



**KOTESOL**  
대한영어교육학회

## What's Inside?

**Reflections on Teaching Grammar**  
By Thomas S.C. Farrell

**Presidential Memoirs (2006-07)**  
By Marilyn Plumlee

**Input for Learning**  
By Andrew Finch

**Intern'l Conference 2009: The Story**  
By Louisa Lau-Kim

**Membership Spotlight:**  
Stephen-Peter Jinks



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

## Extensive Reading: Why Isn't Everybody Doing It Yet?

By Aaron Jolly & Scott Miles

It has been more than 25 years since the second language (L2) acquisition input guru Steven Krashen (1983) described the need for “massive amounts of comprehensible input” as the number-one factor in L2 acquisition. Although the strong version of Krashen’s “input only” approach to language acquisition may not be in favor with the majority of language scholars at present, the need for comprehensible input is still acknowledged as essential for language development. Among the “input approaches,” extensive reading (ER) has emerged as one of the most practical and effective ways of getting this necessary input to students. Moreover, research on language learning strategies supports the concept.

In a study published in *TESOL Quarterly*, Green and Oxford (1995) found

*Continued on page 8.*

December 2009

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## Contents

### Features

- Extensive Reading: Why Isn't Everyone Doing It Yet? 1  
*By Aaron Jolly & Scott Miles*  
 Reflective Practice: Spoken Discourse 18  
*By Sarah Jones*

### Columns

- President's Message: A Year of Objectives for Growth 5  
*By Robert Capriles*  
 From the Editor's Desk: Change 7  
*By Kara MacDonald*  
 Presidential Memoirs: Reflections on the Plumlee Presidency (2006-07) 12  
*By Marilyn Plumlee*  
 Conference Column: International Conference 2009 - Superb Show 16  
*By Louisa Lau-Kim*  
 Membership Spotlight: No Jinx on Stephen-Peter 19  
*By David E. Shaffer*  
 Materials Design: Input for Learning 20  
*By Andrew Finch*  
 Professional Development: Reflecting on Teaching Grammar 21  
*By Thomas S. C. Farrell*  
 Training Notes: Better Use of Dialogues 22  
*By Michael Griffin & Manpal Sahota*  
 Grammar Glamour: Web Sites and Learner Training 24  
*By Ksan Rubadeau*  
 Word Whys: Learning Vocabulary, Teaching Learning 25  
*By David E. Shaffer*  
 Web Wheres: Year-End Round-Up 26  
*By Joshua Davies*  
 Young Learners: Making Lemonade Out of Lemons 27  
*By Jake Kimball*  
 Techniques: Literature Circles & Nonfiction Texts 28  
*By David Williams*  
 Book Review: Pursuing Professional Development 29  
*By Kara MacDonald*  
 FYI: Video - Techniques & Selection Criteria 30  
*By Brad Steele*  
 Members' Forum: English Organic 31  
*By Julien McNulty*

### News/Reports

- 'Round & About KOTESOL 32  
 KOTESOL In Action 34

### For Your Information

- Seoul Chapter Conference 15  
 PAC 2010 Call for Presentations 15  
 KOTESOL Kalendar & Corea Calendar 38  
 World Calendar 39  
 Who's Where in KOTESOL 40  
 Constitution and Bylaws of Korea TESOL 44

The English Connection  
 December 2009  
 Volume 13, Issue 4  
 ISSN: 1598-0456

대한영어교육학회  
[www.kotesol.org](http://www.kotesol.org)

# THE ENGLISH CONNECTION

A quarterly publication of  
Korea Teachers of English to  
Speakers of Other Languages

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## **Production**

Design by **Media Station**; Printing by **Myeongjinsa**

ISSN:1598-0456



*THE ENGLISH CONNECTION*, published four times a year, quarterly, is the official newsletter of Korea Teachers of English to Speakers of Other Languages (KOTESOL), an academic organization, and is distributed free of charge as a service to the members of KOTESOL. Advertising is arranged through Dr. David E. Shaffer, Email: disin@chosun.ac.kr or Work Phone: 062-230-6917.

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# A Year of Objectives for Growth



As the new President of KOTESOL, I would like to thank everyone that supported me in the recent election. I would ask that everyone in KOTESOL join with me in working toward strengthening and making KOTESOL a better organization for our members. I invite those individuals who opposed my election to join me and my supporters in this endeavor.

## President's Message

My main goal this year is to bring the Chapters and the National Council closer together and for everyone to be working from the same page, so to speak, so that whether a member be in Seoul or Jeju, we are all working

together as an organization. I also want to make the National Officers and Council more accessible and accountable to the membership. This is going to take a concerted effort from everyone in KOTESOL, and I invite all of you to join me in accomplishing this.



*Robert Capriles*

**Robert "Bob" Capriles**  
Korea TESOL President

This is going to be a memorable year, and I aim to develop the organization so that we can all be proud to say we are members of KOTESOL, the best professional organization in Korea and Asia. Next October, we are hosting the 2010 Pan-Asia Conference together with our 18th Annual International Conference. I invite everyone to become involved, as there are a variety of roles with different levels of commitment, to make this the best International Conference ever. We have a wealth of talent within our ranks both in new people and old, and my main goal is to get as many people as possible contributing to this event.

We are all teachers, and I hope we can put politics aside and work towards being the best teachers, and best teacher organization, we can be. We can do this through educating, training, and supporting each other in our everyday endeavors and through our organization. There has been a lot of discussion about how things should be done and how things have been done in the past. Not everyone agrees with new ideas and change; however, this is the 21st century, and we must adjust and adapt to an ever changing world and profession. It is time for KOTESOL members to unite and work together for the good of our organization as opposed to any one individual or group.

During my term in office, I want everyone to know that I am always available to answer questions or to listen to your suggestions. Please email me at [capriles.kotesol@gmail.com](mailto:capriles.kotesol@gmail.com), and I will get back to you as soon as I can.

I wish everyone a joyous and happy holiday season, and look forward to serving you as your president.







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# Change



In this issue's *President's Message*, the new President, Bob Capriles, expresses a desire for all KOTESOL members to work together to make the National Council more accountable and to foster closer communication between Chapters, SIGs, and the National Council. Change in organizations is often difficult as people with a large investment of time and identity with the organization feel pushed out of their roles to make possible the change for new structures, policies, etc. Change creates opportunities for some and seems to close doors for others. Yet all members need to be able to feel part of the organization, able to question leaders and trust the organization, while working together.

## Look at What's Inside

- \* **Scott Miles and Aaron Jolly** discuss extensive reading in the front-page feature, offering a bit of history on extensive reading and its development here in Korea, while also providing information on how to develop your extensive reading program.
- \* As discussed above, the role of change in leadership is often difficult, and **Bob Capriles** addresses this and his objectives for his presidency in the *President's Message*.
- \* In *Presidential Memoirs*, **Marilyn Plumlee**, KOTESOL's 15th President, recaps the initiatives she was involved in and describes how several are still being addressed, evolving through the current and recent leadership.
- \* **Andrew Finch** discusses the role of "input" in designing communicative tasks in *Materials Design* and offers several activities.
- \* **Michael Griffin** and **Manpal Sahota's Training Notes** note the often stiff use of dialogues and how teachers can live up the use of conversational interaction in the classroom.
- \* In *Professional Development*, **Tom Farrell** examines what is grammar and how we can best approach teaching it in the classroom.
- \* **Ksan Rubadeau's Grammar Glamour** offers useful web sites for English grammar practice in and out of the classroom.
- \* **David Shaffer** presents techniques that can assist learners to retain, and eventually acquire, new vocabulary in *Word Whys*.
- \* In *Young Learners*, **Jake Kimball** offers an example to help teachers build on the theme-based coursebook activities to expose students to a range of language skills as well as cross-disciplinary knowledge.
- \* **David Williams** looks at the use of literature circles in *Techniques* to develop communication skills as well as critical thinking skills.
- \* In *FYI*, **Brad Steele** follows up on the article in the last issue on the use of video in the classroom, offering

viewing guidelines and teaching approaches.

- \* **Joshua Davies**, in *Web Wheres*, provides an assorted list of web site resources that were not offered in the year's previous articles, but are worth presenting to readers.
- \* In our *Featured Article*, **Sarah Jones** uses reflective practice to arrive at a better understanding of the use of questions in classroom discourse and of teacher talk.

## From the Editor's Desk

By Kara MacDonald, Editor-in-Chief

- \* *Membership Spotlight* highlights the role of **Stephen-Peter Jinks**, as co-chair for the 2009 International Conference and chair of the 2010 International Conference, along with Dr. Yeum Kyungsook as the chair of the PAC 2010 conference being held in conjunction with the KOTESOL 2010 conference.



- \* In *Members' Forum*, **Julien McNulty** gives us a humorous look at the perscriptiveness of English grammar as well as the lack of it.
- \* **Kara MacDonald** reviews *Pursuing Professional Development: The Self as Source* by Kathleen M. Bailey, Andy Curtis, and David Nunan, noting the personal and narrative element of the text's discussions.
- \* Recapping the *2009 International Conference*, the Chair, **Louisa Lau-Kim**, describes her business approach to the Conference's preparations, and her *laissez-faire* management of conference committee, realizing her biggest advantage was that all the veteran conference organizers had the skills to work independently.

I am not "selling" change as a way of accelerating "agreement" or "implementation" of the new Council's approach and objectives, but change is good for organizations to develop. The current National Council is, therefore, good for the organization, as it is making members think about what they want to be part of, even in the infancy of its term. Members are voicing their concerns and actively taking a stance for or against what is "on the books" for KOTESOL. An active membership - what more could be better for KOTESOL?



Continued from page 1.

that “reading for pleasure” was the learning strategy most highly correlated with language success, with “seeking opportunities to read” as the second highest strategy. Indeed, a rapidly growing body of research is discovering that ER is essential for developing reading skills in an L2. Furthermore, the powerful effect of ER on overall language development, not to mention the fact that students generally find it enjoyable, raises the obvious question: “Why isn’t everybody doing it?”

### Background

While ER as an approach to teaching and learning English has grown rapidly in countries such as Singapore and Japan, Korea has lagged behind. In recent years, though, input-based approaches such as ER and extensive listening (or extensive watching through video, CD ROM, DVD, and online programs) have begun to gain some degree of wider acceptance in Korean ELT. However, much work remains to be done, as at all levels in mainstream classrooms, very little ER is to be found.

Currently, most classroom practice (and out-of-class homework) in Korea is focused on form, or what Nation (2001) refers to as “language-focused learning,” and very little time is given to controlled comprehensible input, in Nation’s terms “meaning-focused input.” Those who do include “meaning-focused input” as at least 25% of their language program, as Nation suggests, need a method to provide such content. This is where ER can be an approach for the teacher seeking “meaningful” content. Everyone loves a story, and your students will love English stories if you introduce them to level-appropriate, narrative-based reading materials. Perhaps the best examples of these are found in the use of graded readers, or language-learner literature, via classroom mini-libraries, or occasionally, school-wide English libraries.

### What Is ER?

ER is sometimes also known as *sustained silent reading*, *free voluntary reading*, or *reading for pleasure*. Despite being a relatively new approach in Korean ELT, the extensive reading approach to language teaching and acquisition was first developed and advocated academically almost 100 years ago. Harold Palmer (1968) coined the phrase “extensive reading” and contrasted it with “intensive reading” (IR) in 1917. His initial description of the differences between the two approaches still holds true today. Basically, ER means reading large amounts of text for general understanding, while IR is more concerned with analyzing shorter texts (usually short paragraphs) with translation and dictionaries while looking for the meaning of individual words and sentences.

Of course, IR passages also usually come with a

disproportionate amount of follow-up multiple choice questions. In the Korean context, many students are taught to come up with the answers without ever comprehending the difficult short text. Thus, many go through their student lives seeing English as a puzzle to be solved. In contrast to this, the main principles of ER are that the text should be easy enough for students to read without frustration and that a “massive amount” of text, to use Krashen’s term, is read. Reading that requires constant dictionary use, or too much help from a teacher, is not considered extensive. Reading that occurs fluently with enough vocabulary knowledge to allow overall understanding of the text is extensive. To allow for fluent reading, 95-98% of all words should be known by the reader.

### Day and Bamford’s 10 Characteristics

Day and Bamford (1998, p. 7-8) came up with 10 characteristics of an ER approach: (a) Read as much as possible. (b) Read a variety of materials and topics. (c) Students select their reading material. (d) Students read for pleasure, information, and general understanding. (e) Reading is its own reward, so there are no follow-up exercises. (f) Reading should be easy, so there is no need for dictionaries. (g) Reading should be individual and silent. (h) Reading speeds should be faster, rather than slower. (i) The teacher orients, keeps track, and guides. (j) The teacher is a reading role model.

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*The text should be easy enough for students to read without frustration.*

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It is worth noting that, while these are excellent guidelines to the philosophy required when setting up an ER program, individual teachers and schools may need to balance some aspects according to the realities of their situations. Allowing students to choose all the materials they read may not be recommended, or even possible in some situations. Also, having no follow-up activities is something that even Day qualified when questioned on the matter. We probably do need to see if students have actually read the material, especially in Korea. Basically, the key factors are that the material is easy and that a lot is read for wider understanding rather than for atomized language study. Extensive reading and intensive reading are perfect partners in a balanced approach to reading instruction in the L2 classroom.

### Why Does ER Work?

ER works from a language learning perspective because students are able to meet vocabulary in a variety of contexts, and their wider knowledge of word use enables better vocabulary fluency. Such fluency transfers to all four fundamental language skills. Waring (2009) makes the case for extensive reading by pointing out the classic case of students who have studied English in traditional ways for a very long time without being able to hold a basic conversation. The reason for this lack, in his view, is that they did not meet enough comprehensible language input to

properly learn the English that they were taught.

In a practical sense, ER only exposes students to texts they will be able to make sense of. They are able to share ideas from their reading when they understand what they read. Thus, fluency in the productive skills of speaking and writing can be advanced when ER is utilized. Students are not bogged down in dictionary use, or trying to decode everything via translation. The cognitive psychologist Bruner famously argued that almost “anything” is able to be learnt “at any age” under the right conditions. Borrowing from this argument, any Korean student of any socio-economic background could learn to read English under the right conditions, and especially if (or when) English phonics, sight words, and children’s literature are introduced into the public school system here, as they have been in most Southeast Asian countries.

### **What Does the Research Show?**

Krashen (1993) argued that “reading is the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar, and become good spellers” (p. 23). Many studies have demonstrated the gains that are made by using extensive reading in language learning. Anderson (1996) found that increasing children’s experience with books leads to accelerated growth in reading comprehension and other aspects of language and literacy. In the Asian context, two long-term studies are most widely referred to.

The “Book Flood Studies” conducted by Elley and Mangubhai (1981) showed that students made great gains in language development when they read books independently and when younger students were read to by older children. Mangubhai (2001) later answered critics who wanted a focus on form, by pointing out that the gains in writing and grammar showed that the ER approach worked in terms of an indirect teaching of form. The second long-term study of major note is the Singapore Reading and English Acquisition Program (REAP) study, conducted by Ng & Sullivan in the 1980s (Ng & Sullivan, 2001). They found that students in elementary grades 1 to 3 who read in English extensively consistently outperformed the control group.

