



The 2009 KOTESOL National Conference

Proudly hosted by the Daejeon-Chungcheong Chapter

16th May 2009, 10:00am – 6:30pm

Korea National University of Education

Professional Development:

Improving Learning by Improving Teaching





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Message from President of KNUE



Dr. Kwon, Jaesool, President K.N.U.E.

Hello and welcome to the KOTESOL 2009 National Conference. As the Honorary Chair for the event, it is my distinguished pleasure to invite you to a day of professional development here at the Korea National University of Education (KNUE). Here at KNUE our slogan is “Teacher of Teachers” and we strive to continually develop and improve the quality of education in Korea. It is for this reason that the 2009 KOTESOL National Conference is such a good match with KNUE. We are pleased to host and support the conference and hope that you have a very fulfilling day learning, improving, and growing as an educator and that you have a wonderful experience at our campus.

The theme of the Conference “Improving Learning by Improving Teaching” is in total accord with the goals of this University. It is with extreme pleasure that KNUE presents this program today in partnership with KOTESOL. I hope KOTESOL’s 2009 is a great success and everyone has an enjoyable and fruitful experience.





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16th May 2009, 10:00am – 6:30pm

Korea National University of Education

Professional Development:

Improving Learning by Improving Teaching

The 17th Annual Korea TESOL International Conference

Pursuing Professional Excellence in ELT

October 24-25, 2009

Sookmyung Women's University, Seoul, Korea

Call for Presentations

The English Language Teaching profession is changing constantly. Every year, new ideas, new techniques, new materials, new technologies, and new research findings, not to mention new government regulations, flood the world of English Language Teaching and Learning. To keep abreast of these changes, teachers need to be actively engaged in expanding their knowledge and their repertoire of classroom activities. Teachers need to pursue professional excellence.

The KOTESOL 2009 International Conference is a forum for educators to share their **ideas, innovations, experience, action research, and major research findings**. We invite **papers and research reports, workshops, and poster presentations**.

Proposals may come from KOTESOL members and non-members alike. However, **all presenters must be KOTESOL members in good standing at the time of the International Conference**.

While we encouraged the submission of proposals, **no more than two** academic proposals may be accepted from any one person.

All presenters will be expected to **pre-register for the Conference**.

The closing date for the receipt of proposals is June 30, 2009.

All proposals must be submitted via web-form.

The **Presentation Proposal Form** is at:

<http://www.kotesol.org/?q=IC09CallForPapers>

Please direct any *Conference Program* related inquiries to the Program Committee:

kotesol_program@yahoo.com

Please direct all *General Inquiries* concerning the Conference to:

kotesol_ic09@yahoo.com

Check the KOTESOL International Conference web site for updates:

www.kotesol.org

Schedule of Events

10:00-11:00 Registration

10:30-11:00 Opening Ceremony

11.00-11.50 Keynote Speaker: Dr. Thomas S.C. Farrell, Brock University, Canada.

"Professional Development Through Reflective Practice"

12:00-12:50 Lunch

1:00-1:50 Concurrent Session 1

Room	Presenter	Title	Style	Audience	Learners	Focus
206	KOTESOL Research Committee Dr. Kara MacDonald	Struggling to Begin? How to Choose a Research Topic	W	B	A	PD/ NEST/NNEST/ GE/ CBI/ ESP/ TEI/ GS/ FA/ IE/ IC/ SA/ TA/ IS/ AR
304	Soo Ha (Sue) Yim International Graduate School of English	A Pragmatic Approach to Teaching Vocabulary	W	B	YL/ T/ U/ A/ P	FA
401	Dr. David E. Shaffer, Chosun University	Reflecting and Observing for Developing: Attending to the Teacher	W	B	VYL/ YL/ T/ U/ A/ B/ P	PD
404	Adriane Moser Geronimo Chonnam National University	Improving English Language Teaching Through Corpus-Based Analysis of Learner Texts	L	R	U	CBI/ ESP/ TEI/ SA
405	Dr. James M. Perren Eastern Michigan University	Empowering Students with Strategic Pedagogy by Sharing English Classroom Decisions	L	R	T/ U/ A	PD/ NEST/NNEST/ CBI/ TEI/ FA/ IC/ SA/ TA/ AR
406	Commercial Session Rafael Sabio	Teaching English Made Easy! Practical Listening Lesson Plans	W	B	VYL/ YL/ T/ U/ A/ B/ P	PD/ CBI/ ESP/ TEI/ FA/ IC
409	IATEFL YL&T SIG Wendy Arnold	Learning to Read – Reading to learn!	W	B+	VYL/ YL	PD/ FA/ SA/ AR



Acknowledgements

A special thank you must be made to the following individuals at KNUE, whose support and cooperation have helped to make this event possible:

Dr. Kim, Tae-Hun

Dean of the Research Center for Foreign Language Education
Educational Institute of Humanities and Social Science at K.N.U.E.

Dr. Park, Seong-Soo

Dean of the Intensive English Teacher Training Program



The Seoul Chapter Presents:

'Hello! Your honor'

A participants' perspective on Moot Court and Mock Trials to enhance language learning.

This workshop will demonstrate the use of Mock Trials and Moot Court for improving English student language skills. It is presented by high-school-age students who have participated in these activities previously. Mock Trial and Moot Court are used in North American elementary, middle and high schools and sometimes involve local, regional and national competitions. Both require a multi-skills language approach where participants must speak, read, write, and listen when acting as lawyers and witnesses in role-playing speeches, statements, arguments, direct examination and cross examination. The same skills are used to debate the merits of cases vis-à-vis the Moot Court experience. By using an integrated set of language challenges and goals for students, Mock Trial and Moot Court fall under the task-based teaching approach for language learning. This workshop is primarily for teachers of mid-intermediate to advanced level students. There will be time at the end of this workshop for questions and comments.

This workshop will be held at our normal venue at Injaeguan in Room 105

When: 3:00 to 5:00 Saturday 20 June

Go to www.kotesol.org/?q=seoul for directions to the venue.

2:00-2:50 Concurrent Session 2

Room	Presenter	Title	Style	Audience	Learners	Focus
206	KOTESOL Research Committee – Kevin Parent	Designing a Research Project	W	B	VYL/ YL/ T/ U/ A	PD/ FA/ SA/ AR
301	Invited Speaker - Dr. Maria Oh , Jeonju National University of Education.	How some pre-service teachers experienced classroom-English learning with their autonomy advocate-teacher.	p	R	U/ A/ P	PD/ NEST/NNEST/ FA/ TA/ SA/ IS/ AR
304	Phil Owen Kunsan National University	Student-Made Videos: a Report of Successes and Problems from a Real Classroom	L	B	YL/ T/ U/ A/ B/ P	TEI/ FA
401	Dr. Andrew Finch , Kyungpook National University, Korea and Dr. Heebon Park-Finch , Bristol University, UK	Professional Development Workshop: Part 1	W	B	VYL/ YL/ T/ U/ A/ B/ P	PD
404	Tommy Che Vorst University of Auckland	We Are Becoming...What, Exactly? Korean English Teachers in Transition	L	R	VYL/ YL/ T/ U/ A/ B/ P	PD/ NEST/NNEST/ GE/ IC
405	Lenora Majors, Ph.D Daegu Gyeonbuk English Village	Using windows movie maker to improve teaching and learning	L	B	YL/ T/ U/ A/ B/ P	PD/ GE/ CBI/ ESP/ TEI/ GS/ FA/ IE/ IC
406	Commercial Session – Sam Lee , Pearson Longman	Teacher Training that Works: Getting Online with Teacher Development Interactive	L	B	YL/ T/ U/ A/ B/ P	PD
409	IATEFL YL&T SIG Hans Mol	Grammar can be fun!	W	B+	VYL/ YL	PD/ FA/ SA/ AR

W = 50-minute Workshop
L = 50- minute Lecture
P = 25-minute Paper

B = Basics
B+ = Basics Plus
R = Research & Theory

VYL = Very Young Learners, **YL** = Young Learners, **T** = Teens,
U = University, **A** = Adult, **B** = Business, **P** = Public School

PD = Professional Development, **NEST/NNEST** = NEST/NNEST
Issues, **GE** = Global Englishes, **CBI** =Content-Based Instruction,
ESP = English for Specific Purposes, **TEI** = Tech-Enhanced
Instruction, **GS** =Genre Studies, **FA** = Facilitating Acquisition, **IE**
= Internet English, **IC** = Intercultural Communication **TA** =
Teacher Assessment, **SA** = Student Assessment, **IS**= Interview
Skills **AR** = Action Research

Revived Jeonju-North Jeolla

KOTESOL Drama Festival

Come one, come all to the **14th Annual Jeonju-North Jeolla KOTESOL Drama Festival!** Enter your students in this entertaining event where all ages and levels of students are welcome. This festival will give your students a chance to use their English in a new and exciting way. All students will get certificates of participation for being part of the fun.

Date: Saturday, November 14, 2009



Place: Jeonju University

Time: 1 pm

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

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

Cost: The fee for each is W35,000.

Registration deadline: Monday October 12th is the registration deadline. Places will be given on a first come, first served basis. If there are spaces available after the deadline then we will accept more than one team from the same institution. All registration will be done by email only. Registrations must include the following:

DIVISION – Middle and high school groups are in the junior division, and university groups are in the senior division.

NAME OF YOUR INSTITUTION

TEAM NAME

TEACHER INFORMATION – we need the name, phone number(s), email(s) and the mailing address of the supervising teacher

TITLE OF PLAY

PROPS OR EQUIPMENT REQUIRED

STUDENTS' NAMES – please check with your students about the preferred Romanization of their first and last names before you send in your registration. Also, please submit a short (3-5 sentences) synopsis of your play.

PAYMENT – details will be given upon registration. To register, please send all the above information to **Paul Bolger at northjeolla@yahoo.com** by October 12th. **Registration is by email only.**

Enquiries: Email Paul Bolger at northjeolla@yahoo.com or call Shawn DeLong on 010-9223-0730 if you have questions.

3:00-3:50 Concurrent Session 3

Room	Presenter	Title	Style	Audience	Learners	Focus
206	KOTESOL Research Committee Paul E. Suh	Collecting and Analyzing Research Data	W	B	VYL/ YL/ T/ U/ A/ B/ P	PD/ AR
304	Jeffrey John Martin Daehwa Middle School, Daehwa- myun, Pyeongchang-gun, Gangwon- do	Practical Frameworks For Learning And Assessment	W	B+	VYL/ YL/ T/ U/ A/ B/ P	PD/ FA/ TA/ SA
305	Invited Speaker - Dr. Jeong-ryeol Kim , Korea National University of Education.	Developing an ECI Learner's Dictionary	L	R	YL/ T/ U/ P	PD/ CBI/ TEI/ FA
401	Dr. Heebon Park-Finch , Bristol University, UK and Dr. Andrew Finch , Kyungpook National University, Korea	Professional Development Workshop: Part 2	W	B	VYL/ YL/ T/ U/ A/ B/ P	PD
404	Dionne Silver Sookmyung Women's University	Getting Another Perspective: Combining Individual Reflective Practice with Teacher Collaboration	W	B+	VYL/ YL/ T/ U/ A/ B/ P	PD/ TA/ AR
405	Martin Endley , Hanyang University and Dr. Kara Mac Donald , Hanyang University	Grammar Instruction & Young Learners, What Place do Teachers in Korea Create for Grammar?	W	R	VYL/ YL	PD/ CBI/ FA/ TA/ SA/ AR
406	Dr. James M. Perren , Eastern Michigan University	Study Language and Culture in the USA: Eastern Michigan University MA in TESOL	L	B+	U/ A/ B/ P	PD/ NEST/ NNEST/ FA/ IE/ IC
409	IATEFL YL&T SIG Jenny Strachan	Bringing Literature to Life through Drama	W	B+	YL/ T	PD/ CBI/ ESP/ GS

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L = 50- minute Lecture
P = 25-minute Paper

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4:00-4:50 Concurrent Session 4

Room	Presenter	Title	Style	Audience	Learners	Focus
206	KOTESOL Research Committee Dr. David E. Shaffer	Presenting the Research Report	L	B	VYL/ YL/ T/ U/ A/ B/ P	PD/ AR
304	Elizabeth-Anne Basel Kim I & E English, Yeongeo for Young Ones	Metacognitive Questions on Worksheets: Approaching Painless Feedback and Learner Autonomy	L	R	YL/ T	PD/ NEST/NNEST/ ESP/ IC/ TA/ SA/ AR
305	Invited Speaker – Jeyoung Lee , Korea National University of Education.	How to utilize corpus tools in English education	W	B+	YL/ T/ U/ P	PD/ CBI/ TEI/ FA
401	Sherry Seymour Dongguk University	Professional Development thorough Peer Observation	L	B	VYL/ YL/ T/ U/ A/ B/ P	PD/ IC/ TA
404	Dr. Darryl Bautista Hanyang Cyber University	Through Arts-Based Lenses: Reflective Practice & Korean EFL Teacher Identity	P	R	U/ A	PD/ NEST/NNEST
405	Eric Reynolds Professor @ Woosong University TESOL-MALL & Doctoral Candidate @ UIUC in Educational Psychology	Developing a mentoring relationship as an EFL teacher	W	B	VYL/ YL/ T/ U/ A/ B/ P	PD/ TA/ AR
409	IATEFL YL&T SIG Martin Goosey	TUNE IN NEXT TIME... Using Video with Young Learners	W	B+	VYL/ YL/ T/ P	CBI/ TEI/ FA/ IC/ AR

5:00-5:50 Plenary Speaker: Dr. Joo-Kyung Park, Honam University, Korea.

“Professional Development for All”

6:00-6.30 Closing Ceremony

Welcome from the National KOTESOL President



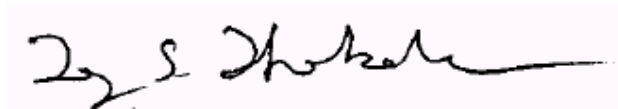
Dear Fellow KOTESOL members and (hopefully) future members,

It is my distinct pleasure to welcome you to what is rapidly becoming the second most popular event on KOTESOL's calendar- namely the KOTESOL National Conference. This year's theme, Professional Development: Improving Learning by Improving Teaching, is one that is both timely and a regular concern of educators at all levels.

The conference team has done a great job of attracting speakers and presenters from Korea and abroad to address the conference theme from a variety of perspectives. With well known speakers like Dr. Thomas S.C. Farrell, Dr. Joo-Kyung Park and sessions from IATEFL Young Learners and Teenagers Special Interest Group, The KOTESOL Research Committee, Dr. Maria Oh, Sam Lee, Eastern Michigan University, and Rafael Sabio as well as a host of other names both familiar and unfamiliar to conference regulars, there is definitely something for everyone.

Whether you are here to network, find out about something new or hear and see what others are doing in their classrooms or in the education field in Korea and beyond, I wish you a successful and informative conference.

Yours sincerely,

A handwritten signature in black ink on a light pink background. The signature is cursive and appears to read 'Tory S. Thorkelson'.

Tory S. Thorkelson, M.Ed.

KOTESOL President.



www.iatefl.org

www.vltsig.org or www.vltisg.com

Dear KOTESOL National delegate

IATEFL YLT SIG is delighted to be supporting this event. KOTESOL are Associate members of IATEFL and it is always a pleasure to be able to work alongside our members.

IATEFL is a truly international organisation with members in over 100 countries. In addition to our own membership overseas, we also have close relationships with other regional, national or local teachers' associations in over 80 countries. These other associations are themselves Associate members of IATEFL, and we work ever more closely with our Associates in the organising of ELT events and the exchange of ideas for newsletters. All this means that joining IATEFL, you are joining an exciting, active network of leading ELT professionals that is genuinely "international" in all that it does!

YLT SIG is one of the 14 IATEFL SIGS (special interest groups). YLT SIG stands for 'Young Learners & Teenagers Special Interest Group'. We are a group of professionals linked by a common interest in English language teaching to young learners (3-17 years old). The YLT SIG committee is a 'global' team of volunteers, based in Europe, Australasia and the US, who work hard to bring cutting edge resources to their members in the form of publications, events and e-discussions.

Our members are individual teachers and trainers, as well as institutions (institutional members) such as colleges and universities where teacher education takes place. Our online membership (discussion list) is approximately 500, 20% of whom are subscribed members. Through membership, our magazine and our online presence we reach over 800 high-quality EFL professionals worldwide. Through our global events we reach over 3000 teachers per year.

We would like to thank our sponsors for the YLT SIG strand at KOTESOL National. They are:

Oxford University Press (OUP) for sponsoring the travel of Hans Mol and Wendy Arnold

British Council (Korea) for sponsoring a speaker Martin Goosey

Lorna Whiston Study Centres (Singapore) for sponsoring a speaker: Jenny Strachan

The KOTESOL National Conference for sponsoring the accommodation for Hans Mol and Wendy Arnold.

Kind regards

Wendy Arnold

Hans Mol

IATEFL YLT SIG joint co-ordinators



OXFORD
UNIVERSITY PRESS



Welcome from the National Conference Chair



On behalf of the entire conference organizing team, welcome one and all to the KOTESOL 2009 National Conference.

The theme for this year's conference is **Professional Development: Improving Learning by Improving Teaching**. The conference team has worked hard to provide you with a diverse and interesting program on this theme with an international cast of speakers, including keynote speaker Dr. Thomas S.C. Farrell. The team has also worked hard to provide you with an outstanding conference experience at the beautiful KNUE campus. We all owe a debt of thanks for the contributions of Tim Dalby, chair of the program committee, and Bryan Stoakley, chair of the venue committee. These gentlemen and their teams have done a lot to make this event a success.

I hope that you find everything you are looking for at the 2009 National Conference: the chance to learn and develop from speakers and presenters, the chance to meet and interact with colleagues from around Korea, and the chance to experience a beautiful spring day in the heart of Korea.

Thank you for your support of the 2009 National Conference.

Aaron Dougan

National Conference Chair

Welcome from the President of the Daejeon-Chungcheong Chapter



The Daejeon-Chungcheong Chapter of KOTESOL would like to welcome you to the 2009 National Conference being held at Korea National University of Education. We have a plethora of speakers from around the world that want to impart what they know about the art of teaching English as a second language.

Korea National University of Education is the premier university in Korea for education and the goal of this institution is to provide the Republic of Korea with the finest teachers. I can not think of a more fitting venue for this conference. I hope your attendance at this conference is both worthwhile and fulfilling. I hope that everyone enjoys themselves; meets new people; and goes away with some new ideas and thoughts that they can use in their respective teaching environments.

Robert "Bob" Capriles, President

Daejeon-Chungcheong Chapter KOTESOL



Why not join KOTESOL?

Membership of KOTESOL is 40,000 KRW for one full year (Undergraduate students with ID pay 20,000 KRW) and comes with the following benefits:

- Reduced entry fees to major conferences
- Free-to-attend monthly workshops at your local chapter
- The English Connection – a quarterly news magazine featuring articles related to language teaching/learning, teaching tips, reviews, and KOTESOL news and notices of upcoming meetings and conferences, as well as information on a variety of language teaching materials
- The opportunity to meet and work with the finest teachers in Korea.

Go to www.kotesol.org

and click on 'join KOTESOL' for more details.

Conference Management Team

The National Conference is a joint collaboration between National KOTESOL and the Daejeon-Chungcheong Chapter.



