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This Issue:

Best Practices for Young Learners

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Collaborative and Effective Learning Environments

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KOREATESOL

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대한영어교육학회

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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 Editorial Team

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Cover photo: *Located at the base of Namsan (Mt. Nam) in the historical city of Gyeongju, beyond this gate stands Yangsanjae Shrine, which holds the name tablets of six ancestral tribal chiefs who ruled prior to the Shilla period (57 BC - 935 AD). These chiefs voted and designated Park Hyeokgeose as the first King of Shilla in 57 BC. He was also the originator of the Korean family name Park.* **(David Hasenick)**

Editor's Welcome

Dear Reader,

2012 has arrived and a new school year has begun in Korea. This provides many educators with the opportunity to reinvent themselves with a new group of incoming students. One of my goals for the upcoming semester is to attempt to combine the material in the subject I am teaching with general tools for success. These tools include time management, knowing who and where to go to for help, and learning how to think about the future while enjoying the present. I believe that these skills translate across all levels of education and should be an integral part of what we need to provide as educators.

In this issue, TEC's own Elliot Patton sent us a letter describing his frustration with *Konglish* signs around the country. You can read it below. Let us know your opinion on the subject.

Please send feedback to tecfeedback@gmail.com with any suggestions for making *The English Connection* a better resource for educators.

Sincerely,

Tim Thompson

Tim Thompson
Editor-in-Chief

Editorial - Korea's Proofreading Woes

by Elliot Patton

A year ago, a major coffee chain opened a beautiful new 2-story location a few blocks from my apartment. The coffee shop's area is perfect, right between a large apartment complex and the hangout district of two major universities. Although I normally do not place an especially high value on their coffee (and certainly do not like their prices), I thought I would take my young son in for a drink and a dessert. Shortly after we situated ourselves against the 2nd floor window, something caught my eye. Emblazoned in red handwriting font on the wall was a fairly strongly worded phrase pertaining to God and love and angels. I was not fazed by the overt Christian references, nor was I bothered by the copywriter's corniness. I was struck by the sloppiness of it; the copy contained the simple preposition error "at here".

Really? "At here"? Consider: In one of Korea's most stylishly branded establishments, and in a location where the paint was barely dry, there was a preposition error most American preschoolers would not make. If I had seen a similar error on a t-shirt in Namdaemun Market, I would not have given it a second thought. This, though, was one of the biggest, most recognizable coffee chains in Korea.

This is by no means the first English error discovered in East Asia. In fact, native English speakers have made a sport out of recording and publishing to the web awkward English found on fake university shirts, trucker hats, and the menus of mom-and-pop restaurants. This has been happening for at least a decade.

With the massive investment in English education, one would assume that times were changing, and that there would be greater policing of incorrect English. Surprisingly, though - and on a more frustrating note - I have run across sloppy English in the advertising campaigns of major corporations. I have seen nearly unreadable news feeds on the websites of major government institutes and well-regarded universities. Perhaps worst of all, I have visited museums and historical sites on a number of occasions, only to find, often embossed in metal, English that sounds like it was written by a panicked assistant with an electronic dictionary. (Don't believe me? Pay a visit to the War Memorial of Korea or the Gongju National Museum.) Even Arirang TV, Korea's multimedia ambassador to the world, often features awkward, ridiculous narration read by native English speakers, but obviously not composed by them.

Certainly, many factors can potentially be blamed for this: carelessness, pride, lack of knowledge. It is not my place to delve into speculation. I am also well aware that the target audience for much of this - Koreans - is not as nit-picky and concerned with proper grammar as me. As a big fan of this country and culture, however, I see these errors hitting the eyes of others: the people who come here to explore Korea; the potential investors who arrive here to see that there are poor controls over the language that reaches the eyes of the public; or the Korean parents who spend unthinkable amounts of money for their children's English education.

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Creating a Positive Learning Environment for Young Learners

Gavin Farrell shares six tips for teaching children in Korea

You had a friend, neighbor, cousin who taught in Korea, and upon graduation from university you decided to teach abroad. You hear it's a fun place with decent money. You hear about the delicious barbeques (yes, native speakers sometimes do use "delicious"). Korean children are lovely angels who teachers get attached to. All in all, it seems like a good opportunity, even if (or especially because?) you don't have any teacher training or experience. You easily find Dave's ESL Café, and with one innocent click a recruiter has you committing to a year teaching kindergarten in Korea. Then with even more alacrity, you find yourself in The Mysterious Orient, teaching what must be the cutest children in the world. In the classroom, a new teacher may be unfamiliar with some of teaching's best practices and beliefs. This article will discuss these for the Korean context. To research this I consulted popular literature (i.e., whatever I had on my bookshelves), relied on my own experience running a Canadian kindergarten and hagwon, and pestered friends with much experience in the field into sharing some insight.

This article is also for bilingual teachers who have no experience with immersion education but are expected to speak exclusively in English when teaching. Immersion is a buzz word these days, claimed (incorrectly) by English Villages and all sorts of private kindergartens. This article is for teaching situations where the children have at least ten hours contact time per week with a foreign or bilingual Korean teacher, not an unusual amount in Korea these days. Indeed, many private kindergartens have more contact time and are flourishing.

To set a proper foundation for supporting learning and teaching, the teacher needs to help students sense these important elements: safety and security, self-confidence (Moon, 2005), and a sense of belonging (Peregoy & Boyle, 2001). When children feel safe, sure of themselves, and included in the group, they will participate freely, trust themselves, and trust the others in the room. This will motivate them to take risks using English. It's human nature to dislike mistakes, but an ideal teacher knows mistakes are learning opportunities. As for students contributing to the class atmosphere, students "shouldn't laugh at others' mistakes, and this has to be one of the rules of the class" (Scott & Ytreberg, 1990, p. 10). Laughing at mistakes should not be tolerated at all.

Here are some strategies that teachers can adopt to help provide a positive learning environment:

1) Establish clear rules at the beginning of the year

Students value knowing what is expected of them, as it gives them boundaries within which to behave. They can know what is acceptable and unacceptable, and the teacher solidifies this by being consistent and fair. Unfair decisions by the teacher can destabilize the classroom atmosphere, as the lens through which young learners view rules is unambiguous, and they "have a very keen sense of fairness" (Scott & Ytreberg, 1990, p. 9).

Keith, an old Korea hand with a lot of kindergarten teaching experience told me, "On day one the first song I teach is *Don't Do That*," and he rattled off a few lines – don't yell, don't fight, and so on. But what about framing rules positively? Popular theory is to change or reframe "Don't hit others" to "Keep your hands to yourself" (Linse, 2005, p. 188). The purpose in this is to focus on the positive instead of the negative, on what the children should be doing, rather than what they should not be doing. Keith said, "Are you kidding? That's too advanced and not practical. For Korean 5-year-olds, I narrow it down to just 'Don't do that' because that's all that's achievable. What happens is, when you catch a kid throwing toys around the room, they're not going to get 'Toys need to be stationary.' They throw something. 'Don't do that' is effective because it's immediate and clear." How do you reframe "Don't lick the table?" "Tables shouldn't be licked?" "We only lick x, y, and z?" Clear rules are established when the teacher uses language that the students can understand, and techniques, such as reframing, are used with more advanced students.

2) Offer rewards judiciously

This is an area in which there is a disparity between the literature and common teaching practices in Korea. While rewards have fallen out of favor as a best practice in the West, they are commonly used here in Korea. David Paul (2003) lists four problems with using rewards. He claims rewards weaken interest, weaken active learning, are shallow, and are divisive. Instead, he advocates a more holistic approach, whereby a teacher allots points to teams, and not for tasks students should be expected to do, such as homework. In this respect, points are not used to show favoritism or prejudice against individual students. Instead of a Pavlovian task-reward system, the classroom develops a game-like atmosphere where points are given or taken away according to the rules (no crawling under tables, raise your hand before answering, walk single file in the hallway, etc.). Such a system promotes cooperation and peer group control. Responsibility is handed over to the students and the teacher is merely a referee, not a supplier of prizes and gimmicks.

If children see reading as a vehicle to get candy, then it diminishes the value of reading.

The drawbacks of a task-reward system are especially true for reading. If children see reading as a vehicle to get candy, then it diminishes the value of reading. Children need to see reading as something inherently valuable, something that is done for enjoyment. While teachers may think rewards encourage reading, Krashen (2004) discusses studies that indicate otherwise. When students were asked what would help motivate reading, their responses included more books, better books, and more time for reading. It would be a shame if a teacher used rewards to pollute this natural attraction to reading.

3) Activities: Have a variety and more than you think you will need

In every class there will be early finishers, and a teacher would be wise to have some "back pocket ideas" always on hand to engage distracted students (e.g., word searches, quick kinaesthetic games, crafts, etc.). Sometimes the whole class might finish early, and with no tasks, chaos can ensue. It's easy to tell who has experience teaching young learners and who doesn't. When asked how long young children can pay attention, a teacher who has never been in a kindergarten class will offer, "Ten, fifteen minutes?" A teacher who knows the ropes will chuckle and say, "More like one minute."

Additionally, not every student will find a certain activity interesting, and interests change and develop as the students do. Almost everyone reading this article is familiar with Gardner's (1993) multiple intelligences theory. Teachers take it as gospel that they should vary their activities so as to address the numerous learning strengths in the classroom. At the expense of sounding contradictory, I would suggest that multiple intelligences play a minor role in managing a classroom. More relevant and immediate matters, instead, have a greater impact, such as students being grumpy if they miss their nap, parents having a fight the night before, or children feeling antsy before lunch. Variety is the key to engagement, and teacher decisions on activities for students do affect the environment greatly. A teacher who knows their students well can tell when a "get up and dance" activity is appropriate, when circle time needs to last a bit longer, and when the spelling test shouldn't be too difficult. The mood changes collectively in the classroom, and each student has a variable mood also. You should "meet the students where they're at," as my colleague Susan often said. Choosing activities, in my opinion, has more to do with responding to the students collectively rather than individual students being so inherently different.

Balancing activities also means varying the degree of difficulty for some tasks so that all levels of ability are adequately challenged. The fact of the matter is all students learn at different paces, and these paces can themselves change. A teacher's "repertoire of activities should facilitate the provision of suitable work for children operating at different linguistic and cognitive levels" (Brewster, 1995, p. 12).

4) Embrace multi-level classes

When I was school director, there was a particular class of 6-year-olds that had been at the school and together in the same class for over a year. For reasons I can't remember, I promised the mothers of that class that no new students would be added. Students who had been in the immersion program for over a year were clearly and demonstrably ahead of 6-year-olds just starting kindergarten, and the mothers liked the prestige of their child being in an exclusive class, one blocked to others. Predictably, a situation arose where I needed to add a newly enrolled 6-year-old student to the class. After no small amount of time and persuasion, the mothers relented and said they wouldn't mind (too much) if another student joined.