Encouragingly, for those seeking to promote ER in the Korean context, Cho and Kim (2004, 2005) conducted two studies which have shown the positive effects of extensive reading in the Korean young learners’ context. The first study concluded that students who read stories from the Internet gained more English than those who did not. The second study, in 2005, which focused on elementary school children voluntarily reading newspapers for EFL students during their free time, also showed that these students made significantly better gains than the control group,

who did not read extensively. For future development here in Korea, research similar to a longitudinal study conducted in Japan, on the effects of ER with elementary and middle school students, is needed. The study, by Furukawa (2008), found that eighth-grade middle school students who read graded readers for 1 to 2 years did better on the ACE test of English proficiency than first- or second-grade high school students, and were, in fact, almost equal to twelfth-graders.

### **You REAP What You Sow**

The “Book Flood Studies” in Southeast Asia and Fiji, and the REAP program studies in Singapore both provided longitudinal research proof that the practice of ER works. Moreover, the success of the Singaporean trial was so overwhelming that the REAP method was added to the National Curriculum. This represented a massive curriculum change: away from mechanical grammar-based approaches and towards the promotion of children’s English literacy from a young age. In the opinion of the authors of this article, such studies, and appropriate changes to public English education, are vital if Korea is serious about offering opportunities to all its citizens to acquire English. Reading in English is something that everybody needs

to do, while at the present time speaking remains the necessity of an elite group seeking overseas schooling, or whose employment is based on this skill. Even if a need for completion of a speaking component on tests like TOEIC,

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*A “massive amount” of text, to use Krashen’s term, is read.*

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and perhaps even the possibility of the KSAT university entrance test including a speaking component, becomes a reality, the need for ER will not go away.

### **What Is ER Like in Korea Today?**

To a large degree, Korean students have only been exposed to intensive reading of short excerpts or passages in their classes and tend to believe that having to read word-by-word is the only way to read in an L2. However, ER in Korea is emerging in five major areas of development. (a) The more expensive or “fancier” after-school institutes in Seoul and other major cities are combining vocabulary programs with extensive reading of children’s literature and nonfiction texts. (b) The education offices have sponsored several English book library programs to be built in major cities based around after-school programs. (c) The so-called “Mum’s revolution,” whereby parents have begun to teach their kids to read English from a young age using reading materials purchased from book stores and online “malls” such as ssukssuk.com. (d) Private, and some public, schools creating English book libraries using “authentic” literature and graded readers. (e) Individual teachers creating their own mini-libraries, usually separate from the actual school curriculum.

### **Setting Up an ER Program**

Setting up an ER program is not part of many ELT



methods textbooks, though it should be. Furthermore most teaching situations in Korea do not come with ER as part of the curriculum package. Here is how do you can set-up conditions for ER in your school.

### 1. ER with Very Young Learners (K-3)

If you work with kindergartners and 1st or 2nd graders, remember to make reading so much fun that everybody has to love it. Let the classroom be noisy. Read aloud, read mini-books, and work with sight words (the first 200-300 words in English). Use music, games, and manipulatives to get students into words. Use cool, big props, technology, and magic if you know how it. Make your own resources or buy audio-visual interactive materials that promote literacy among emergent readers. Go to bookstores with English language learning material, and ask the book-seller for the most popular readers. Study them, buy a few, and test them out. Buy a book, or take one from your library, and scan it into a PowerPoint presentation, add some sound effects and a energetic teacher, and you have a 5-to-10-minute warm-up, or an exciting "good-bye activity" to any class. Download free materials from the Internet to make your own books, or find them online and compile sets of e-books.

### 2. ER with Young Learners (G1-6)

For elementary students, the key factor is the integration of reading strategies and instructional techniques for reading. The key areas consist of the following.

(a) *Phonics and Sight Words*: Alphabet, vowels, consonants, blends, and so on need to be taught systematically and combined with mini-books or homemade phonics readers.

(b) *Multiple Intelligences, Learning Styles, and Learner Training*: Students are intelligent in different ways and learn in different ways, so instruction needs to take this into account. Reading class should be sometimes silent, sometimes discussed, sometimes group work, sometimes individual, sometimes acted out, sometimes involving puzzles and things to solve, and sometimes involve nature.

(c) *Reading Aloud*: Reading out loud is a good way to get comprehensible input for students - teachers should become "read-aloud experts." It can be done with text more difficult than the students can handle on their own. Teachers should "bring the book alive" for their students.

(d) *Shared Reading*: This method is basically "read aloud" with more student involvement, more questions, and prediction of the text. Multiple readings with the same book are recommended, and over time, students will chime in and call out sections of the text they remember, especially dialogue.

(e) *Guided Reading*: The teacher works with one small group while other small groups do different silent activities, including reading, vocabulary work with word cards, or art activities. This is sometimes known

as the "stations approach."

(f) *Paired Reading*: Pair higher-level students with lower-level ones for in-class paired reading and encourage supportive relationships.

(g) *Independent Reading Strategies*: Help students learn how to find meaning in different kinds of text such as fiction and nonfiction, and teach them how to use reading strategies when they read alone.

(h) *Vocabulary Instruction*: Students should work to memorize key meanings of the most frequent English words, using word cards as well as studying word patterns such as roots, prefixes, and suffixes.

(i) *Assessment*: Teachers should test students for fluency, accuracy, and comprehension of some of the texts they read, to track student progress and help them with book selection. Remember though, that much of their reading should be for pleasure. Computer-based tracking systems have come onto the market recently, which make assessment easier, but for those without such access, online classroom management systems such as MOODLE offer the opportunity to track reading with comprehension quizzes, if such tracking is a necessity at your school. Check out the ER Moodle Project if you are interested in freeware options.

### 3. ER for Teenagers in Korea (G6-HS3)

For teenagers, much of the same types of level-appropriate materials are needed as with elementary students. However, given the realities of their test-driven lives and lack of time for pleasure reading, we recommend a simple "use graded readers" approach.

Simply choose a series of graded readers which match up all the levels in your class, and let the students read in-class for short periods or for homework reading. If you have time, integrate with speaking activities like the Day and Bamford (1998) "4-3-2" activity, discussion, writing. Graded readers, graded readers, and more graded readers are the ticket at this level. Again, a DIY approach would involve creating a bank of graded texts online with homemade books or using free materials from the Internet.

### 4. ER for University Programs in Korea

There are two general approaches to incorporating extensive reading at the university level: a "pure" ER class, and an integrated ER class.

(a) *Pure ER*: In a pure ER approach, students simply read during the entire class (silent sustained reading) with a minimum of interference from the teacher. There are no comprehension tests or reports of any kind. Some programs may include an extensive listening component as well to give some variety, but, generally, the purpose of the course is to simply provide a period of engaging comprehensible input. This is a difficult option if the students need to be graded, and perhaps is best utilized as a pass/fail option: If the students put in a specified minimum

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*For fluent reading, 95-98% of all words should be known by the reader.*

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amount of reading time, they pass.

(b) *Integrated ER*: Integrated ER is perhaps more common in a university setting. A teacher will introduce an extensive reading component into a regular reading course or a four-skills course. The teacher could have the students follow a textbook in class and give extensive reading assignments as homework. A class reader is an option in the integrated ER format. Rather than allow students to choose their own books, the teacher chooses one book that some or all of the class will read. The reading may be done individually in class or as homework, but the story is used as a basis for class discussions, writing, etc. A teacher can create a classroom mini-library, with graded readers tracking reading progress, using an online course management system.

### Conclusion

As ER programs begin to produce more success stories, such as those of students who go to institutes with extensive reading programs and finish elementary school with TOEFL scores of 110, one may ask what the “trickle-down” implications are for language schools and teachers. These include:

- (1) *Curriculum*: A language learning curriculum should be created which integrates ER with existing curriculum. This can be as simple as creating small libraries of graded readers in the classroom, supplemented with other level-appropriate materials.
- (2) *Materials*: Combine hard materials like readers and big read-aloud books for young learners with soft materials such as online resources. Find free resources online if need be.
- (3) *Teacher development*: Teachers at all levels need to develop professionally in the areas of reading strategy and vocabulary instruction.

Getting started with extensive reading may sound a bit daunting with any of the options, but a “think big, act small” attitude is a good way to begin. Start off by getting access to graded readers that are level-appropriate for your students, and start exploring the options for integrating them into your courses. The KOTESOL Extensive Reading Special Interest Group (ER-SIG) can provide resources and mentors to help out. Additionally, for information about ER-SIG events, contact Scott Miles at [scottmiles67@yahoo.com](mailto:scottmiles67@yahoo.com). A digital copy of the program guide from the November 14 Extensive Reading Symposium held at Sookmyung University can be sent to interested teachers.

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# Reflections on the Plumlee Presidency: 2006-07

By Dr. Marilyn Plumlee, KOTESOL's 14th President

Steering any organization is a daunting and sobering task, and more so if it is publicly recognized as one of the players in a society such as Korea, where the organization's focus overlaps with issues of paramount interest to that society. In the case of KOTESOL, I am referring of course to the teaching of English. But leadership of KOTESOL is a two-fold task; beyond the public eye, there are challenges at another level, at the level of the membership. Leading an organization composed of several hundred members from a multiplicity of cultures with extremely divergent life experiences, professional goals, and expectations from the organization brings its own challenges.

Contrary to some earlier presidents who took office after long years of service to KOTESOL at both the chapter and national level, I was a relative newcomer to a leadership role in KOTESOL when I was elected as 1st Vice-President and first served on the National Council

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## *One of my primary goals was to nurture emerging leaders.*

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in 2005, before moving up to the office of President in 2006, following KOTESOL protocol at that time. I had been a "typical" KOTESOL member up to that point, in that I was first attracted to the organization by its international conference. In fact, I attended the international conference in the late 1990s as an overseas presenter while still a Ph.D. graduate student at the University of Hawaii. After accepting a teaching position in Korea in 2000, I began attending the annual conference on a regular basis, and it was there that I met some KOTESOL leaders who asked me to serve as a SIG leader. Around that time, I became active on the organizing committee of the International Conference, thanks to the persuasive powers of Sean O'Connor, our long- and valiantly serving technical director for the conference. Serving on the dynamic, 50-member-strong "ConComm" amply demonstrated to me that KOTESOL has a large pool of talented volunteers just waiting to be asked to lend their time and expertise to KOTESOL's mission, and I realized that this large, task-oriented committee was an ideal place in which to cultivate the committed, visionary

leaders with practical skills so needed by KOTESOL to keep the organization healthy.

As I began my presidency in the fall of 2006, one of my primary goals for my term in office was to nurture emerging leaders and leadership skills in our members. To do this, I brought in some new faces as committee chairs to serve on the National Council, and I actively worked to encourage more Korean participation in the local chapter meetings as well as on major committees such as the International Conference Committee.

## *Presidential Memoirs*

*Series Editor: David E. Shaffer*

In the years prior to my presidency, there had been a history of tensions between some members or factions within KOTESOL. Another major goal during my presidency thus became the defusing of these tensions by developing a spirit of common cause and by stimulating a culture of pragmatism in the pursuit of KOTESOL's main mission: promoting professional development among people involved in the English teaching profession in Korea. Onsite or behind the scenes on the phone, I spent many hours counseling and advising KOTESOL members at meetings, workshops, and conferences. I actively tried to encourage respect for the diversity in backgrounds, teaching situations, and individual stages of personal and professional development. For the most part, this resulted in smooth collaboration between active members and leaders throughout my tenure.

Many traditions of KOTESOL were maintained and several new initiatives were brought to fruition in 2006-07, all due to the dedication of many KOTESOL members working at both local and National levels. Among these initiatives, both old and new, can be mentioned the exceptionally large number of conferences organized that year, offering numerous opportunities for professional development to KOTESOL's members. Seoul, North Jeolla, and Gwangju Chapters all organized conferences in their area. In addition to several concurrent presentations by KOTESOL members, Seoul's March 2007 conference

featured an international speaker from Japan, Kip Cates, a regular invited speaker, speaking to the conference theme of “Global Education and Bringing the World into Our Classrooms.” The Daegu and Busan Chapters combined forces under the leadership of Todd Vercoe, Steve Garrigues, and Andrew Finch to hold the Second National Conference in June 2007 on the campus of Kyungpook National University in Daegu, with three international guest speakers. The Daejeon-Chungnam Chapter, under the leadership of Aaron Jolly, organized the 2006 Autumn Symposium, which featured Richard Graham, a speaker on young learners based in Japan, as well as a live webcast from Carnegie-Mellon University in Pennsylvania, USA. The highlight of KOTESOL’s year was, as always, the international conference held in Seoul. In 2007, Gye-Hyoung Yoo was the International Conference chair, a year when the number of attendees surpassed 1,000, to reach a total of 1,050. During the two-day event, 130 academic papers and workshops, and 56 sponsored presentations were given

Another major development during my presidency was that the Jeju chapter was re-activated, due in large measure to the vision, commitment, and hard work on the part of a newly arrived EPIK teacher on Jeju, Calvin Rains. I appointed Joshua Davies as National Webmaster and thanks to his dedication, perseverance, and willingness to answer innumerable questions from chapter webmasters as well as members at large, we were able to launch the groundwork for a system which has allowed KOTESOL to upgrade its web presence substantially over the past three years. Numerous documents of interest to KOTESOL members are now available online. Scheduled upcoming events organized by each chapter are readily accessible as soon as they are posted by the chapter webmasters. Members can join and update their personal data individually without going through a data manager. This upgrade has been done in close collaboration with technical advice and guidance from John Phillips, another loyal and long-serving member, who has been KOTESOL’s



▲Marilyn Plumlee (center) at the 2007 TESOL Convention with Puerto Rican representatives.

Technologies Committee Chair for a number of years.

At the Annual Business Meeting in October 2006, after a rather long and contentious debate, it became clear that certain points of the organization’s constitution and by-laws needed clarification in order to eliminate future confusion and controversies. Drafting these changes and analyzing their implications became another major initiative of my presidency, and Robert Dickey contributed substantially to drafting the wording of those revisions, which were submitted to the KOTESOL membership and approved in October 2007. One of the major changes instituted was that of direct election of the KOTESOL president to a two-year term, a change that I proposed while in office because I felt that a one-year term of office for busy educators serving the organization in a purely volunteer capacity did not give a president enough time to settle into the role nor to implement changes in line with their vision for the organization, even when that year of presidency was preceded by a vice-presidential year as “president-in-waiting.” Another argument in favor of the two-year presidency was that comparable Korean organizations

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*Many traditions were maintained and several new ones were brought to fruition.*

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have two-year terms of office, and KOTESOL’s limited one-year term had the effect of diminishing the prestige of the organization, or at least the stature of its president, among these peer organizations.

