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대한영어교육학회

What's Inside?

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By Eun Sil Seo

The Rise of IELTS in Korea
By Ji Eun Lee

Membership Spotlight:
Sherry Seymour

Vocabulary for Young Learners
By Jake Kimball

National Conference Roundup
By Tim Dalby



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

THE ENGLISH CONNECTION

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

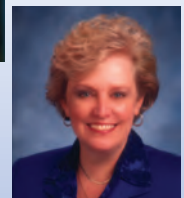
A Practical Option for Professional Development

By Scott G. Lumsdon

One of the most relevant challenges facing EFL instructors in Korea is discovering ways to increase professional competence in environments that seldom offer institute-sponsored programs for continual professional development. Although most positions at Korean colleges, universities, and public schools require graduate degrees or the completion of initial teacher training programs, rarely do these institutions offer extensive supervision or in-service training (INSET). In addition, demanding teaching schedules, varying career goals, and an overall reluctance to observe and scrutinize others' teaching often minimize the opportunity for collaborative professional development through peer observation and reflection. It has been well documented that

Continued on page 8.

Coming Soon to
Korea TESOL International Conference
October 24-25, 2009



For details, see Conference Column (p. 42).

June 2009

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A Mentor's Words!



"Mentoring is a brain to pick, an ear to listen, and a push in the right direction." - John Crosby

While we often say that experience is the best teacher, I am sure that every one of us has had a few teachers or friends who were also mentors, and whose words helped guide and mold our teaching style and philosophy whether we have been teaching for one year or many. In this President's Message, I thought I would share a few of my own mentor's words with you, my fellow KOTESOLers.

President's Message

Perhaps the best advice I received before I went into my education program was from a good family friend and retired teacher. She told me to observe my professors and remember that good teachers are few and even fewer end up teaching in teacher's colleges or education programs. While I thought it a bit cynical at first, she also said that I should look to my best memories of the teachers I had to guide me in becoming the best teacher I could be. I soon realized that she was right on both counts.



Tory S. Thorkelson, M.Ed.
Korea TESOL President

Then, during my teaching practicum, I was fortunate enough to be sent back to my high school to work with my grade 10 English teacher. He was the kind of teacher who had a real love for his subject and, despite the fact that he was close to retirement by that time, he was someone who all of his students seemed to respect. Perhaps the most impressive thing to me was that he could make something like Shakespeare accessible for the average 16-year-old and, when I asked him how he did it, he said it was a matter of "going in the students' door and out your own." Of course, it seems obvious to me now, but at the time, finding ways to connect with my students' lives seemed rather challenging, and as I get older, it only becomes more challenging in some ways. But in others, I am much more familiar with what appeals to the average young Korean university student, which balances things out somewhat.

Finally, there was the ex-military officer who I met in Okinawa at a prep school for Japanese students planning to study in the States. He was strict but fair with his students and yet managed to be kind without having the students take advantage of him at the same time. Having had trouble with this in my own classes, I asked him how he made it work for him, and he told me the story of his Educational Philosophy professor who started every term by writing on the board, "Students don't care so much about what you know, but they do care that you care." He told me that this was the foundation of his teaching philosophy, and it is a major principle in my own teaching style as well. While some students see it as being weak and may think that it is an invitation to take advantage of my kindness, they also soon realize that I am not likely to let them get away with being lazy or not working up to their potential either. One of my former bosses in Korea told me a few years back that my students considered me "strict but fair." I took that as a compliment then and do to this day.

In the end, there is no doubt in my mind that I would not be the teacher I am today if I had not had a number of amazing teachers during my school days or if the words of my mentors had not given me some clear principles to guide my teaching or those shortcuts by which to avoid a few of the pitfalls of teaching. For that, I will be eternally grateful to my teachers and mentors and their words.



THE ENGLISH CONNECTION

Contributor Guidelines

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

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

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

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

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

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

The Korea TESOL Journal

Call for Papers

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

Inquiries and Manuscripts

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

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

The Value of Mentors



Tory Thorkelson's discussion of the role of a teacher as a mentor and the influence we have on students in this issue's *President's Message* brought to mind many of the same issues addressed in Tom Farrell's plenary speech on reflective practice at the KOTESOL National Conference at KNUE in May. Taking time to think about the impact our teaching and classroom practice has on students' reveals the huge influence we have not only on our students learning, but also on their motivation and personal development.

Look at What's Inside

- **Scott Lumsdon's** *Feature Article* addresses how teaching journals offer Korean EFL instructors a means to expand their professional development in lieu of in-service training and collaborative opportunities.
- In the *President's Message*, **Tory S. Thorkelson** reflects on teachers that impacted upon who he is as a teacher, addressing the valuable role of mentors in ELT.
- This issue offers a variety of conference reports from around the world. **Michael Duffy** reports back on the wealth of presentations at the IATEFL conference in Cardiff; **Kara MacDonald** relates her insight on KOTESOL as an affiliate of TESOL from her experiences at the TESOL convention in Denver; **Tim Dalby** describes the successes of the KOTESOL National Conference at KNUE; **Jennifer Young** reports on the accomplishments of the contestants in the Franklin SpellEvent; and **Manpal Sohota** and **Keun Ae Sin** offer summaries of the Tom Farrell and David Deubelbeiss Weekend Workshop event at KNUE following the National Conference.
- In *Presidential Memoirs*, **Myung-Jai Kang**, KOTESOL's 11th President, reminisces about her efforts during her term to foster KOTESOL's mission through promoting scholarship in numerous ways.
- **Andrew Finch** provides Part II of his discussion on the use of graphics in textbooks in *Materials Design*, questioning their effectiveness in aiding learners.
- **Kyung-Min Nam** provides this issue's *Training Notes* on emergent literacy and how to promote text-rich classrooms.
- **Ksan Rubadeau** looks at providing explicit written grammar correction in *Grammar Glamour*, suggesting how theory can be applied practically to classroom instruction.
- **David Shaffer** considers a seemingly easy question, what is a word, in *Word Whys*, revealing the complexity of defining a word.
- Given Lee addresses teacher-student relationships in Korea, showing the value of reciprocal and supportive relationships in Members' Forum.
- In *Young Learners*, **Jake Kimball** suggests

communicative activities to expand vocabulary to replace the common use of glossing over meaning with little opportunity for meaningful usage.

- **Eun Sil Seo** touches on the issues of English-only classrooms in *Techniques* and offers some suggestions for teachers to more effectively teach English through English.
- In *Professional Development*, **Thomas Farrell**, as its editor, introduces readers to the Language Teacher Research section of the *TESOL Journal (TJ)*, as well as inviting submissions.
- With the rise of the presence of IELTS in Korea, **Ji Eun Lee** describes the reasons for its increased popularity, and talks about the major features of the test and its relationship to the TOEFL in *FYI*.
- **Joshua Davies**, in *Web Wheres*, explains the increasing presence of blended learning where portions of classes are studied face-to-face and other components are done online.
- **Sherry Seymour's** work is highlighted in *Membership Spotlight*, giving us a sense of where her high standards, dedication, and perseverance stem from.
- **Kara MacDonald** reviews *Respite for Teachers*, by Christine Pearson Casanave and Miguel Sosa, introducing readers to a short book with a wealth of content to help teachers rejuvenate themselves.

From the Editor's Desk

By Kara MacDonald, Editor-in-Chief



Reflective practice and continually working to improve ourselves professionally, in turn, make us good mentors to students. With high standards for ourselves, high expectations of our students are likely to follow. However, another mentor role is to fellow teachers and colleagues, by being actively involved in professional development groups like KOTESOL. Sherry Seymour's objective, stated in *Membership Spotlight*, for "KOTESOL to be intellectually stimulating for all" reminds us of the importance of active members, and professional mentors, to maintain a stimulating organization and KOTESOL objectives for ELT in Korea.

Continued from page 1.

teachers need feedback on what they do in order to improve over time (Richards, 1990) and in many cases, individual strategies may constitute the most effective means of pursuing continual professional development. This article offers an example of how teaching journals may constitute a practical means of assisting Korean EFL instructors in extending their own professional development in lieu of in-service training and opportunities for collaboration. It is hoped that some of the insights provided will benefit language instructors in a variety of educational contexts.

Professional Development

As an initial step, instructors must acknowledge that the teaching of English in Korean schools, colleges, and universities is a profession, and that those engaged in this profession have acquired a certain amount of professional knowledge that others outside the profession have not acquired (Wallace, 1991). According to Wallace, professional knowledge includes: *received* knowledge (the facts, data, and theories that have been acquired), and *experiential* knowledge (the knowledge gained through practical experience and reflection). For EFL instructors, received knowledge consists of topics introduced in pre-service teacher-training courses such as linguistics, phonology, or TEFL methodology; while experiential knowledge refers to the knowledge gained through the practice of teaching and subsequent reflection. Professional development can then be summarized as a process where instructors continually reflect upon their received knowledge and experiential knowledge in the course of their own professional action.

Reflection involves posing questions about teaching that require instructors to consider their beliefs about teaching, why they have such beliefs, the purpose of the learning activities they employ, the kinds of interaction that occur in their classes, the effectiveness of such interaction, and how they might teach differently. Questions such as these can initiate a re-conceptualization of theoretically based classroom practice by allowing instructors to continually evaluate their teaching, to decide if aspects of their teaching should be changed, and to re-evaluate the effects of new teaching strategies. In this way, instructors may enter a continual “reflective cycle” that will foster increased professional competence (Wallace, 1991).

Strategies for Professional Development

Instructors may employ a multitude of techniques in order to participate in the reflective cycle. For the purpose of accumulating objective data, several writers have suggested that instructors videotape their lessons so that they may have the opportunity for more detailed reflection and discover hidden or unknown information about themselves as teachers (Bailey, Curtis, & Nunan, 2001). In addition, collaborative techniques ranging from videotaped group lesson analysis to peer observation and reflection have also been advised by a number of scholars. In particular,

peer observation has been documented as an effective means to break down barriers and begin discussions that foster professional development. On a more comprehensive scale, EFL instructors have also been encouraged to carry out “action research” projects; where instructors select a specific area of classroom investigation, collect data through video observation, audio recordings, or lesson transcripts, analyze and reflect upon these findings, and apply these conclusions in future professional action (Wallace, 1998).

However, many of the recommendations outlined above imply that instructors carry out their language teaching in environments that offer continual access to audio/visual equipment, with colleagues who share the same interest in professional development, and have sufficient time available for proper analysis and reflection. In many Korean EFL contexts acquiring all of these variables is often an impossible task. The stable personal and professional relationships necessary for collaboration are often lacking, while self-observation is often viewed as time-consuming, and many instructors may find the recording of lessons to be intrusive or disruptive to classroom activities, making it difficult to obtain an accurate portrayal of normal classroom behavior. Similarly, the willingness of instructors to initiate their own action research projects often declines as they find their professional responsibilities too overwhelming and do not feel they have the time to continually plan, act, observe, and reflect in a systematic manner through such comprehensive data. From this perspective, self-monitoring through regular entries in a teaching journal may offer the most feasible approach for increasing the professional competence of EFL instructors in Korea.

Professional Development Through Teaching Journals

Making regular entries about teaching events in a personal diary contributes to professional development by allowing instructors the opportunity to clarify their understanding of their teaching through a reflective process that is initiated as instructors offer a written response to events that occur in the classroom. Journal entries can be based on responses to lessons, personal views about teaching, factors that influence teaching, or simply how one views language teaching and learning. Through regular clarification of their understanding, instructors can then challenge themselves as professionals by formulating new hypotheses, articulating new teaching theories, testing new teaching methods, and cultivating new teaching ideas. As journal entries are subsequently reviewed and analyzed, insights that may not have been initially apparent may emerge, which in turn can serve as a basis for further reflection (Bailey, Curtis, & Nunan, 2001). From a practical standpoint, keeping a teaching journal often requires less time than designing and carrying out elaborate action research projects and

minimizes the dependency upon available colleagues necessary for peer observation or other collaborative approaches to professional development. In addition, teaching journals can be used in a variety of EFL contexts, including language academies, primary and secondary public schools, and tertiary institutions throughout Korea.

Although documented examples of how teaching journals may assist in extending one's professional competence are limited, several writers do offer valuable insight. Telatnik (1978), for example, discusses how through her own teaching journal she was able to accept her preference for a teacher-led approach and managed to adopt additional methods that allowed more student involvement. Brock, Yu, & Wong (1992) conclude that the continual process of writing a journal led to more self-awareness, reflection, and a desire to improve as teachers. Appel (1995) uses his comprehensive teaching diary of teaching EFL at a German secondary school as not only a means to share his day-to-day experiences, but also as a source to release the stress produced during these experiences.

Numrich (1996) describes how she found that her analysis of the diaries kept by 26 teacher trainees was central in helping her develop her own teacher education course, and lauds the value of diary studies as highly beneficial for generating new hypotheses about teaching. Paley (1997) describes the importance of diaries in allowing teachers to question and argue with themselves and documents the subsequent euphoria teachers can experience by watching their own development on paper. More recently, Delaney (Delaney & Bailey, 2000) notes her discovery of hidden frustrations involving classroom management and her uneasiness over adequate planning, while Bailey (Delaney & Bailey, 2000) reveals her realization of her tendency to over-explain and over-teach, thereby minimizing the opportunities for her learners to express themselves in class.

Personal Experiences

In addition to the examples provided above, my own experiences of keeping teaching journals is that they have proven to be rewarding sources of information that have led to noticeable improvement in my own effectiveness as an instructor. For example, while keeping a teaching journal during a first-year, tertiary business-administration English class, I realized that my instructions were rather disjointed and my transitions were not very smooth. Many times my students were unsure about what they were to do next, and many did not understand my original directions.