Tory Thorkelson
KOTESOL National
President



Bob Capriles
President of the Daejeon-
Chungcheong Chapter



Aaron Dougan
National Conference Chair

Program Team



Tim Dalby
Co-Chair
Website
Program Book

Venue & Logistics Team



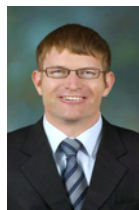
Bryan Stoakley
Co-Chair
Venue



Kara MacDonald
Program Chair



Deborah Tabet
Registration Chair



Aaron Jolly
Program Advisor
VIP Liaison



Eric Reynolds
Volunteer Co-coordinator



Dr. David Shaffer
Program Advisor
OP Liaison




Sef Kerwin
Volunteer Co-coordinator



Liz Bailey
Guest Services Coordinator

Presentation Strands by Room Number

	Room 206	Room 301/305	Room 304	Room 401
	 Research Committee	Invited Speakers	Practical	Professional Development
1.00	Dr. Kara MacDonald Struggling to Begin? How to Choose a Research Topic		Soo Ha (Sue) Yim A Pragmatic Approach to Teaching Vocabulary	Dr. David E. Shaffer Reflecting and Observing for Developing: Attending to the Teacher
2.00	Kevin Parent Designing a Research Project	Dr. Maria Oh How some pre-service teachers experienced classroom-English learning with their autonomy advocate-teacher.	Phil Owen Student-Made Videos: a Report of Successes and Problems from a Real Classroom	Dr. Andrew Finch, and Dr. Heebon Park-Finch Professional Development Workshop: Part 1
3.00	Paul E. Suh Collecting and Analyzing Research Data	Dr. Jeong-ryeol Kim Developing an ECI Learner's Dictionary	Jeffrey John Martin Practical Frameworks For Learning And Assessment	Dr. Heebon Park-Finch and Dr. Andrew Finch Professional Development Workshop: Part 2
4.00	Dr. David E. Shaffer Presenting the Research Report	Jeyoung Lee How to utilize corpus tools in English education	Elizabeth-Anne Basel Kim Metacognitive Questions on worksheets: Approaching Painless Feedback and Learner Autonomy	Sherry Seymour Professional Development thorough Peer Observation

Presentation Strands by Room Number

	Room 404	Room 405	Room 406	Room 409
	Research	Eclectic	Commercial Sessions	  <small>Young Learners & Teenagers SPECIAL INTEREST GROUP</small>
1.00	Adriane Moser Geronimo Improving English Language Teaching Through Corpus-Based Analysis of Learner Texts	Dr. James M. Perren Empowering Students with Strategic Pedagogy by Sharing English Classroom Decisions	Rafael Sabio Teaching English Made Easy! Practical Listening Lesson Plans	Wendy Arnold Learning to Read – Reading to learn!
2.00	Tommy Che Vorst We Are Becoming... What, Exactly? Korean English Teachers in Transition	Lenora Majors, Ph.D Using windows movie maker to improve teaching and learning	Sam Lee Pearson Longman Teacher Training that Works: Getting Online with Teacher Development Interactive	Hans Mol Grammar can be fun!
3.00	Dionne Silver Getting Another Perspective: Combining Individual Reflective Practice with Teacher Collaboration	Martin Endley and Dr. Kara MacDonald Grammar Instruction & Young Learners, What Place do Teachers in Korea Create for Grammar?	Dr. James M. Perren, Eastern Michigan University Study Language and Culture in the USA: Eastern Michigan University MA in TESOL	Jenny Strachan Bringing Literature to Life through Drama
4.00	Dr. Darryl Bautista University Through Arts-Based Lenses: Reflective Practice & Korean EFL Teacher Identity	Eric Reynolds Developing a mentoring relationship as an EFL teacher		Martin Goosey TUNE IN NEXT TIME... Using Video with Young Learners

Campus Map



Refreshments

Throughout the day, fruit, snacks and beverages will be available at the conference refreshment station. We need to respect the venue so please use the trash receptacles that will be available for use.

Lunch

Food options around the university are very limited but a boxed-lunch is available through the conference. There will be a selection of lunches available, served first come first serve. These include beef bulgogi, pork cutlet, spicy pork and kimchi fried rice. Lunch tickets are 5,000 won.

Important Note: Lunch is guaranteed for pre-registrants but an estimate on lunch orders was made for on-site registrants so if the attendance level is higher than anticipated, the conference organizers regret to say that lunch cannot be guaranteed for on-site registrants. All available lunch tickets will be sold on a first come first serve basis and on-site registrants are encouraged to buy early.

Wine and Cheese

There will be a wine and cheese social following the conference. It will be a relaxing time for attendees to socialize, mingle and schmooze with other attendees, presenters, etc. The social will be from 6:30pm to 7:30pm (call taxis will be organized for return to the city afterwards, for dinner or other pursuits). Glasses of wine will be 4,000 won each. There will be red and white wines available, as well as a complimentary selection of cheeses, crackers, olives, nachos, salsa, etc.

Shuttle Buses

Shuttle buses will leave from in front of the venue to return attendees to the Cheongju bus terminals (drop off point is in front of the Cheongju Intercity Bus Terminal, which is across the street from the Cheongju Express Bus Terminal) and to the Jochiwon train station at 6:45pm. The trip will take ~30 minutes.

Taxis

Call vans may be called at 043-232-7575. A taxi usually takes 20-30 minutes and costs 7,000 to 10,000 won.

City Buses

Frequent and regular city buses pick passengers up from KNUE campus at the rotary (see the campus map). Take city buses 513, 513-1, 513-2 or 515. All of the 513 series buses go from the Cheongju bus terminal to KNUE campus to the Jochiwon train station and back. The bus costs 1,000 – 2,000 won and takes ~30 minutes. Last bus on Saturday night is 10:09 pm so be at the Rotary by at least 10:00 pm.

Accommodation

Riho Tourist Hotel 리호관광호텔

Chungbuk, Cheongju-si, Heungdeok-gu, Biha-dong 35-7 043-233-8800
Double room 72,000 / Twin room (beds or ondol) 97,000 / Suite (royal or ondol) 142,000

Directions: This hotel is ~3 blocks from the Cheongju bus terminals and any taxi will be able to take you there for ~2,000 won. To walk, face away from the front doors of the Cheongju Express Bus Terminal, turn right and walk about 3 short blocks until you come to the large intersection. Across the street, diagonally across from your position, you will see the Riho Hotel.

Motel Olive

Telephone: 043-231-0207 or 043-234-0207

Double rooms only: 40,000 won (This is a special rate: tell them you are from KOTESOL.)

Directions: If you are standing at the bus stop facing the Lotte Mart, walk to the Baskin & Robins on the corner and then cross the street to the Pizza Hut (on Termineol-Ri). Walk past Pizza Hut 2 short blocks to the edge of the park. Turn left and walk another very short block and Motel Olive is right there on your left facing the park. It has an English sign just above the entrance.

Entertainment

If you are looking for a little fun in the evening, hop in a taxi and say “Choongdae joongmoon,” the entertainment district behind the national university in town. Food and drink options abound and if you are looking to meet the local native speakers try Buzz Bar, Road King, MJs or Pearl Jam.



11.00-11.50 Keynote Speaker

Dr. Thomas S.C. Farrell, Brock University, Canada.

"Professional Development Through Reflective Practice"

Presentation Outline:

In this keynote address I outline how language teachers can engage in systematic reflective practice every day using reflective tools such as journal writing, classroom observations and group discussions so that they can subject their beliefs and practices to a critical analysis. Experience as a teacher is not enough, for we do not learn much from experience as much as we learn from reflecting on that experience; so it is experience combined with reflections that leads to growth and this is how we become more effective language teachers.

Biography:

Thomas S. C. Farrell is a professor in applied linguistics at Brock University, Canada. He has been involved with ESL and applied linguistics for the past 27 years and has written extensively on topics such as reflective practice, language teacher development, and language teacher education. His recent books include *Reflective Practice in Action* (2004, Corwin Press), *Reflecting on Classroom Communication in Asia* (2004, Longman), and *Professional Development for Language Teachers* (2005, Cambridge University Press, coauthored with Jack Richards).



5.00-5.50 Plenary Speaker

**Dr. Joo-Kyung Park, Honam University,
Korea**

“Professional Development for All”



Presentation Outline:

Major factors of global changes in ELT such as globalization, technology development and emergence of English as an international language (EIL) have brought a lot of changes and issues in ELT in Korea. A number of innovative and transformational policies and strategies were adopted and implemented. Now that English teachers are demanded to keep up with all these changes, professional development is not an option but a must for all ELT professionals. This paper argues that there are some specifics for English teachers in Korea to be equipped with, including understanding of EIL, collaboration and creativity. It also stresses the necessity and importance of developing a Korean model of ELT.

Biography:

Joo-Kyung Park is an associate professor of Dept. of English Language and Literature, and Director of Center for Teaching and Learning, Honam University, Korea. She started her TESOL career as a university instructor and then expanded her professional arena by engaging herself with teacher education, program/test development, workshop and conference, publication, and ELT organizations within and beyond Korea. Her teaching and research interests include teacher education, intercultural communication, NEST-NNEST issues, critical pedagogy, and English immersion. Her latest quest is in developing a Korean model of teaching English as an international language. Email: joo@honam.ac.kr; english58@hanmail.net

1:00-1:50 Concurrent Session 1

<p>Room 206</p> 	<p>Dr. Kara MacDonald, Hanyang University Research Strand 1: Struggling to Begin? How to Choose a Research Topic</p>  <p style="text-align: right;">Research Committee</p>		
50-minute Workshop	Basics	Adult	Professional Development, NEST/NNEST Issues, Global Englishes, Content-Based Instruction, English for Specific Purposes, Tech-Enhanced Instruction, Genre Studies, Facilitating Acquisition, Internet English, Intercultural Communication, Teacher Assessment, Student Assessment, Interview Skills, Action Research
<p>Presentation Outline:</p> <p>Whether you are new to SLR or not, selecting a topic can often be the most difficult part of doing research. Is the topic too broad? Is it too narrow? Will you be able to find enough information on it? The presenter outlines how to structure your general interest in an area and formulate a defined topic and effective research question.</p>			

<p>Room 304 Practical</p>	<p>Soo Ha (Sue) Yim, International Graduate School of English A Pragmatic Approach to Teaching Vocabulary</p>		
50-minute Workshop	Basics	Young Learners, Teens, University, Adult, Public School	Facilitating Acquisition
<p>Presentation Outline:</p> <p>The importance of vocabulary is succinctly described by Wilkins (1972): “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). Vocabulary learning is an important part of any language program. A figure of about 2,000 word families has commonly been cited as the minimum number of words required for functional language proficiency. This is based on the fact that the first 2,000 most frequent words account for at least 80% of the words in any written or spoken text (McCarten, 2007; Read, 2004). The frequency of additional words drops significantly after the first 2,000 (McCarthy & Carter, 2003). Most linguists would probably now say that a minimal requirement is closer to somewhere between 3,000 for comprehension of spoken discourse (Adolphs & Schmitt, 2003) and 5,000 for comprehension of written text (Nation, 2006). The numbers increase when addressing academic and specialized purposes (Nation, 2001). The importance of a large working knowledge of vocabulary is undeniable. Incidental vocabulary acquisition, the learning of vocabulary without the conscious attention to do so, only goes so far. Most classroom discourse and foreign language learning materials do not provide enough exposure to or repetition of lower frequency words. Student will therefore benefit from a combination of incidental and intentional vocabulary learning. This workshop introduces some ways to present vocabulary to maximize both incidental and intentional vocabulary learning. It will also go over how to train students to be good vocabulary learners. Areas that will be addressed include integrating vocabulary into regular reading and listening lessons, evaluating some classroom</p>			

strategies, activities, and exercises, using the corpus as a resource, and examining the benefits and pitfalls of dictionary use.

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Room 401 Professional Development	Dr. David E. Shaffer, Chosun University		
	Reflecting and Observing for Developing: Attending to the Teacher		
50-minute Workshop	Basics	Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School	Professional Development

Presentation Outline:

This presentation will discuss the importance of life-long professional development and how it can be enhanced through reflection and classroom observation. Case studies will be presented to reveal the reasons why teachers do or do not pursue professional development.

First to be presented will be the following methods of language teacher reflection: (a) Self-reflection: by telling and reflecting on one's own teacher stories and by compiling a teaching portfolio, (b) Examining beliefs and practices: critical reflection on one's own unconscious teaching beliefs and classroom practices, (c) Reflection on language proficiency: examining one's own language proficiency and knowledge of language, (d) Classroom communication: an examination of how much the teacher is talking, what kind of talking is being carried out, and who is talking to whom, (e) Action research: inquiring into one's own classroom teaching practices through a planned process of inquiry into specific issues or problems, (f) Teaching journals: accumulating a written record of classroom and other events for later review, interpretation, and reflection, (g) Teacher development groups: together, participants come to understand their classroom practices and plan their professional growth, (h) Classroom observations: self-monitoring or monitoring in pairs of classes for reflection, and (i) Critical friendships: collaborating of colleagues in a two-way mode for discussion and reflection.

The reflective practice of classroom observation will next be dealt with in detail – peer observation by and of colleagues as well as self-observation. The areas and points that will be explained are (a) setting the observation: selecting the observer and the observed, being unobtrusive, critical but non-threatening; (b) the teacher's language: the classroom English (meta-language) used, the language of questions and feedback to errors, language echoes, and language for negotiating meaning; (c) factors affecting learning: the classroom environment, learning aims, checking learning, and lexis; (d) the lesson: planning, openings and closures, phases and transitions, grammar content, and breakdowns; (e) Teacher skills and strategies: presenting the language,


giving instructions and managing errors, prompts and responses of eliciting; (f) classroom management: seating arrangements, managing pair and group work, timing and pacing, and placing of power; and (g) materials and resources: equipment, whole-learner materials, learner as resource, and task design.

In order to get an insight into why some EFL teachers engage in professional development while others do not, cases studies of two native English speakers, who appear quite similar in many aspects but are opposites in professional development, will be presented. The participants are both North American males of similar age working in the same department for an extended period of time, and both have Korean partners. However, there is a significant difference in their interest in professional development. The causes of these differences will be explored, how self-reflection and peer observation could be helpful will be discussed, and audience discussion will be encouraged.

Room 404 Research	Adriane Moser Geronimo, Chonnam National University Improving English Language Teaching Through Corpus-Based Analysis of Learner Texts		
50-minute Lecture	Research & Theory	University	Content-Based Instruction, English for Specific Purposes, Tech-Enhanced Instruction, Student Assessment
Presentation Outline: Corpus-based analysis and assessment of learner texts can drive data-based decision making, helping instructors to choose and develop effective pedagogical activities leading to improved learning outcomes in the English language learning classroom. Examples will be given from Korean university undergraduate and graduate classes, covering both classroom and online instruction modes. Different aspects of language, including content vocabulary, syntactic and lexical mastery, and metaphor acquisition can all be examined using corpus-based methods. Finally, a range of instructional activities can be developed as a result of these investigations.			




Room 405 Eclectic	Dr. James M. Perren, Eastern Michigan University Empowering Students with Strategic Pedagogy by Sharing English Classroom Decisions		
50-minute Lecture	Research and Theory	Teens, University, Adult	Professional Development, NEST/NNEST Issues, Content-Based Instruction, Tech-Enhanced Instruction, Facilitating Acquisition, Intercultural Communication, Student Assessment, Action Research
Presentation Outline: The process of integrating student-designed activities into coursework for international university students learning English as second language influences English language learning. This investigation examines the implementation of a process-oriented pedagogy through a ‘negotiated’ syllabus and sharing classroom decisions. Raising the responsibility for learning and increasing student autonomy by involving students in selection of class materials and activities is also described. This research recounts beneficial instructional methods that can compliment students’ individual language learning needs. Additionally, the presenter refers to the development of personal theory building from classroom experiences as ‘strategic pedagogy’ and practicing what one theorizes and theorizing from one’s practice (Kumaravadivelu, 2003). The purpose of this paper is to describe a process of negotiating student-generated activities into academic			

English language learning coursework for university students. The objectives of this project were to determine beneficial instruction that responds to student language learning needs by sharing classroom decision-making processes, thus, encouraging student autonomy for language learning. My classroom experiences in this project represent the development of pedagogic knowledge that is strategic and process-oriented based on principled pragmatism (Kumaravadivelu, 2003). First, the salient theoretical underpinnings related to the project are highlighted and then each phase of the project is described indicating examples of classroom activities used to reach the instructional objectives. Survey data collected from students during the project are also examined.

Room 406 	Commercial Session Rafael Sabio M.S. Ed. TESOL, Yonsei University Teaching English Made Easy! Practical Listening Lesson Plans		
50-minute Workshop	Basics	Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School	Professional Development, Content-Based Instruction, English for Specific Purposes, Tech-Enhanced Instruction, Facilitating Acquisition, Intercultural Communication

Presentation Outline:

Improving listening skills is essential to students wishing to improve their English language abilities; it is the one true gateway to increasing overall English language ability. This session will start with a conversation between presenter and audience on the importance of listening in the English language classroom. Then, the presenter will introduce two different ways of making listening activities fun and engaging for students. Finally, the audience becomes the students and the presenter the teacher in a mock ESL/EFL classroom situation. Interaction and participation are extremely encouraged!

Room 409 	Wendy Arnold, IATEFL YLT (Young Learners & Teenagers Special Interest Group), Freelance teacher trainer and author Learning to Read – Reading to learn!		  Young Learners & Teenagers SPECIAL INTEREST GROUP
50-minute Workshop	Basics Plus	Very Young Learners, Young Learners	Professional Development, Facilitating Acquisition, Student Assessment, Action Research

Presentation Outline:

In this session, attendees will :

- distinguish between decoding /encoding text and discuss the differences;
- practice three reading strategies which lead to literacy (semantic,syntactic and grapho phonic);
- experience a reading assessment and assess according to learners ability to encode and decode text using

lower/high order thinking questions and a reading running record;

-examine some data from a 5 year longitudinal study using an extensive reading scheme in Hong Kong which focuses on making meaning rather than parroting text out loud.

At the end of the session the attendees will have practised the skills necessary to 'make meaning' of text in English and have some ideas of materials which can be useful to promote literacy with young learners.



The **Gangwon** Chapter invites everyone to its hands-on workshop in Wonju at Yonsei University on Saturday, May 30th, 2009. There will be three twenty-minute workshops on practical activities that will help English language learners learn and have fun in the classroom! These activities can be used for any classroom level! Here are the details:



Tentative Schedule


- ♥ Noon until 1pm - **Trading Post** - Find foreign foods, books, and more!
- ♥ 1:10pm - 1:30pm - 1st Workshop - **Speaking Activity**
- ♥ 1:40pm - 2pm - 2nd Workshop - **Listening Activity**
- ♥ 2:10pm - 2:30pm - 3rd Workshop - **Vocabulary Activity**
- ♥ 2:30pm - 2:40pm - Chapter Business

Directions

Take bus 31 or 34 (or drive) to Yonsei University. If you are taking a taxi, tell the taxi driver, "Yonsei Dae Hakyu". Immediately after you enter and pass the front gates, you will see a large sports center to your right (immediately after the lake on the right). Get off next to the sports center and go across the street into Yonsei Town. Go into the building (Yonsei International Education Center) and go to the 4th floor. **Contact Ralph Sabio at 010-3977-1767 with any questions.**

2:00-2:50 Concurrent Session 2

<p>Room 206</p> 	<p>Kevin Parent, Daejeon English Education Center Research Strand 2: Designing a Research Project</p> <div style="text-align: right;">  Research Committee </div>		
50-minute Workshop	Basics	Very Young Learners, Young Learners, Teens, University, Adult	Professional Development, Facilitating Acquisition, Student Assessment, Action Research
<p>Presentation Outline:</p> <p>You've settled on a topic to explore, but what's next? This presentation discusses the basics of research design and will help you choose which method is best suited to your research question. Would your topic be better suited by quantitative research (numbers and figures, etc.) or qualitative (interviews, observations, etc.) Should your endeavour be experimental, in which you manipulate the learning situation, or not? How can you form a well-structured hypothesis? This presentation will answer these questions and also address how many subjects you will need, the question of whether to use existing classes or to solicit volunteers, etc. There will be a Q&A session at the end.</p>			

<p>Room 301</p> 	<p style="text-align: center;">Invited Speaker</p> <p>Dr. Maria Oh, Jeonju National University of Education How some pre-service teachers experienced classroom-English learning with their autonomy advocate-teacher.</p>		
25-minute Paper	Research & Theory	University, Adult, Public School	Professional Development, NEST/NNEST Issues, Facilitating Acquisition, Teacher Assessment, Student Assessment, Interview Skills, Action Research
<p>Presentation Outline:</p> <p>This action report study aims to report how a group of Korean pre-service teachers experienced autonomy-based classroom-English learning and teaching at their English Teaching Methodology class in 2008. Two main data-collection sources were individual interviews and a class observation reports. Two preliminary findings emerged: (1) Most pre-service teachers became more aware of the importance of autonomy to practice and use English in their daily lives; (2) Most pre-service teachers stated that they became more confident to practice and use classroom English while they took the English Teaching Methodology class.</p>			

Room 304 Practical	Phil Owen, Kunsan National University Student-Made Videos: a Report of Successes and Problems from a Real Classroom		
50-minute Lecture	Basics	Young Learners, Teens, University, Adult, Business, Public School	Tech-Enhanced Instruction, Facilitating Acquisition
<p>Presentation Outline:</p> <p>Last year saw an article in Essential Teacher about the use of PhotoStory3 in the classroom. PhotoStory3, available as a free download, allows one to use still digital photos to make a sort of “movie.” I have asked one class in each of two semesters to make such movies as part of their class work. All together we have produced seven movies which average just under five minutes. Although I am sure there are other equally suitable programs available, I recommend PhotoStory3 as it is versatile, yet extremely easy to learn and use, and gives a very nice result. It is important to me that the class focus on creating the story and on the English used, not on technological difficulties which more elaborate and sophisticated systems might bring with them.</p> <p>My students produced their movies starting from nothing, which took a lot of time and planning. However, the activity could easily be adapted for classes with a lower level of English, younger learners or less time. The teacher could do this by using a shorter or easier story, providing the script, having each group do the same script, using the same pictures but different voices, or in other ways.</p> <p>I have found this activity to be well-received, and motivating but not without problems. It is hard to keep a class on schedule to produce a movie from scratch. When feeling pressured, students easily slip into Korean when discussing and planning in class or when working outside of class. It’s easy for the students to focus on the story and pictures and delay developing and rehearsing the script until the last minute. It is easy for students to put off working on the film until the last minute and then feel rushed and over-worked. But with fore-warning and planning, the teacher can compensate for these problems. In the workshop, I will discuss these problems, the possible sharing of videos, and some of the student feed-back I have gotten about this activity.</p>			

Room 401 Professional Development	Dr. Andrew Finch, Kyungpook National University, Korea and Dr. Heebon Park-Finch, Bristol University, UK Professional Development Workshop: Part 1		
50-minute Workshop	Basics	Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School	Professional Development
<p>Presentation Outline:</p> <p>This workshop examines the meaning and nature of ‘professional development’ for foreigners teaching English in Korea, though all participants are welcome. The focus is on empowering teachers of English through discussion and reflection. Having identified and discussed issues relevant to professional development, and having explored issues that are becoming increasingly important in language teaching, this workshop will encourage participants to reflect on where they are now, where they want to be in the near future, and how they might realise and develop their hopes and wishes in terms of challenging and fruitful employment. The workshop will examine, through individual and group discussion and activities, how L1 speakers of English might rise to the challenges presented by the future of language learning, and empower themselves to be excellent learning resources in the contexts in which they choose to practise. It will look at study opportunities,</p>			

self-development, and self-reflection options (including action research), in order to promote individual identification of possible directions for professional and personal development. Self-reflection and group-reflection sheets will be used during the workshop, and these are included in this summary for ease of availability and preparation. Participants are invited to browse the sheets on the following pages before they come to the workshop.