Among the active and productive committee chairs or department heads during my tenure, I must mention Jake Kimball, Editor-in-Chief of *The English Connection*, who labored many hours to maintain the quality of TEC, one of our most important publications. David Shaffer served as National Treasurer, and in many other capacities, lending his seemingly boundless energy, considerable linguistic talents, and institutional memory to the stewardship of KOTESOL. Phil Owen was First Vice-President during my tenure, and he was an invaluable sounding board on many occasions. Tory Thorkelson was the Nominations and Elections Chair that year. He was able to institute, at the National Council’s direction, a workable, trustworthy system of online voting for national officers that had been unsuccessfully attempted in the past. Allison Bill was Chair of the International Affairs Committee and did an excellent job of liaising with our institutional partners in the Asia-Pacific region as well as with TESOL in the U.S. and IATEFL in the U.K. Immediate and recent past presidents, Kyungsook Yeum and Louisa Kim, were also important sounding boards to me as president, and both generously offered guidance and support to me throughout my year as president.

While serving as President of KOTESOL, I was often asked to contribute remarks to newspapers or other public fora when issues arose related to English teaching policy or the role of English teachers in Korea. This public role of the KOTESOL president in the eyes of Korean society as an authoritative resource on English language teaching and as a spokesperson for the English teaching profession is not often seen by the members at large, but in the year of my presidency, it took up a rather substantial amount of my time, as several English language issues arose in the political sphere which were of deep concern to Korean society. One statement to the press regarding discriminatory practices in language institutes that I made drew particular attention for several months, most of it quite positive. I was asked by a columnist to comment on the issue of language institutes being reluctant to hire native English speakers who were either of Korean heritage or who were not of “white, European heritage,” due to parental pressures on their directors to hire English teachers based on stereotypical ideas of what English teachers should look like. My suggestion was that language institutes should pursue more inclusive hiring practices and that they could take a pro-active stance in doing so, justifying their decisions as their contribution to the globalization and multiculturalism of the students.

Summing up, I can say that issues and initiatives needing to be addressed during my presidency were substantial

and numerous, and at least good progress was made on nearly all of them, thanks to the collaboration of talented, enthusiastic members and the support of numerous steadfast KOTESOL leaders. Most of these initiatives are still works-in-progress that the current leadership and current members will no doubt need to pursue, taking them on board as their own challenges. Among these are supporting the nascent Jeju Chapter as well as all local chapters in their efforts to offer quality workshops and conferences in their local areas, constantly upgrading the web site, initiating constitutional and bylaws changes as the needs become apparent, and maintaining the high number and high quality of regional, national, and international annual conferences. Also of importance are maintaining the high quality and regular frequency of TEC (and improving the frequency of publication of the *Korea TESOL Journal*), continuing to seek out active participation of members, encouraging more Koreans to take leadership roles in the organization, increasing the relevancy of the organization within Korean society and the English language learning profession, maintaining the international visibility of the organization. KOTESOL is a large and dynamic organization serving a diverse audience. I am confident that the interests and professionalism of its members will continue to steer it in ways that best serve the interests of those members.

**The Author**



**Marilyn Plumlee** began her career in language education with a B.A. in Education from the University of Kansas, double majoring in the teaching of French and German as foreign languages. After pursuing multiple career paths in international educational exchange and cross-cultural communication, she received her Ph.D. in Linguistics from the University of Hawaii. Her dissertation topic was on the use of prosody as a linguistic resource in English language narratives of long-term Korean immigrants.

In 2000, Dr. Plumlee moved to Korea to teach at Hankuk University of Foreign Studies (HUFU), where she is Associate Professor in the Department of Linguistics. She teaches English and linguistics courses at the undergraduate level and linguistics, applied linguistics, and bilingual education courses at the graduate level as well as courses in the TESOL certificate program. She also serves as Director of HUFU's International Student Office and as Director of the International Summer Session in Korean Studies.

Dr. Plumlee's publications and primary research interests are in discourse analysis, second language acquisition, socially situated linguistics, contact language phenomena, and sign language linguistics. She speaks French, German, Spanish, Arabic, Korean, and American, International, and Korean Sign Languages. In addition to KOTESOL, she is an active member of numerous professional associations in Korea and abroad in the fields of linguistics, American Studies, and Korean Studies. Email: [mariplum@yahoo.com](mailto:mariplum@yahoo.com)

## KOTESOL's Presidents

Scott Berlin	1993-94
Dr. Jeong-ryeol Kim	1994-95
Dr. Oryang Kwon	1995-96
Dr. Joo-Kyung Park	1996-97
Carl Dusthimer	1997-99
Dr. Sangho Han	1999-00
Dr. Andrew Finch	2000-01
Dr. Taeduck Hyun	2001-01
Dr. Robert Dickey	2001-02
Dr. Sangdo Woo	2002-03
Dr. Myung-Jai Kang	2003-04
Dr. Kyungsook Yeum	2004-05
Louisa T.C. Kim	2005-06
<b>Dr. Marilyn Plumlee</b>	<b>2006-07</b>
Philip Owen	2007-08
Tory Thorkelson	2008-09
Robert Capriles	2009-



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# International Conference 2009: From Simple Start to Superb Show

By 2009 Conference Chair, Louisa Lau-Kim

Preparations for the 2009 International Conference began as early as 2008 when I was Conference Co-chair. Immediately following that year's Conference, which saw a record number of attendees, I knew I had a tough act to follow.

When I sat down to craft this Conference, I decided that I would approach it like I would a business venture. So I started with a SWOT analysis - strengths, weaknesses, opportunities, and threats. I realized then that my biggest advantage was that all the veteran conference organizers - S.P. Jinks, Marilyn Plumlee, David Shaffer, Phil Owen, Sean O'Connor, and B.T. Stoakley, to name but a few, agreed to help once more. I could not have been more fortunate, and my confidence grew with this realization!

The conference theme this year was *Pursuing Professional Excellence in ELT*. I approached the conference organization in the same way - to pursue excellence. My management philosophy is *laissez-faire*. My team consisted of people who were experienced in

unity, a bond that could not be easily broken as the conference dates drew closer.

Things always get hectic as the big weekend approaches, and this year was no exception. There were things that went awry and last-minute decisions to be made. Tensions were high and people were stressed. I wrote to my team to tell them that while details were important, we needed also to keep our focus on the big picture and not get burned out before the big day. In the end, we managed to keep our cool and worked as a team until the end.

## Conference Column

The main highlight for this year's Conference was the group of well-known scholars that we had as invited speakers: David Nunan, Rod Ellis, Kathleen Bailey, Tim Murphey, John Fanselow, Scott Thornbury, Jerry Gebhard, Stephen Andrews, Jill Burton, John Flowerdew, Jeannette Littlemore, Scott Miles, and Marc Helgesen. As a result of this most impressive lineup, we had close to 1,000 early registrants! We had only planned for a total of 900 attendees. Needless to say, we had to think fast; the auditorium at Sookmyung Women's University seats only around 700 people. Sean O'Connor, our Technical Director, came up with the brilliant idea of simul-casting the opening ceremony and the four main plenary sessions, which worked fantastically well. The rooms where these sessions were broadcast were almost filled. I think we can safely say that it was money well spent.

Finally, after months of preparation, Conference weekend was upon us. Friday night setup went well. Ingrid Zwaal and Sean did a fantastic job coordinating everything; Jinks took command when he arrived, and of course, was the best Conference Co-chair anyone could dream of having!

Team spirits were truly felt when a bunch of us got together to stuff the conference bags. Each of our three teams divided into "stuffers" and "providers," and had a lot of fun while putting things into the bags. Surprisingly, we managed to collate 1,500 conference



▲ Conference Chair Louisa Lau-Kim (left) with Co-chair S.P. Jinks.

their work, who knew the concept of "if it ain't broke, don't fix it," yet were not afraid to try better ways of doing things. Rather than micromanage, I made it very clear to my committee members that I would leave them to carry out their own work. Regular reports were requested, but the sub-committee chairs had relatively free-reign within their own division. At each conference meeting, I scheduled a breakout session for the sub-committees, which worked really well in getting things done and building team spirit. I really felt a sense of

bags in just an hour (Maria Pinto is a great collator!).

At last! The day we had all worked so hard towards was here! To say that everything went swimmingly would be less than truthful. An event of this scale is never without its glitches; the biggest for us was the university cutting our internet access. Still, we had coping mechanisms. We kept registration moving by reverting back to the tried and trusted pencil-and-paper method. Dr. Steve Garrigues, another of our veteran KOTESOLers, was there at the registration area doing what he does best - talking to and soothing the onsite registrants waiting in line, which calmed and cheered them. I was there too, for an hour, to help with things. It was great to see so many familiar faces coming back to support possibly the best ELT conference in Korea.

The next big thing, after registration, was the Opening Ceremony (OC). The *nong-ak* farmers' music and dance troupe gave us a fascinating performance on the stage of the auditorium and entertained our audience while we waited for our VIPs to arrive. Tim Dalby, our emcee, and Ingrid, the stage manager, both did an admirable job, and the OC went accordingly.

Once the OC concluded, it was "business as usual" for the conference attendees - a matter of choosing which presentation to go to, itself a great debate at times because of so many interesting presentations to choose from, or whether to mingle with friends, old and new. Following on from the sensible planning of Rob Dickey last year, I also decided that 45 minutes per session was enough, and that a 15-minute break would serve the purpose stated above: give people a chance to network and make new friends.

Saturday evening saw Prof. Marc Helgesen giving us an exhilarating presentation over dinner. Those of us who were there would agree that the food was fantastic and the presentation energetic. It was definitely an evening to be remembered for many years to come.

In many ways, Sunday was much the same as Saturday, except that the KOTESOL Annual Business Meeting

also took place. This year, in order to encourage more members to attend, the ABM was scheduled to take place at lunch time, which worked well, and saw attendance grow. The Conference concluded without many mishaps and, talking to the participants, I know that a good time was had by all.

There are a few organizations that assisted us in making this a great event. Specifically, I would like to thank, first and foremost, Sookmyung Women's University, for being the gracious host that they have always been; to Costco for their generous contribution to the Conference by providing unlimited refreshments on both days; and to Tomatillo for agreeing to sell lunch onsite. Those who bought their lunch the first day went back for more the second day. I hope these two organizations will return next year to continue their provisions with us. It was definitely a treat.

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## *We had close to 1,000 early registrants!*

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A conference report is not a conference report if I do not say a few words of appreciation to certain individuals, namely: Dr. David Shaffer, who has always been a great friend to me, and who proved himself completely invaluable from start to finish during this Conference; Dr. Kyungsook Yeum, my predecessor as National President, who came to the rescue many times as we dealt with Sookmyung Women's University; Jinks, Conference Co-chair - I don't think I relied on anyone more than I did on Jinks this last year; Jennifer Young, our Registration Committee Chair, whom I thank enormously for taking on a huge job that she had never intended to take on; Joshua Davies, former National Webmaster, who told me many times that he couldn't help with the web site, but in the end, always helped when needed; Tory Thorkelson, current Immediate Past President, for his unceasing encouragement and support; and last but not least, Dr. Robert Dickey, for stepping in at the eleventh hour as our Organizational Partner Liaison.

Finally, I thank all 1,360 attendees for participating. I truly feel privileged to have had the honor to serve you, and hope for future opportunities to do so again.

### **The Author**

**Louisa Lau-Kim** is a past National President of Korea TESOL (2005-6) and has been involved in KOTESOL since 2002, in numerous roles, including Conference and National Publicity Chair (2002-6), acting Editor-in-Chief for *The English Connection* (2004), International Conference Co-chair (2008), and most recently, International Conference Chair. Louisa teaches Business and Marketing at Linton Global College, Hannam University in Daejeon. Email: [louisakim\\_kotesol@yahoo.com](mailto:louisakim_kotesol@yahoo.com)



▲ Our 100 student volunteers at Training Day.

# Reflective Practice: Spoken Discourse

By Sarah Jones

Understanding discourse, language in use, can give teachers stronger insight into their own classroom teachings. Classroom language is unique due to the unequal power relationship between teacher and student. Teachers tend to control the lesson, dominate interactions, and initiate exchanges. Typical discourse includes a teacher question, student(s) answer, and teacher feedback. Through awareness and reflection on these aspects of the classroom, teachers can better prepare their language learners for real-world interactions.

To conduct my reflective study, I taped a class. Although some teachers feel that video-taping is too invasive, I used this method because it allowed me to better distinguish between speakers and observe all components of interaction. I typed up a 30-minute section for the study, which allowed me to analyze language use in the classroom.

I used the Sinclair and Coulthard (1975, 1992) model of classroom discourse to investigate these classroom exchanges. This model is often referred to as the “IRF Model,” meaning the Initiation-Response-Feedback method. Ultimately, it is how the teacher designs and manages the class that will dictate the ease or difficulty in IRF coding. The model was a good foundation for deciphering classroom language.

In my case, I conducted an analysis of a teacher who used the word *okay* an amazing 60 times in about 24 minutes. This led me to question the function of this word for her with the different ways she used *okay*: to show approval of a student’s answer (*Okay, it’s your schedule. What you usually do*), to frame her next move (*Okay ^*), as a filler word (*Okay. Routine*), to lead into her next direction (*Okay, you guys share*), and as part of a specific direction (*Okay, so, let’s look at the instructions*). This specific teacher pattern in the class helped me to reflect on my own idiosyncratic habits and become more conscious of using them.

The teacher I video-taped also used a lot of body language and nonverbal cues to encourage student responses. This aspect of classroom interaction is a critical component of real-world language use. It made me realize that communication involves more than just the words being used and the cues that aid listeners in recognizing what is important in the dialogue. This made me reflect on my use of body language and evaluate whether I used it sufficiently. I have made small changes to my current style to see how students respond, and have discovered that increasing

awareness of the components of interaction can improve classroom spoken discourse and pedagogy by encouraging teacher decision-making in the classroom.

This teacher helped me to realize the many functions of questions. She used questions to check grammar and a specific language target, but also to request an action. Questions were used not only to practice the language, but also to set up and manage the class proceedings. The teacher was not the only one using questions in these ways. Students also modeled the teacher by asking clarification questions.

Specific to the classroom, teachers frequently ask questions to which they already know the answer (known as *display questions*) rather than those they do not (*reference questions*). By understanding the language in the classroom, I was able to appreciate how teacher language use is different from natural language. Recognizing the different functions of questions, I reflected on my students’ emotions toward asking them. In real-world interaction, second language learners need confidence to ask questions. I have been working in my own classes to build this confidence.

