

The English Connection

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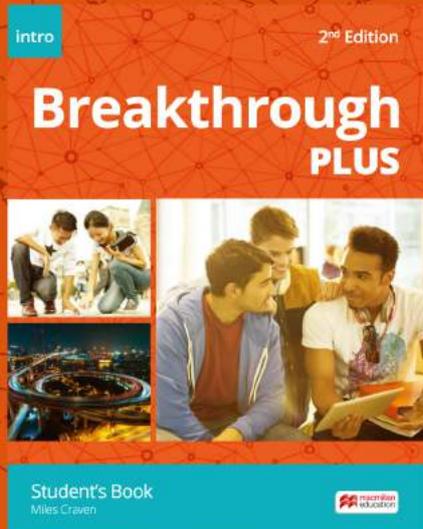
International Conference Preview:
**Interviews with Kathleen Kampa, Ted O'Neill,
Bodo Winter, and Kalyan Chattopadhyay**
Andy Curtis: Peace Linguistics
Nicky Hockly: Technology and EFL

Regular Columns:
Thomas Farrell: Day of Reflection Interview
Curtis Kelly's On the BALL: Neuromyths



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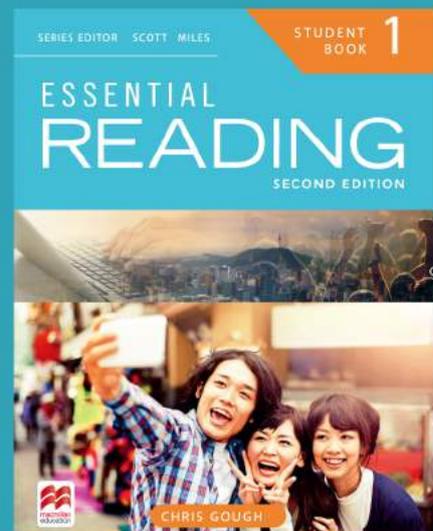
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To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea.

By **Gil Coombe** Editor-in-Chief

Well, it has been a rather gray wet summer so far in Korea, giving us plenty of time to catch up on reading or TV shows, or perhaps even getting that pesky dissertation or research paper done. It has also been an ideal time perhaps to look ahead to the new semester, if you are a university instructor, and get those classes planned. Or perhaps, like me, you work best under pressure and are waiting until the last week before classes start before harnessing that unique mix of motivation and panic to spark creativity and get that teacher brain working again – syllabi, starters, assessments, classroom management, formative assessment... so many balls to juggle. So don't be afraid to outsource some of your brainstorming to other professionals who have been in the same boat and come up with fantastic theories and/or resources for teaching EFL.



And that is where KOTESOL's various chapter and SIG workshops and conferences come into play. Drop in one weekend to the Daejeon September Conference, the Christian Teachers SIG Symposium, or the Reflective Practice SIG "Day of Reflection" (see pages 13 and 30 for more details on the latter two) to meet like-minded teachers, learn from them, and leave inspired. Of course, the main event is KOTESOL's International Conference, held October 21–22 at Sookmyung Women's University, and this issue of TEC is dedicated to previewing this fantastic event. First, we have 2017 International Conference Committee Chair Sean O'Connor and Co-chair Kathleen Kelley preview the conference by explaining its theme, introducing the conference's app, outlining member benefits, and of course introducing the key speakers. Following this, we have an article from plenary speaker Nicky Hockly, who outlines her vision of the future in regards to the EFL industry – and it may not be as bleak as you think.

We then present four interviews with featured speakers at the IC, covering topics such as their background, inspiration, goals, and even tips on how to enjoy a better conference. Ted O'Neill from Gakushuin University in Japan is first in the firing line, followed by materials designer and teacher Kathleen Kampa from Seisen International School, University of Birmingham's Bodo Winter, and Kalyan Chattopadhyay from the University of Calcutta. Wrapping up the IC preview content is plenary speaker Andy Curtis, who briefly introduces the intriguing topic of peace linguistics.

The issue is rounded out by our two regular columnists, Curtis Kelly, who takes a look at 17 common myths about the brain, and Thomas Farrell, who talks a little about himself and his devotion to promoting self-reflection among teachers in an interview for the KOTESOL Reflective Practice SIG's Day of Reflection.

So spend the rest of the year in the company of like-minded educational professionals (or even educational professionals you disagree with – makes for better debate!) by heading along to the IC or one of the chapter or SIG conferences. And if it gives you the motivation to share one of your own ideas, whether it be practical or academic in nature, consider writing it up as a short article and sending it along to us at tec@koreatesol.org. We are always on the lookout for new voices and fresh perspectives on EFL in Korea. Or if you are feeling particularly energetic, the next time you see a call for proposals for a KOTESOL conference, big or small, take the plunge and submit your idea. You'll be surprised at how rewarding it can be!

President's Message

By **Lindsay Herron** KOTESOL President

As the stifling, sticky days of summer begin to wane and yield to the crisp mornings and "high skies" of autumn, I hope you're enjoying the excitement and promise of a new semester! Autumn has always been my favorite time of year. I love the fresh air, with its slight nip; the early arrival of dusk and the coming of Halloween, which fairly beg one to curl up with a good horror movie; and of course, the beginning of the school year in the United States, which I always looked forward to. It's a season that seems to mix anticipation with nostalgia, and this year, I am definitely feeling both of these! I'm feeling nostalgic because my time as KOTESOL president is coming to a close, but I'm also excited because KOTESOL has some excellent people running for office – and some fantastic events coming up.



First, September is bursting at the seams with outstanding KOTESOL events. Don't miss the Day of Reflection 2017, hosted by the Reflective Practice Special Interest Group ((RP-SIG)) on September 30. It features a full day of workshops by KOTESOL's own (RP-SIG) luminaries as well as by renowned RP author and scholar Dr. Thomas Farrell. The Christian Teachers SIG (CT-SIG) is also hosting a symposium that month, while the Daejeon-Chungcheong Chapter is planning a fall conference. And of course, members can choose from among the regular workshops held by most chapters.

Then in October, we have a truly exceptional event planned: the 25th KOTESOL International Conference and PAC 2017. This year, KOTESOL is hosting the annual conference of the Pan-Asian Consortium of Language Teaching Societies (PAC); because of this, our 2017 International Conference will have an even stronger international flavor than usual. We'll have guests from our PAC-affiliated sister organizations, including JALT (Japan), PALT (Philippines), ETA-ROC (Taiwan), and Thai TESOL; university students from around Asia participating in the Asian Youth Forum (AYF), held each year in conjunction with the PAC conference; representatives from our non-PAC partners, including MELTA (Malaysia) and CamTESOL (Cambodia); and our usual mix of outstanding presenters from around the world.

In addition, this year's conference marks our silver anniversary, and KOTESOL is celebrating its 25 years in style! The schedule includes not only a panel of past organization presidents discussing KOTESOL's past, present, and future ("Looking Back, Moving Forward: KOTESOL at 25") but also a "KOTESOL at 25" retrospective threading throughout the conference that promises to offer a variety of engaging, multimodal trips down memory lane. The celebration continues at our annual membership social event on Saturday night at the conference. Weather permitting, the social will be held in the venue's courtyard this year, so we're hoping for a memorable evening under the stars. I hope to see you there!

KOTESOL International Conference 2017 Preview

By Sean O'Connor and Kathleen Kelley

As Conference Committee Chair and Co-chair, we are very excited about the 25th Annual Korea TESOL–PAC International Conference scheduled for October 21–22, 2017, at Sookmyung Women's University in Seoul. This year's conference is being held in conjunction with the Pan-Asian Consortium of Language Teaching Societies (PAC), of which KOTESOL is a founding member. The International Conference Committee (ICC) has been working diligently to prepare for the big event, and things are falling into place. Our major speakers are confirmed, the venue is booked, and this year's call for proposals was a success. We received close to 400 proposals from prospective presenters, and our vetters worked very hard to select the best of the best for us.