Room 404 Research	Tommy Che Vorst, University of Auckland We Are Becoming...What, Exactly? Korean English Teachers in Transition		
50-minute Lecture	Research & Theory	Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School	Professional Development, NEST/NNEST Issues, Global Englishes, Intercultural Communication
<p>Presentation Outline:</p> <p>I will be presenting the preliminary findings of a doctoral research project. Topics discussed will include the professional, linguistic, and cultural identity Korean teachers have presented to the researcher. I will be examining the nature of the self-identification those teachers undertake, and through it address issues of native-speakerness. I intend to demonstrate why there is no such thing as a 'Native Speaker' of English, and why those who self-identify as Non-Native Speakers of English (NNESTs) may safely do away with the term in professional circles. At the conclusion of my presentation, I am eager to hear insights and commentary from attendees, in particular those who have undertaken TESOL certification in Korea, or consider themselves NNESTs.</p>			

Room 405 Eclectic	Lenora Majors, Ph.D, Daegu Gyeonbuk English Village Using windows movie maker to improve teaching and learning		
50-minute Lecture	Basics	Young Learners, Teens, University, Adult, Business, Public School	Professional Development, Global English, Content-Based Instruction, English for Specific Purposes, Tech-Enhanced Instruction, Genre Studies, Facilitating Acquisition, Internet English, Intercultural Communication
<p>Presentation Outline:</p> <p>Introduction: Using Gardner's Theory of Multiple Intelligences as a base, this session will examine several ways Windows Movie Maker may be used to enhance teaching and learning for ESL students.</p> <p>I. Body</p> <p>A. Dilemma of the beginning ESL student with limited verbal skills in English.</p> <ol style="list-style-type: none"> 1. Limited ability to communicate in English. 2. Lack of reading, writing, or verbal skills. 3. The need to gain competencies in these areas. <p>B. Problem with some of the ESL materials</p> <ol style="list-style-type: none"> 1. Failure to consider the learning styles of ESL students that lack verbal skills. 2. Can be inappropriate for the student's learning style. 3. Material can be boring. 			

4. Materials can be expensive and time-consuming to produce.

C. Gardner's (2008) concepts

1. Teachers should consider the total skill set of the students.

2. In addition to verbal skills, students have musical, bodily kinesthetic, logical and other abilities.

D. ESL Teacher

1. Teachers should design and or select appropriate materials that match the multiple learning styles of the ESL student. For example, they should use lessons with a lot of visuals for the visual learner, etc.

2. Teachers should choose and use the appropriate media to facilitate this process.

II. Software that creates an ESL User-Friendly Environment

A. Features of Windows Movie Maker environment that facilitates the process of developing ESL lessons involving multiple learning styles.

1. The software is free and relatively easy to learn and flexible to use.

2. ESL materials tailored to student's needs can be produced cheaply.

3. Control track that facilitates the development of audio and visual enhancements.

4. Control track that facilitates the development of musical features.

5. Editing features that provide meaning and continuity to the lesson.

B. Samples




1. Samples of ESL lessons via movie maker.

2. ESL student samples of movie maker programs.

III Conclusion: The end product of this process is a software environment that promotes the development of user friendly lessons designed to enhance the learning abilities of ESL students. This is in accordance to Gardner's Theory of Multiple Intelligences that emphasizes the use of visual, kinesthetic, musical and other stimuli to optimize the student's learning opportunities. This facilitates the learning process by providing options for teachers. They can use a variety of media to develop student's alternative skills such as visual, musical, and kinesthetic abilities and use it as a bridge to communicate while helping the ESL students build sufficient skills to deliver verbal messages in English.

IV. Questions and answers

Gardner, Howard (2008). Howard Gardner Hobbs Professor of Cognition. Harvard University. www.HowardGardner.com. February 23, 2008.

<p>Room 406</p> 	<p>Commercial Session</p> <p>Sam Lee, Pearson Longman</p> <p>Teacher Training that Works: Getting Online with Teacher Development Interactive.</p> 			
<p>50-minute Lecture</p>	<p>Basics</p>	<p>Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School</p>	<p>Professional Development</p>	

Presentation Outline:

In order to ensure that students receive instruction delivered by teachers grounded in effective principles of language learning and teaching, programs must equip instructors with initial and ongoing professional development. For teachers challenged by practical constraints such as time, money and space, Teacher Development Interactive offers an easy-to-use, flexible, online solution that combines exceptional instruction with practical knowledge and experience in a highly motivating teacher development course. Featuring a unique, online interface and lectures by experts like Jack Richards, Jeremy Harmer and H. Douglas Brown, Teacher Development Interactive will enhance teacher effectiveness, which will translate into improved student results.

<p>Room 409</p> 	<p>Hans Mol, IATEFL YLT (Young Learners & Teenagers Special Interest Group) Freelance teacher trainer and author</p> <p>Grammar can be fun!</p>  			
<p>50-minute Workshop</p>	<p>Basics Plus</p>	<p>Very Young Learners, Young Learners</p>	<p>Professional Development, Facilitating Acquisition, Student Assessment, Action Research</p>	

Presentation Outline:

Grammar is certainly one of the most controversial areas of language teaching, certainly in the area of young learners. In fact, your approach to grammar will in many ways determine your position on communicative language teaching, task-based learning, lexical grammar and any other of the many methodologies and approaches in the world of language teaching. Maybe you've never stopped to think about grammar much and follow your course book's lead.

For many teachers, grammar is the backbone of all language learning. "Structure" as it is often called, is perceived as the core thread of the language syllabus and indeed, the majority of school curricula and the majority of course books are designed along grammatical criteria. At the other end of the grammar spectrum a huge population of communicative language teachers oppose the explicit teaching of grammar

In this workshop we take a middle approach which will appeal to both sides of the grammar debate. The premise is that meaning should always be our main focus in language learning, as communication is in essence the act of transferring messages from one person to another. Grammar should not be isolated outside the meaning

framework. It is an intrinsic part of it. Grammar is a system that helps make meaning more precise.

This workshop gives insight in some of the theoretical background to grammar activities and presents activities for young learners that seek to achieve three goals:

- a) to teach learners to express themselves as clearly as possible with confidence
- b) to strengthen grammatical accuracy in a fun and purposeful way.
- c) to increase grammar awareness among young learners

Delegates will take home increased awareness of the value of grammar in the young learner English classroom and ideas to apply in their own situation.

The Jeonju-North Jeolla Chapter of KOTESOL is proud to announce



that Andrew Finch will be presenting at the June 13th workshop. This workshop will be at Jeonju University's English Café and will start at 2.30pm. Go to <http://www.kotesol.org/?q=NorthJeolla> for more details.





Presentation Outline

Classroom-Based Assessment (CBA): Portfolios, Learning Journals, Self/Peer-Assessment, Web-based assessment, Test-design (secondary, tertiary).

This workshop aims to show English Language Teaching (ELT) teachers how to bring reliable, useful, user-friendly assessment into their classrooms, and thus to improve the quality of learning that occurs there. CBA aims to make language evaluation more authentic, meaningful and relevant to the students and the teacher. In addition to being an integral part of the learning cycle in the classroom, it also helps students to become aware of the language learning process, to examine their learning needs, to make realistic learning goals, to assess their achievement of those goals, to reflect on their achievements, and to make new goals.

3:00-3:50 Concurrent Session 3


<p>Room 206</p> 	<p>Paul E. Suh, Sogang University Research Strand 3: Collecting and Analyzing Research Data</p>  <p style="text-align: right;">Research Committee</p>		
<p>50-minute Workshop</p>	<p>Basics</p>	<p>Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School</p>	<p>Professional Development, Action Research</p>
<p>Presentation Outline: This presentation will go over the fundamentals of collecting and analyzing research data for quantitative research. First, the presenter will go over descriptive research issues such as means and standard deviations. Next, the presenter will review the basics of analyzing data from correlation studies and finally experimental and quasi-experimental data analysis. Key topics such as means, standard deviations and statistical significance will be introduced and explained. Participants do not need to have any previous knowledge of quantitative research or statistics, but it is recommended that participants who are completely new to research issues attend the preceding presentations in the research strand (Choosing a research topic and Designing a research project).</p>			

<p>Room 304 Practical</p>	<p>Jeffrey John Martin, Daehwa Middle School, Daehwa-myun, Pyeongchang-gun, Gangwon-do Practical Frameworks For Learning And Assessment</p>		
<p>50-minute Workshop</p>	<p>Basics Plus</p>	<p>Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School</p>	<p>Professional Development, Facilitating Acquisition, Teacher Assessment, Student Assessment</p>
<p>Presentation Outline: Participants are given instruction and asked to do a couple of simple learning tasks supposedly related to learning skills to achieve the fictional “metabucalic state”. They then read over some test prep material and answer a few exam questions. The movement towards self-directed learning, and deep learning are presented in the form of analogies, and some examples from mathematics and language instruction are then used to illustrate issues with assessment, teaching, and learning. Activities and techniques that we associate with learning a skill may not actually cause learning of that skill. This can be because the cause and effect assumptions are incorrect, because of a missing component, because of incorrect implementation, or because less effective strategies, e.g. surface learning, were selected. Why do teachers and learners engage in learning activities that don't teach the desired skill? Because the results of the assessment methods and the interpretation of the results indicate, incorrectly, that these activities and techniques work. Bad cause and effect assumptions, missing components, and incorrect implementation, are perpetuated by inaccurate and misinterpreted assessment. If assessments and interpretation of their results are inaccurately reporting desirable results then instructors incorrectly assume that their learning and teaching systems are working correctly. Without effective strategies for learning the desired skill there is more pressure to choose</p>			

strategies to get the desired outcome in the assessment without learning the target skill set. This results in even less accurate assessment which in turn results in even worse learning and teaching strategies. Eventually this collection of feedback loops reaches a stable equilibrium that mimics good teaching and learning, and, being a stable equilibrium, is difficult to change.

Breaking apart the equilibrium requires that educators understand how it can fool the educator. For example if an instructor discourages bad learning strategies and the bad learning strategies were specifically selected for their ability to produce desirable assessment results, then discouraging bad learning strategies will cause assessment scores to drop. Assumptions at each step in the process and how they affect learning, assessment accuracy, and assessment interpretation are discussed.

The cognitive model along with other models can be used to explain how assessment can give false results. The cognitive model of learning, alternative assessments including self-assessment, Carol Dweck's growth mindset, and self-directed learning are discussed in the context of mitigation strategies. Also discussed are surface and deep learning, learning and acquiring, tacit knowledge, automaticity, and nonconscious learning.

<p>Room 305</p> 	<p align="center">Invited Speaker</p> <p align="center">Dr. Jeong-ryeol Kim, Korea National University of Education</p> <p align="center">Developing an ECI Learner's Dictionary.</p>		
<p>50-minute Lecture</p>	<p>Research & Theory</p>	<p>Young Learners, Teens, University, Public School</p>	<p>Professional Development, Content-Based Instruction, Tech-Enhanced Instruction, Facilitating Acquisition</p>
<p>Presentation Outline:</p> <p>One of major difficulties in content integrated (ECI), or immersion English classes is the imbalance between learner's cognitive ability and learner's knowledge of content area vocabulary. In other words, learners face major challenges in comprehending and expressing their developmentally appropriate and content-appropriate vocabulary in ECI classes. L1 students have acquired 2,000 to 6,000 words when they come to their first elementary school classes to begin learning in the content areas (Belise, 1997). In contrast to this, L2 students usually come to their first ECI classes with very few acquired L2 words. This lack of L2 vocabulary limits learners' understanding of higher level content knowledge, and prevents them from expressing content-related ideas appropriate to their cognitive level. Thus, providing a rich array of content vocabulary to L2 students becomes a critical challenge for ECI teachers. In this session, the development of a basic content vocabulary dictionary to cover three elementary school disciplinary areas will be demonstrated. It was developed to support ECI teachers in their content area teaching by providing them with key content words, and their use in the textbook, for each lesson. In order to achieve this, the study employed vocabulary analysis tools such as concordancers, NLP tools and morphology analyzers. This session will be followed by a practical workshop on how to use these practical vocabulary analysis tools by Dr. Kim's PhD student Mr. Jeyoung, Lee.</p>			

Room 401 Professional Development	Dr. Heebon Park-Finch , Bristol University, UK and Dr. Andrew Finch , Kyungpook National University, Korea Professional Development Workshop: Part 2		
50-minute Workshop	Basics	Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School	Professional Development
<p>Presentation Outline:</p> <p>This workshop examines the meaning and nature of ‘professional development’ for Koreans teaching English in Korea, though all participants are welcome. The focus is on empowering Korean teachers of English through discussion and reflection. Having identified and discussed issues relevant to professional development, and having explored issues that are becoming increasingly important in language teaching, this workshop will encourage participants to reflect on where they are now, where they want to be in the near future, and how they might realise and develop their hopes and wishes in terms of challenging and fruitful employment. The workshop will examine, through individual and group discussion and activities, how Korean teachers of English might rise to the challenges presented by the future of language learning, and empower themselves to be excellent learning resources in the contexts in which they choose to practise. It will look at study opportunities, self-development, and self-reflection options (including action research), in order to promote individual identification of possible directions for professional and personal development. Self-reflection and group-reflection sheets will be used during the workshop, and these are included in this summary for ease of availability and preparation. Participants are invited to browse the sheets on the following pages before they come to the workshop.</p>			

Room 404 Research	Dionne Silver , Sookmyung Women’s University Getting Another Perspective: Combining Individual Reflective Practice with Teacher Collaboration		
50-minute Workshop	Basics Plus	Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School	Professional Development, Teacher Assessment, Action Research
<p>Presentation Outline:</p> <p>As participants enter the presentation room, they will fill out a critical incident worksheet which will be discussed in small groups later in the presentation. At the beginning of the session, the presenter will start off with a PowerPoint outline of how these critical incident protocols were integrated into a Korean university’s teacher’s collaboration meetings. Attendees will then participate in a critical incident protocol with other session attendees in small groups. The presentation will conclude with time to discuss how these protocols can be integrated into their individual teaching settings. The effect of cultural social structures and their effects on the efficiency of this protocol in teacher collaborations will also be addressed, time permitting.</p>			

Room 405 Eclectic	Martin Endley, Hanyang University & Dr. Kara Mac Donald, Hanyang University Grammar Instruction & Young Learners, What Place do Teachers in Korea Create for Grammar?		
50-minute Workshop	Research & Theory	Very Young Learners, Young Learners	Professional Development, Content-Based Instruction, Facilitating Acquisition, Teacher Assessment, Student Assessment, Action Research

Presentation Outline:

The strong belief among Korean parents that younger is better for learning a foreign language leads to swarms of young, often very young, learners landing in more English classrooms. Teachers, trained and untrained, are confronted with unpacking the building blocks of the English language to teach it to these young learners. And for many teachers in Korea, English equals a set of grammar rules and a list of vocabulary. That is English. If our students acquire these, they will be English speakers. Yet English is more much more than this. However, this prevalent belief greatly influences they way many teachers attempt to teach and learners attempt to learn. Students rigorously try to memorize as many grammar rules as possible and stuff as much vocabulary as possible into their heads.

However, the presenters, teacher-trainers in a postgraduate program in Seoul, have frequently questioned how teachers in Korea approach grammar to young learners. Vocabulary teaching approaches for young learners are often more transparent: pictures, flashcards, movement and translation into the L1. Yet grammar teaching with young learners seems to confound our TESOL students, as they are most often only familiar with one way of teaching it; direct explanation of rules matched with drilling. Our courses in part argue for the effectiveness of a learner-centered teaching approach, where young learners discover through tasks and activities. Yet we recognize that the conventional teacher-centered approach is still quite common in Korea, placing teachers in the role of delivering knowledge to the learners. We encourage students adapt learner-centered teaching approaches to teaching grammar and vocabulary to suit the Korean EFL contexts and their students. We show students that grammar does have a place in young learner classrooms, but argue that to develop children’s grammar knowledge, and language skills, it is best to not approach teaching grammar directly, but rather by using opportunities to assist learners in ‘noticing’ (Batstone, 1996; Ellis, 2002) grammar elements allowing them to acquire the patterns of language usage.





However, the students we encounter are only a small number of the total number of foreign and Korean English teachers. So, we were curious to see how English teachers present grammar instruction in young learner classrooms. The objective is to identify what approaches are most common and from this make recommendations on how English teachers in Korea can improve and more effective approach teaching grammar to young learners.

References



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Ellis, Rod. (2002). The Place of Grammar Instruction in the Second/Foreign Language Curriculum. In Fotos, Sandra and Eli Hinkel (Eds.), *New Perspectives on Grammar Teaching in Second Language Classrooms* (pp. 17-34). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Room 406	Commercial Session Dr. James M. Perren, Eastern Michigan University Study Language and Culture in the USA: Eastern Michigan University MA in TESOL		
50-minute Lecture	Basics Plus	University, Adult, Business, Public School	Professional Development, NEST/NNEST Issues, Facilitating Acquisition, Internet English, Intercultural Communication
<p>Presentation Outline:</p> <p>How “cultured” is your English teaching? This question is addressed in this session. Attendees will view perspectives of culture as intertwined with English language teacher training and English learning opportunities. Eastern Michigan University’s “This Is Who We Are” video provides a glimpse at differences and similarities in the way cultures are reflected and presented in institutional materials. Methods for challenging one’s cultural assumptions as an English language teacher/teacher educator is also discussed as a means for improving English language education and intercultural communication. These concepts provide the basis for exploring academic life at Eastern Michigan University in either the MA: TESOL Program or the ESL Program.</p>			

Room 409	Jenny Strachan, Head Teacher, Lorna Whiston School, Malaysia		
	  Young Learners & Teenagers SPECIAL INTEREST GROUP  LORNAWHISTON SCHOOL		
Bringing Literature to Life through Drama			
50-minute Workshop	Basics Plus	Young Learners, Teens	Professional Development, Content-Based Instruction, English for Specific Purposes, Genre Studies
<p>Presentation Outline:</p> <p>In this session, attendees will explore how teachers can use arts-based activities to bring the text to life. Drama methods (particularly the Stanislavski Method) will be used to help students build the literary characters and so understand their motives. This will make characters in literature more accessible to the students and assist in their portrayal of characters through Drama . Through the process, teachers will learn how to:</p> <ul style="list-style-type: none"> - Enhance comprehension of the literature - Explore character through Drama methods - Use photographs to present the imagined life of the character - Use images as stimulus for creative writing - Arrange and present texts in creative ways for dynamic presentations 			

4:00-4:50 Concurrent Session 4

<p>Room 206</p> 	<p>David E. Shaffer, Chosun University Research Strand 4: How to Present Your Research Findings</p>	 <p>Research Committee</p>
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50-minute Lecture	Basics	Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School	Professional Development, Action Research
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Presentation Outline:


Many young and able ELT professionals would like to get involved in research in one or more of the varied areas in outfield. Their unfamiliarity with research procedures, however, prevents them from doing so. This presentation, as the final part of a four-part strand presented by the KOTESOL Research Committee, address the question of how to go about writing up or presenting the results obtained from a research project. The other three presentations in the strand deal with (a) selecting a research topic, (b) designing a research project, and (c) collecting and analyzing research results. Written and oral reports of research are dealt with. Emphasis is placed on the sections of a quantitative research paper and their organization as this form is most preferred for research evaluation. The differences with a qualitative research paper are highlighted, as are those of an oral presentation.