## Featured Article

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### The Author



**Sarah Jones** would like to thank the teacher who was used in this study. Sarah is Personnel Coordinator at Dongguk University in Gyeongju. She received her CELTA in Barcelona, Spain, where she taught for two years before returning to Korea in 2005. She has presented at KOTESOL conferences on action research and professional development. Presently, she is working on her Masters in TESOL/TEFL from the University of Birmingham. Email: [speet1@hotmail.com](mailto:speet1@hotmail.com)





## No Jinx on Stephen-Peter

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

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

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

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

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

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

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

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

### Membership Spotlight

By David E. Shaffer



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



# Input for Learning

In his book, *Designing Tasks for the Communicative Classroom*, David Nunan (1989) mentions “input” as one of the six components of a task. The other five are: goals, activities, teacher role, learner role, and settings (p. 11). When making choices in each of these categories, the teaching philosophy of the materials designer quickly becomes evident. If the teacher role is seen as (benevolent) autocrat and the source of his/her students’ linguistic knowledge, for example, the activities he/she designs will focus on replication and memorization of his/her knowledge. It will not be possible for the students to develop beyond the teacher’s own proficiency. On the other hand, if the teacher role is seen as (non-threatening) facilitator of student-directed collaborative learning, then the six task components will offer appropriate learning opportunities (affordances), along with open-ended follow-up possibilities for independent learning. In this situation, learning strategies will be promoted, and students will learn how to access language not possessed by the teacher (e.g., technical and specific medical, legal, architectural, or engineering language).

Similar considerations apply for input. Nunan (1989) tells us that “input refers to the data that form the departure point for the task.” Thus, he gives “a wide range of sources” from which “communicate tasks can be derived” (p. 53). These sources, which include genres such as letters, newspaper extracts, memos,

managed when making EIL activities. For example, when making a controlled-language activity to repair monitored errors in students’ language performance (e.g., [www.finchpark.com/books/tmms/o2/images/34.gif](http://www.finchpark.com/books/tmms/o2/images/34.gif)), the language is the input, and the genre will be appropriate for the language that is being repaired.

This does not mean that other factors can be ignored, even in a simple recycling activity. We still need to consider cognitive input (challenging thinking and reasoning abilities), affective input (emotion management), social input (group responsibility), psychological input (self-esteem, etc.), and cultural input (appreciation of diversity and ethnicity), if we are to make language learning meaningful and relevant. Thus, an “advice” activity might give problems and critical-thinking activities about the pragmatics of courtesy in various cultures, including the “home” culture. A “complaint” activity, on the other hand, might focus on letter-writing linguistic input, including formal language and sophisticated expressions of polite dissatisfaction in different cultures and situations.

## Materials Design

By Andrew Finch

**Stereotypes: Evaluating People on Incomplete Information (1)**

**Groups of four people:**

- Two people (1, 2): Look at the questionnaire on this page.
- Two people (3, 4): Look at the questionnaire on page 83.

**Two people (1, 2):** Below are descriptions of five people.

- Talk together about the information given. Circle the numbers which best indicate what sort of person each one is. Make a total score for each person.
- Discuss the results with the other pair (3, 4).
- Talk about stereotypes and the effect that stereotyping has on people.
- Discuss what relevance this activity has for English teachers.

---

Hee-su is 21 years old and a senior in college. She is 160 cm tall and meets her boyfriend about twice a week. She likes wearing fancy clothes and perfume. She is probably:

Intelligent	5	4	3	2	1	Stupid
Easygoing	5	4	3	2	1	Hot-tempered
Liberal	5	4	3	2	1	Conservative
Attractive	5	4	3	2	1	Unattractive
<b>Total =</b>						

---

Frank is 32, black, married to a high school graduate, and works for IBM Korea. He is probably:

Friendly	5	4	3	2	1	Unfriendly
Intelligent	5	4	3	2	1	Stupid
Good public speaker	5	4	3	2	1	Poor public speaker
Steady	5	4	3	2	1	Temperamental
Ambitious	5	4	3	2	1	Lazy
<b>Total =</b>						

Figure 1. Stereotypes

photographs, street maps, extracts from a play, etc., are mostly authentic sources which are used to initiate language use in the target language. The author is being “communicative” in this definition, since none of his six components describe linguistic or other factors. However, such input has to be identified and carefully

Figure 1 shows part of page 65 of *English Reflections*. This activity, in addition to the linguistic input (instructions plus character adjectives (intelligent-stupid, etc.)), invites students to think about their own perceptions and stereotyping when using these terms (psychological-cultural-affective-social input).

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### The Author



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# Reflecting on Teaching Grammar

In the last issue, I said I would focus on reflective practice regarding teaching the skill areas. The first one I will talk about is teaching grammar. There is no general agreement in linguistic circles about how to define the term *grammar*. In fact, grammar's exact role in English lessons is still not commonly agreed upon: Those who say we should teach it don't agree on how to teach it, while others say we should never teach grammar in class because children learning their first language never take grammar lessons from their caregivers. Recently, there has been a movement in some countries to question the communicative approach and to call for a reintroduction of grammar instruction because students still make grammar mistakes. This may be linked to a lack of explicit instruction in grammar.

## What Is Grammar?

The grammar we see in books can differ from what native speakers of a language actually use. The rules are often set by linguists or grammar experts and outline what tradition dictates grammar should be. This is *prescriptive* grammar, whereas how native speakers of a language use it in real life is called *descriptive* grammar. This is an important distinction for teachers to consider because we must consider one other type of grammar for our students: *pedagogical* grammar, the grammar we ask our students to learn.

## Should We Teach Grammar?

This is a tricky question to answer. Teaching grammar is usually done in reaction to student errors, with the belief that if you teach grammar overtly, then the students will make fewer mistakes. However, teaching students rules and correcting their every error does not help language learners avoid these errors. It can even impede language production by making the student focus on form at the expense of communication. So, what are English teachers to do? Some teachers teach grammar because it is easy to teach and easier to test than, say, speaking or writing. Other teachers say the most common reason for teaching grammar is that it gives a system for analyzing and labeling sentences. For decades, however, research has demonstrated that teaching grammar rarely accomplishes such practical goals because few students learn the rules of grammar well. Even if they do manage to learn these, many still fail to transfer the grammar they have learned to improve their speaking or edit their writing.

## Ways of Teaching Grammar

Grammar can be taught inductively or deductively. An inductive approach to teaching grammar is seen as a method in which the students' attention is focused on examples of actual usage and the students are required to discover for themselves the underlying structure,

while a deductive approach to teaching grammar is one where students are shown the rules of the grammatical form before they are given examples in actual usage. So, which approach should we use? Should we encourage our students to try to infer grammar rules from examples, or tell them explicitly what the rules are? I would say that each teacher in each context, because he or she knows the students' language needs best, should design activities for lessons of English grammar that best suit those needs. The following guidelines may be useful to remember when preparing lessons for a grammar class: (a) Know what type of grammar you want to teach in the lesson; (b) Time and plan your grammar lessons; (c) Decide how much grammar metalanguage you want to introduce in each lesson; and (d) Let the students help with the construction of the grammar lessons.

## Conclusion

Grammar is sometimes considered a *dirty* word in language teaching because of the huge swings in teaching methodology in the past from an emphasis on teaching grammar as the language lesson to more communicative lessons where grammar is not even discussed. It may be a good idea for all teachers to know the grammar rules so that they are able to use these as a metalanguage to talk to students, regardless of whether they teach it inductively or deductively. For more ideas on teaching grammar see chapter 4, Farrell (2006).

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## The Author



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*Professional  
Development*

By Thomas S.C. Farrell

## Better Use of Dialogues

By Michael Griffin & Manpal Sahota

**M**ichael: Hello Manpal. How are you today?  
Manpal: I am fine, thank you. And you? Did you have lunch?  
Michael: Yes, I had pizza for lunch today.  
Manpal: Do you like pizza?  
Michael: Yes, I do. But I don't like dialogues.

Dialogues. Often inane. Typically stilted. Generally boring. Occasionally confusing. Rarely inspiring. They exist in nearly every textbook. A common question from teachers is how to handle them. With this in mind, it seemed appropriate to devote our second Training Notes column to this topic.

While dialogues can certainly be problematic, there are also some benefits for teachers and students. First of all, dialogues are often helpful for providing a context for the use of language. They can also be a source of important grammar and vocabulary, providing valuable language input for the students. Dialogues can be confidence boosters because students don't have to worry about producing language all on their own from the start. A final strong point of dialogues is that they are familiar. Language learners have come to expect dialogues in their classes. This probably means that dialogues are here to stay, so it might be best if we, as teachers, try to find strategies to exploit dialogues to the fullest. We believe that, as teachers, we only need to "own" a few routines to help us spice up our inevitable time with dialogues.

With lower-level students, dialogues can be helpful in demonstrating how to use the target vocabulary and language structures that you planned for your lesson. However, simply getting all students to practice reading dialogues with a partner at their desks is where some teachers misuse dialogues. After introducing the core dialogue for the lesson and allowing students to practice reading it aloud with their partner, it is important to jump into an activity where students have a chance to play, use, and absorb the language.

One thing that might seem like a small point that we believe is very important is to make sure that students make eye contact with each other while performing dialogues. Michael is always pushing the "look up and say" technique. Simply looking at the book and monotonously reading the words in it is not acceptable in his classes when practicing with dialogues. He has noticed that his efforts to push students to actually look at each other when working with dialogues pay off. After a few "look up and say" dialogue experiences, they begin to make eye contact without prodding.

One very simple, but effective, activity that we like to use with dialogues is to get the target dialogue on the board and progressively erase parts of it as the students internalize the dialogue. A good strategy is to erase key words first and then erase big chunks until there is almost nothing, and then finally nothing, left. This can be a fun and effective way to draw students' attention to target language. Also, practicing a dialogue from the bottom up can be just the change needed to spice things up.

### Training Notes

The next step involves engaging students with activities that allows them to use and digest the language in the dialogue. Michael recently observed an activity where a teacher cut the dialogue into strips of paper and used a different colored paper for each of the two speakers. The students were asked to predict the order of the lines of the conversation before hearing a recording of the conversation. Having the extra chance of working intently with the language of the dialogue before having to perform seemed to help the students feel comfortable with the dialogue.

Another activity that Manpal has seen work well with a large class (30+ students) is "Speed Row Dialogues." With this activity, you divide the class into 2 or 3 large groups and, when the teacher says "Go!," the first student in each group practices the dialogue with the student beside them. Once they finish, the second student turns to the third student and practices the dialogue with him/her. This continues until all the students get a chance to practice the dialogue. The goal of this activity is not accuracy but to have fun with the dialogue and take in the language.

A resource book that Michael has found very helpful for exploiting dialogues is *Dialogue Activities: Exploring Spoken Interaction in the Language Class*, by Nick Bilbrough. Part of the Cambridge Handbooks for Language Teachers series, this book explores different ways to use dialogues in ELT classrooms. The book is divided into sections like: understanding, analyzing, reproducing and reconstructing, memorizing, rehearsing and performing, co-constructing, creating and personalizing, and communicating. Each of these sections provides a variety of activities that can be

adapted and used.

Once students have been presented with a simple dialogue and have been given various opportunities to digest the language through engaging activities, it is time to move from dialogue practice to language production. Ultimately, every dialogue-based language class should include language production. Provide students with some vocabulary expansion and let them create their own dialogues. Lower-level students can do simple word substitutions into the core dialogue structure, while higher-level students can expand the dialogue to include prior knowledge related to the lesson topic.

When students present their own dialogues, there are a few things to keep in mind. First, it is not necessary for students to memorize their dialogues. If some students are struggling to recall what they want to say, allow them to use their scripts as a reference. Also, encourage your students to adlib and go off script, provided the improvised language is relevant to the overall dialogue. Teachers should also consider the fun that can be had by performing dialogues with different moods, characters, afflictions, personalities, etc. There is a lot of value to changing a dialog to reflect what it might look like if the speakers or situations changed.

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*Teachers need to try to find strategies to exploit dialogues to the fullest.*

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With large classes, you may find students becoming restless and talking amongst themselves while other groups are presenting their dialogues. An excellent

strategy to deal with this problem is to include an active listening component to the dialogue presentations. Ask comprehension check questions after each dialogue presentation or give students a worksheet with 3-5 simple questions that they must answer after each presentation. This keeps the whole class involved and forces students to listen and pay attention to each group.


We hope the suggestions above will help you make dialogues more engaging for your students. Though dialogues are familiar and expected, there are a lot of benefits to their use. They can provide a clear situation, provide an entry into grammar and vocabulary, and help build confidence.

**The Authors**



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## Web Sites and Learner Training

The other day, I saw a Korean grammar structure that I can only faintly recognize and could not quite figure out how to use. As one of the weaker students in my Korean class, I hesitate to bug my teacher with my grammar questions, so I asked her if she knew of any helpful resources. She mentioned that there was a grammar book available in the stores, but what I really wanted was a nice, convenient, free web site. Unfortunately, there was nothing she could think of.

There are plenty of helpful Korean language-learning sites, but I am not aware of any that are exclusively for grammar points. However, there are heaps of grammar sites for learners of English. Whether your class is grammar-based (in which case a web site could help students have advanced, remedial, or just extra practice) or is completely unfocused on observation of forms (in which case a web site could help those students who are interested in what you are not covering), it is in the best interest of everyone involved in the learning process for teachers to know where learners can access extra information about grammar. Below are a couple of examples of the many sites out there and some tips on how to use them.

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### *There are heaps of grammar sites for learners of English.*

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#### **Usingenglish.com**

In the “Quizzes” section of this handy web site, online quizzes can be easily transformed into printable handouts or answer sheets at the click of a button. Divided into beginner and intermediate categories, the quizzes test learners on common errors between similar forms, such as between *many* and *many of*.

#### **Edufind.com**

This site has some clear and visually attractive charts for students, with lots of examples in each category. Sometimes there are over a dozen examples, more than a teacher could easily come up with, probably more than are in the grammar section of your textbook, and while fewer than in a corpus, all are graded. Unfortunately, some of the information is not quite complete (e.g., under “Determiners” it says that we do not use the definite article (*the*) with uncountable nouns, which is not true), and you need to go to another section to take the tests. However, the online quizzes themselves are brightly colored and suitably

graded. Also, it is handy that there is an explanation before the test, and for each wrong answer an explanation pops up.

#### **What can a teacher do with such online exercises?**

1) Make a list of handy sites (or direct students to: <http://www.rong-chang.com/grammar.htm> which, with links to other sites, could give students plenty to look at) and distribute the list for students' and parents' reference,

noting the list on the first day. 2) Get students to notice a rule inductively by doing preview exercises the night before a grammar lesson. 3) Post or email a link to the relevant section right before any grammar lessons or right after handing back feedback from a writing assignment. 4) Create a webquest with links to grammar sites. (An example of a webquest question is “Go to [Usingenglish.com/](http://Usingenglish.com/) and click on the ‘Quizzes’ section. What is the answer to question 4 in the ‘Many vs. Many of category?’”) 5) Print out the worksheets and use them as in-class handouts, quizzes, or games. (To turn a handout into a game, remember three basic factors: a) competition (a clear way to win), b) speed, and c) surprise (e.g., turning papers over, guessing, or using dice). 6) Have students evaluate sites. 7) Learner training: Have learners contrast a decontextualized sentence to a passage with the grammar point. Which is easier to grasp?