As I reflected upon this problem, I was able to note the importance of further preparation and began to take more time to ensure that learners were aware of what was expected of them. My subsequent journal entry, documented after a more successful lesson, shows that I realized my preparation was the key, as my

transitions were sharper and directions clearer. I really simplified the concepts and took my time to explain what I expected of them, which really helped the flow of the class.

In another teaching journal, kept during a first-year, tertiary general English class, I noted that as the learners engaged in peer-interaction tasks with their friends, they tended to become distracted from their task and chat in their own language rather than even attempt to chat in English. This led to an analysis of how to generate more L2 discourse, and the eventual decision to take responsibility for selecting partners and groups rather than leaving it up to the students themselves. A later journal entry illustrated the positive effects of this strategy, leading to more on-task behavior and less L1 output.

I realized my preparation was the key.

Another diary entry for a class of tertiary business majors suggested that my expectations were too high and required more realistic teaching objectives for that particular group of learners. I noticed that many concepts that I had attempted to introduce were not acquired by the students and decided I would need to simplify lessons in the future. By recognizing this fact, I was able to make another effective change in my teaching by not only simplifying concepts but by also taking the time to explain what I expected of the students.

Insights such as these, that may have otherwise been overlooked, have encouraged me as an instructor to continue to use teaching journals as a tool for my own professional development. By noting areas of concern, reflecting upon my own beliefs about teaching, expressing my own frustrations with certain aspects of each lesson, and documenting areas of improvement, I was able to make changes in my teaching that seemed to benefit each particular class. As I discover similar teaching patterns, further changes will be made in my teaching that will further benefit each particular group of learners. Given that the problems I have documented exist in numerous EFL contexts throughout Korea, it is logical to assume that teaching journals can assist the professional development of any EFL instructor who is willing to take the time to engage in this means of reflection.

Suggestions for Keeping a Teaching Journal

Instructors wishing to pursue self-reflection through teaching journals may benefit from the following guidelines. Initially, practitioners must decide the focus of the teaching journal, how often to make entries, and for what duration. Journal-keeping can be time-consuming; therefore, it is important that instructors

set aside a specific time for writing their journals so they are not viewed as a burden. Journal entries can be made daily, weekly, or even monthly for a period of days, weeks, months, or years, focusing on specific aspects of lessons, or simply offering a general impression of one's teaching. Once the focus and purpose of the journal has been determined, instructors should record their entries in their own natural writing style at a time when the information and observations to be documented are as fresh as possible. Although many argue that the longer one keeps a journal, the more beneficial it will be, with the likelihood of more patterns emerging, shorter durations can also yield important results. From my own experiences, I have been able to make improvements in my teaching after reflecting upon certain classes for a period of weeks as opposed to months.

Following the establishment of an initial plan, instructors must then dedicate themselves to the process of reflection and be prepared to recognize aspects of their teaching that may cause feelings of discomfort and insecurity. It is possible that some who do engage in the reflective process may give up if the insights gained threaten or challenge the self-esteem or confidence of the instructor. In addition, it is essential that instructors use their journals for reflection and avoid simply providing factual lesson summaries. The degree to which instructors are willing to engage in reflection varies considerably, and simply keeping a journal does not necessarily lead to reflection. Although keeping a journal is a valuable tool for reflection, some do not see the purpose of re-counting past teaching events. Thus, in order to properly guide journal entries, the following questions should be considered: (a) What were your teaching objectives and were you able to meet those objectives? (b) Which aspects of the lesson were the most successful and which were the least successful? (c) Would you teach this lesson the same way or would you change it somehow? Why? (d) Do you believe you are helping your students? How are you helping them? (e) How can you improve your teaching?

As language teachers engage in the reflective process, questions will emerge which in turn can be addressed in future journal entries. The ability to continually analyze one's assertions about teaching, provide insights as to how these assertions are exemplified in the language classroom, and use these examples to expand upon the experiential knowledge of the practicing teacher will determine how effective teaching journals will be for the professional development of each instructor.

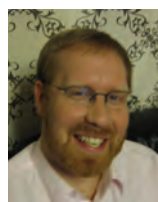
This article has presented how teaching journals may constitute a practical means for enhancing the professional development of EFL instructors in contexts where the opportunity for collaboration,

INSET training, and teacher supervision is limited. The degree to which instructors adopt the approach presented in this paper depends upon the personal and professional concerns of each instructor, but it is expected that applying some of the ideas that have been exhibited can subsequently increase one's own professional competence. Of course, given the multitude of options available for professional development, it is not the contention of the author that teaching journals are the only beneficial tool by which instructors can develop as professionals. Collaborative strategies, such as peer observation and group lesson analysis, are further potentially beneficial professional development options that should be pursued by instructors if conditions offering an opportunity for collaboration are established. It is a sincere hope that the insights presented in this paper are considered and applied by instructors in various EFL teaching contexts. In this way, furthering the professional development of all EFL instructors may enhance the overall professionalism associated with English language teaching in Korea.


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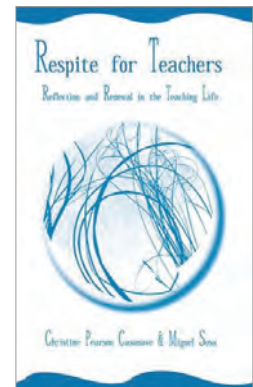
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Respite for Teachers: Reflection and Renewal in the Teaching Life

Christine Pearson Casanave & Miguel Sosa
Ann Arbor: University of Michigan Press, 2007.
Pages: v + 159. (ISBN-13: 978-0-472-03221-1)

Reviewed by Kara MacDonald



Teaching entails much more than teaching English, it also includes administrative duties, grading, classroom management, meetings with school staff and/or parents, and so on. It is easy for a teacher to lose sight of the very things they love about teaching, as increasing obligations occupy their time and drain their energy. *Respite for Teachers* is a fantastic, easy-to-read book with a collection of essays and lists that prompt reflection on the journey of being a teacher. Having been ESL teachers themselves, Christine Pearson Casanave & Miguel Sosa have made the book's length suitable for the overburdened teacher.

The book opens with a discussion of *Roadside Weeds*, describing students who do not like school, misbehave, and wear us down. But the authors remind us that weeds are plants that have not yet had their attributes discovered, and if given the correct nurturing, their strengths will emerge. The topic of student behavior, as it wears on teachers, is addressed again in *Difficult Students*, where the authors-as-teachers strive to identify the potential in students who do not fit well into the regular classroom context, but who are indeed good learners and can be successful students. Continuing to address things that wear us down, the authors provide an essay on *Grading*, critiquing the standard unilateral assessment of all students and recounting the struggles that teachers face in using grading guidelines that, all too often, result in grades that do not reflect students' language ability.

Another essay, *Fear and Curiosity*, aims to motivate by reminding us of the great loss when a student's spirit is smothered, communicating the beauty of supporting students to be successful. Along the same theme, *Conductors, Orchestrators and Choirs*, compares teachers to conductors, striving for students to work together as a whole. Yet, as with musicians and singers, the conductor demands the excellence and dedication required by a soloist and in the same way teachers must require their students to excel collectively as well as individually.

An additional rejuvenating discussion is offered in the

essays, *Connections*, *Things to See in the Mirror* and *Mentoring*, as they invite us to assist students to see the relationship between the course content, themselves, and the world, thus acting not only as a teacher, but as a mentor, and asking ourselves and our students if we are making the most of the student-teacher interaction.

The book begins closing with the essay, *Solitude*, reminding us to take time for ourselves. We need to escape the obligations of our job and the world to be able to fully tap into the potential we have to offer our students. It finally closes with the *Epilogue*, sharing a story of a seed that blossomed, a weed that found the nurturing he needed to succeed in what he wanted to do.

Among these essays are a variety of short lists, likely provoking a considerable amount of annoyance, anger, frustration, laughter and amazement for all readers as their shared meaning crosses classrooms, schools, and countries. For example, *Embarrassing Things* lists examples such as bringing the wrong lesson to class, and forgetting students' names. The list reminds us that it is not just us, but all teachers, that do so. *Loathsome Things* lists a range of annoying things such as computer problems, administrative red tape, and faculty meetings. Here, we learn that others share similar complaints and that we are not alone in our suffering. *Anti-depressants* provides encouragement through a list of things such as "students who teach us something" and "a genuine question from a student." *Subversive Acts* lists things that are not typical of a traditional and teacher-centered approach, like "having students write the exam questions," "pretending to use the textbook," and "allowing food in the classroom." Here, our *deviant* acts are legitimized to make learning enjoyable. *Thoughts to Savor*, presents motivating and insightful quotes, while *Things to Wonder At* provides simple but amazing information, such as the grammar systems in different languages and the resilience of some students. These lists, in sum, work to complement the essays to give teachers resources for rejuvenating themselves and their spirits. *Respite for Teachers* is a wonderful resource for practicing teachers.

Implementing the Mission Statement: 2003-2004

By Myung-Jai Kang, KOTESOL's 11th President

Reflecting on my days of serving KOTESOL as a volunteer with a lot of enthusiasm brought forth feelings of both joy and lament as I reminisced. Time sure does fly like an arrow! I personally joined KOTESOL in 1998 as a curious conference-goer, and a little over a decade has passed since then! As a Seoul Chapter member, I volunteered as volunteer coordinator for PAC-2 (the 2nd Pan-Asia Conference) in 1999 and became Seoul Chapter President a couple of years later. In 2003, I was privileged and honored to step up to the presidency of National KOTESOL after one year of serving as National First Vice-President. Now, what transpired during my year as President?

Here is an excerpt from my presidential message appearing in the Nov./Dec. 2003 issue of *The English Connection*: "Our distinguished past presidents have continually striven to implement KOTESOL mission statements through leadership development and better service. Many of their goals have been achieved, but others await implementation. Given this progress, I will continue to apply our mission statements, and will do my best to upgrade KOTESOL both in quality of output and number of active members."

"I will continue to apply our mission statements."

As you are probably aware, our mission statement is: "To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea." To promote scholarship, I tried to put more emphasis on research by encouraging our members to submit research papers for the *Korea TESOL Journal* and to give presentations at our regional, national, and international conferences. The KOTESOL Research Committee (Dr. Joo-Kyung Park, Chair) was given a 2004 budget of two million won to award as research grants for the purpose of promoting research among our members. For the first time, five conference presentation research grants were awarded to members with outstanding proposals for the International Conference.

Regarding information dissemination, we continued to successfully implement this mission through our quarterly publication *The English Connection*, Chapter meetings, SIG forums and meetings, and KOTESOL Teacher Training (KTT) as KOTESOL has traditionally done. At the end of 2003, KOTESOL's eight chapters

increased to nine with the separation of Jeolla Chapter into two new chapters: North Jeolla Chapter and Gwangju-Jeonnang Chapter. Jeolla Chapter had been one of the most vibrant chapters, with many active members at that time. The ability of a chapter to divide into two demonstrates the growth of KOTESOL chapters at the time.

KTT was also operating actively under the leadership of Dr. Peter Nelson. Half a

dozen volunteer teacher trainers were providing presentations and workshops upon request at chapter meetings and at various conferences during my presidency. During 2004, KOTESOL's Special Interest Groups increased from six to nine. The three SIGs that were newly launched were the Global Issues SIG, the Games in Education SIG, and the Christian Teachers SIG. This too points to the increased activity taking place within KOTESOL at the time.

In trying to further facilitate cross-cultural understanding, KOTESOL provided appropriate presentations and seminars concerning cross-cultural issues at our conferences and other events like the Drama Fest to enhance our mutual understanding on different cultures. The Culture Corner column was begun in *The English Connection*, but our efforts to create a Culture SIG were not realized.

Our biggest event of all was the 12th KOTESOL International Conference. It was held at Sookmyung Women's University on October 9th and 10th under the theme of "Expanding Horizons: Techniques and Technologies in ELT," which was very successful in both quality and quantity. Invited speakers Paul Nation, Joy Reid, Kathleen Graves, and Boyoung Lee headlined our 149 presentations, more than ever before for a KOTESOL conference. Attendance of over 800 participants was also higher than it had been in recent years, thanks to hardworking conference committee members including David Kim, Conference Chair; Sharon Morrison, Conference Co-chair; Dr. David Shaffer, Conference Treasurer; Phil Owen, Program Chair; Louisa Lau-Kim, Publicity Chair; and Dr. Yangdon Ju.

Another big KOTESOL event was the convening of the first National Conference (in addition to our annual international conference) hosted by Seoul Chapter and

Presidential Memoirs

Series Editor: David E. Shaffer

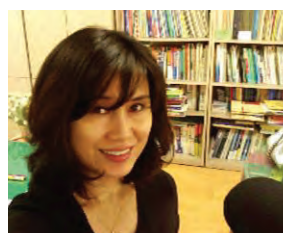
supported by the National KOTESOL. This historic conference was well organized, attracted many attendees, and paved the way for future national conferences. The Drama Fest organized by the Daejeon-Chungnam Chapter, the Busan-Gyeongnam Chapter Conference, and the Gwangju-Jeongnam/North Jeolla Joint Conference, all of which I attended, were also beautifully organized and successfully held. In addition, Suwon-Gyeonggi Chapter co-hosted a two-day conference with the Gyeonggi English Teachers' Association in December and a one-day conference in May.

This historic conference paved the way for future national conferences.

Two unforgettable events that I attended during my presidency were international conferences organized by our PAC Partners. ThaiTESOL 2004 in Khon Kaen, Thailand, and FEELTA 2004 (the PAC-5 Conference) in Vladivostok, Russia, broadened my horizons through fruitful, enlightening, and rewarding experiences and left me with many joyful memories. I shall not forget that at the 24th Annual ThaiTESOL International Conference, titled "Prioritizing Teacher Development," I learned a lot about leadership, network-building, and organizing skills.

