

**KOTESOL**  
대한영어교육학회

## What's Inside?

**NNEST Voices: Finding Myself**  
By Jee Hae Lim

**Learning with Interactive Video**  
By Daniel Craig

**The W's of CALL**  
By Brian J. English

**Presidential Memoirs**  
By Philip Owen

**Phone English? Is It Useful?**  
By Eunkyung Shin



*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*

## Enhancing Textual Organization of Genre Writing

*By Seunghee Choi*

To successfully achieve communicative goals in a given context, discourse needs to be systematically structured and coherently organized on the basis of cultural and social perspectives. Although basic, this is often difficult for learners to achieve in written texts. This article aims to raise awareness of textual organization within a specific genre (i.e., business writing via a job advertisement). Two major writing approaches, process and genre approaches, are examined with regard to how each contributes to the enhancement of the textual organization in writing and what this means for instructors when teaching writing.

To begin, the article reviews the features of the process and genre

*Continued on page 8.*

Summer 2010

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대한영어교육학회

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# THE ENGLISH CONNECTION

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# THE ENGLISH CONNECTION

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## Editor-in-Chief

**Dr. Kara MacDonald**

(C) 010-7702-5272, Email: kmacd@rocketmail.com

## Associate Editor

**Dr. David E. Shaffer**

(W) 062-230-6917, (Web Fax) 0505-502-0596

(C) 010-5068-9179, Email: disin@chosun.ac.kr

## Publications Committee Chair

**Maria Pinto**

(C) 010-7900-7275, Email: maavid@hotmail.com

## Column Editors

**Robert Capriles (President's Message)**

(W) 043-230-3552, (C) 010-3433-4799

Email: capriles.kotesol@gmail.com

**Dr. David E. Shaffer (Membership Spotlight,  
Presidential Memoirs, Word Whys, Who's  
Where in KOTESOL, 'Round & About)**

(W) 062-230-6917, (Web Fax) 0505-502-0596

(C) 010-5068-9179, Email: disin@chosun.ac.kr

**Jake Kimball (Young Learners)**

(W) 053-782-2330, Email: ilejake@yahoo.com

**Dr. Kara MacDonald (From the Editor's Desk,  
Book Review)**

(C) 010-7702-5272, Email: kmacd@rocketmail.com

**Dr. Thomas S.C. Farrell (Professional  
Development)**

Email: tfarrell@brocku.ca

**Dr. Andrew Finch (Materials Design)**

(W) 053-950-5832, Email: aef@bh.knu.ac.kr

**Ksan Rubadeau (Grammar Glamour)**

(W) 031-680-3641, Email: ksanrubadeau@gmail.com

**Michael Griffin & Manpal Sahota (Training Notes)**

Email: migriff99@yahoo.com & psahota1@hotmail.com

**Daniel Craig (Web Wheres)**

(C) 010-6399-1726, Email: dan@danielcraig.com

**Maria Pinto (Editor; KOTESOL in Action, Calendars)**

(C) 010-7900-7275, Email: maavid@hotmail.com

## Advertising

**Dr. David E. Shaffer**

(W) 062-230-6917, Email: disin@chosun.ac.kr

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# Achieving Goals



I hope everyone has had a great spring semester. As an organization, we are going through many changes, and I believe they are for a better KOTESOL. The National leadership is looking at many new ways of providing services to our membership. Over the past six months, we have distributed three years of the *KOTESOL Proceedings* and are looking at publishing at least one, if not two, issues of the *Korea TESOL Journal*, and beginning the process to reapply for accreditation.

Our web site should be taking on a new look and will provide more information and services to our membership during the ensuing months. This is a major task taken on by our Webmaster and Technologies Chair. I

ask that everyone be patient during this transition period.

## President's Message



*Robert Capriles*

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

We also have an extremely active and energetic Publicity Chair, who is working hard to get the word out about who and what KOTESOL is, and what we, as an organization, are doing. If you have some ideas for publicity or need help with publicity, contact Joshua Hall. I am sure he will be able to work with you.

The Chapters have been busy also. Jeonju-North Jeolla Chapter held their Regional Conference on May 29. The Busan Chapter is hosting their Summer Conference on June 26, 2010 at the Pusan University of Foreign Studies. The Daejeon-Chungcheong Chapter will be hosting a symposium in early September in Daejeon. Then of course, there is our International Conference on October 16-17 at Sookmyung Women's University in Seoul, which will also be hosting the PAC 2010 Conference and coordinating with the Asia Youth Forum, which will be meeting in Seoul during the same period. I would ask that everyone plan to attend these events and support your local chapters and the International Conference. There is information on the KOTESOL web site regarding all of these events.

Rob Dickey's conference team, in coordination with the UCC Center, organized our annual National Conference, which was held in Daegu on May 15, 2010, with over 250 people attending this event. There are other events that will be coming up through the balance of the year for people to attend, participate in, and enjoy. I am impressed with the quality of the

events and the hard work put in by our members to give you, the membership, the best quality events and documents.

I hope each and every one of you has a wonderful summer vacation. I look forward to meeting with you at the above-mentioned events. Please remember, as you attend these events, to bring a friend who is not yet a member and encourage them to join and to participate in the world of KOTESOL. You, the membership, are our greatest recruiting tool and best advertising medium.



# A Spring of Professional Development

This spring there have been an impressive number of professional development events hosted by KOTESOL at the national and regional levels. May alone offered two conferences, the Jeonju-North Jeolla Chapter Conference and the National Conference held in Daegu. The enthusiasm and involvement of individuals to put on frequent events enriches membership benefits and strengthens the growth of KOTESOL as an association.

## Look at What's Inside

- This issue's *Cover Feature* is provided by **Seunghye Choi**, who reports on the benefits of the coordinated use of both the process and genre approaches to teaching writing.
- In the *President's Message*, **Bob Capriles** describes several recent achievements, such as the publication of past *KOTESOL Proceedings*, the active engagement of the new Publicity Chair, Joshua Hall, to the success of the conferences mentioned above, while introducing the Busan Chapter Summer Conference on June 26.
- With such local event activity and representatives attending overseas conferences, this issue offers several conference reports. **Bob Capriles** reports back from the IATEFL Conference in Harrogate, England, and **Scott Miles** from the TESOL Convention in Boston, USA. Closer to home, **Craig Bartlett** provides an overview of the KOTESOL National Conference, while **Bruce Wakefield** summarizes the success of the Seoul Chapter Conference. Additionally, the 2nd Franklin-TESOL SpellEvent is recapped by **Tory Thorkelson**. Lastly, **Stephen-Peter Jinks** provides a progress report for the 2010 PAC-KOTESOL International Conference in *Conference Column*.
- A new column, *NNEST Voices*, is being introduced to address concerns of Korean English teachers. In this first column, **Jee Hae Lim** reflects on her experience and present employment opportunities as a NNEST, within a discussion of race in TESOL, presented as a joint article raising issues discussed between the author **Jee Hae Lim** and **Kara MacDonald**.
- In *Featured Focus I*, **Brian English**, provides some answers to the basic questions that many language teachers have about CALL and how to develop lessons using technology.
- In *Featured Focus II*, **Sasan Baleghizadeh** and **Zeinab Dargahi** present guidelines and activities for using video in the classroom.
- Further exploring the use of video, **Brad Steel** follows up with how movies can teach skills beyond listening, such as cultural and sociolinguistic norms in *Members Forum*.
- Phil Owen provides a view of ELT in Mae Sot, Thailand, on the border with Myanmar (Burma) in *Featurette I*.
- In *Featurette II*, **Eunkyung Shin** looks at the role and educational value of Phone English.
- An overview of Philip Owen's presidency is presented in *Presidential Memoirs*, summarizing several of the significant milestones of his term.
- **Andrew Finch** looks at an online grammar site as an alternative to traditional grammar drills in *Materials Design*.
- **Michael Griffin** and **Manpal Sahota** provide effective classroom management techniques for large classes from young learner to adult contexts in *Training Notes*.
- **Ksan Rubadeau's** *Grammar Glamour* reflects on the relationship between UG and SLA.
- **David Shaffer** examines *Konglish*, describing different lexical borrowings from English into Korean in *Word Whys*.
- In *Young Learners*, **Jake Kimball** shows how TPR cards can be used to build fluency across a range of skills.
- **Jeffery Walter** discusses conversation skills and strategies for low-level learners and resource materials in *Techniques*.
- In *FYI*, **Neda Akbari** considers what we need to know about words to best aid learners in vocabulary acquisition.
- In *Professional Development*, **Tom Farrell** follows up with Part II of addressing Extensive Reading, discussing interesting post-extensive reading reflective activities.
- **Daniel Craig** introduces two fantastic, interactive, online, video-learning tools for speaking and listening in *Web Wheres*.
- *Membership Spotlight* follows the increasing involvement of Julien McNulty in KOTESOL since his arrival in Korea and his path to orchestrating KOTESOL's 2011 International Conference.
- **Kara MacDonald** reviews *Teaching ESL/EFL Listening and Speaking*, the companion to Paul Nation's text on teaching reading and writing reviewed in the previous issue, as together these texts are extremely valuable resources.

## From the Editor's Desk

By Kara MacDonald, Editor-in-Chief



I encourage you to attend the Busan Chapter Summer Conference, and if interested, seek out volunteer opportunities in organizing the 2010 PAC-KOTESOL International Conference. Attending and participating in putting on such events are equally rewarding in distinct ways.

Continued from page 1.

approaches, then discusses the task-based learning approach, which was utilized to examine these two approaches in a small study conducted to examine writing instruction. In addition, the teaching methods and materials design are explained. Finally, by comparing and evaluating all the compositions that participants created at each stage of the study, the results of both writing approaches are analyzed and discussed.

**Process and Genre Approaches**

The process approach to writing focuses on writing as a procedure. It concentrates on the steps in writing, such as planning, writing, and reviewing. According to Flower and Hayes (1981), students obtain a clearer understanding of the whole writing process, from exploring ideas to publishing, through activities like brainstorming, interview games, graphic organizers, making drafts, and reviewing. That is, by broadening ideas at every single stage, and organizing them in a coherent way, students learn to deliver their messages creatively and clearly to their readers.

The genre approach focuses on the defined, socially recognized ways of using language, such as the use of forms, linguistic styles, and organization, differentiated according to the culture, context, situation in which people engage in the interaction, the communicative purpose, and the situational background. To deliver the message of a genre effectively and to accomplish the overall purpose of the text, a schema, which is a collection of recurring linguistic features such as words, grammatical patterns, and the structures of a particular genre, is utilized. Schema can aid readers in understanding and creating a text base easily and clearly. To enhance improvement via the genre approach, various teaching methods can be applied, such as analyzing a target genre (purpose, voice, audience, etc.), practicing a specific form of writing, and utilizing useful expressions of the target genre.

**Task-Based Activities for Writing**

Task-based activities are designed to help students communicate and interact with the real world through

practical tasks and activities. With the objective of authentic language use, task-based activities not only benefit learners but can also be widely adapted to various writing situations, especially in genre approach writing classes where real life writing tasks, such as writing an invitation letter, job advertisement, etc., are addressed. They enable learners to acquire an overall knowledge of a variety of genres and help them to apply what they have acquired to their actual writing needs in their personal or work environment.

**Summary of the Study, Exploring the Value of Each Writing Approach**

To explore the value of each of these approaches, the author conducted a small-scale exploration of the process and genre writing approaches with adult businessmen across a range of proficiency levels, from novice to moderately proficient, utilizing a task-based approach. All participants were able to satisfy the requirements of basic communicative exchanges, either by relying heavily on learned lexical chunks or by expanding these through a recombination of such phrases matched with spontaneous language construction. Although the participants were adults and from a specific professional field, the fact that they were beginner to intermediate language users allows for an extension of knowledge gained from this study to other contexts, such as to learners at different levels and in distinct contexts (e.g., high school, university).

**Needs Analysis Process**

To meet the participants’ actual concerns and to encourage their active involvement, they were divided into three groups according to their departments: administration, production, and strategy management. Also, in selecting writing topics, their practical needs were considered. Based on the fact that their company is extending their business area overseas, and almost all of them are department managers in charge of hiring their team members, writing a job advertisement to look for new members overseas was selected as the task of this study.

In evaluating their achievement and improvement in textual organization, two class sessions with the same members were devoted to each of the two perspectives. That is, two classes were designed to address the process approach, and two more to address the genre approach. Also their writing production was discussed and evaluated according to three instructional categories: work written with no instruction, work written following the applied process approach, and work written following the applied genre approach.

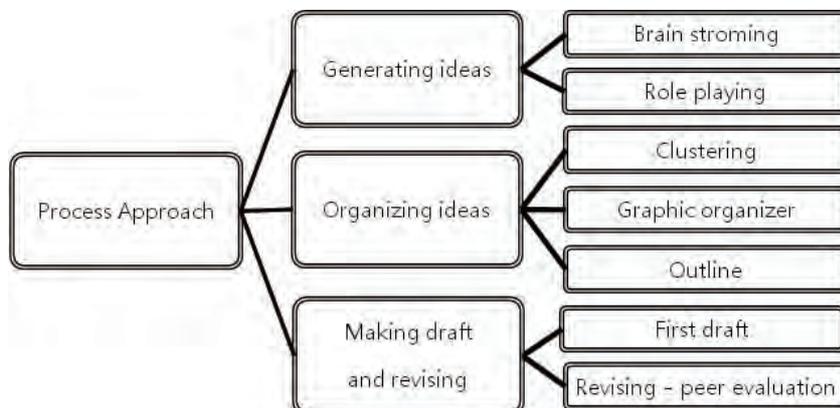


Figure 1. The Steps of the Process Approach

**Process Approach Instruction**

Prior to the start of writing classes, the teacher introduced several authentic job advertisements to attract students' attention and naturally provide them with a writing topic. In terms of the process approach, seven writing stages, from generating ideas to revising the first draft, were applied (Figure 1).

*Generating Ideas:* The *brainstorming stage* was for students to expand their ideas and look for information and details to use as writing materials. To help students expand their ideas gradually, the worksheet had two steps. The first step was to write down related ideas; without any restrictions. The second step was to offer hints for creating more ideas; sub-categories such as qualifications, experiences, and benefits were provided.

Based on the ideas generated through brainstorming, teachers conducted a *role play* to strengthen the writing task with more ideas. In this stage, one of the group members was an interviewee and the others were interviewers. The material given to students for the interview activity was designed to utilize *wh*-questions, which helped students to look for writing details by asking various questions related to subjects. By doing so, students were able to discover ideas that they had not thought of before. It gave them a chance to develop and organize their writing with an abundance of diverse ideas (Kemper, Nathan, & Elsholz, 2000).

*Organizing Ideas:* To assist in arranging content, students were asked to combine, classify, and/or reorganize their ideas according to relevance, with categories such as qualifications and benefits during the *clustering stage* (Figure 2).

This activity was designed to let students know that the purpose of writing was not just to arrange words and sentences, but to organize ideas and paragraphs with unity and consistency to deliver the message effectively and clearly.

In addition, a *graphic organizer* was introduced to show the relationship between paragraphs and how information should be structured for clarity, and ultimately to assist readers in easier comprehension of the intended message. Robinson (1998) explains that a graphic organizer is a support device for readers to

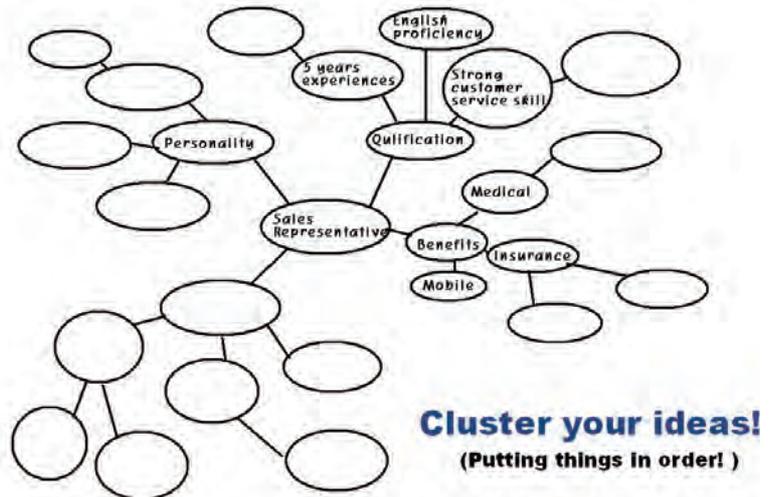


Figure 2. Clustering Map

help them understand conceptual relationships through graphics that reveal the flow of information. To ensure each student comprehended the effectiveness of graphic organizers with respect to their developed content, four types of graphic organizers were introduced: cause-and-effect, comparison-and-contrast, listing, and problem-solving (Kim, 2006; Figure 3).

As a consequence, students were encouraged to discuss the most suitable graphic organizers for their job advertisements and then draw one for themselves, organizing their main ideas and supporting details with consideration of the relationship of ideas and the natural flow of information. From this, students were able to accumulate background knowledge about graphic organizers and utilize them as a solid base in creating well-organized and structured writing.

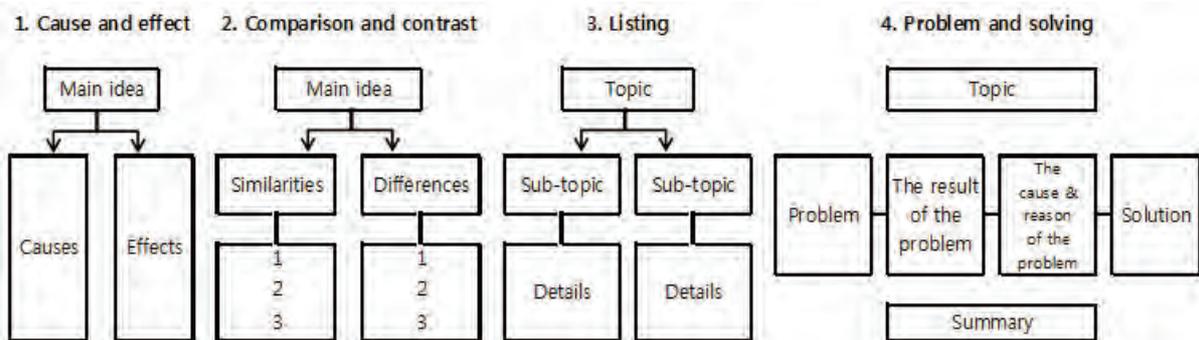


Figure 3. Four Types of Graphic Organizers

(Adapted from Kim (2006), pp.17-19)

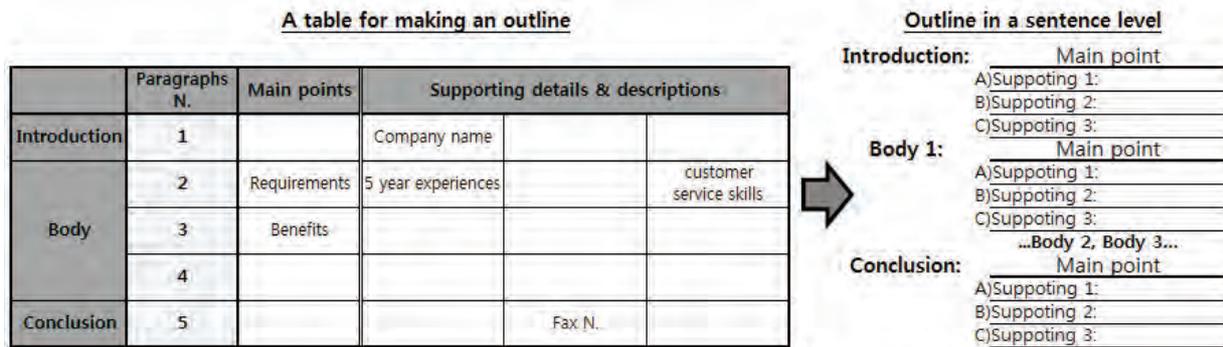


Figure 4. Making an Outline.

As the last step in organizing ideas, students were asked to produce a final *outline* at the sentence level from the ideas and structures generated above. A table to visualize the organization of each piece of information was suggested to help students obtain a clear grasp of the overall structure of their content (Figure 4).

*Making a Draft and Revising:* With the accumulated and organized ideas developed through the previous stages, students were required to write a first draft. For reviewing and evaluating students' first draft, a peer evaluation sheet was provided. It was expected that, by evaluating others' work with a critical point of view, students would enhance their analytical thinking and criticalness. It would ultimately improve their writing by making it better organized and well structured. Furthermore, by receiving feedback from colleagues who were in the same position, students would be more comfortable in being corrected and the pressures and fears that they might have about teacher correction would be alleviated (Brown, 2001). This would help students be active evaluators rather than passively being evaluated.

**Genre Approach Instruction**

Two major techniques of the genre approach as well as reviewing were introduced (Figure 5).

Prior to starting the genre approach class, the teacher encouraged students to talk about a genre and schema through the use of authentic advertisements and a provided genre analysis kit. The kit was designed to analyze the genre by checking subject, purpose, form, and audience. Through this, students developed a clear understanding of what should be considered in genre writing, such as the relationship of writers to readers, the form of the message, and the appropriate textual voice in transferring their messages. Also, through the other questions devised to check what kinds of information are generally contained in a job advertisement, how the contents are organized in a specific form, and which expressions frequently recur to successfully convey the purpose of their writing, students were able to gain a general understanding of the elements of genre.

**Schema**

Following the genre analysis, the teacher focused on identifying the formal and content schema that typical job application letters contain. For a better understanding of formal schema, a sample schema of the target genre, or the typical template of a job advertisement, was provided (Figure 6).

