



**KOTESOL**  
대한영어교육학회

## What's Inside?

**Conference Column**  
By Stephen-Peter Jinks

**Plenary & Featured Speakers**  
Concurrent Presentations

**National Council**  
Elections Information

**Korean ELT?**  
By Thomas S. C. Farrell

**Effective Activity Delivery**  
By M. Griffin & M. Sahota



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

## Project-Based Learning in the EFL Class

By Lee Negin

**A**pathetic. Indifferent. Disengaged. Unmotivated. Bored. Passive. Unresponsive. Irrelevant. Unfocused. Exhausted. Disenfranchised. Vexatious. No, I am not reviewing the latest "Transformers" movie nor am I preparing for the TOEFL test or trying to expand my "word power" to win friends and influence people, or impress the reader. Rather, I am reflecting on many English teachers' and students' daily exercises in frustration, and these are some of the adjectives I have heard frequently from teachers and students in my lengthy teaching career (not *my* students, of course).

This exasperation is understandable. There is, to a large extent, a fundamental disconnect between our educational system in general and

*Continued on page 8.*

September 2009

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## Contents

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### Features

- Project-Based Learning in the EFL Class 1  
*By Lee Negin*  
Featured Article: Pushing the Right Buttons 22  
*By Brian O'Sullivan*

### Columns

- President's Message: The Pillars of KOTESOL 7  
*By Tory S. Thorkelson*  
From the Editor's Desk: Pillars of Volunteers 9  
*By Kara MacDonald*  
Presidential Memoirs: The 2004-05 Presidency - Reflections and Vision 12  
*By Kyungsook Yeum*  
Young Learners: A Slave to Lesson Planning 21  
*By Jake Kimball*  
Materials Design: Crosswords and Word Searches 24  
*By Andrew Finch*  
Professional Development: Korean ELT - What Does it Mean? 25  
*By Thomas S.C. Farrell*  
Training Notes: Effective Activity Delivery 26  
*By Michael Griffin & Manpal Sahota*  
Grammar Grammar: Grammar Cards 28  
*By Ksan Rubadeau*  
Word Whys: To Know a Word 29  
*By David E. Shaffer*  
Web Wheres: Talk, Talk, Talk 30  
*By Joshua Davies*  
Techniques: Video Clips to Promote Speaking 31  
*By Rafael Sabiò & Kara MacDonald*  
Book Review: Keys to Teaching Grammar to English Language Learners 32  
*By Alison Youngblood*  
Focus: Reflective Practice Across Disciplines 33  
*By Faith Fishley*  
FYI: A PPP Approach & IELTS Writing 34  
*By Mi Sun Kim*  
Membership Spotlight: Jennifer Young - Teaching the Young 35  
*By David E. Shaffer*  
Members' Forum: Accents, Strong Perceptions 36  
*By Han Seo*

### Conference Information

- Conference Column 14  
*By Peter Jinks, 2009 International Conference Co-chair*  
Invited Speakers to KOTESOL 2009: Plenary Speakers 16  
Invited Speakers to KOTESOL 2009: Featured Speakers 17  
Presentations at KOTESOL 2009 18  
Conference Schedule 52

### News/Reports

- 'Round & About KOTESOL 37  
National Council Elections 38  
Laos TESOL Conference Report 40  
*By Phil Owen*  
ThaiTESOL - Asia TEFL International Conference Report 41  
*By Phil Owen*  
KOTESOL In Action 42

### For Your Information

- KOTESOL Kalendar and Corea Kalendar 46  
World Kalendar 47  
Who's Where in KOTESOL 48

# THE ENGLISH CONNECTION

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# The Pillars of KOTESOL

*"United We Stand, Divided We Fall."  
(John Dickinson, July 18, 1768, in the Boston Gazette)*



A few years ago, I was presenting on behalf of KTT in Gwangju and, before I presented to the small but lively group, one of the attendees mentioned that I was a "pillar" of KOTESOL, thanks to all of the things I was doing with and for this organization of ours. At the time, I was unsure of whether to take it as a compliment or as an added responsibility as a member and representative of KOTESOL and KTT. Then, last year when I received the KOTESOL President's Award, it brought home to me yet again the enormous honor it is to be recognized by your peers but also the responsibility that goes along with that pride in a job well done.

## President's Message



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

KOTESOL's pillars are the people who fulfill all of the roles that our organization has created to serve the needs of our members, but we are only as strong and vibrant as the people who fill those roles. I know that we are often accused of relying on the same people too often to do too many of the same jobs over and over again, but, on the other hand, when KOTESOL needs someone to do a job or represent us at a local or international event, these are the people who tend to be there for KOTESOL, and we owe them a great deal of respect for that.

For me, the pillars of KOTESOL are indeed the people who support the work we do and embody the motto of promoting scholarship, disseminating information, and facilitating cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. It is the people who put the human faces on what we do and how well we fulfill our mandate as a teachers' organization in Korea, and, while we will never satisfy everyone, we will continue to do the important work of meeting the needs of our members and the greater English teaching and learning community in Korea as best we can with the people and resources we have available. We will always welcome the input and support of our members, and respond as best we can to constructive criticism, but, for those of you who are sometimes disappointed by what we are doing and how we are doing it, remember that we are doing the best we can to meet and exceed your expectations. We might get some of it wrong, but we also get a lot of it right.

Having dealt with volunteer organizations both as a student and as a teacher, it is my experience that, most of the time, 10% of the people tend to do 90% of the work. After all, we as people living in Korea are all ambassadors for our countries, cultures, and the English language as a whole, whether we like it or not. So, rather than disregarding something as unimportant when KOTESOL does not meet your expectations, why not volunteer and help us improve what we do. The larger and more diverse a group we can rely on for ideas and support, the better the quality of service we can provide. Remember, we are all employed full time and volunteer our time, energy, and talents for the betterment of English education in Korea through our work with KOTESOL. I ask and encourage you to become involved to help us make things better.



## THE ENGLISH CONNECTION

### *Contributor Guidelines*

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

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

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

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

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

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

## *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**

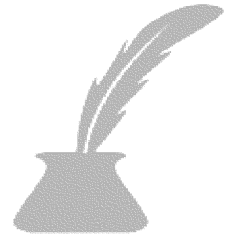
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Submissions are now being accepted for publication in  
***Korea TESOL Journal, Volume 12***

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



# Pillars of Volunteers



What is KOTESOL?" and "What is *The English Connection* (TEC)?" are frequent questions I receive from colleagues and students from ELT, TESOL, and a range of other disciplines in and outside of Korea when I mention my involvement in these. I tend to answer these questions from a perspective of *Who is KOTESOL?* and *Who is TEC?*, as these organizations have assumed a personal face from my participation in them. This often happens with organizations; they become the people who inspire and maintain the longevity of the association. As Tory Thorkelson mentions in the *President's Message*, the volunteers of KOTESOL are the pillars of the organization. Some fill larger roles than others, but a volunteer role, regardless of its size, is an essential pillar to fulfill the objectives of the organization.

## Look at What's Inside

- Lee Negin's *Feature Article* offers a discussion of project-based learning. He provides a definition and discusses the value of project-based learning in the EFL classroom, giving suggestions on how to go about developing activities in your classroom.
- As mentioned above, the *President's Message*, by Tory S. Thorkelson, explores the value of volunteer involvement in KOTESOL, acting as the foundation of the organization and its growth.
- Phil Owen brings back conference reports from ThaiTESOL and Laos, showing the ELT volunteer involvement of many people across Asia.
- In *Presidential Memoirs*, Kyungsook Yeum, KOTESOL's 13th President, provides a humble, yet very impressive, recap of her involvement in KOTESOL and her achievements in Korean ELT over the last decade.
- Andrew Finch describes unique and interactive approaches to using crosswords and word searches in *Materials Design*.
- Michael Griffin and Manpal Sahota's *Training Notes* reminds us that, although planning and preparing activities is important, the success of an activity lies in effective delivery.
- Ksan Rubadeau's creative ideas for activities with "grammar cards" in *Grammar Glamour* offers ways to present grammar instruction in game-like ways.
- David Shaffer considers a seemingly easy question - What does it mean to know a word? - in *Word Whys*, revealing the complexity in defining and knowing a word.

- In *Young Learners*, Jake Kimball shares his experience in lesson planning and classroom management, showing the value of revisiting our teaching approach from time to time.
- Ralph Sabio and Kara MacDonald address things to consider when using authentic video resources in the classroom, while also providing creative lesson ideas, in *Techniques*.
- Kim Mi Sun, in *F Y I*, considers the application of APP and ESA approaches in I E L T S w r i t i n g classes with Korean students.
- In *Professional Development*, Tom Farrell looks at the broad range of roles an English teacher plays.
- Joshua Davies, in *Web Wheres*, offers help in providing students with the incentive and opportunity to practice speaking outside the classroom.
- *Membership Spotlight* takes a look at Jennifer Young's long-time interest in Korea and the varied paths that finally led her to pursue her teaching career in Korea.
- Allison Youngblood reviews *Keys to Teaching Grammar to English Language Learners: A Practical Handbook* by Keith S. Folse.

## From the Editor's Desk

By Kara MacDonald, Editor-in-Chief



The people who become pillars, assisting in the running of an organization, have not only the ability to guide and lead others, but more importantly have a leadership of self, which leads to leadership of the community. Many of today's ELT professionals have an understanding of the bigger issues Korean ELT faces and want to be a part of the solution, making a positive impact in the greater community in which they live. These pillars in organizations are not just born that way. They work on improving themselves and the community in which they live, as part of a lifelong journey of commitment. In doing so, they become pillars of ELT and KOTESOL.



**Continued from page 1.**

the language classroom in particular, and the “real world.” Our educational system was designed during and for the industrial age, or as Alvin Toffler (1971, 1980, 1990) labeled it, the “second wave.” This one-size-fits-all curriculum, the goals being to produce uniformity, competitiveness, and conformity, is at odds with the world our students inhabit outside the confines of the classroom walls and the world they will face after graduation. It does not provide our students with the skills necessary to function and indeed flourish in this “globalized” world of technology and information, Toffler’s “fourth wave.”

In the language class, students still focus on “meta-language,” or “language about language” - the rules, or grammar and syntax, seldom coming into contact with authentic language in real-world situations. It is like studying the rules of tennis without actually picking up a racket, and then being expected to play a game against Venus Williams. Furthermore, classes are still largely teacher-centered, but just as tennis ability can only improve by actually playing the game, language ability cannot increase without students using the language as much as possible.

To thrive in the 21st Century, our students need the ability to access information, think critically and creatively, communicate across cultures, solve problems, and, as things are changing at an ever accelerating pace, the ability to continue learning throughout their lives. Our present school system and curriculum are anachronistic and, while we as teachers are not empowered to bring about massive changes, we can introduce teaching methods that help foster not only real language skills, but life skills as well.

In this article I present a method that serves both these purposes very effectively, Project-Based Learning (PBL). PBL is a constructivist pedagogy that allows students to use and develop language and practical skills simultaneously to deal with issues that are relevant, interesting, and “real.” I have employed this student-centered approach very successfully in my EFL classes for students of all ages and levels in several countries. The discussion consists of three sections: A definition, a rationale for using it, and lastly, how to use it. I will also list resources and references at the end for further independent investigation.

### **What Is Project-Based Learning**

There are several features that distinguish PBL from Task-Based Learning. PBL activities are long term (ranging from a few days to an entire academic year - such as a culminating, final project), “interdisciplinary and student-centered” (Wikipedia, n.d., p. 1). Another feature is that students produce an “artifact,” which can range from a script, to a brochure or booklet, and/or a presentation. Working in groups, students collaborate to: (a) formulate a question, or choose an issue or topic that they find interesting and relevant, (b) delegate responsibilities, (c) make schedules and

deadlines, (d) conduct research, interviews, etc. if necessary, (e) learn new technical skills - PowerPoint, software packages, hardware, etc., (f) prepare presentations, write reports, and (g) create assessable artifacts. The Buck Institute for Education defines PBL as “a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks” (p. 4).

### **Why Use PBL in the EFL Class**

EFL textbooks are generally dry and stilted, and when they try to be “hip,” they fail, using archaic idioms in a vain attempt at being relevant to young learners. The references to singers, actors, and actresses (invariably American) often fail to excite young Koreans who have never heard of them, or perhaps only seen them in their parents’ record collection. Furthermore, as teachers get older, their knowledge of current fashions and trends wanes. I can still vividly hear the students’ groans and giggles as one teacher I observed in a high school in Gyeonggi-do tried to be “cool” and played them music he thought they would appreciate. ABBA or The Carpenters anyone?

Allowing the students to choose discussion and research topics they are interested in enlivens the language exchange, proves motivational, and provides the relevance lacking in the traditional EFL class. As Diana L. Fried-Booth (2002) states:

Project work (pushes) forward the boundaries by bringing students into direct contact with authentic language and learning experiences not usually available within the four walls of an ELT classroom using textbooks. Project work (offers) learners the opportunity to take a certain responsibility for their own learning, encouraging them to set their own objectives in terms of what they (want) and (need) to learn. (p. 6)

During the group meetings, artifact creation and presentation, planning, research, delegating, negotiating, and compromising, students are able to use all four skills in meaningful, relevant situations. Furthermore, they develop a host of interdisciplinary skills - from technical skills (such as the use of media and technology) to academic skills (like how to conduct research, the ability to analyze and interpret data, problem solving, and critical and creative thinking), to communication and collaborative skills (like team work and conflict resolution). In short, projects not only provide rich opportunities for target language use, but also help to prepare students to engage in life-long learning.

### **How to Use PBL in the EFL Class**

Start small. Both the teacher and students need to get their feet wet before they plunge into a full-blown 10-week project. I usually start with a skit. This is

particularly good for young learners or beginners. Actually, this is one method my French teacher used when I was a third-grade student in elementary school, so I can vouch for its efficacy, both as a student and a teacher. Students must create a script and present an original mini-drama to the class. For “less-creative” students, the project can be adapting a popular folk tale, TV show, movie scene, or animation. The teacher assigns groups, and allows students time during class to choose the genre, assign roles, complete the script, rehearse, and then present their dramas, all under the teacher’s watchful eye. Young learners love to make costumes and use props. It is also enjoyable to video the presentations, and then have a “movie day” with popcorn and give “academy awards” to the best actor, actress, etc. as voted on by the students. The teacher acts as both coach and facilitator, helping the students to create projects that meet predetermined standards. There are several forms that are necessary for each group, mostly for older or more advanced students, such as a “Student Planning Brief.” Samples of these forms are available in the *Project-Based Learning Handbook* (see references).

After getting warmed up with a skit, I have used several other projects with great success. Here are some examples:

- 1) *Radio Advertisements/Infomercials*. Students choose a topic, write a script, do research and role-play. I have had students in Korea present on the dangers of cosmetic surgery and do parodies of infomercials (losing weight, kitchen gadgets, stop smoking, etc.).
- 2) *School Magazine/Newspaper*. Students develop a school magazine or newspaper with serious and/or humorous stories about their classmates. Involves writing of articles, interviewing classmates and teachers, taking pictures, layout, and design.
- 3) *TV Talk Show*. Students do an Oprah-type show.
- 4) *Real TV*. Students follow a teacher or friends around with a camera.
- 5) *Tourist Brochure*. Students make a tourist information brochure about their hometown or favorite spot. Involves writing, layout and design, photography, research, etc.
- 6) *Culture Capsule*. A comparison/contrast between social habits/customs/arts of two countries. For example, Korean hip-hop and German hip-hop.
- 7) *Mini-Movie*. Students write scripts, play roles, and video-record an original production. They choose the genre. They can also perform it live in class.

Examples for young learners include:

- 1) *Puppet show* (particularly good for introverted students).
- 2) *Story, comic or picture book*. Students create and illustrate their own books.
- 3) *Game*: Students create an English card or board game.
- 4) *Posters*.

Teachers must monitor each group continuously to assure that the projects are realistic (time frames, scope), that they meet the predetermined standards, and that time requirements are being met. Teachers also check to make sure the students are communicating in English, which is the point after all. While monitoring the students’ interactions, the teacher can make notes of any grammar or syntax errors students make and then close the class (or begin the next class) with a review of the common errors (indirect error correction). I try to allow 15-20 minutes in class for groups to meet. If you do not have the luxury of time, you can assign the projects as homework.

No one method is a panacea. PBL is not “perfect,” and I have had some groups that have fared poorly. However, the members definitely learned some valuable lessons about compromise and the necessity of communication. Conversely, I have had groups of beginners literally blow me away with incredible, creative, ingenious skits filled with humor and warmth. Of course, each student has a distinct personality and learning style, but it behooves language teachers to try a variety of methods to engage the students. For those that say, “Korean students are too passive,” my reply to that fallacy is that they are passive in environments that breed passivity. I remember lunchtime in the girls’ high school where I did some observations in Gyeonggi-do. The girls would sing and dance raucously to spirited Korean pop music after eating. Then, when the English class started, they became catatonic.


The books and articles listed as references will help you get started using PBL in your classrooms. We have to start thinking across disciplines to better prepare our students with both the knowledge and skills they need to succeed in the world that awaits them.