<p>Room 304 Practical</p>	<p>Elizabeth-Anne Basel Kim, I & E English, Yeongeo for Young Ones Metacognitive Questions on Worksheets: Approaching Painless Feedback and Learner Autonomy</p>		
50-minute Lecture	Research & Theory	Young Learners, Teens, University, Adult, Business, Public School	Professional Development, NEST/NNEST Issues, English for Specific Purposes, Intercultural Communication, Teacher Assessment, Student Assessment, Action Research

Presentation Outline:

In this session, attendees will view the results of an attempt to elicit both positive and negative affective feedback from students as part of their routine worksheets. Results will then be correlated to how accurately students actually perceived their progress.





Example: In this session, attendees will view the results of a variety of communication failures. The underlying reasons, the assumptions and ways to avoid typical communication failures will also be examined.

<p>Room 305</p> 	<p>Invited Speaker Mr. Jeyoung Lee, Korea National University of Education</p> <p>How to utilize corpus tools in English education.</p>		
<p>50-minute Workshop</p>	<p>Basics Plus</p>	<p>Young Learners, Teens, University, Public School</p>	<p>Professional Development, Content-Based Instruction, Tech-Enhanced Instruction, Facilitating Acquisition</p>
<p>Presentation Outline:</p> <p>Corpus linguistics, which is a data-driven approach to language, provides a more objective view of language than that of introspection, intuition and anecdotes. In this workshop, we will examine how corpus tools can be applied to English teaching. There are three main sections in this presentation.</p> <p>First, we will look into 'Range' program developed by Paul Nation. It provides a range or distribution of vocabulary in a certain text. Also it reports a headword frequency figure and a family frequency figure. It can be used to find the coverage of a text by certain words list create by users. Second, we will study how to use NLPTools in English teaching. It has various functions to analyze texts such as frequency count, morpheme analysis, English tagger, usage/collocation analysis, sentence count, and file merger. These functions will be introduced step by step. Lastly, we will share information about the existing corpus resources, including web-based corpus, concordancing programs, and so on.</p>			

<p>Room 401 Professional Development</p>	<p>Sherry Seymour, Dongguk University Professional Development thorough Peer Observation</p>		
<p>50-minute Lecture</p>	<p>Basics</p>	<p>Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School</p>	<p>Professional Development, Intercultural Communication, Teacher Assessment</p>
<p>Presentation Outline:</p> <p>New and seasoned teachers are welcome to attend this presentation which will focus on ways to conduct peer observations. Various approaches will be explained, including methods for cross-cultural studies.</p> <p>Although conducting peer observations takes time, it can be very rewarding. Observing colleagues can give us new ideas for how to use textbooks differently and how to approach mundane material. In EFL contexts, cross-cultural observation is particularly important. For me, observing Korean classes has helped me understand my students' behaviour. In turn, being observed by Koreans has helped me become more culturally sensitive and in tune with my students' needs.</p> <p>Now, if you don't have colleagues who want to engage in such an exchange, don't worry! There are other opportunities for peer observation outside of one's institution, some of which will be discussed in this presentation. My hope is that after this workshop you will either become motivated to start your own observation circle, or you will take away ideas for how to re-focus the peer observation schemes that you are currently involved in!</p>			

<p>Room 404 Research</p>	<p>Dr. Darryl Bautista, Hanyang Cyber University Through Arts-Based Lenses: Reflective Practice & Korean EFL Teacher Identity</p>		
<p>25-minute Paper</p>	<p>Research & Theory</p>	<p>University, Adult</p>	<p>Professional Development, NEST/NNEST Issues</p>
<p>Presentation Outline:</p> <p>This presentation introduces concepts from my current research based on perceptions about Korean English as a Foreign Language (EFL) teacher identity. I have worked with, taught and observed Korean teachers within the EFL context. Over the course of my stay in Korea, I have developed a general sense or a perception of what it means to be a Korean EFL instructor. I would like to explore my perceptions by presenting them to two Korean English teachers entering into a communicative exchange.</p> <p>The research explores 3 key questions:</p> <ol style="list-style-type: none"> 1. What are my perceptions of Korean EFL teacher identity? 2. What are Korean EFL teacher responses to these perceptions? 3. How can awareness of EFL teacher identity create a sense of agency for the teacher? <p>For this study, I employ ideas from postmodern education, arts-based educational research and reflective practice. I construct an arts-based version of letter writing as a relevant tool for reflecting on Korean English teacher identity and for negotiating change within teacher practice.</p> <p>Previously in 2008, I used the tool of letter writing to guide a graduate student through notions of Korean EFL teacher self-awareness. I introduced the idea of letter writing as a means of reflective practice. I asked her to compose a letter to explain her Korean EFL teacher self. Her letter uncovered senses of acceptance/resistance to her teacher identity based on her professional and personal experiences and her connections to other artists and artworks.</p> <p>In this research, I attempt to extend my ABER work in the Korean EFL context by continuing along the lines of personal and professional self-reflection.</p> <p>For this project, I enlist two Korean EFL Teachers. One participant with approximately ten years of experience works in the private sector and is currently teaching elementary to adult learners. The second participant is a novice University EFL teacher who also works with North Korean students in a government assisted program. As the teacher researcher involved in the collaborative design and exchange of these letters I, too, am an active participant in the study.</p> <p>In summary, my study here focuses specifically on Korean EFL teachers, their multilayered self-identity and how identity awareness may or may not influence their future professional experiences. I believe that embedded within the Korean teacher self is a myriad of professional struggles. I would like to see how these struggles are manifested, understood and/or rectified.</p>			

<p>Room 405 Eclectic</p>	<p>Eric Reynolds, Professor @ Woosong University TESOL-MALL & Doctoral Candidate @ UIUC in Educational Psychology Developing a mentoring relationship as an EFL teacher</p>		
<p>50-minute Workshop</p>	<p>Basics</p>	<p>Very Young Learners, Young Learners, Teens, University, Adult, Business, Public School</p>	<p>Professional Development, Teacher Assessment, Action Research</p>
<p>Presentation Outline:</p> <p>Ask a teacher where, when and from whom they learned the most about teaching, and they will likely tell you about the mentor they had during their first teaching experiences. Clearly, teacher development was founded on and to a large extent remains embedded in a mentor-apprentice model. Unfortunately, beyond the mentoring associated with our initial entry into teaching, we are often left on our own to develop as a teacher. Moreover, many experienced teachers testify to the benefits of mentoring for avoiding stagnation and energizing their ongoing professional development. The point of this presentation/workshop is to look for ways to activate the power of close professional relationships among teachers of all experience and skill levels. To that end, we will look at the varieties of mentoring relationships common among TESOL teachers, see some examples of these different kinds mentoring relationships, take some time to evaluate our own prior mentoring relationships and sketch out plans to strengthen our current mentoring relationships, as well as create, foster and develop future mentoring relationships.</p>			

<p>Room 409</p> 	<p>Martin Goosey, British Council</p>  <p>TUNE IN NEXT TIME... Using Video with Young Learners</p>  		
<p>50-minute Workshop</p>	<p>Basics Plus</p>	<p>Very Young Learners, Young Learners, Teens, Public School</p>	<p>Content-Based Instruction, Tech-Enhanced Instruction, Facilitating Acquisition, Intercultural Communication, Action Research</p>
<p>Presentation Outline:</p> <p>Video can be a powerful motivational tool for teachers, as well as providing authentic contextualisation of language in an engaging way. In this session, attendees will see the results of a project in developing low-prep activities that build on lesson-by-lesson use of feature films with YL classes. The tasks were designed to exploit children's natural attraction to moving images, without the chore and distraction of worksheets, as a way to consciously exploit the learners' instinctive desire to discuss or respond to what they've seen and enjoyed. The session will build on the theory behind use of video resources, to demonstrate a range of practical activities, all of which have been previously tested in the classroom with primary age learners.</p>			

About the Presenters

Arnold, Wendy

Wendy now lives in England, having spent the past 19 years in Hong Kong and the USA. She's a primary teacher, teacher trainer and materials writer. She's written and co-written coursebooks for primary schools in Hong Kong and Saudi Arabia, as well as trained teachers in Europe, Asia, the Middle East and Africa. She's also contributed articles to ELTJ and TeachEnglish. She's particularly interested in research and teaching literacy skills. She was the discussion moderator for IATEFL YL SIG for 3 years and for the past 3 years has been the joint co-ordinator.

Bautista, Darryl

Darryl Bautista has recently joined the Department of Practical English at Hanyang Cyber University. In 2005, he received his Ph.D. from the Ontario Institute for Studies in Education (OISE) University of Toronto. His doctoral dissertation explored Postmodern Arts-Based Narrative Inquiry in terms of Diversity and Teacher Identity. His field of interest is Diversity Education and Peace Curriculum. Currently, his research involves teacher identity negotiations in Korea for EFL professionals. Email: bautista@hycu.ac.kr

Che Vorst, Tommy

Tommy Che Vorst is a career teacher (Physical Education, High School, Yoga, ESL, TESOL), and is currently a Ph.D. candidate in education at the University of Auckland. His research there seeks to understand the identity shifts experienced and understood by Korean NNESTs engaged in an intensive TESOL certification programme. Tommy has trained TESOL teachers in Canada and Korea, and is deeply indebted to all those teachers who have contributed by participating in his research. When he's not working, Tommy is committed to social justice and exercising his brain with board games.

Endley, Martin

Martin Endley has worked on the Hanyang-Oregon TESOL program at Hanyang University for the last four and half years, teaching courses in Second Language Acquisition, Teaching Methodology and the Linguistics of English Grammar. In Fall 2007 he was Visiting Professor at the University of Oregon, Eugene where he taught SLA. Before coming to Korea he worked on an MA TEFL program at major university in Ankara, Turkey. Martin has a particular interest in establishing connections between SLA theory and language classrooms, and in contemporary approaches to grammar teaching. British-born, Martin holds a Masters degree in Applied Linguistics and a PhD from the University of Cambridge, UK. Email: martinjendley@hanyang.ac.kr

Farrell, Thomas S. C.

Thomas S. C. Farrell is a professor in applied linguistics at Brock University, Canada. He has been involved with ESL and applied linguistics for the past 27 years and has written extensively on topics such as reflective practice, language teacher development, and language teacher education. His recent books include *Reflective Practice in Action* (2004, Corwin Press), *Reflecting on Classroom Communication in Asia* (2004, Longman), and *Professional Development for Language Teachers* (2005, Cambridge University Press, coauthored with Jack Richards).

Finch, Dr. Andrew

Dr. Andrew Finch is Associate Professor of English Education at Kyungpook National University (KNU), and in 2008 researched models of language teaching in Europe, as Visiting Fellow in the Graduate School of Education, Bristol University. He has given teacher pre-service and in-service lectures and courses inside and outside of Korea. Andrew has seen many changes in education in Korea since he first started EFL teaching and sees important changes ahead. He has a number of publications aimed at empowering teachers as materials designers, assessors and reflective researchers. These can be seen on www.finchpark.com/courses, along with his peer-reviewed articles. Email: aef@knu.ac.kr

Goosey, Martin

Martin Goosey is Innovation in Courses and Student Support Manager at the British Council Korea in Gwanghwamun. He has been involved in the ELT industry for 15 years, having worked as a teacher, teacher trainer, and administrator in Europe, the Middle East, and Asia. He came to Korea in 2006, and, since arriving, has presented at the KOTESOL International Conference and written for The English Connection. He also does review work for publishers like CUP, particularly in Business English, but has done a lot of research in the last few years with YL classes. His particular interest at the moment is in online engagement, which is the focus of action research activity, and in exploiting technology as a motivational support tool.

Kim, Elizabeth-Anne

Elizabeth-Anne Kim is an English teacher, editor, and writer who works out of Daegu. She holds a BA in English from the Pennsylvania State University, an MA in English Language and Literature from the University of Pittsburgh, and a TEFL Certificate from American English Programs of New England (later bought out by the Boston Language Institute). Her research interests include reducing affective barriers to language learning and promoting self-expression through language as an alternative to violence. Within the last two years, she has helped edit English promotional materials for Gyeongju and Pohang through Pro-Langs Translation Service and has been a contributing author to the Reading Mate series recently published by YBM-Sisa. While happily teaching small classes now, her part-time work has included classes at ETS Academy, the Daegu Center for American Studies, CN Montessori Preschool and Kindergarten, Yeungjin College Winter and Summer Camps and Elementary School Teacher Training, and Kangbuk Middle School after school classes.

Kim, Dr. Jeong-ryeol

Dr. Jeong-ryeol Kim is currently a professor of English at Korea National University of Education teaching methodology, integrated content and language teaching, and English linguistics. He is a vice-dean of center for in-service education at KNUE. He's been an active member of KOTESOL for many years, and was indeed, the National President of KOTESOL in 1995. Dr. Kim, has been involved in many different government English education projects. He has published books on classroom English, teaching methodology, English curriculum, English classroom observation and analysis etc. He has also published numerous articles in the area of elementary English education and technology enhanced English teaching.

Lee, Jeyoung

Jeyoung Lee is a PhD student majoring in English education at Korea National University of Education. His area of interest include comparative studies on English assessment tools and technology-enhance English education. He previously worked for a Mac magazine as a technical reporter. He earned his MA and BA in English education from KNUE. He's a long timer in and around KNUE. Any questions about what to, where to and how to in Miho area are welcomed.

Lee, Sam

Sam Lee is a teacher trainer with experience working with students of all ages, from kindergarten to adults. For the past few years, he has been working in Seoul as a trainer and teacher, specializing in young learners ages 4-12. His primary interests are helping new teachers understand the EFL context and the special challenges of teaching English in Korea. He has also presented on topics such as classroom management, using debate in the classroom, and intercultural communication. He is currently pursuing his MA TESOL at Sookmyung University in Seoul. Sam Lee is a fulltime ELT Consultant for Pearson Longman Korea.

MacDonald, Kara

Kara MacDonald teaches on the Hanyang-Oregon TESOL Program at Hanyang University in Seoul. Her master's and doctorate degrees are both in Applied Linguistics (TESOL) from the University of Sydney. She is currently Editor-in-Chief of The English Connection and is Secretary for KOTESOL's National Council. Her areas of interest are NNEST issues, language policy and planning and CALL for pronunciation instruction. Email: kmacd@rocketmail.com

Majors, Lenora

Lenora Majors a Librarian/Teacher at the Daegu Gyeongbuk English Village in Chilgok. Gyeongbuk-Do Province, South Korea. Before arriving in Korea, her life had been a journey characterized by education and travel. Born in West Virginia, she began her first travelling experience during childhood when her military father was stationed in Japan. She received her first multicultural experience by attending a DOD school in a military base near Tokyo. After the military, her family settled in Los Angeles, California where she attended Los Angeles City College and subsequently graduated from UCLA. She is an ESL Librarian with a BA and MA in Spanish and a teaching certificate in education. She attended the University of Guadalajara in Jalisco, Mexico and the Instituto de San Jose El Viejo in Antigua, Guatemala for further study in Spanish Conversation. After beginning her teaching career at University High School in Los Angeles, she continued to teach Spanish and ESL to middle and adult school students in the Inglewood Unified School District in California.

In an effort to extend her multicultural and travelling experiences, she joined Delta Airlines and became an international flight attendant /in-flight trainer. She participated in Delta Airlines' code share agreements with both Swiss Air and Varig Brazilian Airlines. Both programs required advanced training on flights between Zurich/Geneva, Switzerland, Rio de Janeiro/ Sao Paulo, Brazil, and New York's JFK airport. As an instruction designer/trainer for Delta, she designed training programs that helped other flight attendants meet FAA standards for European and Asian routes on wide-bodied aircraft.

She is a life-long learner and committed educator who received a Ph.D. in Education: School Library and Media Studies at Georgia State University in Atlanta. In addition to tutoring in ESL and library studies, she taught Spanish, and Instructional Design at Benedict College, Columbia South Carolina, Troy University and Georgia Perimeter College in Atlanta, Georgia.

Martin, Jeffrey John

Jeffrey John Martin has been an EPIK teacher in Gangwon-do for over two years and moved here from Kansas City, Missouri in the United States. Past careers include working as a technician in software companies and being a Volunteer In Service To America (VISTA) for a grant program that aided ambulance services in rural Kansas. He obtained an undergraduate degree from Kansas State University and also attended the University of Missouri at Kansas City.

Mol, Hans

I have worked as a teacher, trainer and materials writer for more than 25 years. I'm incoming co-coordinator on the committee of IATEFL's Young Learners and Teenagers SIG and am the author of a large number of courses and resources aimed at English learners, ranging from young learners to adults. For young learners I have contributed to Megatrends, Creative English, Mega, Next Stop, Attitude, Shift, Style Update, Real English, Real English Early Start, Macmillan English Campus and Onestopenglish, and I have co-authored a bilingual illustrated dictionary for learners over the age of 8. I'm working on a new young Learner course, Take Shape, with Paul Davies. Early 2009 Grammar for Young Learners, co-written with Gordon Lewis, will be published in the OUP Resource Books for Teachers series. I've trained teachers and trainers in Holland, Germany, Indonesia, China and Mexico. I also write and produce songs and music for English language learners (children, teens and adults). For more information see www.connexions.com.au and www.fracasenglish.com.

Moser Geronimo, Adriane

Adriane Moser Geronimo was born in the beautiful Hudson River Valley. She has been teaching English for more than 13 years. She has a BA in Linguistics from SUNY Stony Brook, an MA in English Language from Chonnam National University, and is presently working on her PhD at Chonnam. She holds a public school teaching license in English as a Second Language and is National Board Certified in English as a New Language/Early and Middle Childhood. She is the president of the Gwangju-Jeonnam chapter of KOTESOL and works part-time teaching English for Global and Social Issues and English for Academic Purposes in the English department of Chonnam National. Her academic interests include corpus linguistics, discourse analysis, and migrant education in Korea.

Oh, Maria

Maria Oh has been teaching English over twenty years mostly at colleges located in Korea. After finishing her PhD dissertation on learner autonomy theory and practice, her current research interests are how to integrate learner autonomy theory into English classes for Korean learners, how to integrate technology into English teaching/learning and how to relate teacher autonomy and learner autonomy at Korean English education settings.

Owen, Phil

Phil Owen got his training in teaching English at UCLA almost 30 years ago. After teaching in several programs in the States and working in other fields as well, he came to Kunsan National University on the west coast of Korea in 1999. He has been the visiting professor in the Department of English Language and Literature there for almost nine years.

Phil's interests center on finding new and exciting ways to get students active in the classroom. He has presented twice at the KOTESOL International Conference and frequently presents at regional conferences and chapter meetings. Phil has held many positions in KOTESOL at the local and national levels and on the International Conference Committee. He is the Immediate Past President of KOTESOL.

Parent, Kevin

Kevin Parent hails from Chicago and first came to Korea in 1997. He has held several positions in KOTESOL, including Daejeon chapter president, membership chair, national secretary and, currently, second vice-president. He is also founder and president of Schoolmasters, a Toastmasters club for teachers. He current trains teachers and the Daejeon English Education Center.

Park, Joo-Kyung

Joo-Kyung Park is an associate professor of Dept. of English Language and Literature, and Director of Center for Teaching and Learning, Honam University, Korea. She started her TESOL career as a university instructor and then expanded her professional arena by engaging herself with teacher education, program/test development, workshop and conference, publication, and ELT organizations within and beyond Korea. Her teaching and research interests include teacher education, intercultural communication, NEST-NNEST issues, critical pedagogy, and English immersion. Her latest quest is in developing a Korean model of teaching English as an international language. Email: joo@honam.ac.kr; english58@hanmail.net

Park-Finch, Dr. Heebon

Dr. Heebon Park-Finch is currently pursuing her own professional development by working on a PhD in Modern English Drama at the University of Bristol (UK), subsequent to her doctorate with Kyungpook National University (KNU). Heebon gained insights into the professional needs of language teachers when she was Academic Coordinator of the Language Centre at KNU. She has also given teacher-training lectures for Korean secondary school English teachers, in addition to her experience as international coordinator (Gyeongju EXPO), script-writer (Daegu MBC), and Social Secretary (ambassador in Seoul). She is thus able to bring a non-ELT perspective to the workshop. Email: heebonfinch@gmail.com

Perren, Dr. James M.