During my 2003-2004 presidency, everything went smoothly and peacefully in general, thanks to all the talented people around me. Those KOTESOLers whom I would like to recognize and give heartfelt thanks for their advice and hard work are Dr. David Shaffer, Dr. Sangdo Woo, and Dr. Kyungsook Yeum, as well as Dr. Peter Nelson, Kevin Landry, David Kim, Tory Torkelson, Dr. Joo-Kyung Park, and Robert Dickey. They encouraged and helped me in so many ways to make my presidency another good year for Korea TESOL.

The Author



Past President Myung-Jai Kang in her study.

Myung-Jai Kang has been a professor in the Business English Department at Yeosoo Institute of Technology since 1998. She stepped into KOTESOL in 1998 as a conference-goer, and then volunteered on various conference committees. On the Seoul Chapter executive, Dr. Kang served as Vice-President and then President of Seoul Chapter. She went on to serve as National First Vice-President and then became National President in 2003. She received her doctorate degree in English Language and Literature from Hongik University in Seoul after she finished her master's degree at the University of Wisconsin-River Falls in the U.S. Her research interests include language acquisition, learning strategies, multiple intelligences, syllabus design, and English for Specific Purposes. Email: mj kang5@hotmail.com



KOTESOL's Presidents

Scott Berlin	1993-94
Dr. Jeong-ryeol Kim	1994-95
Dr. Oryang Kwon	1995-96
Dr. Joo-Kyung Park	1996-97
Carl Dusthimer	1997-99
Dr. Sangho Han	1999-00
Dr. Andrew Finch	2000-01
Dr. Taeduck Hyun	2001-01
Dr. Robert Dickey	2001-02
Dr. Sangdo Woo	2002-03
Dr. Myung-Jai Kang	2003-04
Dr. Kyungsook Yeum	2004-05
Louisa T.C. Kim	2005-06
Dr. Marilyn Plumlee	2006-07
Philip Owen	2007-08
Tory Thorkelson	2008-

A Quote to Ponder

"Our experience teaching in foreign countries, where language and culture might be unfamiliar and life especially stressful, has helped teach us that anxiety and exhaustion can be turned into something fruitful if we can step outside the trap periodically and seek space and solitude."

Christine Pearson Casanave & Miguel Sosa
Respite for Teachers (2007, p. 141)

IATEFL 2009 Conference Report

Croeso i Caerdydd! IATEFL 2009 (“Welcome to Cardiff”)

By Michael Duffy

The incoming IATEFL president, Hebert Puchta, made his welcoming remarks to the large audience at the opening session in Welsh - an impressive feat, since he hails from Austria. Even more surprisingly, he went on to announce through an interpreter that the entire conference was to be held in the Welsh language. OK, it was April 1st, but naturally, being held in the capital of Wales, the event did have a Welsh flavor; participants were able to try taster lessons in the country's thriving language, and to enjoy the sight of daffodils, the national flower, between sessions in front of the conference venues, Cardiff City Hall and the National Museum of Wales.

Trying to give a coherent picture of such an enormous event is not easy. To give some idea of its scale, the handbook listed over 300 presentations classified alphabetically according to 20 areas of interest, from Applied Linguistics to Young Learners, and IATEFL's 14 SIGs each held their own program of between six and nine presentations. Another way to start might be to look at the themes covered in the plenary sessions. The openers were given by Elana Shohamy, from Tel

Trying to give a coherent picture to such an enormous event is not easy.

Aviv University, who talked about the need for language teachers to have a say in national language policy, and a celebrity speaker, Marc Prensky, who appears to be something of a modern-day Marshall McLuhan. He addressed the question of the technological divide between the generations, more particularly between students (“digital natives”) and those of us who teach them (“digital immigrants”). His message to teachers was that we should embrace digital technology including cell phones and computer games, rather than seeing them as obstacles to our efforts. “Communication,” he says, “is changing from being word-based to being image-based.” Possibly, but as a later speaker pointed out, IATEFL membership embraces teachers whose classrooms lack even electricity.

On Day 2, Bonny Norton, of the University of British Columbia, dealt with the relationship between identity and language learning, and Fauzia Shamim, from

Pakistan, talked about the perennial topic of large classes (defined as having over 40 students).

The main sessions were preceded by Associates Day, where KOTESOL was among over 40 national organizations represented. At the Associates' dinner, I shared a table with delegates from Associate organizations in Japan, Mexico, Iceland, and Sudan. I also met the KOSETA representative, Lee Jung-min, who was one of two Korean high school teachers who gave popular and well-received presentations.

There was a daily program of extracurricular events. As well as sightseeing excursions to the South Wales countryside, evening performances were offered at the conference venues, including a session of world and folk music hosted by Jeremy Harmer and Adrian Underwood, a poetry reading by Michael Swan, and a frequently hilarious literary portrait of Wales presented by David, Hilary, and Ben Crystal. This followed their 2005 performance of Under Milk Wood (reported by Sharon Morrison in *TEC*, 9, 2). Supplies for the drinks reception that was supposed to follow the performance failed to arrive, a turn of events that might have been scripted by Dylan Thomas himself.

I spent my last bus ride to City Hall deciding which of 15 concurrent morning symposia to attend. I plumped for one on intercultural competence and ELT. This ended with one of the more microscopic presentations I heard, when Peter Grundy illustrated the use of pragmatics with transcripts of conversations between students and a homestay mother. Many of the presentations are still available to view at Cardiff Online: <http://iatefl.britishcouncil.org/2009/>. There is plenty there to enjoy, but if you have time to see just one, I would recommend the closing plenary, where Claudia Ferradas, from Argentina, explored ways of making foreign cultures accessible to learners - a stimulating conference thus brought to an exhilarating conclusion.

The Author



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Michael Duffy comes from London, and spent 5 years of his life in Wales, including two in Cardiff, though he never managed to learn Welsh. He has taught in Korea for 20 years, and during that time, has held a number of positions in Korea TESOL. He is currently a professor at Korea National Railroad College. Email: [@hotmail.com](mailto:mgduffy45)



The 43th Annual TESOL Convention Report

Uncharted Mountains, Forging New Pathways

By Kara MacDonald

I have been fortunate enough to have annually attended TESOL conventions as a presenter since my doctorate studies, and it is a privilege that I hope is offered to me at future conventions. However, attending the 43rd Annual TESOL Convention in Denver as a delegate for KOTESOL was a very different experience in that it increased my understanding of the formal organization and business operations of TESOL International and how the affiliate associations fit into its organizational structure, receiving support in tangible ways. The week was filled with a range of workshops and delegate business meetings, providing a lot to report back on. Accordingly, I must be selective in what I share here and have chosen to offer a summary of the most valuable experiences with respect to my role as an individual member of KOTESOL acting as a delegate, as well as the insight that the experience provided me regarding my roles in KOTESOL. In doing so, I hope that my learning experience will encourage interested individuals to apply to act as delegates at a range of conferences associated with KOTESOL, as the experience will better inform you to serve KOTESOL. I also hope to offer all readers some understanding of how KOTESOL is directly linked to and supported by TESOL International.

The first pre-convention meeting was a welcome session with presentations from each Affiliate Board member discussing ELT in their countries, and with the aim of exploring developments and existing obstacles at a variety of educational levels across the globe. There were presentations from affiliate leaders from the United States (two), Mexico, Australia, Egypt, and Thailand, which ultimately identified many similarities among the presenters' ELT contexts as

well as the ELT environment of the 25-30 delegates attending the session. This highlighted how affiliates can learn from one another and support one another, even though operating in quite distinct regions of the world.

Following the opening session, affiliates chose between several focus-group workshops. I participated in one addressing how affiliate associations support TESOL International and how TESOL International can better support affiliate associations. This workshop was extremely informative, giving all attendees a clear understanding of the relationship between the TESOL head office and board members, and the individual associations around the world. Additionally, through meetings later in the week, I learned what is required to become an affiliate of TESOL, as there were several regional "delegates-to-be" attending and in the process of establishing themselves as TESOL affiliates. As a result, I became aware of formal and administrative requirements KOTESOL met and continues to meet on a yearly basis to be a TESOL affiliate. Lastly, interaction with the Affiliate Board members throughout the week allowed me to see the formal structure and channels of information flow and decision-making with respect to those that represent and act on behalf of all affiliate associations across the world; these Affiliate Board members are *our*, KOTESOL's, voice to TESOL International.

Of specific interest to me was the Affiliate Newsletter Workshop, as Editor-in-Chief of *The English Connection* and with some connection to *The Korea TESOL Journal*. I learned a great deal from editors like myself, with respect to a range of issues from dealing with transitioning to an online newsletter/journal over print, mailing and membership database factors, article submissions, editing, and publishing. Editors of newer or smaller newsletters learned from those with longer experience or larger publications, while these editors found the perspectives of the newer or smaller publication editors refreshing for the way they provoked new insights into their established practices. Although many affiliates had publications they should be very proud of, I am pleased to say that *The English Connection* ranks up there as one of the nicest newsletters seen at the workshop. However, a few affiliates publishing academic journals offered inspiration for objectives and standards *The Korea TESOL Journal* can adopt.

I would like to thank KOTESOL, the National Council, and the International Affairs Committee Chair for the opportunity to attend the event.



▲ Affiliate members from Korea, USA, Mexico, and Australia at a Focus-Group Workshop.

Looking At Your Own Classroom

In this article I would like to recommend to teachers in Korea how they can make use of an outlet within the main TESOL organization to publish their reflections on their *own* teaching. I emphasize the word *own* because, more often than not, professional development for many teachers has often consisted of district, school/institution, or administration mandated courses and/or one-stop workshops conducted in a top-down approach (usually by outside “experts”) which teachers are subsequently expected (regardless of context) to translate into action in order to improve perceived weaknesses in their practice. In other words, teachers have been researched by someone outside their classroom and “diagnosed” with ideas for improving their practice.

I have had the privilege of being Series Editor for TESOL’s *Language Teacher Research (LTR) Series*, a six-volume series that included studies of LTR in such diverse regions as Africa, Americas, Asia, Australia/New Zealand, Europe, and the Middle East (see TESOL’s publications for more details). The series was developed so that language teachers and language teacher educators at all levels of expertise around the world could have a forum to carry out and share research on their own practices in their *own* context. Now a “new” (actually an old one that has been revived) journal has been started by TESOL, called *TESOL Journal (TJ)*, and within this journal, I am editing a subsection called “Language Teacher Research.”

Language Teacher Research as it is envisioned in *TJ* includes inquiries that are systematic (see guidelines

below) and intentional, and features accounts of teachers at all levels researching their *own* practice (not other teachers’ practice). This Language Teacher Research section aims to continue to provide such a structured forum for language teachers and language teacher educators in all regions of the world. So that the research accounts are readable and accessible to all language teachers the template guidelines in the box below, which are similar to the original LTR series, must be followed by all contributors.

Professional Development

By Thomas S.C. Farrell

I look forward to reviewing as many articles as possible from teachers in Korea reflecting on their own practice.

The Author



Thomas S. C. Farrell is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, and Language Teacher Education and Development. Dr. Farrell’s recent books are *Reflective Language Teaching: From Research to Practice* (2008, Continuum Press, London) and *Teaching Reading to English Language Learners: A Reflective Guide* (2009, Corwin Press, Sage Publications; Web page: <http://www.brocku.ca/appliedlinguistics/viewpeople.php?id=1&view=all>). Email: tfarrell@brocku.ca

Submission Guidelines

Research Issue: The statement of the issue includes a brief description of the context and the participants. It answers the question “Why is this issue important to you?” Issues do not have to be framed as problems. You are encouraged to identify and express what you see as important to the situated nature of your work.

Background Literature: This brief review of the literature asks you to write only about the background literature relating to the issue you have researched above.

Procedures: You then document the exact procedures you fashioned or responses you made to the research issue discussed above. What was the procedure or response taken; why did you take this procedure or response; and where did it come from? How did you implement it? Give as many details as possible here because other teachers may want to replicate your research in different contexts.

Result: What are the results of the issue you researched? In this section, you discuss the outcomes and results in detail.

Reflection: What have you learned as a result of the whole process? For example, what have you learned about your practice? What have you learned about doing research? Also, at this point, the issue of the situated nature of the work should be revisited: Why do you think the issue is specific to your context?

Length: Each submission should be 4,000 to 5,000 words.

For further details: http://www.tesol.org/s_tesol/sec_document.asp?CID=1997&DID=12309

Materials Design: Graphics, Part 2

As language teachers in the high tech, online world of Korea, we share with our students an increasingly visual world. Every day, we are bombarded by graphics, videos, and other images, in various forms and contexts, from shop signs and billboard ads to TV commercials, Music TV, animations, smileys, and online videos. Marshall McLuhan was not joking when he said, "The medium is the message," so long ago (1964). These days, messages present micro-second images that flash by with ever-increasing rapidity. But what has this got to do with materials design?

I am sure we have all noticed the tendency of textbooks to try to "catch up" with their computer-literate, thumb-texting users by using "trendy" graphics on all the pages. The argument seems to be that if students live in a world of graphics, then a textbook full of graphics must be modern and effective. Thus, it is not unusual to find graphics that not only do not enhance the learning content, but sometimes have no relation to it. Even worse, the graphics chosen might have subtexts, for example, "shop-till-you-drop" or "TGIF" are acceptable life-philosophies, and studying is for "nerds."

Graphics are an extremely effective tool that needs to be handled with care.

The point is that graphics are an extremely effective tool that (as with computers and other tools) needs to be handled with care. As mentioned in part 1 of this article, we need to keep asking ourselves the value of graphics in our supplementary materials. Pleasant images can add to the "feel-good" factor of an activity, thus enhancing the affective nature of the task. But an empty space on a page gives students room to make notes and perform the written part of an integrated task. Therefore, it is always good to take a look at the empty space first, before filling it with an image, to decide why we are taking this empty space away from them. We can use images in different ways.

