring conference. If you're not a Seoul Chapter member, you can still see her here in each issue of *The English Connection*. Ksan Rubadeau is Treasurer of Seoul Chapter and author of TEC's Grammar Glamour column. Ksan has been a KOTESOL member since she came to Korea in 2004. She became the Seoul Chapter membership coordinator that year and the chapter treasurer the following year. Chapter President Mary-Jane Scott says of Ksan, "She is a dedicated and enthusiastic member of the chapter executive. Her contribution to the success of the chapter is much appreciated." Past President Tory Thorkelson relates that "she not only took on whatever job was asked of her, but also brought fresh ideas to our executive meetings, volunteered to do the warm ups and share her innovative teaching methods and ideas during the monthly workshops."

Before Korea, Ksan grew up in suburban Canada, in Kelowna, British Columbia, with cool flowery springs, maple-leafy falls, and a legendary Lake Okanagan monster that she feared would bite her toes off. Everyone in her family has been involved in education - her father as a school district superintendent, her mother as an elementary school teacher and librarian, and her brother is an award-winning sailing coach. For Ksan, her parents have been "superior models as educators," excelling in educational leadership. Says Ksan, "They've shown me how fulfilling life can be when you make a living doing something you love."

Ksan's second language learning, and her love of it,



▲ Ksan at the Taj Mahal in India earlier this year.

began early - she was in French immersion classes in elementary and secondary school. When in high school, she knew that she wanted to be a language teacher. To follow this aspiration, she majored in Hispanic Studies at the University of Victoria and went on to get an MA in Applied Linguistics and certification to teach Spanish and English at the tertiary level. Ksan has been a language teacher since 1996, a job she finds much more satisfying than her college student jobs of office clerk, cashier, and flower clown.

While teaching in Japan, Ksan became interested in teacher training and took a position in Korea at the Gyeonggi-do Institute for Foreign Language Education (GIFLE). Recently, she has moved to a position with Korea University. She likes to use the term "enlightened eclecticism" to describe what she, and the profession in general, strives to achieve - "a balance between the inherent simplicity of described ELT methods and the messiness of actual teaching, with all of its

### Membership Spotlight

By David E. Shaffer

constraints and complicated decision-making." She believes that it is extremely important for teachers to engage in professional development on a regular basis, to reflect consistently on their teaching, and to invite change. Pedagogical grammar is of particular interest to her. Part of the reason for this is that "good teachers can take on tasks or subjects that aren't necessarily fun or easy, and still find ways to motivate their learners." It is easy to see that Ksan is forward-looking - though she once did enter class with her skirt on backwards!

Before coming to Asia, Ksan spent four years teaching at language schools in Mexico City, and then two years at universities and language schools in Montreal. But now, she considers Korea her home. There are so many things about life that she loves here: a great job with great students and colleagues, fabulous people to meet, a vibrant city (Seoul) to live in, the food, the markets, and the mountains. On the horizon is possible study for an EdD degree involving research in teacher training programs.

Ksan likes to travel. She has backpacked through Mexico and Central America, in India, and in Japan; stayed in France, and visited Poland and Israel. In Korea, her interests include getting past a red belt in taekwondo, hiking to the tops of mountains, conquering Korean (she is already fluent in Spanish and French), and experiencing the street theatre of Taehangno in Seoul. High on her list is also walking, especially walks along central Seoul's Cheonggye River with her beau.

Ksan's affection for Seoul's river may have a connection with her name. "Ksan" is part of the name of the Git'ksan, a native tribe of British Columbia, and "Ksan" is the name of a village there. While her parents were visiting the village, they decided that "Ksan" would be their daughter's name. "Ksan" means "river of mist" - what better name for one with such a forceful flow, but inconspicuous manner of exerting it.

## Heidi Vande Voort Nam: Serenaded Educator

Her name is distinctive. You may recognize it from one of several KOTESOL SIG forums or from the pages of *The English Connection*. You may have also met her in connection with SIG activities at the International Conference. Heidi Vande Voort Nam is very much involved with Special Interest Groups - she is presently facilitator of the Christian Teachers SIG and the SIG Representative to the International Conference Committee.

Heidi came to Korea in 1997 from Grand Rapids, Michigan, USA. There she grew up in a close-knit family of five. Also in Grand Rapids is Calvin College, where she graduated in 1996 in English Literature. She spent much of her college life in the Calvin Theatre Company where she even wrote and directed a musical tragedy during her senior year. For the year between her graduation and coming to Korea, Heidi had a routine data entry job. Her life was not boring, however. By late afternoon, she was at the community theater, where she was a member of the opera chorus for a stage adaptation of Mendelssohn's *Elijah* and acted in German in a stage production by playwright Bertolt Brecht.

Between her singing and acting with the theater, Heidi also did volunteer English tutoring. While teaching the



▲ Heidi with Taek-hyeon and little Joseph.

recruiter for Korea. "It's good way to travel and pay off college debts," she thought. This brought Heidi to the Peninsula in August of 1997 - just two months before the Asian financial crisis clobbered Korea. Though many English teachers left at this time, she decided to stay on. After all, she enjoyed teaching and she had committed to directing her church's Easter play in the spring. Soon afterwards, the closure of her institute led her to the position at Chongshin University that she now holds.

At Chongshin, Heidi teaches a variety of courses. In addition, to general English courses, she teaches skills courses and teaching methodology to English Education majors. The course that is her favorite, because she can feel that it makes a difference, is Classroom English, which her students begin before

they do their student teaching. Another course that she teaches, one that she believes to be unique in Korea, is Christianity and ELT, which surveys several approaches to Christian language teaching pedagogy. A challenging but enjoyable course that she is teaching this spring semester for the first time is a basic listening course. What makes it challenging is that the beginner students are comprised of North Koreans, Chinese, and older students.

### Membership Spotlight

By David E. Shaffer

Heidi finds it hard to categorize her teaching style because she is always experimenting and her style is always evolving. However, she does very much enjoy collaboration, which reminds her of her work in the theater. She loves the synergy of both, especially when her students take a task and make it their own by doing things with it she hadn't imagined. She walks into class expecting to be surprised and often walks out with more energy than when she entered.

Heidi has taken the concept of collaboration to a higher level, at least in one instance. That was when she was a beginning teacher and her collaborator, Taek-hyeon, was "a star undergraduate student." He would write her "lovely poems" in English and give her flowers. For a finale, he serenaded her - in class - following his class presentation. In addition to these language-learner strategies, the teacher used some of her own. Heidi lent Taek-hyeon a book just before his graduation. Several months later, he returned it, and they began dating. Taek-Hyeon's surname is Nam, and now Heidi's is, too. They married in 2003, after Taek-hyeon had passed his public school teacher's examination. The following year, Nam became the surname of an additional family member - that of little Joseph, who is now going on three years old.