On the basis of this structural schema, several activities

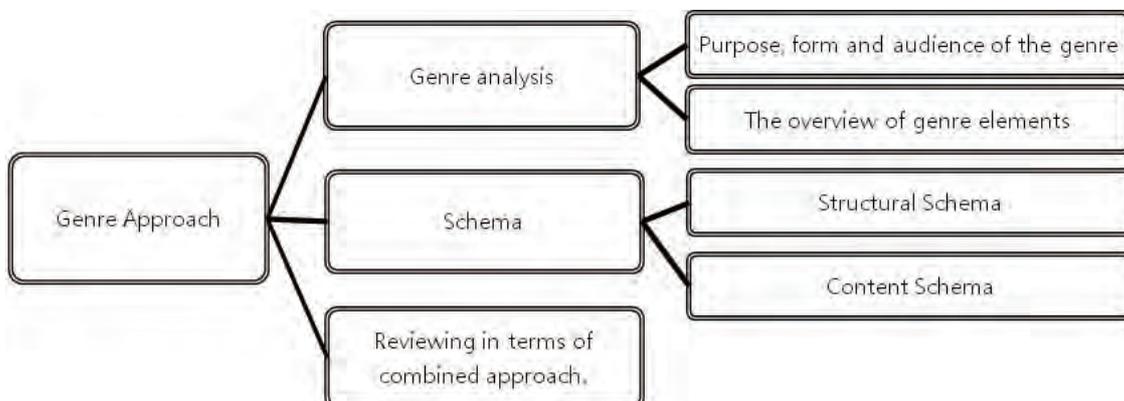


Figure 5. The Steps of the Genre Approach

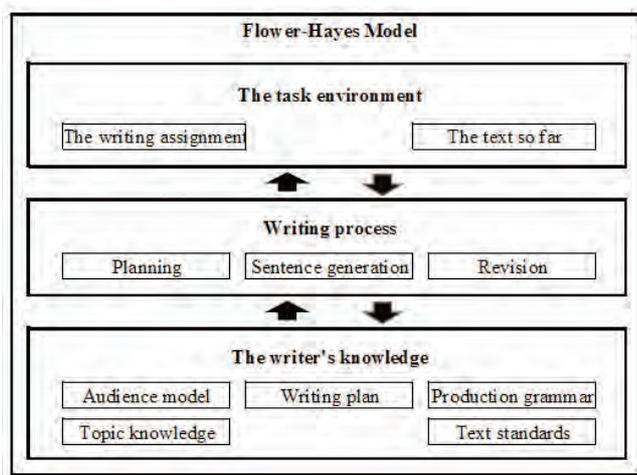


Figure 6. Sample Formal Schema of the Target Genre

for enhancing awareness of the characteristics and the general structure of job advertisements, such as reorganizing randomly mixed paragraphs and sorting several mixed details into suggested appropriate paragraphs, were conducted. Lastly, students were asked to rearrange their first draft by considering the schema of the typical job advertisement.

In addition, content schema, or the rhetorical aspects of genre such as fixed expressions and frequently used idioms that clearly represent the features of the target genre, were introduced through activities such as finding repetitive words and sentences that revealed the mood, purpose, and voice of the genre, as well as matching and fill-in-the-blank questions at word, phrase, and paragraph level, to increase practical use of the expressions in their real writing task.

### Reviewing

Up to now, the students had been taught how to write from the perspectives of both the process and genre approaches. In order to help the students combine these separate theories into one combined process, the teacher explained how they could complement each other during writing on the basis of the Flower-Hayes model (Renkema, cited in Lee, 1997, p. 275), which well represents the combination of the two approaches.

Also, students had had opportunities to develop their textual organization by applying each theory successively, writing without any instruction, writing and revising their first draft on the basis of the process approach, and reviewing and refining their work by considering the elements of the genre. Did their textual organization improve?

### Analysis of Drafts Using the Process Approach

Before proceeding to an analysis of the participants' writing, it is important to recognize that the ability to generalize from the findings is very limited, owing to the small number of participants (seven in all) and the fairly

varied level of their ability in English (novice to high intermediate). Participants produced a lot of grammatical and semantic errors which were not corrected in order to explicitly show their level of English. These errors were excluded when analyzing their work. However, the participants' first drafts show several improvements.

First of all, the ideas became expanded and diversified. For example, at first the administrative team participants did not provide any information about their company in the introduction, except for the name and the company's location, but after the process approach class, participants added more details, such as the year of establishment, major partnership companies, and the industry in which their company was engaged. Not only this, all of the participant groups gave more detailed information in each part of their writing.

Moreover, most of the participants' writing showed improvement in the organization of ideas and structuring paragraphs. For instance, the first draft from the strategy management team participants merely enumerated separately qualifications such as experience, language, and computer skills without considering the relevance of the information. However, in their revised draft, the participants combined these items into one paragraph in consideration of relevance. This made their writing more organized in delivery of their message and helped their readers understand the content and to find information more easily.

On the other hand, several limitations in applying the process approach were also revealed due to the participants' level of English. First, even though they had a lot of content to write about, generated through various pre-writing activities, they were not able to precisely relay what they wanted to express because of their restricted grammatical knowledge and level of expression. This implies that there is some limitation in directly applying the process approach to all levels of learners. Therefore, to assist learners at lower levels, writing instruction needs to provide support, not only in terms of topic-related vocabulary, but also in syntactic structures to assist learners in expressing their ideas effectively.

### Final Draft After Applying the Genre Approach

After having the genre approach class, the participants' work was greatly improved in terms of text organization and also in forms and expressions. First of all, after reviewing various kinds of authentic job advertisements, the students reflected on the textual features of a target genre, such as form and structure in their writings. Also, by analyzing the form and structure closely, they categorized every paragraph clearly. For example, the students tried to put the symbol of their company on the top of their

advertisement and kept the general order of paragraphs, from the introduction of the company to the contact point, as suggested in the authentic readings.

In particular, the quantity of the text produced increased considerably by utilizing expressions in authentic materials. The students tried to replace their awkward expressions with the natural and typical ones of the target genre, and this greatly improved both quality and quantity. For instance, the administrative team expanded their ideas and refined the introduction of the company as follows. 1) *Without any instruction*: [Company A] in Busan seeks an experienced accountant and personnel manager to work for the kwangsan's improvement. 2) *First draft after process approach*: [Company A] begin the manufacturing industry of ship's stores from 1986. Our clients who is shipyard of worldwide fame is STX, Hyundai, Samsung, Daewoo. 3) *Final draft after both process and genre approaches*: [Company A] headquartered in Busan, has served the component of shipbuilding since 1986 and grown to over 250 employees while providing impeccable quality exceptional craftsmanship and on-time deliveries to world famous shipbuilding companies like STX, Hyundai, Samsung, and Daewoo.

Even though there were still some grammatical errors, the overall work greatly improved as each class progressed. However, there are also some problems to be considered in applying the genre approach. As pointed out earlier, the participants' linguistic competence was often not sufficient enough to create their own sentences, so they mimicked the expressions and idioms from the authentic job advertisements without any adaptation or enough consideration (underlined below). 1) *Participants' work*: [Company A] headquartered in Busan, has served the component of shipbuilding since 1986 and grown to over 250 employees while providing impeccable quality, exceptional craftsmanship and on-time deliveries. 2) *Authentic job advertisement*: Spitzer Industries, Inc. headquartered in Houston, Texas has served the oil and gas industry since 1996 and grown to over 900 employees while providing impeccable quality, exceptional craftsmanship, and on-time deliveries. Although an effective strategy for writing at lower levels and working well in the text above, at times, the subtle meaning of lexical chunks transferred may not be appropriate in the learners' text. Therefore, as mentioned, appropriate vocabulary and lexical chunks can be introduced for learners to select and adapt their texts appropriately, moving them beyond the mere copying and pasting of phrases from authentic materials.

### Conclusion

First of all, if the students' English level is not sufficient to create full sentences and independently organize them in a logical and cohesive manner, the teacher can provide materials for students to model their writing

after, based on lexical chunks and text organization. Additionally, by analyzing simple, but textually well-organized authentic model materials, students come to identify the textual features of the genre, and also can repetitively practice forms and expressions by mimicking until they finally incorporate these into an authentic piece of writing.

Second, although the class that was examined here was an adult business English class and the learners all had practical purposes for learning a particular genre (i.e., job advertisement), the principles of incorporating a process- and genre-based approach to writing instruction can be done in a variety of writing class contexts. University students need to learn the genre of academic writing or possible research writing, and young children are frequently taught to produce a variety of texts from different genres (e.g., newspaper, book report). By providing student-oriented writing tasks and specifically designed materials according to their interests, the teacher can enhance the utilization of materials in the working environment.

Finally, even though the genre approach was a more effective way of improving textual organization in genre writing than was the process approach, they cannot be seen as independent approaches but rather interdependent, complementing each other through the entire writing process. Therefore, it is necessary for teachers to integrate these two approaches and apply them into their writing class by helping students learn how to maintain the key features of the target genre and also how to extend ideas and organize them on the basis of the genre.

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### The Author



**Seunghee Choi** is a graduate student in the Applied Linguistics MA program with the University of Birmingham and has had a variety of experiences in TOEIC and business English, including several years of work experience with a multi-national company. Her main interests are corpus-based business discourse analysis and its application to the EFL learning environment. Email: eng1017@hanmail.net



# Busan-Gyeongnam Chapter Summer Conference

Saturday, June 26, 2010  
Pusan University of Foreign Studies

## Three Presentation Strands

Young Learners ■ CALL and MALL ■ Teacher Training

## Admission Free to KOTESOL Members

Send General Inquiries to:  
Conference Co-chair Brad Serl at: [bradserl@fastmail.fm](mailto:bradserl@fastmail.fm)

Busan-Gyeongnam Chapter Web Site:  
<http://www.kotesol.org/?q=Busan-Gyeongnam>

## KOREA TESOL MEMBERSHIP INFORMATION

**All English teachers**, regardless of level or nationality, are invited to join KOTESOL. We welcome **native and non-native speakers** teaching at elementary, middle, and high schools; language schools, colleges, and universities.

**College students** are also welcome to join as student members. The student rate only applies to undergraduate students; graduate students are under the "regular membership" category.

**People who are interested in the learning and teaching of English in Korea** are also welcome to join, as regular members, even if they are not currently teachers or students.

**Regular Membership:** Annual dues are 40,000 won.\*

**Undergraduate Student Membership:** Annual dues are 20,000 won.\*

**International Membership:** Annual dues are US\$ 60.00.\*

**Lifetime Membership:** Lifetime dues are 400,000 won.

**Educational/Institutional Membership & Associate/Commercial Membership:** See our web site.

\* **Period of membership:** 12 months from the month of application to the end of the 12th month following that date.

\* **Renewals** shall run for a full 12 months. Membership expiry date: 1st line of address label used to mail *TEC* magazine.

*We need your feedback, active participation, and help! Join us!*

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# “Change” Was the Theme: 2007-08

By Philip Owen, KOTESOL’s 15th President

Change was a big theme in my year as president. Shortly after I became president of KOTESOL, Lee Myung-bak became president of the Republic of Korea. Early in his term, President Lee made the teaching of English in the school system a priority. The good points, bad points, and possible changes to English education in Korea were a public and heated topic and have resulted in several programs.

One spin-off from this nationwide discussion was the Joint Symposium on Public English Education held in Seoul in April 2008. The Symposium brought together representatives of all of the major ELT organizations in Korea. It was arranged by Dr. Lee Hyo-Woong and others at Asia TEFL and underwritten by Credu. Not only was this the first time representatives of the various organizations had gotten together to talk about English education, but it was also the first time we were able to meet with a high-ranking official from the Ministry of Education, Science and Technology.

Through a series of formal presentations and some informal chat, we discussed our concerns about the state of public English education. This was not a venue for decision making, but representatives of the various groups did voice concerns, and I think Dr. Seok-hwan Oh, from the Ministry, heard and understood the concerns which were raised. It was certainly good to see so many folks gathered to discuss the future of our students and our profession in this country.

One of the great changes which occurred during this time was the dissolution of Cheongju Chapter and its incorporation into the Daejeon-Chungnam Chapter. For over two years, Cheongju Chapter had been experiencing turnover in leadership and problems holding successful meetings. In the spring, I, along with two or three others, went to Cheongju to meet the members in the area, offer some workshops, and help them determine the best way for the Chapter to proceed.

After discussion, it was decided by the Cheongju members that they could not realistically expect to revive the Chapter without some support. Therefore, at the next National Council meeting, it was decided to dissolve the Cheongju Chapter. The Daejeon-Chungnam Chapter was authorized to work with the members in Cheongju and count them as members. In light of this change, the Daejeon-Chungnam Chapter changed its name to Daejeon-Chungcheong to reflect its role in the whole of that part of Korea. This was the first time a local chapter of KOTESOL had been

dissolved. It was not a move anyone took lightly, but it was necessary to provide the best possible service to the members in Cheongju.

On a happier note, 2007 saw the revival of the Jeju Chapter of KOTESOL. This chapter had lain dormant for some time, but, spurred on by leaders such as Calvin Rains and Jamie Carson, it rallied to help the teachers of Jeju develop. This started earlier in 2007 when I was still the First Vice-President. In the spring, I went to Jeju along with Allison Bill to present workshops for the teachers there. A few of the local leaders had rounded up about 50 teachers. We held the workshops, and Dr. Changyong Yang addressed the whole group. Out of this effort, the local teachers got a taste of KOTESOL and have kept the ball rolling.

In 2008, KOTESOL received an invitation to participate in the Franklin Global SpellEvent to be held in 2009. The SpellEvent was hosted jointly by Franklin Electronic Publishing and TESOL, Inc., and would spotlight some bright Korean middle school students by inviting them to participate in a spelling bee. The winner would eventually go on to compete in the finals held in New York City. With the help of Sookmyung University and a few dedicated KOTESOL members, most notably First Vice-President Tory Thorkelson, we accepted the invitation and started the ball rolling,

*Presidential  
Memoirs*  
Series Editor: David E. Shaffer



Phil Owen presenting at an organizational meeting of the Jeju Chapter.

though the spelling bee would not occur until after I had left the presidency. Incidentally, the Korean schoolboy who won the Korean competition went on to take second place in the Global SpellEvent. The Franklin SpellEvent now promises to be an annual event for KOTESOL.

Another milestone was reached when the Global Issues Special Interest Group and the Daejeon-Chungnam Chapter cooperated in putting on a symposium in November at Sun Moon University in Asan. The symposium brought in Dr. George Jacobs from Singapore, who spoke on *Putting a Participation Element into Global Education Activities*, and brought together KOTESOL members from around the country to share their insights and experiences on introducing important issues to their classrooms.

The spring of 2008 was quite active at the chapter level. Gwangju-Jeonnam Chapter started things off with a mid-March joint conference in Gwangju with the 21st Century Association of Language and Literature. At the end of the month, Seoul Chapter held their annual conference, inviting Mario Rinvoluceri as their plenary speaker. In mid-May, North Jeolla Chapter held their regional conference in Jeonju. The local conferences were all well attended and provided excellent professional development opportunities for member and non-member teachers throughout the country.

On a warm Sunday in August, KOTESOL hosted a reflective afternoon with Dr. Thomas Farrell of Brock University (Canada). At the cafe complex in Seoul's Shinchon area, Dr. Farrell talked for three hours on *Re-energizing Teaching Through Reflective Practice*. The event was well attended and very well received, becoming the first of several KOTESOL events that Dr. Farrell has been invited to.

Absent from KOTESOL's spring calendar was a national conference, but we worked to keep that from happening again. The Daejeon-Chungcheong Chapter submitted a proposal to hold the 2009 National Conference at the Korea National University of Education near Cheongju, and the proposal was approved at our August National Council Meeting.

The term as KOTESOL president ends with the annual International Conference. In 2008, the theme of the conference was about responding to a changing world, and it could hardly have been more relevant. Conference Chair Rob Dickey also broadened the scope of the International Conference by including a futurist as one of the featured speakers. Plenary speakers included Scott Thornbury and David Graddol. In addition to the thirteen invited speakers, there were 169 parallel sessions, and the attendance was record-setting, at nearly 1200 attendees. We were reminded throughout the Conference of the importance and inevitability of change and of being prepared for that change.

## Korea TESOL's Presidents

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

### The Author



**Philip Owen**, MEd, MDiv, majored in French and minored in Linguistics, served in the US Air Force as a Russian Language Specialist, and finished his Masters Degree in Education with the University of Southern California while on active duty. After the service, Phil entered UCLA and left two years later with a TESL/TEFL teaching certificate.

Phil's first teaching job was in Omaha, Nebraska, working with refugees from the war in Vietnam. This left him with enduring interests in Indochina and in refugee issues. He also taught in various other programs in the United States.

In 1999, Phil journeyed to Gunsan, Korea, where he taught in the Language Education Center of the national university there. A year later, Phil joined the English Department of Kunsan National University as a visiting professor and continues to hold that position. Since coming to Korea, Phil has been active in Korea TESOL, giving presentations and serving in many leadership positions. He has held several offices both within the Jeonju-North Jeolla Chapter, including president, and at the National level. He was National President in 2007-08 and has been the Program Chair for five KOTESOL international conferences.

Phil currently teaches undergraduate English conversation and writing, and teaches classes at the graduate level for English Education majors. He tries to broaden students' horizons by addressing issues of importance to our world in many of his classes. He works his Moodle site into all of his classes and tries to brighten his classes with lively, communicative activities. Email: philkotesol@yahoo.com

# The Best from the World of ELT

By Stephen-Peter Jinks, Conference Chair

The most important aspect of any conference is the quality of the speakers. The KOTESOL International Conference Committee has always worked hard to bring the best from the world of ELT to Seoul every October. This year's committee is no different; we have been talking to a wide range of world class presenters to speak to our theme of *Advancing ELT in the Global Context*, with a special focus on the role of identity in language learning and teaching. We are very pleased to have confirmed Paul Nation, Patricia Duff, and Andy Curtis, as three of our speakers for this year's conference.

## Conference Column



Paul Nation



Patricia Duff



Andy Curtis

**Paul Nation** is a Professor of Applied Linguistics at the School of Linguistics and Applied Language Studies (LALS) at Victoria University of Wellington, New Zealand. He supervises MA and PhD research on vocabulary. He has taught around the world: in Indonesia, Thailand, the United States, Finland, and Japan. Nation is a leader in EFL/ESL research on teaching and learning vocabulary. His current research project is a test of vocabulary size, which is now being trialed with non-native speakers of English. Paul Nation has published extensively in the field of vocabulary acquisition and is a very popular conference speaker.

**Patricia Duff** specializes in the processes and outcomes of second language learning in high school and university classrooms. Although her focus is English as a second language, she has also researched teaching and learning of Mandarin. Duff also looks at language issues in the workplace and the wider community outside of the classroom. She is the Director of the Centre for Research in Chinese Language and Literacy Education at the University of British Columbia, Canada, where she is Professor of Language and Literacy Education and Hanban Professor of Chinese Language and Literacy Education Research. **Andy Curtis** is the Director of the English Language

Teaching Unit, as well as a professor in the Faculty of Education, at the Chinese University of Hong Kong (CUHK). He is also a member of the Board of Directors of TESOL, Inc. Many English teachers will be familiar with his work through the *WorldLink* series of textbooks. He has also published extensively in the areas of language teacher professional development and leadership in language education. Andy Curtis has been an invited speaker at over a hundred ELT conferences around the world.

We also hope to include *Jennifer Jenkins* in our line-up of plenary speakers. Her work on International English and identity fits well with our conference theme. We are still awaiting word on whether she will be able to fit our conference into her schedule. Please check the KOTESOL web site ([www.kotesol.org](http://www.kotesol.org)) for updates on Jennifer Jenkins and all of our speakers.

The 18th Annual Korea TESOL International Conference is also the host of the 2010 Pan-Asia Conference, and we have expanded our range of invited speakers in order to feature representatives from other member countries of the Pan-Asian Consortium of Language Teaching Societies. Our conference speaker list, so far, includes: **Alan Maley**, **Andy**

**Kirkpatrick, Andrew Finch, Jodi Crandall, Noboyuki Honno, Suchada Nimmannit, Sunhae Hwang, and Willy Renandya.** We have recently been able to add **Thomas Farrell** to our invited speakers' list. Farrell will speak on "Exploring the Professional Identity of ESL Teachers," especially from the point of view of reflective practice.

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*We have expanded our range of invited speakers from other PAC member countries.*

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This year will also see two featured panel discussions. We have invited **David Nunan, Rod Ellis, and Kathleen Bailey** to participate in a plenary panel discussion relevant to this year's conference theme. There will also be an opportunity for conference-goers to put their own questions to our invited panelists. We have also invited our PAC partners each to send a representative for a featured **PAC Panel Discussion**.

The International Conference has hosted a breakfast opportunity for conference-goers to meet the invited speakers for several years now. This year will be no exception. Please come and meet our invited speakers and panelists, as well as the PAC representatives at our Sunday morning coffee and pastry session. This year, everyone is also welcome to come and socialize at the Saturday evening reception, directly after the last session of the day.

Last year's Conference Chair, Louisa Kim, brought in Mexican lunches for conference-goers via Tomatillos Grill in Seoul. This was a great success, and we will invite off-site caterers again this year. We have a scheduled lunch break during Saturday's sessions, but sessions will continue throughout the day on Sunday. We also have scheduled time on Sunday for KOTESOL's Annual Business Meeting. This year, we want to open up the Employment Center at the International

Conference to include job information from PAC member countries, as well as from universities throughout Korea.

Sookmyung University offers KOTESOL an amazing venue for our International Conference, but we are rapidly filling all the space available to us for our two-day conference. Higher attendance figures, extra featured speakers and events, including the Asia Youth Forum's concurrent conference, and a special Korean cultural entertainment feature celebrating Korea TESOL's role as the host for PAC-KOTESOL 2010 means that more of our conference events will expand into Centenary Hall, a separate building very near to the regular conference complex. We have previously used Centenary Hall classrooms for extra concurrent presentation space, but this year we will also be making more use of the spacious foyer areas and plenary-sized presentation hall.

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*Check the 2010 conference web site for additional information and updates.*

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I would like to especially encourage KOTESOL members to take advantage of the discounted cost of pre-registration. This not only saves you money, but it also eliminates a lot of time standing in line when you arrive on Saturday morning. Last year's pre-registration figures were very high, for which we were thankful during the Saturday morning power glitch!

Along with Conference Chair-elect Julien McNulty and PAC Chair Kyungsook Yeum, I would like to thank our hardworking Conference Committee, the KOTESOL National Council, and our KOTESOL Chapters and members for all the valuable input we have received as we plan this year's event at Sookmyung Women's University for the October 16-17 weekend. 

## Positions Available

### 2010 PAC-KOTESOL International Conference Organizing Committee

Become part of the production of the largest ELT conference in Korea. The 2010 Conference Committee still has a variety of positions waiting to be filled.

Positions vary from day-of duties to those of greater responsibility.

Feel the satisfaction of being part of making PAC-KOTESOL 2010 happen.

**Contact Conference Chair Jinks at: [proven.method@gmail.com](mailto:proven.method@gmail.com)**

# The 2010 PAC-KOTESOL International Conference

## *Advancing ELT in the Global Context*

**October 16-17, 2010, Seoul**

**Advancing ELT in the Global Context** is a huge task for teachers and other ELT professionals. Our understanding of language learning, advancing technologies, our understanding of the world, and government policies have great impact on our profession and the world around us. Yet, as we contemplate these changes, we are aware that the first step toward change is always taken by an individual.

As language teachers and learners our multifaceted and ever-changing individual identities - how we see ourselves, and how we are seen by others - will shape our attitudes, actions and reactions to language. The 2010 PAC-KOTESOL International Conference is a forum for educators to share their ideas, innovations, experience, action research, and major research findings through research reports, workshops, and poster presentations.