This first type of image simply illustrates the text. For example, a shark is well known for having lots of very sharp teeth, so it is natural for an image of a shark to be associated with a toothbrush and toothpaste. If we have a dialog or text about teeth and going to the dentist, this image helps to rest our eyes from the script for a while, but it does little else.

The second type of image is part of the learning

content. As an example, a functional image that can be used for many purposes is the 12- or 24-hour clock. Students learn how to tell the time in English, using the image to talk about hours and minutes. A blank clock face is also a very useful image, allowing the students to experiment and help each other with time-related activities.

Another type of functional image can be used for eliciting description - clothes, parts of the face, parts of the body, etc. This leads from

"What is he wearing?" and "What does he look like?" into "What's it made of?" A graphic of this type (e.g., a discovery activity) could help to establish the schema of the reading text. Further description could be encouraged by providing another blank image, for example, of a face, and getting the students fill it in and then describe their faces to each other.

The possible uses of suitable graphics continue in various contexts: vocabulary association (bingo games, matching games, flashcards); information transfer (maps, graphs, tables, charts); photos; etc. But in all these cases, they are used with the purpose of facilitating learning, and they are part of the learning content. We might say that the activity could not proceed effectively without them. Just as when writing the text of an activity, it is good to see how many words you can cross out and still keep the flow and the meaning intact, so it is an interesting activity to see how many graphics you can 'lose' from a page without impairing comprehension, meaning, or performance. Why not give it a try?

*TGIF: Thank God it's Friday.


*nerd: a person who likes intellectual activities rather than social or physical ones.

Reference

McLuhan, M. (2003). *Understanding media: The extensions of man*. Corte Madera, CA: Ginko Press.

The Author



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

*Materials
Design*

By Andrew Finch

Part 2: Treating Errors

The previous *Grammar Glamour* article focused on the debate regarding the treatment of grammar errors in writing tasks. I share Ferris' belief that studies support some sort of error treatment. But what techniques are beneficial? Alas, as in all TESOL-related matters, there is no one-size-fits-all technique for dealing with errors, and the jury is still out on the relative effectiveness of more-salient vs. less-salient forms of correction. General tips are limited to suggestions for dealing with errors before, while, and after marking written assignments.

- 1) *Make grammar count sometimes, but not all of the time.* It is a great idea for students in any course to do writing that will not be assessed. Writing has different purposes in learning, and accuracy does not always need to be a focus. But if we never grade for grammatical accuracy, we may be discouraging proper editing. Even motivated students need a kick-start sometimes.
- 2) *Teach and remind students of good editing practices* before they start working on assignments. It is hard for writers to get going if they are trying to correct their grammar along the way. The good news is that since sentences can be cut later, grammar should be among the last to get edited. Content and organization comes first, so encourage students to get those ideas down and revise later.
- 3) *Rubrics help.* When students get rubrics before an assignment, they can clearly see the teacher's expectations and have an editing checklist, which leads to fewer errors in the final product. Creating rubrics also helps the teacher to think about what they want and makes grading faster and more accurate. Carefully consider the weighting of categories, and make it a reflection of classwork. In my students' paragraph assignments, the grammar category is worth 5/30 marks: enough that an unedited assignment would not get an A, but not so much that grammar overshadows the importance of content, structure, and clarity. Remember, rubrics are a great way to give positive feedback without having to write as much.
- 4) *Correction codes can help with noticing.* But they can help only if they are used consistently, if students clearly understand the codes, and if writers are given a reason to look at the markings you have made and revise their work.
- 5) *Conference if you can.* Certain grammar items benefit from explicit written feedback. In addition,

five minutes of conferencing can be more effective than the written feedback alone. Note: When conferencing, instead of handing back a paper and beginning to talk about it right away, leave students time to re-familiarize themselves with what they wrote. And start conferences with students' questions.

- 6) *Sooner is better.* When choosing assignment due dates, plan carefully for faster feedback.
- 7) *Ask for double spacing, and teach what that is.* Put a mention about double spacing in the grading rubric so that you will not have yourself to blame if you have no space for comments.
- 8) *Use pencil or a color other than red.* Teachers make mistakes, too. If the student's work is already in pencil, use pink, green, or any color but red (the official color for "This is wrong").
- 9) *Praise grammar well done.* Whether students have correctly used a grammar point you have worked on in class or have taken risks and attempted complex structures, give learners credit! Likewise, when creating error identification exercises based on a class's work, include some of the great sentences students have made as correct examples.
- 10) *Comment on content, too.* It is crushing to give your thoughts and emotions to your teacher and get no comment about them. Even a quick "Interesting thought!" or "Good point!" or "Amazing story!" is better than no comment, plus a page full of circled errors. Whether we are treating grammar errors or not, let us always remind students that we do care about what they have to say.

Grammar Glamour

By Ksan Rubadeau



The Author

Ksan Rubadeau (MA, Applied Linguistics) has, for the past thirteen years, had the extreme satisfaction of teaching wonderful learners of English (and some learners of Spanish). Before coming to Korea, she taught in Mexico, Japan, and her native Canada. She currently teaches at Korea University and is the Treasurer of KOTESOL's Seoul Chapter. Email: ksanrubadeau@hotmail.com

What in the World are Words?

Words are so utilitarian. We can do so many things with them. Whoever thought them up for languages should be given a medal. We can play Scrabble with words. We can do crossword puzzles with them. We can make anagrams and palindromes with them. We can spell them in spelling bees, write them in love letters, speak them in wedding vows. We can use them in so many ways, but can we define what a word is?

The first thing that comes to mind is that a word is a string of letters in a sentence with a space on either side. In Korean, however, *hakgyo-e-seo-neun* (at the school) must be written as a single string, but it is much more than a single word. And in Chinese, letters are not used to write words; pictographs are used instead. Also, a word does not even have to be written. So, here is a revised definition: A word is a cluster of sounds separated from other words in a sentence by a pause on either side. But do we separate all our words with a pause? Consider the following:

What are you doing? → *Whaterya doing?*
Ten or twelve. → *Tenor twelve.*

We can use words in so many ways, but can we define them?

The first is a question made up of four words, but when spoken, there is only one internal pause. The second consists of three words with only one internal pause. The two words *ten* and *or* even combine to sound exactly like another word, *tenor*, but are not confused with that other word. We also notice from the second example above that words do not need to be a part of a sentence. *Ten or twelve* above is not a response to a question in sentence form; it is merely an utterance. To point us in the direction of a definition of *word*, the French linguist, Ferdinand de Saussure, explained that a word consists of two elements: sound and a meaning.

To again muddy up the clearing water, we may consider the following sentence:

We're going to the neighborhood post office.
How many words does this sentence contain? Should we count *we're* as one word or two? It is formed from two words: *we* and *are*. And what about *neighborhood* and *post office*? Both are formed from two words, each with their own meaning, but together they combine to form a new, unique meaning - one with a space between its two component parts, one without. What constitutes a word is so perplexing even lexicologists agree there is no single test that can make that determination. Described below are the three most

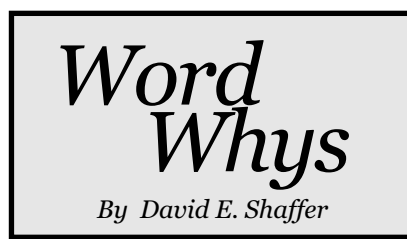
common tests in the word-test battery.

The Potential-Pause Test

When a sentence is spoken out loud slowly, the pauses should correspond to the spaces on the printed page; i.e., the pauses mark the word boundaries. However, this test fails in the case of contractions like *we're* and *didn't*. It also fails for multi-syllable words such as *neighborhood*.

The Indivisibility Test

The points at which additional words may be inserted mark word boundaries. For example, in the sentence *You must post office materials*, the article *the* could be inserted between *post* and *office*, but it cannot in *We're going to the neighborhood post office*. Therefore, *post office* is two words in the former sentence and one in the latter.



The Stand-Alone Test

A word can be distinguished by its ability to stand alone as a complete utterance, especially as a response to a question. For example, for *Gene's present cost John his June salary*, each item can stand alone as the answer to a question: *Whose present cost John his monthly salary?* → *Gene's*. This test, however, fails in that it allows some items that are not words: *What is the sound of the most common English possessive form?* → */s/*. One of its strengths is that it correctly predicts that *Gene's* is a word in the sentence above and that it is not in the sentence *Gene's present* (i.e., he is not absent).

So, what is a word? We can now say that it is a cluster of sounds (complying with the phonological rules of the language) that have a meaning, and that pass at least two of the tests above.

The Author



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Co-Teaching in Public Schools

By Eun Sil Seo

As a result of the Korean government's efforts and investment in English teaching, native English teachers (NT) and Korean English teachers (KT) are collaboratively teaching at most public schools. The term and system of co-teaching has been described as one of the best ways for Korean learners to improve their language proficiency, as they are supported with systematic language instruction while also gaining exposure to the target language from both an NT and a KT. However, many KT's and NT's struggle to find a balance in teaching together as there are numerous challenges to working together. These range far beyond personality, into classroom management styles, teaching approaches, and others. Thus, we need to explore the difficulties that KT's and NT's face and aim to identify effective ways of carrying out the task of teaching together in the same classroom. Based on my experience as a public school teacher in a co-teaching relationship, I would like to suggest that we concentrate on the value of communication, interaction, and flexibility.

We need to explore the difficulties that KT's and NT's face.

Communication

To successfully meet learning objectives, KT's and NT's need to prepare the lesson together. This may sound simple, but it is not always so straightforward. It is necessary to allocate preparation time and time to communicate with each other on a regular basis. The most important process of collaborating is sharing how the next lesson will play out in the classroom, making each person ready to teach *together*, cognitively as well as emotionally. Since many teachers simply ignore or do not have enough time for the process of collaboratively planning a lesson, communication should be emphasized, to remind teachers of the crucial role it serves in having a successful lesson. Once a regular prep-time has been determined, teachers can discuss a range of topics to gradually develop a collaborative teaching style. Finding time for communication about lessons is the most essential part of the co-teaching process, because, if the lesson has not been planned well collaboratively, it will not be as effective as it could be.

Interaction

During co-teaching lessons, one teacher takes the role

of leader and the other of supporter. It is common for the NT to lead the lesson; however, this custom often turns the KT into an observer rather than an active participant. It is more effective to operate by taking turns in leading the class or conducting activities, as this makes a larger range of teaching and support styles available to learners. Additionally, interaction between the KT and NT provides communicative input for learners. Another benefit of interaction is that it allows teachers to more efficiently manage a large number of students, increasing task-time during lessons.

Techniques

Flexibility

Some NT's have a hard time controlling a large class. It is also often difficult for them to sympathize with or accommodate young Korean learners' hyperactive behavior, if they are new to Korea or new to teaching. Information given by the KT, on Korean students' general characteristics, based on their age, would help the NT adapt to Korean classroom culture. Yet all the work is not only for the KT; the NT needs to maintain an open mind about Korean educational culture and learners, and make an effort to accept cultural differences. With a flexible mind about each other's backgrounds, the KT and NT can not only work together more easily, but can also gain better results from learners, by using their understanding of each other and of the learners to their advantage in the classroom. By co-teaching, teachers share themselves and their culture. By and large, co-teaching is not just an educational task; it is, in part, a cultural task, for which flexibility is most valuable to carry it out successfully.

The Author



Eun Sil Seo is currently teaching at Geumho Elementary School in Seoul. Her master's degree is in Elementary English Education from Seoul National University of Education. She is the vice chairperson of the Elementary English Teachers Association affiliated with the Seongdong District Office of Education in Seoul. Her main academic interest is in content-based learning. Email: remio704@naver.com



Expanding Vocabulary for YLs

Vocabulary learning is one area Korean students, parents, teachers, and administrators like to think of as their strength. It is common for learners to memorize long lists of vocabulary words and then be tested. This is a commendable start. Many students do have a fairly large receptive vocabulary, enough to understand the gist of a reading or listening passage. Unfortunately, this type of learning gives students, parents, and teachers a false sense of security. All too often, words are glossed over, repeated a few times orally or in writing. Better books on the market provide a matching exercise or a sentence completion task. As teachers, we can provide additional tasks and activities to consolidate word learning.

Listen and Repeat is a classic activity. Many native English-speaking teachers vilify this activity as a time-waster with no communicative payoff. With beginners, I find it an essential first step. I believe it gives my students confidence and valuable practice with words. Instead of playing a CD and having students listen and repeat loudly, start with the classic L&R, and spice up the activity with pair work. I like to provide a meaningful, yet mechanical context. Students work together in pairs asking: *What's number 4? What's number 12? How do you spell _____?*

*All too often,
words are glossed over.*

Tic-Tac-Toe has many variations. I like to draw nine squares on the board. Option 1: In the squares, write vocabulary words. Make two teams, and call one student from each team to the board. Play rock, scissors, paper. The winner provides a definition or explanation of the word and, if correct, draws their team symbol in the square. Option 2: Write words in the squares. The teacher describes a word and students guess the word. Don't allow students to shout out the word. I find it more useful if students use a sentence such as *I think the answer is _____*. Option 3: Write a Korean translation in the square, and have students say the word or phrase in English. But students should say, *_____ means _____ in English*. Option 4: Leave the squares empty. Write definitions on an index card. Students come to the front of class and read it. The other students on the team guess.