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## The 2004-05 Presidency: Reflections and Vision

By Kyungsook Yeum, KOTESOL's 13th President

While stepping down from the presidency about four years ago, I remember having mixed feelings. I had a sense of accomplishment for what we had achieved, a sense of regret for unfulfilled dreams, and a sense of release from the responsibilities of being president. Looking back on my 2004-05 term as president, I think of it as a challenging year, but overall, a productive year, due to the dedicated and competent work of the National Council and the tremendous support from our members. Most of all, personally, it was a great learning opportunity to serve as the president of KOTESOL.

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### *My major goal was the expansion of membership benefits.*

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First of all, I will give an overview of my year as president. The major goal I wanted to accomplish during my tenure was an expansion of membership benefits. One outcome of this emphasis, both physical and symbolic, was the provision of membership cards and certificates for the first time in KOTESOL history. This project's goals were realized that summer, thanks to superb work of Membership Chair David Kim and the support of the National Council. Also, KOTESOL brand items - shirts, pins, and backpacks - were prepared as sales items for purchase at places such as the membership booth at the KOTESOL conferences. I believed that these brand items would remind us of our KOTESOL identity and publicize KOTESOL to potential members and supporters. In addition, our first-ever online membership application became available in August. This was made possible by the collaborative efforts of Database Manager Stephen Bew and Technologies Committee Chair John Phillips. I am still truly appreciative of their efforts and accomplishments.

Regarding professional development, chapter meeting/workshop and other professional development event dates throughout the nation almost doubled on KOTESOL calendars. These included five regional conferences and symposia in different locations throughout the nation. I was nearly disowned by my family for not being at home on weekends due to my

commitments to these weekend KOTESOL meetings and "intellectual festivals." Definitely, all chapter presidents and event organizers at that time deserve recognition, as do our members who participated in these events and enabled them to be so meaningful. Also, our first SIG Day was successfully hosted by the Seoul Chapter in May. This was the start of a KOTESOL tradition of SIG symposia, serving to provide meeting opportunities for members while strengthening our professional core. The National Council also reached a consensus concerning a KOTESOL national conference, to complement our annual international conference in October. It was agreed that the national conference would be held in the spring at a venue outside of Seoul with a KOTESOL chapter as its primary organizer. This was in part due to the proactive national conference support of Dr. David Shaffer, our National Treasurer, and his devising of the newly adopted "grants system" for a national conference and other KOTESOL events.

Our publications continued to grow in stature and quality, and *The English Connection* (TEC) deserves recognition for its professional quality and content. Editor-in-Chief Jake Kimball, associate and column editors, contributors, and passionate readers, also merit acknowledgement for their efforts and support. Also sent out to readers was the 2004 KOTESOL

### *Presidential Memoirs*

*Series Editor: David E. Shaffer*



▲ Dr. Yeum with Rod Ellis.

*Proceedings*, for which David Shaffer, David Kim, and others spent untold hours in compilation, editing, and layout.

The highlight of KOTESOL's collective efforts for professional development was the 2005 International Conference, held on October 15-16 at Sookmyung Women's University in Seoul. Among the record eleven invited speakers were Mario Rinvoluceri, Brock Bradey (TESOL's incoming President), and JoAnn Crandall. Over the two-day period, more than 150 presentations were given under the theme "From Concept to Context," and conference attendance rose to over 900 for the first time. Special thanks should go to Conference Chair Sharon Morrison and Co-chair Sean Coutts, to Program Chair Phil Owen, and to all the other conference team members.

As President, I considered nurturing leadership skills as one of the top priorities of my term. I strongly believed that KOTESOL should provide this opportunity. One factor contributing to the involvement of more members in the decision-making process was the newly developed, online voting process for the National officers, which complemented onsite voting available at the 2005 International Conference. My core belief regarding KOTESOL is straightforward: Our leaders should share their vision while they provide inspiration and create a mosaic of common goals. I remember how excited I felt at the possibility of achieving that vision at the annual business meeting

(ABM) of the TESOL convention that I attended as a representative of KOTESOL. Being able to stroll down San Antonio's renowned Riverwalk and sample the local Texan cuisine was more than enough compensation for the hectic TESOL Convention schedule for March 30-April 2, 2005. The TESOL Convention was a huge "intellectual festival," accommodating seven thousand people from over a hundred Affiliates from all around the world. Above all, at the TESOL ABM, I met with role-model TESOL leaders, whose vision and challenges brought changes to the organization. There was mutual respect between the officers on the stage and the general members in the audience, based on a balanced group dynamics. There was an apparent on-going dialogue between the outgoing and incoming officers since they were sharing a common mission. Decorum and tradition were observed throughout the meeting. Briefly, the ABM itself looked like a happy reunion among TESOLers for the creation of a better vision of the TESOL world.

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## *Nurturing leadership skills was a top priority.*


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I wish we KOTESOL members were able to share more vision, and I wish we had the courage to implement more new ideas as well as communicate better. At the same time, I wish more opportunities could be provided to facilitate leadership within the membership of our organization. The KOTESOL membership should be fertile ground for the development of new leaders for our organization. Hopefully, more forums to enhance future combinations of "new faces" and "institutional memory" will be developed to direct KOTESOL on the road of progress into the future.

### **The Author**



**Dr. Kyungsook Yeum** has been working as administrative professor of the TESOL programs at Sookmyung Women's University for over 10 years. She also did her undergraduate and graduate studies at Sookmyung and received an MA TESOL from the University of Maryland (USA).

For the betterment of the English education in Korea, she has actively participated in organizing conferences and forums to address both the global and domestic issues related to ELT. Dr. Yeum served as the president of KOTESOL in 2004-05, as 1st Vice-President the year before that, and as Chair of various National Council Committees. Additionally, she has served as President of KOTESOL's Seoul Chapter (2003-04), as Vice-President of the Applied Linguistics Association of Korea (ALAK), and as Publicity Officer of the Korea Association of Teachers of English (KATE). She is presently serving as PAC 2010 Conference Chair for "Advancing ELT in the Global Context," and is willing to take on another enjoyable challenge in the future. Email: yeum@sookmyung.ac.kr 

## 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
<b>Dr. Kyungsook Yeum</b>	<b>2004-05</b>
Louisa T.C. Kim	2005-06
Dr. Marilyn Plumlee	2006-07
Philip Owen	2007-08
Tory Thorkelson	2008-

## Pursuing Professional Excellence in ELT

The 17th Annual KOTESOL International Conference  
October 24-25, Sookmyung Women's University, Seoul



By Peter Jinks, 2009 International Conference Co-chair

The 17th Annual KOTESOL International Conference: *Pursuing Professional Excellence in ELT* will be held at Sookmyung Women's University (Seoul) on October 24-25 (Saturday and Sunday). On behalf of the Conference Committee Chair, Louisa Kim, the 2009 conference committee, and all our presenters, I would like to invite KOTESOL members to attend this year's International Conference. Whatever age group you teach or institution you work at, the scope of the International Conference means that there will be presentations and workshops relevant to your teaching practice.

**Concurrent speakers:** There are over 150 concurrent sessions spread over the two days of this year's conference - that's something like ninety-nine hours of presentations packed into one weekend. The program committee has selected a variety of presentations from ELT professionals in Korea, the Philippines, China, Japan, Canada, Iran, Thailand, Australia, Taiwan, the UK, and the USA. Presentation topics range from ethics and race issues in ELT, to designing a task-based learning program on a budget; from shadowing and scaffolding, to computer-assisted language learning and blogging. KOTESOL's Research Committee is presenting a series of research-based sessions to help members get going with their own research projects: *How to Select a Research Topic* by Jake Kimball, *How to Frame Research Questions* by Kara MacDonald, *How to Design the Research Project* by Kevin Parent, *How to Collect and Analyze Research Data* by Scott Miles, and *How to Write Up the Research Report* by David Shaffer.

To make it easier for you to decide which presentations will be most relevant for your own teaching development, the conference program is annotated by category (classroom management, business English, reading/writing, pragmatics, technology-enhanced instruction, materials design, etc.) and focus (young learner, teen, university, adult, etc.). Our ELT partners from the publishing industry will also be presenting workshops to give you new ideas for textbook choices and present alternative ways of using the textbooks you already have. Keep checking our web site ([www.kotesol.org](http://www.kotesol.org)) to find out more about KOTESOL's SIGs (special interest groups) and the presentation streams they will offer at the Conference.

**Dinner Speaker:** The Saturday evening conference

banquet at Sookmyung's Centennial Hall is open to all conference-goers, and you can book your place when you pre-register (tickets are reasonably priced and they sell out quickly). Last year, we featured Marti Anderson as the featured speaker, this year we are very pleased to have secured Marc Helgesen as our dinner speaker. Marc has made invited-speaker and academic presentations at many international ELT conferences, including KOTESOL, and he is the author of over eighty books on English language education. We are looking forward to hearing him speak informally at the Saturday evening banquet.

### Conference Column

**Meet the Speakers:** For the last few years, we have held informal breakfast sessions before the official Sunday morning presentations begin. This year will be no different. The times and speakers are not yet confirmed, but it will be early (between 7:30 and 8:15 am). Coffee and breakfast snacks will be provided, and our plenary and featured speakers will be represented. The only thing that conference-goers need to do is turn up and meet the presenters.

**Pre-registration:** Please check the KOTESOL web site ([www.kotesol.org](http://www.kotesol.org)) for details. This year's International Conference registration team is working hard to streamline the online pre-registration process. We are also preparing a conference postcard to send to all KOTESOL members to remind you of the benefits of pre-registration. On-site registration for the International Conference is 40,000 won for current KOTESOL members (non-members 65,000). Online pre-registration ([www.kotesol.org](http://www.kotesol.org)) is 30,000 won for members (non-members 55,000); the discounted cost and avoiding the onsite registration queues at the conference venue makes pre-registering a very attractive option. If you wish to volunteer as a conference associate (see below), Louisa Kim, the 2009 International Conference Committee Chair, will tell you how to pre-register as an associate and pay only 20,000 won for your weekend conference attendance. Please check our web site for information about special pre-registration rates for groups; groups of more than five non-members can pre-register for 40,000 won per person.

**International Conference Committee:** Many of our members are International Conference veterans, but even the most experienced of our conference volunteers were fresh new members at one time. This year, our conference committee has a lot of new blood, and we would like to see this trend continue in future years. If you would like to become involved in future conferences, you can find out more at the KOTESOL information desk at the International Conference. You may also be approached by our committee members as you are browsing the publishing stands or milling around between sessions at any of KOTESOL's chapter, national, or international conferences. We always welcome our members becoming more involved in KOTESOL organizational operations: it is your organization, and you are invited to get involved and make it better.

**KOTESOL ABM:** In previous years, the Annual Business Meeting (ABM) has been held at the end of the day on Sunday. However, this year, the ABM has been scheduled for the Sunday lunch period. KOTESOL members are, of course, invited to attend the ABM at this more convenient time. You are also welcome to bring a lunchtime snack with you into the meeting.

**KOTESOL Elections:** The International Conference marks the end of one organizational year and the beginning of the next. During the conference, there will be a ballot box and voting papers available at the elections desk, so KOTESOL members can vote for the organization's officers. The ballot will be counted at the ABM. This is another opportunity for KOTESOL members to help make our organization better. Please inform yourself about the candidates, and vote to make sure that you endorse your preferred choice.

**Refreshment:** Following the success of COSTCO's involvement with snacks and beverages at both the Seoul Chapter Conference and the National Conference hosted by the Daejeon-Chungcheong Chapter in May, the International Conference support services team has invited COSTCO to this year's conference. Snacks and beverages will be available free of charge to conference-goers throughout the weekend. There will be no brown bag lunch this year, but the scheduled lunch hour on Saturday and Sunday will give people ample time to refuel at an eatery of their choice. There are also plenty of seating areas on-site for those who wish to bring their own picnic lunches.

**Employment Center:** Every year, there is space at the International Conference for universities and public schools to offer upcoming positions to KOTESOL members. The employment center's location will be advertised in the 2009 conference program. If your school or university wishes to post some information at the conference, please forward the enquiry to either this year's Conference Chair, Louisa Kim, or the Co-chair, Peter Jinks.

**Organizational Partners:** A popular feature of the International Conference is the presence of our partners in ELT, the book publishers, materials providers, and teacher trainers. The main lobby of Sookmyung University is filled with display tables where they exhibit the latest in ELT texts and materials, for both teachers and learners, as well as teacher training program offerings. The main lobby is a busy thoroughfare to and from different presentation rooms - a place where you can meet fellow conference-goers, chat with publishers, and check out the various KOTESOL information stands and ballot box. The refreshment stands are at either end of the lobby. Traditional farmers' dance groups will break through the hubbub to announce the beginning of the plenary sessions.

**Getting There (and Back):** The 2009 National KOTESOL Conference hosted by the Daejeon-Chungcheong Chapter at KNUE was a great success, and part of this success was a direct result of chapter involvement. Many chapters (Seoul, Daejeon, Daegu, Busan) organized buses to take our members to and from the conference. This was not only a cheap and convenient way to travel to the conference, but also a lot of fun, as chapter members got to know each other a little better on the way. Contact your chapter (look in the back of this issue of *The English Connection* for chapter details) and ask if they will be repeating this service for the International Conference. If you are traveling to the conference independently, check our web site ([www.kotesol.org](http://www.kotesol.org)) for directions.

**Pursuing Professional Excellence in ELT:** The opportunity to meet fellow KOTESOL members and have an enjoyable weekend, networking with friends old and new, is a happy by-product of the International Conference. The real purpose of our conference, professional development, is reflected in this year's theme: *Pursuing Professional Excellence in ELT*. The Conference committee hopes that our speakers in 2009 will challenge you in your teaching practice and reaffirm your commitment to excellence in your chosen career. We are looking forward to seeing you at the conference, and we hope our speakers will inspire and motivate you to continue being the brilliant English language educators that you already are.

Enjoy the conference!

### The Author



**Stephen-Peter Jinks**, has been a KOTESOL member since he arrived in Korea in 2005. He has been involved with the international conference committee since 2006 and is this year's conference co-chair. He is currently working as an English instructor at Hoseo University in Chungnam. Email: [proven.method@gmail.com](mailto:proven.method@gmail.com)



## Invited Speakers to KOTESOL 2009: Plenary Speakers

The KOTESOL International Conference Committee is proud to present to you this year another excellent bill of invited speakers. In addition to our four renowned plenary speakers, we have a lineup of distinguished featured speakers from around the world, who will be speaking on topics related to the conference theme: Pursuing Professional Excellence in ELT.



**David Nunan** is a renowned author of EFL/ESL textbooks and is Dean of Anaheim University's Graduate School of Education, offering the online MA in TESOL program. He is also a past president of TESOL. Dr. Nunan's textbooks include the *Atlas Series*, *Listen In*, *Speak Out*, and *Expressions*. He has also written

books and articles on research methodology, syllabus design, and learner-centered curricula. David Nunan's plenary presentation will be on *Mentoring and Peer Coaching as Professional Development Tools*. He will also present a paper on *Assessment for Learning* where he will emphasize assessment as a part of the learning process. Dr. Nunan will demonstrate how the addition of two elements, criteria for judging successful learner performance and feedback to the learner, can turn any teaching task into an assessment task. Dr. Nunan's recent publications include *What Is This Thing Called Language?*, *Practical English Language Teaching* (editor), and *Second Language Teaching and Learning*. He has also co-authored *Pursuing Professional Development* and *The Self-Directed Teacher*. (Sponsored by Anaheim University)



**Kathleen Bailey** is a past president of TESOL. Dr. Bailey co-authored *The Self as Source, a manual for professional development in ELT*. She is also an editor and author of a number of books and journal articles on teacher education and development, second language acquisition, and research methodology. Dr Bailey

headed the Monterey Institute's Certificate in Language Program Administration, and she is currently advisor for the Peace Corps Masters international candidates. Kathleen Bailey's plenary presentation, *Pursuing Professional Excellence Through Reflective Teaching*, will examine ways in which we, as language teachers, can pursue professional excellence. There are many avenues of professional development, but Dr. Bailey will highlight how reflective teaching practice addresses the issues which speak to us individually. This plenary session will first consider the concept of reflective teaching, and then examine a variety of reflective teaching practices. Dr. Bailey will draw on an international survey of language teachers to inform the plenary session discussion on pursuing professional excellence. (Sponsored by Anaheim University)



**Rod Ellis** is the author of a series of books on Second Language Acquisition. He is also a professor at the University of Auckland's Department of Applied Language Studies and Linguistics, as well as the TESOL Chair of Anaheim University's Graduate School of Education. Dr. Ellis has written extensively on TBL, including *Task-Based*

*Language Learning and Teaching*. His latest book is *Implicit and Explicit Knowledge in Language Learning, Testing and Teaching*. Rod Ellis' plenary presentation, *Corrective Feedback and Teacher Development*, will illustrate how controversial research in corrective feedback (CF) can inform teachers' professional development. Dr. Ellis will examine five areas of CF: (a) whether it can contribute to L2 acquisition, (b) which errors should be corrected, (c) who should do the correcting, the teacher or the learner, (d) which type of CF is most effective, and (e) whether feedback should be immediate or delayed. Drawing on a socio-cultural view of L2 acquisition, Dr. Ellis will offer guidelines for conducting corrective feedback and suggest how they might be used for teacher development. (Sponsored by Anaheim University)



**Tim Murphey** is a professor at Kanda University of International Studies (Japan) and an affiliate professor at Hawaii Pacific University and Teachers College, Tokyo. He is the author of the popular *Language Hungry!* books and has co-authored *Group Dynamics in the Language Classroom* with Zoltan Dornyei. He is also

the series editor of TESOL's *Professional Development in Language Education*. Dr. Murphey is well known for activating student and teacher brain power in the ELT classroom through music and song. In his plenary presentation, titled *Pursuing Professional HAISCAM: Hope, Agency, Imagined Selves and Communities Motivation*, Dr. Murphey asks, "To what degree (as teachers) do our methods provide productive pathways and confidence?" Providing pathways and confidence to our students is, of course, the hope of language teachers. Agency is how learners and teachers act in order to allow L2 speakers the opportunity to use their second language voice. Imagined selves and communities consider all the participants in the language classroom and beyond; driving, or driving away, motivation.