▲ Robert S. Murphy speaking at the 2016 KOTESOL International Conference

Why Are We Here?

A lot has changed over the last twenty-five years, especially in the area of information and communication technology. These changes have inspired our conference chair Sean O'Connor to select the theme *Why Are We Here? Analog Learning in the Digital Era*. This theme was chosen to stimulate a dialog about the relevance of face-to-face learning in an increasingly digital world. Why pay to attend conferences when you could stay home and watch TED Talks on YouTube? Is it necessary to get dressed and go to school when you could take online classes in your pajamas? These are just a couple of the questions we hope to discuss at the conference.

Invited Speakers

We have a great lineup of speakers this year. Our plenary speakers will be Andy Curtis and Nicky Hockly. Dr. Curtis will deliver a session directly related to our conference theme titled *Confessions of an Online Instructor: Returning to the Classroom*. Nicky Hockly will speak about futuristic technologies and how these are transforming teaching and learning.

We also have nine featured speakers: Glenda Rose, Ted O'Neill, Marti Anderson, Chan Kyoo Min, Mark Dressman, Helen Slatyer, Kalyan Chattopadhyay, Kathleen Kampa, and Bodo Winter. They will offer us some interesting topics such as making informed decisions on choosing analog or digital, critical thinking in the digital era, new technologies and their uses in English education. We will also have a guest presenter from *Talk to Me in Korean*, Mr. Hyunwoo Sun. We feel confident that there will be something for everyone's taste.

Testing the Digital Waters

At the International Conference, we will not only be discussing the digital era, but we will also be wading deeper into it. For the first time in KOTESOL history, we will use a conference app. The conference app, by Whova, will provide you with a digital version of the conference book and so much more. In the app, you will be able to peruse the schedule and read presenters abstracts and bios; then you may select the sessions you are interested in and build your conference schedule. You will also be able to provide us with instant feedback during the conference and share your thoughts with other attendees. Most of all, the app promises to make networking easier. You just set up your profile, and then you can explore the professional profiles of event speakers, presenters, and attendees. You can also send in-app messages, exchange contact info, and network: find attendees with common affiliations and education experiences, shared networks, and social profiles.

It is also our hope that by using the Whova app we will enhance the conference experience. Both the conference book and app will be free to all attendees. However, if you are one of our more digitally inclined members, we would like to encourage you to opt out of the printed program book when you pre-register. By opting out of the printed program book, you will be

helping us save money and trees, and you will have one less thing to lug around all weekend. Also, don't forget to bring your phone charger, we plan to provide easily accessible power strips for recharging your mobile devices.

For Members

We have some member-only events that we are looking forward to this year. Of course, we will again host a members' wine-and-cheese social on Saturday evening. Plus, new this year, we will be offering members the opportunity to have *Tea with the Speaker*. Our plenary speakers Andy Curtis and Nicky Hockly, and featured speakers Glenda Rose and Kathleen Kampa will each be available for tea. The *Tea with the Speaker* sessions will be informal Q-and-A sessions with the speaker soon after their main presentation. Each tea will be limited to 10–12 KOTESOL members, and light refreshments will be available. You may register on site for the opportunity to have tea with a speaker; if a seat is available, an extra fee of 10,000 won will apply.

Conference Hotel

If you need a place to stay in Seoul while attending the conference, we suggest checking out the Best Western Premier Seoul Garden Hotel. It is the official conference hotel, and if you book your stay through us, you will receive a discounted rate. The hotel is

rich for your blood, there are plenty of other hotels and motels in the area, just check your favorite booking website to see what is available.



▲ **Members' Wine-and-Cheese Social at the 2016 KOTESOL International Conference**

Closing

We look forward to seeing you this October at the 25th Korea TESOL–PAC International Conference: *Why Are We Here? Analog Learning in the Digital Era*. Discounted online pre-registration for the conference is available August 1 – September 24. An additional discount applies to KOTESOL members. For more information and conference updates, please visit the conference website at koreatesol.org/ic2017.

“A lot has changed over the last twenty-five years, especially in the area of information and communication technology. These changes inspired our conference chair Sean O’Connor to select the theme ‘Why Are We Here? Analog Learning in the Digital Era.’”

close to the Sookmyung campus, and if enough people reserve rooms through KOTESOL, the Best Western will provide a free shuttle bus to the conference. If the Best Western Premier Seoul Garden Hotel is a little too

The Author

Sean O’Connor, 2017 Conference Chair, is working his 17th consecutive international conference, many of those years as Technical Director. He is affiliated with Coaching Pros in the Seoul area.



Kathleen Kelley, 2017 Conference Co-chair, will be next year's conference chair. She is also presently National Publicity Chair and Conference Publicity Director. She teaches at Andong National University.



KOTESOL International Conference – PAC 2017 Two-Day Schedule Overview

Saturday, October 21

08:00 –	Conference Registration
09:00 – 09:45	Concurrent Sessions
10:00 – 10:45	Invited Session / Concurrent Sessions
11:00 – 11:30	Opening Ceremonies
11:30 – 12:15	Opening Plenary Session: Andy Curtis <i>Confessions of an Online Instructor: Returning to the Classroom</i>
12:15 – 13:30	Lunchtime Break
13:30 – 14:15	Featured Session / Invited Session / Concurrent Sessions
14:30 – 15:15	Featured Session / Invited Session / Concurrent Sessions
15:30 – 16:15	Featured Session / Invited Session / Concurrent Sessions
16:30 – 17:15	Featured Session / Invited Session / Concurrent Sessions
17:30 – 18:15	Concurrent Sessions
18:15 - 19:30	KOTESOL Members Wine-and-Cheese Social

Sunday, October 22

08:00 –	Conference Registration
09:00 – 09:45	Concurrent Sessions
10:00 – 10:45	Featured Session / Invited Session / Concurrent Sessions
11:00 – 11:45	Sunday Plenary Session: Nicky Hockly <i>Is the Future Tense?</i>
12:00 – 12:45	Concurrent Sessions
13:00 – 13:45	Featured Session / Invited Session / Concurrent Sessions
14:00 – 14:45	Featured Session / Invited Session / Concurrent Sessions
15:00 – 15:45	Concurrent Sessions
16:00 – 18:00	Korea TESOL Annual Business Meeting (ABM)

Preliminary schedule; subject to slight changes.

Scheduling details will be available on the KOTESOL website at koreatesol.org/ic2017/

KOTESOL IC 2017 Speakers and Session Titles

Plenary Speakers

- **Andy Curtis**

Opening Plenary Session

Confessions of an Online Instructor: Returning to the Classroom

Invited Second Session

Using Film in Class to Connect Languages and Cultures

- **Nicky Hockly**

Sunday Plenary Session

Is the Future Tense?

Invited Second Session (Workshop)

Going Mobile

Featured Speakers

- **Glenda Rose**

Featured Session

Analogue or Digital? Making an Informed Decision

Invited Second Session

Why Even Online Students Still Need Human Teachers

- **Ted O'Neill**

Featured Session

How We Value, Choose, and Use Technology in Education

Invited Second Session

Importing Content and Language Integrated Learning to Japan

- **Marti Anderson**

Featured Session

Why Are We Here? Critical Thinking, Teaching, and the Digital Era

Invited Second Session (Workshop)

Developing Critical Thinking Skills in Teachers and Students

- **Chan Kyoo Min**

Featured Session

A Future Paradigm of English Education in Korea

- **Mark Dressman**

Featured Session

Informal Language Acquisition and Classroom Teaching: Complementary, Not Competitive, Approaches

Invited Second Session

(Workshop; with Ju Seong Lee)

New Technologies (and New Uses for Old Technologies) of English Education

- **Helen Slatyer**

Featured Session

Advances in Listening Research and the Implications for the Classroom

- **Kalyan Chattopadhyay**

Featured Session

Analogue Teacher Training for the Digital Teacher: What the Teachers Say and Do

- **Kathleen Kampa**

Featured Session

No-Tech, Low-Tech, Active Teaching

Invited Second Session

Creating a Classroom of Success Through Music and Movement

- **Bodo Winter**

Featured Session

The Sweet Stink of Language: The Sensory Structure of the English Lexicon

Invited Second Session

A Manifesto for a Reproducible Open Linguistics

Invited Session

- **Talk to Me in Korean (Hyunwoo Sun)**

Abstracts, biographical sketches, and registration information available on the Korea TESOL website – koreatesol.org/ic2017/.