In that class, there was a spectrum of levels and abilities. Advanced students flourished and developed and learned English well, and this was true of most. One student, however, was not thriving, and in fact seemingly gave up as he couldn't achieve the level of the others. The more they developed, the more he felt bad and consequently withdrew.

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When the new student arrived, our luckless friend -- we'll call him Jae-Min -- was no longer at the bottom of the food chain. The two gravitated to each other and became quick friends. Jae-Min took his new friend on a tour around the classroom, including showing him how to read the graded readers in the class mini-library. This was a fantastic development for Jae-Min. Not only did he have a new friend, he wasn't shy to read anymore and was, in fact, proud of his ability because he could read to him. He didn't recognize how much he had learned because he had no one near his aptitude to compare himself with. Even more amazing was that his mother was satisfied, a rare moment to be savored when running a school.

5) Say what you mean, mean what you say

English is a tool for communication, not a dead animal to be dissected and translated word by word, sentence by sentence. Questions are followed by answers, and responses should be expected by the teacher (assuming the prompt was accessible and appropriate for students). When a teacher says, "Please sit down, everyone," students should be expected to sit down. Any weakness will be exploited like a Seoul taxi sneaking through a red light. They're testing the authority's resolve. If sometimes they can get away with it, they'll always try, and the result is disorder.

6) Be calm

As my friend Steven says, "Never yell." Keith the veteran said he used to be a high-energy teacher. "Of course, I was 25 then. But the louder the teacher, the more the kids ramp it up. A calm teacher creates a calm class. You might think yelling is needed, but stay cool and calm and the students respond in kind and actually listen more attentively." My colleague, Kyle, who is famously calm, said, "It benefits the teacher, too – low blood pressure, a sense of peace when you come to work. Don't get worked up over misbehavior. Deal with any problem fairly and in a consistent way, then move on."

In researching this article and in discussions, again and again it came up that young learners need to feel good about what they've done. Nothing succeeds like success, as my father used to say. When children feel good about learning, they will flourish. It's a teacher's responsibility to give appropriate tasks to students, tasks they can achieve and gain a sense of accomplishment from, accomplishment that is recognized, recognition that is understood and valued.

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Collaborative and Effective Learning Environments

Shelly Sanchez Terrell explains how to set up classrooms for young learners

Five years ago, I began teaching young learners in Germany from the ages of two to ten-years-old. Although I had been teaching young learners in the United States since 1994, I was not prepared for the challenges that faced me as a native speaking English language teacher in a foreign country. I remember teaching a class of 14 children between the ages of six- to seven-years-old who spoke and understood very little English at an English camp. On the first day, I received a less than warm welcome because I was a strange foreigner they could not really communicate with. The children ran around the classroom flying paper airplanes, fighting with each other, and literally climbing the walls! I went home after a 9-hour day and cried. I knew I had to make drastic changes. Therefore, I decided to return to some ideas from various theorists – Vygotsky, Kohn, and Piaget – and reflected on what had worked for me in managing young learner classes in the past. These theorists support collaborative and cooperative learning environments. After applying these principles and tips, my classroom transformed from a madhouse to a fun and productive language learning environment. Since this experience, I have been making my classes collaborative and cooperative at the beginning.

Cooperative and Collaborative Working Environments

In order to make my classroom environments more cooperative and collaborative, I set up learning stations and group work areas. This will look different depending on the age group, country, and classroom I am assigned to. In Germany, I worked with with two different classroom set-ups. For the English camp, I had my own room and was able to have the best kind of set-up. There was a rug on the floor set up for us to sit down and read stories or have circle discussions. I had a reading area full of English books, a building station of blocks and LEGOs, an area of board games, a quiet work area, and a technology station set up with one laptop. I also had the desks set up for the students to work in groups of three to four and an area where they could sit and work alone. I also had a classroom in Germany that I shared with others. For this set-up, I used rolling carts with the books, games, and more. I set up a different cart with the computer or mobile devices. The students had a sign-out sheet for all these settings to ensure they would take care of the materials and return them. The students knew if they finished a task early they could go to the cart and check out any of the materials.

Cooperative Learning and Groups

I frequently employ project based learning and group or pair work tasks in my classes. I put the students into their groups. Each student is given a role for the group. In addition to these roles, each student is given a responsibility for each group task they must complete (Smith, 2010). The roles can be set up on a class website naming the role and detailing the responsibility, or the roles can be outlined for students in note cards. In the beginning, I assign roles according to student strengths. Then, I will rotate the roles so that everyone gets a chance to do various roles. Roles include a team leader who ensures everyone is given a task to complete and everyone participates in discussions. Another role is to have a secretary who takes notes. The reporter will present the ideas or completed assignment to the class.

Integrating Collaborative Projects and Using Technology

Kohn (1986) found various research that showed kids succeed more and are more motivated to learn when they participate in cooperative learning activities. Children learn a language best when paired with others, collaborating, communicating, and problem-solving. Cooperative learning is also supported by social cognitive theory. According to Vygotsky, collaborative learning experiences with others lay the foundation for basic structures of cognitive development and potential learning (Slavin, 2006). My classroom was set up to support collaborative and cooperative learning, but I still needed to create collaborative tasks and projects for my learners. We have incredible online technology that allows children to learn with others. We have moved from Web 1.0 to Web 2.0 and Web 3.0. If we observe the way learning has evolved online, we notice that various educational sites have moved to a more participatory and collaborative environment. Our students have the ability to collaborate in real time with their peers to accomplish tasks and reach goals. They have the ability to brainstorm online in real time through audio, chat, and video. They have the ability to problem solve on projects and collaborate on various types of creations, such as presentations, research reports, stories, websites, videos, and podcasts. Students' creations, when posted online, become part of another person's learning process. In schools, we can, and should, take advantage of the powerful learning that is taking place through these participatory and collaborative online tools and technologies. Collaborative websites I have used throughout the years include Wikis, Voicethread, Linolit, Posterous, Skype, Google Docs, and Edmodo. Some activities we have done together with technology include creating advertisements, magazines, booklets, digital stories, time capsules, book reports, dialogues, and more.

Students' creations, when posted online, become part of another person's learning process. In schools, we can and should take advantage of the powerful learning that is taking place through these participatory and collaborative online tools and technologies.

Benefits of Cooperative Learning

Through cooperative learning, students learn effective teamwork through:

Accountability – Students realize the contribution of each individual will determine the success of the task.

Team building– Students learn how to listen to each other, resolve conflicts, delegate tasks, set deadlines and support each other.

The teacher acts as the facilitator walking around the class and ensuring teammates are supporting each other. The teams will have problems. A student from at least one of the teams will be lazy. Kids are this way, but this is a teachable moment. We get to help the students learn to resolve these conflicts. If we do not teach them, they will not learn. When using cooperative learning, the teacher will think about the:

Team formation – It's important that teams consist of students with different abilities, skills, and cultural backgrounds whenever possible.

Structuring of tasks – Tasks should be designed so that one student cannot complete the task alone because each member's contribution is needed.

Students will need to learn how to effectively work with others on problem solving when they enter college and the workforce. We can begin to prepare them now for this future.

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Shelly Sanchez Terrell is a teacher trainer, author, and international speaker. She is the host of American TESOL's Free Friday Webinars and the Social Media Community Manager for The Consultants-E. She has co-founded and organized the acclaimed educational projects, Edchat, ELTChat, The Reform Symposium E-Conference and the ELTON nominated Virtual Round Table language and technology conference. Find more resources about the effective integration of technology in her blog, *Teacher Reboot Camp*.

Much has been made about the need for teacher improvement. We as teachers know that we need to continue to develop our skills, teaching techniques, and our delivery to help our students understand the material that we present. How can we measure our development? How can we know if a lesson has actually been successful or not?

The BG-Kotesol Reflective Teaching Symposium, to be held at Busan University of Foreign Studies on April 21st at 2pm, will provide some answers to these (and other) questions.

For more information visit the BG-Kotesol Facebook page or contact us at BGkotesol@gmail.com.

Dear Fellow KOTESOL'ers,

Below is the link to a survey related to my doctoral research on ELT Organizations. The survey will take about 20 minutes and is designed to collect data about who our members are, what they like and don't like about us, and how our members compare to those of organizations like ATEK. I would appreciate it if you would take the time to do this survey and feel free to share it with your friends/colleagues in ELT as well.

http://www.surveymonkey.com/s/XV97SMK

If you would like to access it more easily, try the PDF version of TEC on the KOTESOL website and thanks again for your time.

Tory S. Thorkelson, M.Ed.
Doctoral Candidate, Doctorate of Professional Studies
Middlesex University, UK

(This research is being supported by a KOTESOL research grant).

Advice Corner

Three educators give suggestions to help English teachers around Korea

I'm a public school teacher and I have a question about student discipline. I feel I have a fairly decent point system in place and it works well to manage and motivate most of my students, but I still have a couple of classes where a few students don't care about the point system and they act out or outright disobey me during my lessons. Do you have any advice on how to deal with those kinds of students?

Rana, Munsan

Hae-Jin Han
English Teacher
Kyeongbuk High School

Hae-Jin Han

There seems to be no magic wand that you can wave which can solve all the problems related to students with various learning styles and backgrounds. I think it would be helpful for you if I share my own experiences and discuss how I have tried to deal with this difficulty in the past.

What could be the cause of your students' misbehavior? It can be complicated to diagnose because there can be many factors involved. In my case, some of my students were suffering from their own inner emotional conflicts. Other times, I was told that my teaching style demotivated their learning. I tried to experiment with various ways of teaching last year to try to increase my students' motivation – from having student-centered group activities to classes focused on preparation for the KSAT. Though each way yielded its own pros and cons, I still had problems dealing with naughty or distracting students.

By the end of the year I finally received some better responses from some of the students who had emotional clashes with me. It had a lot to do with developing a more personal and intimate relationship with them. I spoke to them on a one-to-one basis. I tried to refrain from making judgments on their misbehavior. Instead, I just described what I observed in class to let them know I was paying full attention to them. They were attentive to what I was saying and seemed to feel that I cared about them. They showed better attitudes in classes from then on.

In another case, showing no immediate response to my student's misbehavior seemed to work well. I had one student who was not paying attention and dozing off most of the time. At first I told him to stop it whenever I noticed him. This triggered verbal arguments between us, but later I stopped nagging and I did not have to scold him during class. Instead, I tried to engage him in small talk whenever I ran into him in the hallway. It worked well as he didn't demonstrate any more rude behavior afterwards.