[ Compiled by Stephen-Peter Jinks and the Conference Committee ]





## Invited Speakers to KOTESOL 2009: Featured Speakers

**Scott Thornbury** is a visiting professor at the S.I.T. Graduate Institute in Vermont, USA, and Associate Professor of English Language Studies at the New School in New York. Prof. Thornbury has written award-winning books on language teaching and methodology. His many publications include *About Language: Tasks for Teachers of English*, *The CELTA Course*, *How to Teach Grammar*, *How to Teach Vocabulary*, and *Discovering Grammar*. Prof. Thornbury is also series editor for the *Cambridge Handbooks for Language Teachers*. His Conference presentation title is *Seven Things that Begin with M*. (Sponsored by S.I.T. Graduate Institute)



**John Fanselow** is Professor Emeritus at Columbia University Teachers College and is presently teaching at the University's Tokyo Campus. Dr. Fanselow's two seminal articles in the *TESOL Quarterly*, *Beyond Rashomon* and *Let's See*, have been reprinted in many anthologies. *Breaking Rules: Generating and Exploring Alternatives in Language Teaching* (1987) gave the ELT world a shake. Dr. Fanselow has served as president of TESOL as well as of New York State TESOL. Dr. Fanselow presentation, *Huh? Oh. Aha! - Differences Between Learning Language Through Rote Memorization and Predicting*, is based on his recent research.



**Jerry Gebhard** has served as Director of Indiana University of Pennsylvania's Graduate Studies and TESOL Department and is presently a professor at Pusan National University. Dr. Gebhard has published extensively on teaching awareness, development, and methodology. His recent books include *Teaching English as a Foreign or Second Language* (2nd ed.), a self-development and methodology guide, and *Language Teaching Awareness: A Guide to Exploring Beliefs and Practices* (with R. Oprandy). Dr. Gebhard's presentation will be *Pursuing Professional Excellence through Exploration of Teaching*.



**John Flowerdew** is a professor in the Department of English and Communication at City University, Hong Kong. His research in Applied Linguistics focuses on language learning and discourse. Dr. Flowerdew has written or edited 11 books and published over 75 book chapters and journal articles. He is an editorial board member of numerous international journals. His most recent book is *Lexical Cohesion and Corpus Linguistics*, and soon to be published is *Corpora in Language Teaching*, to appear in *The Handbook of Second and Foreign Language Teaching*.



**Marc Helgesen** is the author of over 80 books and articles about teaching English. He is also an advisor to the Ministry-approved *New Columbus* series and has led teacher training workshops for Boards of Education throughout Japan. He has facilitated many teacher training workshops in the Far East and the US, and is a regular speaker at international ELT conferences. Prof. Helgesen is also our Saturday banquet speaker. (Sponsored by Pearson Longman)



**Stephen Andrews** is Associate Professor in English Language Education and Head of the Language and Literature Division at the University of Hong Kong's Faculty of Education, where he has worked since 1990. His research and publications mainly concern second language education. Dr. Andrews' most recent book (2009) is *The L1 in L2 Learning, Teacher Beliefs and Practices*. He has also recently authored *Teacher Language Awareness*. (Co-sponsored by Cambridge University Press)



**Jill Burton** is an associate professor in applied linguistics at the University of South Australia. Dr. Burton has published widely in L2 writing and discourse analysis and currently researches language teacher education and writing in academic communities of practice. She has recently written a chapter, "Reflective Practice," in *The Cambridge Guide to Second Language Teacher Education*. Her presentation at the Conference is entitled *Writing the Profession: An Examination of How TESOL Practice Gets Documented*. (Supported by Australia Education International, Australian Embassy)



**Jeannette Littlemore** is a senior lecturer at the University of Birmingham's Centre for English Language Studies. She is particularly interested in the acquisition of figurative language by non-native speakers and has recently co-authored *Figurative Thinking and Foreign Language Learning*. Dr. Littlemore's Conference presentation title is *More than Just Words: Pursuing Professional Excellence Through the Use of Gesture*. (Sponsored by Kyungwon University)



**Scott Miles** is an Assistant Professor at Daegu Haany University. Prof. Miles is a member of KOTESOL's Research Committee and is a PhD candidate in Applied Linguistics at Sogang University. He is the facilitator of KOTESOL's Extensive Reading Special Interest Group. His Conference presentation is *What Sticks? Language Teaching for Long-Term Learning*.



# Presentations at KOTESOL 2009

## Pursuing Professional Excellence in ELT

Check the Conference program book and KOTESOL web site for comprehensive indices.

### Business English

- Todd Coope** Splendid Blogging: Blogging in Business English Class
- Wehhua Hsu** Establishing and Evaluating a Business Academic Word List
- Jeong-Ah & Jieun Lim** Needs Analysis for Workplace English Programs

### Classroom Management

- Patrick Rates** Optimizing the ESL Classroom with Randomized Seating Charts
- Danny & Holly Marland** Finding Focus for Less-Than-Motivated Learners
- Kevin Parent** Paved with Good Intentions: How Teachers Unmotivate Students
- Boryung Choi & Marie Kim** Showing Students Why They Need to Learn English Now

### Content-Based Instruction

- Warren Chung** Reconciling Constructivist and Traditional Approaches in a Content-Based Class
- Marilyn Plumlee** Issues in Using English-Medium Instruction for Teacher Training
- Moon-Kwon Jun** Integrated Language Perspective: Science Notebooks to Enhance Literacy Skill
- Heebon Park-Finch** Using Authentic Drama Texts in the ELT Classroom

### Conversation/Pronunciation

- Michael Drummond** Getting a Handle on Teaching Kindergarten EFL
- Huei-Chun Teng** Relationship Between Comprehensibility and Foreign Accent in EFL Speech
- Ian Brown** Classroom Oral Presentation: A Different Approach
- Gerald de la Salle** Fast Talk 1
- Ratchadaporn Janudom** Effects of Drama and Questioning Techniques on Speaking and Critical Thinking Achievement
- John Campbell-Larsen** Autonomy in Spoken Communication Classes
- Justin McKibben** Slang and Idioms in Conversation Classes
- Stanford Rappaport** Teaching English Phonetics to Koreans Learners

### Course/Materials Design

- John Honisz-Greens** Using Lexical Profiling to Aid Fluency and Vocabulary Acquisition
- David Moroney** Evaluating Task-Supported Language Teaching in a Korean Context
- Glen Poupore** Video-Based Tasks Within a Task-Based Language Teaching Framework

- Kristin Dalby** A Critical Examination of a Mandatory English Language Program
- Sara Davila** Low Budget, No Budget Task-Based Learning
- James Brawn** Scaffolding in a Productive Skill Lesson
- Raymond Wong** Creating Materials in a CALL Classroom: Students' Turn
- Aaron Gibson & Charles Anderson** Moving Vocabulary Tasks for Mobile Phones
- Linda Fitzgibbon** Theme-Based Teaching and Learning

### Critical Thinking

- Nihal Akdere** A Critical Thinking Course for the Development of EFL

### Cross-cultural/Intercultural Communication

- Barbara Waldren** Combatting the Hegemony of English with Democratic Praxis
- Mohammad Saber Khaghaninezhad & Azar Hosseini Fatemi** The Effect of Cultural/Linguistic Factors on Students' Performance in Bicultural Contexts
- Douglas Rhein** Body Language and Public Speaking: What Are We Really Saying?
- Kitai Justin Kim** Improving Cultural Awareness of Black Americans Using Movies in the ESL/EFL Classroom
- Kip Cates** The Asian Youth Forum: International Understanding Through EFL

### English for Specific Purposes

- Varisa Titanantabutr** Assessing Communicative Ability of Thai Tour Guides
- Piyatida Changpueng** A Genre-Based English Writing Lesson for Thai Undergraduate Engineering Students
- Hsiao-i Hou** Use of Magazine Restaurant Reviews in the ESP Classroom

### Grammar

- Michael Griffin** Three of My Favorite Grammar Lessons
- Yu-Rim Han** A Teaching Methodology for English Syntactic Causatives

### Learning Styles & Preferences

- Athena Pichay** Style and Substance in the EFL Classroom

### Listening

- C. Dion Clingwall** Challenge and Success: A Multi-level Listening Class
- Jean Ware, Yuka Kurihara & Megumi Nishikawa** Using Extensive Listening and Shadowing in EFL Classes

### Multiple Skills

- Paul Spijkerbosch & Bruce Lander** Student Presentations in TOEIC Courses  
**Ye Rin Seo, Hyoseon Hong & In Seong Cho** Integrating Mock Trial and Moot Court into English Language Learning Classrooms  
**Robert Cochran** Integrating Learning Strategies into Tasks

### Music, Art, Drama in the Classroom

- Joo Kyeong Shin** Effectuating English Learning Through the Use of Musicals and Acting  
**C. Dion Clingwall** Drama to Promote Successful English Conversation.

### Pragmatics

- Todd Enslin** ESL and EFL Acquisition of Request and Apology Strategies  
**Heidi Vande Voort Nam** The Presentation of Apology and Forgiveness in Coursebooks

### Reading/Literacy

- Amporn Srisermbhok** Exploitation of IT to Enhance Students' Extensive Reading Skills  
**Scotts Miles** ER Evaluation Techniques  
**Tim Dalby** Five Stages in Developing a Successful Extensive Reading Course  
**Robert Waring** Action Research in ER  
**Rocky Nelson** ER at Pusan University of Foreign Studies  
**Aaron Jolly** Practical ER: Getting Started with Graded Readers  
**Michael-Allen Misner** Timed Repeated Retelling: The 4,3,2 vs. The 2,3,4 Activities  
**Shu-Chen Chang** The Nature and Tendency of Simplification in Graded Readers  
**Jean Kirschenmann & Yonghwan Bang** Building a Classroom Library with Student-Authored Texts  
**David Williams** Does Extensive Reading Always Assist TOEFL Scores?  
**Jennifer Jordan** Supporting Learners Through Guided Extensive Reading  
**Jason Renshaw** New Adventure-Based Reading Approach for 9 to 14-Year-Olds  
**Won Kim** L2 Learning Through Literature: Challenges and Implications  
**Adriane Geronimo** Children's Literature as Comprehensible Input in the University Classroom  
**Carl Dusthimer & Aaron Jolly** Extensive Reading in an IB Curriculum: A New Approach.  
**Mohammad Hashamdar** Critical Thinking and Reading Comprehension

### Research Methodology

- Jake Kimball** Stepping into Research 1: Selecting a Topic  
**Kara Mac Donald** Stepping into Research 2: Forming the Research Question  
**Kevin Parent** Stepping into Research 3: Designing a Project  
**Scott Miles** Stepping into Research 4: Collecting and Analyzing Data  
**David Shaffer** Stepping into Research 5: Presenting the Results  
**David A. Leaper & Jeff Durand** Making Sense of Surveys: Analyzing Likert Scale Data

- Shannon Tanghe** Problems with Data in Educational Research

### Second Language Acquisition

- Jeremy Kritt** Attributions of Success and Failure in Language Learning  
**John McGaughey** A Functional Analysis of Korean in the EFL Classroom  
**Feng-lan Kuo, Heien-kun Chiang & Li-hsuan Cheng** Factors Affecting Chinese EFL Learners' Stress Placement  
**David Shaffer** Corrective Feedback Techniques and Student Perception of Their Application  
**Jeanette Littlemore** Figurative Thinking and Communicative Language Ability

### Teacher Development

- Tim Thompson** Publishing and Presenting Classroom Experiences  
**M. Arash Khalili & Akiko Takagi** How to Implement Effective Professional Development Activities  
**Joshua Davies & Robert Kienzle** Upgrading Your Workshop: Proven Methods for Better Presentations  
**H. Douglas Sewell** Observed Outcomes and Issues of TESOL Training Programs  
**Robert Curr** Peer Observation of Teaching: Theory to Practice  
**Sarah Louisa Birchley** Sensemaking as a Lens for Examining Change in Education  
**Young-Ah Kang** Relentless Learner With Practicing Knowledge, Attitude, Skills, and Awareness  
**Jill Burton** Reflective Writing: A Way To Do and Learn Teaching  
**John F. Fanselow** Exploring Teaching  
**Tim Murphey** Student Success Experiences: Stories, Speed Dictations, and Songs  
**Joshua Davies, Tim Dalby, Andrew Finch, Heebon Park-Finch, David Shaffer, Tory Thorkelson, Bruce Wakefield & Rafael Sabio** A Conversation About Teacher Training

### Technology-Enhanced Instruction /CALL/CMI

- Eric Reynolds** Using Wikis for EFL  
**Pornpilai Termsinsawadi** WebQuest Development for EFL Reading and Writing Instruction  
**Ian Brown** A Comparison of Free Web-Based Class "Home" Sites  
**Mary S. French** Technology-Based Design for Collaborative Learning in an ESL Classroom  
**Iain Stanley** Using Technology for Student Self-Reflection and Assessment

- Will Lingle** Language and Power in the Classroom  
**Joshua Davies** Will it Blend? Erasing Boundaries in Education  
**Todd Cooper & Akira Tsukada** Virtual Interviewing for Self-Study and Standardized Test Preparation  
**Greg Brooks-English** BYU's Technology Assisted Language Learning Popular Among DU  
**Heien-kun Chiang, Feng-lan Kuo & Hong-wen Chen** Enhancing Situated Learning with Augmented Reality and Large Display Technologies  
**Allison Bill** Successes and Struggles in Computer Lab-Based Teaching

### Testing/Evaluation

- Marguerite Muller** The Use of Evaluation Portfolios in Oral English Assessment  
**Hideki Maki, Juri Yoshimura & Yuki Makino** The Minimal English Test: A Renovated Version  
**Jason Renshaw** How to Make TOEFL Speaking Involved, Interesting, and INTERACTIVE!  
**Saowarot Ruangpaisan** Computer-Mediated Speaking Test Tasks to Assess Oral Proficiency  
**Sean Mahoney** Comparing Teacher and Student Evaluations of Error  
**Kristin Dalby** Oral Testing in Conversation Classes  
**Terry Fellner** Pedagogical Implications of the TOEIC Speaking and Writing Test  
**Sara Davila** Performance Assessment: Creation and Application  
**Shaun Manning** Conversation Tests: What Do Raters Rate?  
**Sherry Seymour** Grading Participation in University Classes  
**David Nunan & Julie Choi** Assessment for Learning

### Video in the Classroom

- Patrick Rates** Incorporating Video in the Collaborative ESL Classroom  
**Rafael Sabio** YouTube Videos: The How and the Why!  
**Han Seo** Movie Making in the Classroom  
**Philip McCasland** Not Just a Commercial: Narrative That Demonstrates Communication Dynamics

### Vocabulary

- Atsushi Asai** On the Strength of L2 Lexical Knowledge  
**Charles Anderson** Can You Judge Vocabulary Books by Covers?  
**Luke Fryer, Jeff Stewart & Charles Anderson** Integrating Vocabulary in a Coordinated Curriculum

- Jake Kimball** All Words Are Not Created Equal: Identifying Gaps in Needs Versus Wants

### Sociolinguistics / Language Policy

- Kara Mac Donald** English-Medium Instruction and Korean Universities' Struggle with Quality Assurances  
**Tim Dalby** Notes from a Teacher-Training Course  
**Hao Xu** Home Tutoring: Interaction and Identity  
**Chiyo Myojin** Teaching Gender-Neutral Language in EFL Classrooms

### Writing

- Mahdieh Aram** A Comparison of the Effectiveness of Teacher vs. Peer Feedback in Promoting

### Grammatical Accuracy of EFL Learners

- Terry Fellner** Stopping Plagiarism Through a Process-Based Portfolio Approach  
**Matthew Sanders** Web-Based Learning Activities in an ESL Writing Course  
**Jerry G. Gebhard** Teaching Writing as a Process: Advice Based on Thirty Years of Teaching

## A Quote to Ponder

Where is real communication? More often than not it is buried under an avalanche of photocopies, visual aids, transparencies, MTV clips, and cuisenaire rods. Somewhere in there we lost the plot.

**Scott Thornbury** (2000).

A Dogma for ELT. *IATEFL Issues*, 153(2).

# A Slave to Lesson Planning

In keeping with the spirit of the upcoming International Conference, I would like to tackle the notion of pursuing professional excellence as a teacher of young learners. My first thought brings me straight to a quote by author Jayne Moon, who noted in her book *Children Learning English*, "We tend to see and observe things in our classroom in the way we have always seen them. Previous experience colors what we want to see. So if we want to change, we need to see things in new ways."

Initially, a personal inventory of teaching and learning beliefs is an essential catalyst for change. I favor Lightbown and Spada's inventory found in *How Languages Are Learned*. Every year or two, I take time to reflect on my answers. This annual task has been particularly productive for me because it has led to gradual but important classroom changes in procedure and practice.