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Technology and EFL: Is the Future Tense?

By Nicky Hockly

Open any (digital) newspaper or listen to any TV news broadcast, and there will be some mention of the latest technologies doing amazing things. Talk of artificial intelligence (AI), robots, and automation taking over not just manufacturing jobs, but the professions (Susskind & Susskind, 2015), is becoming mainstream. Terms like innovation, revolution, and disruption are thrown around with wild abandon when talking about technology.

But what does rapid digital change mean for the future in ELT? Where is digital innovation taking us? Although it's difficult to predict the future – who

often perceived by educational institutions as a way of saving classroom space, teaching hours, and therefore money. It is also seen by educational technology vendors and publishers as a hugely lucrative market. There is a push within K-12 (primary and secondary schools) in the USA towards a so-called “flex” model of blended learning being integrated into the school day. In this approach, learners are rotated out of face-to-face classrooms into computer labs where they work individually on computers with educational software, getting to grips with key content and being overseen by paraprofessionals (non-specialist adults). Classroom time is then spent on more collaborative and problem-solving approaches with a qualified teacher.



could have predicted something like Facebook in the 1990s? – the seeds of that future are undoubtedly sown in the present. Looking at current cutting-edge digital developments can give us clues for at least the immediate future.

Below, I explore two key trends that have the potential to impact significantly on English language teaching. Whether they do or not will depend on just how ubiquitous and affordable these technologies become, and in the long term, how effective they are perceived to be in actually helping learners achieve their language goals.

Trend 1: Blended Learning

In the last few years, blended learning has moved from being a fringe concern to center stage. It seems that everybody is either doing it, or wants to do it. Including a combination of face-to-face and online delivery is

Despite there being scant evidence to date for the effectiveness of this sort of blended learning approach (Lafer, 2014), the twin drivers of technology and economics are likely to mean that we can see more software-led personalized-learning software appearing in mainstream schools in the coming years. Some even predict that 50% of all high school courses in the US will be delivered

online by 2019 (Christensen, Horn, & Johnson, 2008). If teachers are sharing their teaching hours with computer software overseen by (much cheaper) paraprofessionals, then we can expect teachers to have less work, although their role will also change to that of guide and facilitator, rather than content provider. So, for teachers, this scenario suggests some advantages (fewer teaching hours, a more facilitative teaching role) and some disadvantages (potentially less pay).

Trend 2: Machine Learning

Text-to-speech and speech-to-text translation apps drawing on machine learning with large databases of information are becoming increasingly mainstream. For example, Skype Translator is a free tool that enables people to make calls in their own language and to have their speech translated in real time into another language. One can easily imagine a German and a Chinese business person holding a meeting via Skype

Translator, with each speaking their own language and having their words instantly translated into the other's language and displayed as subtitles on the screen. Google is working on a similar product offering simultaneous translation via mobile devices and Bluetooth headsets. Although not yet 100% accurate, these sorts of programs are improving all the time, and not only bypass the need for a translator, but arguably for a teacher and the need to learn a language in the first place!

However, although these software solutions may be effective in situations of expediency (such as navigating one's way around a city in a foreign language or holding a business meeting), they are not the same as two humans interacting in the same language with all the nuances, subtext, and subtlety that this entails. But it does suggest that teachers of adults may need

However, the human contact provided by face-to-face (or online) classes with real people is irreplaceable, no matter how effective real-time machine translation may be. At the end of the day, we are social beings, and we thrive through social contact and communication – an English language “classroom,” whether virtual or real, synchronous or asynchronous, will continue to provide a space for that interaction no matter how futuristic our world may look.



“Teachers of adults may need to become more specialized, prioritizing areas such as intercultural communication and soft skills over ‘just-in-case’ general English language teaching”

to become more specialized, prioritizing areas such as intercultural communication and soft skills over “just-in-case” general English language teaching. It is also worth remembering that not all of the world is connected to the Internet, and mobile data can be prohibitively expensive – and without an Internet connection, these tools won't work.

What Does the Future Hold?

So where does this leave us? Although I don't predict the demise of the English language teacher (or at least not yet!), there is no doubt that the role of teacher is shifting, and will continue to shift, as newer digital technologies become more widely available. Learners now have a large range of options to choose from to learn a language online by themselves, and the teacher is no longer the sole source of linguistic information.

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The Author

Nicky Hockly is Director of Pedagogy of The Consultants-E (www.theconsultants-e.com). She has worked in the field of ELT since 1987 and has authored several prize-winning methodology books on technology in language teaching, the most recent of which is *ETpedia Technology* (2017). Nicky lives in Barcelona and is a technophobe-turned-technophile.



Meet the Speaker: An Interview with Ted O'Neill

Ted O'Neill is a featured speaker for the International Conference this year. The following is an interview that he gave to *The English Connection*.

TEC: Could you tell us a little about yourself and how you became involved in English language education?

Ted O'Neill: Both of my parents were teachers: my mom taught special education for most of her career, and my dad taught math for a few years, so naturally, I swore up and down that I would never ever become a teacher. But then, a year in Miyazaki Prefecture on the JET Program changed a few things. I returned to Boston and taught at a language school for a while, and eventually completed my MA in ESL Bilingual Education at UMASS/Boston, which helped me to get a job at Chukyo University in Nagoya, and I was on my way. I took a hiatus from teaching for a couple years in California, but when I returned to



institution. That seems to be where this year's theme, "Why are we here?" is directing us. And, I really like the emphasis on analogue in the digital era. I've always had a deep interest in technology – and computer technology in particular. I got steeped in it early when my dad would lug a giant terminal home from work. My first online connection was over a 110 baud modem as a kid, so if anyone is a part of that much-abused demographic idea the "digital native," it is me. So, I hope I can look through some of the edtech hype and bring us back to what is really important – the actual education.

I'm also really looking forward to the planned panel discussion on conferences, their role in our profession, and maybe even their future. Yes, I do think there is a very bright future for analogue conferences despite the steady increases in virtualization.

TEC: Of all the ELT-related activities that you are involved in, which of them provides you with the most satisfaction?

O'Neill: This is a tough one. Teaching a good class is always rewarding, but maybe recovering a class that went less well than planned is even better. In university-level ELT, I'm often an administrator, spokesperson, or test writer rather than a classroom

“[In Japan], make English elective at all levels of education, and make good other language options available, such as Spanish, Korean, and Chinese.”

teaching, this second half of my career was completely different because I became involved in professional development through JALT and other groups.

TEC: You will be doing a couple of presentations and will be part of a panel discussion on the future of face-to-face conferences. Can you tell us a little about them and how they will be useful to the EFL teacher?

O'Neill: Sometimes it is useful to step back and try to look at our work beyond the classroom or the

teacher or researcher. But, the bright side is that along with those duties comes time on campus and an office where students can find you. When one or two students drop by to discuss something, express some frustrations, or ask for help with an application for an internship or study-abroad program, that is great. That one-on-one interaction outside the curriculum with students can have long-lasting benefits for students and teachers.

TEC: What skills – teacher and/or learner skills – are

needed to best prepare our English language students for their future?

O'Neill: Being able to reflect on their goals in meaningful ways and act accordingly. It's a tall order for students and for teachers. The old, well-established pathways to a "good life" have been overgrown or washed away. The track from university to lifetime employment is no longer a reality for most students. They need to become adaptable.

TEC: Would you share with us a little about your life outside of ELT?