Syllable activities are not used frequently enough. Option 1: Have students write vocabulary words in their notebooks, dividing words into syllables. Option 2: Draw category lists on the board, allowing for 1-, 2-, 3-, and 4-syllable words. Students add words from their list to the c o r r e c t c a t e g o r y . Students say aloud (as dyads or whole class) h o w m a n y s y l l a b e s a w o r d h a s , i . e . , "Pencil" has two syllables. I think "orange" has two syllables. Option 3: Learners test each other by asking *How many syllables does _____ have?*

Young Learners

By Jake Kimball

Listen and draw makes for a fun activity but can be time-consuming. Using the words from your list, ask students to draw a place (e.g., jungle, classroom). Most YL vocabulary lists are thematic, so this is the easy part. Now, ask learners to draw related objects on the word list. Be sure to tell them where to draw. Not only will they make use of the words on the list, you can add adjectives, colors, prepositions, etc. Here is an example: *Make a bird, a happy parrot. Color its feathers purple and green. Draw an alligator under the parrot. The alligator is hungry, so give him a big mouth. I'd like it to have a long, curly tail. Add big, sharp teeth. This alligator likes kimchi. Put a piece of kimchi between its teeth.* Notice how I make requests of the students using a variety of verbs, not just *draw*.

Flashcard activities are a wonderful way for students to manipulate words and phrases. Picture cards can be found in your Teachers Guide or images are also available online at ESL Flashcards and at ESL-Kids. Successful activities for me include alphabetizing the images and then saying them quickly; a speed game where two students put their hands on their head, and then slap the card I say or describe; placing the image on the board and making a word web of related vocabulary; storytelling or story writing; spelling bee, etc. There is also the classic game of Memory.

Rather than routinely assign lists of words for your young learners to memorize, treat them to your choice of the above fun activities to expand their vocabulary. 🌐

Developing Caring Relationships

By Given Lee

In a composition classroom, especially in an EFL setting, providing feedback on students' papers is challenging for writing instructors for many reasons (e.g., a large class size). Whenever we talk about teaching writing, the primary concern is given to error treatment (e.g., what are appropriate ways to deal with students' errors?). However, research on this topic has not offered conclusive answers yet.

Noddings (1984) has provided a theoretical framework, the concept of *caring*, to illustrate the relational nature of teaching and learning. The teaching-learning relationship is understood as a reciprocal and supportive practice between a teacher and students. For a caring relationship to be developed and sustained, a teacher needs to accept his/her students non-selectively and place his/her motivational power behind achievement of the student's goals. Additionally, a caring teacher has to engage in cooperative practice with the students. Through this cooperative learning with the teacher, a student builds trust in the teacher, which then leads the student to master situations of greater complexity, gradually become more competent in the tasks undertaken. The student, in turn, needs to show his/her appreciation of the teacher.

While Noddings' work primarily serves as the main means of explaining oral practice between teacher and students, some researchers have found that written comments on students' papers can play an important role in connecting a teacher with a student and directly impact the relationship with the students. When students read teacher comments on the page, they usually do not read the comments literally but negotiate the meaning out of the words inscribed on the page. In this meaning-making process, students create a certain relationship with their teacher, which may then affect the students' writing process. The students in the study generally showed appreciation for teachers' responses to their writing, but preferred comments that addressed specific matters in elaborated detail to unclear, negative, and vague ones (e.g., "Tightened up?").

Although not focusing in particular on written comments on students' writing, Belcher (1994) explored the role that the relationship between advisor and advisee played in three ESL students' dissertation writing processes as well as in their enculturation into the research community. She reported that one student who had developed a reciprocal and supportive relationship with her advisor began to succeed in her discipline, while students who had not built such a relationship with their advisors had more difficulty

entering into their research community.

Lee & Schallert (2008) explored the role of Korean EFL teacher-student relationship and its effects on the feedback and revision cycle. Using a case study approach, they examined how the two focal students had developed their relationships with their non-native teacher of English in a college composition course at a Korean university. Findings showed that one student, who had developed a supportive relationship with his teacher, read her written feedback faithfully and carefully, and used it in revision to produce improved drafts. However, the other student, who did not have such a relationship with the teacher, did not respond to feedback positively and did not improve drafts as much as the other. The researchers argued that developing a supportive relationship between teacher and students might be important in ensuring that students use their teacher's feedback in revision and to develop their writing ability.

In sum, caring takes different forms based on the context and the individuals, but regardless of its form, the existence of caring relationships enhances students' intellectual development.



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The Author



Given Lee received her doctoral degree in Foreign Language Education from the University of Texas at Austin in May 2007. She has taught Korean and English in both Korea and the USA for several years. Her research interests include L2 learners' writing process, reading and writing connection, and enculturation into the main culture. Email: givenlee@hotmail.com



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

The Rise of IELTS in Korea

By Ji Eun Lee

For many years, the TOEFL test has been the exam preferred by most U.S. institutions wishing to measure the English language skills of potential students from non-English speaking countries. As a result, because students applying to U.S. universities have been required to take TOEFL, the TOEFL test has also been highly popular in Korea. However, TOEFL is not the most popular language test worldwide. Another test, the IELTS (International English Language Testing System) exam, is the one whose test results are requested by many other English-speaking countries, including Britain and Australia. IELTS is considered to be the most reliable and valid test to compete with TOEFL.

IELTS covers the four language skills - listening, speaking, reading, and writing, but unlike TOEFL, it offers two modules to test English proficiency. The first tests English proficiency for general purposes, and the second for academic purposes. The IELTS Academic Module, widely recognized as a requirement for entry into courses in further and higher education, assesses whether a candidate is ready to study in English at an undergraduate or postgraduate level. In contrast, the IELTS General Training Module is suitable for candidates who are going to English-speaking countries to complete their secondary education, to undertake general training programs, or to immigrate.

IELTS is the most reliable and valid test to compete with TOEFL.

The Academic and General Training exams are very similar in many ways but differ in two modules. All candidates take the same speaking and listening tests but take different reading and writing tests, depending on the test module (academic or general) they have chosen. The academic reading and writing test content deals with topics across a range of disciplines, like science and history, while the general reading and writing test content addresses topics for daily communication, such as renting an apartment or making a doctor's appointment.

TOEFL and IELTS have significantly different testing structures. The TOEFL test can be taken online (called the TOEFL iBT) or as a paper-based test, while the IELTS exam can only be completed as a paper-based test, at selected testing centers. Additionally, the

speaking test in each exam is also significantly different. For IELTS, the speaking test is done separately as an in-person interview. Candidates speak with a certified IELTS examiner. The TOEFL speaking test is completed online by having the candidate complete tasks provided by a computer, which also records their answers and times them with an on-screen clock. Some



students say IELTS is a much more personal experience for the test taker, but others feel that TOEFL has special challenges because the candidate is interacting with a computer and does not have any interaction with an examiner.

Another big difference between the two tests is the focus. The TOEFL test is designed for North American speakers. The question forms and style are based on North American English. In contrast, IELTS is designed to fit a variety of English-speaking contexts. The writing styles and accents incorporated into the IELTS exam are designed to mimic the accents and styles of speakers of many different countries. This makes this test ideal for those who are looking to test their ability to speak and read English as a lingua franca, but who do not necessarily need to demonstrate proficiency in a particular variant of English, such as North American English.

So, which test is better and easier to take? Ultimately, the test a person takes will probably be determined by which test is preferred by that person's choice of university or company, and which country that institution is located in. While the TOEFL and the IELTS tests have significant differences, both are good ways to demonstrate English proficiency.

The Author



Ji Eun Lee is currently working for Hanyang IELTS as a student counselor at Hanyang University. She graduated from Queensland, Australia, and has four years teaching experience in Korea. She has taught English as a second language to young learners but currently has a big interest in IELTS testing, which is growing

in popularity in Korea. She is still building her career in various fields of English education. Email: marys2@naver.com



Erasing Boundaries in Education

Online education is becoming less an optional add-on to English education and more a necessary complement to our face-to-face classes. The question is not whether you will *blend* your classes but rather when (hint: NOW) and how.

Blended learning is hybrid education, meaning that portions of the class are done face-to-face, while other components are done online, creating new paradigms for both teachers and students. While in-class components of blended learning are fairly well understood, the online elements can be confusing. In general, three *flavors* are available:

Self-access: These include any activity that students do online by themselves, from online flashcards to multimedia presentations and quizzes. Oftentimes, self-access includes a series of activities designed to build on one another, some going so far as to use programs built into the system to automatically deliver new and review content in an adaptive manner, based on the student's response. Self-access allows students to manage their own pace and take charge of their learning.

Community-based: These include such online modes as discussion boards, wikis, blogging and feedback, social networking - basically anything in which groups come together online to share, solve, and discuss materials and ideas in a way that allows students to scaffold off one another to higher ability levels.

Integrated: Combining both self-access and community-based elements are learner management systems such as Moodle or the free language-learning site LiveMocha. These tools (and others) allow students to use self-access material in a social environment, while integrating collaborative material alongside. Peer encouragement leads to greater motivation and a higher quantity and quality of output.

Why Use It?

Research has shown that students in well-run, blended-learning classes not only perform better on tests than those in purely face-to-face or totally online classes, but they also express a greater degree of satisfaction with their learning environment than those in other types of classes.

Many teachers see their students for only one or two hours a week, hardly enough to create huge progress in one semester if learning occurs only in the classroom. One solution, of course, would be to teach less material,

but another is to maximize the potential of out-of-class time by not just giving more homework, but better homework that extends the classroom. We can, in this way, use face-to-face time for interactive activities, such as discussions, small group work, debates, or demonstrations.

Blended learning creates situations of contextual need. Language, like many other things, follows

the maxim *Use it or lose it*. By giving students the chance to really use what they learn in virtual communities and self-access programs, we can create situations where they use the language and thus remember it.

What Are the Dangers?

We need to take care when we integrate human relations online. Teachers need to set up and monitor interactions (discussions, feedback, etc.) with an eye towards students' emotional and social presence on the web. This need not take lots of oversight, but does take planning and a clear explanation of the online activities at the outset. Set it up well and the interaction loops run like clockwork.

Blending is not *blinging*. Blend with learning goals in mind; blend to extend the classroom in genuine ways. Keep things simple and do not overload the users with unnecessary technology. After all, tech only works when it aids and transforms education, not when it confuses those it is meant to teach.

With blended learning, the only boundaries we place on our classrooms are the ones we make ourselves. I would love to know how you open your class through blending. Send me an email at joshuawdavies@gmail.com with your site to share the best of what we are doing in Korea in a future article. Here is my example to get you started: joshuawdavies.com/video.html

The Author



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The 2009 National Conference Roundup

By Tim Dalby

Overall, it was a success! As one of the principal conference organizers, one may detect a hint of bias in my opening statement. So, let me qualify it: On Saturday May 16th, at Korea National University of Education, in Miho (near Cheongju), the 2009 KOTESOL National Conference was held. A year in the planning, the Conference managed to attract well over 300 people to a isolated location in the heart of the country.

The number of people that attended is probably due to the great organization and support received from the local chapters that organized a door-to-door bus service for their members. Unlike previous years, this was truly a national conference, with a fairly even spread of people coming from all over the country.

The organizers had arranged for sunshine, but due to a double booking, we had to settle for rain. This did not seem to dampen any spirits though. In fact, it probably kept most people inside the venue, participating in the sessions!

The day started with the usual introductory speeches, including a welcome from the President of KNUE, Dr. Jaesool Kwon. He was instrumental in getting the best facilities for us on the day, and we are very grateful for his help.

Then Dr. Tom Farrell rose to the stage, and the conference was underway. Looking at the comments from our post-conference survey, nearly everyone enjoyed Dr. Farrell's presentation and felt inspired by what he had to say.

After lunch, which involved a trek in the rain, the concurrent sessions began. There were up to eight sessions to choose from in any given hour and most sessions were well attended and received positive feedback in our survey.

Of course, as an organizer, it is hard to predict how a presentation will turn out when reading a proposal abstract many months beforehand. As one conference-goer said to me, "If I complain, I should present." Conferences like this are an opportunity for our members to present at a national level. I am very happy that so many were successful. If it inspires other members to have a go, then we have done well.

To round off the day, we had the pleasure of listening to Dr. Joo-Kyung Park. Again, the survey comments suggest that most people enjoyed what she had to say - whether they agreed with her opinions or not. So, why else was it successful? Generally, all the comments we have received have been positive, whether it was about the venue, the transportation, the signage, or the conference book. The Conference managed to attract a good number of new members to KOTESOL, and everything ran on time.

Given that the conference organizers are a bunch of volunteers spread throughout Korea, I think they made this a success. Looking at the survey results, our attendees agreed. Thanks to everyone for their support. The survey results, photos, and other comments are available at: <http://www.kotesol.org/?q=2009NCRoundup> for your viewing.

The Author



Tim Dalby is KOTESOL's 1st Vice-President and the Co-chair of the 2009 KOTESOL National Conference. Originally from Portsmouth, England, Tim has been teaching since the summer of 2000. He has taught in Korea, New Zealand, and the Czech Republic in a variety of contexts, including Business English, General English, EAP, FCE, CAE, IELTS, TOEIC, and TOEFL. He has been a head teacher and a teacher trainer, and has a CELTA and an M.A. in English Language Teaching from Reading University. He currently teaches at Jeonju University. Email: tim_dalby@yahoo.co.uk

Daejeon-Chungcheong Chapter Mini-Conference

September 19, 2009, Daejeon

Themes: Not Yet in College
New Researchers

Contact Eric Reynolds:
Reynolds.tesol.mall@gmail.com

KOTESOL Extensive Reading SIG Extensive Reading Symposium

November 14, 2009, Seoul

Keynote Speaker: Marc Helgesen

Contact Scott Miles: swmiles@sogang.ac.kr

Tom Farrell Workshop

Reflective Practice Workshop with Dr. Thomas Farrell

By Manpal Sahota

It was easy to spot Dr. Thomas S. C. Farrell at the KOTESOL National Conference: He was the only person in attendance sporting a black baseball cap that read “Reflective Practice” across the front. It was obvious from his attire that this man was quite passionate about his message for the conference-goers. While Dr. Farrell’s keynote address this year covered the same talking points from his appearance last summer in Seoul, his charismatic presentation style and keen Irish sense of humor made for enjoyable listening. When I heard that Dr. Farrell was offering a four-hour workshop the following day, I jumped at the chance to hear him speak in a more intimate setting.