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*It is vital to end on a high note.*

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Early on, I learned that experience and conventional wisdom were coloring my view of lesson planning. Class ought to begin with an inspiring warm-up activity, something fun, interesting, and speedy. This sets the tone of the class and gets students involved and motivated to learn. This is critical, as they need time to acclimate themselves to an English environment. It is also vital to end on a high note, so that students leave class with a positive attitude about learning English. I religiously followed this advice, found in teacher resource books, coursebook manuals, and articles. Co-workers and supervisors agreed. By popular consensus, that was the ideal format. For quite a while I was detailing my lesson plans down to the minute, beginning with an active warm-up and closing a lesson with a bang. The in-between moments were also meticulously accounted for, when I learned that children's attention spans are generally limited to about 5-7 minutes. Calculating for a 45-minute class, I had room for a warm-up, about four activities at most, and a warm-down.

On the bright side, students enjoyed themselves. I could tell because they were winded and they left smiling. My classes were active and everyone participated. Accumulating hundreds of games or activities in my notebook felt like a satisfying achievement. Every day was new for my students and me. I was proud of my lesson plans. Much of my teaching and planning became mathematical and the clock was my best friend. However, that phase of my teaching career is now mostly regrettable. In hindsight,

my lesson plans rarely worked because the timing was always off. Teachers in neighboring classrooms complained mine was too noisy. Worst of all, there was no discernable difference in my students' improvement compared to other teachers' students.

To the drawing board I went. Noticing how rambunctious my students could be even before they entered my class, I rethought the idea that all classes should begin with a fun, active warm-up. Do all of my classes benefit from more speed and energy? How long should I spend on a single activity? Do I have to cater to their 5-7 minute attention span, or should I try to lengthen it to 10-12 minutes or longer? While some classes benefited from a quiet, serious activity as soon as the bell rang, others could have used an adrenaline rush. I decided to make flexible lesson plans. When I entered class, I observed my students' behavior. I then decided if it would be better to begin with an active or a passive activity. After reorganizing the activities in my lesson plans, I found classroom management a much easier task.

When I first started teaching children, my classes were predominantly a series of high-energy activities peppered with games. Now, when possible, I try to follow either an *active > passive > active > passive* routine or sequence them *passive > active > passive > active*.

Pursuing professional excellence has been a satisfying struggle for me. It takes time, effort, a lot of trial and error, and a willingness to solve problems.

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## The Author



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## Young Learners

By Jake Kimball



# Pushing the Right Buttons

By Brian O'Sullivan

It is well known that East Asian students' English-learning objectives are highly influenced by the need to pass standardized tests. EFL teachers in East Asia often complain about the lack of interest displayed by their students and seek ways to motivate them. There is a strong correlation between attention, interest, effort, and motivation for L2 acquisition. Therefore, it would be well worth the time to explore this correlation further, to discuss the topic of learner motivation in East Asian EFL students, and look at some possible classroom strategies designed to improve personal interest and motivation in EFL.

## **Motivation: What Is the Best Type?**

East Asian students often possess a large degree of extrinsic motivation when it comes to learning English. That is, students will focus on the TOEIC or the TOEFL exams, possessing a test-driven motivation, without an interest in the task of communicating proficiently in English. However, extrinsic motivation does not provide a good basis for lifelong learning. There is evidence that extrinsically motivated students discontinue study after their immediate goals have been met (Noels et al., 1999), which is often the case in Korea. Therefore, to meet the goal of building communicative proficiency in English, it is necessary for the teacher to look out for and foster intrinsic motivators that will prompt the student to continue learning.

Intrinsic motivation provides the optimal type of motivation to inspire the student to pursue EFL study voluntarily (Noels et al., 1999). For East Asian EFL students, an effective way of igniting intrinsic motivation in their minds may be to assist students to develop a personal interest in learning English, by making classroom content and activities relevant to their interests and activities outside of school. Simultaneously, the teacher could work at showing students how being able to use English enriches their lives (see below).

## **Correcting Misconceptions**

Often, EFL instructors hold a number of misconceptions and lack understanding about East Asian language learners, especially with respect to motivation. These misconceptions and lack of understanding prevent the instructor from creating an effective learning environment for their students. One misconception is that which sees the extrinsic motivator, a focus on learning English as a means to develop one's career, in a negative light. This should not be seen as such. English courses that provide a good preparation for a future career meet students'

objectives and motivate them to study, and to study for understanding, as they will need a strong command of English for their professional work.

Another popular student misconception is the idea that EFL study constitutes a threat to one's culture. In particular, East Asian students have often expressed the view that their culture or personal identity was in some way threatened by the acquisition of English. These feelings serve as an affective filter, interfering with the learning

process. Learning a language *does* include the learning of certain aspects of another culture and adopting parts of the culture to varying degrees as a speaker of English and may present conflict between the L1 and L2 cultures. However, the EFL teacher working in the East Asian context should stress the ways in which learning English can help the student inform people from other countries *about* their culture and language, and *promote* their culture and language.

Yet another factor believed to influence motivation is the common study approach of rote learning in East Asian cultures, which, EFL teachers believe, hampers language learning and makes the learning process rather insipid. Two arguments suffice to correct this misconception. Firstly, some degree of rote learning and memorization is necessary to build vocabulary and word lists that will be used to later increase proficiency. Secondly, once learners have acquired these building blocks, classroom practice should present models of language learning activities and processes that allow students to effectively acquire the target form or skills through communicative and task-based interaction.

## **Changes in Mindset**

Optimally, students should perceive English as an opportunity to invest in themselves and their future; providing them with a life skill, and with cultural knowledge that will enrich their lives. One can accomplish this by not only explaining the numerous opportunities that will open up to the student if they are able to acquire fluency in English, but by also raising awareness of the value of English in their current lives; for example, through being able to understand most of a movie in English, or a pop-song, etc. This constitutes the most important change needed in EFL in East Asia, if real improvement in motivation

*Featured  
Article*

is to be achieved.

In order to do this, the focus needs to turn to the establishment of an interesting and inspiring classroom environment, which raises motivation. Reiss (1981) has provided some great classroom tactics that can help to accomplish this. They are: (a) Create the kind of classroom climate in which students feel comfortable and involved. (b) Aid students to develop certain cognitive styles helpful in language learning. (c) Help students develop the art of inference by making them aware of clues for intelligent guessing. (d) Personalize language instruction whenever feasible in order to motivate students to express themselves readily. (e) Ask students to monitor each other's speech and thus take an active part in both learning and teaching. (f) Seek out opportunities for students to use the language outside the classroom. (g) Present all material in a meaningful manner, and in turn, expect students to attend to both the structure and meaning from the outset. (h) Ask successful language learners to serve as informants regarding strategies, techniques, and study skills. (i) Encourage slow students to experiment freely until they find their own particular learning style.

This list is fairly simplistic, but if the concepts are integrated into your classroom practice, they will make

students a significant part of the learning process, exposed to classroom activities that are meaningful and engaging. If one is able to utilize these lesson-planning tactics, matched with meaningful lesson content that highlights the practicality of English for their current lives, then we as teachers can begin to better raise the motivation of students.

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### The Author



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## 6th Annual Korea TESOL Thanksgiving Symposium

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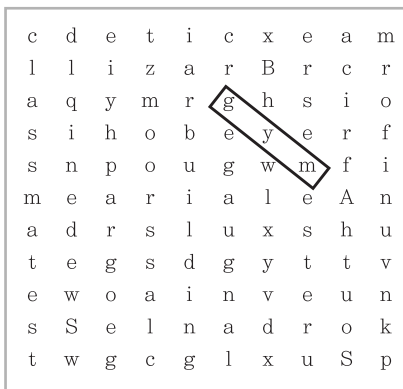
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# Crosswords and Word Searches

Crosswords and word searches offer a great way of introducing, maintaining, or reviewing vocabulary, but, as with all materials, the process is just as important as the result.

Even with a simple activity such as the one below, we need to think about what is going on, and why. We are perhaps introducing vocabulary, or reinforcing words encountered in a textbook, and there is some consistency in the vocabulary, so we might be able to think of a schema.



However, the question is, “Why have we chosen this format?” As it stands, it is a simple search-and-find activity, which might well achieve some goals, but these will be very limited.

Cognition and critical-thinking skills will not be over-taxed by this endeavor and excitement is not really on the cards! How about inviting the students to make the word search on a site such as [www.armoredpenguin.com/wordsearch/](http://www.armoredpenguin.com/wordsearch/) or [www.superkids.com/aweb/tools/words/search/](http://www.superkids.com/aweb/tools/words/search/)? This sort of approach transforms the learning experience immediately, from passive to active, from memory to discovery, and from completing to creating. Students (perhaps in pairs or groups) now need to understand the instructions on the web page, choose the words, create the word search, print it out, and submit it to the teacher in some form or another. Not only are process and product combined, but the original goal (learning vocabulary) will be realized along with an enhanced sense of achievement on the part of the students.

With crosswords, we are once more introducing or reviewing vocabulary, though this time, we are supplying certain letters and offering clues. No doubt this will be sufficient, especially if the crossword is based on a text in a textbook. This could be a pair activity, with students performing the normal crossword problem of looking for words to fit given parameters. But is there any way of making this more interactive, more challenging, more motivational, more discovery-oriented, and more student-centered?

One approach is to give half the words to each student

(pairwork) and to ask them to explain the words to their partners. This not only promotes explanation (an important aspect of comprehension), description, checking gambits, and classroom language, but also ensures that both students actually understand the vocabulary in question. If you can explain the meaning of a word to your peer, then you have a good grasp of the associations that go with it.

## Materials Design

By Andrew Finch

Another approach is to give students the answers and to ask them to write the clues. We now have them discussing, searching for definitions, summarizing, and writing. If they give the blank crossword with their clues to another group of students to fill in, then they can find out whether they have done a good job, through peer-feedback.

Finally, just as with the word search, we can ask students to choose appropriate words and make online crosswords at sites such as [http://edhelper.com/crossword\\_free.htm](http://edhelper.com/crossword_free.htm) and <http://www.crosswordpuzzlegames.com/create.html>. Once more, the activity is promoting higher-order thinking by taking the materials design to the students, who have to make the decisions, choose the vocabulary, make the crossword, print it out, and submit it for assessment.

There are many good puzzle sites on the Internet. Particularly useful for crosswords and word searches are Schoolhouse technologies: <http://www.schoolhousetech.com/>, Crossword Construction Kit: <http://www.crosswordkit.com/>, and Wordsearch Construction Kit: <http://www.wordsearchkit.com/>. Explore what is out there, and engage your students in the learning process.

Examples of word searches and crosswords in this article come from Finch, A. E., (2008). *My First English Discussion*. Seoul: Pearson Longman.

### The Author



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## Korean ELT: What Does it Mean?

I read in recent press articles in Korea that English teachers have actually been called “Vampires”! I also read that they have been called many other titles, as it seems that many Koreans still think English teachers (native English speakers) are not professional and are only here to make money. I spent 18 years in Korea and, when I left for Singapore in 1997, similar sentiments were expressed by Koreans in the newspapers. It seems that things have not changed much. So, in this article, I would like to get to the basics of what an English teacher is: because one cannot develop as an ESL teacher if one does not know what an ESL teacher really is. I am treating the term “English teacher” as someone who is untrained because, like it or not, many so-called ‘native English speakers’ come to Korea and become instant English teachers and this is where I start real professional development discussions.

Some employers in Korea and elsewhere think, “If you speak English, you can teach it.” Is this true? If it is true, then we can also say that all 50 million plus Korean nationals are automatically Korean language teachers from childhood, with more than one billion teachers of the Chinese language across the waters from Korea, and so on.

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### *ESL teachers have many possible functions and roles in Korea.*

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Okay, now let us look at an ESL teacher from the perspective of the so-called native speaker ESL teacher. A native speaker of English walks into a room full of students and becomes an instant English “teacher.” The class begins, and we assume language learning takes place. In fact, some Korean employers (and the teachers themselves) think that all the teachers must do from this point on (as I have heard recently) is to “just talk and keep the students happy.” While I agree that some teachers may actually play this game, I know many in Korea that do more: They actually think about their function and role as a teacher of English in Korea. They see teaching as a highly complex process which requires different challenges in each class. Even people who enter the classroom for the first time (be they motor mechanics or the like in a previous life) and become instant “English teachers” soon realize that “just talking” wears thin and wears them down fast.

These “teachers” begin to see how complex teaching really is, and may come up with questions such as: How much do I talk, and is this good? How many questions

do I ask? What kinds of questions do I ask? Do I know the answer or not, and should I ask more or less *known* questions or *unknown* questions? What kind of seating arrangements do I use? Should I change them, and have I changed them recently? What kind of language do I use? Is it comprehensible? Should I teach grammar? If not, why not? If yes, do I teach the past tense first, then the present, and then the future; and will they learn in this order? This is, in fact, the beginning of their professional development and, in order to answer them, the “teachers” must read in such subject areas as Second Language Acquisition Theory, Teaching Methodology, Learning Strategies, Applied Linguistics, Motivational Theories, Sociolinguistics, and various Psychological Theories, while becoming aware of all the cross-cultural issues involved in teaching English as a second language in Korea. Now these “teachers” begin to see that there is a lot more involved than just going into a classroom and talking. They soon realize that ESL teachers have many possible functions/roles in Korea such as: cross-cultural expert, counselor, discussion leader, grammarian, curriculum planner, oral interviewer, language authority, language model, disciplinarian, needs assessor, language tester, and many more.

I think that, whether trained or untrained, English language teachers, and even Korean administrators, will agree that there is a lot more to teaching English as a second or foreign language than just going into a class and talking because one is a native speaker of the language. In future columns, I will explore how teachers can develop in specific skill areas of teaching English, such as speaking, reading, writing, and listening.

### **The Author**



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## Professional Development

By Thomas S.C. Farrell

# Effective Activity Delivery

By Michael Griffin & Manpal Sahota

Through reflecting on our own teaching practices and observing talented teachers, we have come to be aware of what techniques make or break a classroom activity. From our own experiences, we both remember the frustration we would feel after taking the time to plan and prepare what seemed like a great activity only to see it fail miserably in class. More often than not, we did what we think most teachers do: We blamed the students for lacking motivation or focus during class. We now realize that the main reason why some activities would fall flat was primarily due to the way they were presented. Planning and preparing activities is important, but nothing is more essential to the success of an activity than the delivery. In this, our first article for *The English Connection*, we hope to share some suggestions for how to present activities more effectively.

Michael felt for a while that giving instructions was the weakest part of his teaching. He decided that he needed to take action to improve this area and started including his instructions in his lesson plans. At first, he would write exactly what he wanted to say during class in his lesson plans and would compare this to what he actually said. Over time, he began to feel much more comfortable with instructions and now encourages his in-service teacher-trainees to include instructions in their lesson plans.

While planning instructions ahead is certainly important, we feel that modeling is the most important part to delivering an activity well. Students need to see what is expected of them, and proper modeling of activities allows students to physically see what the activity entails. Many times, we as teachers give detailed verbal instructions and expect our students to understand complex language that is often more difficult than the specific vocabulary or language structures that the lesson/activity is focused on. If you have a large class with a wide range of ability levels, as many teachers do, complex teacher talk and excessive verbal instructions will confuse students and force you to re-explain the activity to individual groups/pairs, thus shortening the time students have to participate in the activity and reducing your ability to monitor other groups. Modeling the activity will help all students, especially lower-level students, to physically see what is expected of them.

You can model the activity with your co-teacher, one of your higher-level students, or if you are going to do a group activity, an entire group to show the rest of the

class what steps are involved. Some activities are quite involved and require many steps. It is not necessary to model the entire activity at once, as this can lead to information overload. Instead, model one-half or a part of the activity and let the students get started. Later, get the students' attention again and model the next part of the activity. It is important to reduce the amount of unnecessary teacher talk and increase the amount of visual demonstration.



Last month, Manpal had a chance to observe an elementary school teacher who spoke no more than 20 words when he modeled his activity with his class. He simply had five volunteers come to the front of the class, and he guided them as they went through each step of the activity. The rest of the class watched intently, and after about three minutes, all the students understood what they needed to do. When the teacher told the rest of the class to begin the activity, it went off flawlessly.

While modeling is essential to the success of an activity, another important element is checking comprehension. Once you finish modeling the activity for/with the students, it is vital that you ask comprehension check questions (CCQs) to ensure that the students understand what to do. There are various types of CCQs that you can use - from simple yes/no questions to asking them to tell you each step of the activity. The common question, "Do you understand?" (often coupled with vigorous head-nodding) is best avoided because it does not accurately reveal whether or not the students truly understand the instructions. Likewise, "Any questions?" (coupled with aggressive shaking of the head) is not likely to cause students to admit that they did not follow the instructions. Much more effective are questions like, "Are you going to stand up and walk around?" or "How many people should you talk to?" By using CCQs, you can gauge how much the students understand and whether or not you need to model the activity again with clearer and simpler language.

Another useful way to help students understand what is expected of them in an activity is to provide written



instructions. This can be done on the board, on a handout, or on a PowerPoint slide. One benefit of this technique is that students can check the instructions at any time during the activity. Another positive is that the level of language can be slightly higher than the oral instructions.