The past few years have held a number of changes for Heidi. In addition to teaching through role plays, she has begun playing the roles of both wife and mother. She has also taken on a new hobby - that of building construction equipment with Joseph and his Lego blocks. Another pastime she enjoys is singing duets with her baritone husband. With all this she still finds time for KOTESOL and facilitating the Christian Teachers SIG and actively participating on the forums of several other SIGs.

As an English language teacher himself, Taek-Hyeon Nam is sure to agree that Heidi is an EFL teacher who deserves to be serenaded.



## Gye Hyoung Yoo: Woman on the Move

You may have caught a glimpse of her speeding through the corridors at KOTESOL 2006 - clipboard in hand, running shoes on feet - on her way to an area that needed her attention. That blur was an indispensable conference committee member: Gye Hyoung Yoo. Ms Yoo is a woman on the move - on the Conference Committee, within KOTESOL, and in life in general. In 2006, she stepped forward where no one else would to fill the position of Conference Committee Co-chair, and by so doing, has become the 2007 International Conference Chair. At the chapter level, she has served several years as an officer, including one as chapter president. Career-wise, she is a highly awarded middle school teacher with two decades of experience.

Ms. Yoo was born and raised in the southwestern province of North Jeolla. She attended Jeonbuk National University in Jeonju and graduated with a degree in English education. In that same year, 1986, she received her first teaching assignment: at a girls' middle school in Gyeonggi Province. Since then, she has continued to teach in the Gyeonggi secondary school system. She now lives in Suwon with her family and teaches at Yuljeon Middle School. The 1999 PAC 2 - KOTESOL Conference in Seoul was this English teacher's introduction to KOTESOL. She was impressed by what she experienced and went back to Suwon to become an active member of the Suwon-Gyeonggi Chapter. She served on the Seoul-Suwon joint conference committee and as chapter secretary, treasurer, and president (2002-03)



As a teacher, Ms. Yoo has always been busy studying - in Korea and abroad. In her 1995 summer vacation, she completed an ESL course at Lancaster University in England. In her winter 1997-98 vacation, she completed another ESL course in Utah, USA. At Kangnam University, she received a California State University TEFL certificate in 1999. Two years later, Ms. Yoo earned an Ajou-Wisconsin Graduate School of Education TESOL certificate. The next year, she was conferred an MA in counseling and psychology also from Ajou University. Ms. Yoo did not stop here. In 2002 she received a full government scholarship - one of only two given in Gyeonggi Province that year - and went to the University of Kansas in the US for two years of study. After receiving her MA TESOL, she

returned to teaching in Korea and to KOTESOL.

Early on in her teaching career, Ms. Yoo discovered the need for professional development. As a new teacher, she found her students reluctantly sitting in their seats with blank, indifferent looks on their faces. This quickly brought her to the realization that teachers need to continue developing themselves with respect to educational knowledge, teaching methodology, and language skills to induce students to participate more voluntarily in class activities. And she has not stopped. Her list of degrees and certificates is testimony to this. In her words: "The more learning, the more thirst for knowledge."

### Membership Spotlight

By David E. Shaffer

Ms. Yoo strives to draw independent and creative attitudes from meaningful student interaction through the use of authentic materials. She realizes that as thoughts and behaviors change in keeping pace with the times, instructional content and methods must also change. "To lead them in the right direction and help them prosper is my only mission as a teacher," she declares. So far in her mission, Ms. Yoo has been very successful. Proof of this is the eight Gyeonggi Provincial Office of Education Superintendent's Awards that she has received in the past sixteen years for teaching excellence, materials development, outstanding performance in research, and outstanding service.

Somewhere along the line, Ms. Yoo found time to get married and raise two children - a daughter now in high school and a son in middle school. The children accompanied her when she went to the U.S. to study, so when vacation time came, they were able to travel together. And travel they did. During their two years abroad, mother and children traveled to 46 of the 50 states, taking in 25 during a single summer. Ms. Yoo's favorite spot was Key West in the Florida keys and the seven-mile bridge that leads to it. The travel bug has since taken her worldwide; she has made trips to Japan, Thailand, Australia, New Zealand, Egypt, Turkey, Greece, Italy, Switzerland, the Netherlands, France, and the United Kingdom. Obvious by its absence from her list is China, but considering Ms. Yoo's love for travel and her ability to speak Chinese, it is surely on the list of things to do and places to go for this woman on the move.



## Mary-Jane Scott: Up-Top from Down-Under

**H**ailing from “the bush” of rural Australia, Mary-Jane Scott is our featured member for this issue of *The English Connection*. You may have seen her recently on duty at the Chapters Desk at the International Conference, or seen her name up at the top of the Seoul Chapter officers list. Mary-Jane was elected President of Seoul Chapter in the spring after serving actively on the Chapter’s executive in the positions of Hospitality Coordinator and Secretary. She recognizes the enormous potential membership in the Seoul-Gyeonggi area and, over the coming year, plans to strengthen efforts to reach out to more of the teachers - both Korean and non-Korean, and those in elementary schools, secondary schools, and language institutes.

Mary-Jane arrived on the shores of Korea in 2001 and first taught in an Ulsan language institute for adults in Gyeongsangnam-do. She has since moved to Seoul to take up a position at Soongsil University. Mary-Jane has twenty-five years of experience in education and related fields. Many of those years were spent teaching science and mathematics in Australian high schools. Others were spent in New Zealand, working in educational publishing and as a consultant at the National Library. Her TESOL experience includes teaching ELICOS (English Language Intensive Courses for Overseas Students) in Brisbane and EFL in China, in addition to her Korea experience. Whether they are young or old, Mary-Jane believes in being kind to her students to foster a relaxed classroom environment and to encourage as much communication as possible. She is also interested in making her students aware of global issues and the world around them - including her home country of Australia.



Mary-Jane grew up on a “cattle station” (i.e., *cattle ranch*) in central Queensland - 50 kilometers from the nearest elementary school and 100 kilometers from the nearest bank, doctor, and hospital. She enjoyed riding horses, tending cattle, and playing with kangaroos and cockatoos. The major event of each week was the arrival of the supply truck carrying mail, fuel, and groceries. During the rainy season, at times the truck would not appear for six weeks!

After doing her primary schooling as home schooling, Mary-Jane was off to boarding school, four hours away in “nearby” Rockhampton, for her secondary schooling. She subsequently graduated with a science degree from the University of Queensland. Wanting to be a teacher,

she then did a Graduate Diploma in Education, which was followed a few years later by another in teacher librarianship, and more recently by a Graduate Certificate in Applied Linguistics.

Following many years of teaching mathematics and science in Queensland schools, Mary-Jane became a teacher-librarian. This led her to a managerial position with the New Zealand National Library, where she consulted with high schools and conducted in-service teachers’ courses. Regardless of her position, Mary-Jane has always been involved in professional development. She was an active member of her state school library association, a presenter at multiple branches of New Zealand’s school library association, a committee member of her “bushwalking club” (i.e., *hiking club*), and a volunteer worker in yet other associations.