The Pan-Asian Consortium of Language Teaching Societies (PAC) is a series of conferences, publications, and research networks across Asia. Initially created in 1994 through the collaborative efforts of the Japan Association for Language Teaching (JALT), Korea TESOL (KOTESOL), and Thailand TESOL (ThaiTESOL), PAC has expanded its partnerships to include the English Teachers Association of the Republic of China (ETA-ROC), the Far East English Language Teachers Association (FEELTA) of Russia, the English Language and Literature Teachers Association of Singapore (ELLTAS), and the Philippine Association for Language Teaching (PALT).

### **Plenary Session Speakers**

Paul Nation  
Patricia Duff  
Thomas Farrell

### **Plenary Panel Speakers**

David Nunan  
Rod Ellis  
Kathleen Bailey  
Martha Cummings

### **Featured Speakers**

Alan Maley  
Andy Curtis  
Andrew Kirkpatrick  
JoAnn Crandall  
Sunhae Hwang

Willy Renandya  
Suchada Nimmannit  
Nobuyuki Honna  
Andrew Finch

**For more information on the 2010 PAC-KOTESOL International Conference:**

<http://www.kotesol.org/?q=2010IC>

## Julien McNulty: Preparing for the Big Show

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

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

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

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

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

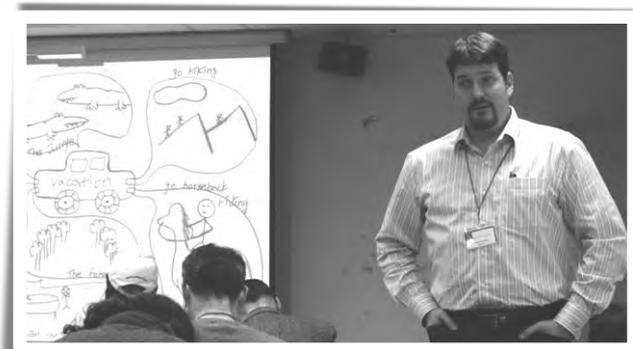
### Membership Spotlight

By David E. Shaffer

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

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

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



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

# Online Grammar: Hot Potatoes

As mentioned in the previous column (Volume 14, Issue 1), online grammar sites tend to leave the organization and classification of grammar activities to the teacher, so that we often have to spend a lot of time looking for the activities we need. In addition, Internet URLs tend to change, and online learning sites come and go, while sites that start off being free, suddenly require a subscription!

An alternative to these frustrating scenarios is to make our own online activities, using the free software, *Hot Potatoes* (<http://hotpot.uvic.ca/>). This offers a wonderful way of creating our own vocabulary, grammar, and review tests, as well as other activities, and then putting them online. The software is simple to use, and the finished files are quite small, taking up minimal space on your server or your online cafe. You can also upload them to the *Hot Potatoes* server.

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*All too often, computer activities simply substitute the screen for the textbook page. Yet Hot Potatoes offers more.*

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*Hot Potatoes* was developed by the Humanities Computing and Media Centre (HCMC) of the University of Victoria in Canada, and version 6.3 can now be downloaded from the *Hot Potatoes* site, where we can also find useful tutorials and a clipart library of 3000 images (bottom of the page) that can be used in *Hot Potatoes*. The tutorials are easy to follow and very comprehensive, and there are lots of sample sites that show you the range of possibilities, including the use of pictures, music, and videos as input.

In terms of the rapidity of change to which we are accustomed in ELT, Computer-Assisted Language Learning (CALL) has been around for some time now, and has largely moved into Multimedia-Assisted Language Learning (MALL). However, it is important to remember that neither CALL nor MALL is a philosopher's stone, capable of changing base metal into gold. They simply offer a different platform, or a different media location, for language learning. They are not magical motivators and can be just as boring as any badly designed grammar activity. Getting a student to sit in front of a computer screen and perform

grammar activities does not mean that those activities will be intrinsically effective in terms of language learning. All too often, they simply substitute the screen for the textbook page.

The same criteria apply as for any other learning materials, and we still have to consider the goals, input, activity type, teacher role, student role, and setting, before starting to make

## Materials Design

By Andrew Finch

the activity. Having said this, *Hot Potatoes* offers some very useful formats for our creativity: matching (JMatch), cloze (JCloze), multiple-choice (JQuiz), crosswords (JCross), and scrambled sentences (JMix). Finally, "The Masher" allows you to build a suite of different activities that lead on from one to the next.

The makers stress that *Hot Potatoes* was not designed as a testing tool, but if you have a cgi function on your server, you can get students to submit their results to you. This function appears along with lots of other useful "tweaks" in the Configure Output section of the Options bar in the top menu. Examples of the different formats and of student-designed activities can be viewed at [www.finchpark.com/courses/hotpot/](http://www.finchpark.com/courses/hotpot/).

It is really good to find software that is good, easy to use, and free. Once we have downloaded it, mastered the tutorials, and started making activities, we are empowered as online materials designers, and freed of the restrictions of having to photocopy loads of sheets for our students. The activities, which we have made specifically for them, remain on the Internet, waiting to be used again and again. Furthermore, they can be set as homework assignments, freeing up time for performance skills in the classroom.

### The Author



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

## ER: Proceed with Caution (Part II)

In the previous edition of *TEC*, I talked about extensive reading in terms of what it is and how one can consider using it in second language classes. This article, Part II, outlines what we can consider doing after reading extensively so that we can engage our students in interesting post-extensive reflective reading activities that do not test their comprehension in the usual boring ten-question format.

### What Should We Do After Reading Extensively?

The main purpose of extensive reading is to encourage our students to develop an interest in and a habit for reading on their own so that they can move from learning to read to reading to learn. In order to accomplish this, we must be careful not to build in extra pressures of testing or grades. If extensive reading is to be for pleasure, then we must beware of the possibility of spoiling this enjoyment of reading for pleasure by not asking our students comprehension questions and not asking them to write mindless summaries of the books they have read: How would you like to have to write a summary of the latest fiction book you have read? Of course, if all the students are reading the same class book, then the teacher could also read it and this makes checking the impact of that book easier. But different groups can read different books and engage in different class activities that can be compared. Each student should keep a reading log of some sort about the material they are reading so that they can draw on that information when discussing aspects of the book they have read. Then each class member can be asked to work individually or in pairs or groups to complete any of the following activities:

- 1) Write a reaction letter to the author of the book, ask questions about the book, and give comments about what you liked and did not like.
- 2) Make a movie. "The Movie Version" (Farrell, 2004) is an activity where students cast actors and draw a poster for a movie based on a book they have read. "The Movie Version" is one alternative to the "boring book report," as it is very popular with students.
- 3) Students can also make a poster for the "movie-of-the-book" and/or redesign and make a new book cover. Rather than a movie, students could also consider making a radio play from the story.

### Having Proceeded With Caution

I will end this article with a caution for all because extensive reading has taken on somewhat of a

bandwagon call, with ELT reading circles as the cure-all for the difficulties students encounter when learning English as a second language, where some think it can and maybe should replace instruction. Yes, extensive reading can be a great way to promote autonomous reading. However, it should augment

existing intensive reading instruction and not replace it. Simply providing time for students to read, a common

misinterpretation of extensive reading, will not guarantee that students will develop their reading skills. Rather, an extensive reading program should be carefully designed so that students can put into practice reading strategies they have been explicitly taught in their intensive reading classes so that they can become more autonomous readers.

Many of the problems learners face in learning to read in English are related to common instructional methods that often test, rather than teach, reading, and thereby, fail to foster a fondness for reading within learners. Additionally, many teaching methods fall short of fully accounting for the differences between learning to read in a first and second language. Extensive reading strategies offer ways in which teachers can cultivate not only reading skills and text comprehension, but also an interest in reading in English.

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### The Author



**Thomas S. C. Farrell** is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, and Language Teacher Education and Development. The early part of Dr. Farrell's teaching career was spent teaching in Seoul. Dr. Farrell will be a speaker at the 2010 PAC-KOTESOL International Conference in Seoul this October. Email: [tjfarrell@brocku.ca](mailto:tjfarrell@brocku.ca)

## Professional Development

By Thomas S.C. Farrell

# The W's of CALL

By Brian J. English

It has often been said that computers will never replace teachers; however, teachers that use computers as a means to facilitate learning for their students will always have one more “tool” than those who do not. Although the use of computers in language teaching is ubiquitous, many teachers are still unsure of how to design Internet-based lessons that encourage students to communicate in the target language. Computer-Assisted Language Learning (CALL) and Computer-Assisted Language Teaching (CALT) are buzz terms in the field of teaching English as a foreign language. Many teachers use these terms freely in general discussions about methodologies but often have difficulty explaining details on approaches to, designs for, and procedures for using computers to promote language acquisition. Moving students out of a traditional classroom and into a computer lab enables teachers to familiarize students with captivatingly relevant English web sites. Designing lessons that use such web sites can increase student motivation and encourage students to become individual language learners. This paper addresses several basic questions in an attempt to provide practical guidelines that teachers can follow to develop communicative language lessons for use in computer labs.

**Who?** This is perhaps the easiest question about CALL to answer. CALL is for any language learner who has basic computer skills. However, some learners are able to benefit from CALL more than others. Those learners who are self-motivated can use CD-ROMs for specialized practice in pronunciation, grammar-based lessons, TOEIC or TOEFL preparation, as well as for surfing the hundreds of EFL/ESL sites available to learners. Schools with labs can encourage students to take advantage of language learning software by ensuring that labs are open and accessible to students, and have a monitor to assist students with equipment and advise students on appropriate software.

There is a plethora of resources available for both teachers and students. These resources can facilitate learning and teaching for all subjects whether for primary, secondary, or tertiary levels of education. However, teachers need to ensure that students are aware of what resources are available both in a lab and in cyberspace. Ideally, teachers can begin this familiarization process by holding communicative language lessons in a computer lab.

In addition to Internet-based lessons for EFL students, CALL lessons can be appropriate for other classes.

Movie English classes can take advantage of multimedia equipment to review specific scenes. At the same time, students can use information on movie web sites to gain background knowledge of specific movies. This can aid in understanding subtle nuances related to language register or culture. (For more on this topic, see *Members' Forum* in this issue.)

**What?** In addition to supplemental instruction, teachers can integrate the use of computers into a course design for several other purposes. Email or “group pages” can be used to disseminate information to students

enrolled in a class. For example, some Internet companies provide a free service that allows their email users to register member-only group sites. Teachers can build group pages and download audio, video, or other types of files for students to access. Assignments notes, important dates, project guidelines, announcements, and syllabi can also be posted on group sites. Additionally, group sites can facilitate file sharing among teachers to smooth the progress of “Teachers Helping Teachers.”

Computers make it easy for students to find information for EFL assignments that require some basic research. Projects for higher-level classes such as debates, speeches, and essays can begin with idea-generating Internet searches in which students gather background information on a particular topic. These assignments tend to work best when teachers provide carefully planned guidelines for students and if they begin in a lab where the teacher can assist students more easily.

One advantage of using Internet sites for language learning is that the World Wide Web provides an infinite source for authentic texts. Although many ESL/EFL textbooks provide situations and examples of everyday English, they are finite and dated. Teachers can use the Internet to design lessons that provide students with authentic discourse in real situations.

Furthermore, Internet-based lessons can increase student interest, so language learning moves from a deductive teaching process to an inductive language

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acquisition process. Essentially, this is a step toward persuading students to take the initiative to become more individual and independent language learners. To do this, it is important for teachers to provide students with additional sites on specific topics, so they can continue their learning process outside of the classroom.

**Why?** As aforementioned, one of the main objectives for using computer-assisted language learning resources is to promote inductive learning for students. Moving out of the classroom and away from rote memorization, grammar drills, and textbooks, CALL lessons open a new door for students. CALL lessons afford students an opportunity to acquire new vocabulary and grammatical structures through using authentic material on web sites. CALL lessons involve students in the language learning process because they have to read information on English web sites, discuss that information in English, and do their own searches to discover more interesting web sites. As Benjamin Franklin said, "Tell me and I forget. Teach me and I may remember. Involve me and I learn." Involving students more in the language learning process increases both the likelihood of long-term retention and the likelihood of creating autonomous learners.

In addition to acquiring language while doing Internet-based lessons, students are also likely to acquire new content. In one particular CALL lesson that is gaining popularity among EFL teachers in Korea, students go to the Guinness Book of World Records web site and answer a number of questions on "biggest animal," "longest river," "tallest building." The lesson is designed for middle school children to practice superlatives; however, some teachers who have used the lesson have commented on how the students also learn interesting facts that may be useful in other classes.

Increasing student motivation is another prime objective for using CALL lessons. Getting students out of a traditional classroom to do something a little different can raise levels of interest for both the teacher and the students. Additionally, CALL lessons that promote interactive learning increase attention spans and foster intrinsic motivation.

A third prime objective for using CALL lessons is to target different learning styles. Students have a variety of learning styles; therefore, teachers should take every measure possible to design lessons that target several learning styles. CALL lessons offer a medium to target more students' learning style preferences and also help students develop new learning strategies.

**How?** The questions of "Where?" and "When?" are

rather self-explanatory and dependent on the technological resources and time constraints of the language program. Therefore, the final and perhaps most important question is "How?" Any teacher can design Internet-based language lessons by following several easy steps:

1) *Decide on a Theme:* First, a teacher needs to decide on an appropriate theme for a lesson. The theme could easily follow the topic of a unit in a textbook so that it is a supplemental lesson to the textbook. For example, if students have just finished a unit on weather, then the teacher can supplement the unit with a CALL lesson on weather.

2) *Decide on a Language Focus:* It is important to provide structure to CALL lessons because they involve more than just doing Internet searches. This is especially true for lower-level students. Therefore, teachers also need to decide on a language structure

that the students will practice during the lesson. If a lesson is on superstitions, an appropriate language structure might be the real conditional verb

tense (*If* + present tense + *will, can* or *may*): If a black cat crosses your path, you will have bad luck. There are many web sites on superstitions, so designing a communicative lesson on this topic to practice conditional tenses is a plausible project.

3) *Find Reliable and User-Friendly Web Sites:* It is very important that teachers choose web sites that load quickly and are user-friendly. Pop-ups or slow-loading pages can inhibit the flow of a lesson in a computer lab. Sites should also be organized so that students can find information easily.

4) *Include Activities That Practice Language Through Content:* Since the objective of CALL lessons is the acquisition of language, teachers need to include activities in a lesson that promote communication in the target language. Pair-work and group-work activities can be incorporated into a CALL lesson in the same way that many textbooks include such activities.

5) *Check Web Sites Before Teaching:* Web sites come and go, so check that all links are active before beginning the lesson.

These are some answers to the basic questions that many language teachers have about CALL and CALT, and some guidelines for developing CALL lessons.

### The Author



**Brian J. English** received his Ph.D. from the University of Southern California and currently teaches at Konkuk University in Chungju. He has worked with international students both in the US and in Asia for 20 years. He specializes in teacher training, curriculum development and English for Academic Purposes. Email:

rainbowreefwarrior@yahoo.com

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## CALL resources promote inductive learning.

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# A View of ELT in Mae Sot

By Phil Owen

Last winter I took some time and went back to Mae Sot, Thailand. Mae Sot is a town on the Thai side of the border with Myanmar (Burma). It is a meeting and trade point for people from the Karen, Shan, Burmese, and other ethnic groups west of the river, as well as the Thais on the east.

Mae Sot lies at about the same latitude as Yangon (Rangoon), the former capital of Myanmar. Mae Sot is not a popular tourist destination, but is visited by people who want to renew their visas to Thailand and by people who are concerned about the refugees and migrant workers from Myanmar. Because of its proximity to Myanmar and because of the Thai-Myanmar Friendship Bridge, which crosses the river between the two countries, Mae Sot has also become a magnet for various peoples from Myanmar. Some come for work: working mostly in construction or in clothing factories.



▲ A typical classroom in Mae Sot, Thailand.

I made my first visit to Myanmar in the summer of 2006. It was an amazing trip to a fascinating country. While in Mandalay, I was introduced to a small “library,” which was run by monks and held informal, free classes for adults in many subjects, including English. I went along to observe classes and help a little. This initiated a friendship with the English teacher at the library, a friendship maintained by on-going email communication after I left Myanmar.

Then, in 2008, I visited Mae Sot for the first time and had the opportunity to see several of the schools in the greater Mae Sot area. The better schools, like many in that part of the world, were made of concrete. They had small classrooms with no doors and walls which did not go to the ceiling. The noise from one classroom, as students sat on the floor and recited lessons, mixed

with the noise of every other classroom and echoed around the concrete building. The *technology* was limited to some books, a few posters, a blackboard, and possibly a cassette/CD player. Students came when they could, as many had responsibilities to earn money for the household.

In 2010, when I visited Mae Sot a second time, I found a library, rather like the one I had seen in Myanmar, offering free English classes for adult migrant workers. I did not visit many other schools, but I did get to a large school for migrants just outside of town. This school was donated by a Japanese non-governmental organization (NGO) and served hundreds of children. It had a large teaching faculty, including several Burmese English teachers and native-speaker teacher volunteers. Predictably, there were relatively more young students than older ones and, it appeared to me, more girls than boys.

There are a lot of NGO and other volunteer organizations doing work with the various groups from Myanmar in and around Mae Sot. Most organizations require a three-month commitment or longer. I consider myself mostly a tourist who helped a little because I knew a few people. To be really helpful, it is certainly better to do some groundwork first and line up a place where you are able to help the most. One resource which is interesting is “The Curriculum Project.” This project produces ELT materials, aimed mostly at adult migrant workers, using local experience as the basis for the lessons. Their material is available online at: [www.curriculumproject.org](http://www.curriculumproject.org).

## Featurette I

### The Author



**Phil Owen, MEd, MDiv**, got his start in teaching at UCLA. Since coming to Korea he has been active in Korea TESOL, giving presentations and serving in many leadership positions. He was National President (2007-2008) and has been the Program Chair for five International Conferences. Phil currently teaches at Kunsan University, where he has been since 1999. He tries to broaden student horizons by addressing issues of importance to our world in many of his classes. He works his Moodle site into all of his classes and tries to brighten his classes with lively, communicative activities.



# Total Physical Response Cards

Recently I have been finding that many of my students lack some of the basics regarding daily routines and common actions. To improve this situation, I went back to my file cabinet and took out my TPR (*Total Physical Response*) cards. These flashcards I made myself, by brainstorming a list of common routines and useful commands my students might perform on a regular basis. Over the years, I have cut out illustrations from coursebooks and printed clipart images from the Internet to glue on the blank cards with commands under the pictures. Simple commands include *open the window, play the piano, drink orange juice, do homework*, etc.

With TPR, the verb is king, and learners develop comprehension skills before output is expected. This method is often used with beginners who may benefit from a less stressful introduction to language learning. In short, your students start off listening and doing, and the teacher gradually allows students to take on the teacher's role when they start speaking.

The most common activity teachers can do with these cards is *Simon Says*. As students gain proficiency, teachers should be allowing students to take on the role of issuing commands. My students always had difficulty thinking of commands spontaneously. With TPR cards, learners have access to a large variety of commands and routines. *Charades*, the guessing game, is a similar activity you can use. Most students tend to scream out answers. For this reason, I put starter phrases on the board so that students can say, *I think you're \_\_\_\_\_ing* or *It looks like you're \_\_\_\_\_ing*.

Another activity my students enjoy as a warm up or review is *Slap*. Place 2-4 cards on a table. Two students place their hands on their heads. The teacher or another student calls out a command, and then students have to race to slap the card that was called. For large classes, make groups around the room, and let them play independently.

TPR cards offer opportunities galore for pattern practice as well. Activities practicing past, present, and future tenses are easy to set up, as are adverbs of frequency (*always, usually*), time sequencing (*before, after, first, next*), and modals (*can, might*). To make mechanical drills more fun, use students' names instead of *he/she/they*. One successful technique I have used is placing four TPR cards on the board with tape or Blu Tack. Students make teams near the board. One student from each team races across to the board

saying the correct sentence. They return quickly and say their sentences again. Here, I usually remove one of the cards. When they finish, they tag their teammate to go. It is fun for students, but it is also productive fluency practice, which incorporates chunking.

Writing activities are easy to implement. I normally place several TPR cards on the board and have students practice with some quick mechanical drills. Then I ask them to circle, underline, or draw a square around whatever grammatical pattern I want students to learn.

## Young Learners

By Jake Kimball

What about a more open-ended creative writing task? Try *Wacky Tales*. Pass out TPR cards to each student or group of students. You will also need to have one character card for each student or group. I use cartoon characters, such as Sponge Bob, and movie characters from *Transformers*, etc. in order to generate more student interest. Although the TPR cards might read *carry the books, feed the cat, and throw a baseball*, students are encouraged to change them. My students love reading out their stories where they have changed their TPR card examples to ones more ridiculous such as *carry the car, feed the dinosaur, throw a watermelon*. For older students, I use Korean entertainers and singers as characters.

Finally, writing or giving instructions is another TPR activity. These can be very difficult, so this type of task is best used with intermediate and advanced students. Have students give instructions to local places of interest and use maps or other realia. Write instructions for cooking ramyon or making a sandwich.

### The Author



**Jake Kimball** is the Director of Studies at ILE Academy in Daegu. He is the Facilitator of the KOTESOL Young Learners and Teens Special Interest Group and a member of the KOTESOL Research Committee. Jake has served on the National Council several years as 2nd Vice-President and as Nominations and Elections Committee Chair. He received his MSc in Educational Management in TESOL from Aston University. Email: [ilejake@yahoo.com](mailto:ilejake@yahoo.com)

# Classroom Management for Large Classes

By Michael Griffin & Manpal Sahota

Teaching anything anywhere has its challenges. Here in Korea, one common challenge that teachers face is large class size. Classroom management becomes paramount in delivering effective lessons in such a situation. Too many good teachers have seen their lessons derailed by deficient classroom management skills. In this column, we wish to highlight successful strategies to effectively manage large classes.

Classroom management begins the moment you first step into the classroom on Day 1. It is important to set the classroom culture on the very first day of class. A great way to do this is through the establishment of class rules. Some teachers simply dictate their class rules and expect students to follow them. We feel this may not be best as it excludes students from the process of forming the classroom culture. We strongly feel that students should be included in this stage since they are obviously integral members of the classroom. Rather than merely dictating classroom rules, have an activity where students decide in groups what class norms should be instilled. This can prove to be a great ice-breaking activity since students often come up with creative and absurd rules. This can help to create a more comfortable atmosphere on the first day of class. Hopefully, when groups share their answers, you will have some reasonable rules, and at this time, you can add your own rules if students fail to mention any that you deem important. If students help make the rules, they will be more inclined to follow them.

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## *Students should be included in making classroom rules.*

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Michael has had success taking the list of student-generated norms and making a class contract. With great ceremony, he has the students swear to uphold the contract for the duration of the course. He also likes to post the norms on the wall for everyone to see. If a student forgets to follow the norms, a simple nod in the direction of the poster is enough to get them on track. Student involvement in the creation of the norms is really important so that the teacher can simply remind the students that they are not following the norms that were created together.