As I struggled to deal with this problem I uncovered hidden aspects of my teaching practice. I realized that I was the type of teacher who had created a barrier between myself and my students. But once I created opportunities to get to know my students personally and have small talk with them, I noticed a change in my students' behavior. If you let your students know that you care about them and that you see them as individuals, you may see a change in their attitudes and behavior.

Kristina Eisenhower

In any public school setting it is often difficult to avoid discipline problems entirely. There seems to always be a handful of students who will push the envelope and test your limits. So, while a positive point system might work to motivate the students who are attentive and interested in the class, it may not have any impact on the lower level or uninterested students in your class. Those students may not see any reason or way to obtain those extra points. Yet, their bad behaviors may actually be a cry for attention or inclusion.

Therefore, in an effort to create a true classroom community, you may want to establish an environment where the whole class begins the semester, unit, or chapter with a set number of points that determine a set reward to be given at the end of the course, unit, or lesson. A pizza party or a *patbingsu* (Korean shaved ice dessert) party have been favorites for all grades, and small gift certificates to a stationery store have been big hits with middle school and high school students. If you know your students, you can come up with something they will really love! The class could be grouped, with each group being given a rotating role or function to serve so that they all have a chance to experience varied duties, and they all must work together to maintain the points. During the learning periods, any group that maintains the points through active and appropriate participation can

Kristina Eisenhower
English Instructor
Sungshin Women's University

be given a small token of appreciation, such as a piece of candy or perhaps a coupon to redeem for a point that may have been lost somewhere along the way.

In this way, the lower level students can be assisted in learning and understanding, and the ill-behaved students might see the benefit in adjusting their attitudes and participating properly. In the end, the whole class, including you, has had a successful learning experience and can enjoy the deserved reward.

Sara Davila

First, focus on the positive: You have a point system that is working for you and motivates your students.

Points systems work to establish a kind of economy in the classroom. Students work to attain the currency. The points are paid out or distributed in one of two ways, either individually as a reward, or to a group of students working together (think the House System ala Harry Potter). Hard work and good behavior generally receive compensation. This breaks down when some students feel that the payment for work or behavior is not worth the trouble to work hard or be good. For many students the instant gratification of bad behavior is worth more in a cost benefit analysis. This may sound strange, but for a class clown or the class slacker laughter from friends or getting in a nap are just worth more than the points. The response a student receives from the teacher for aggressively disobedient behavior, i.e. your attention, may also be worth more.

One response could be to inflate your economy by offering bigger rewards, but this can quickly de-motivate students who feel the system is being unfairly manipulated. The best thing to do in this situation is to remove the point system entirely from your focus and respond directly to the disobedient behavior.

Sara Davila
Teacher Trainer and Curriculum Developer

For this I would recommend keeping track of the students who are difficult and detail as much as possible about the bad behavior and when it occurs. Some questions you might answer include: When specifically do the students act out? Does behavior only occur in response to others getting issued points? Does it take place during tests? After activities? During down time? Looking at the specific time when a student is not behaving can help you pinpoint what the actual problem may be. For some students it could be lack of engagement during an activity, boredom with an activity that might not be appropriate to that student's needs, or jealousy at seeing others get points when they are not. There are a number of potential causes and a chart that tracks behavior may provide more answers.

Once you have more information about when and what students are doing, you can begin to focus on how to work on the behavior of those individual students in ways that will not require points and may result in more manageable long term changes in behavior.

Advice Corner is an opportunity for readers to send in their questions and concerns about problems they encounter while teaching English in Korea.

The English Connection will find experienced educators to give advice for your unique level, problem, and teaching situation.

Send your questions or concerns to tecfeedback@gmail.com.

Special Interview with Dr. B. Kumaravadivelu

Dr. B. Kumaravadivelu is a professor in the Linguistics and Language Development Department at San Jose State University, USA, and he was the Saturday afternoon plenary speaker at the KOTESOL 2011 International Conference in October. Conference Committee member Dr. David Shaffer caught up with Dr. Kumaravadivelu for this exclusive interview for *The English Connection*.

Question: Dr. Kumaravadivelu, this is your first visit to KOTESOL and, I believe, to Korea. Realizing that it's been only a short time since you arrived, could you give us your impressions of the KOTESOL Conference and of Korea in general?

Kumaravadivelu: My participation in the KOTESOL conference confirmed my belief that Korea has a vibrant English language teaching community. The conference theme itself, "Pushing our Paradigms; Connecting with Culture", sent a clear message that Korean ELT practitioners are very much in tune with current challenges and opportunities. I enjoyed all the sessions I attended, particularly the Pecha Kucha session. I learned how short, targeted presentations can be fun and educating.

Dr. Kumaravadivelu delivering his plenary address at the 2011 KOTESOL International Conference.

I spent only two and a half days in Seoul, most of which was at the conference venue. I did manage to see Seoul a little bit, thanks to Conference Chair Julien McNulty. He took me to Changdeok Palace and nearby areas. I also spent an evening with a few faculty members and students from Hankuk University of Foreign Studies. The first gave me an opportunity to experience slices of the much-valued Korean cultural tradition, and the second, to know more about applied linguistics teaching and research in a Korean university. On the whole, it was a fruitful and enjoyable visit.

Question: On a more personal note, could you tell us about your earlier years before taking up your position at San Jose State University and before your books *Cultural Globalization and Language Education* and *Beyond Methods*?

Kumaravadivelu: Well, after completing my Masters degree in English Literature at the University of Madras, South India, I started my teaching career at an Agricultural University. That's where I became aware of the needs of students of science in a developing country, which got me interested in teaching English for Science and Technology (EST). I then received a Fellowship from the British Council to go to Lancaster University in England to pursue a second Masters degree, this time in Applied Linguistics. That was a turning point in my professional interests and led me to the University of Michigan, USA, for my Ph.D. After completing my doctoral program, I stayed on to teach in the USA, and eventually landed at San Jose State University in California.

Question: How much of an influence do you think your formative years have had on the directions that your research has taken?

Kumaravadivelu: My personal and professional preparation at the universities in India, England, and the USA has helped me synthesize the best of three educational traditions, and has shaped my educational philosophy that is unmistakably reflected in all my professional work. In addition, my learning and teaching experiences in India have helped me gain a healthy respect for local knowledge, and an equally healthy skepticism for received wisdom. At a deeper level, I was very much influenced by educational philosophers, such as John Dewey and Paulo Friere; poststructural thinkers, such as Michel Foucault and Pierre Bourdieu; and postcolonial critics, such as Edward Said and Gayatri Spivak. I learned from them that the borders between the personal, the political, the professional, and the pedagogic are indeed porous, and that we are all constantly crossing the boundaries whether we know it or not, whether we acknowledge it or not. Consequently, I became fully convinced that language teaching is much more than just teaching language. My scholarly exploration, then, is motivated by a desire to understand the language classroom,

not just in its linguistic complexities, but also in all its historical, political, social, and cultural ones.

Question: How relevant do you believe cultural considerations to be in a country, such as Korea, where public school English education is carried out mainly by Korean teachers teaching Korean students, but at the private language school and university level, there are numerous native-speaker instructors bringing an English speaker's culture into the language learning equation?

Kumaravadivelu: Well, I have a 270-page response to this and other related questions. I'm referring to my 2008 book, *Cultural Globalization and Language Education*. Briefly, the notion that the teaching of culture in the English language classroom should pertain only to the cultural beliefs and practices of native speakers of English is hopelessly outdated. (By the way, is it fair to treat the culture of all native speakers of English as monolithic? Americans, Australians, Britons, Canadians, and New Zealanders, all of whom speak English natively, may beg to differ.) The processes of cultural globalization and internationalization have created unprecedented opportunities for interested people to know about the cultural beliefs and practices of people all over the world. The world in which we live with other peoples' ways of life. What is required to be a successful citizen in this globalized and globalizing world is the development of what I have called "global cultural consciousness."

What this means in the Korean context is that neither the Korean teachers who teach English in the public school systems, nor the native speakers of English who teach in private schools and universities, can afford to ignore the impact of cultural globalization. They first have to develop a global cultural consciousness in themselves, and then help their learners do the same. English, which carries the imagery of global cultural flows, offers itself as an excellent instrument for teachers to use in giving detailed explanations with specific examples and in teaching strategies. I direct your readers to my book referred to above.

Question: What do you see as the future of the field of cultural globalization and English language education? As the world is seemingly becoming more globalized at a rapidly increasing rate, is the need for research and education in understanding cultural differences going to increase, or is such an understanding going to become more commonplace and thus reduce the need for research and education in the area?

Kumaravadivelu: Yes, research in understanding cultural differences (and similarities) will increase. The sooner we realize that culture is much more than food, festivals, and fashion, and that any meaningful cultural understanding requires the development of global cultural consciousness, the better. The more we incorporate in our lesson plans strategies that foster global cultural consciousnesses in our learners, the greater are our chances of helping them become global citizens. No, I don't think increased knowledge will diminish research activities; on the contrary, the cultural phenomenons we are dealing with are so complex that we will find ourselves doing more research, not less.

Question: One last question, if you will allow me: could you give us any tips on how to easily learn how to correctly pronounce your surname?

Kumaravadivelu: My name is actually easy to pronounce (well, at least for me!). Take a close look at my name. You will see a pattern. Every consonant is followed by a vowel. And, my native language, Tamil, is syllable-timed, not stress-timed. The only long syllable is VE, all the others are short. So, just read what it says, with one little twist – VE rhymes with WAY with a V. Now, say it: KU-MA-RA-VA-DI-VE-LU. Got it?

Dr. Kumaravadivelu receiving a plaque of appreciation

for his plenary address and participation in the 2011 KOTESOL International Conference.

demands that we familiarize ourselves (and our students)

Prague: The Center of Europe

Tim and Kristin Dalby look back on their time in the Czech Republic

A buxom barmaid reaches over you to retrieve your empty tankard of pilsner and replace it with a full, fresh glass. This is some of the best beer in the world, it costs less than 1,000 won and you are in Prague in the Czech Republic, one of the most beautiful cities in Europe.

If our first paragraph did its job, you are now reading about our year-long experiences as teachers in the Czech Republic. Our experiences are ten years old, before the Czech Republic joined the EU. However, we believe that most of what we can tell you about teaching and living there still rings true.

Our first teaching job was in Korea in 2000 and it hadn't ended well. We had been hired as native-speaking babysitters and really didn't have the first clue about what to do. After four months of confusion, we decided that we enjoyed teaching; we just wanted to do it properly.

Luckily, a large chain school in Prague was looking for people with teaching experience and a willingness to become qualified (in Europe, for entry-level teaching positions, qualified means you have some kind of teaching certificate, like a Trinity TESOL or a Cambridge CELTA), so we jumped on the next plane and landed in Prague a few hours later.