O'Neill: I've lived in the same apartment building in Tokyo since moving here in 2002. I just love living here and think it is one of the great cities of the world. I don't think I could really make a permanent home anywhere else. Food, art, design, people – we have it all. Tokyo is endlessly fascinating. On a day off, I will often leave the house in the morning with no particular place to go and just walk for hours through the city; I always discover something new and interesting on these urban hikes.

TEC: How do you plan to spend your time at KOTESOL 2017?

O'Neill: Talking with people. This will be only my

second visit to KOTESOL so there are still so many people here for me to meet and learn from. Of course, I will be attending presentations and workshops, but it is always informative to dig into them afterwards with the presenter or an audience member who is really fired up about the topic.

TEC: If you could change anything about ELT – in the classroom, outside the classroom, even ELT conferences – what would it be?

O'Neill: In my own context in Japan, I would eliminate the many English language requirements that students face. Research has shown that only a small number of Japanese adults actually need and use English language skills frequently. I recall how I chafed at certain requirements in school. And, we've all had the experience of teaching a group of students who absolutely do not want to be in the class – and didn't

“Teaching a good class is always rewarding, but maybe recovering a class that went less well than planned is even better.”

want to be in the previous year's class or the class before that. Combine these rules with otherwise laudable goals of fairness and equal treatment, and it isn't good for the students who don't want to be there (or the students who do really wish to learn the language but are plunged into a pool of classmates who do not). Make English elective at all levels of education, and make good other language options available such as Spanish, Korean, and Chinese, for example.

TEC: What else are you going to do here in Seoul?

O'Neill: Two years ago, I was able to add an extra day to my trip, so I visited the Leeum, Samsung Museum of Art near Itaewon. It really knocked me out. Their contemporary art collection has got everything, and the architecture is pretty amazing. But sadly, I had almost no Korean food other than a lunchbox last time. Plenty of good Italian and even some Mexican, so I didn't starve. This time, I plan to get some serious local eating done to keep me fueled up for the conference!

Meet the Speaker: An Interview with Kathleen Kampa

Kathleen Kampa is a featured speaker for the International Conference this year. The following is an interview that she gave to *The English Connection*.

TEC: Please tell us a little about yourself and how you became involved in English language education?



Kathleen Kampa: From the time I was a child, I wanted to embrace the world through teaching children from many countries. My first international teaching assignment was in Tokyo. One of the parents at my school

suggested that I give a workshop for English teachers using music and movement activities from my young learner classes. That workshop opened the door to my work with Learning World, and later Oxford University Press. My husband, Charles Vilina, and I wrote our first course entitled *Magic Time* using music, movement, and multiple intelligences strategies to help all students be successful.

Since that time, my husband and I have conducted teacher training sessions and webinars around the world. Our continued work with Oxford University Press has produced two new courses, *Everybody Up* and *Oxford Discover*.

My TESOL thesis research on the use of songs and chants in the young learner classroom led me to create and produce two CDs (*Special Days and Holidays* and *Jump Jump Everyone*) with engaging music. We continue to write songs and chants that are brain-compatible, effective, and engaging.

TEC: What is the focus of your presentations, and how will they be useful to the EFL teacher new to Korea as well as to the veteran practitioner?

Kampa: I'm passionate about bringing 21st century skills into the ELT classroom. I'm concerned, however, that many students and teachers are consumed by technology. I'll lead participants through no-tech and low-tech activities that teachers can use immediately in

their classrooms to challenge students to think deeply about information, make connections, work together, and solve problems creatively.

In my second presentation, I'll share a wealth of songs, chants, and movement activities for teachers of young learners. Teachers will learn numerous brain-compatible strategies for making effective use of music and movement in their classrooms.

Both new and veteran teachers should be able to gain some new ideas from my presentations.

TEC: Of all the ELT-related activities that you are involved in, which of them provide you with the most satisfaction?

Kampa: This is a difficult question for me because I embrace each facet of my work.

To truly understand today's students, I continue to teach young learners in the classroom. In this way, I can easily explore new ideas, new strategies, and activities. When I write materials, I try them out with my students.

“I think that we all need a little extra motivation and some new ideas to ignite learning in our classrooms.”

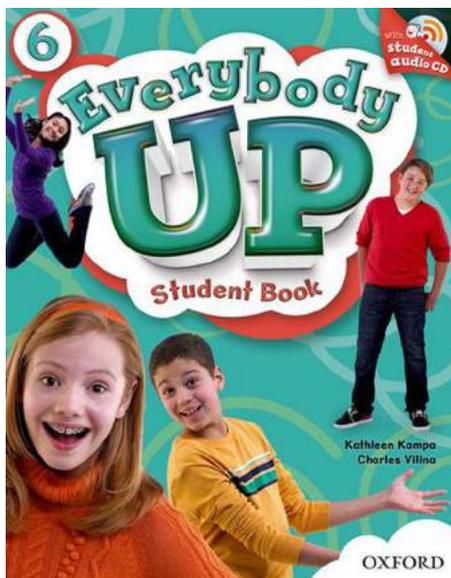
I love collaborating on writing projects for new English textbooks. My husband and I work together on most projects. Writing a coursebook requires all of the 21st century skills we use in our classrooms – critical thinking, creativity, collaboration, and clear communication. It's rewarding to see how students grow as successful English students by using our books.

I love creating music for children. This is perhaps the most “magical” part of the work I do. I write music when I'm taking a walk, riding my bike, or swimming. The songs replay over and over in my head, tweaking

with each repetition. Then, I introduce the song in my classroom to get student input. At that point, it's ready to be recorded.

I enjoy the excitement of a conference or workshop! Bringing our current ideas together in a presentation helps me further clarify my ideas. I think that we all need a little extra motivation and some new ideas to ignite learning in our classrooms. I hope that my work at the KOTESOL conference inspires teachers!

TEC: What skills – teacher skills and/or learner skills – are needed to best prepare our English language students for their future?



Kampa: I strongly believe that the 21st century skills of *critical thinking, creativity, collaboration, and communication* should be the primary focus of learning in the English language classroom. As we focus on developing these skills in our students, we create many opportunities to build powerful language skills. When students are challenged to think *critically* and *creatively* about the world around them, especially while *working together*, English becomes the means of *communication* through which goals are met. In this learning environment, teachers serve as facilitators who guide students on the path of discovery.

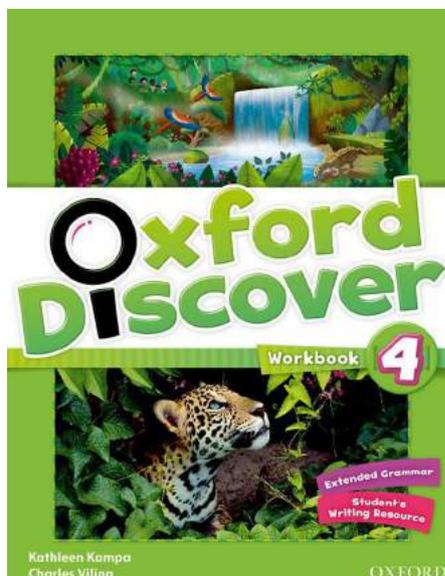
TEC: Would you share with us a little about your life outside of ELT?

Kampa: I am married to my best friend and co-author, Charles Vilina. We have two sons, John, 29, and Christian, 25. We have taught in Tokyo, Japan, for most of our teaching careers, but we love traveling to discover the everyday lives of people around the globe.

We return to our home state of Minnesota, USA, in the summers to spend time with family and friends.

I love being active! I swim, dance, do tai chi, practice yoga, and take long walks. My journey to school along the cherry tree-lined street is one of my favorite times of the day.

TEC: How do you plan to spend your time at KOTESOL 2017?



Kampa: First of all, I am inspired by the plenary sessions. With each session I attend, I like to reflect on how it connects to my current practice. I enjoy connecting with teachers from around

the world, especially young learner teachers. We can learn so much from each other.

Secondly, I like to explore the culture and food of each place I visit. I'm looking forward to some *bibimbap*.

TEC: If you could change anything about ELT – in the classroom, outside the classroom, even ELT conferences – what would it be?