While establishing class rules with your students is paramount, equally important is having consequences if those rules are broken. If students break rules without any consequence, your class management

system will undoubtedly break down. There are various consequences you can establish for rule-breaking, depending on your teaching context.

For public school teachers who have large class sizes (30-40 students), a great classroom management technique is to use an on-going group merit/demerit point system. If students are giving merit/demerit points based on groups, this will help them police themselves, thus shifting the responsibility

## Training Notes

By M. Griffin & M. Sahota

from you to your students. Peer pressure can be exerted in powerful ways so that students who are hurting their teams will strive to do the opposite. In elementary schools, it is important to have a merit/demerit score chart visible for all students to see so that they can track their progress. Often, you motioning towards the score chart can cause students to stop misbehaving. Each class, students can receive points/stickers based on their performance, which can go towards a reward either at the end of each month or at the end of the semester.

An on-going reward system set up in this way is far more effective than giving daily “candy” rewards to students. These classes can resemble a parade because of all the candy being thrown around, and the reward strategy often loses its effectiveness after a few weeks as students expect treats every class. It is still possible to give more frequent rewards that are not material in nature. For examples of non-material rewards, look at the following link: <http://k6educators.about.com/cs/classroommanageme3/a/rewardsprizes.htm>

Manpal saw a great example of a merit/demerit point system from a teacher at Suseo Elementary School. The teacher, Sun Yi, uses a large board that has 5-6 vines running vertically (one vine for each group). At the bottom of each vine is a cut-out of a monkey. The teacher calls it “Monkey Up/Monkey Down.” Whenever groups exhibit positive behavior (e.g., volunteering answers, helping their group members, etc.) their group’s monkey goes up one notch on the vine. If groups exhibit negative behavior, their group’s monkey goes down one notch on the vine. At the end of class groups who reach the top of the vine get a sticker that is counted towards a reward at the end of the semester. This method is quite effective as students can

track their progress on the board. It really promoted cooperative learning and team work among group members.

Another example is writing a word on the board (for example, E-N-G-L-I-S-H) and erasing a letter anytime students are misbehaving. As mentioned before, simply motioning to erase a letter can cause students to change their behavior. If students improve their behavior, you can add the letter back. At the end of class, students can get points/stickers based on how many letters are left. You can either give points/stickers to each student or award them to the class as a whole, and have them compete with other classes in their grade. If you choose the latter method, it is important to show classes their ranking at the start or end of each class.

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### ***A great technique is to use a merit/demerit point system.***

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For middle and high school teachers, with older students, a slightly different strategy is required. The basic principles of creating rules with your students and using a merit/demerit system with consequences for rule breaking remain. However, rather than giving points that go towards an on-going reward, teachers in secondary schools should have the merit/demerit system tied in with students' grades. If you are a foreign teacher working in a public school, talk to your co-teachers before the semester starts and ask that some percentage of the students' final English grade be allocated to your classes. Ideal would be 10-15%, but even 5% would be enough to make students want to earn full marks, especially with students in upper grades where the educational environment can be quite competitive. Without allocating some percentage points of the students' final English grade to your class, it can be extremely difficult for you to manage your students. If students know that they are not being graded in your class, they may not take your class seriously and instead see your class as a "break time" from regular schooling.

For university teachers, since you are normally responsible for the entire English grade of your students, it should be easier for you to create rules with your students and implement a merit/demerit system with consequences that will affect their overall grade. It is important to clearly spell out your system to your students and let them know how they will be given/deducted marks on the first day of class. It is also important to keep a weekly record so that students can track their progress during the term. At the end of the term, the weekly record will come in handy when students ask you for grade adjustments, as you will have something tangible to show them why they received the grade you gave them. Transparency is the key here. We recommend making something that could

appear subjective seem as objective as possible.

It is also important to combine the ideas mentioned above with other essential teaching methods and techniques. These include using verbal and non-verbal cues, reducing teacher talk, asking comprehension check questions, and modeling activities fully. For more detailed information on these and other strategies, please refer to our article on *Effective Activity Delivery* in the 2009 summer issue of TEC. As well, for those of you who teach with co-teachers, there are strategies that you and your co-teachers can implement to improve class management. We will cover those strategies in a future article. We hope the strategies we discussed in this article will provide you with some more ideas on how to manage your classes effectively and will encourage you to try them out.

### **The Authors**



**Manpal Sahota** has been working in Korea for nearly eight years. He is an academic coordinator for the foreign teachers working in elementary, middle, and high schools in the Gangnam District of Seoul. He has a M.A. degree in TESOL and his interests include professional development through reflective practice, issues of race in EFL education, and world Englishes. Email: [manpalsahota@gmail.com](mailto:manpalsahota@gmail.com)



**Michael Griffin** has taught in Northeast Asia for nearly 10 years. He has lived in Jinju, Tokyo, Seoul, and most recently, Daegu, where he discovered a passion for teacher training. He has an MATESOL degree with a concentration in curriculum design. His main teacher-training interests include materials-light teaching, classroom communication, and reflective practice. Email: [michaelegriffin@gmail.com](mailto:michaelegriffin@gmail.com)

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# Conversation Skills & Strategies

By Jeffrey Walter

The awkward silence. The inappropriate question. One-word answers that kill conversations. At times, we have all felt ill at ease during a conversation with a second language learner. But very often it is not a lack of vocabulary or grammar that hinders communication, but a lack of conversation skills.

Knowing the structure of English is not enough. Even learners who have a good knowledge of the language structure may still struggle to communicate effectively. Thankfully, there are *skills and strategies* (i.e., interrupting, circumlocution, starting a conversation with a stranger) that can be learned, practiced, and improved over time. We, as teachers, need to forge beyond just conversation practice to teach our students *how* to have better conversations.

## How Do We Teach Conversation Skills and Strategies?

Dornyei and Thurrell (1994) promote three basic ideas for the teaching of conversation strategies (CS): teaching specific language, raising students' consciousness, and sequencing. First, most CS have specific expressions that are used. For example, to change the subject, we can say, "That reminds me..." or "By the way..." Students need to be provided with this language. Secondly, to raise students' consciousness, we should explicitly tell and show them what these expressions do and how they work. Showing them "before" and "after" versions of conversations works well since they can readily identify with communication failures and are delighted to see how easily they can be overcome. Finally, it is important to plan a sequence of skills to be taught that allows the recycling of old material while building and expanding their skill set.

CS can be taught within the framework of lessons you already have - there is no need to scrap your whole syllabus. Do you use model conversations? Why not take a 10-minute detour to teach how to ask for repetition and clarification phrases?

## CS for Low-Level Learners

You may think that low-level students are not capable of handling CS or perhaps it is a low-priority goal, but considering that these are the learners who struggle the most with continuing conversations, it is very important. Here is a list of CS that most beginners can grasp. They fit naturally into conversation, so they are easy to recycle throughout your regular curriculum. (a) *Eliciting opinions*: "How about you?" and "What do you think?" (b) *Help*: Saying you do not understand and asking for help or repetition. (c) *Agreeing & disagreeing*: Since so many communicative activities

involve this. (d) *Reacting*: "Really?" "Wow!" "Sounds exciting," "Me too." (e) *Giving more information*: "Do you like soccer?" - "Yes, I love it. My favorite player is Ji-sung Park. He plays for Manchester United." (f) *Asking relevant questions*: "I like cooking." "Really? What foods can you cook?"

Students with these simple skills are able to have longer, more meaningful conversations. Thus, they are able to better cultivate relationships with their classmates (in English!), which in turn, bolsters motivation and interest. Success at even basic conversations breeds confidence.

## Techniques

## Where Do You Find CS Materials?

Conversation Gambits (Keller & Warner, 1988) is an excellent collection of expressions and activities. Mainstream EFL textbooks have traditionally lacked CS but are starting to pay more attention (e.g., see the Touchstone and Join In series). If you look for them, you can find CS in most textbooks. For example, "Well..." in the model conversation is a filler, but it needs to be explained and practiced if learners are going to be able to use it. There is also a list of oral communication micro-skills in H. D. Brown's *Teaching by Principles* (2001, chapter 17).

A few simple skills can go a long way toward your students having more natural, flowing conversations. These skills can be easily integrated into your lessons and can be an interesting break from the norm.

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## The Author



**Jeffrey Walter** (MA Applied Linguistics) teaches at Sangji University in Wonju. He gave a presentation on conversation strategy and structure at the 2008 KOTESOL International Conference. His areas of interest include conversation strategy and intercultural communication. Email: sangjijeff@gmail.com

# Learning with Interactive Video

The world of choices available through video-sharing web sites has changed the way we teach. From teaching culture to grammar, the likes of *YouTube* provide a seemingly infinite library of content to choose from. With all of these choices, the problem shifts from accessing content to finding what you need. Therefore, it always helps when others do this for you. *Movie Segments to Assess Grammar Goals* (<http://www.moviesegmentstoassessgrammargoes.blogspot.com>) is a fantastic web site with about 100 videos directly linked with grammar items and suggested activities. Another, *TEFLclips* (<http://www.teflclips.com>), has around 60 videos with lesson plans in their collection, each focusing on the use of video clips for language learning. While these two web sites are certainly fantastic resources, the use of video is little different than the filmstrips or video cassettes of years past.

Interactive video not only provides learners with the ability to engage the materials, but also to receive feedback on their performance. Two new web sites have emerged to fill this niche: *EnglishCentral* (<http://www.englishcentral.com>) and *English Attack!* (<http://www.english-attack.com>).

## EnglishCentral

This English language learning web site has a focus on learning through video. While the web site is open for all, teachers can configure their own classes within *EnglishCentral*. This functionality enables teachers to choose which videos students will access for class, create groups for differentiated instruction, and choose weekly goals (points) for students to achieve. In addition, information on student performance is easily available and can be downloaded in CVS format, which is useful for import into spreadsheets and numerous software packages.

The video experience has three steps: watch, speak, and quiz. In the first step, learners watch the video in its entirety. Learners can choose to view or hide captions, to pause after each line or play the video continuously, or to jump to the speaking step. The speaking step uses the computer's microphone to record learners repeating the lines from the video. These utterances are evaluated for word-for-word similarity to the line from the video. This truly is an incredible feature previously unheard of on free online language learning web sites. As is usually the case, the software compares the user's voice to a model, and any deviation is considered imperfect. I am regularly graded C+ in my attempts, which seems to result from a failure of the software to accurately assess connected speech. Regardless of this issue, voice recognition can

be greatly beneficial to students at all levels.

Lastly, learners are presented with a quiz. The quiz is a gap-fill that uses the same voice recognition as the speaking step. Two words are removed from each line of the script. Learners have to listen to and repeat each line. The system then judges whether they have filled in the two gaps correctly or not.

*EnglishCentral* is my favorite new language learning service. Voice recognition

makes it a unique offering in the online space, and its functions for teachers are brilliantly designed.

## Web Wheres

By Daniel Craig

## English Attack!

This site has a similar concept but is implemented very differently from *EnglishCentral*. *English Attack!* does not provide teacher management functions yet, but they do note on the web site that they are planned (TEFL tube). Though *English Attack!* does not have the wow factor induced by voice recognition in *EnglishCentral*, the overall instructional design is better thought out. *English Attack!* has a highly structured approach to instruction on their web site. Learners progress through seven steps: watching the video, listening comprehension, listening for keywords, listening for specific information, reviewing/applying key vocabulary, focusing on a particular grammar point or set of expressions, and a word jumble game. The activities start with broad comprehension then progressively drill into finer use of the language. While many activities are basic multiple-choice, there is still a good variety of activities to keep learners interested in the task.

*English Attack!* is a worthy competitor to *EnglishCentral*, which I hope leads with further innovations in the realm of web-based language learning.

## The Author



learning. Email: [dan@danielcraig.com](mailto:dan@danielcraig.com)

*Daniel Craig* is a professor in the Department of English Language Education at Sangmyung University, teaching courses in computer-assisted language learning (CALL), writing, and pedagogical English. He has a passion for researching and implementing technologies and methodologies to enhance language



## Colorless Green Grammar Games

While still a fiercely debated construct, Noam Chomsky's theory of "Universal Grammar" (UG) has given linguists plenty of food for thought since it was put forth in the 1950s. For those readers not familiar with UG, here is the basic premise: Even before the age of five, children without any formal instruction can consistently form and understand sentences that they have never even heard before. Moreover, native speakers of English can instantly recognize that a string like "KOTESOL organization an is" is not accurate English, although we have a sense of what it could mean. UG, then, is a set of unconscious constraints, a type of pre-organization of language, that is innate in all humans and that lets us make decisions on what is grammatical and what is not when learning our first language. How UG relates to second language acquisition is less clear and has been the subject of much speculation and controversy. Do second language learners have the same unconscious constraints? If so, how is it that they create sentences that they have never heard before but that a native speaker would instantly recognize as incorrect? Do we "switch off" our UG parameters for an L2?

Questions abound, but while linguists hash it out at conferences, people have been having some fun with UG. In particular, Chomsky's famous phrase: "Colorless green ideas sleep furiously" has had mass appeal. It was composed to show how a sentence can be syntactically correct but semantically nonsensical, thereby displaying the inadequacy of probabilistic models of grammar. Fifty-three years since its inception, the phrase has entered the realm of popular culture, from t-shirt logos to band names (the Colorless Green Ideas have finally left their garage in Ghent, Belgium). Second language educators, too, have brought the phrase to the classroom.

One use of the sentence is to have students start or end a poem with it, much as Clive James did in his anti-Vietnam-war poem "A Line and a Theme from Noam Chomsky." In addition, learners can take the British Council's "Chomsky Challenge" (<http://www.britishcouncil.org/learnenglish-central-chomsky-challenge-3.htm>). The BC contends that humans will always assume that there is meaning in everything that people say or write. They therefore challenge anyone to write in a so-called nonsensical sentence for which they will find an acceptable context (with a warning that the site does contain lies). The site has some particularly funny "explanations."

Kevin Griffith (<http://www.ateg.org/conferences/c6/griffith.htm>) uses Chomsky's sentence and others to introduce the fun of surrealist poetry to advanced students of grammar. Using another famous "nonsensical" example, Andre Breton's "The Exquisite Corpse," (*le cadavre exquis*), the game can be played by two or three players. The object of the game is for each player to follow a set sentence pattern. One person writes down in a column three versions of the first three slots (article, adjective, noun); that person then folds the paper so that the next person cannot see what is written. The second person then jots down three verbs, folds the paper again, and passes it to the third person, who writes out three versions of the final noun phrases. The key is that in writing the words, each person must fold over the paper. When the final sentence is unveiled, students discover "some witty, yet strangely poignant lines which embody the surrealist spirit."

As Griffith points out, since the poems may not make semantic sense but do make grammatical sense, they demonstrate the underlying, mechanistic nature of language, making this a particularly useful game when reviewing form and structure. The game can also be adapted to various lesson plans.

The relationship between UG and SLA still is not clear, and researchers continue to investigate this big, important area. While they do, why not let your students unleash their inner poet, semanticist, and philosopher by pondering the great question: Can colorless green ideas sleep furiously?

### The Author



For fourteen years, **Ksan Rubadeau** (MA Applied Linguistics) has delighted in teaching English to speakers of other languages in Mexico, Japan, Korea, and her native Canada. She currently teaches undergraduates and professors at Korea University, and is also a certified IELTS examiner. This year, Ksan is starting her doctoral studies in education at Durham University, England. Email: [ksanrubadeau@gmail.com](mailto:ksanrubadeau@gmail.com)



# Konglish and Lexical Borrowing: Focusing on Form

**K**onglish, that hybrid of *Korean* and *English*, is many things to many people, but in general, can be categorized as the result of the effects that Korean and Korean speakers have had on elements of English. The “dark” hand of Konglish touches all aspects of language - syntax, semantics, phonology, lexis - but it is in the area of vocabulary that its effects are most apparent. Konglish has been accused, tried, and convicted in kangaroo court for abducting, enslaving, physically altering, and even mutilating English words. Here we will take a glimpse at some of the ways in which Korean has “borrowed” loanwords from English.

Korean has actively borrowed a cornucopia of lexical items from the English language in recent decades. English-to-Korean borrowing takes place in various forms; some include obvious changes to the lexical item, others do not. The most readily apparent are changes to form, which we will now focus on.

Due to the differences in the Korean and English phonological systems, one would have great difficulty finding an instance of a lexical borrowing to Korean that did not involve a phonetic change. Phonological differences also often require syllabic alterations of English lexical items for assimilation into Korean. Take, for example, English (E.) *star* - Korean (K.) *seuta*. In this borrowing process, the word has gained an extra vowel, and thereby an extra syllable, but has also lost its final consonant, /r/. Other formal changes may not be so pervasive, but many are nevertheless quite common.

**Structural Preservation:** First, it is important to note that in many cases, lexical borrowing involves no major structural change. The number of consonants, vowels, and syllables in the Korean loanword vary little from the English original: (a) E. *computer* - K. *keompyuteo*, (b) E. *safe* - K. *seipeu*, (c) E. *coffee* - K. *keopi*.

**Bound Morpheme Addition:** One common structural characteristic of loanwords is that they easily combine with Korean bound morphemes to, in some cases, remain the same part of speech: (d) E. *sign* [v.] - K. *sain-hada* [v.] and (e) E. *smart* [adj.] - K. *seumateuhan* [adj.], and in other cases, to morph into another part of speech: (f) E. *dynamic* [adj.] - K. *dainamikhage* [adv.].

**Truncation:** In Korean, many nouns are just two syllables in length. Therefore, it is common for Korean to truncate multi-syllable loanwords. This shortening is

often in the form of clipping the end of the English word: (g) E. *nightclub* - K. *naiteu* and (h) E. *air conditioner* - K. *eeokeon*, but may include the removal of internal segments: (i) E. *remote control* - K. *remocon*.

**Initialisms:** Another method that Korean uses to shorten loanwords is to create initialisms, sometimes using the initial letter of the words involved: (j) E. *country club* - K. *CC* and (k) E. *after-sales service* - K. *A/S*, but also often using the initial letter of the first syllable and that of either the second or third syllable of a single word: (l) E. *discount* - K. *DC* and (m) E. *interchange* - K. *IC*.

**New Creations:** Korean employs a number of methods to create new words. It fabricates them by combining existing lexis: (n) E. *open* + *car* - K. *openka* [= convertible] and (o) E. *skin* + *-ship* - K. *seukinsip*, by blending words: (p) E. *sports* + *complex* - K. *seuporekseu*, and by combining English with Korean (q) E. *club activities* - K. *keureop-hwaldong*.

English teachers tend to look down upon the products of these borrowing mechanisms, but such mechanisms are common to languages, including English (cf. L. *verbum* - E. *word*; L. *drama* [n.] - E. *dramatize* [v.]; L. *forma* - E. *form*; E. *ID* - E. *identification*; E. *brunch* - *breakfast* + *lunch*). There is nothing wrong with using the products of these processes in Korean. It is only when the English learner mistakenly thinks that the Korean loanword remains the same as its English cognate and uses it in English that misuse occurs. It is the task of the English teacher to make the learner aware of these cross-linguistic differences.

## The Author



**David Shaffer** (PhD Linguistics) has been on the faculty at Chosun University since the time anti-government demo (demonstrations) were a daily occurrence. He assists with student OT (orientation) and MT (membership training). Dr. Shaffer requires his students to always bring a note (notebook) and ballpen (ball-point pen) to the lab-sil (laboratory), where he distributes print (handouts). He does not allow handphone (cell phones) or sand (cookies) in class. Mail: [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr)



# Movies, Good for All Skills

By Sasan Baleghizadeh & Zeinab Dargahi

**M**ovies are a great source of authentic language that exposes learners to meaningful communication in context. They are particularly useful because students practice handling language that is written for native speakers and not simplified for language learners. Moreover, movies can help learners develop all language skills and provide opportunities for practice in all language sub-skills. They bring variety to the classroom and break the routine of language classes, thereby making learners more interested and motivated. However, using movies in language classes is not very common in Iran, and although common to some degree in Korea, teachers in both contexts often do not know how to effectively work them into curriculum objectives as the use of movies is often an unaddressed aspect in teacher training courses.

Complementing the discussion on the use of film in *Member's Forum* in this issue, this article aims to provide an overview of their advantages as well as suggested activities that can be used with movies in EFL classes.

## **Advantages and Problems of Movies**

The use of films has been recommended for more effective language teaching for the following reasons (Harmer, 2001): (a) *Seeing language in use*: Paralinguistic features of language such as gesture and facial expression can be presented through movies since the students can both hear and see the language. In other words, movies can provide learners with multi-sensory input and, because they have a rich and extended context of visual imagery and exaggerated actions and gestures, they are closer to real communication, thus the language is more comprehensible. (b) *Cross-cultural awareness*: Movies provide a rich context for presenting cultural information to the learners about life in Britain and the USA, and how people in those countries deal with everyday situations. Cultural issues represented in movies can be topics for further discussions in class. (c) *Motivation*: Most students enjoy watching movies, especially when this is accompanied by interesting tasks.

## **Guidelines for Planning Movie Lessons**

It should be borne in mind that it is the teacher who should take advantage of the rich potential that movies can offer to language classes, and "it is the teacher, not the technology, who determines the quality of the learning that takes place in the classroom" (Richards & Renandya, 2002, p. 361). Similarly, as Stempleski

(2002, p. 364) puts it, "The teacher has a key role in the success or failure of any video used in the language classroom. It is the teacher who selects videos, relates the videos to students' needs, promotes active viewing, and integrates the video with other areas of language curriculum."

In order to make the most efficient use of movies in language classes, a careful and

systematic lesson plan is necessary. Stempleski (2002) presents the following guidelines for an effective video lesson plan:

(a) *Guide students toward appreciating video as a language learning tool*. Many students associate watching movies with entertainment and usually watch the films passively without paying conscious attention to language elements such as body language, gestures, nonverbal signals, voice, and intonation. Teachers need to focus students' attention on these aspects to increase comprehension and recall as well as the pleasure of watching films.

(b) *Make the video an integral part of the course*. Movies should be in compliance with the overall goal of the course and can be used to expand the themes and the topics in the curriculum or to reinforce linguistic elements already presented.

(c) *Use short sequences*. Short sequences of about 3 to 5 minutes prove to be more useful and systematic than long sequences. Likewise, Harmer (2001) asserts that short video sequences can yield a number of exercises, demonstrate a satisfying range of language, are easier to control, and are still motivating.

(d) *Familiarize yourself with the material*. Teachers need to prepare themselves before class by watching the movie several times and assigning some activities beforehand.

(e) *Treat the video as both a visual and audio text*. Teachers can make use of the visual support in the movies to present language or even to elicit language from the students.