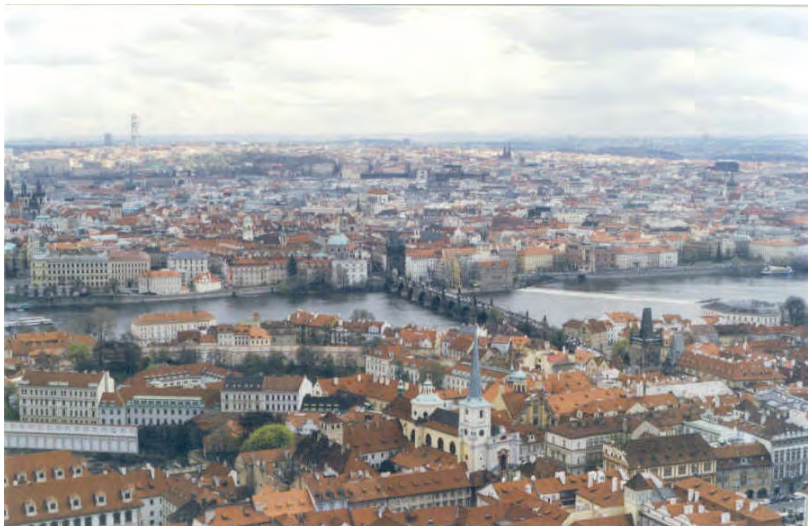
We came to Prague because we had met there five years earlier. We were both finishing our studies at our respective universities and were both taking some time to travel around Europe before settling down to "respectable" jobs. Since we had only spent a weekend in Prague, we wanted to come back and see what it was like as a city to live in. We weren't disappointed.

As a teacher there, you shouldn't expect to earn a fortune, but the rewards that come with working in one of the most beautiful eastern European capitals far outweigh any monetary gains. First, there's the sheer variety of classes that you can teach. Business English, Cambridge Suite exams, like the First Certificate in English (FCE) or the Certificate of Advanced English (CAE), EAP, General English and ESP. You can teach one to one, small groups, large groups, old, young and everything in between. In addition, you could have all of this variety in a week.

By day, we traveled all over the city on the tram, subway and bus to get to our lessons. Our teaching week was around 25 contact hours, but it could often take longer than an hour to get to a lesson. Some businesses were very generous and offered us coffee and snacks – which was nice after a long and hectic journey. Sometimes students would cancel at the last minute, but we would still get paid and we understood – these were busy business people and sometimes the needs of the business came before the needs of the student. Some classes, like FCE and CAE, would happen at the school. If you could get some of these classes together it meant a lot less travelling, but also less money as the business classes attracted a premium.

Teaching in Prague is enjoyable – you can take your students for drinks and a meal, socialize and have fun. If there's a long weekend, you are in the centre of Europe, so there are a lot of exciting and interesting places to visit – not that you need to go anywhere as there is a healthy and active social scene in Prague, where pretty much anything goes.

In general, we found Czech people to be happy and fairly laid back, considering all that they had been through during the World Wars and then the Cold War. In addition, they are highly talented. On any given evening in Prague we could pay a pittance to go and hear a classical recital or watch a play of the highest quality. In their spare time, Czechs like to have fun. Saunas, spending the weekend at the *veekend house in the nature* (in the summer home in the country), swimming and sports are very popular.

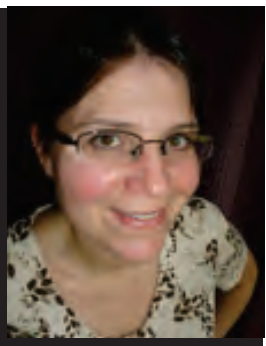


Although clubs weren't much to speak of (Europe's "The Final Countdown" was a kind of anthem, even though it was already ten years old at that time), we didn't find a need for them. Most bars stayed open all-night, and with only three hours of darkness in the summer, it was easy to socialize. The expatriate scene was alive and well.

Czech food is best described as simple. Meat and potatoes are done well (and of course, cheap). A particular favorite was *smažený sýr* – simply, a fried round of cheese in a bun, with a generous helping of mayonnaise. This was both delicious and necessary after a few too many pivos (Czech beer). *Goulash*, a hearty stew heavy on the paprika, was a delicious meal during the snowy winter months.

If enjoying the delights of fine, well-crafted pilsner is not your thing, then there are plenty of other things you can do. Prague itself is full of historic and historical buildings. There's Charles Bridge, Wenceslas Square, Prague Castle, the Jewish Quarter, Old Town Square, Petřín Hill and much more. The historic center of Prague has been on UNESCO's list of World Heritage Sites since 1992. Outside of Prague there are other beautiful cities as well as an extensive network of hiking trails that connect to other countries. One particular highlight of our stay was crossing the border into Austria completely unchallenged. More challenging (but still an adventure) is getting to other cities on the rickety, Soviet-era trains.

Of course, Prague was fun before kids and old age slowed us down, but if you want to try your hand at teaching English in a variety of different contexts to some wonderfully intelligent and highly motivated people, then give the Czech Republic a try. Beware though. Like Homer's land of the Lotus-eaters, with so much to see and do, it is easy to lose yourself and your sense of time in Prague. Not that that would be such a bad thing...



Kristin Dalby has been teaching English since the summer of 2000 and has taught in Korea, New Zealand and the Czech Republic in a variety of contexts including business English, general English, EAP, FCE, CAE and IELTS. She currently teaches at Korea University and is available on email at **kristin_dalby@yahoo.com.**

Tim Dalby has taught in Korea, New Zealand and the Czech Republic in a variety of contexts including business English, general English, EAP, FCE, CAE, IELTS, TOEIC and TOEFL. He currently teaches at Korea University in Seoul. **Email: professor.tim.dalby@gmail.com.**

Make Surpr@ise a Classroom Goal

Vladimira Michalkova inserts her teaching beliefs into her lessons

A year ago in November, I came up with a metaphor to describe my teaching beliefs – Surpr@ise! The word is made of two words surprise and praise, both of which I find extremely important when I want my students to not only come back to my classroom, but also reach for language they learn when they are not in school. By surprise, I mean developing activities and classroom procedures that are unexpected, interesting, and rewarding. By praise, I mean more than just telling students they did a good job. Of course, that is important, but at the same time, praise should always include enough feedback that students can move forward and learn in their own way. This is the medal and mission model: praise is the medal and feedback is the mission. Put this notion of surprise together with this idea of praise and you have Surpr@ise.

I believe that Surpr@ise is something every teacher can do at any time and with all students, no matter what the age, level, or group. Although, if you are a new teacher or a teacher who's used to sticking to the textbook, implementing Surpr@ise into your classroom might take a change in perspective.

If you are not sure whether you want to experiment and take risks at the beginning, start with little things that may enrich the book you are using. Surpr@ise can really be anything, starting with competitions, quizzes or polls in class, getting your students to stand up and move, bringing interesting ideas or props, and finally enabling your students to leave with take away value (something they can carry with them, something that is personal for them and will help them remember the language they were working with). Surpr@ise is also a lot about project work that is based on your students' lives and everything they want to share and reveal about themselves. It is about relating real life with what's going on in the classroom, and by doing so making the learning even more meaningful and interesting. It is about giving your students reasons to learn and ways to not only learn the language, but actually live it.

In order to see what I mean in action, let's have a look at an activity that I think exemplifies Surpr@ise because it practices common language in unexpected and real ways, while giving students opportunities to praise each other in just the right way.

Dream Bookmarks Activity

This activity – based on getting students to share dreams, goals, and suggestions for reaching and achieving them – works with students at any level. The idea is to get students sharing real information about an important goal, creating a personal action plan for achieving that goal, and then making a Dream Bookmark on which they write their goal, action plan, and perhaps an inspirational quote that will help them stay motivated enough to actually achieve their goal. The idea, which originally came from Chuck Sandy, is easily adaptable. Together we have worked out the best way to use it with students so that they not only enjoy it, but also find it a useful way to learn and practice language like:

I want to get a new bike.
You should save some money.

I would like to help animals.
Why don't you visit a local animal shelter?

My dream is to learn Latin.
I advise you to buy a Latin grammar book.

One thing I'd love to do is live in Korea someday.
I recommend taking some Korean classes.

As you can see, the language of the activity can be adapted to work with any level.

How To Get Started

I come to every class with a smile and try to make my students feel welcome from the very beginning. I recommend doing the same. I am truly happy to see them and this sets the right atmosphere for the class. It is very useful for students, as well as the teacher, to start by telling students briefly about what they'll be doing and why. Briefly outline what you have planned for them (e.g. talking about goals, making a bookmark, giving advice). You don't have to reveal everything and it's probably even better to keep the surprise part secret for a while.

It is also good to start the work with a demonstration. No instructions are as effective as when students actively participate in task explanation. Write down a few of your goals on the whiteboard: e.g. buy a new laptop, lose 5 kg, stay healthy, write a book.

Tell your students these are some of your goals and ask them to help you prioritize them as well as explain why this or that one should have higher priority. Once they help you choose one goal you should focus on, ask them again to give you some ideas, tips, or steps to achieve it. At this stage, show interest in your students and their opinions to create a friendly atmosphere and trust. Then give your students some time to think about their own goals and ask them to give each other suggestions on how to achieve these goals in small groups.

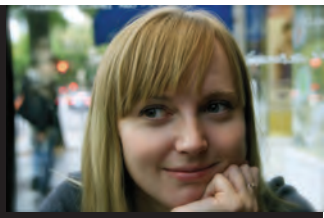
While your students do that (or better in advance) prepare your own bookmark. This is the really nice and pretty surprising part of the lesson. After some time, when your students are ready and have their goals and a few steps in an action plan, show them your bookmark and present your goal and action plan again. Tell your students that they will make their own bookmarks and present them to each other and that they can make them as personal as they wish. Hand out paper and markers (I try to give them stickers or colorful cello tape or something fancy they may want to use). They usually spend some time making their bookmarks, and they may even chat a lot, but they hardly ever talk about anything other than their work.

You may have students add an inspirational quote to their bookmarks, for example, "Don't Dream It, Be It" or "Make Every Day Matter", if they want to and if their level is high enough. This further personalizes the project and students can explain why the quote is inspirational for them.

Once they have finished their bookmarks, ask them to stand up and form two dynamic circles (inner circle and outer circle with students facing each other in pairs). Give them a time limit to show their bookmark and present it to the person standing in front of them, then change pairs (students in the outer circle move to the student on the right), and repeat. Students in the inner circle just listen, ask questions if they want to know something more, and give advice.

When they have talked to everyone in the inner circle, have the students switch circles and give them time to do the same thing again. At this stage, they should present their work, share personal information, and encourage each other. As they do so, you can also offer praise and encouragement.