Feeling the need for a change, but wishing to remain in the field of education, Mary-Jane enrolled in an applied linguistics course. Her first EFL position took her far from the familiarities of Down-under to a middle school in the Middle Kingdom. Though her time in China was somewhat brief, it was a “marvelous experience” with no less than 55 students in each of her classes!

Mary-Jane’s short six months in Fuyang City, Zhejiang Province, were the most exciting of her life. Though the realization that the entire city contained not a single coffee shop would have been shock enough, she soon experienced the extra trauma of being notified by the Police Security Bureau that she had to cease teaching immediately and leave the country! Actually she had done nothing wrong, but her recruiting agent had apparently been dishonest, and done so with her employer’s knowledge. So, it was off to Korea for Mary-Jane.

She will tell you that she enjoys her students here very much and has had very rewarding classroom experiences. However she would like to give teaching in China another go before retiring to her garden, and bird watching, and “bushwalking” Down-under.

Though she considers herself to be “a very ordinary person,” Mary-Jane will continue to be thought of as being up on top by those who know her, whether they are here in Korea, over in China, or down under in Australia.

### Membership Spotlight

By David E. Shaffer

## Marilyn Plumlee: “Personne Internationale”

One would not expect it from her appearance nor from a knowledge of where she was born and raised, but Marilyn Plumlee is an international person in the true sense of the term. Marilyn is in our spotlight for this issue, but as KOTESOL’s incoming president, she will be in the spotlight for a full year, beginning with our October conference. At present, Marilyn serves as First Vice-President, and as such, she is charged with oversight of KOTESOL’s nine chapters. In this position, she has visited all but one of the chapters, stimulating dialogue with each chapter, between chapters, and with the National Council. She is also Guest Services Committee Chair, the largest subcommittee within the International Conference Committee, a position which she also held last year. .

During her upcoming year as KOTESOL President, Marilyn plans to devote her energies to furthering collaboration between chapters and within the national executive to solidify and upgrade existing programs and to promote new programs to serve KOTESOL’s professional development needs. She also sees the need to publicize the membership KOTESOL’s array of programs, and hopes to broaden the membership base to include more Koreans and to articulate more clearly KOTESOL’s position within the English teaching community in Korea.



Since coming to Korea in 2000, Marilyn has been a professor at Hankuk University of Foreign Studies. There she teaches undergraduate students in the English department, graduate-level courses in general English linguistics, and TESOL graduate and certificate program courses, as well as the occasional course in cross-cultural communication and interpretation-translation. In addition to this two-person workload, Marilyn holds two administrative positions: Director of the International Student Office, tasked with globalizing the campus, and Co-director of the International Summer Session in Korean Studies.

The road to Korea for Marilyn began in Wichita, Kansas, USA, winds itself around much of the world, and contains many intervening stopovers. In high school back in Wichita, Marilyn was the President of the Future Teachers Club and a member of the student council. Higher education took her to the University of

Kansas where she majored in Secondary Education for teaching French and German, and began her international experience. A summer program took her to Quebec, an Academic Year Abroad program took her to Bonn, and a graduate scholarship took her to Paris. Her language learning experiences, past and present, heavily influence the way she approaches English teaching today.

### Membership Spotlight

By David E. Shaffer

Marilyn’s graduate scholarship lead to eleven years of life in Paris. As a graduate student, she taught English and German to adult French and worked as a trilingual tour guide, then moved on to a position in international educational exchange administration, culminating in the European directorship of the School Exchange Service. Marrying in Paris, where she began studying Arabic, Marilyn went with her husband to his new position with an international organization in Djeddah, Saudia Arabia, in 1979. There she taught English and coordinated the French program at the Women’s Language Institute.

The year 1982 found Marilyn in Los Angeles, her home base for the next eight years while working and touring the U.S. as the personal manager and sign language interpreter for a deaf actor/mime from Poland. Becoming immersed in Deaf culture proved to be a life-altering experience for her. The next move was across the continent to Miami for two years of work for the British-based Regency Language Center. The next stop was the University of North Dakota, where her husband had taken up a position. During her three years there, Marilyn taught ESL, French and Arabic, did sign language interpreting and completed an M.A. in Linguistics, doing her thesis on the structure of contact sign language.

With the ink still drying on her parchment, Marilyn headed to the University of Hawaii to begin six years of Ph.D. work and involvement in Hawaii language issues. She completed her dissertation on the use of prosody in Korean immigrants’ English narratives three years after making the jump to Korea in 2000.

Western Europe, the Middle East, North America, the central Pacific, and South Korea - in each of the places that Marilyn has lived and worked, the language and culture have become an embedded part of her identity. She truly deserves the moniker “personne internationale.”



## From Island to Peninsula: Kevin Landry

Kevin Landry was born on an island in the Pacific - well, sort of: Vancouver Island, just barely disconnected from the western coast of Canada. He moved to the east coast and grew up in Nova Scotia, almost an island itself. After graduating from Saint Mary's University with a BA in History under his arm and an EFL certificate in his hand, Kevin crossed the ocean to the peninsula that had intrigued him in his history studies - the Korean Peninsula. That was in 1996.

Kevin's first position in Korea was at a branch of a nationwide language school. He soon obtained a position at Korea Catholic University, and it was while he was there that he joined Korea TESOL and became active in Seoul Chapter. He served as Webmaster, and newsletter editor, before he became Vice-President in 2001. At the National level, he has served as Secretary and as National and Conference Webmaster. When vacancies occurred and there was pressing work to be done, Kevin stepped forward - to serve as acting 2nd Vice-President, and to tackle in the thankless position of Data Manager. During much of this time, he has also been active as Facilitator of the Teacher Education and Development Special Interest Group (TED-SIG). At present, he is also serving as our National Nominations and Elections Committee Chair, and was the Webmaster for the recent National Conference.



Kevin also finds time to teach. After Catholic University, he took a position at the Gwangju Institute of Science and Technology where he taught graduate students. Since then, he has moved back north to Hongik University, Jochiwon Campus, to be nearer his in-laws. Kevin's goal in teaching was once to make his students happy, to have them leave class in a cheery state. But not anymore. His goal is now to have his students make him happy! This is a much more

difficult task, but a much more rewarding one. To be successful, he must motivate his students to perform to his satisfaction, and to do this, much more thought must be put unto lesson preparation.

Kevin likes to be prepared for class, but he has been locked out of his classroom more than once, not by his students, though; only by the custodian. He tries to understand his students' perspective, and he doesn't let things like cell phones ringing in class bother him. However, he does admit that, like most of us, he has on occasion gotten upset with his class. But Kevin does know how to keep cool - he takes a 1.8 liter bottle of water to class to drink over the two-hour period!