Dr. James M. Perren, Assistant Professor of TESOL, Eastern Michigan University, has taught courses in ESL/EFL, public speaking, service learning, technology for educators, and teacher training in a variety of settings and institutions. He has published on teacher training, service learning in applied linguistics, intercultural communication, and ESL teaching methodology and has presented in Vietnam, Hong Kong, Japan, Canada, Brazil, and the USA. Dr. Perren earned his doctorate at Temple University in Osaka, Japan and Philadelphia, Pennsylvania.

Reynolds, Eric

Eric Reynolds has been a world traveler for EFL. Since he was born in the very small town of Page, Arizona, USA, he has lived all over the US -- and since becoming an EFL teacher, he has lived and taught EFL and teacher development in at seven countries including Japan, Bulgaria, Tajikistan, and now Korea. He has been mentored, been a mentor, and enjoyed peer mentoring for many years and with many professional colleagues in a variety of roles as a young teacher, teacher supervisor, and head of teacher development. He has recently become a Ph.D. candidate in Educational Psychology from the University of Illinois at Urbana-Champaign focusing on social and cultural perspectives on language learning. He teaches at Woosong University in Daejeon as an Assistant Professor in the TESOL-MALL graduate program.

Sabio, Rafael

Rafael Sabio, M.S. Ed. TESOL, is an assistant professor and university supervisor at Yonsei University and he has been working in South Korea for almost 5 years. Along with publishing a book on practical listening lesson plans, Ralph has presented on several topics in different venues such as TESOL 2008 in New York, The KOTESOL International Conference 2008 in Seoul, and other conferences and symposiums in and around South Korea. Also, Rafael has published in several academic journals such as Modern English Teacher, I-TESL Journal, and a forthcoming article in English Teaching Professional. During his free time, he likes to weight-train and spend time with his wife.

Seymour, Sherry

Sherry Seymour's interests lie in Positive Discourse Analysis, Ecolinguistics, and teaching English through Music. She received her M.A. in TEFL/TESL from the University of Birmingham in 2008, and she presently teaches at Dongguk University's Gyeongju campus. Sherry is the President of the Daegu-Gyeongbuk Chapter and is also the National Nominations and Elections Chair. She has lived in Korea for over five years and has taught students of all ages. Sherry can be reached at sherrylynnseymour@gmail.com.

Shaffer, David E.

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Extended Summaries

Compiled by Tim Dalby

Professional Development for All

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Abstract

Major factors of global changes in ELT such as globalization, technology development and emergence of English as an international language (EIL) have brought a lot of changes and issues in ELT in Korea. A number of innovative and transformational policies and strategies were adopted and implemented. Now that English teachers are demanded to keep up with all these changes, professional development is not an option but a must for all ELT professionals. This paper argues that there are some specifics for English teachers in Korea to be equipped with, including understanding of EIL, collaboration and creativity. It also stresses the necessity and importance of developing a Korean model of ELT.

I. Introduction

For the past two decades, English language teaching (ELT) has gone through a lot of changes, challenges, and paradigm shift which were particularly driven by globalization, technology development, and the emergence of English as an international language (EIL). ELT in Korea has also faced newly emerging issues which were created by the newly adopted educational policies and strategies. They include the rhetoric of revised national curricula, English classroom modernization, English as a medium of instruction, English immersion programs, collaborative teaching, and more. English language teachers are demanded to keep abreast of these recent developments and to accomplish their professional missions successfully.

II. Understanding and Teaching of EIL

Though English is said to be an international language in Korea, Korean ELT policies and practices do not seem to fully reflect the major features of EIL which are characterized as follows:

- 1) EIL is used both in a global sense for international communication between countries and in a local sense as a wider communication within multilingual societies.
- 2) The use of EIL is no longer connected to the culture of Inner Circle countries.
- 3) In a local sense, EIL becomes embedded in the culture of the country in which it is used.
- 4) In a global sense, one of EIL's primary functions is to enable speakers to share with others their ideas and culture (McKay, 2002:12)
- 5) EIL belongs to its users, its status being changed from English as YOUR/THEIR language to English as MY/OUR language (Park, 2007)

Provided the characteristics of EIL, suggestions were made in terms of teaching goals, instructional approaches, and selecting and developing material: 1) Approach the teaching of a native speaker accent as a model, not as a norm (Dalton and Seidlhofer, 1994, cited in McKay, 2002:72); 2) Phonology classes need to include extensive exposure to different varieties of English, in the form of contrastive work, in order to help students recognize the differences between accents and thus enhance their receptive competence in EIL (Jenkins, 2000); 3) In teaching culture, all three cultures such as the source culture, the target culture, and an international culture should be included; 4) Use the materials in such a way that students are encouraged to reflect on their own culture in relation to others, helping to establish a sphere of interculturality, emphasizing the diversity within all cultures, and examining cultural content critically (McKay, 2002:84).

It is suggested that the goals and approaches for teaching EIL to Korean learners of English include the following: 1) To ensure intelligibility among the speakers of English; 2) To help learners develop strategies to achieve comity, including seeking clarification, establishing rapport, and minimizing cultural differences; 3) To develop textual competence; 4) Think globally and act locally; 5) To employ methods that are culturally sensitive and productive (McKay, 2002: 127-9); 6) To promote an ownership of English; 7) To help the learners to become a critical thinker and successful user of English (SUE) (Carter, 2007); and 8) To promote creativity and global leadership.

III. Conclusion

In order to be a successful user of English, Korean students need to acquire 1) English proficiency, not only basic interpersonal communicative skills (BICS) but also cognitive academic language proficiency (CALP) (Cummins, 1981) with a balanced level of spoken and textual competence; 2) cultural understanding and sensitivity for better communication and to make a better, 'peaceful and patient' world (Crystal, 1997); 3)

positive attitudes and non-judgmental manners; 4) awareness of global issues. In order to teach such things to Korean students successfully, we need good teachers and teacher education programs.

Who can make good English teachers for Korean students? Among all the attributes that good English teachers have as suggested in the literature, I believe they are and should be those who have 1) appropriate attitudes towards Korean/English language and culture; 2) sincere, caring, and patient personalities; 3) knowledge of relevant theories of language learning and teaching; 4) appropriate communication skills in English; 5) English teaching skills to activate student's schema and facilitate learning; and 6) professional commitment.

In conclusion, the following are suggested:

1. Revisit the ELT goals and objectives (Park, 2008): reflect the global dialogue incorporating the plural voices of the world, with increasing Asian flavors (Budianta, 2008);
2. Re-examine if the reform policies are applicable to the Korean ELT culture and context from a critical pedagogy perspective: to develop critical thinking; to derive the content of the curriculum from the learners' life situations (Crawford, 1978);
3. Korean/English language proficiency with a highly intelligible pronunciation, cultural understanding, and certain level of ICT skills should be required for the teachers and/or teachers-to-be to teach EIL;
4. A Korean model of English education should be developed with its own goals, instructional methods, and evaluation (Choi, 2007);
5. Teacher collaboration should be promoted, clarifying the roles and expectation of collaborators, and providing proper education;
6. Teachers of English should develop their professionalism through on-going training, monitoring, and communicating with other ELT professionals.
7. Various policies should be made to encourage and support teachers' self-reliant and voluntary professional growth and change (Lee, 2008).
8. Glocalization should be kept as the key to achieving the goal of teaching EIL to Korean learners of English by

- 1) promoting multiculturalism and additive bilingualism;
- 2) hiring professional English teachers from a diverse regions and countries;
- 3) promoting collaboration among the ELT participants;
- 4) building learners' awareness of their ownership of English, authenticity of their version of English, and meaningful and creative use of English (Park, 2008).

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Struggling to Begin? How to Choose a Research Topic.

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Abstract

Whether you are new to SLR or not, selecting a topic can often be the most difficult part of doing research. Is the topic too broad? Is it too narrow? Will you be able to find enough information on it? The presenter outlines how to structure your general interest in an area and formulate a defined topic and effective research question.

I. Introduction

The ability to develop a good research topic is a learned skill. In part, what makes choosing an effective topic difficult is that there is no general answer as to how to choose a research question. However, there are guidelines which help you avoid common mistakes such as having a topic that is too broad, too narrow or not clearly outlined. Many people start by selecting a topic that is of interest and will be enjoyable to investigate. Although these are important aspects, to develop a sound research project later in the process, you have to ensure that the topic is strong, as well as enjoyable. What does this mean? The topic needs to be founded on existing theoretical analysis and identify a gap in existing research or further develop or replicate existing studies (Mackay & Gass, 2005). Additionally, your research of a particular topic needs to be based on the value and contribution your findings will offer the fields of SLA and ELT (Ellis & Barkhuizen, 2005). So, it is important to clarify what is interesting or valuable about investigating a particular question from the beginning. Why would others be interested in your findings? What are the theoretical implications? Does the research question illuminate or clarify any larger issues? Does the research have any practical applications or consequences? These issues and others involved in identifying a topic and developing a sound research question will be addressed by the presenter.

II. Workshop Session: Developing a Research Question

This session will guide attendees through the major steps involved in the development of a research topic and question design to analyze empirical data. The main areas of discussion will be selecting a topic to research, developing research questions, writing a research proposal and designing an approach to review the relevant literature. Having a strong foundation for these elements at the initial stage of your research will provide the groundwork for designing your study, collecting data, and analyzing it (Brown & Rodgers, 2002). In order to address the areas above, the presenter will have attendees have hands-on practice in examining sample research topics and questions as well as an opportunity to develop individual, or group, research topics and questions matched with an open discussion to evaluate the strengths and limitations of attendees' sample drafted research projects. In doing so, the presenter aims to reveal that research is a process of exploration, sometimes very technical and quantitative, or sometimes not, being more personal and qualitative. It depends of the nature of the topic area and the questions addressed. The best way to understand the nature of research, and designing a research topic and question, is to experience it by doing, although here in a very simple and elementary manner. Nonetheless, the drafted research questions will serve to reveal both strengths and gaps in their design, illuminating many of the issues and factors that need to be considered to have a strong research question.

III. Conclusion

Language researchers draw on a variety of second language acquisition, applied linguistic and applied psychology theory when developing their research questions and when investigating their topics. The session aims to close by preparing attendees for the next phase of the workshop series, "How to Design a Study", by briefly introducing how the range of academic disciplines influencing research questions design will continue to be present in throughout research structure.

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Reflecting and Observing for Developing: Attending to the Teacher

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Abstract

This presentation focuses upon the professional development of the teacher. The second language teacher is often engrossed in the behavior and outcomes of the learner, but we forget to attend to the teacher. It is shown how reflective practice can be a very beneficial tool for the professional development of the language teacher, and how observation of the teacher in action can be rewarding. The methods of reflection that will be introduced are self-reflection, critical friendships, teacher support groups, teaching journals, action research, and classroom observation. Teacher practices and beliefs, language proficiency, and classroom communication will also be discussed. The advantages of classroom observation will be dealt with in depth, especially the areas of the classroom environment, teacher language, the lesson, teacher skills and strategies, classroom management, and materials and resources.

I. Introduction

Teaching can tell us about ourselves as teachers if we are willing to recognize it as a catalyst for our own personal growth and development (Palmer & Christison, 2007). Reflective language teaching differs from traditional professional development in that the latter espouses a top-down approach while the former is a bottom-up approach based on the belief that experienced and novice language teachers can improve their own teaching by reflecting on their own experiences. By making systematic reflections on teaching they can make informed decisions about what to teach, when to teach it, and why it is important to teach it. Reflective language teaching is an approach to teacher development based on the belief that language teachers can improve their teaching through conscious and systematic reflection on their own teaching experiences.

Reflective teaching can be defined either as a process that emphasizes reflection on action taking place in the classroom: what actually happened, the reasons for it, and what could be done to more efficiently reach the set goals. It has also been defined as a process that should be critical reflection and must link classroom actions to the outside community; in addition to considering the teacher, the student, and the parents, it includes reflection on the factors forming the schooling context. But ultimately, one must form their own definition of reflective teaching, reflecting one's own beliefs and practices (Farrell, 2007).

Reflective teaching can be said to be of three types: reflection in action, which is the recognition of what is happening at the moment that an event is happening within the classroom; reflection on action, which is the analysis of an event that happened earlier; and reflection for action, which centers on altering one's actions in order to produce a more desirable future outcome.

Aside from its evaluative function used by administrators, classroom observation can serve the purpose to learn to teach, to learn to observe, to collect data for research purposes, and very importantly, to become more self-aware of one's own teaching through observing others' teaching.

II. Methods of Reflective Language Teaching

A. Self-Reflection

Self-reflection involves the telling and reflecting on one's own teacher experiences. It may include the compiling of a teaching portfolio. Self-reflection is self-initiated, self-directed, and self-evaluated. The reflection that is done may be done with themselves or with others. Research has shown that through self-reflection teachers become more aware of who they are, how they got to where they are, and where they are going with themselves personally and with their career. Reflection involves consideration of both characteristics that are internal to the individual (e.g., goals, values) and external (e.g., the people involved, time, systems). Reflection may take place prior to decision-making, goal-setting, or action-taking, or it may take place after an action has been taken to consider the consequences of the action taken (Palmer & Christison, 2007).

B. Examining Beliefs and Practices

An awareness of one's own unconscious teaching beliefs and classroom practices is necessary for self-reflection. Understanding those beliefs is necessary for self-improvement. A teacher's beliefs are developed over a career and influence a teacher's actions. Opportunities should be afforded for teachers to articulate and reflect on their beliefs to develop a better understanding of their beliefs. The purpose of this is to become a more confident teacher by being aware that what they are doing in the classroom conforms to what they believe about

language and language learning. The second language teacher needs to fill the roles of language authority, model target language speaker, and cultural informant (Gebhard, 2009).

C. Reflection on Language Proficiency

The possession of an adequate level of teacher language awareness is essential for any competent second language teacher (Andrews 2007). By examining one's own language proficiency and knowledge of language, the teacher becomes a good language model, easily recognizes learners' production errors, and can easily give corrective feedback to these learner errors. Teachers need to provide rich language learning input and use appropriate classroom language. A language teacher, of course does not need to be a native speaker, but they do need to have L2 proficiency and an awareness of the grammatical and functional structures of the L2. Reflection is also necessary on whether an adequate level of language is being maintained by the language teacher.

D. Classroom Communication

Reflection can be helpful in regulating the amount and type of teacher talk that occurs. It can be used to examine how much the teacher is talking, what kind of talking is being done, and who is talking to whom. In reflecting on teacher-produced input for classroom learning, the following questions need to be asked: Does the teacher control their own language; what use of metalanguage does the teacher make; what explanations do the teacher provide; and how does the teacher respond to students' questions about language (Andrews, 2007). It is necessary to analyze how much of teacher talk is exploratory (exhibiting tentativeness) and how much is a polished response to student output before evaluation begins.

E. Action Research

The primary goal of action research is to improve teaching in the classroom and school. It is usually carried out by the teacher and is often aimed at solving a classroom problem. Examination of one's own classroom teaching practices through a planned process of inquiry into specific issues or problems may reveal insights that lead to a course of action for improvement or action research may confirm that a teaching practice is effective. Action research is a powerful way for the language teacher to investigate their own classroom practices (Richards & Farrell, 2005). Teachers may share the results of their action research through conferences and publication.

F. Teaching Journals

The use of a teaching journal is an efficient means of facilitating reflection through accumulating a written record of classroom activity and other events for later review and interpretation. Patterns of classroom practice can be discerned that will lend themselves to analysis of one's teaching. The journal may be an account of a class event that the teacher would like to review or return to later; it may be a record of class problems, incidents, and insights arising from the lessons; or it may be a record of events to be shared with others (Richards & Farrell, 2005). A teaching journal may also be a record of how the teacher responded to lesson-related events or events related to class management but not to the lesson itself.

G. Teacher Support Groups

A teacher support group is "two or more teachers collaborating to achieve either their individual or shared goals or both on the assumption that working with a group is usually more effective than working on one's own" (Richards & Farrell, 2005). Farrell (2007) uses the term "teacher development group" for teachers who work together on their individual personal and professional development. Support groups differ from staff meetings and in-service activities, such as workshops, in that they are a voluntary activity aimed at the individual rather than at school problems or policy. Teachers come together to understand their classroom practices and plan their professional growth. The group may be teachers teaching the same course, the same students, in the same school, in the same district, or even a virtual teacher group. The group may serve to review and reflect on teaching as well as to collaboratively develop materials for the classroom.

H. Critical Friendships

Entering into a critical friendship is a means of reflecting on one's teaching. Prior self-monitoring and self-reflection may be helpful. "Critical" is not used to imply any negative sense, but rather is used in the sense to critique another for more positive outcomes. One's critical friend is usually a colleague, often one very familiar with their counterpart's situation. Critical friendships may evolve in a team teaching arrangement where two or more teachers cooperate to plan, teach, and evaluate the class(es) that they teach together. Critical friendships provide for a two-way mode for discussion and reflection; they promote collegiality; and they lend themselves to experimentation and solutions to problems (Farrell, 2007). The development of trust is an essential element in making critical friendships sustainable.

III. Classroom Observations

Classroom observation is one of the methods of reflective practice, but because of the variety of observations that can potentially be made during a single classroom visit, this method is being treated separately. Through classroom observation, language teachers may develop a better self-awareness of their own teaching practices (Farrell, 2007). Classroom observation provides a chance to examine how other teachers teach and may be done by individually monitoring another teacher's classes, colleagues observing each other's classes. The goal of classroom observation is for teachers to see teaching differently, to observe other teachers to construct and reconstruct one's knowledge about teaching and thereby learn more about their beliefs, attitudes, and classroom practices (Fanselow, 1992). Classroom observation has been categorized by Wajnryb (1999) into five types of observation, each with numerous attendant tasks that are discussed below.

A. The Learner

Attending to the Learner: Pay close attention to the teacher's attending behavior to the learners, i.e., the way in which the teacher acknowledges, through verbal and non-verbal means, the presence, contribution, and needs of individual learners.

Learner Motivation: Consider the classroom learners from the viewpoint of their individual motivation for learning. Consider degree of motivation, type of motivation, and how the learner's motivation is expressed.

The Learner as Doer: Analyze the learners' wide range of learning-by-doing activities and categorize them as cognitive, affective, and physical.

Learner Level: Recognize the overt signs of learner proficiency level and how the teacher accommodates this learner level with the individual learner and the whole class.

The Culture of the Learner: Observe the ways in which the teacher and the lesson accommodate, or could accommodate, the cultural background(s) of the learners.

B. Language

Teacher Meta-language: Consider the relative value to the learning context of the teacher's classroom use of meta-language by collecting an array of samples of teacher meta-language used throughout the lesson.

Question Language: Observe and analyze the questions posed by the teacher in terms of content, but also in terms of cognitive and linguistic demands placed upon the learner for decoding the question and encoding a response.

Error-Feedback Language: Observe teacher-learner interaction in exchanges where teacher feedback on learner errors are involved; i.e., analyze the teacher's question, the student's response, teacher feedback, and student response to the feedback.

Language Echoes: Language echoes are teacher repetitions of student responses, which do not further the teacher-student exchange. Collect samples of the teacher's language echoes for later analyses, considering the disadvantages and possible advantages of this type of teacher response.

Negotiation of Meaning: Observe the learners' as well as the teacher's language of conversational modification, i.e., the various means by which the hearer negotiates the meaning of input in order to make it comprehensible: confirmation checks, comprehension checks, clarification requests, and repetition. Additionally, observe the factors that promote this conversational modification.

C. Learning

The Learning Environment: Consider the observable affective factors of the learning environment. Identify any conscious strategies that the teacher uses to generate a positive environment. Consider additional teacher behavior and physical factors of the classroom that could possibly be altered to enhance the learning environment.

Monitoring Learning: Observe how the teacher checks the learners' learning. Observe and later analyze how, what, and why the teacher checks; the student response, the follow-up, and what the learning check achieves.

Lesson Intake: Observe selected learners' response to the lesson through their verbal output and nonverbal behavior to determine how different learners may interpret parts of a lesson differently.

Learning Aims: Observe the degree to which teachings aims are made explicit to the learners and the method(s) employed to make them explicit.