Encourage your students to keep their bookmark and share with you when they have achieved their goal! Individually throughout the term, ask students how they are doing with their goal. Give advice and praise to anyone who announces that their goal has been achieved. What could be more Surpr@ising than that? Activities like this one will help you achieve Surpr@ise as your classroom goal, and if you get in the habit of surprising and praising your students, you'll soon find that with Surpr@ise, both you and your students will enjoy your lessons even more.



Vladimira Michalkova is an English language teacher in Slovakia where she teaches general and business English. She holds an MA in Teaching English Language and Literature and Ecology from Presov University in Slovakia and also has a certificate in Teaching Business English from English Language Centre in Brighton. Vladimira regularly writes for *Friendship* magazine and is proud to be an iTDi Associate.

Reading Class Shouldn't Be Teacher's Translation Class

Hye-Jung Park describes a different way to teach English reading

Before I became a public school teacher, I worked for about five years in a hagwon where I taught English in English. There were no more than 10 students in one classroom, and the students were carefully selected by the head teacher on the first day through level testing. This meant that all of the students in one classroom had similar English proficiency levels. In the lower-level class, students took their first steps to learning the English alphabet and phonics by participating in a lot of activities and being given various material, while in the higher-level class, students used textbooks published and used in English-speaking countries. No translation techniques were needed, and a foreign teacher partner and I taught the same students together, taking turns each day. We shared information about the students and worked together to make our students better English speakers. So I thought to myself, "Why is it so impossible to teach students in an English-only environment? Are Korean English teachers working hard enough to teach their students English well? Perhaps I should be a public school teacher and introduce this method to the classroom." Later, on my first day of teaching in a public school, I came to realize how foolish and ignorant I had been.

What reading class usually looks like

There are many factors that make reading class really hard to teach. The two biggest obstacles are the large class size and students' varying proficiency levels. As an example, at my school, there are 35 to 41 students in every class, with very different proficiency levels. Three to five students in one class do not even know how to read a simple English word, while two or three students have lived in an English-speaking country for a few years and are practically fluent. It's hard enough to put them in one class and teach English but the worst part is that we need to use the same textbook to teach all of these different students. Other factors to take into account include some students' low motivation to learn, and the unappealing content of the articles in the textbooks. These fundamental restrictions exist in most schools and make reading class a real challenge for English teachers.

To make the reading class more learner-centered, it is important for teachers to stop thinking that students need translation.

So, what do most teachers do? We translate sentences. Actually, there are a couple of reasons why teachers stick to the Grammar Translation Method (GTM). This is how most English teachers were taught in the reading class in their school days, which means it is very familiar to them. When teachers translate, students who have lower English proficiency levels can at least roughly understand what the article is about in Korean. Therefore, most teachers are forced to choose this GTM to fulfill the needs of all their students.

However, many agree that this method has more downsides than upsides. To translate each sentence, a lot of grammatical information is needed as well as a handle on the vocabulary being utilized. That's why many teachers focus on explaining grammar in the middle of the reading lesson, writing a lot of grammatical information on the board. Often, students spend most of their time writing down the translation the teacher has just given, and copying what is written on the board. No matter how beneficial this method is to some students, the essential question still remains: "Who is reading the article? Is it the students or the teacher?" Clearly, it is not the students. From that point, the second question arises, "Then, is the teacher giving their students a chance to read?"

Avoiding translation

During a teacher training program I undertook last summer vacation, I thought about these two questions. What surprised me was that those questions had never occurred to me before. I just thought that reading class was something that could not be changed in the current school system. Therefore it was natural that neither the teacher nor the students could enjoy it. However, after I shared a lot of ideas and discussed this issue with the teachers I met in the training program, I thought about how I could change the reading class from a teacher–centered to learner-centered one, and tried one way in my class right after the vacation. By adopting this technique, my class changed from a translation class into a better reading class where students could focus on reading the article by themselves. In this article, I would like to share some teaching ideas that worked well in my reading class with other English teachers who have similar difficulties in their reading classes.

To make the reading class more learner-centered, it is important for teachers to stop thinking that students need translation. Is it really necessary for students to learn how to translate the sentences exactly into Korean? Isn't the purpose of reading an article to understand what it is about? When I first tried my new techniques, I was worried and afraid, feeling as though I was ignoring a few of the lower level students by giving up the GTM. I dealt with this by carefully preparing a worksheet.

The most important thing is preparing the students well before they jump into reading any article. Each reading article in English textbooks has a certain amount of vocabulary and grammar points to teach. Before students read an article, I teach them the vocabulary and key grammar, first using PowerPoint slides and worksheets. For students to be able to comprehend the given text by themselves, they should know the meaning of most of the words in it. If students understand the key vocabulary and the grammar of the article, they can understand the use of these in the context naturally as they read the article.

What I do right before the students start reading the article is to show them a short video which is directly related to the article. For instance, if the article is about extreme sports, I

search the internet and find a good video in which students can see the types of extreme sports, what equipment the players use, how the sports are played, and so on. While playing the video, if necessary, I pause it and ask students questions, such as "Do you know what sport this is?" or "What extreme sport would you like to try in the future?". This pre-reading stage helps students activate their previous knowledge, motivate them to read the article, and even gives them confidence that they can understand the content better. Thanks to the development of technology, teachers can always find great material using the internet.

Next, instead of translating each sentence in the textbook, I give students a previously-designed worksheet, and ask them to answer the questions while they read the article. What is important here is to make a detailed worksheet that can check students' understanding of the text. The purpose of the worksheet is to help students understand what the text is about and help them read the text by themselves. Even reading the questions on the worksheet can give students a general idea of specific information they need to understand the text.

Most questions are 'wh'-questions but, to resist repetition of the same pattern, I also include fill-in-the blank questions, true/false questions and yes/no questions as well. A very helpful tip is using synonyms effectively in the questions to help students' understanding of some words, such as "come back" for "return", "easy" for "simple", etc. Using questions effectively, pre-taught grammar functions can also be checked. For example, with the question "Who invades Christmas Island between November and December?", teachers can ask students to make the sentence "Millions of red crabs invade Christmas Island," after they read the sentence "Once a year, between October and December, Christmas Island is invaded by millions of red crabs." Here, students read the sentence where the passive voice is used and are naturally asked to answer in the active voice. The question was designed with the intention of having students use the key grammar in the chapter. These questions give students a better chance to understand the grammar function as well as a chance to practice what they learned in the previous grammar lesson. Another tip which is worth mentioning is that the more specific the question is, the easier it can be answered by students. So, if students' proficiency level is low, I try to make the question as specific as I can.

Teachers should give their students enough time to answer the questions. Students read the article individually to find the answers to the questions. While they are reading, teachers can walk around the classroom and help out some students to find the answers on their own. Higher level students, who can read faster than others, can answer in full sentences, while lower level students can answer with one or two words, depending on their ability. In this way, the different time that is needed for each level can be managed. Later, teachers can check the answers with the students.

As long as the worksheet is designed to cover all the important factors of the article, teachers don't need to translate each sentence line by line. I know many teachers use their own worksheet with comprehension questions, and so did I. The biggest differences between my new way and the previous one are, however, omitting the long and tedious teacher's translation, and using the worksheet as a material that can help students' comprehension of the article while reading, not as a confirmation tool to check students' understanding of the translation after reading.

After I check the answers with the students, I remind the students of the key grammar points of the chapter briefly, and ask students to find where they are used in the text. If, for example, one of the chapter's key grammar points is relative pronouns, students are asked to find where and how they are used first and I confirm students' answers by pointing these out. In this way, students can read the article both for comprehension/meaning and for functions.

How was the reading class formed?

When I first planned this idea, I spent a lot of time making effective comprehension questions to support students to understand the article. Still, I wasn't sure whether this would be able to make students actually read the text without translation. Surprisingly, once I tried, students paid a lot of attention and made a great effort to find the answers reading the article and did much better than I expected. That made me realize that I didn't initially believe in my students' ability and forced them to follow the outdated ways of rigorous translation that neither teachers nor students can enjoy.

Making an effective worksheet is a time-consuming job for teachers, who are already busy taking care of everything at school. However, if you agree that students should be the readers themselves, and that understanding the text is more important than translation technique, this would be one suggestion worth trying.

I have met many great English teachers who keep searching for new ways and are constantly thinking about solutions to make their English class better. They always inspire me. I am sure there are many other great ways to lead a reading class in a more fun and active way. This is just a simple, but hopefully practical, idea that can be applied to our current reading class in which teachers feel tired of the fact that English reading class becomes a translation class.

Hye-Jung Park started her teaching career at SLP. Through this experience, she could find her passion for teaching English, and received her Master's in English Education from Yonsei University in 2009. She is currently teaching at Hanbit Middle School located in Paju, Gyeonggi province.
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The 20th Korea TESOL International Conference

Perfect Score: Methodologies, Technologies, and Communities of Practice

October 20-21, 2012

Sookmyung Women's University, Seoul, Korea

Call for Proposals

The KOTESOL 2012 International Conference is a forum for educators to share their ideas, innovations, experience, and research findings. This year, we are exploring a more out-of-the-box approach to the conference and to TESOL in general, with a particular emphasis on technology and the teaching community. This is reflected in the conference theme:

Perfect Score: Methodologies, Technologies, and Communities of Practice

We are planning a conference which will have people going away with practical applications, useful experiences, and fresh ideas. We invite proposals for workshops, colloquia, research reports, and poster presentations.

As begun last year, we again invite presentations for the **101 Series**. These presentations will be designed specifically for new teachers. Each presentation will cover the basics of best teaching practices in one area of ELT. See the informational PowerPoint slide show at **http://www.koreatesol.org** for more information.

Proposals may come from KOTESOL members and non-members alike.
However, all presenters must be members of KOTESOL at the time of the conference.

Presenters are encouraged to submit several proposals.
However, no more than two proposals will be accepted from any one person.

All presenters will be expected to pre-register for the conference and pay all relevant fees at the time of pre-registration.

Closing date for the receipt of proposals: May 31, 2012

All proposals must be submitted via the web-form.
The proposal submission link to the form will be available soon at:
http://www.koreatesol.org

Please direct any *Conference Program* related inquiries to the Program Committee:
kotesol.program@gmail.com

Extended summaries from accepted presentations may be submitted for the conference program guidebook. Full-length papers for publication in the *KOTESOL 2012 Conference Proceedings* may be submitted after the conference. More information on these options will be sent to presenters.

Face-off: Video in the Classroom

Just before Christmas, 2011, TEC Associate Editor Michael Griffin (and dogme enthusiast) contacted EFL Classroom 2.0's founder, David Deubelbeiss, and asked the following question:
"What's the big deal about video?"
This simple question fueled the following email exchange. We hope you enjoy the results.

Dear Michael,

With all due respect, if video killed the radio, it certainly won't have any problem with the immobile book. The book can't even call out for help!