Kampa: I love conferences that are organized based on threads or interest level. For example, one group may be a young learner group. All of the workshops pertaining to young learners would be held in one or two adjacent workshop spaces. Scheduling would be done so that no more than two young learner workshops are held at one time. Spaces for teachers to connect informally would be available near those two rooms. A learning wall between the rooms would allow teachers time to comment and make connections with their own practice.

“I’m passionate about bringing 21st century skills into the ELT classroom. I’m concerned, however, that many students and teachers are consumed by technology.”

Meet the Speaker: An Interview with Bodo Winter

Bodo Winter is a featured speaker for the International Conference this year. The following is an interview that he gave to *The English Connection*.

TEC: Could you tell us a little about yourself and how you became involved in English language education?

Bodo Winter: I became interested in studying language on my first visit to South Korea in 2005. When I started learning Korean as a second language, I realized for the first time that languages can be quite different from what I was used to, being a native speaker of German and an L2 learner of English. I started studying general linguistics (Magister, MA) but quickly became disenfranchised by



the science of language due to its over-emphasis on abstract structures and formal grammars. This led me to pursue a degree in cognitive science (PhD), with a focus on embodiment – how language is interconnected with perceptual processes and

relates to real physical interactions. In my own research, I focus on those aspects of language that are involved in meaning-making with other human beings, including metaphor and gesture.

Now, being at the University of Birmingham, which has successful MA and PhD distance learning programs in TESOL and Applied Linguistics, I connect my research on foundational issues of language and cognition with topics relevant to the classroom.

TEC: What is the focus of your presentations, and how will they be useful to the EFL teacher new to Korea as well as to the veteran practitioner?

Winter: I will give two presentations at KOTESOL. The first talk is focused on my research and will highlight the many ways in which the English language makes it possible to talk about perception. How do English speakers talk about tastes and smells? How do they use metaphor to convey sensory perceptions? These questions are highly relevant for language learners – after all, talking about what we see, hear, feel, taste, and smell forms a frequent focus of communicative

activity. In my second talk, I will discuss some recent debates surrounding academic practices in linguistics and how these pertain to practices in the classroom. As an advocate of open and reproducible research, I hope to make clear that linguistics as an academic discipline needs to become more open and share data and tools right away to close the gap between theory and practice. In this methods-oriented talk, I also hope to demonstrate some freely available datasets and toolkits that can be incorporated into the classroom.

TEC: A conference theme-related question: What skills – teacher skills and/or learner skills – are needed to best prepare our English language students for their future?

Winter: The Internet is an ocean of data, a lot of which is relevant for language teaching and language research. In order to traverse this ocean, however, one needs the appropriate navigation skills! To best prepare our students for the future, we need to empower them to make the best out of the wealth of freely available language resources on the web. And we need to make students creative and efficient about seeking the tools for their needs.

At the same time, we should not forget that the prime venue for language use will always remain real face-to-face interactions with other human beings. There are many things that cannot ever be learned outside the context of human interactions, such as gesture and prosody. Despite a wealth of automated online language learning apps, I firmly believe that physical interactions with teachers are irreplaceable. This is precisely what follows from the embodied position I adopt in my own research. For example, numerous studies have shown that teachers' gestures facilitate their students' learning. In addition, the frequency with which students gesture themselves is correlated with their learning success. Moreover, due to their genuine interactional nature, gesture frequency is increased when two people can actually see each other. These studies on gesture are just one piece of evidence demonstrating that we cannot and should not take the body out of the classroom.

TEC: Would you share with us a little about your life outside of ELT?

Winter: I'm a lover of language, statistics, science, and Korean culture. Outside of ELT and linguistics, I'm a movie buff, an electronic sports aficionado, a coffee connoisseur, and a Twitter addict (@BodoWinter).

Meet the Speaker: An Interview with Kalyan Chattopadhyay

Kalyan Chattopadhyay is a featured speaker for the International Conference this year. The following is an interview that he gave to *The English Connection*.

TEC: Hello, Kalyan. Could you tell us a little about yourself and how you became involved in English language education?

Kalyan Chattopadhyay: I work as an associate professor and the director of the English Language Centre at Bankim Sardar College, University of Calcutta. I've been involved in English language teaching for over 20 years, working as a lecturer, teacher trainer, researcher, and consultant in a range of national and international contexts. I have given plenary and invited talks in Cambodia, China, Japan, Nepal, Sri Lanka, Taiwan, Thailand, the UK, and Vietnam. I write coursebooks and train teachers both in the private and state sectors. I'm currently a committee member of IATEFL's Teacher Training and Education SIG, which I will represent this year. I represented IATEFL's Young Learners and Teenagers SIG (UK) as its coordinator in 2014 and 2015. I'm also one of the vice presidents of AsiaCALL.

However, my stint as an English teacher in school was very brief. Soon I got appointed as a lecturer in a college. There, I faced an uphill task as a teacher to work on their English language proficiency. These learners were mostly



first-generation learners who received their initial training in English in rural schools. Their proficiency in English was very limited though they had been studying English for 7–8 years. I was then teaching a general English course to a group of undergraduates

who couldn't spell the names of the months correctly, frame sentences grammatically, or sustain a conversation. Since I didn't have any formal training in how to develop language skills, I was always on my toes, trying to locate appropriate techniques and strategies for teaching these students.

I realized that English language teaching (ELT) was a separate discipline and that my knowledge of English literature and language was inadequate to deal with my teaching scenario, and I needed training. While I was reading up on ELT methodology and activity books on my own to develop my knowledge and understanding, I was also looking for opportunities for training in ELT. I was finally selected for a Hornby Trust scholarship to do an MA TESOL & ICT at the University of Leeds, UK. The whole journey revealed to me the importance of training and commitment to one's own professional development.

TEC: What is the focus of your presentation, and how will it be useful to the EFL teacher new to Korea as well as to



My involvement in English language education all started with my first appointment as an English teacher in a vernacular medium higher secondary (10+2) school in India after successfully completing an honors and master's program in English literature and language. I didn't have any training in how to teach English, neither did I have any prior teaching experience. However, I noticed that my learners had very low proficiency in English, but they were very eager to learn. That made my job easy. I didn't need to do much to motivate them to learn English. I think I was fortunate to have groups of learners like that in the first year of my teaching career because I haven't always gotten learners like them. But I could sense that training in English language teaching could have helped me a lot.

“I think that a coursebook alone cannot exactly address the needs of a specific group of learners.”

the veteran practitioner?

Chattopadhyay: Technology today is bringing new opportunities for teachers, and for learners as well. Management expects teachers to inspire and support their learners to learn effectively with digital resources and tools. There are some digital frameworks already available that describe some key competencies for teaching effectively with technology. There are plenty of resources available online to help one decide the direction for one's own digital professional development. Teachers are increasingly embracing the digital way, and so teacher training should focus on enhancement of digital literacies for teachers and teaching digitally. However, a review of both in-service and pre-service teacher training programs reveals that the focus is on the "analogue" (i.e., face-to-face and print-based) teacher training with a negligible amount of content related to technology-enhanced language learning and teaching.

This year, my presentation is going to deal with what teachers think about these training programs, how effective they are in inspiring and helping teachers to teach effectively with technology, and what these teachers do after receiving training? In this way, I want to critique the whole trajectory of teacher training, which is primarily non-digital/analogue though expected to be digital. Those who are new to teaching in Korea are expected to be "digitally fit" by the administration at their institutions; whereas, they may be lacking in skills and competencies to teach digitally, direct their professional development, and follow digital frameworks. Veteran teachers are looking for professional development opportunities to "stay fit" in teaching effectively with technology. I hope to leave some recommendations for both groups that they can use for their development.

“Teachers are increasingly embracing the digital way.... However, a review of ... teacher training programs reveals that the focus is on the ‘analogue.’”

TEC: Of all the ELT-related activities that you are involved in, which of them provide you with the most satisfaction?