While teaching in Korea, Kevin has completed a Masters in Linguistics (TESOL) through the University of Surrey (UK). He did his thesis on *Syllabus Design and Action Research*, but is also much interested in tasked-based learning and pragmatics. In the classroom, Kevin likes to tailor lessons to his students to tap their interest and knowledge of things Korean.

Kevin is married and has two children - a son, Taeho, who has just started Korean elementary school, and a daughter, Angela, in kindergarten. Kevin met his wife while she was working at the Seoul Arts Center, but she has since switched to TEFL and is teaching at LA Language Institute in Jochiwon. Kevin is very much a family man. It is not uncommon to see him arriving at KOTESOL events in his white Sonata II with his family. When Kevin is attending a KOTESOL work session, the family may take a side trip to visit friends, relatives, or the local shopping mall.

Kevin has a tendency to gravitate toward the extraordinary. He writes book reviews for Linguistlist.com, but he also edits comic books. He may be teaching at a university in Seoul five to ten years from now, but he may also be working for a comics company. He likes comic books and kick volleyball, dietary supplements and raw fish, facial hair and tattoos. He has toyed with the idea of going to teach in the Yukon, but you can expect to continue to see him on this peninsula for the foreseeable future - he has too much stuff to move.

### Membership Spotlight

By David E. Shaffer

## Allison Bill: On With the Show!

In this issue's spotlight is a KOTESOL member who you will be seeing and hearing more from in the coming months - Allison Bill. She has been in the local spotlight as an officer of the Jeolla Chapters. She has served as the 2004 Joint Jeolla Regional Conference Committee Chair, the 2005 North Jeolla Chapter Conference Chair, and North Jeolla Chapter President. Having been elected Co-chair of KOTESOL's International Conference Committee, Allison was recently elevated to Conference Chair a year earlier than anticipated due to a Chair vacancy. So it is Allison who will be directing KOTESOL's biggest show of 2006.

Allison came to Korea in 2000 at the suggestion of a friend who was already here. She spent her first two years coordinating the kindergarten program at an



English institute and has been at Jeonju University since 2002. There she teaches General English courses in the College of Liberal Arts during the semesters and elementary, middle school, and university student English camps during the vacations. She has also taught English to hospital medical staff and secondary school English

teachers. Her areas of academic interest include vocabulary acquisition, L1 use in the classroom, and teacher training and development.

Before coming to Korea, Allison was teaching French as a Second Language in a Canadian classroom. She was herself a product of the Canadian French Immersion program in Ottawa and had spent two years of middle school in France. Convinced that she wanted to teach French for the rest of her life, Allison entered the French Language and Literature Department at Trent University in Peterborough, Ontario. She was chosen by her department as the graduating student to be "Assistante d'anglais" and go to France for a year of teaching English at a middle school, high school, and junior college in rural France. After that, it was back to Canada for an additional year at the University to complete a Bachelor's of Education (focus on teaching French), since two bachelor's degrees are required in Ontario to acquire a teacher's license. More recently, Allison completed her MA (TESL/TEFL) which she began in 2003 with Saint Michael's College in Vermont. The program included three summers of face-to-face coursework at Saint Michael's.

For Allison, a great deal of her teaching revolves around building relationships - her building relationships with her students and facilitating the

building of relationships between her students to make the classroom atmosphere more non-threatening. On the first day of class, Allison informs her students of what the expectations are so that they can feel comfortable and goal-oriented in their performance throughout the course.

It is her students that keep Allison here in Korea. She finds them much more motivated to learn English than her Canadian students were to learn French. The opportunities here are also a plus: She has been able to teach from the kindergarten to university level, do teacher training, and complete an MA degree, all in six short years. Allison doesn't think that she would have had such varied experiences if she had stayed at her teaching position back in Canada.

### Membership Spotlight

By David E. Shaffer

Allison's twin sister and younger brother still live back in Canada, but her parents now reside in France. It is likely from her parents that she caught the travel bug. She has been to most of Western and Northern Europe, traveled with her parents to Eastern Europe and Turkey in 1985, and made forays into China, Japan, Thailand, and Singapore since coming to Korea. Next on her list of travel destinations is a week in Vietnam this summer (for which she has already purchased a movie-making digital camera).

Allison would like to see KOTESOL more actively promote itself. One of the ways that this can be accomplished is through producing a fall conference that everyone will be talking about. As Conference

---

### Teaching revolves around building relationships.

---

Chair, Allison will have the opportunity to direct this production as she wishes, but she will not be able to do it alone. She is now busy putting together her production team and asks that everyone willing to contribute in any way, big or small, contact her to identify their place on this year's International Conference Committee. Conference preparations are already ongoing: venues are being checked out, speakers are being lined up, and budgets and dates are being finalized. The conference wheels are already in motion, in preparation for that Saturday in October when Allison can say, "On with the show!"



## Tony Joo - One of a Kind

**Y**ou may have seen our featured member presenting at a chapter meeting or possibly at a conference. He has held chapter and national offices and has been around KOTESOL for as long as KOTESOL has been around. He is Joo Hyun-chul, better known as Tony Joo, a member and officer of the Daejeon-Chungnam Chapter.

In the late 1980s, Tony became active in KOTESOL's predecessor, KATE (which was centered in Daejeon), and when it combined with AETK to form KOTESOL, Tony was active in the foundation at the chapter and national level. He also served two terms as Vice-President of Daejeon Chapter and two years as KOTESOL's only General Manager (1997-99). He is now Chapter Treasurer and will continue in that capacity for as long as the Chapter will have him.



It seems that it was fate that brought Tony to the English teaching profession, but not an altogether joyous fate. Tony was born into a well-to-do family in

Nonsan, but soon after his birth, the Korean Conflict broke out and his family, like so many, lost everything. As a college student in the English Language and Literature Department at Yonsei University, Tony began English tutoring to help put himself through college. After graduation he began teaching full-time at a private English school, not just for the money but to sincerely help students improve their English. This was the beginning of a teaching career that has already spanned 35 years. It was interrupted only once, and that was by a four-year period of missionary work, which involved translation and interpretation work with native English speakers from several different countries.

When Tony began his career, "teaching English" meant teaching grammar ("too mechanical and boring"). He later taught TOEFL classes for 14 years ("it brought my English up to an advanced level") and has now been a private tutor for 10 years ("the most critical stage of my professional development"). Tony begins with 5th- and 6th-graders and works with them for 5 to 6 years. Experience and research during his years as a tutor of the same students over an extended period of time have opened his eyes and lead him to conclusions that few could readily agree with.

Tony considers himself a maverick in the field of ELT

in Korea. He espouses a teaching methodology quite different from many of his native- and non-native-speaking colleagues. These pedagogical differences derive from differences in observed results - most teachers have only a few months or years of development to observe; Tony has six years. By teaching all of the four skills, he has been able to observe quite favorable

results from his reading activities. Over time, he has found that a concentration on teaching reading, incorporating stories and articles, has been more effective in improving speaking and writing than concentration on those skills themselves. "The most important thing in studying English," he relates, "is time. The quantity of time spent in study is more important than the quality of teaching."