I jest, but only a little. It truly is a "move over Gutenburg" moment and for language teachers video offers the amazing benefit of bringing the real world into the classroom. And hasn't that always been the problem with the classroom? It's an artifice, it's not real, it's fake and a fraud. If we must have it, at least we can make it less artificial and more valuable towards the "ambiguity" that communication forces us to deal with.

There are other profound benefits. Video can be asynchronous. Rewind it, repeat it, review it, remix it. It allows control of the input and a foothold from which learning of a language may take place.

Video contextualizes. Really, video is a misnomer, I prefer the term moving pictures. We "imaginators" of the new visual realm process meaning through the eye, less the ear. Language learning will only profit by using images.

Video is and should be authentic. I repeat my above refrain, with the 3 noble truths of language learning. Real, Real, Real.

Video is highly cultural. Language and culture embrace like a double helix. You can't separate them and the best way to teach culture is through the eye (for the eye cannot see itself and thus be anthropocentric). Let's not forget to mention the paralinguistic elements that video teaches students. Not only voice, but the body, the nuances of language.

Finally, video is cool. Yep, that's it in a nutshell. Won't even explain it. It's just cool - the book, dull, grey, staid.

So there you go. Join the video revolution or miss out leading your students into a whole new realm of accelerated language learning. Video IS the new text.

Dear David,

Thanks so much for the insightful and entertaining response. While I certainly appreciate much of what you have written, David, I cannot help but wonder if video is not just another passing fad that will be discarded when something cooler comes along. Were cassette tapes not once considered the future and much cooler than record players? Was audio-lingualism not once considered cooler than grammar-translation?

I think you made some important and excellent points but I am not sure if video vs. textbooks is a fair comparison. To my mind, it is video vs. not video, or more accurately, video vs. hundreds of other things. For the record, you will have a hard time getting me to say too many positive things about textbooks.

You mentioned one of the main benefits of video being the fact that it is asynchronous. Good point. Is this another reason for video to be used outside of class when students can go at their own pace and continually review and remix?

What role (if any) do you see for teachers in the wake of this video revolution? Will the best teachers simply be those most adept at finding suitable clips?

You mentioned that video is and should be authentic. I hope you will say a bit more about this. I am having a hard time imagining a less authentic situation than the characters in "Friends" paying for those apartments after seemingly just drinking coffee every day. Aren't the students' lives much more authentic than the scripted lives that appear on television and in the movies?

Speaking of scripted, I am not sure that the dialogues we see in movies and TV actually accurately represent authentic communication that happens in the real world (as opposed to the reel world). While I will happily agree that dialogues in textbooks are infamously stilted and unnatural, I am not convinced that commercially produced video is any more natural or realistic.

You mentioned that video is highly cultural and I fully agree with this and think that video can be a great way to become familiarized with different cultures. Here I have two main concerns. The first is that video might not accurately portray the source culture and might help build and maintain stereotypes. My second concern is that students might feel they need to be masters of the cultures of English speaking countries when it is probably more important for them to be knowledgeable about their own cultures in this time of English as a lingua franca.

Also, what models are videos providing? Here in Korea, the native-speaker model is often unattainable. I worry that by continually measuring themselves against native speakers, students will lose confidence while using their time and energy inefficiently.

I am certainly not saying that video is bad or that it shouldn't play a key role in certain classes. I am simply saying that video is not a panacea and that like every tool it should be scrutinized and used in a thoughtful way. Personally, I see video as a potentially useful tool but not so much more than that. Perhaps I am missing something so I hope that you will share your thoughts with me, as well as the readers of *TEC*.

Dear Michael,

"A passing fad"? Surely you jest? Don't think in terms of "video" but in terms of images and visuality - that's the revolution. Have you seen Chris Anderson's TED talk about the social power of video/YouTube and how the Gutenberg revolution is waning? Video IS the new textbook and I'd bet my precious 8-track stereo on that! And for language, it just makes everything REAL and alive - something a textbook page can never do. However, I'm not big on the term "video", but prefer "The Watching Revolution". A recent post of mine, "Extensive Watching" (http://tinyurl.com/76ks3jp), outlines how this is really going to replace extensive reading programs and the teaching emphasis on SSR (Sustained Silent Reading).

You ask quite rightly about the role of teachers (and yes, this is where the focus should rest). You ask, "Will the best teachers simply be those most adept at finding suitable clips?" Of course, curation and materials development always make a great teacher but it is only part of the story. Video can be used in many ways other than as a hook or "engager". I've written an ebook with loads of ways to use video (http://ddeubel.edublogs.org/2011/06/22/the-video-teaching-revolution/) and I'd suggest, like I infer above, thinking of it as replacing the textbook. No more opening pages, or plowing through exercises - now we just use the forward and rewind buttons. So, no, good teaching is much more than choosing good video clips.

You suggest that there isn't enough authentic video out there. Ummmm - couldn't disagree more. There is over 35 hours of video uploaded onto YouTube every minute! The majority authentic, unproduced, unscripted and from reality's unpredictable mouth. I'd also suggest we get over the neat distinction of authentic vs non-authentic. Fact is, a lot of our conversation, the majority of it, is very scripted. We speak in conventions using tried and true phrases. It's a necessary part of communication and valuable to learners. I'd also bet there are a lot of second language learners reading this who learned a lot of their English through "Friends" episodes.

About culture, I agree we have to think about the local culture and local 'Englishes" but there is already enough video being produced in this vein and rather than inhibiting, video is empowering to local expression and utterance. Video is culture neutral and I don't buy into it being just a big cultural imperialistic tool. It's all about how it is used. Anyone can cheaply make video nowadays, you only need a $15 phone.

I"ll leave my rebuttal short. In brief, I think you devalue the role of video in language learning because you see it as just another interchangeable tool or delivery method. It is anything but. It is a form of disruptive media that is having all sorts of profound influences across the globe and cultures. Like moveable type, it is impacting the whole world of learning and empowering communication in directions we can only guess at. It isn't just another tool in a teacher's kit, like PowerPoint or TPR. It IS the platform underlying how we will teach and learn now and in the future. We will all have to be connected and video will be that thread.

David,

Thank you again for another thoughtful response. It seems that while we agree on quite a few points we might have to agree to disagree on others.

My concern with video and "The Watching Revolution" is teachers simply and blindly replacing one teacher-fronted tool and style of teaching with another without really considering the students or their needs and wants. I guess what I am mostly advocating is a thoughtful use of technology and materials in the classroom and not just doing things because they are cool and because we know we can do them.

You write that "Video is the new textbook". I am sorry to tell you that this is not convincing or persuasive for me. I am not all that thrilled with the old textbook! I don't think we need a new one. I don't see using the forward and rewind buttons as an improvement. For that matter, I never really thought that opening the pages of textbooks was the problem. I thought that it was the inanity of the exercises and the way that they are often used.

In fact, I don't think it is a competition between textbooks and video, but instead video vs. anything and everything else, and I still remain unconvinced that video wins this much fiercer competition.

You paint an optimistic and positive picture of the use of video for language learners and teachers. In some ways I hope you are right. I truly hope that video can help teachers and students go well beyond what they are doing and can do at the moment. Until then I will remain skeptically optimistic.

Thanks again and best of luck with the revolution.

How do you use video in your classroom? TEC would like to know. Please send your experiences using video with your students to tecfeedback@gmail.com.

Reconsidering How We Develop Rapport

Brad Patterson shares ways to build trust and improve communication

Teachers are like scientists. We try things out, observe reactions, and experiment in the hope of finding something that will work just a bit better than what has before. Sometimes we succeed with a brand new lesson, sometimes not. Either way, having a solid rapport with students will ensure that even a failed attempt or faulty execution isn't a big deal. Why not? If we have a solid rapport with students, then they trust that we are committed to their learning and to them as individuals. So, the question then is, how can we gain their trust, and solidify classroom rapport, especially if we're dealing with students of different ages, different proficiency levels, and different backgrounds?

We act with respect, show interest in them, observe their reactions and seek to establish an open channel of communication. Over the next few paragraphs, we'll explore a number of key formulas that will allow us to better understand our students, empower them and communicate in a way that leads to trust.

First, the etymological formula: Good rapport unfolds through consistent respectful exchange, hence building community through communication. Both of the former words come from the English word common, coming from commun in French, and separating into co + munis in Latin. Co means "together" and munis "change or exchange". The etymology of these words points at the action most important to develop a positive rapport with students from the start: a co-exchange.

A key ingredient, empowerment: One of the best ways of developing this kind of rapport is to empower students by seeking their input from the very start, as long as the syllabus allows for it (as I've taught mostly university students there tends to be a bit more flexibility vis à vis the administration regarding course outline). Consider asking them what kind of materials or topical subjects they are interested in. Also, you can give them the choice of which part of their English they'd like to work on. Recently, I asked my French students what they would like to spend more time on, and, hearing that it was oral English, I told them they'd have a bit more homework if that were the case. Surprisingly, they were fine with that because it was their decision to study what they wanted. Furthermore, they were even more motivated from that point on as they felt more in control of the class's direction.

Likewise, you might consider dedicating time at the beginning of each lesson to a few students for a presentation on a topic of their choice, review of the former lesson's material, or have a student-led discussion. By putting them in the driver seat and having them perform necessary tasks such as review, they will feel the learning is really coming from them and they will thus take greater responsibility for it. In addition, creating this space obviously engages them more and serves to identify and work with their unique needs.

A dynamic, often-changing formula: To develop rapport, it's also important to be very aware of the dynamics in the classroom. Start every day by looking around and taking the class temperature. See if students are meeting your glances, or if they are looking out the window or at the ground. If they feel sluggish one day, have a back-up plan, improvise, and do something to pick up morale. For those early morning classes, I've been known to do a quick 5-minute "yoga lesson" which gets them moving, introduces them to a fun physical art, but also works on giving instructions (the imperative tense) and anatomical vocabulary. I've also done "Simon says", and honestly, even adults enjoy it. Having a few "tricks" like this can really save a class that seems a bit "out of it" one day.

In a similar vein, become aware of how your classroom environment is set up; is it oriented in a circle, a square, or another design? Are the desks all linked, individual, or separated into groups? Are the students facing the teacher or is everyone facing each other? Finally, when moving around the class, look at the students eye-to-eye. Kneel down and meet them at their level if they're in chairs, and thus collaborate as one of the group.

The friend or friendly formula? It is important to note that, while you are one of the group, you are not their peer. This may be obvious in classes with younger students, but it is not necessarily so once we reach the university or private sector, where the students may very well be our age or even older. The concept sounds simple enough, but this is a line inexperienced teachers are tempted to cross specifically to develop rapport. Instead of developing positive teacher-student relations, it

can do the opposite if management issues arise. Interaction is, of course, always very complex, but there is a simple rule to follow: be friendly with your students, but they are not your friends while you are teaching them – nor should they be your friends on social media. To explore the issue further, I highly recommend a 3-piece article for Education Week on "Can teachers and students be friends?" by Larry Ferlazzo, a well-known ESL teacher within social media (http://tinyurl.com/78ked95).