Before you can model activities and ask CCQs, you must make sure you have the attention of your students. Insisting that students pay attention when you are giving instructions is an essential step. While this might sound like a hard-line approach, it can actually be a timesaver over the long run. You want to avoid talking over your students and competing with other voices in class. Instead, you should employ a mixture of verbal and non-verbal cues in order to get your students' attention. The most effective verbal cues that Manpal has seen elementary school teachers use are ones where the teacher says one or two words and the students must repeat a phrase back (e.g., teacher says "Listen..." and students say: "Up!" or teacher says "1, 2, 3, eyes on me!" and students say: "1, 2, 3, eyes on teacher!").

Examples of non-verbal cues include (a) you putting your hands on your head (or putting your hand in the air) and students must do the same and stop talking, (b) ringing a small bell on your desk, (c) flicking the lights on and off, or (d) clapping some pattern that students must repeat. The last technique above is very popular among Korean public school teachers. It is ideal to use a mixture of 2-3 verbal and non-verbal cues so that students do not get bored with the overuse of one cue, thus losing the effectiveness of the cue. It is vital that you teach these cues to your students at the beginning of the term so that they become ingrained into the classroom culture. One suggestion is to create a game where students are expected to respond to the cues as rapidly as possible. This will help make responding to the cues a habit.

It is also important not to hand out any materials or papers before you model the activity. If you give

students something that they can touch or play with, they will most likely not pay attention to you when you are modeling the activity. It is only natural that they will focus on the new thing in their hands. It is important to give the materials to students after you have modeled and asked CCQs so that they are not distracted when they should be focused on you. If you model and ask CCQs before students actually get started, the chances of the activity being successful dramatically increase.

There are quite a few ways to help ensure that you deliver your activities in an efficient and effective way. We hope that we have shared some useful ideas in this article. We recommend writing your instructions before the class, modeling, using CCQs, and being sure to have your students' attention. While some of these ideas might seem like a big investment of time, we feel that they are investments that will pay off. We feel that spending time to make sure that students know what is expected of them in the activities is an important step in making the activities more successful.

### The Authors



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# Grammar Cards

While writing sentences can help students to consolidate vocabulary and structures, it can quickly become boring and repetitive. This is where grammar cards can help. They are tactile and can be rearranged, and they feel “game-like,” while still being useful to review structures like word order. Moreover, when students make their own cards, they can drill vocabulary they have learned in class.

## Group Language Kits: 2-4 students

Before a new semester, get some tissue boxes for the kits, and buy some elastic bands to keep the card categories together. Starting the kits can be a bit work-intensive, but this will pay off later. The cards can be made from recipe cards cut into thirds or on small word cards found in stationery shops. But since colored cards are more desirable, light construction paper and a paper cutter can be ideal. Take a couple of hours one afternoon to chop up piles of blank cards (at least 15 to an A4 sheet) - pink for nouns or noun phrases, blue for verbs (use the base form), yellow for adjectives, purple for adverbs or adverbial phrases (e.g., “last year”), green for prepositions, orange for pronouns, and so on. Keep white paper for question words, idioms, articles, conjunctions, quantifiers like “many,” small morphemes like “-s,” “-en,” “-ly,” “un-” or “-ing,” and other types of language. Keep inseparable phrasal verbs like “get off” (the bus) on one card. For separable phrasal verbs like “shut off,” have students write them together on one card and then use scissors to cut a puzzle-like line between them so that they can be separated or matched up.

## Have students focus on word order.

To save some time, provide groups with a starter-kit of blank cards at first (give more of the noun, verb, and adjective cards, less of the other kinds) and have them make their own blank cards later in the semester. Decide how many categories you want, depending on the age, language level of the learners, and kinds of activities that you will be doing. Have learners make lots of copies of words like “the,” “and,” “to,” and “not,” as well as punctuation marks. Also, make sure the words are in lower-case. Students can add capital letters when they rewrite the sentences they make.

An alternate system is to provide students with white blank cards for adverbs, adjectives, and verbs, and for you to lend them a laminated kit of prepositions, modals, question words, etc. for activities. Or, have students focus only on word order using a skeleton of

form words, adding the function words later as they rewrite sentences. Decide how students will add to the kits: Will they do it in class or for homework? At the end of a day, week, or unit? How will you ensure that the groups all have the words they need for any given activity? Also, is there classroom space for the language kits?

In addition to providing sentence practice, the versatile kits also work well for any flashcard game like a speed quiz. *Note:* When students are making sentences, have them say aloud any changes they would need to make, such as capital letters at the beginning of sentences or irregular past tense verb changes. Also, since words often need to get repeated in sentences, students can make temporary extra copies of needed words on little strips of scrap paper.

**Example Activities** (a) **Timed Sentences:** The scoring is what makes game fun. Within five minutes, students need to use as many cards as possible to make complete sentences. Change up the scoring system every time, e.g., give 1 point per card, but double points for sentences longer than six words; or give points for the funniest, longest, or most complicated sentence. (b) **Copy-cat / Dictagloss:** Put a sentence up on the board or read it aloud and see who can reproduce it the fastest with their cards. (c) **Add-on:** Put a simple sentence on the board (e.g., “I like chocolate”). Have students add to it to make the longest sentence possible out of their cards. (d) **Conversation Stations:** Students form a discussion question and leave it on the desk. When you say “Switch,” groups travel to the next station and have a discussion.

These are just a few examples of what you can do with the grammar cards, but let your imagination go to work and you can create many more.

## The Author



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## To Know a Word

Vocabulary is a major concern of second language learners. They are concerned about the number of words they have learned, and often gauge each other's proficiency by this number. They tend to equate knowing the meaning of a word with being able to make a one-to-one correspondence between it and a word in their first language. But is this what it really means to *know* a word? Conventionally, we talk about knowing a word when we know a definition for it. But knowing a definition for a word is not the same as being able to use that word in productive discourse or to understand it in a text.

Kameenui, Dixon, and Carnine (1987) captured the idea of degrees of knowing a word with their positing of three continuous levels of word knowledge: verbal association knowledge, partial concept knowledge, and full concept knowledge. This was an initial step in the right direction, but it falls short of actually describing in concrete terms what it means to know a word. Nation (1990) makes a significant contribution by distinguishing receptive and productive learning of words. To have receptive knowledge of a word is to have the ability to recognize it when reading its written form or hearing it spoken. We need to clarify, however, what we mean by recognizing a word.

We may think of different levels of recognition. Level 1 is no recognition, that is, never having seen or heard the word. Level 2 recognition is having heard or read the word, but not knowing its meaning. Level 3 is having some idea of the word's meaning and being able to understand it in a context. Level 4 recognition is having a clear understanding of the word and being able to explain it, but not using it in one's own speech or writing. Levels 2 through 4 represent different degrees of receptive word knowledge. A more complete knowledge of a word requires productive knowledge, Level 5. This level entails possessing a deep knowledge of a word, its various meanings, and the contexts in which it is used. One can apply the word correctly to all situations, can recognize appropriate use, and uses it in speaking and writing.

This "deep knowledge" of a word, following Nation (1990), includes knowledge of its **written** and **spoken form(s)**. The word *organize*, for example, has two common written forms: *organize* and *organise*. It also has two common spoken forms: Standard American, in which the rhotic "r" is prominent, and Received Pronunciation (British), in which it is not. Knowing a word includes the word's **meaning(s)**: *Organize* means (1) to arrange for something to happen, (2) to put things into a particular order, and (3) to form a group, among others. It includes knowledge of a word's **grammatical behavior**: *Organize* is a verb; it can be

used both as a transitive and intransitive verb, and can be used with the passive voice. Word knowledge includes knowledge of the **frequency** with which a word is used and its **register**, i.e., the style of speech a word would most appropriately be used in (formal to informal). The common **collocations** that a word has are important to knowing a word, e.g., knowing that organization is commonly used with words such as *grass-roots*, *broad-based*, *well-run*, and *international*. Word **associations** are also an important part of knowing a word. *Sauerkraut*, for example, is a food closely associated with traditional German culture. In addition to these eight items, Thornbury (2002) adds a word's derivations: the noun form of *organize* is *organization*, the adjective is *organizational*, etc.

### Word Whys

By David E. Shaffer

"Simply put, knowing a word is not an all-or-nothing proposition" (Beck, McKeown, & Kucan, 2002, p. 9). We know a word in various depths of receptive and productive knowledge, and that depth increases with time and with our associations with that word.

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### The Author



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# Talk, Talk, Talk

**H**ow can our students become better speakers? While listening to music will certainly increase our awareness, we are not suddenly going to develop the ability to play Beethoven without ever laying our fingers on a piano. The same is true with soccer, with cooking, and indeed with almost any skill; the ability comes not from magic, but from practice. Giving students the incentive and opportunity to really practice speaking outside the classroom is one of our great challenges and one where the web is beginning to provide a number of excellent solutions. We need to find a way to make practice easy (from a technical standpoint), to make it relatively enjoyable (so they keep doing it), and to make it accountable (so that we can both measure improvement and monitor it). With the start of the fall semester, I want to share and briefly review a few resources that will help you begin to take your students' speaking practice to the next level.

## **How can we work on pronunciation?**

Are your students curious about how to pronounce a word they have read? *HowJSay* has a simple word search that allows students to hear native speakers pronouncing thousands of words in English. ([howjsay.com](http://howjsay.com))

Or do they have trouble trying to pronounce sounds that are similar, but not the same, as those found in their first language? The University of Iowa provides excellent audio and visual tools to help student see exactly how the sounds are pronounced. *The Sounds of American English* ([uiowa.edu/~acadtech/phonetics](http://uiowa.edu/~acadtech/phonetics)).

Or do they need help practicing minimal pairs? The venerable Charles Kelly of *Many Things* has put together a simple and efficient series of activities designed to get students correctly discriminating and pronouncing. *Minimal Pairs* ([manythings.org/pp](http://manythings.org/pp)).

## **How can students speak together live online?**

While *Skype* is great for one-to-one communication and can be used to have larger meetings as well, a number of other solutions exist. Do you want your students to be able to meet and share and annotate documents all while talking (and even viewing) each other live? Try either *FuzeMeeting* ([fuzemeeting.com](http://fuzemeeting.com)) or *Vyew* ([vyew.com](http://vyew.com)). Both are easy to use solutions available in free (small group) and paid (whole class) versions.

## **How can I enable my students to have conversations asynchronously?**

While live solutions are great, many times students have conflicting schedules. We want to have the conversation continue, but we need it to flow more like a discussion forum. Two possibilities exist, either getting a forum where voice is already built in as the main means of communication, or augmenting an existing discussion forum to take voice as one way of posting. First up, we have *Voxopop* ([voxopop.com](http://voxopop.com)) and *Vaestro* ([vaestro.com](http://vaestro.com)). Both *Vaestro* and *Voxopop* allow teachers to create forums for classes or groups that are centered around audio posting, all for free. These are excellent for creating speaking communities outside the classroom without the pressure to perform on the spot as students can practice what they want to say and listen many times until they select the post they want. What *Voxopop* and *Vaestro* do not currently allow is integration into existing web sites, something actually quite tricky to find. Say you are using *Moodle* or *Ning* or even *Wordpress* or *Blogger* with your classes; how can you get sound directly into their existing forum or comment sections? Let me suggest two easy, and one slightly silly, solutions:

1. *Vocaroo* ([vocaroo.com](http://vocaroo.com)) is as simple as it gets. Students visit the site, don't need any login, and can record their voice. When they are done, they can download the recording, or better still, use the provided embed code to add their voice to any forum that accepts embed codes.
2. *Riffly* ([riffly.com](http://riffly.com)) allows for audio or video commenting in forums and other areas, but what makes it particularly powerful is that it can be directly integrated with the existing comments/forums of *Wordpress* and *Moodle*.
3. Last, we have *Gizmoz* ([gizmoz.com](http://gizmoz.com)), which is great, especially for having a bit of fun with students. *Gizmoz* allows you to record audio and combine it with characters/avatars in a number of interesting mash-ups. When done, students are once again able to email the result or embed it (like *Vocaroo*) in an existing forum.





# Video Clips to Promote Speaking

By Rafael Sabio & Kara MacDonald

One of the many difficult tasks EFL instructors face in the classroom is getting students to speak. Using video clips as a conversational medium can help instructors facilitate speaking in the classroom due to the content's appeal, providing students with authentic situations in which English is used. The following offers engaging activity ideas for those who are unfamiliar with how to best use video in the classroom and a refresher for those who have not used it recently.

## Preparation

Finding appropriate videos includes consideration of the content, appeal, and length of suitable clips. Content suitable for students and the appeal of the video virtually speak for themselves. However, length does not. The length of the video clip is best if not shorter than two minutes, to allow students to connect with the language content, but no longer than five minutes, to reduce cognitive demand. Additionally, clips shorter than two minutes may not provide enough substance from which students can create a narrative. Also, with clips longer than five minutes, students may find it challenging to remember the language related to the content.

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*Groups can be created in order to harmonize the class.*

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## To Group or Not to Group?

Language classes are rarely perfectly leveled. In a class of ten students, there may be one or two that are more advanced than the others. To address both lower and higher level learners, groups can be created in order to harmonize the class, as the more advanced students can help those that are struggling with capturing the content. Peer assistance not only helps lower-level students, it also serves as a review tool for advanced students.

It can be tricky to determine whether or not to use group work with intermediate-level students. For smaller classes, independent work may be better than group work because instructors can easily work with students on a one-to-one basis. However, for larger classes, group work can provide support to the lower intermediate students, as they can be assisted by higher intermediate students.

Advanced-level learners may at times benefit from individual work as it allows them to work faster and provide more details to their answers than if they had to work with others. If instructors are looking for substantial answers in students' responses, then individual work will most likely yield such results. If instructors are looking for students to collaborate and converse more, then group work will work better. Ultimately, the best choice will be that which meets that class's objectives.

*Techniques*

## Classroom Activities

After the instructor has grouped the students and played the video clip, students can be questioned regarding what they saw (i.e., nouns), what happened (i.e., verbs and longer explanations when possible) and what emotions they perceived among the actors (i.e., adjectives and longer descriptions when manageable). After a few minutes of discussion, students can be invited to write a small narrative or dialogue related to the clip, that can then be acted out in a role play. A specific language focus can be included, such as the use of first- or third-person pronouns. Another activity is to allow half of the class to see the video clip, then have them narrate what they saw to the group that did not see the clip. Finally, the second group of students is shown the clip, and they are then asked to describe how similar or different the first group's narration was to what they saw. Do not limit your selection of video clips to movies alone: Commercials, talk shows, documentaries, games shows, and more are available to draw from. Numerous activities on how to use a variety of videos can be found with a quick search of the web or in ELT books such as *Using Authentic Video in the Language Classroom* by Jane Sherman.

## The Authors



**Rafael Sabio**, M.S. Ed. TESOL, is an assistant professor and university supervisor at Yonsei University. He has recently published a book on listening lesson plans. He is currently working on his second book, which has to do with writing. During his free time, Rafael enjoys working on his websites: [www.ralphsesjunction.com](http://www.ralphsesjunction.com) & [www.teachingenglishmadeeasy.com](http://www.teachingenglishmadeeasy.com). Email: [ralphsesjunction@hotmail.com](mailto:ralphsesjunction@hotmail.com)

**Kara MacDonald's** details can be found on page 3.



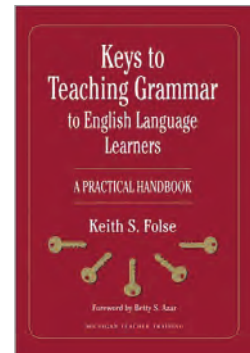
# Keys to Teaching Grammar to English Language Learners: A Practical Handbook

Keith S. Folse (2009)

Ann Arbor: University of Michigan Press, 2009.

Pages: 1 - 354. (ISBN-13: 978-0-472-03220-4)

**Reviewed by Alison Youngblood**



For some, grammar classes are a coveted courseload, but for others they can cause cold sweats and heart palpitations. This is where Dr. Folse's new book can help. This book takes teachers on a journey to evaluate what they already know about grammar, to review basic terminology, to hone in on some of the trickier points of grammar, and to review specific approaches for teaching effectively.

The book is divided into five units: (1) An Introduction to Grammar for English Language Learners (ELL), (2) Basic English Grammar: Usage and Terminology, (3) 15 Keys to ELL Grammar, (4) Being on the Hot Seat: Grammar Questions from ELLs, and (5) Specific Techniques for Teaching ELL Grammar.

Here are a couple of reasons why I am drawn to this book. The first fifteen pages of Folse's book are quizzes (with detailed answer keys) to test your knowledge of common ELL and native speaker grammar mistakes. This gives you an idea of your strong and weak points so you can pay extra attention to the relevant chapters later in the book.

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## Mini-challenges engage readers in grammar exploration

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Another strength is the discussion of the most feared question by some grammar teachers... "Why?" The quizzes in the first section set the tone. Folse wants us to know what is wrong, who would say it, and how to explain why it is wrong. He does an impeccable job of pointing out ELL errors, which are very different from native speaker errors. Folse even devotes an entire unit to explaining twenty "hot seat" questions you might face in the classroom. I especially enjoyed Folse's introduction to this unit, which was on how to handle these "teachable moments," and his realistic advice for

what to do when you are simply surprised and can't think of the answer off the top of your head.

Throughout the book, you will see "Find Out" boxes. These are mini-challenges for the reader to engage in grammar research by evaluating different kinds of texts. Folse encourages us to take our grammar knowledge outside the textbook and to look at different kinds of writing to apply what we find to our classrooms.