Tony is adamant in his belief that to speak and write English well, Korean students need large amounts of input in the classroom in the form of reading and listening because they get almost none outside. He recommends that native-speaking teachers spend more time on reading and writing activities, rather than exclusively on speaking activities. This is supported by Dr. Richard Day's recent remarks at Asia TEFL 2005 in Beijing, where he said that research shows that through extensive reading, learners become better listeners, better writers, and better speakers. Tony also believes that activities in which students speak broken English to other students should be replaced with native-speaker listening activities. Students have too little input (reading and listening) to produce the output (speaking and writing). He therefore believes, "Our research in TEFL should move away from output-centered and more towards input-centered teaching."

Tony is also a professionally trained classical singer. This talent he also incorporates into English teaching

### Membership Spotlight

By David E. Shaffer

### *Spend more time on reading and writing activities.*

and his workshops. He focuses on English-Korean pronunciation differences recognized as critical points of vocalization in classical singing but not treated in EFL materials. His approach to English pronunciation and his EFL pedagogy may be unconventional, but Tony is not discouraged. "My students are my evidence," he relates with complete confidence - confidence in being one of a kind.



## Stephen Bew: Making a Difference

Our spotlight this issue shines - but by request, not too brightly - upon one of our Seoul Chapter members: Stephen Bew. Stephen came to Korea in 2003 as a teacher-trainer and became a KOTESOL member the same year. His first contact with KOTESOL, he recalls, was seeing four “professional-looking people in suits” intermittently visiting his workplace and speaking with his bosses. It turned out that they were the chair and other members of that year’s Conference Committee securing the site and making sundry arrangements for Korea TESOL 2003 at Seoul Education Training Institute. Being the inquisitive person that he is, Stephen looked into what they were doing, found out that they were also recruiting for the Conference Committee, and decided to get involved. That year, he was On-site Registration Coordinator - a position that for anyone who has held it provides cherishing memories of the most hectic and most demanding Saturday morning of their lives.

Having admirably survived this initiation to Korea TESOL and its conference, Stephen moved up to Registration Chair in 2004 and was the leading player in converting on-site paper-and-pencil registration to electronic registration. He also crafted the online pre-registration forms that are now in use. This year again, Stephen is back as Conference Registration Chair, but this time around, he is concurrently wearing the hat of KOTESOL Database Manager, one of the most demanding yet thankless jobs within our organization. Stephen took over the position at a time when the database was in dire need of updating and upkeep. He has almost single-handedly transformed that disturbingly deteriorating databank into the decidedly dependable database that we have today. Many hours of tedious work and many sleepless nights have gone into the updating effort.



Stephen grew up in the Home Counties of England, situated to the east and south of London. When young, he started an interest that he practiced throughout his secondary school years: church bell ringing or “change ringing,” the art of ringing a set of tuned bells in a series of mathematical patterns. His bell-ringing days came to an end when it was time to go off to college. Stephen studied biochemistry at Oxford University’s St. Peter’s College. While at university, he became involved in the Korean foreign student network, through which he made many friends and got to know

their families. It was this association that led him to Korea after graduation to study Korean at Yonsei University for nearly a year.

After Stephen’s language study at Yonsei, monetary concerns attracted him to Japan, where he taught in two countryside middle schools for three years as

part of the JET (Japan Exchange and Teaching) Program. After a fulfilling experience there, he returned to Korea for two years of teaching language skills courses to secondary school teachers at the Seoul Education Training Institute. This year he has joined the General English Program at Sookmyung Women’s University, where he teaches productive skills courses and public speaking skills. Stephen relates that through teaching he likes to help people and promote intercultural understanding in a grass-roots sort of way. “I enjoy the direct people-contact of teaching,” he continues. “Every place I have worked has been quite different in positive ways, taught me different things on a personal level, and kept me alive as a teacher.”

To keep himself “alive” on a professional level, Stephen has recently completed a Certificate in Advanced TESOL Methodology from Leicester University. It was the second language acquisition portion of the program that interested him most. Since completing his certificate studies, he has been heavily involved in curriculum development for his program at Sookmyung. A constant in his teaching and materials development is to get the students involved in a fun, friendly, and non-threatening way. What he would love to do is see how his students view their lessons.

---

*“I enjoy the direct people-contact of teaching.”*

---

Stephen views KOTESOL from a database manager’s viewpoint. Although he has done much to upgrade database functions, he is working on still more improvements. Soon to go into service is a totally online membership application/renewal system which will send data automatically to chapters to make membership information more readily and widely available.

Stephen’s immediate plans are to continue teaching here in Korea. When asked why, his reply: “I feel like I am making a difference.”



# The Heldenbrands: Great Servants Amongst Us

Two beams shine forth from our membership spotlight this issue, and both on almost the exact same spot? on Jeonju in North Jeolla Province and on Brian and Tammy Heldenbrand. She has been serving in Korea and KOTESOL since her marriage to Brian in 1998; he has been serving since 1988. Within KOTESOL, Brian is currently National Secretary. He has previously served on the National Council as Jeolla Chapter Representative during his three years as Chapter President and has served one term as Chapter Secretary. His involvement with KOTESOL, though, has spanned a decade. Tammy has been a KOTESOL member since she came to Korea. She has served her Chapter in the capacity of Treasurer and at present is Secretary. She has also been the coordinator of the KOTESOL Ambassadors since their inception three years ago, that indispensable group of assistance providers that one finds at the International Conference and which she was instrumental in creating.

Brian's involvement with EFL began soon after he



came to the Korea Baptist Theological Seminary in Daejeon as an exchange student. Upon his return to his university in the US, he

was asked to tutor Korean professors for the remaining two years at his school. Through this experience, he was led to accept a position at a private language school in Jeonju and then, in 1994, at Jeonju University, where he now teaches. Brian relates, "I believe teaching to be a calling and I am certain that this is my purpose in life." At Jeonju U, he teaches skills courses and Athlete English. At the graduate level, he teaches Introduction to TESOL and Oral Skills. In addition to teaching, Brian serves as the pastor for the Jeonju University Church, which has both English and Korean congregations.

Brian's preparation for this work began at Southwest Baptist University in Missouri, USA, where he received a BA in Christian Ministries and where he met Tammy. To this first degree he has since added an MA TESOL from Saint Michael's College, Vermont, USA, and an MA in English Language and Literature from Jeonju University. Brian's academic interests include EFL through drama and speech techniques. He is presently involved in short-term immersion programs and will be conducting research in this area.

At Southwest Baptist U, Tammy studied for a BA in Theatre. After coming to Korea, she added to that degree an MA in Korean Studies from Jeonju University.