Self-presentation: Physical appearance obviously has a certain impact on students, but more important than how you look is the presence that you have and how you portray yourself. This can depend largely on the culture you come from and within which you currently teach. You can share some personal details of your life if students express an interest, but, as in many situations in life, if you keep your energy upbeat and focus on others, they'll end up having a more positive opinion of you for it. So, give them the stage early on and avoid trying to impress them, especially in that first class or two.

The icebreaker formula: I'm a firm believer that an uplifting first day of class is vital to set the tone for a successful semester. To this end, I, like many teachers, prepare a number of icebreakers, games and other fun activities to get things started right. A simple Google search will give you hundreds of ideas, but I've always been a big fan of "two truths and a lie" to uncover not only a bit about students, but also better understand what level of English you'll be dealing with that semester. You can turn it into a game where three students tell their stories in front of the class and the others guess which of the stories are true or false. Hint: keeping score can really get them involved and paying extra attention.

The name game: Another way to show you're committed to students is by putting in that extra effort to learn their names from day one. Review their names at least twice throughout that first class and make sure you're connecting visually with each student when they say their name. You can almost make it into a game and guess to see if you can remember, but, more than anything, showing students that knowing them is important will work wonders.

The 'seeing-is-believing' formula: Having taught in the USA, France and China, I know there are differences in student-teacher relationships and this is clear in many ways. One that is quickly apparent is to what extent students are comfortable making eye contact with their teachers. Regardless of how open the students may or may not be, I still think it is important that the teacher establish that he or she is willing to connect visually, while checking in with the group throughout a lesson. When engaging students in this way, subtle movements, such as a slight lift of your eyebrows, can communicate: "Are you following? Do you have questions?" Students often respond both visually and verbally so it's important to survey their cues as well. Leaving them this space to express doubts, even if it is non-verbally, will help to ensure the group is moving forward as a whole. Another way of making sure that students are on the same page as you is leaving a bit of time before and after class, when you can have informal exchanges with them. You might consider having office hours once a week and inviting them to stop by for a chat, or to have questions answered. All of these options give them the possibility to talk to you one-on-one, which is, at times, the only way some students are able to open up.

The course outline: Lastly, when starting the course, it's important to let students know where they'll be going over the next few months and what the course goals are. Hit the highlights, the lessons that students enjoyed in the past. Be excited about the course and they'll hopefully feel that way too. After you've laid out the overall direction of the class, pause. Check the feel of the classroom. Then ask students if they have any questions or if anything wasn't clear. Don't rush past this moment – in fact, every time you ask a question, give the students time to think and respond. So much of rapport is giving them space to express themselves and always take the time to listen to them is probably the greatest piece of advice I can give.

In conclusion, developing a positive rapport with students is really all in the details. There are many things to consider, and small changes can have a big impact, so work on this by writing out the points that caught your attention in this article and trying them out in class. Discuss your discoveries with colleagues and join in English language teaching and learning conversations in the blogosphere and on social media because there is no better way to develop professionally than to actively join with other teachers in that pursuit. Have a great semester!

Brad Patterson has been a language teacher for over a decade and is a passionate language enthusiast himself. These days, he teaches in Paris and is the social media manager for an English language-learning publisher called Edulang. You can contact him @brad5patterson on Twitter or at his blog about ELT and other language musings, *A journée in language*.

The Challenges of Editing

John McDonald explains how to avoid falling into the trap of ghost writing as an editor

Writing is a challenging task for native English speakers at the best of times. Then, when non-native English speakers are tasked with writing in English for an international audience, this challenge can reach a frightening level. In this context, a native English instructor in a school or university in Korea is often asked to fix the English of a range of documents, typically including newsletters, Statements of Purpose (SOPs), journal papers, and outgoing email communications. However, though there are times that only minor revisions are needed, it is often the case that the original work can be considered barely comprehensible. The question then becomes what to do (or say) about these requests — stick to revising the English, or rewrite the entire thing? At times, this question can, indeed, be difficult to answer.

As a key source of this problem, many Korean writers do not have a lot of experience in writing, as the testing of the language learning (for both Korean and English) has been in the form of multiple-choice questions. In the past, there has been little focus on writing in the public school curriculum, and from discussions from Korean instructors (i.e., those teaching Korean to Korean students), it would appear that most Korean students have difficulty effectively expressing themselves when writing in Korean.

This means that prior to giving their writing to a native speaker to fix, the original writer has typically written the first draft in Korean, then translated it into English either manually or using an online tool. In the first case, the quality of the work truly depends on the language ability and experience of the writer. The language and organizational structures of English and Korean are vastly different, and so a direct translation of the original Korean into English is not possible; attempts to do this tend to look *Konglish*. In the second case, using a tool, such as Google Translate (http://translate.google.com/), often ends up as a form of gibberish, with highly inappropriate vocabulary and grammar being evidence of its use.

So when an English instructor is requested to take "a couple of minutes" to look over a piece of writing, a few considerations come into play. These factors include: Is the general writing and organization sufficient? How important is the content of the request (internal email vs. international Memorandom of Understanding (MOU) or publication)? Who is making the request (as well as the time given to complete the task)? How much work is needed to make the paper sound "English"?

This last consideration is typically the most difficult for the instructor, as ethics surrounding the extent of rewriting (leading to de facto ghostwriting, at the extreme) can be a problem. If the person who requested revisions is the person who will be given credit for the piece of writing, how much should the person tasked with making changes actually change the writing without being given credit as a co-author? Politically, this can get (and has gotten) messy at times.

To mitigate the potential fallout from these types of requests, I typically use the guidelines outlined below. Note that these guidelines have been developed for personal use, and that by applying them consistently for a number of years, when requests are made, I have established precedents for what I will (and won't) do.

Starting with the easiest and most common request, assisting in the email and business communications of my department is a general part of my contracted job description. As such, I feel that I have considerable leeway when fixing the language and structure of the writing. For these types of requests, I generally take the main concept (i.e., purpose) of the message, and then reconstruct the language and organization in such a way that the message is conveyed in an appropriate format with a corresponding degree of formality. As these messages are generally for establishing international meetings, collaborations, and MOUs, they tend to require nuances of formality that Korean writers may omit. In these cases, it is not important who the author is, but rather that the message be accurately (and politely) articulated.

In the next case, depending on the author, newsletters may receive a similar treatment. For example, if it is simply the university sending information, a major rewrite can be performed with little consequence. However, when the newsletter contains writing submitted by students — such as personal essays from international students describing experiences at the university or about life in Korea — a major rewrite may cause the author to lose his or her "voice". In this case, I would typically make changes to ensure that the writing is mostly comprehensible, though I would not rewrite long sections or change the overall structure of the writing. In addition, though I would ensure that the writing is generally grammatically correct, the main focus of any revisions would be to attempt to say what the author intended by maintaining their style of speech. As the language and context of the topic is usually clear, it would be easy to impose my writing style on their writing, but it would not make the writing better as the reader would then be making a connection with me, rather than the original author (through a change in the voice).

This requirement to maintain a voice also becomes evident when students submit a SOP as part of their application to international schools for graduate study. For this, students need to realize that the SOP is not in the same form as a typical letter of introduction, that the person reading an SOP is not generally concerned with stories beginning with "in my childhood" or "from my elementary school days". Rather, all information presented in an SOP needs to be kept at a relevant and professional level. From my perspective, adding this type of content is not something that I should be responsible for. Indeed, I will make notes and give recommendations on where to find information for SOPs, as well as for CV and cover letter writing, but in cases such as these where the author's voice and experiences are the

central message, I do not feel that it is my place (or ethical) to be the primary writer. Though I will fix the language, the original author must supply the content in an appropriate structure before I begin. For reference, the following links are good sources on how to begin writing effective SOPs:

- http://www.raiaa.in/sop.htm
- http://www.statementofpurpose.com/
- http://grad.berkeley.edu/admissions/state_purpose.shtml

In turn, these guidelines can be stretched to accommodate requests for revising academic research papers and other texts of this type. For these requests, I feel it is not my responsibility to add to or ensure the quality of the content, but to revise the language in such a way that the author's voice is maintained. It should be noted that if I see glaring gaps in logic or missing information I will add a note to this effect; I will not fix it outright, however. For academic research writing, Adam Turner at Hanyang University (http://www.hanyangowl.org/media/textbook/engsciresearchwritingbook.pdf) has written an excellent text for students to follow in terms of how to create structure and better organize their paper. The text covers everything from how to write emails to how to write sentences and paragraphs, and finishes with a clear framework and descriptions of the required structures for sections of a science-based research paper. Burgeoning writers are encouraged to visit the link and download the free ebook.

When discussing general issues of how a piece of writing can be improved, it should be made clear to the writers that most forms of English writing have clear differences between the structures commonly found in Korean, and that education pertaining to these differences should be a core part of any writing program. As for helping writers improve on their own, it is necessary that they first understand the structure or the type of writing that they are attempting. Modeling from journal articles or using samples from a textbook or website are key tools for streamlining this process. In terms of helping writers improve their grammar and sentence writing, once the original version has been marked up using the tools in MS Office, the author is encouraged to review the changes and ask questions — either by making an appointment to visit my office, or by email.

In conclusion, in terms of providing guidelines for "fixing the writing" of non-English documents, it is my view that as the name of the author becomes central to the document being written (i.e., the degree of ownership increases), it is the writer's responsibility to ensure that the primary content and organizational structure are provided. Final language issues pertaining to the grammar, spelling, and mechanics can then be polished. Once this concept is established by an employer, the majority of issues surrounding having a proofreader re-write/ghostwrite can be mitigated.

John D. McDonald is currently the Senior English Lecturer and Coordinator of the OWL at the Gwangju Institute of Science and Technology. Since 2004, he has focused on teaching academic writing and presentation skills to graduate students, in addition to proofreading scientific journal papers. If you have any questions about teaching writing, or just want to connect, email John at **mcdonald@gist.ac.kr**.

Korea's Proofreading Woes (continued)

The main question that comes to mind is this: How long does this have to continue? Unfortunately, most of the thousands of native English speakers living here are either desensitized to it or amused by these errors. When we do notice, many of us have a good laugh, take a picture, and submit it to a website. We do not consider the large sums of money that corporations and foundations have invested in poorly executed copy, nor are we concerned with the advertising firms that were entrusted to produce good English but completely dropped the ball.

How on earth does this pass through proofreaders in a country that spends so much money on English education?