In addition, Folse takes the book one step further. The final unit gives the reader concrete examples of how to make their class time more effective. He presents the reader with twenty-five techniques for clear grammar instruction that you can start using today.

Finally, we might all agree that grammar can be a dry subject to read about. However, Folse's conversational writing style makes this book much more approachable. This book does use the necessary terminology but does not get bogged down in intricate technical explanations that can intimidate readers. Folse's book is definitely user-friendly.

All in all, this is a great resource both for teachers with no teaching experience and for teachers with 50 years of experience. It allows readers to take an inventory of their knowledge, clean out some cobwebs, and update their explanations. The book is by no means a comprehensive grammar handbook, but it is a comprehensive look at some of the key points and questions that you will frequently encounter.

### The Author



**Alison Youngblood** received her Masters in TESOL from the University of Central Florida. She has taught a variety of students ranging from elementary to corporate for five years in the United States, Japan, and Korea. She is currently working for the Ulsan Office of Education. Email: [a.youngb@gmail.com](mailto:a.youngb@gmail.com)



# Reflective Practice Across Disciplines

By Faith Fishley

**R**eflective practice is an important part of my work as an English language instructor, something I do daily. I have been a reflective practitioner for a long time. My knowledge of reflective practice began with my experience in the field of nursing.

Reflective practice has significance in the medical and allied health care professions. Since the mid-1980s, there have been many articles and course books written on the subject of reflective practice and nursing. Hence, reflective practice is incorporated in nursing programs, so students can apply it in order to develop their professional practice.

I was introduced to reflective practice in 1995, as a nursing student. My first class in the program, Nursing Practice 1, was about patient care focusing on “the self.” In dealing with “the self,” the course instructor informed our class that we were required to keep a reflective journal. Journaling was harder than I had expected. I struggled with the task because examining my personal thoughts and actions was daunting. However, as I continued to evolve as a professional, my journaling became more reflective. It does not mean it was always easy.

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## *Reflection through dialogue is something I value.*

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Even though reflective practice is an examination of one’s personal thoughts and actions, there needs to be an understanding of what is behind those thoughts and actions. A deeper inspection of “the self” is required, one of evaluating beliefs, values, morals, and personal history, such as one’s upbringing, culture, and life experiences. The evaluation of these things has been difficult for me at times. Nonetheless, by journaling and recognizing how the parts of “the self” influence my thoughts and actions, I become self-aware of how I function in the classroom.

Reflective journaling was the initial method of reflection introduced to me, but it was not the only method promoted in the nursing program. Reflective practice through dialogue was also encouraged. After my colleagues and I did our shift, we met together with our clinical instructor and discussed our experiences. It gave us the opportunity to articulate our ideas. Our roles were those of participants and observers, of teachers and learners.

Reflection through dialogue is something I value. Compared to reflective journaling, which is limiting because it is unaided, reflective dialogue allows for feedback from your colleagues and your students. The feedback is data that you can use to help inform your practice. Feedback from my colleagues and students is something that I welcome. I encourage my students to give feedback through class reflections. In addition to them reflecting in English, they provide me with data that lets me know what is happening in my classroom. It helps me to make informed decisions of what actions I should take and to evolve as a professional.



In addition, reflection through dialogue can take many forms: a face-to-face discussion with a colleague, a group of colleagues, or a group of students; or connecting through technology using emails, forums, or instant messaging. However it is done, reflection through dialogue allows us to connect with each other, and to recognize that we are not alone as English language educators and reflective practitioners.

Even though my roots in reflective practice began in the field of nursing, I have transferred what I have learned towards my work as an English language instructor. What I have learned about reflective practice from both the nursing and education fields is that it requires an examination of one’s personal thoughts and actions, and an inspection of “the self” to understand what influences those thoughts and actions. There are many methods of reflection, and the data used for reflection can come from oneself and from others, such as your colleagues or students. Reflective practice allows one to become self-aware, which in turn can lead you to take action. Engaging in reflective practice has allowed me to evolve as a professional and help enrich English language classroom experience for my learners.

### **The Author**



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# A PPP Approach & IELTS Writing

By Mi Sun Kim

Entering a classroom with too much ambition, and a solid plan of action, can sometimes result in disaster, even for experienced teachers. Scheduled to teach a new series of IELTS writing classes, I was excited and raring to go. Yet I soon felt like my years of experience as an English teacher had failed me as I stumbled through the initial sessions of the IELTS classes. Some of you might empathize with my experience: the experience of confronting the innocent eyes of students who expected me to have all the answers and teach them a foolproof way to do exceptionally well on the exam, while I painfully finished the class and sent them home without having accomplished what I had intended.

Teaching writing is challenging and teaching IELTS writing is often more challenging, as many students are not familiar with the test's objectives, despite their belief that their knowledge of grammar rules and vocabulary is sufficient. However, their grammar and vocabulary knowledge serve them well in constructing a piece of writing because of the traditional grammar-translation approach they apply in producing text.

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## *Class content can become more meaningful.*

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In my class, I wanted to make the students more autonomous and reliant on their own knowledge rather than allow them to simply follow my step-by-step instruction, so I tried a top-down approach. I thought that students would benefit from a macro-perspective of writing, but it did not take long to realize my misunderstanding. The students had a hard time running without walking and crawling first, especially since it was a writing class where the ability level was limited. Moreover, students expected to be spoon-fed a formula for producing an essay. They were not interested in exploring the writing process to develop their writing.

After a few sleepless nights, I eventually elected to change my approach to a more supportive approach: PPP (present, practice, produce), hoping that students could get a better understanding of the test's writing objectives and essay structure, and, *voilà*, it worked. First, I grabbed a sample IELTS essay and analyzed it with my students, clarifying the distinct meaning of vocabulary items and how they contributed to the essay style. Then, we classified the ideas into categories of

agreement and disagreement, since argumentative writing is one of the common styles in IELTS writing. At this stage, we personalized the ideas and added our own opinions and began writing by copying some sentences from the model essay. I gave each student some feedback afterwards, but not on every error. Based on this practice, we finally produced our own piece of writing. Although it was neither perfect nor sufficient enough to meet the test criteria, it was a start.



I found that providing a step-by-step guide is

extremely useful for those who do not have experience presenting their opinions in essays and are still struggling with generating those opinions and ideas. In this way, students can feel less frustrated and teachers can have more control over the students' learning process to prevent frustration.

However, the PPP approach has been criticized due to its possible restrictions of learners' creativity, as well as being highly teacher-centered. The alternative method, ESA (engage, study, and activate), has been described as more student-centered or task-based, as teachers engage students by presenting a picture or a situation. Then students study the meaning and form of the language, and practice. Finally students are able to activate the new input in their own words. In this way, class content can become more meaningful.

Although ESA is more akin to a CLT approach, many students in test-prep classes are not accustomed to a student-centered classroom. For this reason, I found that the PPP approach assisted learners well. Yet, as always, different methods should be applied to meet the specific needs and the characteristics of learners.

### **The Author**



**Misun Kim** is currently working as an IELTS instructor at Hanyang University. She graduated from Monash University (M.A. in Education/TESOL) in Melbourne, Australia, and has had four years of teaching and supervising experience in Korea. Before completing her M.A. degree, she worked in kindergartens as she holds a diploma in Early Childhood Education. Email: star7978@hotmail.com.



## Jennifer Young: Teaching the Young

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

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

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

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



▲ Jennifer with a class of young learners.

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

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

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

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

### Membership Spotlight

By David E. Shaffer



# Accents, Strong Perceptions

By Han Seo

The Korean education system has moved away from exclusively having Korean teachers, to having a mix of foreign and Korean teachers in public and private schools as well as in private language institutes. This has dramatically changed the perspective of students and parents on English education. Awareness of social perceptions of accents and the role of Korean and foreign teachers in teaching and learning has led to research examining students' perception of their teachers' accents.

For example, Gibb (1997) conducted research on how Korean students feel about American English (AmE) versus British English (BrE). His work suggests that Korean university students believe that AmE holds an advantage in the real world over other variants, such as BrE. He suggested that AmE has a revered status in the workplace, so students hold positive attitudes about learning AmE compared to other English accents. Additionally, AmE is seen as more practical (Gibb 1997), as most textbooks used in Korea are based on AmE. Most forms of popular entertainment also use AmE. America's dominant role in world politics, economics and industry has promoted AmE, and simultaneously increased the prestige associated with it.

Earlier this year, I conducted a similar study at two universities here in Korea. The two universities have an extensive history of English education with Korean teachers but have only had foreign teacher educators for a short time. The study revealed that the majority of students felt more positive about learning English from a native English speaking teacher (NEST). They viewed the English accents of Korean teachers as less accurate, and those of Filipino English teachers were yet again less desirable.

It seems the dichotomy in the value of the accent of a NEST and a non-native English speaking teacher (NNEST) is readily discussed, but there is little visible effort to change students' preferences. The current teaching division between Korean and foreign teachers simply seems to perpetuate the preference for a NEST accent. Positive attitudes to different accents should be reinforced as much as possible in the classroom, by exposing students to these accents, to not only develop familiarity, but also, if presented appropriately, to create a positive image of different English varieties by teachers in their classroom. For example, one could explain to the students that even in the USA there are dozens of different accents. There is not just one correct American accent. Additionally, although there may be some accents that are more difficult for

students to understand, even native speakers may take a bit of time to comprehend an unfamiliar variety of English.

My experience with Korean university students showed that they are willing to listen and adjust their perspective on this topic. Students often commented, "I thought AmE only had one accent. What do the others sound like?" To illustrate the differences, I showed students YouTube clips of past U.S. presidents, such as Bush (i.e., Texas accent), John F. Kennedy (i.e., New England accent) and Reagan (i.e., classic Hollywood accent). To reinforce the lesson, I then presented a compilation video of 21 different accents, obtained from YouTube, which the students loved.

Yet this work of exposing students to different accents and presenting a sense of prestige associated with them is not only for NNESTs. NESTs also should focus some attention on broadening the attitudes of Korean students. Students need to understand that accents are varied even within one's own country, that there are hundreds of accents in English. Preferred accents are like fashion trends that come and go, depending on where you are and the social and linguistic perceptions of that community. All teachers should consider how to include some perspective and education on English varieties, to re-educate students about the unimportance of an accent as an indicator of a teacher's ability to teach English.



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## The Author



Han Seo teaches at Gyeongju University and studies at the University of Birmingham. His research interests include accents and applied technology in teaching fields. He has previous teaching experience in Canada and has been teaching in Korea for two years. Email: [hanteacher@gmail.com](mailto:hanteacher@gmail.com)



## 'Round & About KOTESOL

### • May

**Gwen Atkinson** (Seoul Chapter) completed the Master in TESOL, Curriculum Development degree program at The New School, conferred in May 2009. Her courses included Linguistics with Scott Thornbury and Methods with Jeremy Harmer. Coursework included projects in comparative linguistics, corpora data, and discourse analysis; sociolinguistics/audience design; critical analysis of coursebooks in the areas of linguistics, sociolinguistics, and English as an international language; ELI planning & management; and curriculum, materials and assessment design.

### • June

**Kara MacDonald** (National Secretary, TEC Editor-in-Chief) has another post-graduate degree to add to her collection. Dr. MacDonald earned a Master of Educational Management degree in June from the University of New England (Australia). The title of her thesis was *Increasing Korean Higher Education's Competitiveness: Where do the Answers Lie?* The broad objective of the research was to examine elements of how the internationalization of higher education is realized locally in South Korea. The study examined what issues and contextual factors hinder Korea's internationalization of higher education through English-medium instruction and international student enrollment, and how these can be better addressed.

### • July

**Brock Bradey** (TESOL President-Elect) was in Korea in mid July for personal reasons. While in Seoul, he met with Past Presidents Kyungsook Yeum, Marilyn Plumlee, and Louisa Kim as well as National Treasurer David Shaffer on July 16. Discussed were KOTESOL's membership and present status, the 2009 International Conference and the PAC 2010 International Conference, and the TESOL Stimulus Plan, including membership discounts and incentives, in response to the global recession.

### • August

**Phil Owen** (Immediate Past President) traveled to Bangkok as KOTESOL representative to Thai TESOL 2009, which this year was held in conjunction with the 7th Asia TEFL Conference. In addition to attending the conference sessions and manning the KOTESOL information desk, Phil represented KOTESOL at the Pan-Asian Consortium meeting. The previous week (August 2-3), Phil was in Vientiane presenting at the Laos TESOL Conference. [See Phil's conference reports in this issue.]

**Tim Dalby** (National 1st Vice-President) flew into Bangkok for the August 7-9 Asia TEFL - ThaiTESOL International Conference. Tim's presentation on the first morning of the conference was entitled *Incompetent and Unaware of It: How to Better Assess Our Teaching Skills*.

**Joo-Kyung Park** (Past National President) woke early on August 8 to present at the 8:30 a.m. session of Day 2 of the Asia TEFL - ThaiTESOL international Conference. Her presentation was on *Korean English Teachers' Perception of Teaching English Pronunciation*. Dr. Park also participated in the Asia TEFL Executive Council held on the eve of the Conference.

**David E. Shaffer** (National Treasurer) arrived in Bangkok on the eve of the 7th Asia TEFL and 29th ThaiTESOL International Conference to attend the pre-conference Asia TEFL Executive Council meeting as a director. Dr. Shaffer also presented at the end of the first day, August 7th, of the Conference. His presentation was on *Professional Development: Why Not For Everyone?*

**Yun Yong Lee** (Korea SpellEvent Winner) represented Korea in the first annual Franklin-TESOL Global SpellEvent Championship in New York City on August 10. Over 300 participants, aged 15 and under, from seven countries took part in the spelling bee that offered a US\$10,000 scholarship as the grand prize. After two hours and 14 rounds of competition, Yun Yong secured second place in the event. A student from Argentina came in first. Plans are to hold the SpellEvent in an additional five countries in 2010.

**Kevin Parent** (National 2nd Vice-President) completed his studies at Victoria University of Wellington (New Zealand) and had conferred upon him a Doctorate of Philosophy in Applied Linguistics on August 25, 2009. The title of his dissertation is *Polysemy: A Second Language Pedagogical Concern*. The dissertation argues that polysemy is too readily assumed when monosemy, more often than not, is closer to the linguistic reality - that is, a word like *crawl* has one meaning despite the tendency of dictionaries to make separate senses for babies, adults, insects, and snakes. Learners are led to believe that they need to learn a multitude of meanings when, in fact, a single underlying meaning might better serve them. Dr. Parent's dissertation advisors were Paul Nation and Laurie Bauer, who, according to Kevin, "complemented each other well and have never tried to force me down any certain path except where the research led me."



**Virginia Hanslien** (Daejeon-Chungcheong Chapter Secretary) became Korea TESOL's 46th lifetime member by renewing her membership on August 28th. Virginia has been in Korea for the past ten years and teaches at Korea University's Sejong Campus in Jochiwon. She has an MA in Intercultural Studies, and her academic interests are motivation, professional development, global issues, and storytelling. In addition, her second son, Aidan Sundoh Kim, was born on March 21.

*Continued on page 39.*

## 2009 KOTESOL National Council Elections

Each year as the October International Conference approaches, so does the annual KOTESOL National Council elections. There are seven elective positions on the National Council. All are for one-year terms except for one: President. Following a Constitutional amendment passed two years ago, beginning this year, the President will be elected to a two-year term, and the First Vice-President will not succeed to the office of President by virtue of his office. The term of office for the First Vice-President remains at one year. There are ten candidates running for the seven positions. They are listed below. Information on each of them appears on the KOTESOL website: [www.kotesol.org](http://www.kotesol.org)

<b>President:</b>	Robert Capriles, Esq.	Philip Owen
<b>1st Vice-President:</b>	David D.I. Kim	
<b>2nd Vice-President:</b>	Dr. Kara MacDonald	
<b>Treasurer:</b>	Dr. David E. Shaffer	Deborah Tarbet
<b>Secretary:</b>	Jennifer Young	Allison Bill
<b>Nominations &amp; Elections Committee Chair:</b>		Joshua Davies
<b>Conference Committee Co-chair</b>		Dr. Herrie Lee

Voting will be conducted both online and at the International Conference, with different dates for each type of voting. The voting schedule appears below. Times and dates are subject to change. Online voting will be closed the two days before the Conference (October 22-23) in order to tabulate online voting results. Voting schedule information can also be found on the KOTESOL web site. Only members whose memberships expire after the October conference will be included in the online voters list.

### VOTING SCHEDULE

October 14-21	Online voting [Closes at midnight, October 21]
October 24-25	Onsite voting [Sat. 9-5; Sun. 9-10:30]

## 2009-10 National Council Election Candidate Information

All candidates have (1) been a KOTESOL member for at least the past year (Bylaws, IV.2),  
(2) provided biographical data and personal statements, and  
(3) received three endorsements from KOTESOL members for candidacy.

### Office: President



**Candidate: Robert Capriles, Esq. (Korea National University of Education) Daejeon-Chungcheong Chapter Member**  
Select KOTESOL Service: 1) 2007-2009 Daejeon-Chungcheong Chapter President; 2) 2007 Daejeon-Chungcheong Chapter First Vice President

“As President of KOTESOL I would work to restore the Chapters faith in its National Officers, through openness and candid management at all levels of the National Offices. Having the Chapters actively involved in the management of KOTESOL on the National level. Additionally, I would aim to modernize every aspect of the day-to-day operation of KOTESOL on both a National and Chapter levels. I have over twenty years of experience with not-for-profit organizations, including managing, running, as well as being a member of these various organizations. Upon election to the office of president of KOTESOL I will use this experience to make KOTESOL the best, and an organization for all members.”