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*To turn a grammar handout into a game, remember: competition, speed, and surprise.*

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#### **The Author**



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# Learning Vocabulary, Teaching Learning

We readily think of vocabulary as being one of the numerous items that the foreign language teacher needs to teach the language learner. This is often done by the teacher pointing out a word, giving the students in the class a definition for it, possibly using it in several example sentences, and assigning its memorization as homework, which is of course to be tested in the not-to-distant future.

With students needing to acquire large numbers of words early on in the language learning process in order to later attain proficiency, class time available to devote to vocabulary learning is insufficient. Indeed, skills courses at the tertiary level often gloss over vocabulary instruction with the attitude that the student doesn't need much vocabulary instruction because they got large amounts of that in secondary school. The point is that students do not get enough vocabulary instruction through the classroom setting to meet their language learning needs. What the teacher needs to do, in addition to the vocabulary that they teach in the classroom, is to teach the learner how to learn vocabulary on their own, especially outside the classroom when dealing with oral and written input. A number of techniques are presented here that can be used by the language learner to retain, and eventually acquire, new vocabulary that they come in contact with.

## Word Cards

The use of word cards, or alternatively, lists of words, is a traditional vocabulary-learning technique. A new L2 word is written on one side and its L1 equivalent on the other. This should be done by the learner because the more associations, especially of different types that one has with a word, the easier it becomes to remember. Sets of word cards should not be too large; 20-30 cards is recommended. First the L2 side is viewed to recall the L1 meaning; later the process is reversed. Words causing the most difficulty should be reviewed most often. Even after the learner believes that the set of words has been learned, the cards should be reviewed periodically.

## Mnemonics

The most common mnemonics technique involves associating an L2 word with a similar L1 pronunciation and creating an image in one's mind to go with the pronunciation. For example the greeting "Good morning" sounds somewhat similar to the Korean for the question "Are you starving?" The learner may associate this with an image such as a boy at the breakfast table pouring out a big bowl of cereal. Though it may take a bit of time to come up with a suitable L1 word or phrase, the method has proven results.

## Guessing at Meaning

Guessing at a word's meaning works well when the

comprehensible input is at 95-98%. (Its effectiveness drops as comprehensible input decreases. Therefore, learners should be exposed to large quantities of spoken and written input that is highly comprehensible.) The learner should analyze the text in the sentence containing the unknown word to first determine the word's part of speech; look for words that are possible collocations; consider words like *and*, *but*, and *so*, and surrounding sentences for their contribution to the word's meaning. After making a guess at the problem word's meaning, the learner should read on to try to confirm whether their guess was correct. If numerous attempts all end in failure, it is time to go to the dictionary for help.

## Word Whys

By David E. Shaffer

## Bridging the Gaps

Any L2 learner is going to have gaps in their production, especially oral, where there is a word or phrase that they want to use but haven't learned or mastered yet. Rather than fall into silence, there are strategies that the learner may employ to effectively deal with their gaps in knowledge. Learners can be taught to paraphrase - to give an explanation where a word gap appears (e.g., "a big bicycle with an engine" for *motorcycle*). All-purpose nouns like *whatchamacallit* and *thingamajig*, or even an L1 noun, can be substituted for yet-to-be-learned nouns (e.g., *She took the round whatchamacallit off of the glass wine thingamajig with a "dda-gye."*). Gesturing and miming should be encouraged as should the use of close and not-so-close synonyms (e.g., "computer screen pencil" for *stylus*).

Teaching your students techniques to better learn vocabulary without the relying on the teacher and strategies for dealing with gaps in learning will make your students better learners and better speakers.

## The Author



**David E. Shaffer, PhD**, has been teaching students at Chosun University how to learn vocabulary since some of their parents were his students at the University. To his TESOL trainees, he stresses the importance of teaching students to be autonomous learners in vocabulary as well as other areas of L2 learning. Dr. Shaffer's research interests include English loanwords in Korean, teaching and learning techniques, and error correction. Email: [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr)

## Year-End Round-Up

As we near the close of 2009, I would like to share a number of web sites that did not quite merit a full column, but provide excellent starting points as you prepare classes for next semester.

### Utilize Blended Learning

**Edu 2.0** (edu20.org): Many are familiar with the learner-management system called Moodle. It's a powerful system for expanding classrooms online, but suffers from a steep learning curve. *Edu 2.0* aims to remove that curve by providing a free (and advertising-free) LMS that includes many of the features of Moodle, but in an easier-to-use hosted solution.

**Elgg** (elgg.org): I have previously talked about *Ning* in this column. *Elgg* is another good free solution for creating a social network for your students, but it comes with a large chunk of screen real estate dedicated to advertising. If you are slightly more tech savvy, it is worth considering *Elgg* instead, a completely free social networking platform. You can download and host it on your own server, or choose from a number of hosting companies that charge around four dollars a month - less than the cost of a smoothie at Tom 'n' Toms Coffee, and with no advertising or outside control.

**Grapevine** (grapevintalk.com): In the last column, I discussed ways of having students talk online. *Grapevine*, still in private beta testing, is an evolution of existing programs that allows this, and is very worth looking into for getting your students really talking outside of the classroom.

### Gather Great Content

**TED Talks** (ted.com): You have likely heard of *TED's* conference series and its inspirational talks, but have you seen the interactive transcripts and subtitle options? *TED* provides complete transcripts for every video, perfect for generating exercises (see *Lesson Writer* below), and offers subtitles in English and Korean (over 100 videos available in Korean at last count), as well as 55 other languages - great for helping students better understand.

**Six Minutes** (sixminutes.dlugan.com): When teaching classes on presenting, finding videos is easy (see *TED* above), but finding good speech analyses is tougher. *Six Minutes* provides comprehensive materials.

### Build Lessons Quickly

**Lesson Writer** (lessonwriter.com): Creating reading and writing exercises can be a tedious chore with highly variable results. *Lesson Writer* helps streamline the process. Starting with a teacher-chosen text (taken from an article, transcript, or even student work) the program smoothly takes you through a number of steps

towards generating a complete series of exercises based on the text. Are you familiar with the web site *Breaking News English* (breakingnewsenglish.com)? *Lesson Writer* allows you (or your students) to quickly create similar text/activity interactions with sections such as content analysis, vocabulary, and pronunciation.

### Keep Everyone Honest

**DocCop** (doccop.com): In a perfect world, students always diligently complete their assignments without "overly enthusiastic" outside assistance. *DocCop* cannot replace genuine student honesty, but it can help to nudge people in the right direction by allowing teachers an easy way to upload students texts to check for plagiarism, collusion with other students, or (according to the FAQ), even cryptomnesia - otherwise known as "inadvertent plagiarism" (and is my new favorite word of the week).



### Have a Bit of Fun

**Weird Converter** (weirdconverter.com): How much do I weigh? As much as nearly 17,000 sheets of paper (75 kilograms). This and other comparisons to amuse your students are available at *Weird Converter*.

**Writing Prompt Generator** (<http://bit.ly/promptgenerator>): Want to get students writing creatively quickly? Try the *Writing Prompt Generator* and quickly get the words flowing.

**Book Genie** (bookblog.net/gender/genie.php): What gender is your students' writing? *Book Genie's* analyzer, based on Moshe Koppel's algorithm, will find out - guaranteed to amuse a packed classroom.

If you have any other great resources that you think the TEC community would benefit from, please email them to [joshua.w.davies@gmail.com](mailto:joshua.w.davies@gmail.com). Enjoy trying these out with your classes, and have a very happy New Year's!

### The Author



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# Making Lemonade Out of Lemons

Lemons are great. They're chockfull of vitamin C, and they prevent scurvy. Ask any pirate. Nevertheless, on a hot summer day, there is nothing as tasty as lip-smacking, icy lemonade. That is how I feel about many coursebooks. They are useful tools and facilitate learning. However, there is a widespread practice of "teaching the book." Teachers and learners complete activities in a chapter or unit in lockstep. Sound familiar? If so, I have a solution that may interest you.

The most noticeable characteristic of coursebooks is that they all organize content by themes. *Sports*, for example, is common. Equally similar are the activities: *Read and say. Listen and say*, etc. Content? *Do you like soccer? No, I don't* and so on. That is a good start for the presentation of content and initiation to the concept of sports, but do not stop here and continue on to the next unit. For me, this point is the opportunity to make lemonade out of lemons.

After working our way through the coursebook unit on sports, I supplement the unit with a hands-on project. Teachers need about 5-10 minutes of click-and-print preparation time, and this activity takes only one class period to complete. You need some paper or a poster, glue, scissors, and colored pencils. If you are short of materials, you can use the board. To prepare, find 5-6 sports-related pictures online, or cut them out of a book or newspaper.

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*You can offer integrated skills in an authentic and motivating manner.*

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Then, you need to enlist your students, because your role is to facilitate and direct, not teach. First, tape the sports pictures in a row on the board. Next, call two students to the board. Give each a marker. They are the secretaries who record students' *yes/no* data under the sports. Next, have one student go around the room asking classmates the question from the unit: *Do you like baseball?* Call another student to walk around asking about the following sport: *Do you like golf?* This way, many of your students have a chance to participate, even shy students. This is the data

collection part of the project.

Next, it is time for students to analyze their data. First, get your large poster/paper. Make a common bar graph on it. Put numbers on the vertical axis. For smaller classes, increase by one. For larger classes, increase by five or so. Under the horizontal axis, have your students glue the clipart/pictures you previously taped to the board. It works best to ask one student by name to go to the board, saying, *Mingyo, go to the board. Pick up baseball. Okay.*

*Now come here.* Ask students to count how many liked baseball. How many like baseball? After that, model the procedure, then have your students color in the number of students who like baseball. Moving on to the next sport, ask another student to go to the board to get the next picture. They glue. They count. They color. Repeat until you have done all of the sports. Your 7- to 8-year-old students have just analyzed data and surreptitiously been introduced to the power of bar graphs. They reviewed numbers. They listened and spoke. They worked as a team to accomplish a task. They have hopefully been presented with quality input when you modeled instructions. The final stage is presenting the data, while holding up the bar graph for everyone to see. By now, time is running out.

Instead of "teaching to the book" and limiting many students to a diet of "listen and repeat," you can offer integrated skills in an authentic and motivating manner. You have made lemonade out of lemons. Ah! Simple and refreshing.

## The Author



*Jake Kimball is the Director of Studies at ILE Academy in Daegu. He is also the Facilitator of the KOTESOL Young Learners and Teens Special Interest Group. His main professional interests are early literacy, program evaluation, and assessment. In his spare time, he is always trying to find innovative ways to put his MSc in Educational Management in TESOL to good use. Email: ilejake@yahoo.com*

*Young Learners*

*By Jake Kimball*

# Literature Circles & Nonfiction Texts

By David Williams

To help students make the step from the traditional grammar-focused and teacher-centered classroom to one based more on real-world discussion, teachers seek activities that build students' confidence and facilitate fluency, that keep them engaged and task-focused, while simultaneously helping them to think independently and critically. Such objectives can be met through a literature circle.

## What Are Literature Circles?

Literature circles are small student reading groups which allow meaningful discussions in English. Within a group of six, students carry out a different reading task, based on a role sheet, on a story given to them by their instructor. Students fill out the role sheet and use this as the basis for their group discussion. Literature circles thus seem to be about a group discussing stories, and often of a literary bias. However, in the real world, students also need the skill of exchanging information based on nonfiction and, at times, the skill to express themselves critically. As an instructor of students studying cross-cultural content rather than fiction, I wanted to incorporate the student-centered fiction-based literature circle into my classroom to make the learning of content more engaging and meaningful. The result was the nonfiction reading circle.

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*An engaging way  
to teach content.*

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## Applying Literature Circles to Nonfiction

Instead of six roles, used with fiction-based circles, the nonfiction circle has just four roles. These roles are: *group leader*, who keeps discussion going and delegate time; *summarizer*; *word master*, who selects important words or phrases from the text; and *culture connector*, who highlights the cultural association and differences between the culture represented in the text and the students' culture.

## Running a Nonfiction Circle

Students are briefed on the use of the role sheets in the first class session. These provide the framework and stimulus for discussion in subsequent weeks. Groups of four are assigned and students told these groups will be fixed for a five-week cycle. The five-week cycle allows each member to experience each role once (the fifth week is for presentation). Students are then given the first nonfiction text for homework and complete their respective role sheets as instructed.

The following week, after a short introduction by the teacher to contextualize the topic (be careful not to summarize or comment on the text itself), students begin their circle discussion. I generally set a discussion time limit of 30 minutes but allow for extension if students continue to be fully engaged with the topic.

Once the allotted time is over, I call on a representative from each group to stand in front of the class and highlight one aspect of their discussion for three or four minutes. Other groups are then free to ask questions to that representative or group. Finally, the class closes with a teacher-centered session which advises students on good or poor use of language or any cultural misinterpretations that groups may have made during their discussions.

At the end of the session, students are given a new text and prepare a different role for the following class. As a means of evaluating students, role sheets are collected in the fourth week and, in the fifth week of the cycle, students prepare a short presentation or a poster session about one of the topics discussed and present it in a colloquium style forum. In this way, students revisit the text and develop topics of personal interest.

## Conclusion

Through nonfiction reading circles, students develop a new depth of understanding of content, hone critical thinking skills, and thanks to the group format, benefit class cohesion and co-operation enormously. With clearly defined tasks at its heart, the nonfiction reading circle is an engaging way to teach content and assists students with their studies in the classroom and in their lives beyond it.

## The Author



**David Williams** has lived in Asia for more than 15 years and is currently an instructor in cross-cultural issues at Yokohama City University, Japan. In addition to reading circles, he is interested in the effects of extensive reading on TOEIC scores and student motivations for overseas study. Email: davidokj@yahoo.com





# Pursuing Professional Development: The Self as Source

Kathleen M. Bailey, Andy Curtis, & David Nunan (2001).  
Singapore: Newbury House, 2001.  
Pages: x+ 277. (ISBN-083841130-4)

**Reviewed by Kara MacDonald**



In David Nunan's opening plenary at the KOTESOL International Conference, he mentioned the issue of untrained native speakers backpacking around the world, teaching English as a starting point to call for the professionalization of ELT. He highlighted the vital role played by professional development, for formally and informally trained teachers, as classrooms and educational resources are constantly changing and as there is a need to continually evolve as teachers

Nunan highlighted that we can also talk about fossilized *teachers*: those that feel they have nothing more to learn and go through the teaching motions to bring home a paycheck. As I listened, I thought of colleagues who work to improve themselves professionally, fueling my own desire to improve myself, and, simultaneously, I considered individuals who feel they are done learning and have nothing more to discover about their teaching. I wondered how I could maybe instill something different in them through collegial support.

Bailey, Curtis, and Nunan (2001) state that professional development needs to be the responsibility of the teacher: It is not the school, institution, or managing association's job to organize professional development. It needs to be something from within the teacher, not an outside requirement. I would agree, based on experience. Required professional development does not easily generate an interest fueled from within, to produce sincere engagement, reflection, and dedication to change. The question is: How do we interest the individual to pursue his/her own development in a risk-taking environment?