Vocabulary and Learning: Concentrate on the treatment of vocabulary in the classroom. Contrast and compare what the teacher perceives to be difficult, what the learner perceives to be difficult, and what you perceive to be difficult.

D. The Lesson

Lesson Planning: Through questioning the teacher, determine what decisions the teacher made in planning the lesson. Observe any in-class changes that the teacher made to the original lesson plan and ascertain reasons for making these changes.

Openings and Closures: Observe the start and end of the lesson in terms of teacher language, non-verbal signals, and interactive patterns (teacher—student/group/class).

Lesson Phases and Transitions: Observe the different parts of the lesson in terms of their degree of teacher-centeredness and student-centeredness and in terms of accuracy and fluency orientation. Observe what the teacher says and what the teacher does in beginning and ending each phase of the lesson and how the transition is made from one phase to the next.

Grammar as Lesson Content: Observe the place of grammar in the lesson, how it is focused on – through explicit meta-language or through noticing techniques – and what uses it is put to in the lesson. From this consider what the teacher's views toward grammar learning may be.

Lesson Breakdowns: When a breakdown occurs in the lesson, observe not only what the breakdown is, but the source of the breakdown, the severity of the breakdown, and the language used to repair the breakdown and the negotiation involved, especially what the teacher does to heighten the value of the breakdown for the whole class and what the teacher does to minimize the breakdown's interrupting effect on the lesson.

E. Teaching Skills and Strategies

Presenting: Observe the key components of the presentation phase and consider what you believe to be the purpose of each and their effectiveness. Consider practice of new language, the teacher's voice, the physical position of the teacher in the classroom, the actual target language presented, and the mode used to present the new language (e.g., orally, via an electronic recording, or in written form).

Teacher Prompts in Eliciting: In the teacher's attempt to elicit a response from learners, observe the use of different types of teacher prompts (closed question, imperative prompts, directed questions), how effectively learners respond to different types of questions, the amount of wait time that the teacher allows, the purpose that eliciting served, whether the teacher telling the learner might have been more effective than attempting to elicit a response.

Teacher Responses in Eliciting: After first observing the teacher prompt and learner response, take special note of the teacher response to the learner response; also note any non-verbal signals that accompany the teacher's verbal response.

Giving Instructions: Examine the language of instructions by considering both the choice of what is included and excluded. Notice whether there is any visual support, modeling, or concept checking, and whether the instructions are repeated. Note also whether instructions are understood.

Managing Error: In attending to the management of learner error, note some examples and note how the teacher responds. Also note whether correction is given and how.

F. Classroom Management

Managing Classroom Communication: Observe how communication is realized in the classroom. Are the patterns of interaction teacher-student or student-student? Who does the questioning and who does the responding?

Managing Pair and Group Work: Observe the organizational skills involved in the transitions, how intervention is accomplished during pair/group work, and how information transfer is managed, particularly in the report-back phase of pair/group work.

Teaching Roles: Observe the occurrence of the teaching roles of informer/presenter/ explainer/stimulator, conductor/controller/checker, organizer/monitor, and manager/consultant, and the degree and speed with which the teacher's role transforms from the earlier to the later roles listed.

Timing and Pacing: Observe the actual time spent on the lesson and its phases as compared to the time planned. Observe if time spent on each phase was appropriate pacing.

Classroom Power: Observe the variety of decisions that are made about learning, who makes them, and how they are made.

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Improving English Language Teaching Through Corpus-Based Analysis of Learner Texts

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Abstract

The use of corpus linguistics-based analysis and assessment of learner texts can be used to drive data-based decision making. This can help English language instructors to choose and develop effective pedagogical activities leading to improved learning outcomes in the classroom. Analyses can include the frequency of different language features, observing both their change over time as well as comparing them to the language of native speakers. Examples of studies conducted in Korean university classes demonstrate how this can be accomplished. By using corpus-based methodology, learners' growth over time can be measured, as well as comparing them to a group without systematic exposure to targeted language forms.

I. Introduction

English language instructors can improve their teaching by assessing their learners' language production. While short-answer tasks provide a simple way to do this, more useful information can be unearthed by looking at longer, more contextualized and natural learner language samples. However, these have the disadvantage of being harder to assess.

One way to surmount this challenge is through using some basic corpus linguistics techniques to analyze learner texts. By performing word frequency analysis, investigating concordance lines, and hand-tagging complex language features for frequency analysis, instructors can begin to identify some emerging patterns in their learners' language usage, giving them data to inform further instructional planning.

II. Frequency of Language Features

A. Methodology

In the classes investigated in Moser (2007), Korean university undergraduate students read articles assigned to them, and prepared a piece of writing that summarized the assigned article and extended the concept, relating a similar phenomenon in Korea or another region. In this class, grammar skills were not explicitly taught; rather, weekly instruction focused on writing traits including focus and coherence, organization, development of ideas, voice, and written conventions (encompassing grammar along with usage, mechanics, spelling, and sentence fluency.)

In this class where short required reading assignments and compositions were given each week, learner output was compared to input at instructional weeks 2, 4, and 6 of a 16-week course. To make these comparisons, small special-purpose corpora were constructed. Cumulative pedagogical corpora, consisting of required readings up to week 2, week 4, and week 6 were built. These diachronic corpora varied over time as the total language to which students were exposed in class increased. Synchronic learner corpora consisting of written work by students were built as well to capture learner written language development at certain points in time. These were created with student work at weeks 2, 4, and 6 in order to see learner change over time.

Pedagogical corpora were created consisting of all the written language learners were exposed to in the class at weeks 2, 4, and 6. Of course, learners were exposed to other written language on a regular basis, including recommended or self-selected readings for this course, peer writings that they read in class for the purpose of peer assessment, and any English-language textbooks for other courses. The corpus therefore consisted of the minimum exposure to English print that can be assumed of all students satisfactorily completing course requirements.

Learner corpora were created by converting student extended summaries to machine-readable text at weeks 2, 4, and 6. Alan Reed's Simple Concordance Program was used to work with the corpus. After considering several software options, this one was chosen for its simple interface, cross platform availability, and free distribution. It performs the necessary functions of creating word lists and concordances, and has been regularly and recently updated by its creator. Further investigations of the data were performed using Cobb's 2006 Web Vocabprofile.

B. Results

1. Referring Expressions

Table 1. Word Lists – Top Five by Frequency

Pedagogical2				Learner2			
338 types		577 tokens		130 types		256 tokens	
<u>Type</u>	<u>#</u>	<u>Rank</u>	<u>% Tokens</u>	<u>Type</u>	<u>#</u>	<u>Rank</u>	<u>% Tokens</u>
the	40	1	6.93	the	13	1	5.08
of	23	2	3.99	condor(s)	11	2	4.29
and	19	3	3.29	and	10	3	3.90
a	12	4	2.08	were	8	4	3.13
to	12	4	2.08	is	6	5	2.34
in	10	5	1.73				
Pedagogical4				Learner4			
683 types		1433 tokens		149 types		265 tokens	
<u>Type</u>	<u>#</u>	<u>Rank</u>	<u>% Tokens</u>	<u>Type</u>	<u>#</u>	<u>Rank</u>	<u>% Tokens</u>
the	72	1	5.02	autism	14	1	5.28
and	55	2	3.84	the	14	1	5.28
of	42	3	2.93	of	13	2	4.91
a	30	4	2.09	and	11	3	4.15
in	24	5	1.67	to	6	4	2.26
				are	5	5	1.89
Pedagogical6				Learner6			
940 types		2110 tokens		157 types		341 tokens	
<u>Type</u>	<u>#</u>	<u>Rank</u>	<u>% Tokens</u>	<u>Type</u>	<u>#</u>	<u>Rank</u>	<u>% Tokens</u>
the	108	1	5.12	the	21	1	6.16
and	69	2	3.27	napster	15	2	4.40
of	52	3	2.46	of	12	3	3.52
a	51	4	2.42	we	12	3	3.52
to	42	5	1.99	to	10	4	2.93
				are	9	5	2.64
				is	9	5	2.64
				that	9	5	2.64

One observation drawn from the data is that learners used key content words at a very high frequency, ranked second, first (tied with the), and second in the learner corpora. Even in the relatively small pedagogical corpus at week 2, the first content words were ranked at 9 and 10. Even with the passage of time, the learners were not moving towards a native-like language use in this area.

In search of a reason for this disparity, the first hypothesis was that the learners used pronouns less often than was found in the native-speaker generated pedagogical corpora. In order to test this hypothesis, the third person

subject pronouns it, he, she and they was examined and compared to the use of the five most frequent content words in each corpus. Since each small learner corpus was focused on a particular topic, the content words used in each corpus would be different, so the top five most frequent were chosen from each corpus.

In comparison with the pedagogical corpora, the learners appear to be overusing both key content words and pronouns; they overuse content words more than they overuse pronouns. Over time, the learners seem to be decreasing their overuse of pronouns, but their overuse of content words continues to increase. To some extent, this is because the smaller learner corpus is more specialized than the cumulative pedagogical corpus.

Another reason may be that while learners repeat content words and use subject pronouns to repeatedly refer to co-indexed ideas, native speakers have access to a vast store of semantic information in the lexical entries of these specialized content words that learners have not yet acquired. This semantic information allows them to use categories and other referring expressions to refer to the same ideas.

Table 2. Subject Pronouns and Content Words

	% of text 3rd person pronouns	Difference	% of text top 5 content words	Difference
Pedagogical2	0.52		3.47	
Learner2	2.73	+2.21	8.59	+5.12
Pedagogical4	0.77		2.02	
Learner4	2.26	+1.49	9.81	+7.49
Pedagogical6	1.00		1.00	
Learner6	2.64	+1.64	9.97	+8.97

Examining selected concordance lines in the learner corpus at week 4 for it and autism shows that learners still frequently used content words and pronouns:

- 4 systems to cure autism. But *it* can not be cured completely
- 4 the world are trying to cure it, especially the parents of autistic
- 2 An autism is a mental disorder, and
- 2 autistic person suffers from autism. One autistic child's father
- 3 between vaccinations and autism. Some researchers say that
- 3 However no one knows what autism causes. Nowadays, there are
- 4 The parents suffer from autism, but their children suffer
- 5 time goes by, the number of autism kids is on the rise and
- 5 the classes. Many parents of autism kids believe the reason
- 5 kids were attacked with the autism was due to vaccine to be

One explanation for the high frequency of autism is that learners have overextended the noun to serve as the adjectival form as well, a phenomena we can easily see by examining concordance lines. (Compare to other medical conditions ending in /m/: Down Syndrome child, aneurism patient.) The pedagogical corpus uses the correct adjective form autistic far more frequently, but other referring expressions occur as well, as seen in these selected concordance lines (all taken from Heavenridge 2006).

- 34 continue. Russell Rollins is autistic. "How do you describe
- 35 through as the parent of an autistic child?" asks Rusty Dornin
- 37 And it's a struggle that most autistic kids go through in the
- 37 Here at the ABC School for Autistic Children, classes are
- 44 only system for registering autistic children. There is no
- 36 suffers terribly from this disorder," says his father. And
- 40 causes the brain development disorder. But Rick Rollins, who

These other referring expressions never occur in the learner corpus at week 4. Because learners are writing summaries of factual, content-based readings, they are encountering extremely specialized and unique vocabulary.

Cobb's 2006 Web Vocabprofile identifies the content words that occur most frequently in the learner corpora,

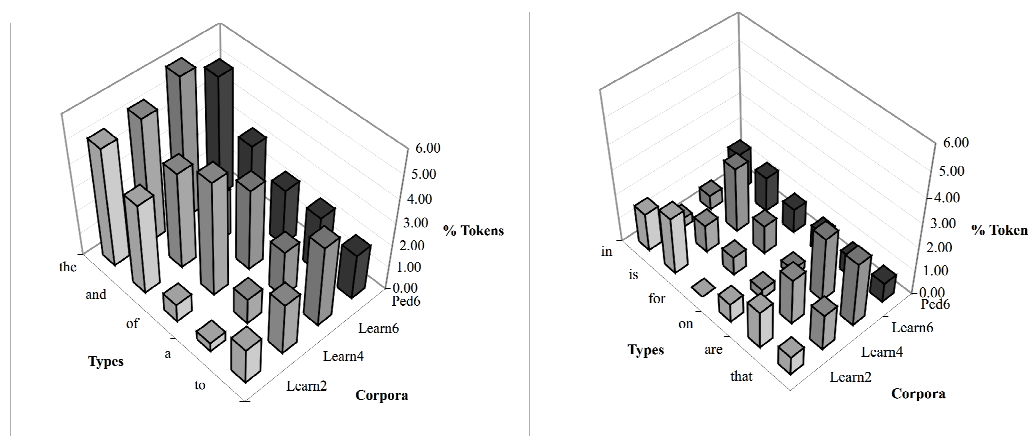
autism, condor, and Napster, as all being off-list words that occur in neither the first 1,000 most frequent words in English, nor the second most frequent 1,000 words, nor the 550-word Academic Word List. Learners at this level may exhibit a surface ability to use these precise terms and replace them with pronouns, but they lack the knowledge necessary to accurately change them from one part of speech to another, and to appropriately replace them with other referring expressions. At the same time, it may not be necessary to explicitly teach such terms that language learners will rarely encounter.

2. Change over Time in Other Grammatical Function Words

Some changes did occur in learner production over time. Learners started to use certain function words with a more native-like frequency, as they came to approximate the language structures encountered in the assigned readings. Learners started out under-using, but gradually increased their use of the indefinite article *a*, approaching its frequency in the pedagogical corpus at week 6, as seen in Figure 1. For followed a similar pattern, seen in Figure 2.

Some other function words increased in use by the learners over time, but this change did not reflect the pedagogical input. Words that followed this pattern included *are* and *that*, in Figure 2. Still other words did not change in any systematic way over time, and did not seem to be affected by the input given to the learners through their assigned readings, including *is* and *the*. Since articles and be-verbs fall into different categories, no conclusive statement can be made about learner acquisition of any word class based on this data.

Figure 1. Change over time — Learner and Cumulative Pedagogical Corpora, first 11 words



III. Acquisition of Metaphor

A. Methodology

In the investigation by Moser (2009) into the best method for measuring learners' productive use of metaphor as a result of exposure to relevant conceptual metaphors in children's literature, it was decided that the best method was to elicit an open-ended written narrative. The language produced in response was in sufficient length to build context for the metaphors and trigger coherence conditions. This required corpus-based techniques to analyze learner responses.

The participants of this study were Korean university undergraduates (sophomores through seniors) enrolled in English 2, the second course of a six-level sequence of English Conversation and Composition classes. This course met for approximately 16 weeks, three times a week for 50 minutes. Instruction included thematic-based activities designed to facilitate acquisition of vocabulary, listening comprehension skills, trait-based writing skills, discussion skills, and oral presentation skills.

A writing prompt eliciting a personal narrative in which the learner experienced anger was administered during class time in the second week of the semester. It was then re-administered in the tenth week of the course. A total of 30 students participated in this study: 18 who were enrolled in a class which involved shared reading, and 12 who were enrolled in an equivalent class without the shared reading component who served as a control group.

In order to account for the fact that students' written production on this open-ended assessment task was of varying length, a sample of the students' personal narrative writing was taken. It was entered into a word-processing program and the first 20 lines were chosen. For several subjects, the first twenty lines were not an appropriate sample of language. These subjects often prefaced any discussion of their emotions with narrative elements including the setting and background information. In these cases, as an alternative, the final 20 lines of the narrative were sampled.

Each language sample was examined to determine occurrences of anger metaphor use in ten lines of narrative text. Because learners were producing their own constructions by innovating upon conceptual metaphors, standardized, frozen metaphorical phrases were not necessarily used, and all instances of metaphor were hand-coded.

Means comparison statistics were calculated to determine whether the differences in performance before and after the shared reading intervention occurred by chance alone, or as a result of the intervention, following procedures outlined in Brown (2001). First, a paired t-test was conducted to compare mean metaphor production by subjects in the pre- and post-tests. A one-tailed decision was made because there was a reasonable basis to suspect that the hypothesis was true, that the post-test scores would be higher than the pre-test scores. Next, an unpaired or independent t-test was conducted to compare mean metaphor production on the post-test by subjects in the experimental and control groups.

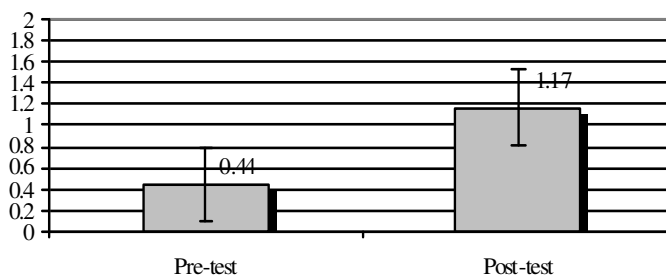
B. Results

The paired t-tests comparing pre-test and post-test anger metaphor production in the experimental group showed positive but non-significant growth.

Table 3: Paired *t*-test between pre-test and post-test

<i>t</i>	d.f.	Mean Difference	Standard Error of Difference
2.06	17	-0.72	0.351
Group		Pre-test	Post-test
Mean		0.44	1.17
Variance		1.20	3.68
Standard Deviation		1.10	1.92
Standard Error of Mean		0.26	0.45
N=		18	18

Figure 2: Paired *t*-test between pre-test and post-test



While there is a difference of .72 occurrences of metaphor usage between the pre-test and post-tests, this difference is not statistically significant at $p < .05$. It cannot be said with certainty that this difference was due to factors other than chance, i.e., the shared reading intervention.

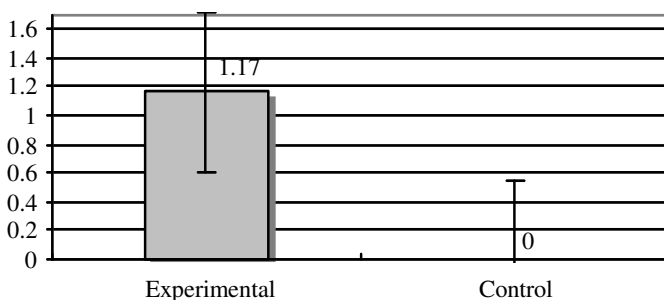
Independent t-tests comparing post-test metaphorical production between the experimental group with exposure to the children's literature and the control group without exposure demonstrated a statistically significant difference between these two groups.

Table 4: Independent *t*-test results between Experimental and Control groups

	d.f.	Mean Difference	Standard Error of Difference
2.1*	28	1.17	0.557
Group		Experimental	Control
Mean		1.17	0.00
Variance		1.92	0.00
Standard Deviation		1.92	0.00
Standard Error of Mean		0.45	0.00
N=		18	12

* Statistically significant at $p < .05$

Figure 3: Independent *t*-test results between Experimental and Control groups



In this case, there is a difference of 1.17 occurrences of metaphor usage between the experimental and control groups, with the control group producing no instances of anger metaphor. This difference is statistically significant at $p < .05$. The difference between these two groups can be said to be due to factors other than chance, i.e., the shared reading intervention.

In looking at this data, it is clear that learners exposed to children’s literature containing anger metaphor are able to produce anger metaphor in their writing. They demonstrated growth over the course of a semester, but insufficiently to be statistically significant. There was, however, a significant difference between subjects who had been exposed to the selected children’s literature containing conceptual anger metaphors and those who had not.

IV. Conclusion

The use of corpus-based techniques is one way that instructors can assess authentic language samples taken from learners to discover the patterns in a given group of learners’ emerging language. By looking at how the frequencies of different language features compare to that of native language users and seeing how production of targeted items varies with language exposure, instructors can see which pedagogical activities are effective, at what rate their learners are progressing, and which areas of language must continue to be targeted in the classroom.

While some grammatical forms in English learner writing can approach a native-speaker model after just six weeks of exposure when students are given a text to read in a composition class, other elements of language need more time, or a more explicit or more intensive instructional model. While learners can begin to grasp the finer points of using function words like for and a after six weeks of exposure to content-based readings, they need to spend more time and effort to acquire specialized vocabulary and other language structures, such as a system of anaphora using other referring expressions.

Through the investigation undertaken in Moser (2009), analysis of a sampling of learners’ personal narrative writing with corpus-based techniques shows that anger metaphor can be acquired by Korean intermediate level adult Korean English language learners.

Using these relatively simple techniques for processing open-ended samples of learner language production can help to improve teaching and provide a basis for data-based decision making in the field of English language teaching.