(f) *Design lessons that provide opportunities for repeated viewing*. If the students are provided with appropriate activities, they will be happy to watch a sequence a number of times because only a native-like learner can catch all the points of a sequence in a single viewing.

(g) *Plan activities for three stages (pre-viewing,*

## Featured Focus II

viewing, and post-viewing). In the pre-viewing stage teachers should try to activate the students' relevant schemas and stimulate their interest and motivation through activities such as prediction. In the viewing stage, they need to play and replay the sequences, focusing the students on factual information and plot development. Finally, in the post-viewing stage, they should get the students to react to the video or practice language.

These guidelines can be helpful only if an appropriate movie is chosen. Generally, the language should be slightly above the learners' level of proficiency (Krashen's  $i + 1$ ) to provide the comprehensible input necessary for language acquisition. The speakers should have a natural rate of speech, and the discourse should be suitable for making inferences, and practicing prediction and description. In other words, it should lend itself to different types of information-gap, reasoning-gap, and opinion-gap activities.

### Movie-Based Activities

Activities can be focused on both macro- and micro-skills. Macro-skill activities focus mainly on oral skills (listening and speaking) and rarely on the written skills (reading and writing). Micro-skill activities focus mainly on pronunciation and vocabulary, and rarely on grammar. A number of activities that can be used during movie sessions will be discussed briefly in the next sections.

### Jigsaw Listening

Students are divided into pairs and each student is assigned a number. In each pair, one member (Student A, for example) is asked to leave the class for five minutes. The other member watches the film and makes notes about what happened in the movie. When those students who were out come back, their partners explain the story to them. To check their understanding, the teacher can ask one or two students, preferably those who did not see the film, to retell what they heard from their partners.

### Creative Writing

Few teachers think of using movies to improve their students' writing ability, although movies provide a great context for practicing different types of writing, especially the narrative style. The simplest type of activity that can be used is to have the learners write a summary of the movie or write what they think will happen next after watching the first 25 minutes of the movie. Furthermore, they can be asked to write about their reaction to the theme or issues discussed in the film. Higher-level students can be asked to take the role of a critic who is going to write about the good points and bad points of the film for a local newspaper.

Moreover, some scenes of the movie, those which contain explicit body language and gestures, can be chosen to be shown without sound or subtitles to the learners. Then they will be required to write the

conversations they think the characters of the movie are having in this scene. They can act out their conversations with the same gestures, facial expressions, and body language afterwards.

### Listening for Details

Movies can be used with different types of listening strategies; namely, listening for the gist or the main idea, making inferences, locating specific information, listening for phonemic distinctions, and even identifying tone, pitch, stress, and the speaker's attitude.

One type of activity that can be used to develop the students' ability to distinguish a word in the natural stream of speech is to choose a scene in the movie and provide the learners with the transcript containing some blanks. The students must listen and complete the sentences, with the scene being replayed if necessary.

It should be mentioned that these are only a few of the many activities that can be used with movies. It is hoped that teachers can make use of these activities in their classes and make the movie sessions as fruitful as possible. For more activities and ideas, see *Using Authentic Video in the Language Classroom*, by Jane Sherman, reviewed in the March 2009 issue of *The English Connection*.

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### The Authors



**Sasan Baleghizadeh** is an Assistant Professor of TEFL at Shahid Beheshti University, G.C. of Iran, where he teaches applied linguistics, syllabus design, and materials development. He is also a member of the Research and Planning Department at the Iran Language Institute.

His recent publications have appeared in *TESL Reporter* and *ELT Journal*. Email: [sasanbaleghizadeh@yahoo.com](mailto:sasanbaleghizadeh@yahoo.com)



**Zeinab Dargahi** is an MA student of TEFL at Shahid Beheshti University, G.C. of Iran. Her special area of research is teaching English to young learners (TEYL). She has longtime experience of teaching English to children at the Iran Language Institute. Email:

[znb\\_65@yahoo.com](mailto:znb_65@yahoo.com)

# Finding Myself as an NNEST

By Jee Hae Lim

*Mahboob (2006) describes his experiences as an “enraced TESOL professional,” where applied linguistics and TESOL teachers of color and of a non-standard accent are a minority and often discriminated against in native English-speaking countries. However, this race-TESOL relationship cannot be upheld in other English teaching contexts, where local non-native English-speaking teachers (NNESTs) are the majority. Although local teachers are the majority in these regions, can we say a local discrimination does not exist?*

*In Korea, Korean NNESTs are the majority, but their teaching roles are often restricted to test preparation and teaching reading, listening, and writing skills. They are not able to take on teaching roles for communicative skills or pronunciation. Simultaneously, the white native English-speaking teacher (NEST) is also boxed into a limited teaching role, being less likely to be considered for a test-preparation writing course, even if qualified. Korean NNESTs also receive lower pay and have heavier administrative workloads. So, although Korean NNESTs are employed, what is their relative status compared to their white NEST colleagues? Employment statistics alone cannot reveal if NNESTs and NESTs are treated as equals. Accordingly, TEC has decided to ask NNEST teachers to tell their stories, in their own words. Preface by TEC Editor Kara MacDonald*

I first arrived in the United States in 2002, as an ESL student, to attend a private high school. My goal was to overcome my language barrier. Once I got to college, I decided to major in American Studies, since it would allow me to learn about the States. After my first year at college, I wanted to experience something meaningful, so I looked into the School for International Training (now SIT Graduate Institute). They had an intensive SIT-sponsored TESOL certificate program near my college. Doing the program, I learned how much I loved languages and language teaching. I enjoyed teaching, and it was fun to interact with people from many different countries.

In my junior year, while studying a subject called “Literacy in Cross-cultural Perspective,” I started to gain an interest in teaching languages again. I decided to be an intern at Hanyang-Oregon TESOL in Seoul to decide whether to follow through on a Master’s in TESOL. I wanted to learn about SLA, but I was not certain what forms of employment would be available to me as an NNEST in the U.S. or Korea. I hoped to

learn what teaching experiences my classmates had and what the professors might suggest. I thought there would be no market demand for me as an NNEST but hoped to get a job.

Now as a Master’s student at the University of Pennsylvania in the Intercultural Communication program, I am finding that there is a demand for me as an English teacher, even though I am not a native speaker. I believe that my SIT TESOL certificate and Hanyang-Oregon TESOL internship help me be seen as equipped with the professional background needed. I am currently teaching biomedical ESL researcher students at the University of Pennsylvania and will be teaching an ESL summer class at a private high school in the U.S. I finish my graduate studies in December and plan to pursue a doctorate degree in Applied Linguistics after that. However, once my master’s is completed, how will I fare when applying for a full-time, higher pay position with full benefits? I do not know. I am hoping to receive an internship this summer at a reputable applied linguistic association to further equip myself with a professional and academic foundation.

Hopefully, as I gain more teaching experience, my students will benefit, and I can be a role model to them so that they too may become proficient in English, and even become English teachers or do postgraduate studies in English.

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## The Author



**Jee Hae (Ivy) Lim** was born and raised in Korea. She went to the United States as a sophomore in high school and attended Smith College, with an American Studies major and Education minor. She is a graduate student at the University of Pennsylvania in the Intercultural Communication program. Email:

[jeelim@gse.upenn.edu](mailto:jeelim@gse.upenn.edu)



Book Review

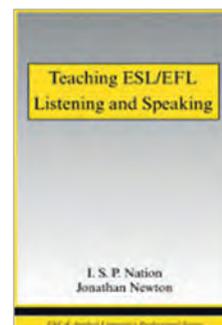
# Teaching ESL/EFL Listening and Speaking

I.S.P. Nation.

New York: Routledge, 2009.

Pages: v + 205. (ISBN-978-0-415-98970-1)

Reviewed by Kara MacDonald



In this issue, I review *Teaching ESL/EFL Listening and Speaking*, which is the companion text to *Teaching ESL/EFL Reading and Writing*, reviewed in the Spring issue. Like the companion text, this book offers a wide variety of practical tasks and strategies for teachers, but focuses on the development of learners' listening and speaking skills, structured around four strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency practice.

Chapter 1 outlines the value of the four strands. Meaning-focused input offers comprehensible input and objectives for knowledge acquisition. Meaning-focused output serves to engage the learner in the active production of written or spoken language, while providing opportunities for noticing/triggering, testing hypotheses, and metalinguistic/reflective functions. Language-focused learning gives deliberate focus to form when learning new language items (as opposed to acquisition). Lastly, fluency practice generates considerable opportunity for producing and receiving language to develop all skills.

Chapter 2 explores the nature of beginning to listen and speak in another language. The text considers what a student should learn, based on the language's writing system, phonological system, etc., and, once this has been identified, considers how this language content should be presented.

Chapter 3 focuses on listening and its role in the stages of language acquisition. An outline of different modes of listening and the processes of bottom-up and top-down listening are presented. It also includes meaning-focused activities, suggestions, and strategies to build listening comprehension.

Chapter 4 addresses language-focused learning through numerous dictation-related activities such as dictagloss. It offers guidelines for selecting dictation texts and activities to precede the main activity that will help learners develop familiarity with the vocabulary and syntax patterns.

Chapter 5 turns the attention to desirable speaking and speaking-related goals, arguing that intelligibility should be the principal determiner when assessing pronunciation. The chapter describes factors influencing L2 pronunciation and suggests a variety of approaches to teaching segmental and suprasegmental elements.

Chapter 6 examines the integration of listening and speaking via task-focused instruction. The principal focus is in encouraging negotiation of meaning, and the chapter looks at how this can be achieved through different activities and materials.

Chapter 7 addresses learning through *pushed output*. This refers to the fact that second language knowledge does not necessarily transfer from receptive to productive ability without the teacher's insistence on form and accuracy. It offers ways to judge how much to push a student and provides discussion and guidelines for informal and formal speaking activities.

In chapter 8, language-focused learning of vocabulary, grammar, and discourse is explored, as a way to assist a learner in comprehending and producing spoken language. The value of deliberate vocabulary learning and deliberate grammar instruction as well as suggested activities is discussed.

The development of fluency is addressed in chapter 9, beginning with the characteristics of fluency across all skills. The distinction between fluency and accuracy is explained and techniques and resources for designing fluency activities are provided. Chapter 10 discusses the task of monitoring and testing learning. It considers reliability and validity as well as practicality and the effect of testing on teaching.

This text is highly practical, as is *Teaching ESL/EFL Reading and Writing*. Both texts are similar in that they are structured around the four strands of meaning-focused input, meaning-focused output, language-focused learning, and fluency practice. Together the two texts offer a practical, hands-on approach to teaching these skills as well as assessment issues.

# What We Need to Know About Words

By Neda Akbari

Considering *what* we know when we know a word and *how many* words we need to know assists teachers to better approach vocabulary instruction. Nation (2001) states that Webster's Third New International Dictionary contains around 114,000 word families. Do English native speakers know all the 114,000 word families? And do learners of English need to learn all these words?

## How Many Words Are Enough?

Native speakers of English add approximately 1,000 word families a year to their vocabulary, according to Nation. So, if a native speaker learns 1000 words a year, at the age of 20-22 they would know roughly 20,000 words. What happens to the other 94,000 words? To answer this question, let us look at how Nation distinguishes different types of words.

## High Frequency Words

Nation claims that the classic list of high frequency words in the General Service List of English Words contains around 2,000 word families. These make up 80% of the running words in the English texts. Coverage of 80% means that one word in every five is unknown. The first 1,000 words cover about 77% and the second 1,000 about 5% of the running words. Therefore this small group of words covers a very large proportion of any English text.

## Academic Words

Academic words are the words that are common in all academic texts. They make up 9% of the running words and there are around 570 headwords. The best list of this is the Academic Word List. This is a small but important list for anyone using English for academic purposes. By knowing roughly 2,570 words, an English learner will be able to understand 89% of what they read or hear. Coverage of 89% means that one word in every ten is unknown, which is about one word per line.

## What Is Knowing a Word?

Knowing a word means knowing the *form*, *meaning* and *use* of the word. When we know a word form, we recognize the spoken and written forms and what parts the word is made up of. When we know a word meaning, we know the *meaning* (form and meaning); we know that different items can refer to the same concept (concept and referents); and we know there are other words that can be used instead of the particular word (associations). When we know the *use* of a word, we know the patterns in which the word occurs (grammatical functions), what words occur with this word (collocations), and where, when, and how often

we expect to meet the word (constraints on use).

## How to Best Teach Words?

Words are learnt through noticing, retrieval, and creative use of the word. *Noticing* means giving attention to a word. To encourage noticing, pre-teach the word, highlight or underline it, put it in italics or bold font; define it in words and actions, pictures and diagrams; provide language context clues, and translate it.

By *retrieval*, Nation means perceiving the form and retrieving its meaning while listening or reading, and wishing to communicate the meaning of the word and retrieving its spoken or written form. To encourage retrieving, read the same story several times or serialize a long story to repeat vocabulary. Reuse the words that occurred in the text when discussing and presenting the same material.



Creative use happens when previously met words are subsequently met or used in ways that differ from the previous meeting with the word. To encourage generation, get students to perform a role play based on the text, or retell the story, or brainstorm further activities.

Activities that focus on noticing, retrieving, and generative use of the words plus activities that focus on form, meaning, and use of words are most effective for acquisition.

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## The Author



**Neda Akbari** has a BA degree in English Translations from the University of Allameh Tabatabaee in Iran and an MA degree in Linguistics from the Institute for Humanities and Cultural Studies, also in Iran. She has worked as an EFL/ESL teacher, translator, and researcher. She currently is doing a PhD research degree in Linguistics at the University of Canberra. Her area of interest is SLA theory. Email: ned.akba@gmail.com

# Phone English? Is It Useful?

By Eunkyung Shin

With an increased emphasis on speaking and communication skills in English in Korea, many people choose to enroll in conversation classes at language institutes or register for “phone English.” In fact, phone English has been growing in popularity because it offers schedule flexibility, an absence of travel time to and from a school, and is fairly inexpensive.

Phone English lessons are usually much shorter than classroom lessons, usually lasting around 10 minutes, with the longest not usually more than 30 minutes. A 10-minute session may seem rather short for someone to learn anything of significance. However, a reasonable argument is that even if someone goes to an institute many times, the number of students in a class exceeds a manageable number for teacher attention, student interaction, and classroom management by the teacher. Moreover, if there are a few eager and fluent learners in a group, the class tends to be focused around them and the other, more-reserved learners hardly have any chance to speak; maybe not even for five minutes. With these drawbacks, many have looked to private tutoring to save travel time and obtain one-on-one attention, but this is more expensive than institute fees and is not affordable for many people.

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*Phone English offers personal attention from the instructor.*

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Phone English offers the advantage of obtaining personal attention from the instructor, arranged around a very specific aspect or topic in the language, over a short period that does not cause the student to become fatigued. Additionally, the student has more freedom to adjust their schedule, with lessons any time from early in the morning to even after midnight. So when it just comes to efficiency, phone English seems more attractive and effective than institute classes or private tutoring.

Nevertheless, there are some disadvantages, as a lesson is delivered only by telephone. There is no other means of interaction to assist in balancing the linguistic demands with other forms of support, such as photos, body language, writing on the board, etc. If a learner has a limited vocabulary, the lesson often cannot be conducted effectively, as communication is very restricted. In addition, with just one 10-minute lesson a day, it takes a considerable amount of time for tutors to

understand learners’ characteristics and assess their learning needs. So, a lot of time is spent developing the tutor-student relationship, to be able to appropriately adjust the teaching style and lesson content to best meet the instructional objectives. At the same time, 10-minute lessons are often an appropriate length for phone English, as learners who have a limited vocabulary cannot manage more than ten minutes of oral communication.

Learners who have a break-down in communication because of a restricted vocabulary level can become discouraged or bored as their listening and/or speaking ability does not seem to improve in the short time they expected, often causing them to

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give up. This tendency is especially common among adult learners who have hectic schedules and cannot maintain a consistent phone English lesson schedule. Many learners do not maintain consistent schedules unless they have an urgent need for improving their spoken English, such as going abroad on business trips. In comparison, elementary and middle school students, or lower grade high school students, who do not have special motives or urgent goals, but who are encouraged by their parents to take lessons, tend to have regular lessons and seem to have much better results over time than adult learners do. So, the main factor that makes phone English successful for anyone is maintaining consistency in lessons to produce noticeable change in one’s speaking and listening ability.

Phone English may not be viewed as a *real* form of instruction, but it can be helpful to improve an individual’s English conversational skills. However, the limitation with using phone English as a primary learning tool is that this improvement only occurs when there is regularity in the sessions and the lessons themselves are well structured.

### The Author



**Eunkyung Shin** is a graduate of Yonsei University and has completed a post-graduate certificate in the Hanyang-Oregon TESOL program. She operates a small phone-English business, and she is interested in student-centered, self-motivated English teaching. Email: [jashimhang@naver.com](mailto:jashimhang@naver.com)

Seoul Chapter Annual Conference Report

## “The Complete Teacher” Conference

By Bruce Wakefield

On March 27th, the day did not dawn bright and sunny. Nevertheless, the officers of the Seoul Chapter jumped out of bed early to make sure they were at the conference venue, Soongsil University in Seoul, to set up and attend to the conference attendees throughout the day. Unfortunately, I, the Chapter President, was slightly late. The Conference team members, however, operated independently to fulfill their roles and complete their pre-conference tasks.

The Conference, under the theme “The Complete Teacher,” opened successfully and by the end of the day, some 275 people, both KOTESOL member and non-member attendees, plus 25 university students, 30 presenters, and a large number of people manning the various exhibitor tables at reception, had attended the conference. Several raffles were held throughout the day, where some lucky attendees won a KOTESOL mug, a USB stick, or a year’s free membership in KOTESOL.

Four Organizational Partners, Cambridge Korea, EduCherry/Criterion, Education First Korea, and Pearson Education participated in the Conference, along with Costco, which provided concessions. Other displays available were by *10 Magazine*, Mike Langley, ATEK, Hannam Global Village in Seoul, and as always, Hope and New York Holistic Health Care participated.

Overall, the Conference offered six strands: with a featured speaker, presentations, and workshops for each strand. The featured speaker for the English in Public Education strand was David Deubelbeiss. Paul Hussey presented as the key speaker for the Succeeding as a Foreign Teacher strand. The ABC strand, Assessment, Better Games and Comics, was hosted by Gerald de la Salle. The featured speakers for the Forgotten Skills strand were Chris Haswell and Joseph Siegel. Joshua Davies presented *Classroom TECH-niques* for the strand Applying Technology in the Classroom. The Research strand had four presenters, including former Research Committee Chair, Dr. David Shaffer, and present Research Committee Chair, Eric Reynolds. And Chris Haswell and Joseph Siegel came from Ritsumeikan University in Japan as key conference presenters.

Additionally, there were two commercial presentations. Peter Young-kil Kim of Criterion Education facilitated one on technology and writing, titled *Criterion: A New Technological Writing Solution Developed by ETS*. James Forrest facilitated the other: *The New Cambridge Exam for Teachers: TKT*.

Tim Dalby facilitated the Chapter elections as Elections Officer. By the end of the day, Bruce Wakefield was re-elected Chapter President. Dr. Young Park was elected as Second Vice-President, and Lisa Levine and Kirsten Kelly were confirmed as Secretary and Treasurer, respectively.

In the evening, the Chapter Awards Dinner was held at a local VIPS restaurant. During this dinner, the three retiring stalwarts of the Chapter executive committee, Jennifer Young, Grace Wang, and Ksan Rubadeau, were presented with special Chapter Service Awards. Mary-Jane Scott was also presented with a special, special Chapter Service Award in recognition of her long service to the Chapter as a member of the Chapter executive committee, as Chapter President for two years, and as Conference Venue Coordinator at Soongsil University for the past four years.

In closing, I want to express on behalf of the Chapter a huge “thank you” to everyone who helped put the 2010 Seoul Conference together, especially Jennifer Young, Grace Wang, Kirsten Kelly, and our retiring Treasurer, Ksan Rubadeau, and to all those who participated in the event. Dr. Young Park was another tireless worker in support of the Conference, attending to tasks both big and small. Bitu Tangestanifar, our Hospitality Coordinator, designed, and had printed, the posters and postcards. Bitu also facilitated a presentation in the afternoon. Min-su Kim did an important job at registration acting as our “official” translator. Keith Weaver, our Membership Coordinator, and Dwight Lubiniecki also worked hard at making sure that the day ran smoothly. Dwight also had to return to work to teach classes that evening. Don Payzant, our Workshop Coordinator, was unable to help on the day as he was home in Canada. However, we owe a big debt to Don as he was the person who coordinated with the presenters, while supervising and developing the organization of the conference schedule.

### The Author



**Bruce Wakefield** is currently teaching in the College English Program at Kyonggi University, Suwon Campus. Prior to this he was a Senior English teacher at the New Zealand Centre for Culture and Education (NZC), Gangnam, Seoul. Before arriving in Korea he had spent nearly 30 years teaching in the New Zealand primary school system. Bruce Wakefield is currently the President of KOTESOL’s Seoul Chapter. Email: [bruce\\_wakefield@hotmail.com](mailto:bruce_wakefield@hotmail.com)

The KOTESOL National Conference Report

# Learning to Teach, Teaching to Learn

By Craig Bartlett

A beautiful spring Saturday morning did not stop 250 people from attending the KOTESOL National Conference, held at the new Exhibition and Convention Center (EXCO) on May 15th in Daegu. This year, KOTESOL was fortunate to have an impressive conference site in EXCO Daegu and a supportive co-sponsor in the UCC Teacher Training Center. UCC served not only as a local "host" for the conference, but also helped with developing the conference program, encouraging attendees to come, and enlisting the help of organizations such as the City of Daegu and the Daegu Convention Board.

This year's National Conference theme was "Learning to Teach, Teaching to Learn: Lessons from the Classroom." In the opening plenary, Steve Cornwell, a teacher trainer with extensive experience in Asia and North America, and faculty member of both SIT Graduate Institute and the New School, spoke on "Five Things I've Learned from My Students." He reminded us that our students are "learning experts," and that if we truly look at what they bring to the classroom, our teaching will be affected by it. From his professional experience, he brought some important insights which we might think are obvious but are easily forgotten, such as "teach the students you have, not the students you wish you had," or "students do not get bored as easily as teachers do."

In the closing plenary, Aleda Krause, a teacher experienced with learners from preschool children to senior citizens, spoke on "Simple Activities for Super Classes." She provided exactly what she promised - a series of activities she uses on a regular basis which can be adapted easily to the needs of learners of all ages and abilities. She was also not above involving

attendees in giving live demonstrations of how these activities worked - a welcome jolt of energy for those who might be tired at the end of a day of "workshopping" and presenting.