I suggest using *Pursuing Professional Development: The Self as Source* as a starting point. The text offers a wide variety of professional development activities, from a personal viewpoint that can be conducted within a teacher's regular work schedule with minimal preparation and classroom-teaching impact.

In the book, Bailey, Curtis, and Nunan focus on three perspectives. The first section, "Teacher's Voices," provides teachers with opportunities to explore teaching. Practicing teachers from various educational settings describe their experiences around a certain topic or theme. The second section, "Frameworks,"

assists teachers in understanding practical applications of research on teaching and learning. Particular approaches and their underlying principles are described, and these are linked to theory and research. The third section, "Investigations," encourages teachers to participate in a variety of tasks as they explore their own teaching style.

Chapter 1 addresses the value in pursuing professional development. In Chapter 2, self-awareness and self-observation are presented as the foundation to pursuing professional development. Chapters 3-12 each address a variety of professional development activities. Chapter 3 describes reflective teaching. Chapter 4 presents the use of teaching journals as a way to build a view of one's teaching. Chapter 5 explains the value of using case studies, *stories in the air*, to capture teachers' voices and experiences. Chapter 6 suggests the value in role reversal, the teacher becoming a student of a new language to see the classroom from another point of view. Chapter 7 explores the benefits of video-recording our classes to see ourselves as students do. Chapter 8 examines action research and the value of in-class investigations. Chapter 9 presents peer observations, so we can learn from our colleagues. Chapter 10 discusses the role of team-teaching and learning how to *dance* with another teacher. Chapter 11 describes mentoring and coaching to offer or receive teaching assistance. Chapter 12 looks at teaching portfolios and collages of teachers' experiences. Chapter 13, "The Heart of the Paradox," concludes the discussion.

I found this professional development book unique in its narrative style, drawing on the authors and teachers' experiences. The facts of professional development come from the *self as source*, the experiences of Bailey, Curtis, Nunan, and other teachers' voices.

## The Author



**Kara MacDonald** received her Masters and Doctorate in Applied Linguistics, TESOL from the University of Sydney. She teaches at Hanyang-Oregon TESOL, Hanyang University, where she is Academic Coordinator and teaches postgraduate teacher-training courses in applied linguistics and TESOL. Email: [kmacd@rocketmail.com](mailto:kmacd@rocketmail.com)



# Video: Techniques & Selection Criteria

By Brad Steele

**A**s a follow up to the last issue's *Techniques'* introductory article on the use of videos in the classroom, this article aims to offer further practical ideas for video and DVD use in a classroom situation.

## Reviewing General Guidelines

1) *Show Short Sequences*: Experience shows that three- or four-minute sequences provide enough for a one-hour lesson. 2) *Repeat Viewing*: EFL students need several exposures to identify and understand the situation and characters. 3) *Encourage Active Viewing*: Learners need to be asked to focus on specific content for general comprehension, culture, vocabulary, and other content. 4) *Present Activities Before Viewing*: Use a "warmer" to present key concepts and vocabulary, and to activate learner schemata to listen and focus more effectively. 5) *Familiarize Yourself with the Material and Equipment*: Content might be useful for a future lesson objective or a tangent activity within the planned activity. Make sure you know how the video equipment and screen function in each classroom! Nothing kills a class faster than a teacher trying to make the equipment work!

## Different videos facilitate different teaching techniques.

### Core Teaching Techniques

Different videos facilitate different teaching techniques. To expand on Sabio and MacDonald (last issue): 1) *Show Only the Pictures*: Students see, but cannot hear. Students can write descriptive commentaries or guess. 2) *Soundtrack Only*: From the sound, students predict what they will see. 3) *Split Screen*: Some students hear the sound and others see the picture. Use a large piece of paper or artist's board to divide the screen so each group sees only half the screen, later meeting to combine stories. 4) *Sound and Picture Together*: Cultural and factual information can be learned. For example, a TV commercial can accompany a worksheet with questions like "How many commercials do you watch per week?" and follow-up questions, for interviews. 5) *Play Only the Beginning*: After viewing the video the students predict what will happen in the next five minutes of the movie. 6) *Play Only the End*: This task works well in dramatic stories where characters are in a predicament, such as being late for a jet plane. The student task is to explain and predict the first segment. 7) *Leave Out the Middle*: Students are shown two related-but-separate incidents and are asked to provide the connecting sequence. They

compare their stories with the complete story. 8) *Jigsaw Viewing*: The teacher plays three or four video clips out of sequence and students put the scenes in correct order.

### Criteria for Choosing Videos

Bear in mind the student's language level and interests. Consider the following criteria. *Visual*: How much do the pictures aid comprehension of language? A typical "talking head," for example, does not have much supplementary imagery. But a short TV commercial might have a



product description with an image of the product and its use in appropriate contexts, supporting learner comprehension. Movies provide additional situational information such as context and/or cultural content; driving on the right/left side of the road, dress style in formal/informal contexts, brand names. *Picture Sound and Clarity*: Poor sound and picture quality can impede comprehension or discourage learners, as we know. When planning the class, consider content for the lesson, and also the classroom design: where and how the learners sit, speaker quality and placement, etc. *Language Density/Speech Delivery*: The amount of language spoken in a video sequence determines the ease or difficulty of a lesson. Consider the range of proficiency of your students when choosing a video clip.

### Conclusion

Problems do occur when using video. Some students expect to be visually entertained rather than focus on language learning. Video is "synthetic," nonlinear, and thus different from writing. Unless students interact, the lesson backslides into traditional methodology; a combined monologue of video and teacher. Therefore, use active techniques that allow physical movement, and individual/group oral and written expression.

### The Author



**Brad Steele** graduated from the University of Alberta, Canada, with a degree in Sociology/English. He earned his Masters in EFL/ESL from Norwich University, Vermont, USA. He has taught EFL in Japan and currently teaches writing and speech communication at Kyungwon University, Korea. Email: [3bsteel@live.ca](mailto:3bsteel@live.ca)

# English Organic

By Julien McNulty

Two score and nine years ago, my grandfathers brought forth onto this continent a new family, conceived in London, and excited about the notion that the Queen's English ruled the classroom of the day. Many were the days in my youth that my mother's father would correct a word, and even a grammatical point or two, in my speech.

The regular offenders that would set him alight would include: the split infinitive and the incorrect, overuse, or misuse of words like *irregardless*, *decimate*, and *mitigate against*. His disdain for *Star Trek's* dapper Captain James T. Kirk was conspicuous. Pops' pontifications would extend to the written word as well: commas before conjunctions, apostrophes for pluralization were apocalyptic; the "ization" of nouns was nutty.

"You don't put a comma before a conjunction; they serve the same purpose!" "Darn it, 'ization' means to make into something; one cannot turn a human being into a hospital. One is 'admitted' to a hospital, not 'hospitalized'." You could hear the distinct "z" he used to differentiate the inferior use of English.

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## Languages are organic: They evolve.

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So staunch was his support for stiff-ruled English, he once foiled a would-be robber who became too flummoxed by the gratuitous grinding of my grandfather's grammatical fanaticism:

"Yo, gimme your dough, old man!"

"Well, young man, it's 'give me' and I don't know where this dough is of which you speak."

"Yo, Gramps! Your money," he replied, intimidating my grandfather with a knife he was brandishing.

"Young man, you won't get much done holding the knife like that, you have no purchase on it, and you should address your elders with respect," he advised, drawing upon his military service with the Scots Guards."

"Purchase? What? No, I didn't buy this knife."

The young, frustrated, just turned and ran away. Knowing that my grandfather had gone through some harrowing moments in a world war, I don't think that encounter even fazed him.

Here I find myself across another pond, bent on the same notion that I, too, could teach the Queen's English. Perhaps I champion the grammarian's cause too fervently; perhaps I feel the need to take up the

standard and become its bearer since Pops' passing, one score and two years ago. Prescriptive grammarianism runs deep in my veins, much like how religion is imbrued at an early age. The split infinitive still drags its nails down the chalkboard for me (though it has been accepted as Standard English, thanks to *Star Trek*);

## Members' Forum

yes, the magnanimousness is much to bear when overlooking the pedantic overuse of certain predicates. Then, I am reminded of a saying my mother told me, "When you sit on your high horse, all people see is a horse's arse."

I have taught accent neutralization in India and English in Canada, but I was completely oblivious to the direction my language is taking. When one puts into context the fact that non-native English speakers outnumber native speakers almost 2.5 to 1, one gets the sense that the destiny of our language is not in my hands, and that sticking to outmoded grammar points is pretentious to say the very least.

Languages are organic: They evolve. English spelling wasn't truly standardized (I use that term loosely) until the mid-1840s. Even words like *ain't* date back to the early 1700s, yet we still consider it slang. The linguist in me says, "Follow what is happening and adapt!" but the grammar nazi in me says, "Make rules and stick to them!" I have come to realize English needs to be usable, not utopian. Understanding the way English is adapting to its users is far more constructive.

[This article is a partial reprint of an article that appeared in The Korea Times on October 21, 2009, accessible at: [http://www.koreatimes.co.kr/www/news/special/2009/10/204\\_54004.html](http://www.koreatimes.co.kr/www/news/special/2009/10/204_54004.html) - Ed.]

### The Author

**Julien McNulty** has taught instructed in some fashion for 15 years, including French and SpecialEd in British Columbia, as a corporate trainer in Toronto, and developed an accent neutralization program in India. Later, as a bilingual training consultant, he worked with F500 companies. Julien has been teaching English in Korea since 2008. Email: [uofa\\_guba@yahoo.com](mailto:uofa_guba@yahoo.com)



## 'Round & About KOTESOL

### September

**Rafael Sabio** (Gangwon Chapter) was re-elected Chapter President at the chapter elections held on September 26 at the Gangwon KOTESOL coffee-house get-together. His plans for the Chapter during his second term are to work with other chapters near Gangwon-do in building a stronger membership base in the Gangwon area. He plans on continuing to tailor Chapter meetings to the wants and needs of area EFL teachers. Further, Rafael hopes to host the first joint chapter symposium in the province.

### October

**KOTESOL Meritorious Service Awards** were presented this year on October 24th at the International Conference's Saturday evening banquet by outgoing President Tory Thorkelson. The 14 recipients of this award for meritorious service to Korea TESOL are:

**Dr. Kevin Parent**  
**Robert J. Dickey**  
**Jake Kimball**  
**Brian T. Stoakley**  
**Grace Wang**

**Henri Johnson**  
**Robert Capriles**  
**David D. I. Kim**  
**Rafael Sabio**  
**Eunjoo Cho**

**Greg Brooks-English**  
**Heidi Vande Voort Nam**  
**Adriane Geronimo**  
**Jamie Carson**

**KOTESOL Outstanding Service Awards**, Korea TESOL's second highest service award, went to 16 very deserving members:

**Philip Owen**  
**Dr. Kara MacDonald**  
**Louisa T. C. Lau-Kim**  
**Stephen-Peter Jinks**  
**Sherry Seymour**  
**Dr. Marilyn Plumlee**  
**Dr. Kyungsook Yeum**  
**John Angus McCaull**

**Dr. Steve Garrigues**  
**Aaron Dougan**  
**Maria Pinto**  
**Bruce Wakefield**  
**Joshua Davies**  
**Scott Miles**  
**Aaron Jolly**  
**John Phillips**

**The KOTESOL President's Award**, Korea TESOL's most prestigious service award, was presented at the October 25th Annual Business Meeting to two members this year:

**Timothy Dalby**, for "energetically supporting KOTESOL and setting a high standard of service for the organization and its people at all levels."

**Dr. David E. Shaffer**, for "embodying the heart and soul of KOTESOL and for continuing to make Korea TESOL the best it can be through his altruism and sincerest efforts." This was the seventh time for him to receive this coveted award.

**National Election results** were also announced at the October 25th ABM. After resolving a tie for president, the new officers for 2009-10 are:

**President:** Robert Capriles, Esq. (2 years)  
**First Vice-President:** David D. I. Kim  
**Second Vice-President:** Dr. Kara MacDonald  
**Secretary:** Jennifer Young  
**Treasurer:** Deborah Tarbet  
**Conference Committee Co-chair:** Dr. Herrie Lee  
**Nominations & Elections Comm. Chair:** Joshua Davies

**Tory Thorkelson**, President for 2008-09, succeeded to the position of Immediate Past President for the coming year, and 2008-09 Conference Co-chair, **Stephen-Peter Jinks**, succeeded to the position of Conference Committee Chair for 2009-10.

## November

**Sherry Seymour** (Daegu-Gyeongbuk Chapter) was re-elected as Chapter President at the chapter elections on November 7 during their monthly workshop. Her plans for the following year are to promote KOTESOL around the province and encourage member participation at both the chapter and national levels. (For the full list of the 2009-10 Daegu-Gyeongbuk Chapter officers, see Who's Where in KOTESOL, this issue.)

**Dr. Steve Garrigues** (Daegu-Gyeongbuk Chapter) was presented with the Daegu-Gyeongbuk KOTESOL Lifetime Achievement Award at their monthly workshop on November 7 for his lengthy and outstanding service to the Chapter. Dr. Garrigues was a major figure in building the Chapter, serving as Chapter President from 1997 to 2008 and prior to that as 1st Vice-President.



▲ Lifetime Achievement Awardee, Dr. Garrigues (left) with Pres. Seymour.

**Dr. David E. Shaffer** (Gwangju-Jeonnang Chapter) was elected to the position of Chapter President at the Gwangju-Jeonnang Chapter Meeting held on November 14. In the coming year, his plans for the Chapter include exerting efforts to increase membership, providing quality presentations for Chapter workshops, continuing and possibly expanding the Chapter Outreach Program, and drawing up a set of Chapter procedures. (For the full list of the 2009-10 Gwangju-Jeonnang Chapter officers, see Who's Where in KOTESOL, this issue.)

**John Angus MacCaull** (Busan-Gyeongnam Chapter) was re-elected as Chapter President during the Chapter's elections and appointments on November 21st at their Annual General Meeting. He looks forward to working with the 2010 team to continue to encourage the growth of professional development in the area. (For the full list of the 2009-10 Busan-Gyeongnam Chapter officers, see Who's Where in KOTESOL, this issue.)

**Aaron Dougan** (Daejeon-Chungcheong Chapter) was elected to the position of Chapter President at the close of the chapter general elections on November 28 at the Daejeon-Chungcheong Chapter's 6th Annual Thanksgiving Symposium and Turkey Dinner. His plans for the Chapter in the coming year are to work closely with the chapter executive team to hold three larger-scale quality events over the year, to provide additional services of benefit to the members, and to build bridges with other chapters and the National Council. (For the full list of the 2009-10 Daejeon-Chungcheong Chapter officers, see Who's Where in KOTESOL, this issue.)

## December

**Adriane Moser Geronimo** (Gwangju-Jeonnang Chapter) was awarded with the President's Plaque for "her thoughtful and inspiring leadership as Chapter President" for the past two years and for her service to the Chapter in the preceding years. Adriane was presented with the award at the Chapter's December 12 workshop, where six of her advanced students provided the presentations. Adriane is relocating to California where she will be teaching ESL.