She and a co-worker are now engaged in research into the workload and approach Korean students take to studying English and academics in general.

## Membership Spotlight

By David E. Shaffer

Both Brian and Tammy hail from western Missouri: Brian from near Kansas City; Tammy from near Springfield, further south. Their religious backgrounds brought them together at Southwest Baptist U, and eventually to Korea and KOTESOL. Brian expects to continue in the coming decade as an educator, pastor, and administrator, actively impacting the lives of others. His campaign cry for students is "Be bold, and make a lot of mistakes!" while heaping upon them encouragement, instilling confidence, and correcting strategically, not constantly. Tammy's teaching goal is quite similar: to put the students at ease and bring joy back into learning. Her general motto for life is also quite admirable, the Biblical principal: "Let the greatest amongst you be a servant."

The Heldenbrands have many joys in their lives – for Brian there is tennis, swimming, bowling, and stamp collecting; for Tammy there is genealogy research and historical preservation (a 120-year-old hotel is on her action list); for both of them, there is their faith. But

---

*"I believe teaching to be a calling."*

---

one of their biggest joys came to them on December 26, 2003. That was when Santa brought them their son Malachi Elias, beginning the second generation of Heldenbrand TESOLers in Korea.

Both intend to continue to serve KOTESOL and hope that KOTESOL will find new ways to serve. Brian would like to see our organization grow through more involvement with other local organizations, whether educational or social. KOTESOL is privileged to have the Heldenbrands amongst our membership – admirable servants, both of them.



# A World of Experiences in One Soul

Spotlighted in this issue is a KOTESOL member of many and varied experiences: an airman and clergyman, a scholar and educator, a linguist and leader, and an all-around nice guy - Phil Owen. Phil came to Korea in 1999 and teaches English oral and writing skills courses at Kunsan National University in Gunsan, North Jeolla Province. He has been active in Korea TESOL almost as long as he has been here and has come to hold some very important positions within the organization.

When Phil came to Korea, he was no longer a fresh-



Phil Owen

out-college adventurer, eager to get some TEFL experience under his belt, but had already accumulated a wide and rich variety of experiences, mostly in his homeland of the United States. These experiences began in the center of the U.S. - Lincoln, Nebraska - where Phil was born and raised. His introduction to

the orient came in elementary school through his father's Japanese judo teacher and his appetite for traveling and living abroad was whetted by his junior-year studies in Bordeaux, France while a college student.

At the University of Nebraska, Phil majored in French Language and Literature but was more interested in his minor, Linguistics. After graduation from college with a BA, he joined the U.S. Air Force and was sent to California to learn Russian and then to Japan. During his two years in Japan, he enrolled in the University of Southern California on-base program and received an MEd, a master's degree in education. After the Air Force, he went to another California university for another graduate program - to UCLA, where he received his certificate in TESL. This was the result of a notice he had seen during his Nebraska college days for a graduate program in TESL. The idea of travel and working with language that had attracted him had stuck.

Family obligations at the time would not allow Phil to just pick up his bags and head overseas. Instead, he worked in several ESL programs in Omaha, Nebraska, some of which involved teaching Indochinese refugees. Though highly rewarding in experience, they were less so monetarily, requiring him to take an office position with the State of Nebraska, but he continued to teach ESL classes a few hours a week. Phil's thirst for education remained unquenched. This time his pursuit was in another area that he had long been interested in, directing him to the United Theological Seminary of

the Twin Cities (Minnesota). After three years and an MDiv (Master's of Divinity), Phil returned to Omaha to run

the ecumenical campus ministry at the University of Nebraska and its medical center. Five years later, his daughter was grown and family obligations were such that Phil was now able to teach overseas - to Korea he came.

At Kunsan National, Phil put to practice his philosophy of teaching - people learn by doing things, rather than learn to do things. For EFL that means: if you want your students to be able to speak English, you have them speak; if you want them to be able to write, you have them write. Students must learn English, not about English. Phil is influenced by the principles of the Silent Way and communicative competence, which were new and exciting ideas when he was doing his graduate work in TESL. He aims to keep his classroom stress-free and student-centered, with the students on task - speaking or writing.

At the same time, Phil has helped his chapter grow. He served for a year as Vice-President and another as President of Jeolla Chapter before its metamorphosis into two chapters. Following the transformation, he served another year as President of North Jeolla Chapter and is presently its Treasurer. In addition to all this, Phil served on the Conference Committee of the highly successful 2004 International Conference in the important position of Program Chair, a position which he will be holding again this year. In October, he was also appointed by incoming President, Dr. Yeum, to the strategic National Council position of International Affairs Committee Chair. In this position, he aims to strengthen our associations with our overseas partners.

In-between all this, Phil has been able to squeeze in several trips to Southeast Asia. Rather than going to the tourist spots, he has trekked to the mountains, forests, and villages of his former students. In his words: "I could see first-hand some of the things I had heard about, and I could understand their lives and experiences in a very meaningful and moving way."

Five years from now, and possibly longer, Phil sees himself still teaching in Korea and still contributing to KOTESOL, as well as pursuing his interests in folk music, art, and foreign films... and in temple visiting and Korea's green tea.

## Membership Spotlight

By David E. Shaffer

## At the Helm: A Reservoir of Experience

For this issue, our membership spotlight shifts to the KOTESOL member who will be in the spotlight the most during the coming year - Dr. Kyungsook Yeum. Dr. Yeum (pronounced "yum" as in "yummy") served as 1st Vice-President in 2004 and succeeded to the KOTESOL presidency following the International Conference in October.

Dr. Yeum has come a long way, in more ways than one, to get to where she is today. She was born east of the slopes of Mt. Seorak in what was then the remote town of Sokcho, on the East Sea beaches of Gangwon Province. Though she



was normally a calm, shy, and diligent girl, she characterizes herself as a youth with a rebellious streak that surprised her teachers and others around her - a "resting volcano" was the term she used.

Majoring in English Literature, Dr. Yeum received her BA, MA, and then PhD from Sookmyung Women's University. While

doing her doctorate studies, she had the opportunity to study at both Yale University and the University of Wisconsin at Madison. It was later, after gaining some teaching experience, that she decided to add an MA TESOL degree from the University of Maryland to her list of letters.

Having taught English courses at the tertiary level for more than 20 years, Dr. Yeum has witnessed significant changes in how English has been taught in Korea - from the Grammar-Translation Method, pattern drill practice and the Audiolingual Method, to the Communicative and Whole Language Approaches. At Sookmyung, she has taught English laboratory, composition, and conversation classes as well as American novel, post-modernism, and general English literature courses. In addition to being an instructor, she has been a translator, a feminist magazine editor, and an administrator.

Dr. Yeum considers her move to TESOL administration as creating an immense transformation in her. She has been involved in the development of several English textbooks and Sookmyung's multimedia-aided test of English. As the administrative professor of Sookmyung's TESOL certification program, the oldest and most successful in Korea, she has created Sookmyung's young learner TESOL program and English camp programs for children. It is this reservoir of experience that Dr. Yeum brings with her to the KOTESOL presidency.