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How Some Pre-service Teachers Experienced Classroom-English Learning with Their Autonomy Advocate-teacher

Maria Oh

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Abstract

This action report study aims to report how a group of Korean primary school pre-service teachers experienced autonomy-based classroom-English learning at their English Teaching Methodology class in 2008. Two main data-collection sources were individual interviews and a class observation report. Two preliminary findings emerged: (1) Most pre-service teachers became more aware of the importance of autonomy to practice and use English in their daily lives; (2) Most pre-service teachers stated that they became more confident to practice and use classroom English while they took the English Teaching Methodology class.

I. Introduction

This action report study aims to report how a group of Korean primary school pre-service teachers experienced autonomy-based classroom English learning at the English Teaching Methodology class offered at a teachers' college for one full year in 2008. The class instructor was a Korean English speaker who believes in the power of autonomy-based English learning. Two main data-collection sources were individual interviews and a class observation reports.

II. Research Question

How did a group of pre-service teachers experience autonomy-based classroom-English learning while they took the English Teaching Methodology class at a teachers' college for one school year?

III. Research Method

A. A Group of Pre-service Teachers at a Teacher's College

In the 2008 school year, a group of English-education majors took the English Teaching Methodologies class and participated in this autonomy fostering study. During the class, the researcher assisted the participants in learning various foreign language teaching/learning methods, to practice the methods with their classmates in a microteaching setting, and to meet their classmates outside class one hour a week to practice classroom English.

B. The Researcher Roles

The researcher performed various roles. During the class, she was an instructor teaching many foreign language teaching/learning methods; outside class, she met the students individually as an adviser to help the students improve English-speaking skills and classroom-English-speaking skills; outside class, she interviewed the students to help understand individual students' autonomous English and classroom English learning.

C. Data Collection and Analysis

The data were collected throughout the spring and fall semester in 2008 from the interviews conducted by the researcher and a class observation report kept by the researcher-teacher. The data were analyzed according to qualitative research analysis traditions.

IV. Preliminary Results¹

1. Most pre-service teachers became more aware of the importance of autonomy to practice and use English in their daily lives.
2. Most pre-service teachers stated that they became more confident to practice and use classroom English while they took the English Teaching Methodology class.

V. Implications and Conclusions

The current study results draw some implications: (1) as pre-service English teachers' become more aware of the importance of learner autonomy in learning English, they become more aware of the importance of communicating in classroom English during English classes; (2) primary-school pre-service teachers need to practice speaking classroom English to be able to communicate accurately and fluently in easy, simple and accurate classroom English with their primary school students; (3) primary-school pre-service teachers' intrinsic motivation to learn/teach English needs to be counted to maximize the effectiveness of autonomy-fostering advice; (4) having English-talking meetings outside class seems to be effective only for those who have minimum levels of autonomy initially.

The current study is meaningful as it elaborates how a group of Korean pre-service teachers tried to put autonomy-based classroom-English learning into practice at a primary school teachers' college.

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Maria Oh, PhD, is presently teaching in the Department of English Education, Jeonju National University of Education. Her current research interests are how to integrate learner autonomy theory into English classes with Korean learners and how to relate teacher autonomy and learner autonomy at Korean educational settings. Email: mariaoh@jnue.kr

¹ It should be noted that the data analysis is not finalized yet, so the study results need to be updated.

Professional Development Workshop: Part 1.

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Abstract:

This workshop examines the meaning and nature of 'professional development' for foreigners teaching English in Korea, though all participants are welcome. The focus is on empowering teachers of English through discussion and reflection. Having identified and discussed issues relevant to professional development, and having explored issues that are becoming increasingly important in language teaching, this workshop will encourage participants to reflect on where they are now, where they want to be in the near future, and how they might realise and develop their hopes and wishes in terms of challenging and fruitful employment. The workshop will examine, through individual and group discussion and activities, how L1 speakers of English might rise to the challenges presented by the future of language learning, and empower themselves to be excellent learning resources in the contexts in which they choose to practise. It will look at study opportunities, self-development, and self-reflection options (including action research), in order to promote individual identification of possible directions for professional and personal development. Self-reflection and group-reflection sheets will be used during the workshop, and these are included in this summary for ease of availability and preparation. Participants are invited to browse the sheets on the following pages before they come to the workshop.

I Introduction

The field of TEFL (Teaching English as a Foreign Language) is changing rapidly, thanks to various global and regional factors. As commentators such as David Graddol have pointed out (*English Next*, 2006), the number of L2 speakers of English now exceeds the number of L1 speakers and the needs of those L2 speakers are not necessarily served best by acquiring idiom-rich, high-context English from people born in English-speaking countries. Instead, the growth of outsourcing, Regional Englishes (World Englishes), English as a Lingua Franca (ELF), English as an International Language (EIL), English as a Global Language (EGL), and English as a business language, calls for low-context, simple and unambiguous communication for specific purposes and technical situations, between people who share a common L2, but speak varying L1s.

In this situation, the place of the native-speaker of English is becoming considerably weakened. Therefore, he/she wishes to help students to become active and competent negotiators of highly technical meanings in regional and global contexts, he/she must be ready to compete with the growing number of indigenous bilingual and multilingual teachers, who: i) speak the L1 of the students; ii) understand their problems; and iii) are role models of personal and professional development. Language teachers of the postmodern era need to be culturally sensitive, fully conversant with cognitive, affective, and socio-cultural approaches to language learning, and able to help learners acquire language which is often very technical and outside of the teacher's scope (e.g. nursing and medical language, legal language, engineering language, communication network language, etc.). In this situation, the ability to speak English fluently will be only one of the tools in the ELF/EIL professional's multilingual toolbox. Also included will be fluency in the L1 of the students, awareness and respect for their culture, knowledge of current teaching/learning theory and practice, Media-Assisted Language Learning (MALL) skills, Internet skills, facilitative skills (helping students learn how to teach themselves), empowering skills (promoting success and positive affect – confidence, motivation, reduced anxiety, etc.) and reflective skills (alternative assessment and performance assessment - portfolios, projects, presentations, etc.).

Another important recent trend is that of 'the paperless office', a reaction to the immense use of paper in the developed world, and the consequent exploitation and destruction of rain forests. Global awareness can be implied or explicit in language classes, either present in the learning environment or part of the learning content. This workshop will emulate the paperless office by not issuing handouts. However, it is impractical to put them online, so they are presented on the following pages. Participants are encouraged to take a look at them in advance of the workshop.

Activity 1: Where am I now?

Write your notes here:

1. Why am I in Korea?	
2. Do I have a personal goal in Korea?	
3. Do I have a professional goal in Korea?	
4. Am I happy with what I am doing?	
5. What are two good things about my job and lifestyle in Korea?	
6. What are two not-so-good things about my job and lifestyle in Korea?	

Activity 2: What do I want?

Write your notes here:

7. What would make me personally happy <u>now</u> ?	
8. What would make me professionally happy <u>now</u> ?	
9. Do I want to continue living and working in Korea?	
10. Do I want to continue in language education?	
11. Do I want an ESL environment (USA, UK, Canada, Australia, NZ), an EFL environment (Asia, S. America), or a multilingual environment (Europe)?	
12. What sort of focus do I want?: - classroom-based, practical, - technology-based teaching/learning, - theoretical (SLA, Pragmatics, etc.), - educational management, leadership, - assessment, program evaluation, - primary, secondary, tertiary education, - socio-cultural/cognitive/affective, - teacher-training	

13. What do I want to be doing 5 years from now?	
14. What do I want to be doing 10 years from now?	

Activity 3: How can I get there?

Write your notes here:

15. Am I doing anything now to achieve my goals?	
16. What do I need to do now? Do I need further qualifications? Do I need to study more? Do I need to learn another language (e.g. the language of my students)?	
17. <i>If I need to study ...</i> What sort of study would suit me best (full-time, part-time, distance, online)?	
18. <i>Whatever I need to do ...</i> How can I get started? Where can I find the information? Do I need help? How can I find it?	
19. Have I looked for professional development resources on the Internet?	
20. Have I thought of going to job fairs? How about university enrolment fairs?	
21. Have I asked my employer for help (e.g. giving me time off each day to study, allowing me to go to conferences, allowing me to study abroad during the summer or winter, etc.)?	
22. Do I know of any excellent professional development resources or information that might benefit other participants?	

These questions will form the basis of the workshop, and will be interspersed with short presentations. Please feel free to bring your questions along, along with any professional resources you might wish to share with other participants.

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Practical Frameworks For Learning And Assessment

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Abstract

This workshop attempts to encourage the development of skills for the practical use of theory. The same theoretical systems that can be practical tools for learning languages are common to all subjects and can be applied to learning the theoretical systems themselves. This workshop attempts to mitigate against failure avoidance strategies through the use of analogies, teaching about Carol Dweck's growth mindset, and encouraging the use of self directed learning strategies.

I. Introduction

Many people see theory with a bias that the theoretical is the opposite of practical. Given that theoretical systems are practical tools, the bias for learning the practical instead of the theoretical, as if they were opposite concepts, is a strategy for avoiding failure, and yet the underdevelopment of the skills related to theoretical frameworks ensures failure and reinforces the bias.

Teaching about the growth mindset should help decrease failure avoidance and promote deep learning strategies.

The use of analogies is intended to provide safe spaces for skill development. It is assumed there will be fewer failures when applying theoretical frameworks to analogous examples and the failures should be less threatening to the participants than applying theory to examples with higher stakes and more emotional ties.

Encouraging self-directed learning strategies enhances learning in a variety of ways, but for this workshop the intent is to provide a safe conceptual space separate from the classroom and the instructor where learning can continue after the workshop ends.

II. The workshop

The workshop starts with explanation of the bias against learning theory with the intent that this message will be the most likely to be received. The concept of the growth mindset (Dweck 2007, 2006) is introduced as a mitigation against the failure avoidance strategy that prevents learning skills related to theoretical frameworks.

An analogy with automobiles superseding horses as a primary form of transportation is used to explain how self-directed learning, student centered learning, and related ideas will supersede current teaching frameworks resulting in a paradigm shift and a change in the criteria used to judge success. The intent is that presenting self-directed learning as the inevitable dominant model despite perceived deficiencies, will encourage students to be self-directed learners, and thereby learn more about self-directed learning after the workshop ends.

An analogy and some examples from English and math are used to present the ideas of non-conscious skill development (Lewicki, 1992) and deep learning (Atherton, 2005). The assumption is that participants are more likely to practice using and developing their skills if they have an explanation for how practice creates new skills.

Participants are asked to participate in activity meant to be an analog to class instruction and then are given an opportunity to criticize the model and compare it to their personal experiences. The model consists of some simple physical tasks, e.g. touch your nose, the reading of some test preparation materials consisting of two short paragraphs, and a written exam consisting of three multiple choice questions and a three part short answer question. Participants are allowed to refer to any and all materials including the test prep material while answering the questions. The test prep material intentionally undermines the test allowing one to get the answers correct without achieving the goals of the instructional course. Additionally, there seems to be no connection between the physical instructional activity and the goal of the course which is to develop a skill necessary for communication with space aliens. This is meant to demonstrate how assessment scores can be adequate even when instruction is ineffective and no new skills are learned.

III. Conclusion

Mastery and deep learning in general require the development of skills, in particular non-conscious skills. Recursively, the process of learning new skills itself requires a skill set for learning new skills. Of course no one is completely devoid of learning skills, therefore the obvious strategy should be to use whatever skills a student has to develop better learning skills, even if learning skills are not part of the formal curriculum. In addition teachers can use these same concepts to further their own development.

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Professional Development Workshop: Part 2.

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Abstract:

This workshop examines the meaning and nature of ‘professional development’ for Koreans teaching English in Korea, though all participants are welcome. The focus is on empowering Korean teachers of English through discussion and reflection. Having identified and discussed issues relevant to professional development, and having explored issues that are becoming increasingly important in language teaching, this workshop will encourage participants to reflect on where they are now, where they want to be in the near future, and how they might realise and develop their hopes and wishes in terms of challenging and fruitful employment. The workshop will examine, through individual and group discussion and activities, how Korean teachers of English might rise to the challenges presented by the future of language learning, and empower themselves to be excellent learning resources in the contexts in which they choose to practise. It will look at study opportunities, self-development, and self-reflection options (including action research), in order to promote individual identification of possible directions for professional and personal development. Self-reflection and group-reflection sheets will be used during the workshop, and these are included in this summary for ease of availability and preparation. Participants are invited to browse the sheets on the following pages before they come to the workshop.

Introduction

The field of TEFL (Teaching English as a Foreign Language) is changing rapidly, thanks to various global and regional factors. As commentators such as David Graddol have pointed out (*English Next*, 2006), the number of L2 speakers of English now exceeds the number of L1 speakers and the needs of those L2 speakers are not necessarily served best by acquiring idiom-rich, high-context English from people born in English-speaking countries. Instead, the growth of outsourcing, Regional Englishes (World Englishes), English as a Lingua Franca (ELF), English as an International Language (EIL), English as a Global Language (EGL), and English as a business language, calls for low-context, simple and unambiguous communication for specific purposes and technical situations, between people who share a common L2, but speak varying L1s.

In this situation, the role of Korean multilingual teachers is becoming considerably strengthened. Indigenous bilingual and multilingual teachers speak the L1 of the students, understand their problems and are role models of personal and professional development. However, they also need to be fully conversant with cognitive, affective, and socio-cultural approaches to language learning, and able to help language learners acquire language which is often very technical and outside of their scope (e.g. nursing and medical language, legal language, engineering language, etc.). In this situation, the ability to speak English fluently will be only one of the tools in the ELF/EIL professional’s multilingual toolbox. Also included will be fluency in the L1 of the students, awareness and respect for their culture, knowledge of current teaching/learning theory and practice, Media-Assisted Language Learning (MALL) skills, Internet skills, facilitative skills (helping students learn how to teach themselves), empowering skills (promoting success and positive affect – confidence, motivation, reduced anxiety, etc.) and reflective skills (alternative assessment and performance assessment - portfolios, projects, presentations, etc.).

Another important recent trend is that of ‘the paperless office’, a reaction to the immense use of paper in the developed world, and the consequent exploitation and destruction of rain forests. Global awareness can be implied or explicit in language classes, either present in the learning environment or part of the learning content. This workshop will emulate the paperless office by not issuing handouts. However, it is impractical to put them online, so they are presented on the following pages. Participants are encouraged to take a look at them in advance of the workshop.

Activity 1: Where am I now?

Write your notes here:

23. Why am I at this conference?	
24. Do I have personal goals?	
25. Do I have professional goals?	
26. Am I happy with what I am doing?	
27. Am I doing anything to improve my situation?	
28. What are two good things about my job and lifestyle?	
29. What are two not-so-good things about my job and lifestyle?	

Activity 2: What do I want?

Write your notes here:

30. What would make me personally happy <u>now</u> ?	
31. What would make me professionally happy <u>now</u> ?	
32. Do I want to continue in language education?	
33. What sort of focus do I want?: - classroom-based, practical, - technology-based teaching/learning, - theoretical (SLA, Pragmatics, etc.), - educational management, leadership, - assessment, program evaluation, - primary, secondary, tertiary education, - socio-cultural/cognitive/affective, - teacher-training	
34. What do I want to be doing 5 years from now?	
35. What do I want to be doing 10 years from now?	

Activity 3: How can I get there?

Write your notes here:

36. Am I doing anything now to achieve my goals?	
37. What do I need to do now? Do I need further qualifications? Do I need to study more?	
38. <i>If I need to study ...</i> What sort of study would suit me best (full-time, part-time, distance, online)?	
39. <i>Whatever I need to do ...</i> How can I get started? Where can I find the information? Do I need help? How can I find it?	
40. Have I looked for professional development resources on the Internet?	
41. Have I thought of going to job fairs? How about university enrolment fairs?	
42. Have I asked my employer for help (e.g. giving me time off each day to study, allowing me to go to conferences, allowing me to study abroad during the summer or winter, etc.)?	
43. Do I know of any excellent professional development resources or information that might benefit other participants?	

These questions will form the basis of the workshop, and will be interspersed with short presentations. Please feel free to bring your questions along, along with any professional resources you might wish to share with other participants.

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Getting Another Perspective: Combining Individual Reflective Practice with Teacher Collaboration

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Abstract

Reflective practice is usually associated with individual teachers writing down experiences, problems, and solutions about their teaching in a daily journal. This is a vital step to improving and reflecting on our teaching. However, it is only the first step and most reflection usually ends there. When a teacher reflects on their teaching, it is usually a one-sided perspective and isolated in their own classroom and experience. This can result in solutions to problems or situations that may not take into consideration other options or avenues not previously considered. First by individually reflecting on their teaching and then bringing those reflections to a teacher collaborative round table for discussion, teachers can access another resource of possibilities and solutions. These round tables can be very helpful and insightful if done effectively.

However, some teachers go to collaborative sessions and come away feeling like they didn't get from it what you were hoping. Simon Hole and Grace Hall McEntee's (1999) *Guided Reflection Protocol and Critical Incidents Protocol* provides a solution to focusing these teacher collaborative meetings in order to provide teachers with more results. This protocol was used in teacher collaborative meetings in a Korean university to provide an organized setting during teacher discussion in order to produce relevant, practical and immediate solutions and ideas to implement in their classrooms.

I. Introduction

"Experience is not what happens to you, it's what you do with what happens to you." ~ Aldous Huxley

"No teacher outgrows the need for others' perspectives, experience and support—not if they are interested in being what Dewey calls life-long students of teaching." ~ Carol Rodgers (2002, p. 857)

These two quotes embody the two protocols of Simon Hole and Grace Hall McEntee's (1999) *Guided Reflection Protocol and Critical Incidents Protocol*. These protocols draw from everyday experiences of individual teachers and turn them into a guide for personalized professional development. Drawing from these good and bad real-life experiences empowers teachers to find solutions to classroom issues on their own and to collaborate with other teachers in the same environment dealing with the same or similar issues.

The term reflective practice and the discussion surrounding it have been around for many years and the term conjures up different thoughts and ideas from different people. Many forms of reflective practice have developed from these discussions in the forms of journals, lists of reflective steps, teacher surveys and many other practices. (Fendler, 2003, p.16) Many of these practices are very helpful in allowing teachers to describe and critically analyze what is happening in their classrooms to improve their teaching, and hopefully in the process, improve student learning. However, critics also point out that reflective teaching sometimes "reinforces existing beliefs rather than challenge assumptions" (Fendler, 2003, p.16) because teachers are doing these reflections in an isolated context based on what they know and what they believe are the solutions to issues in their classrooms. This is not inherently negative, because reflection allows teachers to really stop, take a minute and focus on what is working and not working in their classrooms, to develop self-awareness about their teaching and the needs of their students. However, it is only the first step in doing true reflective practice.

The very nature of "reflection" requires a person to be isolated and in a quiet place to be able to think and listen. Unfortunately, this is usually where reflection stops. The next step is not always a comfortable or desired step but it is a vital step. These reflections should then be presented to trusted colleagues in a non-judgmental forum where teachers may receive feedback and ideas that will expand their perspectives on the issues occurring in their classrooms. Rodgers (2002, p. 846) states "we make sense of each new experience based on the meaning gleaned from our own past experiences, as well as other prior knowledge we have about the world – what we have heard and read of others' experiences and ideas." (Rodgers, 2002) Our own reflection is not enough. Yet, we don't have to wait for the next big conference or the latest book or research to learn from other's experiences. Some of the best resources for experiences and ideas come from the teacher in the room next door or down the hall. Rodgers (2002, p. 846) has stated, "Through interaction [with our immediate] world we both change it and are changed by it."

II. Simon Hole and Grace Hall McEntee's Guided Reflection Protocol and Critical Incidents Protocol

Simon Hole and Grace Hall McEntee have taken both of these essential ideas to reflective practice – individual reflection and teacher collaboration – into consideration. The Guided Reflection Protocol focuses on four progressive questions for teachers to reflect on and analyze critical incidents in their classroom. Critical incidents are defined by Brookfield as “events that are vividly and easily recalled because of their particular significance” in the learning process. (1990, p31) Hole and Hall's (1999) four questions are the following:

- 1) What happened?
- 2) Why did it happen?
- 3) What might it mean?
- 4) What are the implications for my practice?

These four questions can be categorized similarly to how Tripp (1993, p. 10) categorizes formal reflection into a description/production phase followed by an explanation phase. Hole and McEntee Hall's first question is the description and is usually a narrative unfolding what happened in class that the teacher wants to analyze. Question two helps the teacher to identify why he/she thinks the incident happened. The teacher draws on their own perspective, past experiences and possibly the student's perspective to answer this question. However this is where critics of reflective practice, say reflective practice can reinforce beliefs and stifle challenging assumptions.