In addition, there were 32 presentations given by working teachers and researchers based in Korea, Japan, and Oman. A number of these presentations were given by trainees or alumni of the UCC Teacher Training Program, and by members of KOTESOL's Daegu Chapter. They dealt with areas as diverse as young learners, grammar, writing, teacher training and development, and learning resources. Six of these presentations were accompanied by academic papers which made up our official Conference *Proceedings*, published as part of our Conference Program Book. This shows that the National Conference, just like the International Conference, has a global reach and can provide teachers and researchers opportunities to present and publish the results of their work.

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*"Teach the students you have, not the students you wish you had."*

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In closing, it is worth noting that Robert Dickey, chair of the National Conference Committee, said that he hoped every attendee would be able to bring back at least one thing from the conference to their classrooms to use in the following week. It is no stretch to say, with confidence, that this goal was met. Thanks go to Rob, the members of the National Conference Committee, our co-sponsor and other Organizational Partners, the teacher and student volunteers, the plenary speakers and presenters, and all the attendees for making the 2010 National Conference a success. We look forward to the 18th International Conference and PAC 2010 Conference in Seoul on October 16-17, 2010.

## The Author



**Craig Bartlett** has been working as an English language teacher and manager since 1997, working in a variety of contexts in Korea, China, and the UK. He served as the 2002 KOTESOL International Conference Chair and is currently an Instructor in the Intensive Teacher Training Program at Keimyung University in Daegu. Email: [ccraigbartlett@gmail.com](mailto:ccraigbartlett@gmail.com)



President Capriles speaking at the Opening Ceremony of the 2010 National Conference.

IATEFL 2010 Conference Report

# ELT in an Elizabethan Village

By Bob Capriles

This year in early April, I had the good fortune of representing KOTESOL at the 44th Annual IATEFL Conference in Harrogate, U.K. When I was initially approached by Eric Reynolds several months ago, I did not think I would have the time to travel to England for a week. Yet I agreed to represent KOTESOL, and when I got there, I felt very fortunate to have had the ability to attend.

Harrogate is a quaint Elizabethan village in northern England. There did not appear to be any industry to speak of, other than a downtown shopping area of quaint shops encompassing at most a small five-block area. The largest buildings in the town were the Holiday Inn and the Convention Center, where the conference was held April 6-11. The charming English small-town feel was nice to experience.

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*Attendance was amazing; people from every country you could imagine.*

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On the first day, the Associate Members Dinner was hosted so that everyone could become acquainted and share information about where they teach. It was enjoyable to meet other members, forming friendships, and professional relationships.

The following day, the conference began and the Associate members got down to work, with the entire day set aside for annual business. With some KOTESOL meetings being hard-pressed to finish on time, I initially did not think we could attend to all business, without breaks, between 9:00 a.m. and 5:00 p.m. Yet the meeting was well organized and exceptionally well run. We had two coffee breaks and lunch and still finished on time.

My principle goal was to learn about the organization of the conference and hot topics to inform KOTESOL's national and international events. An unexpected bonus was the relationships formed. The Associate members were an amazing and dynamic group. Of the over 3,000 people attending the event, most were from Asia, Africa, Europe, and South and Central America. They came from every country you could imagine - I have to admit, there were a few I had never even heard

of before.

It also became apparent that the problems we face teaching English in Korea are the same problems faced in Slovenia, Kenya, or any other country represented at the conference. Everyone was looking for new ideas to bring back to their respective countries and educational facilities. Many of these same individuals were also doing presentations during the week, representing their institutions to the greater ELT community. The participation of many affiliate members from non-English-speaking countries was significant. Of the approximately 300 presentations given, a great deal were from L2 speakers. It was nice to see such a high level of participation and dedication to professional development among members who had to travel great distances in such difficult economic times.

There were the usual presentations on grammar, writing, young learners, etc., but the sessions that seemed to attract the most attendees were those related to technology: Facebook, Twitter, interactive white boards, interactive software, and new technology and ideas for use in the classroom. Every session was overflowing, and if you did not get to a seat or place to stand quickly, you would not be able to get in. I attended a session where there must have been 300 people in the room, many sitting on the floor to get information on the use of innovative software.

It was a great experience, and the people I met and spoke with were truly amazing. I would encourage anyone that can attend a conference such as this to do so. It is a worthwhile learning experience. Both the professional experience you gain and the social networking you do will expand your teaching awareness and performance in the classroom. I was pleased to represent KOTESOL at this event and look forward to doing it in the future.

## The Author



**Bob Capriles** joined the U.S. Navy right after high school and served for six years. He pursued a B.A. at Syracuse University and then, a Juris Doctorate at Creighton University before practicing law for over 20 years. He has served on various non-profit association boards, such as the Veterans Outreach and Counseling Center, N.A.A.C.P., and the Central New York Red Cross. He presently teaches at Korea National University of Education. Email: [capriles.kotesol@gmail.com](mailto:capriles.kotesol@gmail.com)

TESOL 2010 Convention Report

## Re-Imagining TESOL

By Scott Miles

The 44th Annual TESOL Convention and Exhibit was held at the Boston Convention and Exhibition Center on March 24-27. As usual, it provided hundreds of quality presentations and special interest meetings, and some of the biggest names in the field as plenary speakers, including Howard Gardner, Andy Curtis, Kathi Bailey, David Nunan, and Maryanne Wolfe.

One of the advantages of attending the TESOL convention is the opportunity to hear presentations from renowned scholars outside the TESOL field. Howard Gardner, best known for his theories on multiple intelligences, discussed his recent book, *Five Minds for the Future*. The “five minds” are The Disciplined Mind, The Synthesizing Mind, The Creative Mind, The Respectful Mind, and The Ethical Mind, and each of these “modules” are crucial for educators to help students survive and thrive in the 21st Century. Maryanne Wolf, a professor of child development, spoke on the most recent findings of reading development from a cognitive view. Both presenters gave fresh perspectives on language education.

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*Embrace the profession and assume the responsibilities and duties that being a professional entails.*

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An annual event during the convention is the Town Meeting, in which audience members ask questions of the President of TESOL - this year, to Mark Algren. Two of the issues seemed very relevant to English teaching in Korea. The first questioned *how*, in an increasingly globalized world, the English language teaching profession can address the issue of inequitable access to quality English education. Although English education is booming in Korea, there is a gap between the quality of education available to different social classes. I hope that KOTESOL can find ways to help reduce these inequalities.

The second issue was the danger of the “de-professionalization” of TESOL, in regards to companies creating TESOL certificate programs which undercut certificate programs offered through

universities. These certificate programs often require far fewer hours of classes. Many do not have the quality of instruction found in established university programs. Some programs set up their classes on university campuses, giving the impression that the university supports the program, though there may be no involvement of qualified university faculty. This is an issue that may be becoming problematic in Korea, and would behoove KOTESOL to look into.

In TESOL President Mark Algren’s inspiring final plenary, it was encouraging to hear about the work TESOL does to improve the state of English education globally. TEFLIN (Indonesia) was also announced as the new, 103rd affiliate of TESOL.

Professor Algren stated that “TESOL is its members,” and questioned whether we are taking advantage of the power available. Algren stressed that English educators should embrace the profession and assume the responsibilities and duties that being a professional entails. All educators need to stay up-to-date on research in order to move our profession forward. He quoted Elliot Judd, the 2006 TESOL President, who said that for teachers to ignore the research is to “practice intellectual alchemy.” Algren stressed that as professionals we need to be aggressive in influencing public policy on language education at the local and national level. We need to educate the public about who we are and what we do and form our profession, “rather than wait for it to be imposed upon us.” This advice, I am afraid, is all too relevant for educators in Korea.

Overall, I felt as one should after attending such a conference: renewed as a language professional, taking home a lot of new ideas for my classroom and language program, and more motivated to develop our profession.

### The Author



**Scott Miles** is an Assistant Professor at the Department of Foreign Languages in Daegu Haany University. Scott has an MA in TESOL and is currently working on a doctorate degree in Applied Linguistics in language acquisition. He has published a reading coursebook for Macmillan publishers (*Essential Reading*), and is the editor of the *TESOL Review* journal. His research interests include extensive reading, grammar, and vocabulary acquisition. Scott is the Facilitator of the KOTESOL ER-SIG. Email: [scott@dhu.ac.kr](mailto:scott@dhu.ac.kr)

## 'Round & About KOTESOL

### ■ January 2010

**Dr. Jeong-Ok Kim** (Daejeon-Chungcheong Chapter) became the 50th lifetime member of KOTESOL. She teaches at Daejeon Oesam Middle School and is in charge of the English Curriculum there. Dr. Kim received her MA TESOL from the University of Colorado at Denver (USA) and her doctorate in English Education from Kongju National University. She also teaches gifted students at the Daejeon Office of Education's Gifted Education Center and is active in teacher training.

### ■ February

**Dr. Kara MacDonald** (2nd Vice-President; Editor-in-Chief, *The English Connection*) was in Osaka, Japan, for the 12th Annual TUJ Applied Linguistics Colloquium on February 14, at Temple University's Japan Campus. Dr. MacDonald's presentation was on English as the medium of instruction (EMI) at Korean universities and the role of professors as micro-level policymakers in relation to how they influence EMI implementation. Here findings showed a lack of both student proficiency and professor preparedness.

**Cho Eunjoo** (Gwangju-Jeonnam Chapter) became KOTESOL's 51st lifetime member. Eunjoo is presently majoring in English Education in Chosun University's Graduate School of Education, where she is preparing to become a secondary school teacher. She also served as a member of the 2009 International Conference Committee.

**Tory S. Thorkelson** (Immediate Past President, KOTESOL) was chosen on February 26 as a recipient of the Hanyang University Educational Incentive for professors with educational excellence. His evaluation received the highest level of ranking. Along with the citation goes a substantial monetary award.

**Dr. Kara MacDonald** (2nd Vice-President; *TEC* Editor-in-Chief) applied for and received notification that she has been appointed to serve on the Employment Issues Committee of TESOL for a three-year term starting March 2010.

### ■ March

**Soon-a Kim** (Suwon Chapter Treasurer) was blessed with a son on March 18. Born by natural childbirth, Sungsoo weighed 3.7 kilograms. Both the mother and the child are doing fine. According to the mother, "He is very healthy and cute." Soon-a teaches at Byulmang Elementary School in Ansan, Gyeonggi-do.

**Dr. Kara MacDonald** (2nd Vice-President; *TEC* Editor-in-Chief) attended the March 24-27 TESOL Convention in Boston. Rather than present this year, Dr. MacDonald participated in the TESOL Leadership Certificate Program, completing five of the six courses. Her goal is to increase her role in TESOL, Inc. She has already been appointed to a three-year position on TESOL's Standing Committee on Employment Issues. At this committee's meetings at the Convention, and those of the related Fair Employment Forum, Dr. MacDonald introduced employment concerns in Korea and was appointed to write a grant proposal to the TESOL Board of Directors to develop standards of employment for TESOL by conducting research on several US ESOL contexts to determine what is needed.

**Scott Miles** (Extensive Reading SIG Facilitator) traveled to Boston, USA, as the official representative of KOTESOL at the TESOL Convention, March 24-27. He attended the Town Meeting on the 25th, where audience members asked questions of the President of TESOL - this year, to Mark Algren. He participated in the Affiliate Assembly on the 26th and gave his "Best of the Affiliates" featured presentation on the 27th. Scott was selected from among many Affiliate-nominated speakers for the honor and spoke on "Language Teaching for Long-Term Retention" to a sizable audience. [For more details, see the TESOL Convention Report, this issue.]

**Dwight Lubiniecki** (Seoul Chapter Executive Member) took out lifetime KOTESOL membership in March to become our 52nd lifetime member. After teaching in Seoul for two years in the late 1990s, Dwight returned in 2008 and is teaching SLA at Sookmyung Women's University and is especially concerned with innate language acquisition skills in babies.

#### ■ April

**Robert Capriles** (KOTESOL President) represented KOTESOL at the April 7-11 IATEFL International Conference in Harrogate, England. He attended the Associates' Dinner on the eve of the Conference and Associates' presentations on the first day. The Associates' annual business meeting occupied the whole of his second day, and he attended presentations on the following days. [For more details, see the IATEFL Conference Report, this issue.]

**David B. Kent** (Daejeon-Chungcheong Chapter) became KOTESOL's 53rd lifetime member. Dr. Kent is employed by the Graduate School of TESOL-MALL at Woosong University as Assistant Director - Technology. He holds a doctorate from Curtin University of Technology in Perth, Western Australia, with a specialization in Teaching English as a Foreign Language and Computer-Assisted Language Learning. He has worked in Korea for 15 years and has been involved with KOTESOL since 1999, when he presented at KOTESOL's first PAC Conference.

#### ■ May

**Han Seo** (Gwangju-Jeonnam Chapter) renewed his KOTESOL membership while registering for the National Conference on May 15th. However, he now plans to never renew his membership again as this renewal was for a lifetime membership. Han moved to Gwangju and Chosun University, this spring. He is currently pursuing an MA in Applied Linguistics with the University of Birmingham. Han is Gwangju-Jeonnam Chapter's 10 lifetime member and KOTESOL's 54th.

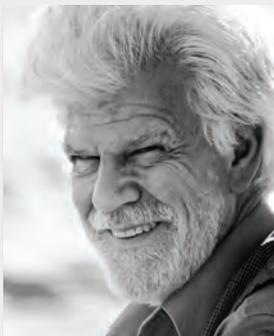
#### KOTESOL Research Grant Awards

**Ksan Rubadeau** (Seoul Chapter; Korea University) has been awarded a 2010 KOTESOL research paper grant of 500,000 won for her research proposal titled "Beyond the Affective Filter." The research will look into faculty training to deal with emotionally distressed university students.

**Sergey Butakov** (Daejeon-Chungcheong Chapter; Solbridge International School of Business) is the recipient on a 500,000-won KOTESOL research paper grant for 2010. His proposed research, "Plagiarism in an MATESOL Program," will examine non-native speakers' plagiarism in English and their reasons for it.

**Charles Griffiths** (Daejeon-Chungcheong Chapter; Hanseo University) has been awarded a 2010 conference presentation grant of 200,000 won for his research proposal "Searching for the Best ESL Learner Mindset by Comparing Attitude, Motivation, and Commitment Level with Class Performance." The research results are to be presented at the 2010 PAC-KOTESOL International Conference.

## Obituary



James William "Bill" Lewis passed away suddenly of a heart attack on May 15, 2010, in Gyeongju after attending the KOTESOL National Conference. Bill was a TEFL instructor at Dongguk University, Gyeongju Campus, and an active member of the Daegu-Gyeongbuk Chapter of KOTESOL

Born in 1945 in Washington State, USA, Bill received his B.A. in Linguistics in 1969 from the University of California at Berkeley. After several decades of world travels, Bill earned an M.A. in Linguistics at the University of Victoria, Canada, in 2004. Bill was an expert linguist and specialized in the languages of Tibet and Peru.

Bill is survived by his brother Richard, of New York City, and his son Alexander, 24 of Eugene, Oregon. He will be missed by family, friends, and the TESOL profession.



## **It's Back! Get Ready!**

Daejeon-Chungcheong Chapter  
and  
Multimedia & CALL SIG

### **MINI-CONFERENCE**

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## **2010 KOTESOL Grants Available**

The Research Committee has set dates for the acceptance of research paper grant applications:

Proposal Submission Deadline: November 15, 2010

Notification of Results: December 15, 2010

For more information and application forms, contact  
Eric Reynolds: [kotesol.research.comm@gmail.com](mailto:kotesol.research.comm@gmail.com)

Research Committee Web Page: [www.kotesol.org/?q=node/139](http://www.kotesol.org/?q=node/139)

# KOTESOL Kalendar

## Conferences

**June 26, 2010.** Busan-Gyeongnam Chapter Conference. Pusan University of Foreign Studies, Busan.

**Sep. 18, 2010.** Daejeon-Chungcheong Chapter and Multimedia & CALL SIG Mini-Conference, Woosong University, Daejeon. **Call for Papers: July 5, 2010**

**Oct. 16-17, 2010.** PAC 2010 - The 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-Jeonnam and Gangwon Chapters.

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

□ For monthly meeting details, check individual chapters' event schedules at <http://www.kotesol.org/?q=chapters> 

# Corea Calendar

## Conferences

**June 12, 2010.** ETAK 2010 International Conference: "Creativity and Diversity in the Implementation of a New English Education Paradigm in the EFL Context." Kongju National University, Kongju, Chungcheongnam-do

**June 23-25, 2010.** SICOL 2010: The 2010 Seoul International Conference on Linguistics: "Universal Grammar and Individual Languages." Korea University, Seoul

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

**Aug. 4, 2010.** Korea English Education Society (KEES) 2010 Conference: "Changes in English Education Policy & Practical Classroom Tasking." Danguk University - Cheonan Campus, Chungnam.

**Aug. 17-19, 2010.** PAAL 2010: The 15th PAAL International Conference: "English Language Education in Asia: Collaboration and Integration." Hanyang Women's University, Seoul.

**Aug. 28, 2010.** KELTA 2010 International Conference: "Professionalism in the Policy Making of English Language Tests." Seoul National University, Seoul.

**Sep. 11, 2010.** KAFLE 2010 Conference: "Foreign Language Teaching & Its Accompanying Culture

Teaching: What to Teach and How to Teach It." Yonsei University, Seoul.

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

**Oct. 23, 2010.** KAMALL 2010 Conference: "Video-Conferencing in EFL Contexts." Hankuk University of Foreign Studies, Seoul.

**Oct. 23, 2010.** 2010 MEESO Conference. Daejin University, Pocheon, Gyeonggi-do

**Dec. 2-4, 2010.** 2010 ELLAK Global Conference on Languages, Literatures, and Cultures of the World in English: "Crossing Borders and Building Bridges in Global and Transcultural Passages." Daejeon Convention Center, Daejeon. **Call for Papers:** June 30, 2010

**Dec. 4, 2010.** The 2010 GETA International Conference: "English Language Testing: Issues and Prospects." Gwangju National University of Education, Gwangju. **Call for Presentations:** June 18, 2010

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

## Submissions

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

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

# KOTESOL In Action

## 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. All told there have been about 20 workshops given this spring by KTT members at local conferences, chapter meetings, and outreach events, with many more scheduled in the months to come. Many thanks are due to the chapter leaders who have done a great job working with us to schedule workshops far in advance allowing us to better meet their needs. 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

Recently on the CT-SIG Yahooogroup ([http://ca.groups.yahoo.com/group/KOTESOL\\_CT\\_SIG](http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG)), a discussion emerged regarding the use of explicitly Christian songs in a language classroom. The discussion was prompted by an unsuccessful attempt by a teacher to engage her students in singing a Christian song at a language institute. Mark Grubbs suggested addressing the problem by putting a description of the materials in the course description so that students would not feel misled about the course content. Jonathan Foster recommended that teachers show sensitivity to students' musical tastes, and Bryan Bissell offered practical suggestions for song selections that open the door to addressing spiritual themes without expressing beliefs that students might not share.

Also on the discussion group, Heidi Nam addressed the relationship between professionalism and faith, suggesting that faith ought to be expressed through excellence in teaching and that poor teaching damages the credibility of Christian teachers.

### Extensive Reading SIG

By Scott Miles

The ER-SIG hosted a strand of presentations this May at the

2010 Jeonju-North Jeolla Regional Conference. Rocky Nelson gave a presentation introducing extensive reading, Park Youngmin discussed the implementation of extensive reading in a Korean high school setting, and Aaron Jolly and Scott Miles gave a presentation on extensive reading assessment techniques. The ER-SIG has also given a call for presentation proposals for the Extensive Reading Colloquium at the 2010 PAC-KOTESOL International Conference to be held October 17-18. Presentations at the Colloquium are short, 20-minute presentations. Please refer to the ER-SIG page on the KOTESOL web site for more information. Send inquiries to [scottmiles67@yahoo.com](mailto:scottmiles67@yahoo.com).

### Multimedia and CALL SIG

By Sheema Doshi

It has been an interesting past few months. We have had a webinar on Second Life given by Dr. Bob Snell and we have been preparing for the Busan Summer Conference on June 26, where our very own Justin McKibben will be giving a workshop on *Using Digital Storytelling as a Project for Your Students*. In addition, we will have three other presenters dedicated to the Multimedia and CALL strand of the Conference. To further help our SIG become better known among KOTESOL members, Sheema Doshi gave a workshop at the Jeonju-North Jeolla Regional Conference on *Using Video Effectively in the Korean Classroom*.

Our Webinar went well. Dr. Snell gave an interesting introduction to Second Life. We were able to learn about the technicalities of using the program and how to use it for language learning. In general, there was a consensus that it could be used for autonomous language learning, specifically, for improving writing as a communicative tool (i.e., chatting). The only difficulty was through using Dimdim for the webinar. It was discovered that when using the "Computer Screen" option of Dimdim, there was often a lag in what the audience saw compared to the presenter's screen. Also, the sound within Dimdim often echoed. To troubleshoot the sound problem, Skype was used. Overall, we were not very satisfied by Dimdim for this webinar. It was determined that the only use for Dimdim in the future would be for PowerPoint presentations not involving other Internet sites, which could limit one's ability to give a multimedia presentation using Dimdim. Overall, we were pleased to have Dr. Snell give us an interesting presentation, and we appreciated the time that he gave us.

If you are interested in becoming a part of our Multimedia and CALL SIG, please send us an e-mail with relevant contact details to [kotesol.mc@gmail.com](mailto:kotesol.mc@gmail.com) or contact either Justin McKibben or Sheema Doshi at the conferences listed above. We are currently in the pre-planning stages of our own Multimedia and CALL SIG conference, which will be scheduled for later this year, so if you would like to present or give a workshop, please let us know that as well.

### Research SIG

By David D.I. Kim and Eric Reynolds

It has been a terrific spring. The Research SIG has been

involved in a lot of activity and planning this spring. We got to see and catch up with a lot of the R-SIG members at the research strand for the Seoul Conference on March 27 with Jake Kimball, Don Makarchuk, Eric Reynolds, and David Shaffer. Also, we have been really involved in getting the word out about the Research Committee grants for research projects this year. There were more applicants for grants this year than in the past. The selection process has recently been completed and the results are being announced by the Research Committee in the Summer TEC (this issue). We are also getting ready for the SPSS workshop in the near future. We do not have a date set yet, but we will be sending out notices soon. If people are interested they can always send an email to [kotesol.rsig@gmail.com](mailto:kotesol.rsig@gmail.com).

We are excited about the year-long workshop series that we are planning. It aims to get people from generating ideas to publishing their paper in twelve months. The first stage will be September 11 in Daejeon at Woosong University during the Daejeon-Chungcheong Mini-conference, where we will be working on the getting-started steps, as well as other topics in separate presentations. If all works according to plan, we will be presenting later stages at the International Conference, the 2011 Seoul Chapter Conference, and the 2011 National Conference. If you, too, are excited about upcoming events and are interested in becoming more involved with the Research SIG, send an email to [kotesol.rsig@gmail.com](mailto:kotesol.rsig@gmail.com).