Dr. Yeum is not one who needs an extended amount of time to make decisions. She is quick to determine what the

right choice is and makes it. Six months after she met her future husband, they were engaged, and it is a decision that she

has never regretted. That does not mean that married life has not been difficult for her at times. Probably the toughest of times came in the 1980s when she was a career woman, a PhD candidate, a wife, and the mother of a five-year-old son at a time when Korean society was less responsive to the ambitions of its women. Dr. Yeum credits her supportive family for bringing her through that dark period when she could not see any light at the end of the tunnel. I believe, however, that it was just as much the way she felt about herself that brought her through. She is a person with confidence in her ability to succeed, as manifested in a saying of hers: "Ah, life is tough, I know that. But I am even tougher!" She has seen the light at the end of the tunnel - she earned that doctorate degree, has had a successful career, and has a son in college who thinks that she is the greatest mom in the world.

### Membership Spotlight

By David E. Shaffer

---

***"It is this reservoir of experience that Dr. Yeum brings with her to the KOTESOL presidency."***

---

Before becoming National 1st Vice-President early this year, Dr. Yeum served as Seoul Chapter President for a year and a half, a period that saw the Chapter increase in membership and activity. She also served brilliantly on the International Conference Committee for two years and was Conference Chair for this spring's Seoul National Conference.

Dr. Yeum believes that the best philosophy for leading a multi-cultural organization like Korea TESOL is to "glorify the difference." Her years of working with foreigners have taught her how to tap the different strengths of different people to form a strong team. During her year at KOTESOL's helm, Dr. Yeum would like for KOTESOL to build internal strength and strengthen international ties. Internally, she believes the leadership should be "service-oriented," maximizing the use of technology for efficient management. (For more on Dr. Yeum's vision for the coming year, see the President's Message in this issue.) Dr. Yeum is an optimist, foreseeing a prosperous year for KOTESOL. Her motto: If the door is closed, look for an open window.



# A Pillar of Strength

Our membership spotlight is pointed in the direction of Suwon for this issue to shine its beam upon a KOTESOL member who came to us from the shores of Prince Edward Island and is now teaching at Kyung Hee University's Graduate School of Pan-Pacific International Studies – Sharon Morrison.

Those of you in the Daejeon area may know Sharon as the Chapter Communications Coordinator in 2001 and 2002. KOTESOL Conference attendees may know her as the Preregistration Coordinator and Registration Chair at the 2001, 2002, and 2003 Conferences. Others may know her as the International Affairs Committee Chair on last year's Executive Council. This year, everyone should know her as the 2004 Conference Committee Co-chair. As Co-chair, she will succeed to a position even more demanding than the one she now holds, that of 2005 Conference Chair.

Before considering the future, let us first trace her past. Sharon comes to us from the beaches of Summerside, Canada, the place she considers "the most beautiful spot on earth." Her childhood was a peaceful one, with long hours spent exploring the beaches near her home and reading books. All that reading paid off - at her high school graduation, she received the Governor General of Canada's Medal for highest academic average. After high school, she went to St. Francis Xavier University in Nova Scotia to earn a B.A. in theology. From there, it was on to Harvard University's Master of Divinity Program, from which she graduated in 1995. She has also acquired an RSA CELTA, the foremost English teaching certificate of its kind, and has plans to pursue the DELTA, its big sister, as well as do post graduate work in the U.K.. After graduating in 1995, Sharon spent three quite years as library archivist, dealing with old books and the dust they had collected.

Earlier, while on break from university, Sharon met the man who was later to take her from the shores of Prince Edward Island to those of South Korea - her husband, Sean O'Connor. It was actually a friend of Sean's, working in Daejeon at the time, who urged Sean and Sharon to come over. The desire to experience new places was too strong to keep them near home. Sharon's high school trips to Ottawa and New York City had been the first fuel for this desire to travel, and she had always wanted to see Asia.

Bags were packed, and visas, tickets, and contracts

obtained. Sharon and her husband arrived in Daejeon in 1996 to teach EFL. After teaching at the Gongju National

University of Education for a number of years, Sharon has moved to the Graduate School of Pan-Pacific International Studies. There her duties are quite a bit different from those of the average university instructor. Sharon currently teaches both Korean students and International students from 15 countries in the masters degree program - quite a diverse community. She not only teaches Foundations of Academic English Writing and Preparation for Proposal and Thesis Writing, but must also spend hours upon hours on individual instruction in thesis preparation work.

Sharon's teaching philosophy is to encourage students to take more interest and control of their own learning. She disapproves of transmission models of education, whereby the teacher is perceived as the bearer of all knowledge who spoon-feeds it to students. She would rather try to remind students that they create knowledge in themselves through integrating tools and information available to them via teachers, libraries, experiences, social context, etc. with what they already know. She relates, "This is a dynamic, ongoing process in which they are the main agents. I believe this philosophy is a more effective perspective if one wants to stimulate the development of higher order thinking skills required of graduate students."

Sharon has contributed immeasurably to KOTESOL in her positions on the Conference Committee. As Registration Chair, she had to deal with all conference attendees in one way or another, but it was in dealing with the disgruntled, indignant few that left the biggest impression on me. Where others would have failed, Sharon remained cool, calm, and collected - a true pillar of strength. Sharon's hope is to get more involvement from all chapters on the Conference Committee to ensure representation of KOTESOL's diverse membership. Sharon has traveled in Europe, Asia, and Australia, but still on her list of destinations are North Africa, Canada's Arctic, and the Trans-Siberian Railway. Her hobbies include various water sports - swimming, kayaking, canoeing, sailing, and scuba diving - as well as baking.

Despite her degrees in theology, Sharon is into decadence in her dietary preferences. Her definition of decadence: double chocolate rum truffle cake - with 600g of chocolate!



Sharon Morrison

## A Ball of Energy Rolls into Gwangju

In this issue, our spotlight points southwest to shine upon a ball of energy that has recently rolled into town. This storehouse of energy is named Maria Lisak, and since her arrival in Gwangju, she has divided that energy between Chonnam National University and the Gwangju-Jeonnam Chapter of KOTESOL.

This energy started to accumulate in Michigan City, Indiana, where Maria, the youngest of seven children, was born and raised. (Her parents must have been full of energy also.) She grew up loving sports and hating reading; her mean second-grade is credited for the latter. But Maria has learned to read - ancient Chinese murder mysteries are now a favorite - and much more. Traveling south to New Orleans, she received undergraduate degrees in Philosophy and Economics from Loyola University and stayed on to earn an MBA. She has also obtained an RSA CELTA (Yonsei University) and a computer technology certificate (Purdue University).