Chattopadhyay: I have never given much serious thought to this. I think I enjoy writing materials for the print and digital formats, and designing courses for both formats. I enjoy them because I can draw on my years of experience in designing courses and writing materials.

TEC: What skills – teacher skills and/or learner skills – do you think are needed to best prepare our English language students for their future?

Chattopadhyay: I think that 21st century learners need the 4Cs: creativity, critical thinking, communication, and collaboration, and teachers need continuous up-skilling to promote the 4Cs and prepare 21st century learners.

TEC: Would you share with us a little about your life outside of ELT?

Chattopadhyay: I have some training in instrumental music, and I enjoy playing and listening to instrumental as well as classical vocal music when I am not teaching, training, or writing. I often do landscape and portrait photography in my spare time.



TEC: How do you plan to spend your time at KOTESOL 2017?

Chattopadhyay: This is going to be my third KOTESOL conference, and I'm already looking forward to representing IATEFL again. This year, I'd definitely like to attend some paper presentations and workshops besides the plenaries. I am also looking forward to some exciting learning conversations while hanging out with my friends and colleagues there.

TEC: If you could change anything about ELT – in the classroom, outside the classroom, even ELT conferences – what would it be?

Chattopadhyay: I primarily teach and train in state-run institutions in India, where I have very limited freedom to make changes in the curriculum and teaching materials. So if I had the chance to change anything, I would do needs analyses and prepare materials specifically for my learners, and never use published materials. This may sound very rude to coursebook writers, but I think that a coursebook alone cannot exactly address the needs of a specific group of learners.

TEC: You have spoken at several KOTESOL conferences in the past. What is it that lures you back to our conference?

Chattopadhyay: KOTESOL is a great conference with great people, and a great atmosphere. I always enjoy it and so love coming back.

Whatever Happened to Peace (Linguistics)?

By Andy Curtis

Plenary Speaker at the 2017 International Conference

Question 1: Whatever Happened to Peace?

On January 3, 2004, in Austin, Texas, the American singer/songwriter Willie Nelson publicly performed for the first time a song titled "Whatever Happened to Peace on Earth?" (*Austin Chronicle*). The song title refers to the Biblical passage "And on earth peace, goodwill toward men!" (Luke 2:14), and the lyrics include the following lines:

"We believe everything that they tell us / They're gonna kill us / So we gotta kill them first / But I remember a commandment / Thou shall not kill / How much is that soldier's life worth? / And whatever happened to peace on Earth?"

The event at which Nelson sang was a benefit concert for the U.S. politician Dennis Kucinich, who was then a Democratic presidential candidate. Although Kucinich was not nominated by the Democratic Party to run for president in 2004, or in 2008, he did propose a Department of Peace (DoP) as a cabinet-level, executive branch of the U.S. Government, and in 2013, he received the Gandhi Peace Award (first given to Eleanor Roosevelt in 1960). As it turns out, in proposing a DoP, Kucinich was following a centuries-old idea, starting with Dr. Benjamin Rush, one of the signatories of the U.S. Declaration of Independence, who in the early 1800s wrote an essay titled "A Plan of a Peace-Office for the United States" (Rush, 1806).

The 1950s and 1960s were an especially appropriate time for proposing a Department of Peace, with no fewer than 85 bills from the Senate and the House of Representatives put forward in just 14 years between 1955 and 1968 calling for the creation of such a department. That raises the question: Whatever happened to the U.S. Department of Peace? The answer is – sadly, but obviously – war.

On July 25, 2017, amidst the chaos and confusion from the White House, the U.S. President proudly boasted: "We've achieved a historic increase in defense spending to get our troops the support they so richly deserve." That statement, like countless others, is not true (Greenberg and Tobias, July 27, 2017). However, more than *600 billion US dollars* has just been approved for *one year* (2017-18) to spend on what is referred to as "defense." And according to the National Priorities Project (which was nominated for the Nobel Peace

Prize in 2014), "The U.S. outpaces all other nations in military expenditures. World military spending totaled more than \$1.6 trillion in 2015. The U.S. accounted for 37 percent of the total." The NPP report goes on to note that "U.S. military expenditures are roughly the size of the next seven largest military budgets around the world, *combined*" [emphasis added]. That pretty much kills the idea of a Department of Peace in the U.S. Government. RIP DoP.

Question 2: Whatever Happened to Peace Linguistics?

In a recent article "Back from the Battlefield: Resurrecting Peace Linguistics," (Curtis, 2017), I report on a search of some 400 papers published in two of the key journals in Peace Education and Peace Studies, published between 2004 and 2017, and between 1996 and 2016, respectively, with approximately 200 papers published in each of the journals over their 13 years and 20 years, respectively. Given more than three decades' worth of publishing, and so many hundreds of articles, I was very surprised to find a conspicuous

"[Peace Linguistics is] an approach in which linguistic principles, methods, findings, and applications were seen as a means of promoting peace and human rights at a global level."

absence of papers focused on language and/or linguistics – fewer than 20 in 400. In Curtis (2017), I also report on the creation and presentation of what appears to be the first Peace Linguistics (PL) course of its kind taught anywhere in the world. That seems unlikely, but so far, we have not found a comparable course, i.e., a credit-bearing, degree-level PL course taught at a university.

In Curtis (2017), I also note that David Crystal, in 1999, described Peace Linguistics as “an approach which emerged in the 1990s among many linguists and language teachers in which linguistic principles, methods, findings, and applications were seen as a means of promoting peace and human rights at a global level. It emphasized the value of linguistic diversity and multilingualism” (in de Matos, 2014, p. 415). However, apart from the work of Gomes de Matos (2005), Friedrich (2007), and a few others, Crystal’s reference to “many linguists and language teachers” working on PL appears not to have been the case, as my review of around 400 articles showed.

In thinking about what may have happened to PL, and why hundreds of articles on Peace Education and Peace Studies, published over decades, made little or no reference to language or linguistics, I thought that “one possible reason may be the compartmentalization of knowledge on which academic institutions are built. In such arrangements, sometimes referred to as ‘silos,’ peace educators research, write, publish, and present on PE, while applied linguists research, write, publish, and present on applied linguistics, thereby ‘siloizing’ the work in these disciplinary areas of academic endeavor” (Curtis, 2017, p. 23). However, if the reason for the conspicuous absence of papers focused on language or linguistics was some sort of an academic “silo” effect, perhaps as a result of a publish-or-perish mentality, then work on PL would still have been published in the key journals in ELT, even if the key journals in Peace Education and Peace Studies were not publishing such articles.

To test this theory, I carried out an online search of the 1,500-plus articles published in the *ELTJ*, one of the most prestigious and longest established journals in our field, published continuously for more than 70 years, with the first issue of the first volume coming out in October 1946. The search-word “peace” produced 15 hits, and although one in 1,000 is a very small proportion, just one of those 15 hits was an article with “peace” in the title – and that turned out to be a book review of *Language, Negotiation and Peace: The Use of English in Conflict Resolution* (2007) by Patricia Friedrich (Solly, 2011). It may be worth noting that a number of the other 15 hits included the *ELTJ* editors wishing their readers “a very happy, healthy, and peaceful 2008” (*ELTJ*, 2008, p. 2), which was somewhat “downgraded” five years later, when the *ELTJ* editors wished their readers just “a happy and peaceful 2013” (*ELTJ*, 2013, p. 2). This kind of search is, of course, fairly crude, but as the good wishes from the editors show, the search, carried out using the publisher’s search engine (Oxford University Press), did not only look at the titles of the articles, but at the text of each article as well.

This search of *ELTJ* articles, combined with the reviews

of the 400 or so articles in the *Journal of Peace Education* and *The International Journal of Peace Studies*, confirms that, in spite of Crystal’s statement in 1999, Peace Linguistics does not in fact appear to have been “an approach which emerged in the 1990s,” and it has not been used by “many linguists and language teachers.” If that is indeed the case, then let us hope that, this time around, Peace Linguistics will catch on, because if there is one thing that our bruised and battered world needs right now, it is less war and more peace, to which PL has the potential to make some major contributions.