I have some clues based on an event at the university where I taught in Korea. There was a contest to see who could devise the best slogan for the school's anniversary. Fortunately, the contest winner (Excellence for Humanity) was straightforward, grammatical, and encouraging. I say "fortunately" because the slogans that comprised second through fifth place were generally poorly written and awkward, some even containing basic grammatical errors. Those of us in the EFL program were quite surprised: None of us was approached to help review these submissions. A 10-minute consultation with any of us would have allowed the organizers to clear up any issues. One must suspect that Korea's advertisers, menu writers, and graphic designers take a leap of faith in their English ability every day.

This leads me to a fairly intuitive solution for Korea's proofreading woes: At every major university in the country, there is a staff of well-educated native English speakers who work in language centers and English departments. Nearly all of these instructors have taken coursework in the nature and structure of English. For what amounts to a very modest sum of money, many of these instructors (who, already being employed, would be independent contractors) would be happy to examine advertisements, websites, and signage before these items are released to the general public, and, more importantly, before cartloads of money are invested in them.

I have tried; here is one example: After viewing the errors present in the website of a major government office, I contacted former students of mine who were employed there. Among these students were two research scientists and a department head. These students informed the webmasters of the errors and provided them with some of my corrections. Surprisingly, several months later, none of those corrections have been made.

I would like to ask for opinions from the readership in regard to this issue. What role can/should Korea's population of native English teachers play in cleaning up the "*Konglish*"? How should we approach it?

Ten Things I've Learned as a Teacher

Leonie Overbeek shares tips from teaching on two continents

In the course of life there are some things we declare categorically unsuited to us, either as food, music, clothes and, of course, jobs. While at school, one of the jobs I decided I'd never do was teaching. Life always has other ideas for you, and very often when we say such things, we are fighting a natural inclination for some personal reasons. In my case, it was that my family were all pressuring me to become qualified as a teacher, since that was a 'safe' job. So I qualified in the sciences and spent many years doing research into extractive metallurgy.

I was recruited by Stellenbosch University and the Chamber of Mines to help develop a course in practical metallurgy and present it to students who were doing the Bachelor of Engineering in Metallurgical Engineering. Subsequently, I joined the Physics department of Stellenbosch University and, since I was also the person whose skills in the English language were the best (Stellenbosch being an Afrikaans language university), I was approached to help students and faculty polish their articles or theses if these were in English. This led to me becoming more and more interested in how people that have been through a school system where they were taught English as a second language, still spoke and wrote it very poorly, which ultimately led to my decision to pursue ESL teaching. I obtained an M.Phil in Value and Policy studies, with communication as the subject of my thesis, did a TEFL course, and was all set.

I taught a TEFL and TEYL course to prospective teachers at Boston Language College in Cape Town for two years. I also taught a course in business English for the same institution, and then decided I wanted to see something of the world, which led me to Korea, where I have been teaching middle school for the past four years. I'd like to share with you my list of things I've learned in all these jobs and places.

1. You can teach some of the students all of the time, and all of the students some of the time, but you cannot teach all of the students all of the time (with apologies to Lincoln!). Be aware of the level of focus and concentration in your classroom. Respond to students who drift off, without being harsh about it – touching a shoulder while walking around is quite enough.

2. Mix it up – when focus is lost and concentration drifts, break for anything from two to five minutes by doing something completely different. Have them stretch, do Simon Says, play I Spy, or teach them the chorus of the latest English pop song being played on cable TV.

3. Set an example. Be on time, be prepared, be professional and be a learner. A teacher who loses their temper shows that it is OK for students to lose their temper; a teacher who is late shows that the subject doesn't matter; a teacher who is not engaged with the subject and the class merely fuels indifference.

4. Not everything will work with every class. Take the examples and tips given by other teachers and try them, but be prepared for the idea falling flat. Every class has a different dynamic, and it does not mean that idea was bad, just that it needs adaptation to your class.

5. Allow your students to make mistakes. Encourage them to make mistakes, since it is through making mistakes that we learn the fastest and the best. Never equate mistakes with failure. Accept your own mistakes and, if need be, apologize for them, learn from them and move on.

6. Be available for conversations outside your classroom – talk to your students everywhere and anytime. A teacher who is open to engagement will be engaged, and it is outside of class that students will open up on a different level, yet still provide teachable moments.

7. Agree, through negotiation if needed, with the students as to what the rules in the classroom should be. Also, agree on the consequences for infringements. Enforce the consequences, or make them responsible for the enforcement of the rules.

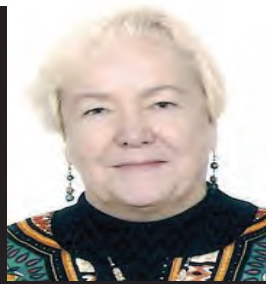
8. Set up a routine for the start and the end of the class. When we think we are about to learn, our brain responds by actually preparing itself for memories, as shown by some of the latest investigations from neuroscience.

9. Repeat everything as much as possible. It is estimated that it takes anywhere between 200 and 600 exposures to a word before the student recognizes it and understands it, depending on how far removed from the L1 the L2 is. It is through the repeated exposure to words from their caretakers that babies can mimic and then acquire language. We can only approximate it.

10. Take responsibility for your part of the learning process, not for the students' job. They have to study and pay attention, you have to support them in that. Make the classroom a place where they can learn, and remove as many obstacles as possible, even to the point of stepping out of the picture and letting them get on with it.

In conclusion, every classroom is different, and every situation you find yourself in is unique, but these ten tips are general guidelines that have served me well in the past. The biggest lesson I've learned is that we are always learning, and that it is one of the most exciting things to do in the whole wide world. If you as a teacher come into the classroom with that attitude, you will find teaching a rewarding experience, and I sincerely hope that all of you do.

Leonie Overbeek has been in Korea since 2007, and currently works at two middle schools in the Hwaseong District. She loves words, language, and communication. Email: **lionafrica@gmail.com**.



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for details on presentations, the program, and directions.

2012 Seoul KOTESOL Chapter Conference

March 31 (Sat.), 10:00 am – 6:00 pm

Seoul National University of Education (SNUE)
No. 2 (Green) Subway Line

Please go to www.seoulkotesol.org or www.koreatesol.org
for details on presentations, the program, and directions.

Seoul Chapter elections to be held the same day.

The 2012 KOTESOL National Conference

DRIVE: Putting Students at the Wheel

May 26, 2012 (Sat.)

Plenary Speakers: Dr. Tim Murphey Prof. Marc Helgesen

Busan University of Foreign Studies, Busan

Visit www.koreatesol.org for details on pre-registration, presentations, and directions.

A Reflective Day

With Dr. Thomas Farrell

May 20, 2012 (Sun.)

Meeple Cafe, Sinchon, Seoul

For seat reservations and registration fee,
Send email to: kotesol.rpsig@gmail.com

Reserve early; seating is limited.

Expat Life

Ttompatz explains how to change jobs on an E1 or E2 visa

One of the more controversial and least understood parts of living and working in Korea is the process of changing employers. In this issue I will go through a few of the more common scenarios that occur in this process.

Scenario A

In the first and most simple case, you have or will soon complete your contract. Immigration should already have your authenticated national police background check and a legalized copy of your degree on file and you have a new employer ready to hire you. In this case, a simple transfer of your sponsorship and an extension can take place. It can occur any time within the last seven days of your current contract and up to 30 days after your contract expires, but your ARC must remain valid for the process to occur.

The paperwork needed is: your Alien Registration Card (ARC), passport, new contract, application form from the immigration office (tick the two boxes at the top – one for extension and one for change of employer), fees (30,000 won for the extension and 60,000 won for the change of employer), copy of the new employer's business registration form and the letter of guarantee (sponsorship form) from the new employer. The process takes about 30 minutes at your local immigration office. They will update your file and your ARC. They will NOT make any changes in your passport. If immigration does not have the required national Criminal Background Check (CBC) and degree copy on file, you will also need to supply them at this time.

Scenario B

The next case is when you have completed your contract and have not yet found a new employer. In this case, you can apply to change your status from E1/E2 to D10 (looking for work). You will need your ARC, passport, application, fee (50,000 won for the change of status and 10,000 won for the ARC). They will update your file, take your digital photo and digital finger prints and apply for your new ARC. Your status remains valid while you are waiting for your new ARC. Once you find a new job, you simply reverse the process and follow the requirements for transfer of status (as in scenario A) to change from D10 back to an E1/E2.

Scenario C

In this case, you want to terminate your employment before the end of your contract and change to a new employer. Things are more complicated and, depending on the length of time employed and any money that may be owed to the employer, a simple transfer may or may not be possible.

If you are leaving with the blessing of your employer, the process is relatively easy and the same as scenario A or scenario B with the added requirement of permission of your current sponsor to allow you to change employers – commonly referred to as the LOR or Letter of Release. If you do not have permission from your employer, the process becomes difficult, but there are several methods commonly used to get around the lack of an LOR.

The most common method is to simply leave the country. If you turn in your ARC as you depart through passport control, your status of sojourn will also be canceled. You can then return as a tourist, find a new job and begin the visa process all over again from scratch. This often includes the requirement to provide all new documentation – a new CBC and a new copy of your degree. This is because it is a new visa and therefore is no different than any other new visa application.

It is sometimes possible to quit a job early, not get an LOR, and change jobs or your status. This is a relatively new phenomenon and the process is at the discretion of the immigration officer processing the application. It is not consistent between workers in the same office, let alone workers from different offices or districts.

The process goes something like this: quit, go to immigration and make your report of a material change in your status (unemployment) as required by law. You then apply for a D10 visa. If it is approved, then you proceed as in scenario A. If your application for a change of status is denied, then you will need to make a trip out of the country followed by the new visa application process.

The bottom line is that you should do your best to ensure that you are going to be a good fit for your new job. Far too often people accept the first job that comes along either because of economic necessity or simply because they have stars in their eyes at the thought of working overseas. Since a transfer at the completion of your contract is quick and easy but a change of employment in mid-contract is often messy and can be expensive and/or difficult, you should always do your due diligence before you sign on the dotted line.

"Ttompatz" has been in the ESL game for some 16 years, most of which were spent in Asia and almost a decade of which has been spent here in Korea. As well as working as a teacher he has also spent many years working as a volunteer at one of the foreigner help centers here in Korea as well as posting on the more common internet ESL forums. Contact him at **ttompatz@yahoo.com**.

Report Cards from the Edge

Jason Burnett

Best Submission from Previous Issue

"Roasted silkworm larvae - it beats chestnuts on an open fire!"
- Heidi Vande Voort Nam
(via Facebook)

Report Cards from the Edge is intended to be a fun and interactive comic strip.
We encourage readers to submit caption ideas and use the comics in class.

Send your captions to tecfeedback@gmail.com to compete for inclusion in the next issue.