The desire to work overseas brought Maria to Korea in 1996. Her first year was spent at Sisa-yongosa in Seoul, and another two-and-a half were spent at Daewoo's Management Development Training Center in Yongin. After that, four years in the U.S. were all she could manage before the urge to return to Korea became too strong to resist. She accepted a position at CNU and made her return in August of 2003.

At Chonnam, Maria teaches in the University's Global English Program for freshman conversation and in the language center's skills program. Every summer she returns to Indiana to teach a graduate course in International Commerce and Policy at Valparaiso University and a pre-MBA program at Purdue University. Maria has also designed and taught pre-MBA programs for Daewoo personnel

entering U.S. universities and has taught at U.S. university language centers. On this side of the Pacific, Maria volunteers help at the Gwangju International Center, lecturing and building their news website. At her University she assists clubs and departments with English editing and voice recordings.

The student learning experience is of great importance to Maria. By establishing rapport with the student, she is able to identify the best learning method for that individual. Maria strongly believes that the English learning experience must include more than just language. Also of importance is the culture of the region where the learner will be using the language and academic proficiency in



the learner's discipline of study. "Students are not vessels to be filled," Maria relates. Her classes are designed to actively encourage students to examine and challenge what they are learning. Individualized learning is her method of choice. Students are encouraged to discover the dynamic process of growth with her.

Maria is relatively new to KOTESOL, joining in September of last year, soon after her arrival in Gwangju, but she has already had a great impact due to her high energy level. Jeolla Chapter was initiating a division into two chapters in the fall, and the southern region was looking for new leaders. Maria stepped up to become head of the organizational committee and was elected President of the Gwangju-Jeonnam Chapter at its inaugural meeting this spring. Even before this,

Maria was busy organizing the joint Jeolla KOTESOL Conference held in April.

Committed to getting more educators involved in KOTESOL, Maria also



sees the need for the Chapter, and other chapters, to reach out to outlying areas to support and connect

them more closely to the trends and events in their field. To this end, she sees the need for a stronger KOTESOL web presence and has volunteered to be part of the National and Conference WebWorks Team, in addition to managing her chapter's website.

Building up, directing, and expending all of this energy requires some downtime. This self-proclaimed "sauna queen" relaxes by spending time in the steam room, doing yoga, and in meditation and prayer. She also loves traveling - 38 countries, and counting. She loves the Caribbean, and has been backpacking through Europe and Russia, in addition to visiting Thailand and China. Japan is in her travel plans for this summer.

The ideal life for Maria would be to work spring and fall semesters, and spend July in Indiana and August in Europe. Winter vacations would cultivate her interest in cultural anthropology through volunteer work around the world, dancing as she goes, with someone to share the time with her.

"A ball of energy" is an understatement when referring to Maria Lisak.



## Enter, Stage Right: Louisa Kim

Lights on. Curtain up. Louisa Kim has recently walked onto the Korea TESOL stage and the spotlight is now pointed at her. Though her name may make you think she is Korean, Louisa was born in Hong Kong and lived there till age 12. It was then that she moved to Derby, England, where she attended an all-girls boarding school. She didn't like boarding school, she didn't like study, but she loved music.

Louisa pursued that interest to become a classically trained pianist and singer. After



boarding school, she went to the prestigious Nottingham Business School where she received her BA (honors) in Business Administration. Her fascination with the field drew her to the Birkbeck College of London University, where she received her MSc in International Business. For both degrees her area of concentration was Marketing.

After obtaining her master's, Louisa was drawn to Korea in 2000 by a person she had met on her vacation the previous year in France. That lucky individual is now her husband, hence, the use of "Kim" as her family name. Louisa and her husband live in Daejeon, where she is vice-president of her husband's high-tech firm that produces electronic precision measuring instruments. There she puts her marketing skills to good use. However, she

still finds time to teach English part-time at a friend's language school.

As a teacher, Louisa does not believe in spoon-feeding students their English. It is the teacher's task to teach them how to find the answers and solve their problems themselves. She believes in teaching students to be analytical and independent from a young age. Toward this end, she incorporates a lot of self-motivation and independent-thinking activities into her classes.

### Membership Spotlight

By David E. Shaffer

Louisa is an advocate for the group International Spouses of Koreans Association. She has already represented the group twice - in a national women's magazine and on the Arirang TV Heart-to-Heart program.

Louisa walked onto the KOTESOL stage at just the right time for our organization. That was about a year ago. Two of her friends, who were on the International Conference Committee, convinced her to help out there. Conference preparations were well underway, but the position of Publicity Chair was still vacant. With precious little time before the Conference, Louisa stepped in and helped draw the most attendees to any conference other than PAC2 (1999). She has impressed many and has been appointed the 2004 Conference Committee Publicity and Public Relations Chair as well as being appointed to the Executive Council as the Publicity Committee Chair. Though very busy with these two important positions,

when KOTESOL found itself unable to fill the top spot on *The English Connection*, Louisa again stepped in at a critical moment and volunteered as Interim TEC Editor-in-Chief. Without her, you would not be holding a TEC in your hands now.

Now that Louisa has become familiar with the inner workings of KOTESOL, she also has a vision for the organization - for KOTESOL to grow and expand to become one of the most important English teachers organizations on the global level! To do this, she realizes that we would need to increase our recognition and suggests that we should produce a set of teaching standards along the lines of the ESL standards developed and implemented by TESOL, Inc. She admits that this would be a difficult goal to achieve, but not one beyond KOTESOL's ability.

Though Louisa is a very busy person, she does find time for relaxation. This includes playing the piano and singing. She is also an avid reader and likes to play the online Yahoo game of Literati. Louisa has caught the travel bug. She has traveled to most of the countries of western Europe and has also been to China, Japan, and Thailand. She loves to travel with her husband but sees travel experiences not so much as a means of pleasure than as a way to broaden her horizons, which benefits her in her business pursuits.

Other things that Louisa enjoys are: chocolate, lots of it; fluffy snow, lots of it; beauty sleep, and lots of it. To aid her in the latter, she relies on a pillow she has had since birth.

In addition to continuing to contribute to KOTESOL, Louisa's future plans include getting back into research mode, possibly by pursuing another degree. But above this on her wish list is starting a family.

*Continued from page 18.*

students, non-majors who are learning in an EFL country, also have to have the linguistic knowledge to understand what they are doing when they are speaking? The debate among English teachers is on whether to combine the two goals. The fact remains that linguistic knowledge alone does not enable students to speak, understand or think like native speakers.

The students I see everyday in my EFL classrooms here in East Asia openly doubt that their English ability will ever be good enough for the writing of literature in English appreciated by readers in the West. Students - even in today's global community - feel it is much safer to translate from their native Japanese when writing or making speeches. They don't

have confidence in, and certainly don't take pride in, the Japanese English variety currently written and spoken in Japan. With better support and opportunities, this mood could change quickly, and a new line to the ballad of East and West could be added.