The one method that stood out was the “Tree of Life.”

The first two hours of the workshop were a chance for Dr. Farrell to give the attendees a little taste of various methods teachers can use to begin reflecting on their teaching practice. The one method that stood out for me was the “Tree of Life.” We were given a handout that was divided into the three parts of a tree: the roots, the trunk, and the branches. On the roots of the tree, we wrote about our family values, heritage, ethnicity, socioeconomic group, etc. On the trunk of the tree, we wrote about experiences, from early childhood to high school, that were significant in developing our perspectives as teachers. On the branches of the tree, we wrote any adult experiences or actions that influenced us to become teachers.

This method provided a quick introduction to autoethnography. Autoethnography encourages reflection on, and analysis of, one’s own past experiences, to examine how these have led, in the case of teaching, to the development of a personal teaching style and beliefs about language teaching and learning. Writing about myself was a very illuminating experience. I recommend that all teachers do this at some point in their teaching career, regardless of whether they are just starting out or whether they have been teaching since the Joseon Dynasty!

From all the talks I have seen Dr. Farrell give over the past year or so, one thing has become abundantly clear:

his disdain for administrators; in particular, his disdain for administrators who observe teachers for evaluation purposes rather than for professional development. When the workshop attendees were asked to introduce themselves, I was hesitant to reveal my current job title for fear of Dr. Farrell kicking me off the premises. However, since I had bought his book the previous day, Dr. Farrell graciously allowed me to stay.

The second half of the workshop proved to be the highlight of the day. During the second half, attendees had a chance to examine a class using the same methods Dr. Farrell uses with his in-service teachers. Using a short clip from the movie *Good Morning Vietnam*, we spent over an hour analyzing what was going on in the classroom.

The analysis session got off to a good start when one lady noticed the uncanny resemblance between Dr. Farrell and Robin Williams. The next hour was an interesting glimpse into the long and meticulous process Dr. Farrell undergoes when deconstructing a lesson. The main idea that came through for me was Dr. Farrell’s belief that observers should not make judgments because every observer will have a different opinion. Instead, Dr. Farrell tries to show teachers what is actually going on in their classes by presenting facts and then letting the teachers decide how to use that information to direct their future teaching practices.

I thank Dr. Farrell for taking the time to travel to Korea and share his ideas. It was refreshing to learn that he still practices what he preaches. I hope more presenters in Korea continue to talk about reflective practice at future conferences to help teachers see the benefit this can have for their professional development.

The Author



Manpal Sahota is an academic coordinator for the foreign teachers working in elementary, middle, and high schools in the Gangnam District of Seoul. He has a M.A. degree in TESOL and his interests include professional development through reflective practice, issues of race in EFL education, and world Englishes.

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Franklin Global SpellEvent

S-H-O-W-D-O-W-N in Seoul

By Jennifer Young

On April 11, 2009, KOTESOL, in conjunction with Sookmyung Women's University, co-hosted the Franklin Global SpellEvent. This was one of seven spelling bees held by Franklin Electronic Publishers, Inc. and TESOL throughout Asia during the month of April.

Although Franklin does not market its electronic dictionaries in Korea, the company is committed to helping students around the world improve their English language skills. This event was a preliminary round in an international spelling bee, which will take place later this summer. The first- and second-place winners here in Korea will travel to New York City this August in order to compete in the final round of the competition. The grand prize winner of that round will receive US\$10,000.

Dr. Kyungsook Yeum, KOTESOL past president and Sookmyung Women's University's SMU TESOL Program Administrative Professor, was the master of ceremonies and host of the spelling competition. Representing Franklin Electronic Publishers were Senior Vice President, Toshihide Hokari, as well as Young Taek Kwon and Teddy Ma. TESOL was represented by Dr. Andy Curtis, an elected member of the TESOL board of directors as well as Director of the English Teaching Unit of The Chinese University of Hong Kong, and Craig Triplett, Senior Editor of TESOL publications. In addition to Dr. Yeum, KOTESOL was represented by fellow past president, Louisa Kim, and Seoul Chapter's First Vice-President, Jennifer Young. The spelling words were pronounced by Jennifer Jung, a lecturer in Sookmyung's General English Program.

On the day of the competition, nearly thirty students gathered, looking nervous, but full of enthusiasm. Several photos were taken of the contestants prior to the competition. The students were full of smiles and bantered among themselves until the practice round began. At that point, the jokes and smiles disappeared as the students turned their focus to the competition.

Several local schools were represented by teams of students, who studied their word lists together and encouraged one another between rounds, demonstrating a great deal of camaraderie, considering the prizes at stake. The early rounds of competition eliminated a number of contestants, but a surprising number remained in the audience to cheer on their classmates and friends. Fewer than half of the original number remained by lunch time.

After a rest and a delicious buffet lunch provided by Franklin, the students reconvened to complete the competition. Over the final hour of the event, the tension built as the number of competitors was slowly reduced one by one, with several rounds being completed between each of the eliminations.

As the number of contestants dwindled round by round, the stress levels of the contestants on the stage became more palpable. In the end, there were

three strong contenders, who were finally narrowed to two. The final two went head to head over several rounds, with the tension continuing to build as one contestant misspelled his word only to have his competitor also err, leading to several more rounds before a victor was declared.

The event concluded with the top eight contestants receiving electronic dictionaries from Franklin Electronic Publishers. The top three finishers received plaques and, of course, the top two were awarded a five-day trip for two (themselves and a guardian) to New York City to vie for the \$10,000 grand prize in the final round of the Franklin SpellEvent.

The Author

Jennifer Young has been teaching in Korea since 1998. She has been Head Teacher at Elite, Korea since 2004 and KOTESOL Seoul Chapter 1st Vice-President since 2007. In her free time, she co-hosts the Seoul Podcast. She recently finished her MEd TESOL from the University of Southern Queensland. Her research interests focus on extensive reading. Email: jenniferteacher@gmail.com



The 17th Annual Call for Nominations *for the* 2009-2010 KOTESOL National Council

Deadline for submitting nominations: **July 27, 2009**

(If you are late it is possible to be on the ballot as a write-in,
but you will miss out on advance advertising.)

Elections to be held October 24-25, 2009, at the KOTESOL International Conference

Positions Available

- 1) **President** (Two-year term, four-year commitment to KOTESOL)
- 2) **First Vice-President**
- 3) **Second Vice-President**
- 4) **Secretary**
- 5) **Treasurer**
- 6) **Conference Committee Co-Chair** (Two-year commitment to KOTESOL)
- 7) **Nominations & Elections Committee Chair**

Qualifications

- Any candidate seeking nomination for an elected position on the National Council must have been a KOTESOL member in good standing for at least 12 months prior to being nominated.
- * If you are interested in being a candidate for president, please email Sherry Seymour for more details on qualifications.

Responsibilities

- Effectively execute specific job-related tasks
- Submit reports
- Participate in email discussions of relevant issues
- Attend quarterly Council meetings
- Become familiar with the Korea TESOL Constitution and Robert's Rules of Order

Each position is open to the general membership for self-nomination or nomination of another. If you are interested in running, please submit your name early to benefit from publicity in both this publication and online. If you are not interested in running yourself, please consider putting forward the name of a qualified colleague whom you think would make a great addition to KOTESOL. For details and a full list of job descriptions, please see the KOTESOL web site or contact Sherry Seymour, the current Nominations & Elections Chair, at kotesol.elections@gmail.com.

Brief Position Descriptions

President

Presidential candidates should ideally have previous experience on the National Council. Tact, diplomacy, and charisma are needed, as this officer represents KOTESOL in an official, public capacity. This position requires a four-year commitment to KOTESOL. The elected president will serve on the 2009-2010 and 2010-2011 National Councils as president, and on the 2011-2012 and 2012-2013 Councils as past president.

First Vice-President

The 1st VP supervises the local chapters of KOTESOL. In so doing, the 1st VP is expected to make visits to chapter

meetings. The 1st VP can expect to assist the current president by taking on a variety of duties in preparation for the role of president. Leadership and good interpersonal skills are needed for this position.

Second Vice-President

This office requires a hands-on approach and proactive personality. The 2nd VP chairs the National Programming Committee. The 2nd VP also organizes the annual Leadership Retreat held in December. Other groups under the 2nd VP's supervision are Special Interest Groups and KOTESOL Teacher Training.

Secretary

The Secretary takes meeting minutes for the Annual Business Meeting and all National Council meetings, so attendance at all of these meetings is essential. The Secretary must also read, act on, and forward or reply to incoming KOTESOL email. Candidates should have excellent writing and listening skills. This is a good initial position to gain experience with the National Council.

Treasurer

The Treasurer is responsible for maintaining, collecting, disbursing, and making reports on KOTESOL funds and keeping an up-to-date membership list. The ability to execute banking transactions and check accounts frequently is essential. Candidates should have excellent bookkeeping skills. To execute banking transactions, it is extremely helpful to have adequate Korean language skills.

Conference Committee Co-chair

The Conference Committee Co-chair automatically ascends to the position of Conference Committee Chair the following year. Therefore, this position requires a two-year commitment. This individual organizes the annual International Conference. Individuals best suited for this position will be energetic and task-oriented. Previous experience in large-scale event organization is vital. It is also recommended that candidates have previous experience on a KOTESOL Conference Committee.

Nominations & Elections Committee Chair

The Nominations and Elections Committee Chair is responsible for seeking out qualified candidates, submitting a full list of qualified candidates for the election, and conducting a fair election at the International Conference. Ideally, the Chair should have experience with the National Council, be neutral, and be respectful of potential candidates' concerns.



2010 KOTESOL Calendar CALL for PHOTOGRAPHS

We are looking for twelve interesting images for the 2010 KOTESOL calendar. All KOTESOL members are invited to send digitally formatted photographs for selection. If your entry is included, you will receive credit for your work and three copies of the 2010 KOTESOL calendar.

Entry Deadline: August 21, 2009

Submit your photographic entry as an attachment along with
(a) your name, (b) phone number, and (c) chapter affiliation.

Send your entry to: kotesolcalendar@yahoo.com

The calendar will be available via the Membership Committee
at the 2009 International Conference in October.

Fostering Emergent Literacy

By Kyung-Min Nam

Children understand the role of written language and begin to develop a form of literacy long before they enter school. This is not surprising. Children in modern societies live in a world filled with written symbols. Each day they observe their parents reading books, newspapers, and magazines, and they also see printed text in storybooks, on calendars, lists, signs, and printed messages on TV. Through these informal experiences, they try to figure out how written symbols convey meaning. They do not wait until someone teaches them. Teachers must value this, and instead of asking whether children are ready to study literacy or not, we should find out where they are and build on what they already know.

Regardless of where children are in the process to literacy, an essential step in further development will be to create a print-rich environment in the classroom. In the case of the EFL classroom, English print should be everywhere in the form of labels, lists, signs, charts, and posters. Bulletin boards should include English-language labels as well as pictures. Special days, such as students' birthdays, holidays, and other important upcoming events in a class, can be marked on a classroom calendar with words. Children can put weather cards written and illustrated with pictures of the sun, clouds, rain, and snow on the weather chart. Students' stories and booklets can be displayed as well.

Literacy can be enhanced by "setting the scene."

When I teach young children, I start teaching with my "Morning Message." I write one sentence in English on the whiteboard related to special daily events or activities before class, and the children try to figure out what it means so as to learn the main event for their class day. It is a good way to familiarize them with written English, even if they are not yet good at reading it, as they understand what each word means naturally through related activities during the class.

Classroom routines or procedures placed on charts also provide opportunities for print discussion. I like to post the principle procedures for activities such as using the class library, using dramatic play centers, or using the restroom. Here, it is important to give children enough time to make re-reading these procedures a routine to expose them to enough practice with the texts.

Children want to make sense of what they read and write. The meaningful part of reading and writing occurs when children talk to each other, write letters, and read good storybooks. Fostering literacy is a matter of making reading and writing a natural part of their classroom activities. One way to increase early literacy experiences is to stock classrooms with books and texts to make reading and writing a natural part of the class.

Training Notes

In dramatic play centers such as a restaurant, a post office, a hospital, a bank, or a grocery store, children have the chance to role-play the roles of adults they see. They are more likely to role-play literacy tasks if the appropriate materials are available. If the classroom is small, such centers can be changed frequently according to a theme.

Playing with print is an important part of literacy development. For example, when the play or study theme involves a grocery store, the class includes empty food containers with familiar labels and paper and pencils for creating signs, making food lists, and pricing items. Viewing videos and reading books about food, fruit, or clothing would also extend students' knowledge of the topic. I try to use props, realia, and real pictures related to the theme to promote student interest.

Literacy is a naturally occurring process that takes place over a long period of time. Teaching literacy skills can be enhanced by "setting the scene" and encouraging students to practice their skills.

The Author



Kyung-Min Nam is completing her M.A. in English Education for Children from Chung-Ang University. She has worked at YBM ECC Academy and YBM English Home School as a teacher trainer and education planner. Her interests in early childhood education lie in early literacy, classroom management, songs and chants, and storytelling. Email: nam0024@hanmail.net

KOTESOL In Action

Departments

KOTESOL Teacher Training (KTT)

By Joshua Davies

Since 1997 KTT (KOTESOL Teacher Training) has been serving its two-fold mission: to organize outreach events for teachers in more remote locations and to provide high quality presenters to chapters for their monthly meetings.

Spring has been very busy for KTT, with numerous presentations and other activities by our members. March began strongly, with chapter presentations by Tory Torkelson in Sokcho (Gangwon Chapter) on the 14th and by Tim Dalby in Busan on the 21st, as well as a host of KTT members presenting at the annual Seoul Chapter Conference on the 28th: Tim Dalby, David Shaffer, Grace Wang, David Deubelbeiss, Heebon Park-Finch, Andrew Finch, Kevin Parent, Scott Miles, Tory Torkelson, and new member Jake Kimball.