**Tim Dalby** (Jeonju-North Jeolla Chapter) was elected as the next Chapter President at the Chapter's December 12 meeting held in Jeonju. He has just completed a very successful term as KOTESOL National 1st Vice-President. In the coming year, his plans for the Chapter are to hold a regional conference in the first half of the year, a drama festival in the second half of the year, and an outreach in Gunsan. He also hopes to increase membership, provide quality presentations for Chapter workshops and draw up a set of much-needed Chapter procedures. (For the full list of 2009-2010 Jeonju-North Jeolla Chapter officers, see Who's Where in KOTESOL, this issue.)

**Editor's Note:** If you or a KOTESOL member that you know has attained a notable professional achievement or reached a milestone in life, please tell us about it. Contact David Shaffer at [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr).

[Compiled by David Shaffer]

# KOTESOL In Action

## National Council

By Jennifer Young

The National Council has been hard at work since the election results were announced at the Annual Business Meeting on October 25 at the International Conference. The new Council consists of: President: Bob Capriles; 1st Vice-President: David Kim; 2nd Vice-President: Dr. Kara MacDonald, Treasurer: Deborah Tarbet; Secretary: Jennifer Booker Young; Conference Committee Co-chair: Dr. Herrie Lee; and Nominations and Elections Committee Chair: Joshua Davies.

The annual Leadership Retreat (LR) will be held the first weekend of the new year (Jan. 2-3), so that more people will be able to attend. The LR has been held in December in the past, but this created a scheduling conflict for many teachers who were busy with end-of-semester marking. The LR is a weekend packed with information to help chapter executives to become more familiar with their roles as well as get ideas for improving the chapters.

Additionally, the transfer of accounts from the previous treasurer to Deborah Tarbet is on-going. The Council is working to find exceptional candidates for the open committee positions. The Council has also voted to create a Constitution and By-laws Committee, Web Site Committee, and a Financial Affairs Committee. The former will expand and clarify the Constitution. The latter will assist the treasurer. The Web Site Committee will be concerned with the KOTESOL web site.

## Departments

### KOTESOL Teacher Training

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. After a much needed summer respite, KTT presenters stepped into a very busy fall, covering a wide variety of topics and presenting at seven of nine KOTESOL chapters. Presentations included Tim Dalby in Jeju, Jeonju, and Gwangju (with Adriane Geronimo), Aaron Jolly in Busan and Daejeon, Robert Dickey and Mary-Jane Scott in Seoul, and Aaron, Scott Miles and Adriane again at the Extensive Reading Symposium in Seoul. A total of 16 KTT members presented in some form (many more than once) at the 17th Annual KOTESOL International Conference this year. Presenters included: Greg Brook-English, Tim Dalby, Joshua Davies, Sara Davila, Andrew Finch, Aaron Jolly, Scott Miles, Adriane Geronimo, Kevin Parent, Heebon Park-Finch, Ralph Sabio, David E. Shaffer, Tim Thompson, Tory S. Thorkelson, Heidi Vande Voort Nam, and alphabetically last,

but certainly not least, Bruce Wakefield. Of particular note was KTT's first-ever discussion panel, "A Conversation on Teacher Training," featuring six KTT members and a large, lively audience. The session was considered a success, but with all the audience questions, it is hoped that in the future such panels will have more time to answer and interact. All told, there have been around 30 presentations by KTT speakers this fall, adding to KTT's busiest year yet. 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

### Christian Teachers SIG

By Heidi Vande Voort Nam

At this year's International Conference, the CT-SIG hosted a lunch-time gathering for Christian teachers. The meeting drew 25 teachers, and after a brief introduction to the SIG, the teachers introduced themselves and talked in small groups. Later on Saturday, Heidi Nam spoke on the treatment of apology and forgiveness in middle and high school English textbooks. Extending the discussion on teaching forgiveness that emerged on the CT-SIG discussion board last spring, the presentation addressed ways of adapting existing materials to draw attention to conflict resolution. Since many textbook dialogs lack context or omit the responses to apology, Heidi recommended that teachers match apology expressions to appropriate contexts and encourage students to predict the outcomes of apology sequences. Bright and early on Sunday morning, Christian teachers met for a pre-conference dawn prayer meeting led by Brian Heldenbrand.

In our online discussion group, the CT-SIG discussed bilingual Bible reading and ways of encouraging students to appreciate both Korean and English translations of the Bible. The group also looked at possible tensions between offering content-rich teacher-fronted lessons and using more cooperative learning.

### Extensive Reading SIG

By Scott Miles

The Extensive Reading SIG held its second annual Extensive Reading Symposium at Sookmyung Women's University on November 14. If you missed the event, or just wanted to review the presentations, you can find our complete program, along with extended summaries of most of the presentations, on the ER-SIG page on the KOTESOL web site. We will take a break over the winter, but we plan on having at least one meeting early next spring. We are currently looking to fill several positions in the SIG, so if you are interested in joining the ER-SIG leadership, please let us know.

### Research SIG

By David D.I. Kim and Eric Reynolds

We would like to wish you the happiest holidays and the brightest New Year. We welcome Eric Reynolds of Woosong University on board as co-facilitator of the Research SIG and look forward to his



efforts to expand and develop the R-SIG in the coming year.

The Research SIG has had a busy few months. In September, we co-sponsored a mini-conference with Daejeon-Chungcheong Chapter at Woosong University in Daejeon. The conference had strands for both practical teaching tips and for developing research, and both groups appreciated the interaction between all of the participants. The R-SIG workshop at this conference featured Mark Love of Woosong University's TESOL-MALL graduate program, as well as Eric Reynolds and David D. I. Kim, our R-SIG co-facilitators. At the International Conference in October, the R-SIG gathered several of our members to host a panel discussion on research trends and practices. Peter Nelson of Chung-Ang University, Andrew Finch and Steve Garrigues of Kyungpook National University, and Eric Reynolds of Woosong University were the panel members. The topics ranged from trends in research and publication, such as the scholarship of teaching and learning, to resource advice, like where to learn more about statistics, to how to get started with a project or get your work published.

The R-SIG is looking forward to a dynamic and growing year in 2010 for at least four reasons. One, with David D. I. Kim as the new first vice-president, we have the ear of the National Council. Two, the National Council will be reviving the KOTESOL Journal, which we look forward to assisting with and anticipate as a destination for our research papers. Three, we are working hard to create a year-long workshop series that will be highlighted at major KOTESOL conferences, providing a true research support group, using our networking and mentoring skills, to help researchers with their projects from inception to publication. Finally, through our recent conference presentations we have added a dozen names to our mailing list, so we have some great new blood and enthusiasm to move forward.

We look forward to seeing and hearing from you. If you are interested in becoming more involved, send an email to [kotesol.rsig@gmail.com](mailto:kotesol.rsig@gmail.com).

### **Young Learners & Teens SIG**

By Jake Kimball

The Young Learners and Teens Special Interest Group held its annual symposium at Hoseo University in Cheonnan on November 28. We would like to give special thanks to Daejeon-Chungcheong Chapter for co-hosting the event and supplying the lion's share of the staff needed to host the conference. Kara MacDonald and her colleagues at Hanyang University also deserve a tip of the hat for sponsoring our raffle.

The theme for the afternoon revolved around skills integration. This year, our featured speaker, Devon Thagard, flew in from Japan. Devon is the mastermind behind Super Simple Learning. Devon gave several inspiring workshops, most notably, *Bringing It All Together With Music: Skills Integration Through Songs*. Devon proved to be a font of knowledge and provided tips and techniques for using songs with teenagers and children. Extensive reading with children was a big hit. Song-hee Choi, Mike Misner, and Aaron Jolly gave practical workshops on how to implement ER programs and integrate storytelling in classroom activities. David Deubelbeiss and Ralph Sabio gave workshops aimed at teacher development. David's first workshop focused on motivating teachers of teenagers and his second was on lesson planning and observations. Ralph also had a busy day reinvigorating teachers with an exploration of EFL and showing them how to make the best use of videos in the class.

Multiple Intelligences was well received. April Ham (with Patricia Pachot & Elisa Min) and Ingrid Zwaal both gave practical workshops on how to apply MI in a YL setting. Online education, gaining in popularity throughout Korea, was also on the agenda, with workshops by Bryan Stoakley and Tim Thompson. Eric Reynolds presented on low-tech activities for VYL/YLs, considering these age groups' unique physical and cognitive development processes. Jake Kimball gave presentations on integrating skills for test preparation classes and expanding on YL lessons typically found in coursebooks. The day ended with a panel discussion featuring questions from the audience and answers by Devon Thagard, David Deubelbeiss, Aaron Jolly, Ingrid Zwaal, and Mike Misner.

A sumptuous Thanksgiving dinner highlighted the end of a productive day of learning, networking, and feasting. If you missed it, there's always next year.

### **KOTESOL Chapters**

#### ***Busan-Gyeongnam Chapter***

By Peter DeMarco

In September, Aaron Jolly gave a lecture on *Balanced Approaches to Extensive Reading in Korea*. Aaron said that while some lucky well-funded teachers and administrators are busy creating libraries of English books, many others ask: How do I get started? How can I strike a balance between the reality of my situation and the desire to use ER as a way to provide "massive amounts of comprehensible input" (Krashen, 1983) for my students? In his presentation Professor Jolly demonstrated how such a balance might be struck in different teaching situations here in Korea, including very young learners, elementary students, and teens, as well as university and adult students.

In October, many of the Busan members went up to Seoul for the International Conference. Busan was happy to see that many old members renewed their membership. Our chapter also signed up some new members. In November, we held our Annual Meeting and elected new officers.

#### ***Daegu-Gyeongbuk Chapter***

By Elizabeth-Anne Kim

Scott Miles, visiting professor and teacher trainer at Daegu Haany University, kicked off the fall workshops of KOTESOL's Daegu-Gyeongbuk Chapter with a lively presentation entitled, *Unforgettable: Systematic Recycling for Long-term Vocabulary Acquisition*. Speaking to attendees in an overflowing classroom, Mr. Miles acquainted the audience with Pimselur's repetition cycle, which suggests that new material should be reviewed in cycles whose spacing increases by multiples of five (i.e., introduce new material at time 0, review in 5 seconds, then 25 seconds, then 2 minutes...). Based on his own research and the research of others, he suggested using CALL (computer-aided language learning) and extensive reading to provide the needed repetition of vocabulary.

The Chapter's October meeting was led by Paedar Callaghan, an English teacher at Kyungpook National University, who delighted an audience of around 40 attendees with a highly interactive workshop on using comic books in the English

classroom. Presenting a range of comic books, from fictional fantasy to historical narration, for attendees to review, and advocating them on the basis of their ability to bridge the gap between high and low levels of language as well as formal and informal contexts, Mr. Callaghan presented a number of usable in-class comic-strip activities for students of varying levels. Oxford University Press was also available at the session with copies of readers, both traditional and in comic-strip form, which could be used in class or as extensive readers.

In November, fifty-plus attendees were treated to Ji-eun Song's practical presentation, entitled *Read, Write, and Talk with a Task Portfolio*. Faced with the limited patience of parents and an administration motivated by test scores, Ms. Song, an English teacher at Gumi Girls' High School, introduced an innovative method to apply the IIO-model (Input, Interaction, Output) to her classroom using a scaffolded approach. By staying within the topics arranged in her English book and supplementing them with a variety of materials over a period of two to three weeks, Ms. Song was able to move students out of their comfort zones and to a level in which they were routinely writing long essays and conversing on their topics with relative ease.

### ***Daejeon-Chungcheong Chapter***

*By Aaron Dougan*

What's past: On September 19, the Chapter kick-started the new semester by holding its first annual September Mini-Conference in Daejeon, at Woosong University. This small conference offered two streams. The first stream provided an opportunity for teachers to learn about practical classroom activities for young and teen learners. The second stream was focused on EFL researchers and aided them in developing their research skills both through workshops and graduate student presentations. The event hosted close to 50 attendees and was hailed a success.

What's present: Recently, Bob Capriles, the President of the Daejeon-Chungcheong Chapter, ran for office at the national level and was successful in his bid. We all congratulate Bob and wish him and the new National Council the best as they engage in their new roles. Since Bob ascended to National President, he resigned his office as President of the Chapter, and Aaron Dougan, 1st Vice-President and Interim Treasurer, became the President of the Daejeon-Chungcheong Chapter. The Chapter would like to express its gratitude to Bob for all of his dedication, hard work, and passion for our Chapter and its people. We look forward to big things from National Council this coming year.

The Chapter had its general elections in November, leading up to the 6th Annual Thanksgiving Symposium and Dinner on November 28 at Hoseo University in Cheonan. This year, the symposium was co-hosted by the Young Learners and Teens Special Interest Group. The symposium had streams for very young learners, young learners, and teens on topics such as using technology, reading, teaching for TOEIC and TOEFL, assessment, and thinking skills. The presentations were practical and focused on both micro- and macro-skills integration. We were excited to be hosting such great speakers and teacher trainers as Jake Kimball, Dr. Joungyun Ham, and David Deubelbeiss among the 18 different presentations and workshops planned. The symposium was followed by the annual Thanksgiving Dinner. The election results were announced at the dinner.

What's in store: On December 13, the Daejeon-Chungcheong Chapter annual business meeting and Christmas party will be

held. All members of the Chapter are invited to attend, to give input into their Chapter, and then share in some Christmas cheer. Keep an eye on the Chapter web page linked to [www.kotesol.org](http://www.kotesol.org) for details. Merry Christmas and Happy New Year to all.

### ***Gangwon Chapter***

*By Ralph Sabio*

In November, we had a wonderful meeting. The presentation was highly practical and the audience was really engaged. The next meeting will be held in March. Currently, Gangwon Chapter is talking to another chapter about having a joint symposium. More details to follow. Gangwon Chapter of KOTESOL would like to wish everyone a wonderful holiday season.

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

*By Maria Neliza Lumantao*

Our first meeting for the fall semester was held last September 12 at Chonnam National University (CNU). Mr. Kevin Dieter, a graduate of Northern Illinois University and currently an English teacher at Gwangju Health College University gave a presentation about the role of the teacher in teaching English in English (TEE). His presentation focused on the learner-centered perspective and the role and qualities teachers need in order to be effective in TEE learning environments. Another wonderful presentation was given by Ms. Miho Hirase of Japan, a graduate of George Washington University, who has been teaching Japanese in CNU's Language Education Center since 2008. She talked about comparative studies in non-verbal communication between Koreans and Japanese, focusing on interpersonal distance.