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On the BALL: Brain-Assisted Language Learning for the ELT Classroom

Part 3: Neuromyths

by Dr. Curtis Kelly

The topics in this series include the neuroscience of learning, movement, language processing, sleep, and similar concepts. This TEC entry on learning is based on a chapter Curtis Kelly wrote for a recent book:

Gregersen, T., & MacIntyre, P. D. (Eds.). (2017). *Innovative practices in language teacher education: Spanning the Spectrum from intra- to inter-personal teacher development*. New York, NY: Springer Nature.

The term “neuromyth” is used to explain mistaken ideas teachers have about the brain. Calling a belief a “myth” has a tinge of condescension, especially since many of these notions were based on sound science at the time they emerged. Consequently, a number of papers have been written on this topic, and

established by others (Dekker et al., 2012; Doidge, 2007; Medina, 2008; Tokuhamma-Espinosa, 2003) with my own additions in 12–17.

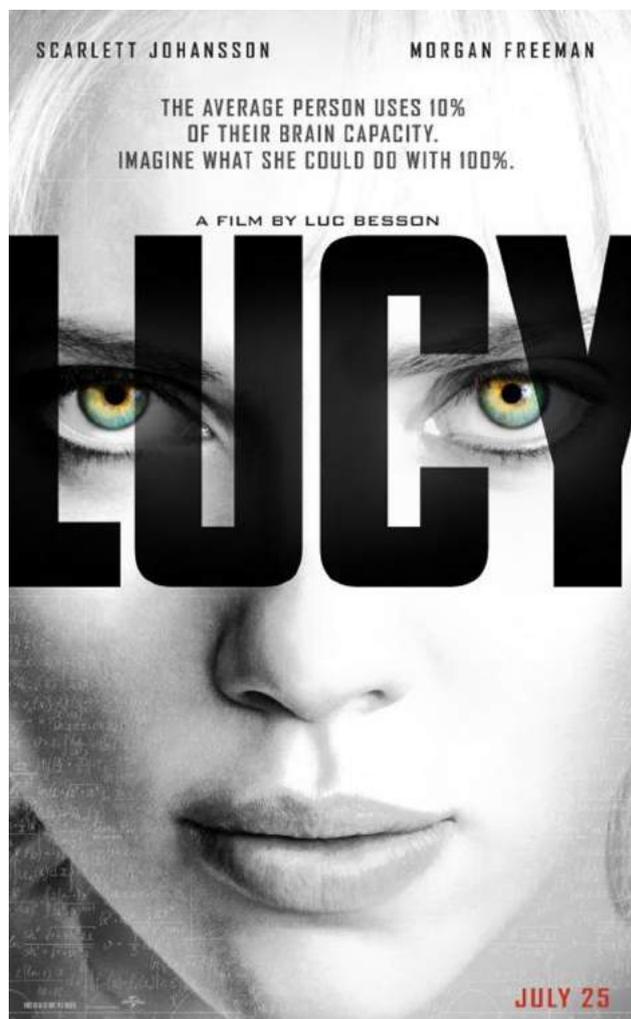
1) There are right-brained/left-brained people. (Believed by 70% of the surveyed teachers.)

There is no evidence that a person is right-brained (and better in the arts) or left-brained (and better at logic). Different people have different strengths in arts or logic, and the brain hemispheres have areas with different functions; but no evidence exists showing that we use one side or the other for these skills. We use both sides all the time.

Nonetheless, hemispheric differences do exist. According to neuroscientist Bud Craig (Campbell, 2015), animal research suggests the left side is connected to calm, energy-saving, affiliative routine behavior. The right side is more connected to sudden or excitatory events, such as change or novelty, and predator evasion. Since the right side must be ever vigilant, it takes over whenever a “What’s that?” encounter occurs, especially those stimulating an emotional response. You can see it in action when a student walks in the door late (sudden and novel) in the middle of *your* lecture (routine and calm). Everyone’s heads, including yours, turn towards the door. That said, most brain functions, including language, seem to be distributed across both hemispheres.

Whereas language is still associated with the left hemisphere, many neuroscientists are questioning to what degree this is true. An emerging view is that processing is less localized and lateralized than previously thought, and it is more diffuse. The strength of the bias towards modularity seems to be an artifact produced by the limitations of Split Brain and fMRI Studies (Anderson, 2010; Aron et al., 2007). Whatever the degree of specialization between the two hemispheres, it might be good advice to describe people as being “better at this or that,” rather than being “right-brained” or “left-brained.”

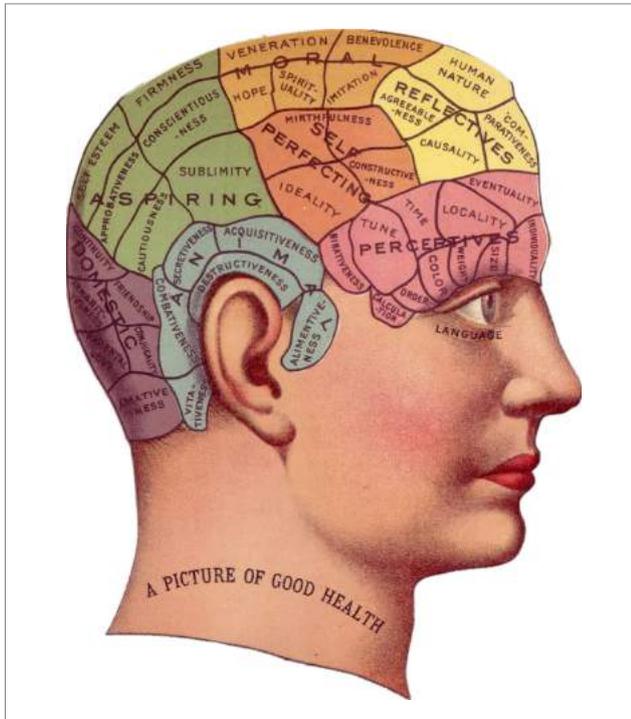
2) Students learn better if we teach to their visual, auditory, kinesthetic, or tactile (VAKT)



indeed, there are some seriously outdated ideas that teachers still subscribe to. A recent survey in the UK, Turkey, Holland, Greece, and China (Howard-Jones et al., 2009) found that most teachers still believe a few key neuromyths. The following attends to the most important neuromyths: 1–11 have already been

learning styles. (Believed by 96% of the surveyed teachers.)

The belief that we should use different approaches to teach visual, auditory, or kinesthetic learners pervaded education at the beginning of this century, but it has not been borne out by research (Pashler et al., 2008). Indeed, that people perceive themselves as having



different skills or study preferences is not disputed, but that alone does not imply that optimal instruction for a student should fit that preference. The notion that educators can optimize learning by matching content delivery to these styles is not supported; in some cases, contrary evidence exists. In a way, that makes sense, since the best means of delivery usually depends on the content itself.

3) We only use 10% of our brains. (Believed by about 50% of the teachers surveyed.)

It is astounding this notion still persists. It dates back over a hundred years and was the basis for the silly 2014 Morgan Freeman and Scarlett Johansson movie *Lucy*, but it just does not fit what is so obvious about the brain. Everything is connected to everything else and processing is distributed all over.

4) There is no recovery from impairment caused by brain damage.

This statement can be considered a myth because the brain is amazingly plastic. While the neural damage is permanent, the resulting impairment, such as paralysis, might not be. For example, Edward N. Taub has developed a "constraint-induced movement therapy" for stroke victims, in which the working limb is tied down and the patient is forced to use the paralyzed

one, even if just twitching it at first (Doidge, 2007). In this way, other parts of the brain learn to take over what the dead area used to control. Likewise, the notion that we never grow new brain cells is also wrong. Neurogenesis in the hippocampus has been demonstrated.

5) Children are constantly gaining more synapses, which is how we become smarter.