April saw a brief lull, with only one chapter presentation by Sara Davila for Daegu-Gyeongbuk on Task-Based Learning and Student Assessment and two workshops given for EPIK, one by Sara again on Task-Based Learning and the other by Joshua Davies on Computer-Assisted Language Learning.

May was back to full steam, with six trainers presenting at KOTESOL's annual National Conference, held this year at the Korea National University of Education on May 16th. KTT members who participated were David Shaffer, Adriane Moser Geronimo, Rafael Sabio, Kevin Parent, Andrew Finch, and Heebon Park-Finch.

May also heralded the addition of three very experienced presenters to KTT. The first was Jake Kimball, a presenter and researcher with over a decade of experience in Korea. Jake serves as the director of his own language institute, ILE, while also managing the Young Learner's SIG for KOTESOL and co-authoring the textbook series *TOPS*. Next was Jennifer Booker Young from Elite Education, creator of the popular Seoul Podcast (seoulpodcast.com/), and 1st Vice-President of KOTESOL's Seoul Chapter. Jennifer and Jake help to increase the number of experts we have available for training on young learners. Finally,

we have Greg Brooks-English, a man with a name born to teach, who, in addition to teaching at Dongguk University, serves as the manager of KOTESOL's Science and Spirituality SIG and volunteers at Korea's Non-Violent Communication Center (www.krnvc.org).

We have three more KTT chapter workshops scheduled for June, with Aaron Jolly presenting at Suwon, Andrew Finch at Jeonju-North Jeolla, and Heebon Park-Finch at Daegu Chapter. Throughout the last few months, a number of our trainers were also involved in offering teaching tips as part of the radio broadcast "Soul of Asia" on Korea's new English-only radio station TBS eFM 101.3. So far, Jennifer Booker Young, Grace Wang, and Tory Thorkelson have participated in sharing their ideas on the air. All in all, we have had a thoroughly packed and enjoyable spring, with KTT presenting at six of the nine regional KOTESOL chapters. We look forward to finding out what our members accomplish over the summer!

Special Interest Groups (SIGs)

Christian Teachers SIG

By Heidi Vande Voort Nam

Members of the CT-SIG have been exchanging materials and thoughts about teaching through the CT-SIG group: http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG. A set of English lessons based on hymns is available for download on the community web site. Heidi Nam and Bryan Bissell posted links to materials for English lessons related to positive psychology and happiness. The material on happiness prompted an exchange on the relationship between godly living and happiness. Particular attention was drawn to the topic of forgiveness because of its relationship to both. It was suggested that in language classes forgiveness could be treated both as a discussion topic and as a language function.

Several members of the CT-SIG will be participating in an all-day Christian leadership-training seminar for English teachers at Chongshin University on June 13. The seminar will be led by David I. Smith, who will give a keynote lecture on "Language Teaching with a Christian Worldview," as well as a teaching demonstration. Afternoon small group sessions will provide opportunities for discussion and application to Korean contexts. David Smith is the director of the Kuyers Institute for Christian Teaching and Learning and the author of numerous books regarding spiritual development and language pedagogy.

Extensive Reading SIG

By Scott Miles

The ER-SIG is still in planning mode for this year's

activities. We conducted a small meeting during the Seoul Chapter Conference and discussed plans for the KOTESOL International Conference and this year's Extensive Reading SIG Symposium. The Extensive Reading SIG Symposium will be a joint conference with KERE (Korea Association of English Reading Education) and will be held in late November. Soon we will make our official call for presentations for both the Symposium and our regular workshops during the KOTESOL International Conference. Watch our page on the KOTESOL web site for more details on these events.

Research SIG

By David D. I. Kim

Presently, the Research SIG has an electronic posting board available for research related discussions, a database of research-interest areas of members and reference material resource library, an area where files can be uploaded/downloaded for viewing, and R-SIG membership contact information. The R-SIG web site is at: <http://groups.yahoo.com/group/KOTESOLRESEARCHSIG/>

The R-SIG is endeavoring to start up a mentoring program, where more experienced researchers would guide fellow researchers in conducting language research in Korea. If you are interested in being a mentor, contact the R-SIG facilitator: <http://www.kotesol.org/?q=sigs>

Science and Spirituality SIG

By Greg Brooks-English

The KOTESOL Science and Spirituality SIG (KSS-SIG) has been busy planning a trip this summer to visit the world's most famous worker-owned cooperative in the Basque region of Spain: the Mondragon Corporation Cooperative (www.mondragon.mcc.es). Tired of working in institutions where you don't feel heard? Exhausted from mismanagement and needing accountability? Book your ticket now! Join us for four days transcending business as usual, beyond the traditional separation of labor and capital, where a beautiful tension is held between community solidarity and personal freedom. Mondragon is world famous for being the largest worker-owned cooperative corporation spanning the Earth, with over 85,000 "cooperators" (worker-owners, or what they have called "ownekers" - no joke!) and some 264 cooperatively managed companies on five continents.

We will travel there this July 26-31 with an inquisitive and adventurous delegation. On our four-day tour, we will be accompanied by our informative guide, the Director of Cooperative Dissemination, Mikel Lezamiz, who will take us to the MCC Technical College, where everything began. We will explore Mondragon

University, Fagor (their Samsung), The Caja Laboral (or their "People's Bank," insurance company and pension fund), and Eroski (their Walmart or Lotte), among other destinations. We will be staying in the small, cozy and historical Mondragon Hotel where you can learn more about MCC's foundations.

After flying into Madrid International Airport (MAD), we will then make our way to our hotel in Mondragon Township. A key objective of the trip is to consult on a legal framework for establishing Mondragon Cooperative Corporation (MCC) entities in the Korean context. Another is to learn more about their model and the challenges they face. Third is to gain more inspiration in the formation of communities of solidarity. Finally, if you like, after the tour is complete, you may choose to stay longer and explore this beautiful area of Spain, including the nearby Pyrenees and Camino de Santiago, or France's Bordeaux Valley just a hop, skip, and a jump over the border. We hope you share our excitement in what we consider to be a visionary expedition!

For more information about Mondragon, please download their corporate video at <http://www.mondragon.mcc.es/ing/quienessomos/avi.html>.

For further information about the trip, contact Greg at brooksenglish@yahoo.com or call (in Korea) 010-3102-4343 or (outside of Korea) 82-10-3102-4343.

The cost is \$2,100 or 2,800,000 KRW at the time of mailing. This includes flights, accommodation, and meals. You may extend your return up to 30 days from arrival when booking.

Young Learners & Teens SIG

By Jake Kimball

Our YLT-SIG is growing! Join us on Facebook to network, ask questions, post a link, start a discussion, or simply introduce yourself. Facebook offers us all a chance to not only socialize, but also engage in professional development. Facebook's resource capabilities allow members to post pictures, share videos of classroom activities, upload documents and files, etc. This is a good chance to show others what kind of games, quizzes, and worksheets you are developing for your students. For example, why not upload your PowerPoint files containing activities you have made for use in your class? Ask questions today, and get some answers for tomorrow.

KOTESOL's annual International Conference is October 24-25. Each year, there is an increase in the call for young learner- and teen-related workshops and presentations. However, it is not uncommon to hear attendees grumble about the low number of YL- and teen-related presentations available throughout the weekend. Now is the time to begin brainstorming ideas

for your own workshop. Also, consider collaborating with a partner. June 30 is the deadline to submit an online proposal. Please do consider submitting a proposal. If you need help narrowing your topic or writing the proposal, do not hesitate to ask. We all have a wealth of wisdom and wit that could be shared with our colleagues, thus improving the field we work in. Visit the KOTESOL web site for more information.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By Peter DeMarco

The Busan-Gyeongnam Chapter hosted two workshops this winter. In March, Tim Dalby spoke about "Learner-Informed Teaching: How a Simple Survey Can Radically Change Your Teaching Approach." Tim's survey was helpful since it was in both Korean and English. He reminded us that although it can be difficult at times to receive negative feedback from our students, it is worth it to ask our students serious questions about our classes and teaching styles. His insightful workshop was well received by all.

Our April workshop was a teacher swap-shop, where each participant shared a lesson with the other attendees. The executive was happy to see that everyone had something valuable to share. We would like to thank Sherry Seymour, the Nominations and Elections Committee Chair, for attending our meeting and taking the opportunity to get to know our Chapter and its members.

Finally, our Chapter rented a bus to go to the National Conference.

Daegu-Gyeongbuk Chapter

By Elizabeth-Anne Kim

The Daegu-Gyeongbuk Chapter of KOTESOL kicked off its second quarter with a workshop given by Dion Clingwall, currently teaching in Keimyung University's Intensive Teacher Training Program, entitled "Drama Activities for Successful Dialogue in the English Classroom." By focusing on techniques used in learning drama, Mr. Clingwall showed the nearly fifty attendees present how effectively a variety of games (approximately 22) could be used to create dialogue and encourage a student-centered focus.

In April, Sara Davila, a current instructor at Kyungil University, excited the nearly 45 members in attendance with her title, "Task-Based Learning: Low Budget, No Budget, Low Prep" and her mandate, "Don't work harder than your students." Emphasizing the goals of getting students to use English communicatively in the classroom and the reality of the

time shortage faced by most conversation teachers, Ms. Davila stressed teaching the materials already available in a task-based way and gave five specific activities that could be used to adapt such materials, along with a method of assessing the oral activities in such an active classroom.

As teachers of mandatory English conversation courses at Konkuk University's Chungju Campus, Danny and Holly Marland used their experiences in teaching "less-than-motivated" learners to present some tips for getting them through the semester less painfully, by focusing on the three C's, Come, Care, and aCcomplish, to get students to come to class, put forth an effort, pass the class, and learn some English.

Also in May, the Daegu-Gyeongbuk Chapter, in conjunction with the Busan Chapter, offered a bus to those of its members attending the KOTESOL National Conference at the Korean National University of Education. The Chapter was also invited to co-host a symposium with Daegu Haany University. The symposium, which has been hosted solely by Daegu Haany University in the past, is aimed at former and prospective students of the Daegu Haany University-University of Arizona TESOL Certificate Program. Finally, the Chapter will be changing its meeting schedule in June to 1:00-3:00 pm to accommodate a tour of the nearby English Village, which has been specially scheduled for KOTESOL members.

Daejeon-Chungcheong Chapter

By Robert Capriles

The Daejeon-Chungcheong Chapter has just hosted the KOTESOL 2009 National Conference, held May 16 at Korea National University of Education. This event was a huge success, with over 300 attendees present to see Dr. Tom Farrell and the multitude of other speakers and presenters in attendance. I would like to thank everyone who worked on the Conference for a job well done and also thank everyone that attended the conference.

On September 19, the Daejeon Chungcheong Chapter is going to present a mini-conference at the Woosong Tower in Dong-gu, Daejeon. The topics are "Not Yet in College" and "New Researchers." Anyone interested in presenting should contact Eric Reynolds at Reynolds.tesol.mall@gmail.com.

The Chapter would also like to welcome our newest members to KOTESOL: Dr. Beverlin Hammett, Rodney Stubbs, Kenneth Ivens, Thomas Baldwin, Carl Phillips, and Justin McKibben.

Gangwon Chapter

By Ralph Sabio

Gangwon KOTESOL is off to a wonderful start. Both

meetings, one in Sokcho and one in Wonju, were a smash hit. Attendance was high, and attendees were very interested in what was being presented and what KOTESOL is all about. With the new year, we welcomed two new VPs into the mix here in Gangwon: Anna Winchester and Kristy Grainger.

Gangwon KOTESOL encourages all to swing by for a meeting and partake in our trading post where you can find some hard-to-get stuff. Stay tuned for a wonderful rest of the year.

Gwangju-Jeonnam Chapter

By Maria Neliza Lumantao

Our first chapter meeting for this year was held on March 14 at Chonnam National University. Scott Miles from Daegu Haany University presented on the need for extensive reading in Korea. He gave an overview of why extensive reading is crucial for developing fundamental reading skills, which practices fail to achieve, and how it simultaneously develops general language skills in an enjoyable way. Another presentation related to reading was made by Youngim Kim of Chonnam National University. She talked about how she brought opportunities to underprivileged kids with the use of storybooks and story maps. During the workshop everyone practiced using a story map to retell a story. The participants learned many teaching tips from the presentations.

Our Spring Conference was held at Chonnam National University on April 11. Within the theme "Effective Teaching for the Classroom and Beyond," eleven speakers presented on different topics. Chapter President Adriane Moser Geronimo presented on using authentic children's literature with adult English learners. Vice-President Diane Syjeong Kim presented a discussion about culture in the language classroom. Secretary Maria Neliza Lumantao also spoke about language learning strategies for second language learning. David Shaffer, KOTESOL National Treasurer and also Chapter Advisor, gave the participants techniques for teacher development. Jeremy Goard and Jae-min Jeon of Chonnam National University challenged the participants to use a Cognitive Grammar approach to the analysis of the phrasal verbs *go up* and *go down*. Hyunjoo Hong of Busan National University of Education suggested some activities to help learners to acquire English syllabic awareness.

Cathy Peck, an EFL teacher and TESOL trainer from the Language Education Center of Chonnam National University, gave another presentation. She spoke about foreign methods and foreign materials versus context-appropriate teaching in Korean EFL. Young-ah Kim of Chonnam National University presented an analysis of cohesion features in argumentative writing produced by EFL learners. Hwanjung Kang from Chosun University presented on whether it is really difficult to learn the Korean language. Another beautiful

presentation was given by Ji-Myoung Park, a teacher at Cheongnam Elementary School, who took culinary training in Toronto, Canada. He spoke about cooking as a fun way to learn English inside the classroom and discussed the jambalaya of global cuisine. Tim Dalby, KOTESOL's 1st Vice-President and Co-chair to the May National Conference, presented schema theory for beginners, stating that English ability is not the only determiner of textual understanding. The Chapter is proud say that the countless meetings and preparations necessary to organize an event of this scale paid off, because the conference was really a huge success.