### Office: Second Vice-President



**Candidate: Kara Mac Donald (Hanyang University) Seoul Chapter Member**  
Select KOTESOL Service: 1) 2007-Present The English Connection, Editor-in-Chief; 2) 2008-2009 KOTESOL National Secretary; 3) 2009-Present KOTESOL Research Committee Member

“As Second Vice President, I would aim to increase the position’s supportive role of the Special Interest Groups and KOTESOL Teacher Training to ensure their strength and activity through being involved in assisting these groups to develop and hold events for members. Other responsibilities of the position will be supported by my strong organization and communication skills, allowing me to attend to the organization of the National Programming Committee and the annual Leadership Retreat. However, my most significant strength lies in my enthusiasm for ELT, my dedication to professional development of teachers and my pleasure in working with others on National Council, as well as members, to promote KOTESOL.”

## Office: Treasurer



**Candidate: Dr. David E. Shaffer**  
(Chosun University)  
Gwangju-Jeonnang Chapter Member

Select KOTESOL Service: 1) 2001-2009 National Treasurer; 2) 1998-2008 Regional/National Conference Presenter (49 times); 3) 2001-2009 International Conference Committee Officer

"If elected Treasurer for the upcoming term, I intend to stress responsible budgeting and spending, and to advocate the approval of a fiscal budget that is closer to being a balanced one. I will emphasize fiscal accuracy and responsibility among all who deal with organizational funds...I have been proactive on fiscal and other National KOTESOL issues in the past year, and intend to continue to be. This year, I initiated the National KOTESOL Chapter Subsidy and will work to see that it is continued as needed. I have worked in the past year to make our membership database as correct and complete as possible, and if elected, I will continue to do so, as well as ensure that accurate record-keeping continues. I am familiar with the workings of the present Drupal membership application system and am prepared to handle the workload that the system places on the Treasurer (membership processing, data revision and procurement)."



**Candidate: Deborah Tarbet**  
(Keimyung College University)  
Daegu-Gyeongbuk Chapter Member

Select KOTESOL Service: 1) 2008-2009 International Conference Pre-Registration Coordinator; 2) 2009 National Conference Registration Coordinator; 3) 2007 International Conference Registration Co-chair

"My goals are to have an annual audit performed by a Certified Public Accountant, train chapter treasurers at a leadership training event/retreat, and standardize reporting and provide transparency utilizing professional/specialized accounting software. I would strongly support budgeting for chapter and SIG events that promote membership and benefit KOTESOL, such as the National Conference did to bus chapter members to Cheongju. I believe that my education, leadership, committee and work experience, and knowledge of the organization make me a strong candidate for the office of treasurer."



**Vote Online or Onsite**

**Note:** There were no candidates for offices of First Vice President, Secretary, Nominations and Elections Chair, and International Conference Co-Chair as of TEC submission deadline. Please see [kotesol.org](http://kotesol.org) for a list of the current candidates. Parties interested in becoming write-in candidates should email Sherry Seymour, the current Nominations and Elections Chair, at [kotesol.elections@gmail.com](mailto:kotesol.elections@gmail.com) for further information.

## 'Round & About KOTESOL (Cont. from page 37)

### • September

**Tory S. Thorkelson** (National President) was promoted to Associate Professor in the English Language and Literature Department at Hanyang University's Seoul Campus effective September 1, 2009. He also began a two-year term on the editorial board of the *CamTESOL Journal* in June as he is finishing his term as President of KOTESOL (October 2009). In addition, Tory was invited to join the British Council's Advisory Board on Teacher Education in Korea for 2009-2010.

**Aaron Dougan** (National Conference Committee Chair) exchanged wedding vows with Jihye Jang on September 6th. The ceremony was held at Hanmaeum Wedding Hall in Cheongju followed by a garden reception at their home and dinner at a downtown Cheongju restaurant. The couple was joined by numerous friends, including Jihye's extended family from Cheongju and Seoul, and Aaron's mother Loretta Dougan and her partner Pat Hutchison, who came from North Battleford, Saskatchewan, Canada. Aaron and Jihye will be making their home in Cheongju.

### • October

**Kara MacDonald** (National Secretary, TEC Editor-in-Chief) is presenting in the TESOL Virtual Seminar on October 1. Dr. MacDonald, along with co-presenter Joyce Kling, will be presenting *Improving English-Medium Instruction on EFL University Campuses, from the Bottom Up and the Top Down*. This virtual seminar focuses on (a) the influence and effect of top-down EMI language policy at the ground level, (b) the need for quality assurances and faculty training to remain competitive, (c) suggested avenues to implement and develop support for students and faculty on campuses dealing with EMI. Registration and details at [www.tesol.org/virtalseminars](http://www.tesol.org/virtalseminars)

[Compiled by David Shaffer]

Laos TESOL Conference Report

# On the Road of ELT Development

By Phil Owen  
Immediate Past President

I got a little miffed as I stood in line for half an hour to clear passport control to leave Bangkok after attending some conferences this summer. How could a line move *that* slowly! Then I remembered some of the folks I had met earlier in the week at the Laos TESOL conference. You see, in August, I attended two conferences which could not have been more dissimilar, though both were great in their own ways. The first was the Laos TESOL conference, August 2-3, held in Vientiane. The second conference was the Joint Asia TEFL-Thailand TESOL conference, an elegant three-day affair in Bangkok, reported on in this issue of TEC.

As I said, I had gotten a little miffed at the wait in line (in a clean, new, air-conditioned building) before I could board my clean, comfortable flight back to Korea. But many of the teachers I had met in Vientiane had spent at least a day, maybe two, in old, rickety buses getting motion sickness jostling over mountain after mountain and negotiating hair-pin curve after hair-pin curve, just to get to the capital for the conference. What dedication!

Most of the teachers I met at the Vientiane conference were from poor rural schools far removed from the capital. They may have gone to school at the hosting National University of Laos, but they were very far from that institution now that they were out and working. The distance was not the only factor affecting the participants. It is an unfortunate reality that school teachers in Laos, and many other countries, are just not paid very well. The ticket for that broken-down bus may well have been equivalent to a third or a fourth of a teacher's monthly salary. It was lucky indeed that the US embassy could foot the bill to bring about 225 teachers from all around the country into Vientiane, or there may not have been much of a conference.

## *The teachers were eager to speak English and take ideas home.*

All of that sounds rather dreary, but these teachers were up and ready to go each morning, eager for the chance to speak a little English and pick up an idea or two to take back home. We had two plenary sessions. Mark Algren, President of TESOL, spoke about relevance in what we teach. Alan Maley used wisdom stories to help us reflect on our teaching and our students. Professors from the National University,

visitors from major universities in Thailand and from other schools in Vientiane presented research and talked about what they did in their classrooms. I talked about a practical classroom activity I have been using and was impressed with the Lao teachers' excitement and level of participation.

## *There is no ELT organization for teachers in Laos.*

This was the seventh annual Laos TESOL conference, but unlike other conferences I have been to, it was not really put on by an independent teachers' organization; in fact there is no organization for English teachers in Laos. The Conference was organized and hosted by the National University, its English Department and faculty, and by interested people from other schools, with some help from other sources.

I admit I was sort of an anomaly at the Laos TESOL Conference, since I teach in neither Thailand nor Laos and I am not really an internationally-recognized scholar. But, two years ago, I met a professor from the National University at the ThaiTESOL International Conference. He and I have been corresponding since and have even tried one project to get our students to email each other. As it turns out, he was on the team which organized the Lao conference. So when I heard about it, since I was going to Thailand for the ThaiTESOL / Asia-TEFL joint conference, I wrote to him and volunteered to drop in and do a presentation. I feel lucky that they agreed and could fit me into the schedule as the experience was very valuable.



Source : Lonelyplanet.com



ThaiTESOL - Asia TEFL International Conference Report

## TESOL in the Land of Smiles

By Phil Owen  
Immediate Past President

Thailand is known as the “Land of Smiles”; Laos has been called the “Land of a Million Elephants.” This summer I got to spend a little time in both places. I saw no elephants, but I saw lots and lots of smiles. I was fortunate to be asked to represent KOTESOL at the ThaiTESOL International Conference, August 7-9, in Bangkok this year. ThaiTESOL is a member of the Pan Asian Consortium of Conferences (PAC), of which KOTESOL is also a member. This year, their conference was held in conjunction with the Asia TEFL Conference in Bangkok; kind of two-for-the-price-of-one. Fortunately for me, the Laos TESOL Conference was meeting the weekend before the double-conference in Bangkok. So I arranged enough time to go to Vientiane for their conference and then go to Bangkok the following weekend (see the Laos report in this issue).

Having conferences less than a week apart in two cities so accessible to each other has some advantages. Two of the international guest speakers, TESOL President Mark Algren and Dr. Alan Maley from the UK, spoke at both conferences. Dr. Algren spoke on the importance of education, which is relevant; Dr. Maley helped people think about their teaching and their students. Of course, the three-day ThaiTESOL-Asia TEFL Conference had many more plenary and featured speakers, not to mention hundreds of concurrent sessions by speakers from all over Asia and places beyond.

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### *The ThaiTESOL Conference is always elegant.*

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Attending conferences such as the one in Bangkok, one sees the many different styles conferences take. These different styles reflect the values and customs of the hosting country. For instance, besides hosting a top-notch program, the ThaiTESOL conference is always elegant. The food is always delicious and almost embarrassingly abundant, while the ThaiTESOL officers appear in beautiful, jewel-colored silk outfits. At the same time, teachers are often poorly paid in Thailand and cannot afford to attend the annual international conference, even though they would like to. So, after the conference breaks up on Sunday, key speakers from the program go to several outlying cities

and hold smaller workshops for those teachers who cannot attend the larger gathering.

Besides attending some sessions as the official KOTESOL representative, I had some other duties to fulfill. I shared a display table with my counterpart from the Japan Association for Language Teaching (JALT). We met passersby and talked about our organizations, gave out fliers about up-coming events, and met KOTESOL members from Thailand. KOTESOL has quite a number of members from Thailand. They usually come to present at our annual International Conference and join at that time.

This table-sharing also gave the JALT representative and me time to discuss how the two organizations might possibly benefit one another more. We thought it might be interesting and mutually beneficial if KOTESOL leaders - SIG facilitators and conference organizers spring to mind - might share with their counterparts in JALT. Of course, nothing concrete could come of such table-talk, but with the idea broached, maybe something will develop.

Now, just in case I have left you wondering about Laos and the conference mentioned at the beginning, I encourage you to read the adjacent report on the Laos conference. Yet I will give you some information here about the Laos TESOL Conference. KOTESOL does not have an agreement with the TESOL conference organization in Laos in the way that we do with ThaiTESOL and the other members of PAC. In fact, there is no organization in Laos with which to have an agreement. Instead, the Laos TESOL conference is organized each year by interested parties in Vientiane. These parties include the National University of Laos (which hosted the conference), Vientiane College, and the US Embassy.

My attendance was a result of a professor, from the National University of Laos, who I met at a previous ThaiTESOL conference. We corresponded occasionally and even had our students correspond at one point. I knew the Vientiane conference was the weekend before the Bangkok conference so, when I was asked to attend the one in Thailand, I suggested I could also attend the one in Laos. The organizers of the Laos conference welcomed me, and I did doing a presentation for them while attending the conference. Unfortunately, all of the elephants were someplace else that week.





# 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. With most chapters on holiday for the summer, our KTT presenters took a much-needed rest, which, beyond preparing for fall workshops, included visits to various regional conferences throughout Southeast Asia. We eagerly anticipate presentations this fall at KOTESOL chapters and other locations across Korea as well as at our upcoming KOTESOL International Conference. The first half of 2009 has seen an impressive growth in KTT presentations, both in number as well as scope and geographic diversity. It is my hope that we will continue to improve. One of the best ways to do that is by getting feedback and suggestions from our fellow KOTESOL members. Who was the last presenter who wowed you? If you can think of teachers who would make valuable additions to our team, please let me know, as we would like to help share their gifts with a wider audience. Contact [joshua.w.davies@gmail.com](mailto:joshua.w.davies@gmail.com)

## Special Interest Groups (SIGs)

### **Christian Teachers SIG**

By Heidi Vande Voort Nam

A number of members of the Christian Teachers' SIG participated in a workshop for Christian English Teachers at Chongshin University on June 13. In the morning plenary sessions, the keynote speaker, David Smith, spoke on Christian approaches to language teaching. He emphasized that there are many avenues for faith to work in teaching. It is not just about content, or methodology, or personal relationships with students. Sometimes teachers get frustrated because one avenue doesn't work for them. Smith suggested that these teachers should not give up on

Christian teaching, but try another avenue. Smith also argued that teachers do not have to choose between activities that are pedagogically beneficial and those that are spiritually beneficial. Good teachers are capable of taking a number of different factors into account as they plan lessons.

Several books that have come out in 2009 will interest Christian English teachers. David Smith describes his latest book *Learning from the Stranger: Christian Faith and Cultural Diversity* (Eerdmans) as the sequel to Smith and Carvill's *The Gift of the Stranger: Faith, Hospitality and Foreign Language Learning*. Also recently released is *Christian and Critical Language Educators in Dialog*, edited by Mary Shepard Wong and Suresh Canagarajah (Routledge). This hefty volume includes 30 essays by both Christian language teachers and those who have criticized the work of Christians in the field. Marilyn Chandler McEntyre's *Caring for Words in a Culture of Lies* outlines a Christian approach to language.

Christian teachers who are interested in networking with other Christian teachers are most welcome to join the CT-SIG's online community at [http://ca.groups.yahoo.com/group/KOTESOL\\_CT\\_SIG](http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG)

## Extensive Reading SIG

By Scott Miles

The ER-SIG is getting ready for the conference season and we have some great events planned. At the KOTESOL International Conference we will have our ER Colloquium. Just as we have done in the past few years, we will have six concurrent presentations, each running for 20-25 minutes and repeating several times during our two-hour time slot. Audience members will thus be able to attend the three or four presentations which best match their personal interests. We are happy to report that Dr. Rob Waring will once again be joining us as a presenter. We will have the details of the six presentations on the ER-SIG page of the KOTESOL web site in early September.

In addition, we have planned our second annual Symposium on Extensive Reading in Korean EFL. Last year, we had a great turn out, and this year, we hope to make it even bigger. The Symposium will be co-hosted by the Korean English Education Society (KEES), and will be held at Sookmyung University in Seoul on November 14. The Symposium is a day-long event devoted to extensive reading practices and research. This year's plenary speakers are Dr. Kim Jeongryeol, Prof. Marc Helgesen, and Dr. Rob Waring. For more details see the ER-SIG pages on the KOTESOL web site, and/or contact Scott Miles (ER-SIG Facilitator) at [scott@dhu.ac.kr](mailto:scott@dhu.ac.kr) or Aaron Jolly (Event Coordinator) at [jollyprofessor@gmail.com](mailto:jollyprofessor@gmail.com)

## **Young Learners & Teens SIG**

*By Jake Kimball*

The Young Learner & Teens SIG supports teachers of children and teenagers. All KOTESOL members who have an interest in developing their understanding of YL issues and/or raising standards for YLE instruction in Korea are welcome to join. We are currently moving our discussion forum from Yahoo Groups to Facebook. Please join us online to meet other members, network, ask and answer questions, post news, and participate in relevant discussions. Online activities and discussion build a community, advance our niche within ELT in Korea, and foster professionalism. Get online today!

Although the summer months have been relatively quiet, we are expecting a productive autumn, with workshops at the International Conference in October and the 2nd Annual Extensive Reading Symposium on November 14 at Sookmyung University in Seoul. Last but not least, we will be co-hosting an event with the Daejeon-Chungcheong Chapter of KOTESOL. The 6th Annual Thanksgiving Symposium will be held on Saturday November 28, from 10:30 am to 6 pm at Hoseo University, Cheonan Campus. This year's theme is *EFL Teacher Development for Young Learners & Teens in Korea*. Please submit your proposals to Aaron Jolly at [jollyprofessor@gmail.com](mailto:jollyprofessor@gmail.com). Check the KOTESOL web site for updates.

## **KOTESOL Chapters**

### **Busan-Gyeongnam Chapter**

*By Peter DeMarco*

In June, the Busan Chapter of KOTESOL held two workshops. Peter DeMarco led a workshop full of practical "edutaining" activities for various learning styles that could be used in most classes (from elementary to university). The workshop focused on how one can adapt their teaching to reach different types of learners.

Brad Serl then gave a presentation on Korean student perceptions of various English accents that they have learned. His research was carried out with high-school students at Pusan International High School as part of his on-going M.A. in Applied Linguistics from the University of Birmingham. He is currently a teacher-trainer at Pusan University of Foreign Studies.

Tory Thorkelson also visited our Chapter to talk about activities on the National level as well as to get to know some of our members. The Busan Chapter did not meet in July or August.