Synaptic blooming and pruning happen all the time. After birth, an explosion of new synapses are made, with up to 2 million per second in a healthy toddler, but at about 3 years old, the fine-tuning of synaptic pruning takes over (Robinson, 2016). Much of this takes place during the brain's numerous critical age-like periods.

6) The brain is a separate device from the body.

Our brains are embodied and highly connected to our sensory systems, skin, and digestive areas. Science fiction, including the old radio show *Donovan's Brain*, with a disembodied yet functioning brain in a vat, could never really happen.

7) Study is more important than sleep.

Simply put: No sleep, no learning.

8) Classical music makes you smarter.

Classical music might make a person feel classier, but there is no solid evidence that this particular belief is true. Then again, watch *Alive Inside Clip of Henry* on YouTube to see the amazing effect of music on Alzheimer's patients.

9) Brain size reflects intelligence.

If so, Neanderthals, elephants, and whales would be smarter. It is a combination of size and neuronal

"It is just as likely that some of the things we are learning now might become neuromyths in a few years"

density that better determines intelligence.

10) A child should learn one language before learning another.

Languages do not compete for resources, they share. Extensive research shows that knowing one language aids learning another, and multilingualism is associated with improved cognitive flexibility and other executive

Day of Reflection

by Thomas S.C. Farrell

I will be in Seoul for the KOTESOL Day of Reflection 2017 workshops (Sept. 30, 2017), and so my column this issue is my interview with David Shaffer on questions related to this event and other issues pertinent to reflective practice.

Question: Would you mind telling us a little bit about yourself, your connections to Korea, and why you are so generous with your time to Korea TESOL?

Dr. Farrell: I arrived in Seoul, Korea, in May 1979 to teach English. I had just qualified as a teacher in Ireland in 1978, and after teaching one year there, I yearned to travel, and so I decided to travel across Europe, into Asia. I loved the place on arrival and stayed in Seoul for 18 years, and got married and had two daughters there. At that time, it was not so usual for a “foreigner,” as



I was called, to marry a local, so that was “exciting.” I started teaching in Yonsei University Foreign Language Institute immediately, and in 1980, I believe, I was sitting in the teacher’s room when four other teachers (including Dwight Strawn and Barbara Mintz) informed me that I was a founding member of Korea TESOL [then known as AETK] – yes, there was a Korea TESOL long before some in the current organization realize! From that time on, I have been in the background with Korea TESOL (I became the first editor of the Korea TESOL Journal, so I guess I moved a bit forward) and have always taken interest to this current day. I have discovered over the years that Korea TESOL has been very lucky to have had some really great people looking after its interests (rather than their own as is the case with many teacher organizations), people such as Dwight and Barbara from the early years as well as Carl Dusthimer, Rob Dickey, and Dave Shaffer. I have always kept interest with ELT developments in Korea since those early years and have always tried to give back to Korea because I spent my formative teaching years in EFL and language teacher education

in Korea. In fact, I started my first teacher reflection group in the early 1980s in Korea.

Q: How did you get involved in Reflective Practice in ELT?

As I mentioned, I really began reflecting while teaching in Korea in the early 1980s as I had reached a plateau of sorts in my professional development. I had been interested in how teachers see their world of practice from their point of view since I qualified as a teacher in Ireland in 1978 but was not sure how to go about it until I began readings in a new but complex concept called “Reflective Practice.” My readings led me onto a PhD in the early 1990s when not many in TESOL had yet heard about this concept. I did my dissertation on a teacher reflection group (what a wonderful group of teachers from Korea and Australia in the group) while in Korea, and it changed my professional life, really. Since I left Korea nearly 20 years ago, I have continued with this research.

Q: What do you think Reflective Practice is best at doing for us as language teachers?

When teachers engage in reflective practice, they systematically examine their practice in light of its impact on their students’ learning, and they use the evidence they obtain from this examination to make informed decisions about their teaching. In such a manner, they can become what I now call an integrated teacher because they have knowledge of who they are (their philosophy), why they do what they do (their principles), what they want to do (their theory), how they do it (their practice), and what it all means to them within their community (beyond practice).

Q: What advice would you give to teachers just starting out with Reflective Practice?

Beginning reflection can be a daunting task because it is similar to looking in the mirror and wondering “what do I look at”: my hair, eyebrows, clothes, etc., etc. Also you are seeing “you,” and some may not like what they see. So I would start gently by looking at the self and asking who you are as a person and what identity you want to have as a teacher. Then move onto asking what your assumptions, beliefs, and

conceptions are about teaching and learning English as a second or foreign language and where these come from? Then examine your theory of practice – how and why you plan the way you do and use the activities you use in lessons. Then examine your actual teaching. This can be done by recording your class and/or asking a colleague to observe particular aspects of your practice, such as your questioning during lessons, or your instructions, or your students' time on task (this list is endless and best made by each teacher). After this, you can examine how your teaching and the school you teach in reflect all your values (many of which you will have answered in the previous questions) and if you need to change any as a result. Although you have asked all these questions about what seems to be separate items, they are all linked closely together. This, of course, represents my new framework for reflecting on practice for TESOL teachers that has five stages/levels of reflection: Philosophy, Principles, Theory, Practice, and Beyond Practice (see Farrell, 2015, for more).

Q: You have worked with – written a book with – Jack Richards. Can you tell us about that experience and how it came about?

Actually, we have written two books together: the first was *Language Teacher Development* (Richards & Farrell, 2005) and the other is on teaching practice (Richards & Farrell, 2011). I have known Jack for many years, and especially in the early years in Korea, where he would come to the conferences in his yellow jacket, and I would introduce him for Korea TESOL. When I moved to Singapore, he and his partner were based at RELC for six months out of each year (for six years, I think), and we got together to write the first book. Then, when I moved to Canada, we wrote the second book. As everyone knows, he is at the top of our field in language teacher education, and so it was a great experience working with him. He is very intensive when writing, as I am myself. He has a great knowledge of the field and has made some wonderful contributions to language teacher education to bring the "T" (teacher and teaching) back into focus in TESOL. Without his contributions to the field, along with those of David Nunan and Donald Freeman, I believe that we would still be in a grammar/translation mode. Jack was great to work with, and I learned a lot from that experience in more ways than I could imagine.

Q: You are such a prolific writer in our field – 17 or 18 books at last count. How do you find the time to write with all your other endeavors: university teaching, worldwide conference appearances, writing journal papers, etc.?

Actually, I now have 31 books if counting single-authored, co-authored, edited, and translated – with two more about to appear in the next few weeks and another at the end of the year. My topic is reflective practice, and so I write as my reflection – how do I

know what I think until I see what I say!

Q: What are your plans for this short trip to Korea?

Actually, I will be on my way back from China, where I am invited to a language teacher education conference at Northeast Normal University, and whenever I am near Korea, I always want to return as I love the place. I am always ready and willing to contribute to Korea TESOL when I am around, so I am so grateful you are allowing me to reflect with you during this trip to Seoul.

Q: Do you have any words for Korea TESOL and the Reflective Practice SIG?

When I was in Korea last year at the annual conference, I met the current members of the RP-SIG, and I must say that it is in safe hands as they are all wonderful. I am sure their students are benefitting a lot from their teaching as well. I know that the SIG is benefitting a lot from their selfless work to help teachers be all that they can be. I am also at your service.

“Beginning reflection can be a daunting task because it is similar to looking in the mirror and wondering ‘what do I look at’: my hair, eyebrows, clothes...?”

Thomas S.C. Farrell is Professor of Applied Linguistics at Brock University, Canada. Professor Farrell's professional interests include Reflective Practice, and Language Teacher Education. Professor Farrell has published widely and has presented at major conferences worldwide on these topics. A selection of his work can be found on his webpage: www.reflectiveinquiry.ca

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Note. For more information on the presenters and presentations at the all-day Day of Reflection 2017 workshops on September 30, go to the Reflective Practice SIG website: <https://koreatesol.org/content/day-reflection-2017>

DAY OF REFLECTION

2017

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10 AM-6 PM

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KOTESOL
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