However, Hole and Hall McEntee's third and fourth questions require the teacher to reflect deeper and challenge the teacher's beliefs and assumptions. I call these two questions the meaning and implication phases, as taken from the vernacular in the questions themselves. The third question requires the reflector to connect the description/explanation to a deeper level of meaning. These are ordinary events happening in our classrooms but there are usually much deeper meanings as to why these events happened in our classrooms. We need to peel back the layers and search deeper to find the real meanings behind what happened. This can be a very difficult step because it requires the reflector to be completely honest with themselves and what happened. It requires an “a-ha” or epiphany moment. It is the climax of a good story. It also requires a little bit of vulnerability on the part of the teacher to acknowledge this to other colleagues during the second stage of Hole and Hall McEntee's Protocol, which will be addressed later. Fox and Ritchie also state that “we shouldn't assume that we will automatically reflect deeply when we begin this new process. We can be a veteran teacher at any level and for any number of years and not be engaged in critically reflective practice.” It takes time and experience. Most important is to create some time and to BEGIN. (Fox and Ritchie, 2006) However, if the teacher is able to do this and see the deeper meaning him/herself without it being forced on them, they are much more likely to make improvements in their teaching and feel empowered and in control in the process. Dewey (1938, p. 64) states, “The alternative to externally imposed inhibition is inhibition through an individual's own reflection and judgment...Reflective thinking is worthwhile because it “Enables us to know what we are about when we act. It converts action that is merely appetitive, blind, and impulsive into intelligent action. It gives increased power of control.” (1933, p. 17) They have made the decision instead of it being forced on them by an extrinsic source.

At this point, now that a teacher has identified the deeper meanings and root issue, what do they do now? How do they make a change and not make the same mistake again? Acknowledgement is a big part of improvement and professional development but it still falls short. The implications phase is the answer. What needs to change specifically? What attitudes and behaviors does the teacher need to change? What teaching strategy or skill would be better to use than what they are already using? By reflecting on this on one's own, a teacher can come up with solutions but sometimes may feel limited in coming up with ideas, especially new teachers. This is also where a teacher's colleagues can contribute the most. Colleagues must remember that it is vital to do so in a non-judgmental way and to do it realizing that the teacher presenting the incident has the choice to accept their feedback or not.

After the teacher has gone through these four questions in their own reflective session, the teacher brings his/her incident answers to a teacher-collaboration discussion. This is what Hole and Hall describe as the Critical Incident Protocol and what Rodgers (2002, p. 856) alluded to in when stating “Dewey knew that merely to think without ever having to express what one thought is an incomplete act.” The teacher reads or paraphrases the first question answering colleagues questions about the storyline of his/her incident. The teacher does the same with questions two, three and four, pausing for questions, comments and feedback from colleagues as he/she answers each question.

Once all the teachers presenting their incidents feel satisfied with the discussion, the group debriefs the process they went through with the protocol. They decide how effective the protocol process was in addressing the incidents brought up during the collaboration.

III. Case Study

Hole and Hall McEntee's (1999) *Guided Reflection Protocol and Critical Incidents Protocol* was implemented with Freshman English instructors at a university in South Korea. At the time, the General English Program (GEP) consisted of 14 native speaking teachers from the US, Canada and South Africa. Six of the 14 teachers attended the meetings but not the same six each time due to scheduling conflicts or other reasons. Due to time constraints, the protocol was used during only three teacher collaboration meetings, or Coffee Hours, at the end of the Fall 2008 semester. However, the author has received quite a bit of positive feedback using this protocol and is hoping to continue using the protocol through the Spring 2009 semester and beyond.

This protocol was chosen for these meetings with the intent to provide a more organized and effective way to provide teachers with solutions and ideas to take back into their classrooms. Previous meetings were beneficial to teachers in that teachers could come together and discuss issues but teachers usually felt they were not focused and there were a lot of digressions during the meetings. Hence, some teachers left the meetings feeling like they didn't get much feedback or that it was a waste of their time.

Initially, teachers were given Hole and Hall McEntee's (1999) four questions in a worksheet format. Before the meeting, teachers answered these four questions privately and according to their time schedule. Teachers were notified at the beginning of each semester when each Coffee hour was to be held each month. Additionally, they were reminded a few days to a week ahead of time about the meetings and to complete a worksheet ahead of time if they had an incident they would like to discuss.

On the day of the Coffee Hour, at the beginning of the meeting each teacher with an incident to discuss presented the topic of their incident. Teachers then as a group voted on which topics they wanted to discuss in that meeting and in which order. The teacher of the first incident chosen described the incident. After the description, teachers asked clarifying questions to make sure they understood what occurred. Then the teacher presented why he/she thought it occurred. Again teachers had a chance to ask clarifying questions. The first teacher then proceeded through the third and fourth questions with the group of teachers again asking clarifying questions. In addition, during the last two questions, teachers in the group offered up suggestions, comments, and solutions for the teacher's incident.

After the teacher collaboration, the group debriefed about the process they went through. They discussed how the structure was effective and wasn't effective. The teacher presenting the incident was asked if she received enough feedback to make a decision about how to resolve the incident his/herself according to his/her class needs.

Each teacher that brought an incident to share would then go through the same process in turn. During most Coffee Hours, we worked through three or four incidents in two hours. However, depending on the nature of the incident and how much feedback teachers are willing to give, more or less incidents can be covered in the same time period.

IV. Outcomes and Participant Feedback

Overall, the response to the implementation of this protocol was highly positive, minus the limitations discussed below. Participating teachers gave positive feedback through email about a variety of things. Most teachers felt it was a vast improvement over our previous Coffee Hour structure (or lack thereof). A teacher wrote in an email:

"...it was a vast improvement over the previous Coffee Hour in which we all sporadically and seemingly randomly offered up a hodgepodge of complaints, suggestions, advice, and ten more questions."

Also, they liked the idea of being able to reflect ahead of time about what they wanted to discuss before getting feedback from their colleagues. Teacher feedback included:

"I thought the structure was very appropriate. I think one of the keys to its success was its simplicity."

"I think that having us teachers reflect before the session helped us not only to deeply think about the problems or difficulties we had been having, but also possible reasons and solutions for them."

"The structure introduced by way of the reflection handouts you asked us to complete prior to the meeting were incredibly effective both on an individual and group basis. Not only did the questions on the handout force me to think in-depth about my said incident, but it also consequently readied me to speak at length and eloquently about it since I had already organized my thoughts into paragraph-length responses. Because I felt so prepared to introduce and then discuss my incident, I wasted less time in collecting my thoughts on the spot and trying to explain adequately the situation."

The opportunity to get feedback and suggestions from their colleagues was also highlighted in the feedback. Comments included:

"During the forum, being able to share these with the other teachers and discuss similar experiences amongst each other was also beneficial and encouraging to me to let me know that I wasn't alone in these issues, and that there are practical and successful ways to handle them. I'm glad we got to cover all four of our proposed issues."

Feedback was also more structured and streamlined. My colleagues, it seemed, could better formulate

worthwhile responses when the questions asked or situations presented were logically ordered and clearly stated. I think this shared realm of experiences put the faculty at ease with themselves and with each other; it subsequently opened more doors through which to communicate,...to express specific concerns which had previously been kept quiet behind a door of self-doubt or fear of peer security. Simply, it was comforting to know that each of us was not alone in our struggles and even nicer to know that each situation had a myriad of possible solutions or at least areas for experimentation.

Even though the six teachers that attended gave positive feedback overall about the protocol, there are some glitches that are still being ironed out in the administration of the protocol. The biggest concern from teachers is that the protocol is too structured and they like to be able to just converse and let the discussion go where it may, even if there are digressions from the incident the teacher brought up for discussion. Some of these digressions were helpful in discussing administrative issues that the new teachers had. A teacher wrote, "Though at times conversation veered off onto various tangents, this, too, was incredibly helpful." However, it was pointed out that administrative issues (which should be slated for the monthly faculty meetings) should not be confused with classroom issues as a focus to be discussed in the Coffee Hours. Designating a colleague who is good at directing the conversation flow to be a facilitator/discussion leader, can help to resolve this issue.

V. Limitations of the Study

The major limitation, or it would seem, to this study was the small numbers of participants. However, Hole and Hall McEntee (1999) recommend teachers collaborate with this protocol in groups of three to five colleagues. They do not state the reason for this. However, this number was an effective size for our situation. Each teacher had a lot to add to the discussion and if more teachers had been present, some teachers may not have felt comfortable speaking or taking up time to speak. Having said that, one participant did state that it would have been nice to have more teachers in order to get more ideas and feedback.

It was nice to hear everyone's opinions on these matters, but I only wish there could have been more members present to be contributing. This is to be expected though, since attendance here is not mandatory, but it probably would have been more effective had there been more experienced teachers who could have shared their feedback, too. (However, I did like our smaller, more intimate group, who were all quite positive and encouraging with each other...perhaps with more people, it could have become more chaotic, off-track, or even more prone to debate...)

One of the main reasons teachers could not come is due to busy schedules. Teachers are busy people and have many responsibilities. There are extenuating circumstances at times. However, if time is not allotted to reflect, teachers will continue to see the same problems and issues repeat themselves with the possibility of stagnation or burnout occurring. Robert Garmston has stated, "Anyone too busy to reflect on one's practice is also too busy to improve." Each teaching environment is different and facilitators of this protocol will need to research and discuss possible solutions for their situations.

A second limitation to this study is the protocol was only used in three collaborative meetings so this study is based on a limited amount of data. To be critical, reflection must be consistent and focused. (Brookfield, 1995) Our collaborative meetings have been focused and consistently done at least once a month, but they need to be more long term and more focused without so many digressions. However, the author hopes to continue these collaborative meetings and to collect more data to update the study in the future. It seems that the teachers, also, view positively continuing this protocol, as one teacher wrote:

I ask that these more structured Coffee Hours be continued indefinitely, or at least until they become ineffective in rendering constructive conversation and collaboration. After all, I stayed an hour longer than I intended to soak up as much good feedback and suggestions as I could. As a direct result, not only was my initial concern addressed..., but I now have my plan for the rest of the semester...

In the future, I can see continuing these types of informal meetings in order to help fellow colleagues who are experiencing difficulties in the classroom.

Finding a facilitator/discussion leader can be another limitation. One teacher commented that "whoever leads the meeting may have to exert some control in order to keep the process on track. The conversation would have to concentrate specifically on the problems brought up by teachers, [instead of] subjects that were sometimes not particularly relevant." Teachers, generally speaking, can be social people and like to get together and just see where the conversation takes them. So, it can be a challenge to rein them in, in order to provide teachers with a productive and effective outcome. It is vital to find someone that is firm yet diplomatic in leading the discussion, as well as willing to play that role in the discussion.

VI. Conclusion

As teachers or facilitators, we don't always have to rely on other scholars or books to tell us what will or won't work in our classrooms. Stopping to look inward and reflect on our own situations and thoughts can start us in the right direction. Then taking suggestions and ideas from others around us in the same situation, rather than from another context, can expand our horizons and empower us even more in our quest of life-long learning...and teaching. Dewey (1938, p. 44) summed up life-long learning when he said, "What an individual has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follow. The process goes on as long as life and learning continue."

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How to Present Your Research Findings

David E. Shaffer
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Abstract

Many young and able ELT professionals would like to get involved in research in one or more of the varied areas in our field. Their unfamiliarity with research procedures, however, prevents them from doing so. This presentation, as the final part of a four-part strand presented by the KOTESOL Research Committee, addresses the question of how to go about writing up or presenting the results obtained from a research project. The other three presentations in the strand deal with (a) selecting a research topic, (b) designing a research project, and (c) collecting and analyzing research results. Written and oral reports of research are dealt with. Emphasis is placed on the sections of a quantitative research paper and their organization as this form is most preferred for research evaluation. The differences with a qualitative research paper are highlighted, as are those of an oral presentation.

I. Introduction

This presentation is designed to help people who are interested in carrying out research as practicing teachers but feel unsure about how to go about it. Its focus is on writing up and presenting the research findings after the research has been carried out, i.e., after the research topic has been selected, the project has been designed, and the data has been collected and analyzed. Covered in the presentation will be the organization of a research paper for publication, as well as suggestions for giving an oral presentation of one's research and the formats for the most common reference types.

II. Organization of the Research Article

The typical organization of a research article is (a) Introduction, (b) Method, (c) Results, (d) Discussion, (e) Conclusions, (f) References, and (g) Appendices (optional). Research articles appearing in journals often begin with an abstract. The purpose of the abstract is to summarize the article. It includes a statement of the topic and purpose, a description of the materials and procedures, and the statistical analyses used, results, and implications.

A. Introduction

This section situates the study within the larger field of study. This is accomplished through a review of the literature and a statement of purpose. The literature review provides the background for the study, demonstrates the relationship of previous studies, and provides a framework for the study. The statement of purpose provides precise research questions clarifying what is being investigated and specific research hypotheses.

B. Method

In this section, the characteristics of the participants in the study and how they were selected are described. Any materials used in the study – teaching materials, questionnaires, rating scales, tests, etc. – are described. The procedures of how the materials were prepared, administered, and scored are presented in detail. This section also describes how the data were arranged and analyzed in the study.

C. Results and Discussion

These sections may be separate or combined. The Results section summarizes the grouped data and the results of the analyses. This technical report is often done through the use of tables and figures for clarity. In the Discussion section you will arrive at the answer to the original research questions.

D. Conclusions

Well-supported and reasoned conclusions may be presented, and suggestions for further study provided.

E. References

This section is a list of all and only the resources cited in the text of the study. In our field, the style guidelines that research must almost always follow for publication are those of the American Psychological Association (2001). Among these APA guidelines, the most important ones – those relating to citations and references – pose some of the biggest problems for authors and could be the basis for a paper submission not receiving acceptance if they are not well followed. Knowledge of a few basic style rules and the style guidelines for a few common types of resources (books, papers in books, and papers in journals) will equip the writer and editor with the information they need to properly format the majority of references listed in research papers. APA style will be presented for (a) reference citations of authors and their works in text as part of the narrative and parenthetically, (b) reference lists, including author names, publication dates, titles of articles, titles of works, publication information (location, publisher), and (c) retrieval information for electronic sources.

The four most commonly cited resource types – books, articles in a book, journal articles, and online articles – are presented below in the form they should appear in the list of references:

- Smith, J. K. (2005). *Doing research: An introduction*. Fairview, NY: Macmillan.
- Smith, J. K., & Jones, S. (2006). Research design. In A. Black & B. White (Eds.), *How to do second language research* (pp. 123-132). Darby, England: Longman.
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F. Appendices

This section is sometimes used to present information that does not fit well into the text, often due to size or relevance. Included here may be scales or measures used in the study or samples of data collected.

III. Oral Presentations

Presentations of research are delivered orally at conferences and symposia. To aid in doing this one may use cards, a flip chart, a chalkboard or whiteboard, an OHP, prepared handouts, or some combination of these, but the present preferred mode of delivery is the PowerPoint presentation with the PPT file saved on a memory stick. An oral presentation should contain the highlights of the research carried out. A detailed presentation is not possible in the 20-50 minutes normally allotted. You should be familiar with the content of your presentation, your venue, and your equipment. Begin by providing general information as it takes a few minutes for the audience to focus on a presentation. Maintain eye contact with your audience and speak in a loud, confident voice. Be clear by giving a preview of the message, deliver the message, and summarize the message. Do not run overtime. Once the allotted time is up, the audience tunes out. It is preferable to finish early on a positive note – a closing statement prepared in advance - and provide time for questions and answers before closing.

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The Author

David E. Shaffer (PhD Linguistics) has been an educator in Korea for over three decades. In addition to teaching graduate and undergraduate courses in the English Language Department, he is Foreign Language Programs Director and TESOL Program Director at Chosun University. He has years of experience as a teacher trainer and materials developer. Dr. Shaffer is the author of several ELT books and EFL-related columns in periodicals for Korean English learners, in addition to books on Korean customs, Korean poetry, and Korean language. His main academic interests include incorporating cognitive linguistic constructs into more effective teaching techniques. Within KOTESOL, he is National Treasurer, Research Committee Chair, publications editor, and international conference committee member, as well as frequent conference presenter. Dr. Shaffer is a member of a variety of ELT and linguistics associations, and currently serves on the boards of Asia TEFL and GETA. Email: disin@chosunu.ac.kr

Through Arts-Based Lenses: Reflective Practice & Korean EFL Teacher Identity

Darryl Daniel Bautista
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Abstract

In this work in progress, I explore the Korean English as a Foreign Language (EFL) teacher identity and how identity awareness may or may not influence a Korean teacher's perception of EFL in their classroom and perhaps, in South Korea. By first reflecting on my perceptions of Korean EFL teachers and then revealing these ideas to my participants, I enter into a letter exchange where two Korean teachers respond to my conceptualizations. The letter exchange reveals their arguments for and against some current practices in English language teaching in Korea and it further reveals their opinions and concerns in terms of being affective practitioners.

I. Introduction and Theoretical Framework

With this current study, I continue my previous Arts-Based Educational Research (ABER) work in the Korean EFL context. In 2004, I collaborated on an arts-based letter exchange to negotiate perceptions about cultural-ethnicity exploring the terms "whiteness" and "ethnic minority" in the Canadian teaching context (Bautista & Boone, 2005). In 2006, I introduced the idea of letter writing to a graduate student as a means of reflecting on her Korean EFL Teacher Identity (Hoon & Bautista, 2008). For this research, I continue to use letter writing as I explore my perceptions of Korean EFL teacher identity and responses to those perceptions from Korean EFL teachers.

In the past, EFL discussions about teacher identity often existed solely in relation to language learners and learning (Ricento, 2005); however, Varghese, Morgan and Johnson (2005) argue that language teacher identity is emerging as a subject of interest in educational research while Norton (1997), too, mentions the increasing interest among second language educators in the negotiated, constructed and conflicted nature of teacher identity.

In this study, teacher identity forms the premise from which my inquiry takes shape. My guiding research questions are:

1. What perceptions exist in terms of Korean EFL teacher identity?
2. What are Korean EFL teacher reactions to these perceptions?
3. How will awareness of Korean EFL teacher identity create agency for practitioners?

II. Methodology

Arts-based Educational Research (ABER) and notions of Reflective Practice are the two primary approaches employed in this work. ABER, from notions of postmodernism in education, is a form of research that is resistant to traditional researcher/participant roles and the representation of research findings as definitive and conclusive. As Diamond and Mullen (1999) write, "the effectiveness of arts-based postmodern activity depends upon the degree to which it arouses (rather than 'transmits') particular feelings and images and the degree to which it momentarily captures and provokes experiential learning" (p. 24). This study then explores the experiences of both researcher and participant to initiate and to encourage the on-going dialogue regarding perceptions and realities of the Korean English teacher self.

For Reflective Practice, it is Schon's (1987) concept of reflection as knowing-in-action that further infuses the study. Reflective practitioners are fully engaged in the deciphering of their meaningful experiences; they are conscious and conscientious of their actions and reactions to situations within their teaching lives. In addition, Amulya (2004) states, "Reflection is an 'active' process of witnessing one's own experience in order to take a closer look at it" (p. 1). I believe that a teacher as reflective practitioner may actively engage in arts-based methods like letter writing to renegotiate past experiences for the possibility of change in their current and future teacher practice.

A. Letter Writing as Research Tool

I implement an arts-based version of letter writing as a relevant tool for reflecting on Korean English teacher identity and for negotiating change within Korean EFL teacher practice. In short, I will construct a letter about my perceptions, offer it to each individual participant, accept an individual response letter and then, in a group setting, we will dialogue the effects of our written correspondence.

For letter writing, Connelly and Clandinin (2000) suggest that "letters as field texts may be used among participants, among research collaborators or among researchers and participants" (p.106). In this study, the

letters become forms of sole introspection for the researcher and the participant and the letter exchange will help create a space to dialogue aspects of the Korean EFL teacher identity.

B. The Research Participants

For this letter exchange, I enlist two Korean EFL Teachers. One participant with approximately ten years of experience works in the private sector and is currently teaching elementary to adult learners. The second participant is a novice University EFL teacher who also works with North Korean students in a government assisted program. As the teacher researcher involved in the collaborative design and exchange of these letters I, too, am an active participant in the study.

III. Possibilities from the Research

My research here focuses on how becoming aware of certain perceptions of Korean EFL teacher identity may or may not influence current and future professional experiences. I initiate this letter writing and letter exchange because I firmly believe that most Korean EFL teachers struggle with certain aspects of their teacher identity. For example, I perceive a great deal of insecurity in Korean teachers especially in terms of their English language teaching skills. I feel this perception is further exacerbated because of parental criticism of the teacher's practice and/or governmental policy that place native speaking proficiency as the standard of English language instruction in Korea. Perhaps through this arts-based dialectic, I may learn how these struggles are manifested, understood and/or rectified.

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