### **Daegu-Gyeongbuk Chapter**

*By Elizabeth-Anne Kim*

The June meeting of KOTESOL's Daegu-Gyeongbuk Chapter treated its forty-plus attendees to a lively workshop presented by Dr. Heebon Park-Finch. Channeling her passion for drama into practical applications for the ESL instructor, Dr. Park-Finch demonstrated multiple methods of including authentic play texts into the ESL classroom at a variety of levels, from beginners and young learners, to college students. She emphasized that the keys to successful use are integrating the dramatic texts with the material you are already using, and selecting texts that are appropriate for your students in difficulty, level of maturity, and themes of interest.

The July meeting brought with it a technology swap shop in which a variety of chapter members, as well as National KOTESOL's First Vice President Tim Dalby, who was visiting us, presented a variety of technological news, programs, web sites and ideas for incorporating them in the classroom. Among the items presented were Linux by Sef Kerwin, Second Life by Michael Raymond, [www.ning.com](http://www.ning.com) and [www.kotesol.org/chapter](http://www.kotesol.org/chapter) resources by Tim Dalby, a variety of phonetics web sites by Kirsty Clausen, [www.ted.com](http://www.ted.com) by Paedar Callaghan, [www.ello.com](http://www.ello.com) by Sara Davila, [www.nationalgeographic.com](http://www.nationalgeographic.com) by Elizabeth-Anne Kim, and [www.prezi.com](http://www.prezi.com) and [www.jingproject.com](http://www.jingproject.com) by Sherry Seymour.

The chapter is in recess until September 5, 2009, when Scott Miles presents "Unforgettable: Systematic Recycling for Long-Term Vocabulary Acquisition."

### **Daejeon-Chungcheong Chapter**

*By Bob Capriles*

The Chapter will be having a mini-symposium at Woolsong University on September 19, 2009. The topic will be research for young learners who cannot get into college. This event will not have presenters per se; it is more of a workshop with hands-on information, advice, and discussion between participants and guests.

The Sixth Annual Daejeon-Chungcheong Chapter Thanksgiving Symposium will be held at Hoseo University in Cheonan on November 28. The event will have a young learners theme, and the keynote speakers and other presenters will be provided at a later date. As in the past this event will have numerous presenters from around the world, and the Peninsula. This event will be co-hosted by the Young Learners and Teens SIG. As in the past, we will be having a turkey dinner with all the trimmings at the end of the event. There will be online registration, and tickets for the dinner

will only be sold online prior to the event.

The Chapter has had some changes in its executive council. These can be seen in the Who's Where in KOTESOL section of TEC. At our November meeting, the Chapter will also be holding elections to elect new officers for the year 2010.

### ***Gangwon Chapter***

*By Ralph Sabio*

With the end of the summer comes a new term for many teachers and the Gangwon Chapter. This term will include a few meetings in Wonju with elections in October. Due to the increased responsibilities required of some executives from their current jobs, there will be a couple of executive positions available. Be sure to come to the October meeting. The Gangwon Chapter meetings are currently held at Yonsei University in Wonju on the last Saturday of every month. Stay tuned and check your emails frequently!

### ***Gwangju-Jeonnam Chapter***

*By Maria Neliza Lumantao*

Our Chapter is very proud that we were able to bring a number of attendees to the National Conference on May 16 at Korea National University of Education. Our decision to rent a bus made it easier for our members to travel to and from the conference venue, and traveling together strengthened the camaraderie of our members.

On May 31, we were lucky to have a KOTESOL booth at the 2009 Gwangju Together Day. This activity was spearheaded by the Gwangju International Center, in cooperation with the City Government of Gwangju. The objective of this activity was to bring together all the people who live in Gwangju, especially international people of different nationalities, in order to create friendship among all. Our hardworking officers stayed at our booth the whole day, where they gave out brochures and other reading materials about KOTESOL, answered questions about the organization, and even gave teaching tips to ESL/EFL teachers with classroom problems.

Our monthly workshop for June was held on the 13th at Chonnam National University. Dr. Mingxia Gao, who just finished her PhD at Chonnam National University and has been an English teacher at the University of China for 10 years, gave a presentation about integrating peer feedback into the EFL writing classroom. She emphasized explicit instruction for peer revision by Korean EFL learners. Another presentation, by Dr. Yeonseong Park of Chonnam National University, gave attendees tips on how to make English

teaching more informative and interesting through the use of content that will help the students become better persons.

Despite the fact that our chapter doesn't usually hold a meeting for July, this year is an exception. We had a July meeting at Gwangju University on July 11. Maria Lisak of Gwangju University talked about how to incorporate media literacies into English lessons. She also talked about participatory culture in the EFL context in Korea and discussed learning styles for Korean EFL students. Jeongbok Son of Chosun University Medical School talked about "Individualism vs. Collectivism: Different Usage of the Passive Mode in Korean and in English." He emphasized how it feels to use the passive mode in English from a Korean point of view. He also gave some tips on how to make basic English more informative.

Our Chapter did not have a meeting in August as most of our members were away for their summer vacation. We are looking forward to having more productive meetings and activities next semester.

### ***Jeju Chapter***

*By Jamie Carson*

The last few months have been a whirlwind for the Jeju Chapter. In June, we had Sherry Seymour and Maria Pinto come down and visit us. Sherry was visiting in her official capacity as Nominations and Elections Committee Chair. She also gave an especially informative presentation on Korean culture in the classroom. It was a great success and was immensely enjoyed by everyone who attended. Maria gave a brief update on publications. Many of our Chapter members were unfamiliar with all of the KOTESOL publications so they were eager to find out more and ask questions. Two people from that meeting inquired about the membership process.

We had a wonderful dinner afterwards, introducing Maria and Sherry to Jeju black pig. The food was delicious, and we had a great time talking. Our chapter took July and August off as vacation time and summer camps seemed to take over everyone's schedule. With the largest teacher influx coming in September, we are preparing a KTT speaker to present and are hoping for greater attendance. We are excited to get back in the swing of things and are looking forward to our fall events.

I would like to extend my gratitude to our vice presidents Darren Southcott and Alexa Bergman. Darren and Alexa are both leaving this month to return home after dedicating many years to teaching here in Korea. They will be sorely missed and will leave a large hole in our local chapter. Everyone in our Chapter wishes them the best in their future endeavors.

## North Jeolla Chapter

By Henri Johnson

Our North Jeolla Chapter has been in “quiet time” with vacation and personnel changes, accompanied by transfers, moves, and travel. In June, prior to our break, our Chapter hosted Dr. Andrew Finch who presented “Classroom-Based Assessment (CBA): Portfolios, Learning Journals, Self/Peer-Assessment, Web-Based assessment, and Test Design...” and captured the interest of the audience both during and after his presentation, when he spent more time with individual and group discussion with our members. This presentation was followed by Marla Wolfe from Jeonju University, who gave us her delivery on “Connecting with Students,” providing more interest, and creating more discussion with all present. Both presentations were an opportunity for all to view some other concepts in our teaching world. In the second half of 2009, workshops are planned for September and December, details to be advised soon.

Just a reminder, on Saturday, November 14 we will be holding the Jeonju-North Jeolla 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](mailto:northjeolla@yahoo.com) if you are interested in presenting at or attending one of our workshops, assisting in the Drama Festival, or in any other activity.

## Seoul Chapter

By Jennifer Young


The Seoul Chapter June workshop “ ‘Hello, Your Honor’: Using Moot Court and Mock Trials to Enhance Language Learning” was both interesting and informative. The five presenters led an interactive workshop jam-packed with information and tips on developing moot court and mock trial programs for a variety of ages and language levels. In addition to demonstrating a scripted court session, attendees were invited to participate in unscripted sessions.

In July, Joseph Hong’s workshop, “A Foot in the Door: ESL Teacher’s Guide to Teaching Employment English Class,” clearly laid out a semester plan for university lecturers who prepare students for job interviews, from creating both Korean and Western resumes to preparing for the interview and everything in between. Seoul Chapter does not hold August meetings, due to the vacation season. The regular workshop schedule will resume in September.

The Chapter is currently looking for a few members who would like to become more involved. If you are interested in presenting a workshop, please contact Workshop Coordinator Don Payzant at [dpayzant7@alumni.sfu.ca](mailto:dpayzant7@alumni.sfu.ca). If you would like more information about joining the executive board, please contact Chapter President Bruce Wakefield at [bruce\\_wakefield@hotmail.com](mailto:bruce_wakefield@hotmail.com). Additionally, KOTESOL presenters, including first-time presenters, should keep a look out for the call for presentations for the 2010 Seoul Chapter Conference to be held in March.

## Suwon-Gyeonggi Chapter

By Chang Myounghwan

Saturday, September 19, the Suwon-Gyeonggi Chapter held its 68th meeting at the University of Suwon. Heidi Vande Voort Nam who facilitates KOTESOL’s Christian Teachers’ SIG presented. She teaches both general English and teacher training courses at Chongshin University. Her special interests include the integration of faith and ELT, and teaching classroom English. Our treasurer Soon-ah Kim got married on September 12 in Ansan. She has been doing a great job as an elementary teacher and our treasurer for the last several years. Lastly, visit our web site <http://cafe.naver.com/ggkotesol.cafe> and enjoy newly updated video clips, photos, and teaching materials. 

[ Compiled by Maria Pinto ]

## KOTESOL 2009 International Conference

**Pursuing Professional  
Excellence in ELT**

**October 24-25, 2009**

**Sookmyung Women’s University, Seoul**

**The Entire 2-Day Schedule is now  
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[www.kotesol.org/?q=IC09](http://www.kotesol.org/?q=IC09)

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Directions to Venue  
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# KOTESOL Kalendar

## Conferences

**Oct. 24-25, 2009.** The 17th Annual Korea TESOL International Conference: "Pursuing Professional Excellence in ELT." Sookmyung Women's University, Seoul. More information: <http://www.kotesol.org/?q=IC09>

**Nov. 14, 2009.** The 2nd Annual Extensive Reading Symposium: "Extensive Reading in Korean ELT." Sookmyung Women's University, Seoul.

**Nov. 14, 2009.** The 14th Annual Jeonju-North Jeolla KOTESOL Drama Festival. Jeonju University, Jeonju.

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

## Calls for Papers

Korea TESOL Journal, Vol. 11. Email: [KOTESOL@asia.com](mailto:KOTESOL@asia.com) **Ongoing Submissions**

## Chapter Meeting/Workshops

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


**2nd Saturday of the month:** Gwangju-Jeonnam, 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](http://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](mailto:KOTESOL@asia.com) 

# Corea Calendar

## Conferences

**Oct. 10, 2009.** 2009 PKETA International Conference: "Extensive Reading and Writing in EFL Contexts" Pukyong National University, Busan.

**Oct 31, 2009.** LAK 2009 - Linguistics Association of Korea Autumn Conference. Chonnam National University, Gwangju.

**Oct. 30-31, 2009.** Korean Association of Translation Studies (KATS) International Conference: "Translation and Globalization." Sookmyung Women's University, Seoul. Email: [katso9\\_seoul@yahoo.com](mailto:katso9_seoul@yahoo.com)

**Nov. 21, 2009.** GETA 2009 International Conference: "Transforming Learners, Teachers, and the English Classroom." Honam University, Gwangju.

**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>

**Jan. 16, 2010.** KAPEE 2010 International Conference: "Primary ELT: Exposure and Increasing Opportunities for Use." Seoul National University of Education, Seoul.

**Jul. 2-3, 2010.** KATE 2010 International Conference: "Teaching and Learning English as a Global Language." Seoul National University, Seoul.

**Sep. 11, 2010.** KAFLE 2010 Conference: "Foreign Language Teaching and Its Accompanying Culture Teaching: What to Teach and How to Teach It." Yonsei University, Seoul.

**Oct. 9, 2010.** 2010 PKETA International Conference: "Reflections on Communicative Language Teaching in Asian Contexts." Busan National University of Education, Busan.

**Dec. 4, 2010.** 2010 ALAK International Conference: "Interdisciplinarity in Applied Linguistics." Korea University, Seoul.

## 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](mailto:KOTESOL@asia.com) 

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



# World Calendar

## Conferences

- Oct. 16-17, 2009.** 1st International Conference on Foreign Language Learning and Teaching (FLLT2009). The Language Institute of Thammasat University, Asia Hotel, Bangkok, Thailand.
- Oct. 16-18, 2009.** SPELT 2009 - The 25th ELT International Conferences: "Celebrating Diversity in ELT." Karachi, Pakistan.
- Oct. 24-25, 2009.** ACE 2009 - The Asian Conference on Education: "Local Problems, Global Solutions?" Osaka, Japan.
- Nov. 5-7, 2009.** First International EFL-ESL Conference: "ELT in India Today and Tomorrow: Decolonizing English Studies." Udaipur, India.
- Nov 21, 2009.** International Young Learners TESOL Conference: "Language Alive: Creating Interactive Language Classrooms." The Tanglin Club, Singapore.
- Nov. 21-23, 2009.** JALT 2009 - 35th International Conference on Language Teaching and Learning: "The Teaching-Learning Dialogue: An Active Mirror." Granship, Sizuoka, Japan.
- Nov. 24-25, 2009.** CULI 2009 - Chulalongkorn University Language Institute National Seminar: "Empowering Teachers of English as an International Language." Chulalongkorn University, Bangkok, Thailand.
- 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.
- Dec. 8-10, 2009.** The 56th TEFLIN International Conference: "Responding to Global Challenges through Quality English Language Teaching." Malang, East-Java, Indonesia.
- Dec. 8-11, 2009.** GLoCALL 2009 Conference: "Globalization and Localization in Computer-Assisted Language Learning." Lotus Hotel Pang Suan Kaew, Chiang Mai, Thailand.
- Jan. 8-10, 2010.** ELT@I International Conference: "Interactive Media in Pedagogy: Learning English In and Beyond Classrooms." Gujerat, India.
- Jan. 29-31, 2010.** ThaiTESOL 2010 - The 30th Thailand TESOL International Conference: "ELT in the Next Decade: Sharing, Caring & Daring." Thailand.
- Feb. 27-28, 2010.** The 6th CamTESOL Conference on English Language Teaching: "One World: World Englishes." Phnom Penh, Cambodia. Call for Papers: September 30, 2009.
- Mar. 11-13, 2010.** TESOL Arabia 2010 - The 16th International Conference and Exhibition: "Transformations in TESOL." Zayed University, Academic City, Dubai, UAE.
- Mar. 24-27, 2010.** TESOL 2010 - The 44th Annual TESOL Convention and Exhibit. Boston Convention Center, Boston, Mass., USA.
- Apr. 7-11, 2010.** IATEFL 2010 - The 44th IATEFL Annual International Conference. Harrogate International Center, Harrogate, England, UK. Call for Papers: 18 September 2009.
- Jun. 28-30, 2010.** FEELTA 2010 Conference: "From Broadcasting to Narrowcasting: Global Englishes, Local Contexts." Khabarovsk, Russia.
- Jul. 8-10, 2010.** ACTA International TESOL Conference 2010: "Redefining 'TESOL' for the 21st Century." Surfer's Paradise, Gold Coast, Queensland, Australia. Call for Papers: November 13, 2009.
- Jul. 16-19, 2010.** PLL18: The 18th International Conference on Pragmatics and Language Learning, Kobe University, Kobe, Japan. Call for Papers: January 15, 2010.
- Aug. 6-8, 2010.** The 8th Asia TEFL International Conference: "Teaching English as a Global Language: Creating and Sharing the Asian Framework." Call for Papers: March 1, 2010.

## 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 E. Shaffer.]

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## Day 1: Saturday, October 24

Time	Event	
08:00	Registration Opens	
09:00 ~ 09:45	Concurrent Sessions	
10:00 ~ 10:45	Concurrent Sessions	
11:00 ~ 11:30	Opening Ceremony	
11:30 ~ 12:15	Plenary Speaker Session	David Nunan
12:15 ~ 13:15	LUNCH BREAK	
13:15 ~ 14:00	Featured Speaker Sessions	Thornbury John Fanselow Jill Burton
14:15 ~ 15:00	Concurrent Sessions	
15:15 ~ 16:00	Concurrent Sessions	
16:15 ~ 17:00	Concurrent Sessions	
17:15 ~ 17:55 18:00 ~ 18:40	Plenary Speaker Sessions	Rod Ellis Kathleen Bailey
19:00	Banquet	Marc Helgesen

## Day 2: Sunday, October 25

Time	Event	
07:30 ~ 8:15	Morning Meetings	
08:00	Registration Opens	
08:30 ~ 09:15	Concurrent Sessions	
09:30 ~ 10:15	Concurrent Sessions	
10:30 ~ 11:15	Plenary Speaker Session	Tim Murphey
11:30 ~ 13:15	Annual Business Meeting / Lunch Break	
13:30 ~ 14:15	Featured Speaker Sessions	John Flowerdew Jerry Gebhard Jeannette Littlemore
14:30 ~ 15:15	Concurrent Sessions	
15:30 ~ 16:15	Concurrent Sessions	
16:30 ~ 17:15	Featured Speaker Sessions	Stephen Andrews Scott Miles Marc Helgesen

Note: The concurrent sessions schedule is available on the KOTESOL web site.



# The 17th Annual Korea TESOL International Conference

## 국제학술대회

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David Nunan	Rod Ellis	Kathleen Bailey	Tim Murphey	Scott Thornbury
John Fanselow	Jerry Gebhard	John Flowerdew	Jill Burton	Jeannette Littlemore
	Marc Helgesen	Stephen Andrews	Scott Miles	

Korea Teachers of English to Speakers of Other Languages



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