Instead of having a regular meeting for the month of October, the Chapter had an outreach workshop at Mokpo National University. Our membership coordinator, Jocelyn Wright, who is an English instructor in the university, made that event possible. The many participants who came made the meeting a very lively one. Mr. Tim Dalby, then KOTESOL's 1st Vice-President and former coordinator of KIT (KOTESOL Teacher Training) conducted a vocabulary workshop where he discussed eleven different ways to elicit vocabulary from students, what students need to do in order to learn a word, and how students store vocabulary in their long-term memory. Our Chapter President, Adriane Geronimo, presented on voice in ELT writing. She discussed some strategies writers use to develop their own voice, the relationship between voice and vocabulary knowledge, multiple intelligences, and how voice is assessed by high-stake English proficiency exams. She also discussed some practical techniques for incorporating voice instruction into the English language class.

We held our November meeting together with the election of Chapter officers at Chosun University. Angela Park from CNU's English Language and Literature Department presented on the development of a Fun English Program from a cognitive perspective. She talked about her research, which focuses on incidental learning, through the use of fun activities inside the classroom to include authentic situations. The second presentation was by Jonathan Brenner, an English instructor at the CNU Language Education Center. He talked about the use of newspapers and magazine articles as source materials in upper-level discussion classes and discussed many ways to

engage upper-level students in reading, discussion, and debate.

The election of officers followed the presentations. Dr. David Shaffer was elected Chapter President. The list of newly elected officers can be found in the Who's Where in KOTESOL section at the end of this issue.

With our new set of officers, we are looking forward to increasing our membership, creating a set of chapter procedures in order to strengthen our Chapter, and continuing our vision of helping English teachers in their pursuit of becoming better English instructors.

We are happy to announce that many of our Chapter members attended the KOTESOL International Conference last October. The Conference has again provided our members with a lot of ideas and resources that will definitely help them become better English instructors. We would also like to announce that we will be having a December workshop this year. It will consist of an ensemble of advanced CNU EFL students giving presentations of English projects designed for delivery at our workshop. Visit the Chapter web site for more details.

### Jeonju-North Jeolla Chapter

By Paul Bolger

Here at Jeonju-North Jeolla Chapter, we have had a productive quarter. In September, we had a workshop by our very own Tim Dalby entitled *I hate my coursebook!* This piece was for any teacher who uses a coursebook and wanted to learn how to get more from it.

During October, the annual KOTESOL International Conference was held in Seoul. Tim Dalby did a great job as MC at the opening ceremony, and Jeonju-North Jeolla was well represented with Allison Bill, Kristin Dalby, Marla Wolfe, and Tim Dalby all presenting.

On November 14, we rejuvenated Ingrid Zwaal's concept - The Jeonju-North Jeolla Drama Festival. It was a fantastic day! Our members and a good crowd of family, friends, and TESL students, all enjoyed five great pieces. Two groups from Global Prodigy Academy, led by Tammy Fisher-Heldenbrand, entertained us with *The Airplane*, a true story of a students' experience, and *Tourist Information*, an investigation of accents in English. Jeong-up High School, directed by Choi Byung Cheon, gave an interesting rendition of the movie *Shrek*. Pyeong-hwa Elementary School, coached by Leon Rose, recited the classic piece, *Chicken Little*, with a few funny adaptations.



▲ Jeonju-North Jeolla Chapter Drama Festival participants and Chapter members.

Finally, Bill Whitehaire's team presented a puppet show entitled, *Missing Sock*.

Many thanks to Chris Funk, Julie Whitehaire, Soo Eun Kim, Lee Klinger Amanda Maitland, Ingrid Zwaal, Allison Bill, Brian Heldenbrand, Nancy Marcet, Tori Elliot, Tim Dalby, Henri Johnson, Joel MacDougald, Paul Bolger, and Shawn DeLong. Special thanks to Tammy Fisher-Heldenbrand for her intermission presentation on stagecraft and to David Van Minnen, who did an entertaining and hilarious job as MC.

Thanks also to the groups who donated our many prizes: Macmillan Korea, Oxford University Press Korea, Kyobo Bookstore, Compass Media, and Top Bookstore. Special thanks goes to Top Bookstore for their long-term support of the Drama Festival. Every child received at least one award and many received special recognition for their work, and extra prizes, too!

Our final meeting of the year will be on December 12. The speaker is yet to be announced. We are also scheduled to hold our 2010 Chapter elections and go to dinner afterwards to thank everyone for all the hard work they have done throughout the year. Please contact us at northjeolla@yahoo.com if you are interested in joining the group, presenting, or attending one of our workshops.


### Seoul Chapter

By Jennifer Young and Bruce Wakefield

The Seoul Chapter has had a busy year so far. Our September workshop, *Assessment Rubrics for Writing and Speaking*, led by Mary-Jane Scott, was both informative and useful for teachers looking to improve their assessment skills. Mary-Jane is a past-president of the Chapter, a KTT presenter, and now, the Advisor to the Chapter.

The November presentation, *Successful English Camps: Planning, Delivery, and Beyond*, presented by Rob Dickey, former KOTESOL president, was aimed at helping teachers to lead well-planned camps. He covered such areas of planning as material selection and activities, as well as a variety of more-detailed points which must be taken into account in order to have an organized, efficient camp program. On November 21, Lisa Levine was elected as our new Chapter Secretary. Please see Who's Where in KOTESOL, in this issue, for contact information.

In December, the monthly workshop was scheduled for the second Saturday, rather than the third, due to the holiday season and end-of-semester responsibilities that keep many teachers busy at that time. Maarten Bazuin presented the workshop, *Introduction to Multi-Level Teaching*, in order to help public school teachers (as well as anyone who teaches students who have not been grouped according to proficiency level) to not only plan lessons with various levels in mind, but also to assess the students according to their own abilities and take their individual styles and strengths into consideration. The December workshop was followed with the annual Holiday Dinner at Toque Diner in Itaewon.

Planning is also well underway for the 2010 Seoul Chapter Conference at Soongsil University on Saturday, March 27. One strand will be related to teaching English in the public school system, while another will have the theme *Surviving as a Foreign Teacher in South Korea*. Any 2010 Conference queries should be directed to seoulchapter@gmail.com. 



# KOTESOL Kalendar

## Conferences

**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.

**March 27, 2010.** Seoul Chapter Annual Conference: "The Complete Teacher." Soongsil University, Seoul. Contact Coordinator Don Payzant: seoulkotesol2010@yahoo.com. Strands include: English in Public Education, Integrating the Four Skills, Teaching the Overlooked Skills, and Surviving as a Foreign Teacher.

**Oct. 16-17, 2010.** PAC 2010 / 18th KOTESOL

International Conference: "Advancing ELT in the Global Context." Sookmyung Women's University, Seoul.

## Calls for Papers


Korea TESOL Journal, Vol. 11. Ongoing Submissions

## Chapter Meeting/Workshops

**1st Saturday of the month:** Daegu-Gyeongbuk Chapter.  
**2nd Saturday of the month:** Gwangju-Jeonnang, Jeonju-North Jeolla, and Gangwon Chapters.

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

## Submissions

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

# Corea Calendar

## Conferences

**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: How to Maximize Language Exposure and Use." Seoul National University of Education, Seoul. Web: <http://www.kapee.org/>

**Jan. 23, 2010.** 2010 KATE SIG Conference: "The Language Teacher and the Language Learner on a Collaborative Voyage." Pusan National University, Busan. Web: <http://www.kate.or.kr/Contents/SIG/programs.asp>

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


Seoul National University, Seoul. Web: <http://www.kate.or.kr/Contents/Conferences/2010/CallForPresentation.asp>

**Sep. 11, 2010.** KAFLE 2010 Conference: "Foreign Language Teaching & Its Accompanying Culture Teaching: What to Teach and How to Teach It." Yonsei University, Seoul. Web: <http://www.kafle.or.kr/>

**Oct. 9, 2010.** 2010 PKETA International Conference: "Reflections on Communicative Language Teaching in Asian Contexts." Busan National University of Education, Busan. Web: [http://www.pketa.org/C\\_1\\_8.html](http://www.pketa.org/C_1_8.html)

**Dec. 4, 2010.** 2010 ALAK International Conference: "Interdisciplinarity in Applied Linguistics." Korea University, Seoul. Web: <http://www.kotesol.org/www.alak.or.kr/>

## 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.]

# World Calendar

## Conferences

**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. Web: <http://glocall.org/>

**Jan. 8-10, 2010.** ELTAI International Conference: "Interactive Media in Pedagogy: Learning English In and Beyond Classrooms." Gujarat, 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.

**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.

**May 29, 2010.** The 9th Annual Wenshan International Conference, "Meeting the Challenges of Serving the New Generation," Taipei, Taiwan. Web: <http://www.english.nccu.edu.tw/seminar/actnews.php?sn=9>

**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.


**Jul. 11-15, 2010.** ETAI 2010: "Linking Through Language." An International Conference on Effective ELT in All Stages and All Levels, Ramada, Jerusalem, Israel. E-mail [vsjakar@gmail.com](mailto:vsjakar@gmail.com)

**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.**

**Oct. 1-4, 2010.** TESOLANZ: "Context and Communication: Mediating Language Learning." Ving's High School, Dunedin, New Zealand. Web: <http://www.clesol.org.nz/2010/home.html>

## 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.]

## A Quote to Ponder

"Good teaching involves a most mysterious feat - sitting, so to speak, on one's learner's shoulder, monitoring what one is saying with the listener's ears, and using this feedback to shape and adapt one's words from moment to moment so that the thread of communication never breaks. This is art, not science . . ."

From *Design Criteria for Pedagogic Language Rules*

Michael Swan (1994, pp. 54-55)



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[ Compiled by David E. Shaffer. Report changes to disin@chosun.ac.kr ]

# Constitution & Bylaws of Korea TESOL

## Constitution

(Adopted April 1993; Amended October 1996, March 1998, October 2007, October 2008)

**I. Name.** The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한영어교육학회.

**II. Purpose.** KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

**III. Membership.** Membership shall be open to professionals in the field of language teaching and research who support the goals of KOTESOL. Nonvoting membership shall be open to institutions, agencies, and commercial organizations.

**IV. Meetings.** KOTESOL shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting and shall include a business session.

**V. Officers and Elections.**

1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting, except for the President, who shall serve a two-year term, elected biannually except where the Presidency has been vacated, in which case a new election shall be held along with the election for other officers.

2. The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, and the president from each Chapter or his/her duly noticed replacement, who shall have full voting privileges. A Chapter replacement shall serve the full Council meeting; notice of this appointment must be in writing to the National President and Secretary not less than 72 hours prior to the Council meeting; there are no short-term replacements and no proxy votes during face-to-face Council votes.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency with a term ending at the close of the next Annual Business Meeting. Vacancies in other offices shall be dealt with as determined by the Council.

4. No candidate for a position on the Council shall be elected who fails to receive at least twenty-five percent (25%) of all votes cast for that position, and at least 25% of total votes cast must be cast for this position. Where no candidate meets this requirement, the post shall be declared vacant.

**VI. Majority.**

1. The term "majority" in KOTESOL shall mean a simple majority (greater than 50%) of valid votes cast for the measure or office under consideration, where invalid votes are those that have been found illegal, illegible, ineligible, replicate, or left blank or indicate "abstention" or words to that effect.

2. Where several measures or offices appear on a ballot, a

ballot shall not be invalidated in whole because any portion(s) have been found invalid.

3. Where a single vote includes a selection not included for the item under consideration, that single vote shall be an illegal vote. In the case of write-in votes, where such a write-in option is offered on the ballot document, the candidate so identified must be eligible to hold office under the provisions of the KOTESOL Constitution and Bylaws, or else such a vote shall be considered an illegal vote.

4. Where less than two-thirds of the vote counting committee, as constituted prior to the commencement of vote counting, concur in the identification of the selection in a vote, that vote shall be an illegible vote.

5. Where a vote is submitted by any person or entity not eligible to vote under the provisions of the KOTESOL Constitution or Bylaws, that vote shall be an ineligible vote.

6. Where more than one vote is submitted by a member in good standing on the same matter or office under consideration, all votes by that member for the item or office under consideration shall be replicate votes.

**VII. Amendments.** This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

## Bylaws

(Adopted Apr. 1993; Amended Mar. 1998, Oct. 2003, Oct. 2004, Oct. 2005, Oct. 2007)

**I. Language.** The official language of KOTESOL shall be English.

**II. Membership and Dues.**

1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For the those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

**III. Duties of Officers.**

1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of the Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also



undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee and shall be responsible for planning, developing and coordinating activities.
4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

#### IV. The Council.

1. All members of the Council must be members in good standing of KOTESOL and international TESOL.
2. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination; except that all candidates for election to President must have served on the National Council in an elected or appointive position for at least one year during the previous two Council years, must have been a KOTESOL member for the previous two years, and must be a current member of TESOL at the time of nomination and throughout the term as President.
3. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require the approval of 75% of elected officers and chapter representatives, regardless of present attendance, except as otherwise specified in the Constitution, Article V.
4. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.
5. Minutes of the Council shall be available to the members of KOTESOL.

#### V. Committees.

1. There shall be a National Program Committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.
2. There shall be a Publications Committee responsible for dissemination of information via all official publications.
3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.
4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the National Conference Committee.
5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nomination and Elections Committee and for conducting the election. Voting procedures for executive positions may include online voting.

#### VI. Chapters.

1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.
2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.
3. All Chapter officers must be current KOTESOL members.
4. Any Chapter that fails to retain 18 members for 24 consecutive months may be dissolved by majority vote of both (a) nationally elected officers; and (b) all Chapter representatives in attendance at a duly called and noticed National Council meeting. Dissolution shall take place immediately, with Chapter finances and assets reverting to the national treasury, and any current membership transferred to other Chapter(s).
5. Chapters shall develop Chapter Election Policies consistent with the following provisions:
  - a) Chapters shall hold elections at the first Chapter meeting following the National Annual Business Meeting, hereafter called the Chapter Annual Business Meeting (ABM). A Chapter may specify another time to hold its Chapter Annual Business Meeting, but this must be established in the chapter bylaws. At the Chapter ABM, officers for the following offices must be elected:
    - i. President, who also serves as Chapter representative to the National Council.
    - ii. Vice-President, who also serves as Chapter representative to the National Programs Committee.
    - iii. Treasurer, who maintains liaison with the National Treasurer for matters of finance and membership.
  - b) Other officers may be elected or appointed, and duties designated as appropriate; the duties identified in a(i) - a(iii), above, may be delegated.
  - c) Term of office concludes, regardless when elected or appointed, with the next Chapter Annual Business Meeting. Officers may run for re-election.
  - d) All current Chapter members present at the meeting are authorized to vote at the meeting.
  - e) Chapter elected officers, sitting as a Chapter Council, may appoint non-voting council members for any role other than those identified in the Chapter Election Policies.
  - f) Vacancies in elective Chapter offices may be filled only by a 2/3 majority of duly elected officers, and then confirmed by a simple majority vote at a regularly scheduled and announced Chapter meeting.
  - g) No absentee, proxy, or electronic ballots shall be permitted at the Chapter level.

**VII. Parliamentary Authority.** The rules contained in *Robert's Rules of Order, Newly Revised* shall govern KOTESOL in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

**VIII. Audits.** An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

**IX. Amendments.** The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present. 