## Science and Spirituality SIG

By Greg Brooks-English

Our meeting about Mindfulness-Based Stress Reduction (MBSR) will happen again, but this time will be Saturday, July 3, from 12:00-2:30 p.m. at the Korean Center for Non-violent Communication ([www.krncv.org](http://www.krncv.org)).

Second, I would like to let people know about basic training in Non-violent Communication (NVC) in English, a somewhat rare event in Korea, in cooperation with our KSS-SIG and with a focus on teachers. The two-day weekend workshop will be held on June 26-27. For those wanting to stay informed about these types of events, or wanting more details, join the NVCKorea Practice Group on Facebook, or email [nvc@krncv.org](mailto:nvc@krncv.org).

Third, in the spirit of cooperative economics, I have registered along with a friend to visit Mondragon as part of a tour, from September 12-18, with the Praxis Peace Institute (for more details, go to <http://praxispeace.org/conference10.php>), the world's largest cooperative, to investigate its possible applications to English education in Korea. For more information on Mondragon, please visit <http://www.mondragon-corporation.com/>

## Young Learners & Teens SIG

By Jake Kimball

The spring season has been a busy one, with YL-oriented sessions in high demand. We would first like to thank speakers who contributed to the Jeonju-North Jeolla Regional Conference on May 29 by giving practical, hands-on workshops. Jennifer Young spoke about activities to enhance coursebooks in her session titled

*Beyond the Book: Activities for the YL Classroom*. Aaron Jolly demonstrated techniques for starting an extensive reading program in *Setting up an Extensive Reading Program for Young Learners*. Mike Misner wrapped up the day by addressing storytelling issues in his presentation *Storytelling: Theoretical Background and Practical Activities*. Other YL sessions included Kyoung-hwa Lee's presentation titled *Using Practical Materials in the Elementary School Classroom*. Hyunok Oh also contributed with the workshop *Use of Dialogues and Role Play for Developing Speaking Skills*.

The KOTESOL National Conference held in Daegu on May 15 also included many YL workshops: *Young Learner Motivation: Yes I Can PLAN!* by James Smith; *Teaching Children: If I Knew Then What I Know Now* by Jake Kimball; and *Making a Textbook Come Alive in the Korean YL & Teen Classroom* by Aaron Jolly. Finally, Plenary Speaker Aleda Krause came all the way from Japan to give a presentation on *Simple Activities for Super Classes*.

These are just a few of the many workshops addressing the needs of YL and teen teachers. Clearly, YL workshops have been in high demand across the country for some time now. Sharing our expertise in this niche area is critical. Support the YL & Teens SIG by getting involved. Attend YL workshops, ask for them at your chapter meetings, and submit proposals for workshops and conferences. We also have an online community, so check the KOTESOL web site for additional information.

## KOTESOL Chapters

### Busan-Gyeongnam Chapter

By Angus MacCaul

We had monthly meetings in March and April with Nancy Marcet and Bradley Serl. In May, we hosted Gerald Williams, Midori Sasaki and Hector Luk from Kansai University of International Studies in Japan. They came to Korea with some of their students to give a presentation about using drama in the EFL classroom.

We are currently gearing up for a summer mini-conference on June 26 at Pusan University of Foreign Studies. This will be our last event before the summer vacation. The conference marks the beginning of what we hope is a new, dynamic direction for our Chapter. After a relatively quiet few years, we are looking forward to hosting larger monthly turnouts, being more active in the ESL industry in Busan, and better serving our members by having more events and a wider variety of speakers.

### Daegu-Gyeongbuk Chapter

By Josette LeBlanc and Paul Johnson

Our featured speaker at the March Meeting was Gregory Brooks-English, who presented a workshop entitled *Mutuality and Motivation: Non-violent Communication in the Classroom*. Mr. Brooks-English provided the

audience with a solid foundation to the NVC process. As a way of connecting with the NVC process, the audience was asked to reflect on how they were feeling and on what they needed at that moment. He also delighted everyone with a puppet role-play between the giraffe (symbol of a compassionate communicator) and the jackal (symbol of a life-alienating, dominating communication). NVC can be used in the classroom as a way of empathizing with students. He explained how he aims to connect his lessons to his students' needs and feelings. The large number of attendees at the meeting could be attributed to Mr. Brooks-English's continuing work in propagating the NVC process.

The meeting in April featured Patty Yoon as speaker. Ms. Yoon gave a presentation titled *Forms and Variations: Balancing the Textbook with Activities*. Talking about her own experiences as a student in the Korean educational system 25 years ago, she stated how important it was to engage the students and make their learning relevant to their own experiences, and to make the material useful for them. She showed a video that illustrated the difference between learning styles in the East and West. Ms. Yoon also gave the audience ideas on how to incorporate activities into their lesson plans. The audience was impressed by the high ability of her students given the young age of many. All-in-all, it was quite refreshing and informative to receive the insight of a bilingual instructor who has an inside track on the types of lessons and activities that motivate Korean students.

## Gwangju-Jeonnam Chapter

By David Shaffer

Gwangju-Jeonnam Chapter started off 2010 on a very positive note. Our March 13 Chapter meeting attracted considerably more attendees than expected. A total of 51 attendees (with three children) came to our first meeting of the year. The two presentations featured were a demonstration of *Storytelling at Work in the EFL Classroom* by Chapter member Keum-ju Cheon and a talk on *Classroom Dynamics* by Stuart Bills of Chosun University. Both presentations were well received as attested by the vibrant question and answer sessions that followed. The presentations were followed by a "swapshop" session of teaching activity- and idea-sharing, instituted for the first time into our regular meeting schedule. The session was started off by Yeon-seong Park and David Shaffer, with other members also contributing interesting and innovative ideas. The meeting ended with our regular book draw.

Our second monthly meeting of the year was again heartening. Attendance at our April 10 meeting was 45, more than enough to confirm that our March meeting attendance was not a fluke. The first presentation of the afternoon was by James Baldrey of Chosun University, who presented *Culture and Communicative Language Teaching in Korea*, based on results from his MA TESOL research. The second presentation, *Developing Sentence Structure from the Bottom Up*, was given by Nancy Jo Marcet of Jeonju-North Jeolla Chapter, whose techniques were based on years of teaching U.S. middle-schoolers. Our teaching ideas swapshop was led off by Jocelyn Wright and Yeon-seong Park, and generated contributions by numerous attendees.

On May 1, the Chapter traveled south to Mokpo National University in Muan for our spring outreach workshop. Membership coordinator Jocelyn Wright did a superb job of venue coordination for the event. Turnout was beyond expectations: a total of 53 attended, 43 of whom were non-members. The attendees came to see three presentations and workshops scheduled for the day. Tory Thorkelson, past president of KOTESOL (Hanyang University), gave a well-received presentation on *Image and Imagination: Pictures and Picture-Based Activities in the EFL Classroom*. Chapter member Keum-ju Cheon (Gwangju Women's University) gave a very popular presentation entitled *Storytelling Techniques at Work*. Chapter President David Shaffer (Chosun University) presented on why we should all pursue professional development and the many options available to us in going about the task. Attendees came from all areas of the southwestern quarter of the province and beyond. As the overwhelming majority of our audience were Filipino residents, we have identified a particular need in our area and must now determine how our Chapter can best address and serve to fulfill this need.

The following Saturday (May 8), the Chapter held its regular May meeting in Gwangju. The nearly forty attendees were treated to two presentations. The first was *Creative Grammar Instruction Techniques* by our Chapter Treasurer, Dr. Yeon-seong Park (Chonnam University), who presented on the way she incorporates multiple intelligences in her new book. The second was *Assessing Speaking Skills* by KOTESOL Publications Chair Maria Pinto (Dongguk University, Gyeongju), who opened our eyes to the variety of ways rubrics can be employed in the assessment of oral skills. These presentations were followed by the teaching idea share-time, which has become a regular part of our meetings. Activities and ideas were presented by Maria Lumantao, Jocelyn Wright, Stuart Bills, and David Shaffer.

We encourage members to share your ideas and activities with us at future meetings. Chapter meetings are scheduled for July as well as June this year. Our second outreach workshop, this time in the Suncheon area, will be in the early autumn (Oct 2). Check our web pages on the KOTESOL web site for details of upcoming events, at which we hope to see you soon.

## Jeonju-North Jeolla Chapter

By Tori Elliott

Reaching out is never easy. The utmost commitment to any cause can be curbed by the constraints of geographical distance or foiled by a fear of the unknown. However, here in Jeonju-North Jeolla, the executive has hoisted itself on to a progressive new platform. And recruitment is its goal.

The campaign sprung into action with a full convergence on Kunsan University. With thanks to local professor Phil Owen, the Chapter was able to secure a meeting facility on the leafy college grounds. The lecture attracted a huge amount of publicity and support for seasoned presenters Tory Thorkelson (*Using Drama to Activate Your Classroom*) and Ingrid Zwaal (*Successful Role Plays in the English Classroom*). With a theatrical theme setting the scene for the afternoon, and an electric enthusiasm in the air, the art of personal persuasion was rendered unnecessary, owing to the sheer quality of the workshops themselves.

The Gunsan Outreach proved to be but a warm-up for Jeonju-North Jeolla's annual Regional Conference. By relocating to an independent high school, in the center of Jeonju, the Chapter was looking to encourage new members from all tiers of the educational pyramid. And by constructing a forward-thinking and practical schedule, headed up by Scott Miles (*Critical - but too often missing - Conditions for Language Acquisition*) the group was looking to move away from traditional theoretical approaches towards workshops that are immediately accessible and applicable. Conference Chair Allison Bill worked tirelessly, alongside conference veterans Shawn De Long, Phil Owen, Tim Dalby, and Ingrid Zwaal, to push the Conference out to students and teachers of all local universities, colleges, and schools. And their efforts were not in vain. May 29th saw one of the largest recorded turnouts for a Jeonju forum - dispelling the myth that KOTESOL is only for one certain type of teacher.

Alongside the local chapter and plenary guest was an overwhelming line-up of speakers in fields such as Extensive Reading (Aaron Jolly, Rocky Nelson, Young Min Park) and Young Learners (Mike Misner, Jennifer Young). Jeonju-North Jeolla invited representatives from both KOTESOL National Council (David Kim) and ATEK (Russell Bernstein) to contribute their wealth of experience to the meeting. The chapter was also delighted to host access points to a variety of ELT Materials providers (Cambridge, Oxford, EduCherry, and Pearson).

One further brainchild of this year's conference committee was to work hand-in-hand with local non-academic interest groups. This offered visitors an opportunity to soak up the vibrancy, diversity, and energy of dynamic Jeonju.

Please contact us at northjeolla@yahoo.com if you are interested in joining the group, presenting a workshop, or attending one of our gatherings.

## Seoul Chapter

By Bruce Wakefield

On Saturday, March 27, the Seoul Chapter held our Annual Chapter Conference at Soongsil University. Some 295 people attended. Twenty-eight workshops were hosted by a total of 30 presenters, including Chris Haswell and Joseph Siegel from Ritsumeikan Asia Pacific University in Japan. In addition, four KOTESOL Organizational Partners (Cambridge Korea, Pearson Education, Criterion Education, and Education First Korea) organized displays adjacent to our registration area. The Beautiful Store and Costco, plus six other exhibitors, added to the success of the Conference. (For more information, please read the Conference report in this issue.)

At the Chapter elections held in conjunction with our March Conference, the following members were elected for 2010-11:

Chapter President:	Bruce Wakefield
2nd Vice-President:	Dr. Young Park
Secretary:	Lisa Levine
Treasurer:	Kirsten Kelly

Please consult the Seoul Chapter Officer's List elsewhere in this TEC for the names and portfolios of all the 2010-11 officers of the Seoul Chapter.

## Suwon-Gyeonggi Chapter

By Myounghwan Chang and Daeyoung Kim

On Saturday, May 15, 2010, the Suwon-Gyeonggi Chapter held its 72nd meeting at the University of Suwon. Scott Miles presented *Critical (but too often missing) conditions for long-term language acquisition*. He emphasized that when learning a second language, it takes thousands of hours of exposure and practice to reach a high level of competency. Most classrooms, however, only provide students with 40-70 hours of English a semester. Twenty-five participants, including five foreign English teachers, attended the presentation. Our next meeting is fixed for the third Saturday of June. Please visit our web site <http://cafe.naver.com/ggkotesol.cafe> and enjoy newly updated video clips, photos, and teaching materials. 

# The Korea TESOL Journal

## Call for Papers

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

### Inquiries and Manuscripts:

[ktj.editor@gmail.com](mailto:ktj.editor@gmail.com) or [kotesol@asia.com](mailto:kotesol@asia.com)

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

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



Come one, come all to the  
**15th Annual Jeonju-North Jeolla KOTESOL Drama Festival!**



Enter your students in this entertaining event where all ages and levels of students are welcome. This festival will give your students a chance to use their English in a new and exciting way. All students will get certificates of participation for being part of the fun.



**Date:** Saturday, November 13<sup>th</sup>, 2010    **Place:** Jeonju University

**Time:** 1 pm

**Cost:** The fee for each team is W35,000.

**Requirements:** Each team will perform a 10-15 minute play of any type. Each team must be no larger than 8 members in the senior division (middle school/high school and university groups) and 10 members for the junior division (kindergarten and elementary groups). We will accept 6 groups in each division. Each group must have at least one teacher as their coach.

**Prizes:** All participants will receive a certificate of participation. Judges will award prizes in a variety of categories (best acting, best pronunciation, best costume and much more). There will also be prizes for first, second and third place in each of the two divisions (Junior and Senior).

**Monday October 11th is the registration deadline.**

**Enquiries:** Email **Shawn DeLong** at [delong76@yahoo.com](mailto:delong76@yahoo.com) or call 010-9223-0730 if you have questions.

**Registration is by email only.**



# World Calendar

## PAC Partner Conferences

**Jun. 28-30, 2010.** FEELTA 2010 Conference: "From Broadcasting to Narrowcasting: Global Englishes, Local Contexts." Khabarovsk, Russia.

**Nov. 12-14, 2010.** ETA-ROC 2010. The 19th International Symposium and Book Fair on English Teaching: "Methodology in ESL/EFL Research and Instruction." Chien Tan Youth Activity Center, Taipei, Taiwan.

**Nov. 19-22, 2010.** JALT 2010. The 36th Annual International Conference on Language Teaching: "Creativity: Think Outside the Box." Aichi Industry & Labor Center, Nagoya, Aichi, Japan.

## Other International ELT Conferences

**June 7-8** Kuala Lumpur; 11-12 Kuantan, Pahang; 17-18 Kuching, Sarawak. The 19th MELTA International Conference: "Transformations in English Language Education: Vision, Innovation, Implementation." Malaysia.

**June 12-13, 2010.** The 10th Annual Conference of the Japan Second Language Association. Gifu University, Gifu, Japan.

**July 8-9, 2010.** The 6th Annual Conference - BAAL Teaching & Learning SIG: "Cognitive-Interactional and Socio-cultural Perspectives on L2 Learning, Teaching, and Assessment: Compatible, Complementary, or Incommensurable?" King's College, London, England, UK.

**July 8-10, 2010.** ACTA International TESOL Conference 2010: "Redefining 'TESOL' for the 21st Century." Surfer's Paradise, Gold Coast, Queensland, Australia.

**July 13-15, 2010.** ETAI 2010: "Linking Through Language." An International Conference on Effective ELT in All Stages and All Levels. Ramada, Jerusalem, Israel

**July 16-19, 2010.** PLL18: The 18th International Conference on Pragmatics and Language Learning, Kobe University, Kobe, Japan.

**July 25-27, 2010.** IAWE 16: The 16th Annual Conference of the International Association for World Englishes: "World Englishes Today: A Critical Reevaluation of Theory, Methodology, and Pedagogy in Global Contexts." Vancouver, British Columbia, Canada.

**Aug. 2-3, 2010.** CONAPLIN 3: The 3rd International

Conference on Applied Linguistics. Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia.

**Aug. 5-7, 2010.** Fifth International and 41st Annual ELTAI Conference: "Learning to Learn: Way to Language Mastery." Chennai, India.

**Aug. 6-8, 2010.** The 8th Asia TEFL International Conference: "Teaching English as a Global Language: Creating and Sharing the Asian Framework." La Thanh Guest House, Hanoi, Vietnam.

**Aug. 12-14, 2010.** TESOL Asia Convention: "The English Language: The Power to Connect." Cebu Grand Convention Centre, Cebu, Philippines.

**Sep. 7-9, 2010.** JACET 49th Convention: "Tomorrow's Learners, Tomorrow's Teachers: Autonomous Development in College English Language Learning and Teaching." Miyagi University, Miyagi, Japan

**Sep. 18-19, 2010.** English Australia Conference 2010 Addresses Issues for the ELICOS Industry. Gold Coast, Queensland, Australia

**Sep. 18-20, 2010.** The 6th International Gender and Language Association Conference. Tsuda College, Tokyo, Japan

**Sep. 22-24, 2010.** INTERSPEECH 2010 Satellite Workshop: "Second Language Studies: Acquisition, Learning, Education & Technology." Waseda University, Tokyo, Japan.

**Sep. 24-25, 2010.** SIGDIAL 2010: The 11th Annual Meeting of the Special Interest Group on Discourse and Dialogue. University of Tokyo, Japan.

**Oct. 1-4, 2010.** TESOLANZ 2010: "Context and Communication: Mediating Language Learning." Dunedin, New Zealand.

**Oct. 22-23, 2010.** Hong Kong Institute of Education International Conference: "Languages in Education: The Chinese Contexts." HKIE, Hong Kong.

**Nov. 1-3, 2010.** The 57th TEFLIN International Conference: "Revitalizing Professionalism in ELT as a Response to the Globalized World." Bandung, West Java, Indonesia.

**Nov. 13-14, 2010.** AzETA 7th International ELT Conference: "TESOL: New Trends & New Challenges." Khazar University, Baku, Azerbaijan.

For more information on these and other international ELT conferences, go to: <http://www.kotesol.org/?q=Conferences>

## 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.]

# Who's Where in KOTESOL

## The National Council

### National Officers

**Robert Capriles, Esq., President.** Korea Nat'l University of Education, Dept. of English Education, San 7, Darak-ri, Gangnae-myeon, Cheongwon-gun, Chungcheongbuk-do 363-791. (W) 043-230-3552, (C) 010-3433-4799, (H) 043-218-9295, Email: capriles.kotesol@gmail.com

**David D. I. Kim, 1st Vice-President.** Kangnam University, Canadian Studies Dept., Yongin, Gyeonggi-do. (W) 031-280-3493, (C) 017-273-6305, Email: daviddikim@gmail.com

**Dr. Kara MacDonald, 2nd Vice-President.** US Defense Language Institute, Monterey, California, USA. (C) +1 831-747-7295, (H) +1 831-899-8414, Email: kmacd@rocketmail.com

**Deborah Tarbet, Treasurer.** Keimyung College University, Police Administration Dept., Daegu. (W) 053-589-7647. (C) 010-7647-0887, Email: deborahtarbet@hotmail.com

**Jennifer Young, Secretary.** Uchon Elementary School, Seongbuk-gu, Seoul. (W) 031-719-4081, (C) 010-3754-2071, Email: jenniferteacher@gmail.com

**Tory S. Thorkelson, Immediate Past President.** Hanyang University, English Language & Literature Dept., 17 Haengdang-dong, Seongdong-gu, Seoul 133-791. (W) 02-2220-0747, (C) 010-7738-0778, (H) 02-2220-1472, Email: thorkor@hotmail.com

### Committee Chairs

**Stephen-Peter Jinks, Conference Committee Chair.** Hoseo University, English Dept., 120-1 Anseodong, Cheonan, Chungcheongnam-do 330-713. (W) 041-560-8181, (C) 019-243-3564, Email: proven.method@gmail.com

**Dr. Kyungsook Yeum, PAC 2010 Conference Chair.** Sookmyung Women's University, SMU-TESOL, Sookmyung Professional Center (SMPC), 9-22 Cheongpa-dong 2-ga, Yongsan-gu, Seoul 140-741. (W) 02-710-7707, (C) 010-3239-2181, Email: yeum@sookmyung.ac.kr

**Julien McNulty, Conference Committee Co-chair.** Jeollanam-do Educational Training Institute, Gwangju. (C) 010-4952-7381, Email: uofa\_guba@yahoo.com

**Joshua Davies, Nominations and Elections Committee Chair.** Yonsei University, College of English, 262 Seongsan-ro, Seodaemun-gu, Seoul 120-

749. (C) 010-5238-3373, Email: joshuawdavies@gmail.com

**Eric Reynolds, International Affairs Committee Chair.** Woosong University, TESOL-MALL, WLI Room 509, 17-2 Jayang-dong, Dong-gu, Daejeon 300-718. (W) 042-630-9245 or 042-630-9895, (C) 010-4039-4392, Email: reynolds.tesol.mall@gmail.com

**Dr. Sangdo Woo, Domestic Relations Committee Chair.** Gongju National University of Education, English Ed. Dept., 376 Bonghwa-dong, Gongju, Chungcheongnam-do 314-711. (W) 041-850-1741, (C) 010-8520-1749, Email: woosd@hotmail.com

**Maria Pinto, Publications Committee Chair.** Dongguk University, Gyeongju Campus, Gyeongju, Gyeongsangbuk-do. (W) 054-740-7419 (C) 010-7900-7275, Email: maevid@hotmail.com

**Grace Wang, Membership Committee Chair.** Yonsei University, Seoul. (W) 02-2123-4842, (C) 010-9572-7798, Email: ghwang97@gmail.com

**Eric Reynolds, Research Committee Chair.** Woosong University, TESOL-MALL, WLI Room 509, 17-2 Jayang-dong, Dong-gu, Daejeon 300-718. (W) 042-630-9245 or 042-630-9895, (C) 010-4039-4392, Email: reynolds.tesol.mall@gmail.com

**David D. I. Kim, Financial Affairs Committee Chair.** Kangnam University, Canadian Studies Dept., Yongin, Gyeonggi-do. (W) 031-280-3493, (C) 017-273-6305, Email: daviddikim@gmail.com

**Henri Johnson, Long-Term Planning Committee Chair.** Wonkwang University, English Literature Dept., Iksan, Jeollabuk-do 570-749. (C) 010-6269-6959, Email: legend1946@hotmail.com

**John Phillips, Technologies Committee Chair.** Fulbright Korea, Seoul. (W) Main: 02-3275-4000, Desk: 02-3275-4613, (C) 011-9436-4609. Email: phillips@kornet.net

**Bryan T. Stoakley, Website Committee Chair.** Korea National University of Education, Dept. of English Education, Gangnae, Cheongwon, Chungcheongbuk-do, 363-791. (W) 043-230-3552, (C) 010-6564-5425, (H) 043-218-5425, Email: stoakley@gmail.com