At present, our Chapter is trying to make sure that many of our members can attend the upcoming National Conference, so we are currently arranging for a bus to transport our members to the Conference. With our Chapter President Adriane Moser Geronimo and our Chapter Adviser David Shaffer presenting in the National Conference, our members are eager to actively participate.

Jeonju-North Jeolla Chapter

By Henri Johnson

The Jeonju-North Jeolla Chapter has enjoyed a good first half-year. Our workshops have been interesting, informative, and well attended. In March, we strayed from the standard format and experimented with a swap-shop. Teachers shared their favorite activities and tricks of the trade. We were tied in human-knots, shouted to each other across the English Cafe, and had a free and open discussion.

April saw Phil Owen, Immediate Past President of KOTESOL, give a fabulous presentation entitled, "Student-Made Videos: A Report of Successes and Problems from a Real Classroom." Jess Semararo of Jeonbuk National University presented a short activity for increasing adjective use. Students from the Jeonju National University of Education attended in numbers and added to our audience for another great day.

Last month was the KOTESOL National Conference in Cheongju. We arranged a bus to transport local members and non-members to and from the event. Attendance became easy and enjoyable, and we learned a lot of new things too. This month we are hosting a much esteemed guest, Dr. Andrew Finch, who will present "Classroom-Based Assessment (CBA): Portfolios, Learning Journals, Self/Peer-Assessment, Web-based Assessment, and Test Design." This promises to be a very informative presentation.

In the second half of 2009, workshops are planned for September and December; details to be advised.

On Saturday, November 14th, we will be holding Jeonju-North Jeolla's 14th Drama Festival. Please let your schools know and ask them to enter students into

this entertaining event, where all ages and levels of students are welcome. This festival will give your students a chance to use their English in a new and exciting way as they present a 10- to 15-minute play. For more information, go to <http://www.kotesol.org/?q=node/842>

Please contact us at northjeolla@yahoo.com if you are interested in presenting or attending one of our workshops, assisting in the Drama Festival, or any other activity.

Seoul Chapter

By Jennifer Booker Young

Seoul Chapter kicked off the year with the annual Chapter conference on March 28 at Soongsil University. With over 400 attendees, the day was a huge success. Due to the unexpectedly high attendance, the presentations were standing room only, but attendees were understanding and a surprising number were happy to sit on the floor.

As always, Chapter elections were held at the annual conference. After four years on the executive, Bruce Wakefield was elected President, Jennifer Young was re-elected 1st Vice-President, Grace Wang was elected 2nd Vice-President, and Ksan Rubadeau was re-elected Treasurer. No secretary was elected.

Following the March conference, Dr. Don Makarchuk of Kyonggi University presented a workshop on Oral Assessment. The standing-room-only attendance was a testament to the importance of this issue in the

classroom.

The May workshop was canceled because of the National Conference, but Workshop Coordinator Don Payzant has been hard at work putting together the 2009 schedule and has lined up a number of useful and interesting workshops for the coming months.


Suwon-Gyeonggi Chapter

By Myoung Hwan Chang

On Saturday, April 18, the Suwon-Gyeonggi Chapter held its 66th workshop at the University of Suwon. Edward Zrudlo presented a vision of the developing international curriculum, focusing on the international baccalaureate and, in particular, the Primary Years Program. He suggested how this might affect English teaching in Korea. He guided participants to an appreciation of how the new style of primary school stories reflects an *international* value-laden curriculum. Forty participants, including 15 foreign English teachers, attended the presentation.

After the event, the workshop appeared on the Internet news site, Jjangjjang (http://news.goe.go.kr/main/php/search_view), which is highly recognized in Gyeonggi Province.

Our next workshop is fixed for the third Saturday of June.

Please visit our web site: <http://cafe.naver.com/ggkotesol.cafe> to enjoy newly updated video clips, photos, and teaching material. 



The 2009 Asia TEFL International Conference

*Collaboration and Creativity in
English Language Teaching and Learning in Asia*

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www.asiatefl.org

www.thaitesol.org

KOTESOL Kalendar

Conferences

Sept. 19, 2009. Daejeon-Chungcheong Chapter Mini-conference, Woosong Tower, Daejeon.

Oct. 24-25, 2009. The 17th Annual Korea TESOL International Conference: "Pursuing Professional Excellence in ELT." Sookmyung Women's University, Seoul. Proposal Submission Deadline: June 30, 2009. Web: <http://www.kotesol.org/?q=IC09CallForPapers>.

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

Nov. 14, 2009. Extensive Feading SIG's Extensive Reading Symposium, Seoul. Email: swmiles@sogang.ac.kr

Nov. 14, 2009. Jeonju-North Jeolla Chapter 14th Drama Festival. Email: northjeolla@yahoo.com

Calls for Papers

Korea TESOL Journal, Vol. 11. Email: **Ongoing Submissions**

Chapter Meeting/Workshops

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


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

2nd & last Saturdays of the month: Gangwon Chapter: Two monthly meetings - 2nd Saturday in Sokcho; Last Saturday of month in Wonju.

3rd Saturday of the month: Busan-Gyeongnam, Daejeon-Chungcheong, Jeju, Seoul, and Suwon-Gyeonggi Chapters.

□ For monthly meeting details, check individual chapters' event schedules at www.kotesol.org/chapters.shtml

Submissions

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to TEC Calendar. Email: KOTESOL@asia.com 

Corea Calendar

Conferences

Jun. 13, 2009. ETAK 2009 National Conference: "Search for New Approaches to School English Education in the Revised English Curriculum." Korea National University of Education. Contact: kangmunkoo@hanmail.net

Jul. 3-4, 2009. KATE 2009 International Conference: "Across the Borders: Content-based Instruction in EFL Contexts" Ewha Womans University, Seoul. Web: <http://www.kate.or.kr/Contents/Conferences/2009/Program.asp>

Aug. 29, 2009. KELTA 2009 International Conference: "Interface Between National English Tests and Classroom Assessment." Seoul National University. Call for Presentations Deadline: June 20, 2009. Contact Dr. Oryang Kwon

Sep. 12, 2009. KAFLE 2009 Conference: "Classroom Realization of the Foreign Language Curriculum" Ewha Womans University, Seoul. Web: http://www.kafle.or.kr/modules/doc/index.php?doc=event_2&___M_ID=27


Oct. 10, 2009. 2009 PKETA International Conference: "Extensive Reading and Writing in EFL Contexts." Pukyong National University, Busan. Web: http://www.pketa.org/C_1_7.html

Oct. 30-31, 2009. Korean Association of Translation Studies (KATS) International Conference: "Translation and Globalization." Sookmyung Women's University, Seoul. Email: kato09_seoul@yahoo.com

Nov. 21, 2009. GETA 2009 International Conference: "Transforming Learners, Teachers, and the English Classroom." Honam University, Gwangju. Email Joo-Kyung Park:english58@hanmail.net

Dec. 5, 2009. ALAK 2009 Conference: "Foreign Language Education Policy in the Korean Context." ChungAng University, Seoul. Web: <http://www.alak.or.kr/main/conference.htm>

Submissions

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[Compiled by Maria Pinto, Kara MacDonald, and David E. Shaffer.]

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[Compiled by David E. Shaffer]

E-News

Dr. Kara MacDonald, Co-editor. Hanyang University,

A Peek at KOTESOL 2009

In just four short months, the 17th Korea TESOL International Conference will take place. The dates are the 24th and 25th of October, and we will return to Sookmyung Women's University for its accessibility and our familiarity with the venue.

The theme this year is "Pursuing Professional Excellence in ELT." To comprehensively explore this topic, we have prepared a most impressive array of speakers for you. Our program includes a considerable number of internationally renowned plenary and featured speakers: David Nunan, Rod Ellis, Kathleen Bailey, Tim Murphey, Scott Thornbury, John Fanselow, Jerry Gebhard, John Flowerdew, Jeanette Littlemore, Jill Burton, Marc Helgesen, and Scott Miles. With this remarkable line up, I am sure that you will be able to find much that is of particular relevance and use for your specialty.

In addition to our specially invited guests, we welcome the return of IATEFL's Young Learner Special Interest Group (YL SIG), which undoubtedly will bring us yet more new, helpful, and exciting sessions catered especially for attendees who are teaching young learners.

Besides all the stimulating presentations that you will be able to attend, we also will have our ELT book publishers and materials providers who will display their merchandise and have it for sale. This year, we welcome Costco, who will provide our attendees a range of refreshments.

Pre-registration will be open from mid-July to mid-September. You will be pleased to know that the registration fees this year have remained the same as last year - good news for this difficult period of economic downturn.

As usual, we are looking for volunteers who can help us during the conference weekend, so if you think you would like to help out (and get a discount on your

registration fee!), then do get in touch with one of us at once (see below for a list of who's who on the Conference Committee)! Who knows - today a volunteer, tomorrow the Conference Chair!

On behalf of the Conference Committee, I would like to use this opportunity to inform and invite you to the

most exciting event on the Korea TESOL calendar. I hope I will be able to meet with you all in person in October. In the meantime, please visit our web site (<http://www.kotesol.org>) for further updates or email us at kotesol_ic09@yahoo.com



Louisa T.C. Lau-Kim
Conference Committee Chair

Conference Column

Who's Who on the Conference Committee

Stephen-Peter Jinks	Conference Co-chair
David E. Shaffer	Conference Treasurer
Phil Owen	Program Chair
Marilyn Plumlee	Guest Services Chair
Jennifer Young	Registration Co-chair
Herrie Lee	Publicity Chair
Sean O'Connor	Technical Director
Curtis Dejardins	Volunteer Coordinator

For your place on the Committee, email:
kotesol_ic09@yahoo.com

World Calendar

Conferences

Jul. 4-5, 2009. Japanese Society for Language Sciences 11th Annual International Conference. Tokyo Denki University, Hatoyama Campus, Saitana, Japan. Web: <http://aimee.gsid.nagoya-u.ac.jp/jsls2009/wiki.cgi?page=JSLS2009English>

Aug. 3-12, 2009. The 60th Workshop for Asian-Pacific Teachers of English. The Center for Asia-Pacific Exchange, University of Hawaii at Manoa, USA. Web: <http://www.cape.edu/programs/teachers/index.html>

Aug. 7-9, 2009 The 7th Asia TEFL International Conference: "Creativity and Collaboration in English Language Teaching in Asia." Bangkok, Thailand.

Aug. 7-9, 2009. The 4th International and 40th Annual ELTAI Conference: "Managing Mixed-Ability Classes." English Language Teachers Association of India, Chennai, Tamil Nadu, India. Web: <http://www.eltai.org/>

Sep. 4-6, 2009. 2009 JACET 48th Convention: "College English Curriculum Innovation in the "New" Age of International Exchange." Hokkai-Gakuen University, Sapporo, Hokkaido, Japan. Web: <http://www.jacet.org/>

Sep. 13-16, 2009. TBLT 2009: The 3rd Biennial International Conference on Task-Based Language Teaching: "Tasks: Context, Purpose and Use." Lancaster, UK. Web: <http://www.lancs.ac.uk/fass/events/tblt2009/>

Sep. 17-19, 2009. English Australia Conference 2009: "The Conference for the International English Language Industry." Melbourne, Australia. Web: <http://www.eaconference.com.au/>

Oct. 16-17, 2009. 1st International Conference on Foreign Language Learning and Teaching (FLLT2009). The Language Institute of Thammasat University, Asia Hotel, Bangkok, Thailand. Web: <http://www.fllt2009.org/>

Oct. 24-25, 2009. ACE 2009 - The Asian Conference on Education: "Local Problems, Global Solutions?"

Osaka, Japan. Web: <http://www.ace.iafor.org/>

Nov. 5-7, 2009. First International EFL-ESL Conference: "ELT in India Today and Tomorrow: Decolonizing English Studies." Udaipur, India. Web: <http://www.asian-efl-journal.com/Call-for-Papers-India-2009.php>

Nov. 13-15, 2009. English Teachers' Association, "Internet- and Corpus-based English Instruction," Taipei, Taiwan. Web: <http://www.eta.org.tw>

Nov. 26-28, 2009. The 14th English in South East Asia (ESEA) Conference: "English Changing: Implications for Policy, Teaching, and Research." Ateneo de Manila University, Philippines. Web: <http://www.ateneo.edu/index.php?p=2487>

Dec. 8-10, 2009. The 56th TEFLIN International Conference: "Responding to Global Challenges through Quality English Language Teaching." Malang, East-Java, Indonesia. Web: <http://teflin.humaniora-uinmalang.com/>

Dec. 8-11, 2009. GLoCALL 2009 Conference: "Globalization and Localization in Computer-Assisted Language Learning." Chiang Mai University, Chiang Mai, Thailand. Web: <http://glocall.org/>

Feb. 27-28, 2010. The 6th CamTESOL Conference on English Language Teaching: "One World: World Englishes." Phnom Penh, Cambodia. Web: <http://www.camtesol.org/> **Call for Papers: September 30, 2009**

Mar. 24-27, 2010. TESOL 2010: The 44th Annual TESOL Convention & Exhibit. Boston Convention and Exhibition Center. Boston Massachusetts, USA. Web: <http://www.tesol.org/>

April 7-11, 2010. IATEFL 2010: The 44th IATEFL Annual International Conference & Exhibition. Harrogate International Centre, Harrogate, England. Web: <http://www.iatefl.org/content/conferences/index.php>

Submissions

All information on upcoming conferences or other teacher-related events should be sent at least three months in advance to TEC Calendar. Email: KOTESOL@asia.com



[Compiled by Maria Pinto, Kara MacDonald, and David Shaffer.]