**Dr. Mijae Lee, Community Affairs Committee Chair.** University of Suwon, Dept. of English Language & Literature, 2-2 San, Wau-ri, Bongdam-eup, Hwaseong, Gyeonggi-do 445-743. (W) 031-220-2375, (H) 031-222-7697, (WF) 031-222-7522, (C) 010-9915-2007, Email: mjlee@suwon.ac.kr

**Joshua Hall, Publicity Committee Chair.** Specific English Training, Seoul. (C) 010-2353-8118, Email: joshuahall88@gmail.com

## Chapters

### Busan-Gyeongnam Chapter Officers

**John Angus MacCaull, President.** Dongguk University, Gyeongju Campus, Gyeongju, Gyeongsangbuk-do. (C) 010-6878-1981, Email: jangusm@gmail.com

**Chris Edwards, Vice-President.** Youngsan University, Yangsan, Gyeongsangnam-do. (C) 010-3050-3141, Email: ttedwatds@gmail.com

**Sheema Doshi, Treasurer.** Pusan University of Foreign Studies, Busan. (C) 010-5780-3989, Email: sheema.doshi@gmail.com

**Brad Serl, Secretary.** Pusan University of Foreign Studies, Busan. (C) 010-2717-1402, Email: bradleyserl@gmail.com

**Seona (Joanne) Huh, Membership Coordinator.** (C) 010-9188-2343, Email: englishstar4@yahoo.co.kr

**Peter DeMarco, Member-at-Large.** Silla University, Busan. (C) 010-3901-7373, Email: sebucan2@gmail.com

**Fred Artiss, Member-at-Large.** English Plus, Busan. (W) 051-241-1887, (C) 010-6871-0130, Email: frlear@yahoo.com

**Chapter Email Address:** bgkotesol@gmail.com

### Daegu-Gyeongbuk Chapter Officers

**Sherry Seymour, President.** Yonsei University, Muak Haksa 4B-311, Seoul 120-749. (W) 02-2123-6066, (C) 010-2400-5056, Email: sherrylynnseymour@gmail.com

**Dr. Steve Garrigues, Vice-President.** Kyungpook National University, Dept. of English Language & Literature, Sangyeok-dong, Buk-gu, Daegu 702-701. (H) 053-950-7639, (W) 053-950-5129, Email: sgarrigues@gmail.com

**Dr. Chae Joon-Kee, Treasurer.** Kyungpook National University, Daegu. (W) 053-950-5291, (H) 053-424-7158, Email: chae5291@hanmail.net

**Paul Johnson, Secretary.** GyeongAn High School, Andong, Gyeongbuk. (W) 054-857-4703, (C) 010-7600-2117, Email: paul.m.r.johnson@gmail.com

**Deborah Tarbet, Membership Coordinator.** Keimyung College University, Daegu. (C) 010-7647-0887, Email: deborahtarbet@hotmail.com

**Erin Christy Rowe, Publicity Chair.** Daegu Polytechnic College University. 102-1701 Samjung Green Core, 665 Namsan-dong, Jung-gu, Daegu 700-442. (C) 010-4620-7399, Email: avidreader01@hotmail.com

**Josette LeBlanc, Webmaster.** Keimyung University, Daegu. (C) 010-8311-1485, josette.leblanc@gmail.com

**Peadar Callaghan, Member-at-Large.** Kyungpook National University. peadarcallaghan@gmail.com

**Chapter Email Address:** dg.kotesol@gmail.com

### Daejeon-Chungcheong Chapter Officers

**Aaron Dougan, President and Interim Treasurer.** Cheongju National University of Education. Apt. 102, 193-9 Sugok-dong, Heungdeok-gu, Cheongju 361-836. (C) 010-4193-0103, Email: professorsordougan@gmail.com

**Kyeongsook (Kathy) Moon, 1st Vice-President.** Little America, Daejeon. (C) 018-417-0087, Email: suk8454@hanafos.com

**Elizabeth (Liz) Bailey, 2nd Vice-President - Cheongju.** Cheongju University, Language Education Center, Cheongju. Email: lizbailey2@yahoo.ca

**Brian Quirk, 2nd Vice-President - Cheonan.** Namseoul University, General Education Dept., 21 Maeju-ri, Seonghwan-eup, Cheonan, Chungcheongnam-do 330-707, (W) 041-580-2318, (C) 019-470-5316,

Email: brian226@gmail.com

**Justin McKibben, 2nd Vice-President - Daejeon.** Woosong University, Woosong Language Institute, Daejeon. (C) 010-3040-4177, Email: reflexion17@gmail.com

**Vivien Slezak, Secretary.** Woosong University, Woosong Language Institute, Daejeon. (C) 010-4952-7362, Email: vivienslezak@yahoo.ca

**Kyungnim (Erica) Kang, Membership Coordinator.** J&E Class Institute, Daejeon. (C) 016-436-0579, Email: erica0579@hanmail.net

**Virginia Hanslien, Member-at-Large.** Korea University - Sejong Campus. Jochiwon-eup, Yeongi-gun, Chungcheongnam-do 399-700. (C) 010-3102-4826, Email: virginia18@gmail.com

**Bryan T. Stoakley, Member-at-Large.** Korea National University of Education, Dept. of English Education, Gangnae, Cheongwon, Chungcheongbuk-do, 363-791. (W) 043-230-3552, (C) 010-6564-5425, (H) 043-218-5425, Email: stoakley@gmail.com

**Alison Bacon-Keshiro, Member-at-Large.** Woosong University, Woosong Language Institute, Daejeon. (C) 010-2423-6627, Email: alibacon@gmail.com

**Julien McNulty, Member-at-Large.** Jeollanam-do Educational Training Institute, Gwangju. (C) 010-4952-7381, Email: uofa\_guba@yahoo.com

**Eunju Kim, Member-at-Large.** Junior Lab School, Daejeon, (C) 010-9522-0579, Email: suzy9466@hanmail.net

**Eric Reynolds, Member-at-Large.** Woosong University, TESOL-MALL, WLI Room 509, 17-2 Jayang-dong, Dong-gu, Daejeon 300-718. (W) 042-630-9245 or 042-630-9895, (C) 010-4039-4392, Email: reynolds.tesol.mall@gmail.com

**Young-Kyeong (Brian) Kim, Member-at-Large.** Yuseong-gu, Daejeon. (C) 018-412-9122, Email: kim4109@hanafos.com

**Dr. George Furst, Member-at-Large.** Namseoul University, Cheonan. (W) 041-580-2550, (C) 016-452-5436, Email: gfurst01568@netscape.net

### Gangwon Chapter Officers

**Daryl McKay, President.** Yonsei University, Wonju Campus, Wonju, Gangwon-do. (C) 010-7162-9020, Email: darylmckay69@yahoo.com

### Gwangju-Jeonnam Chapter Officers

**Dr. David E. Shaffer, President.** Chosun University, College of Foreign Languages, English Language Dept., 375 Seoseok-dong, Dong-gu, Gwangju 501-759. (W) 062-230-6917, (Web Fax) 0505-502-0596, (C) 010-5068-9179, Email: disin@chosun.ac.kr

**Maria Neliza Lumantao, Vice-President.** Chonnam National University, Dept. of English Language & Literature, Gwangju. (C) 010-2971-0174, Email: ynell\_alpha@yahoo.com

**Dr. Yeon-seong Park, Treasurer.** Chonnam National University, British and American Studies Institute, 333 Yongbong-ro, Buk-gu, Gwangju 500-757. (W) 062-530-3120, (C) 010-9601-9804, (H) 062-575-0804, Email: pypspark@yahoo.com

**Jocelyn Wright, Membership Coordinator.** Mokpo National University, Institute of International Exchange and Education, Muan-gun, Jeollanam-do. (C) 010-4572-1050, Email: jocelynmnu@yahoo.com

**Soyoung Park, Membership Coordinator.** Gwangju. (C) 010-3163-4958, Email: ample35@hanmail.com

**Sumi Kim, Member-at-Large.** Chosun University Hospital, Gwangju. (W) 062-220-3770, (C) 010-4662-2344, (H) 062-654-0026, (Fax) 062-236-3003, Email: kim\_sumi@hotmail.com

**Adriane Geronimo, Immediate Past President.** Chonnam National University, AOI College of Languages, Dept. of English Language & Literature. 2825 South Fairview Street, Unit 1, Santa Anna, CA, 92704 USA. (C) 1-910-644-5422, Email: AdrMoser@aol.com

**Chapter Email Address:** gwangju\_kotesol@yahoo.com

### Jeju Chapter Officers

**Jamie Carson, President.** Cheju Tourism College. 1296-8 Nohyeong-dong, Jeju, Jeju-do 690-804. (C) 016-9838-1976, Email: carsonesl@yahoo.com

**Jessie Dishaw, Vice-President.** Hamdeok Middle School, 72-3 Hamdeok-ri, Jocheon-eup, Jeju, Jeju-do 690-968. (C) 010-7506-0044, Email: frank\_the\_cowboy@hotmail.com

**Kim Miran, Treasurer.** Jeju Tourism Industry High School, Jeju. 101-706 Hanhwa Apt., 731-2 Nohyeong-dong, Jeju, Jeju-do 690-802. (W) 064-746-0765, (C) 010-6777-7272, Email: kmr11@hanmail.net

**Chapter Email Address:** jejuchapter@gmail.com

### Jeonju-North Jeolla Chapter Officers

**Tim Dalby, President.** Jeonju University, 1200 Hyoja-dong 3-ga, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-2670, (C) 010-2350-2184, (H) 063-227-2184, Email: tim\_dalby@yahoo.co.uk

**Shawn DeLong, 1st Vice-President.** Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong 3-ga, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-2673, Email: delong76@yahoo.com

**Tori Elliott, 2nd Vice-President.** Jeonju Geun Young Girls High School, (C) 010-8233-1510, Email: missyqueen@hotmail.com

**Chullsung Juhng, Treasurer.** Jeonju University, General Studies Division, 45 Baengma-gil, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-2548, (C) 018-796-9487, Email: csjuhng@hotmail.com

**Joel MacDougald, Membership Coordinator.** Jeonju University, 1200 Hyoja-dong 3-ga, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (C) 010-4915-1207, Email: joel\_macdougald@yahoo.ca

**Allison Bill, Conference Chair.** Jeonju University, English Language & Culture Dept., 1200 Hyoja-dong 3-ga, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (C) 010-6332-5191, Email: allison.bill@gmail.com

**Phil Owen, Consultant.** Kunsan University, Dept. of English Language and Literature, Miryong-dong, Gunsan, Jeollabuk-do 573-701. (W) 063-469-4337, (C) 016-665-6915, Email: philkotesol@yahoo.com

**Ingrid Zwaal, Consultant.** Jeonju National University of Education, English Education Dept, Jeonju. (C) 010-3650-2957, Email: scottietoy@hotmail.com

**Nancy Jo Marcet, Member-at-Large.** HUFU Oedae Language Institute, Sannaedeul 906-ho, 193-33 Songcheon-dong 1-ga, Jeonju, Jeollabuk-do. 561-817 (C) 010-6342-1994, Email: njmarcet@yahoo.com

**Paul Bolger, Member-at-Large.** Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (C) 011-676-6947, Email: pgabolger@hotmail.com

**Joanna Oczachowski, Member-at-Large.** Kunsan Geumgwang Elementary School, Gunsan, Jeollabuk-do. Email: joannaocz@hotmail.com

**Henri Johnson, Immediate Past President.** Wonkwang University, English Literature Dept., Iksan, Jeollabuk-do 570-749. (C) 010 6269-6959, Email: legend1946@hotmail.com

**Chapter Email Address:** northjeolla@yahoo.com

### Seoul Chapter Officers

**Bruce Wakefield, President.** Kyonggi University, Suwon Campus, Suwon, Gyeonggi-do. (W) 031-249-0114 Ext. 9266, (C) 010-5584-5332, Email: bruce\_wakefield@hotmail.com

**Dr. Young Ran Park, 2nd Vice-President.** Korea Christian University, Seoul. (C) 019-416-0628, Email: yranpark@hotmail.com

**Kirsten Kelly, Treasurer.** Incheon Girls Technical High School, Incheon. (C) 010-2799-9142, kirstenvkelly@gmail.com

**Lisa Levine, Secretary.** Soongsil University, Seoul. (C) 010-4575-9306, Email: lisalevine123@gmail.com

**Donald Payzant, Workshop Coordinator.** Pungdong Middle School, Ilsan, Gyeonggi-do. (C) 010-3037-8398, Email: dpayzant7@yahoo.ca

**Keith Weaver, Membership Coordinator.** Geumchon Middle School, Paju, Gyeonggi-do. (C) 010-4993-6606, Email: kcweaver@justice.com

**Michael Handziuk, Publicity Coordinator.** Dong-ah Institute of Media and Arts, Anseong, Gyeonggi-do. (W) 031-670-6811, (C) 010-9407-1792, Email: mmhandziuk@yahoo.ca

**Bitu Tangestanifar, Hospitality & Assistant Workshop Coordinator.** Sookmyung Women's University, Seoul. (C) 010-5606-1355, Email: tbitu@yagoo.com

**Dwight Lubiniecki, Webmaster.** Sookmyung Women's University, Seoul. (C) 010-4164-6568, Email: dlubiniecki@hotmail.com

**Stafford Lumsden, ASK Editor.** Bucheon Dong Middle School, Gyeonggi-do. (C) 010-6449-2579, Email: Stafford.lumsden@gmail.com

**Minsu Kim, Member.** Freelance Materials Developer, Seoul. (C) 010-3163-5890, Email: deunson@hanmail.net // shwe8A@hotmail.com

**Jennifer Young, Advisor.** Uchon Elementary School, Seongbuk-gu, Seoul. (W) 031-719-4081, (C) 010-3754-2071, Email: jenniferteacher@gmail.com

**Grace Wang, Advisor.** Yonsei University, Seoul. (W) 02-2123-4842, (C) 010-9572-7798, Email: ghwang97@gmail.com

**Chapter Email Address:** seoulchapter@gmail.com

### **Suwon-Gyeonggi Chapter Officers**

**Dr. Mijae Lee, President.** University of Suwon, Dept. of English Language & Literature, 2-2 San, Wau-ri, Bongdam-eup, Hwaseong, Gyeonggi-do 445-743. (W) 031-220-2375, (H) 031-222-7697, (WF) 031-222-7522, (C) 010-9915-2007, Email: mjlee@suwon.ac.kr

**Seungwook Park, 1st Vice-President.** Suwon Foreign Language High School, Gyeonggi-do. (C) 010-3330-3865, Email: alexpsw@hanmail.net

**Young Ki Kim, 2nd Vice-President.** Suseong Middle School, Suwon, Gyeonggi-do. (C) 019-267-8793, Email: ko-mat@hanmail.net

**Soon-a Kim, Treasurer.** Kunja Elementary School, 1579 Geomo-dong, Siheung, Gyeonggi-do 429-881. (W) 031-487-6494, (C) 016-555-2117, Email: dreamksa21@hanmail.net

**Myounghwan Chang, Secretary.** Hokuk Education Institute, 232 Duun-ri, Buleun-myeon, Ganghwa-gun, Incheon 417-832. (W) 032-937-4936 (C) 011-9184-0498, (H) 031-665-2553, Email: ro28@chol.com

**Daeyoung Kim, Assistant Secretary.** Suwon High School, Suwon. (C) 010-5439-2258, Email: oneilo505@hotmail.com

**Myung Ok Choi, Outreach Coordinator.** Daelim College, English Dept., Anyang, Gyeonggi-do. (C) 016-753-4193, Email: cmo10000@hanmail.net

**John McNeil, Outreach Coordinator.** Sungan Middle School, Ansan, Gyeonggi-do. (C) 011-9707-0533, Email: johnmcevkidz@yahoo.com

**Shinhyung Lee, Membership Coordinator.** Bibong High School, Hwaseong, Gyeonggi-do. (C) 018-272-5979, Email: hojun198@ajou.ac.kr

**Kywool Han, Hospitality Coordinator.** Changgok Elementary School, Siheung, Gyeonggi-do. (C) 010-5033-9374, Email: 01winter@hanmail.net

**Jeong Uk Heo, Web Manager.** Pocheon-il High School, Pocheon, Gyeonggi-do. (C) 010-8769-4927, Email: jheo74@naver.com

## **KOTESOL Departments**

### **Special Interest Groups (SIG)**

#### **Business English SIG**

**Louisa T.C. Lau-Kim, Facilitator.** Hannam University, Linton Global College, School of Global Business, Daejeon. (W) 042-629-8509, (C) 010-7231-3488, Email: louisakim\_kotesol@yahoo.com

#### **Christian Teachers SIG**

**Heidi Vande Voort Nam, Facilitator.** Chongshin University, Seoul. (H) 02-584-1984, (C) 010-9992-1984, Email: solagratiat1@hotmail.com

#### **Extensive Reading SIG**

**Scott Miles, Facilitator.** Daegu Haany University, Daegu. (C) 010-4787-6846, Email: scottmiles67@yahoo.com

#### **Global Issues SIG**

**Dr. Robert Snell, Facilitator.** Pusan University of Foreign Studies, ILEC, 55-1 Uam-dong, Nam-gu, Busan 608-738. (W) 051-640-3512, (C) 016-319-1365, (H) 051-627-1734, Email: bsnell2@yahoo.com

#### **Multimedia & CALL SIG**

**Sheema Doshi, Co-facilitator.** Pusan University of Foreign Studies, Busan. (C) 010-5780-3989, Email: sheema.doshi@gmail.com

**Eric Reynolds, Co-facilitator.** Woosong University, Daejeon. (W) 042-630-9245 or 042-630-9895, (C) 010-4039-4392, Email: reynolds.tesol.mall@gmail.com

**M-CALL SIG Email Address:** kotesol.mc@gmail.com

#### **Research SIG**

**David D. I. Kim, Co-facilitator.** Kangnam University, Yongin, Gyeonggi-do. (C) 017-273-6305, Email: kdi@yonsei.ac.kr

**Eric Reynolds, Co-facilitator.** Woosong University, Daejeon. (W) 042-630-9245 or 042-630-9895, (C) 010-4039-4392, Email: reynolds.tesol.mall@gmail.com

**R-SIG Email Address:** kotesol.rsig@gmail.com

#### **Science and Spirituality SIG**

**Greg Brooks-English, Facilitator.** Dongguk University, Seoul. (C) 010-3102-4343, Email: brooksenglish@yahoo.com

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

**Jake Kimball, Facilitator.** ILE Academy, Daegu. (W) 053-782-2330, (C) 010-7181-8068, Email: ilejake@yahoo.com

## **The 2010 PAC-KOTESOL International Conference**

**Dr. Kyungsook Yeum, Conference Chair (PAC).** Sookmyung Women's University, Seoul. (W) 02-710-7707, (C) 010-3239-2181, Email: yeum@sookmyung.ac.kr

**Stephen-Peter Jinks, Conference Chair (KOTESOL).** Hoseo University, Cheonan, Chungcheongnam-do. (W) 041-560-8181, (C) 019-243-3564, Email: proven.method@gmail.com

**Julien McNulty, Conference Committee Co-chair.** Jeollanam-do Educational Training Institute, Gwangju. (C) 010-4952-7381, Email: uofa\_guba@yahoo.com

**Dr. David E. Shaffer, Treasury Chair.** Chosun University, Gwangju, (W) 062-230-6917, (C) 010-5068-9179, Email: disin@chosun.ac.kr

**Phil Owen, Program Chair.** Kunsan National University, Gunsan, Jeollabuk-do. (W) 063-469-4337, (C) 016-665-

6915, (H) 063-468-4721, Email: philkotesol@yahoo.com

2009proceedings@gmail.com

## KOTESOL Teacher Training (KTT)

**Joshua Davies, Coordinator.** Yonsei University, College of English, 262 Seongsan-ro, Seodaemun-gu, Seoul 120-749. (C) 010-5238-3373, Email: joshuawdavies@gmail.com

## Organizational Partner Liaison Services

**John Angus McNeil, OP Liaison.** TTI International, Seoul. (C) 011-9707-0533, Email: johnmcevkidz@yahoo.com

## Membership Data Services

**Grace Wang, Membership Certificates, Data Reports, Mailing Labels.** Yonsei University, Seoul. (W) 02-2123-4842, (C) 010-9572-7798, Email: ghwang97@gmail.com

## Web Site Services

**Bryan T. Stoakley, Webmaster.** Korea National University of Education, Cheongwon, Chungbuk. (W) 043-230-3552, (C) 010-6564-5425, Email: stoakley@gmail.com

**Dr. David E. Shaffer, Content Editor.** Chosun University, Gwangju. (W) 062-230-6917, Email: disin@chosun.ac.kr

## Korea TESOL Publications

### *Korea TESOL Journal*

**Keith Weaver, Managing Editor.** Geumchon Middle School, Paju, Gyeonggi-do. (W) 031-940-2300, Email: kcweaver@justice.com

**Dr. David E. Shaffer, Reviews Editor.** Chosun University, Gwangju. (W) 062-230-6917, (C) 010-5068-9179, Email: disin@chosun.ac.kr

**Korea TESOL Journal Email Address:** ktj.editor@gmail.com

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**Maria Pinto, Editor-in-Chief.** Dongguk University, Gyeongju Campus, Gyeongju, Gyeongsangbuk-do. (W) 054-740-7419, (C) 010-7900-7275, Email: maavid@hotmail.com

**KOTESOL Proceedings 2009 Email Address:**

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**Dr. Kara MacDonald, Editor-in-Chief.** US Defense Language Institute, Monterey, California, USA. (W) 02-2220-1671, (C) 010-7702-5272, Email: kmacd@rocketmail.com

**Dr. David E. Shaffer, Associate Editor.** Chosun University, Gwangju. (W) 062-230-6917, (C) 010-5068-9179, Email: disin@chosun.ac.kr

**Maria Pinto, Editor.** Dongguk University, Gyeongju Campus, Gyeongju, Gyeongsangbuk-do. (W) 054-740-7419, (C) 010-7900-7275, Email: maavid@hotmail.com

## *E-News*

**Dr. David E. Shaffer, Editor.** Chosun University, Gwangju. (W) 062-230-6917, (C) 010-5068-9179, Email: disin@chosun.ac.kr

**Dr. Kara MacDonald, Co-editor.** US Defense Language Institute, Monterey, California, USA. Email: kmacd@rocketmail.com

[ Report changes to David Shaffer: disin@chosun.ac.kr ]

# A Quote to Ponder

It is much easier for teachers to complain about how bad educational systems are . . . than to reflect on their own behaviors, both inside and outside of the classroom.

*Thomas S.C. Farrell*

Reflective Practice in Action (2004, p. 7)