

# KOTESOL 2010 UCC Center National Conference

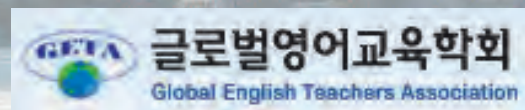
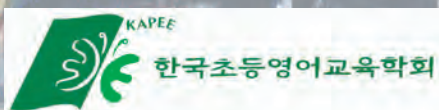


*Learning to Teach,  
Teaching to Learn:  
Lessons from the Classroom*

Plenary Speakers:  
Aleda Krause & Steve Cornwell

**May 15th, 2010**  
**Daegu EXCO**

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





**KOTESOL – UCC  
National Conference  
2010**

*Learning to Teach,  
Teaching to Learn:  
Lessons from the Classroom*

**May 15th, 2010**

**EXCO**

**(Daegu Exhibition & Convention Center)**

**Daegu Metropolitan City**

**Republic of Korea**



**Table of Contents**

Table of Contents . . . . .	1
EXCO Facilities Floorplans (2 <sup>nd</sup> – 5 <sup>th</sup> Floors) . . . . .	2
Welcome . . . . .	3
Conference Committee . . . . .	4
Timetable . . . . .	5
Accommodations . . . . .	6
PAC 2010 – Korea TESOL Call for Papers . . . . .	7
Plenary Sessions . . . . .	8 – 9
Jeonju Conference Announcement . . . . .	10
Indices & Abstracts . . . . .	11 - 20
Busan Conference Announcement . . . . .	21
About the Presenters (Biographical Sketches) . . . . .	22 - 26
2010 National Drama Festival . . . . .	27
KOTESOL – Who We Are . . . . .	28
KOTESOL Constitution & Bylaws . . . . .	29 - 30

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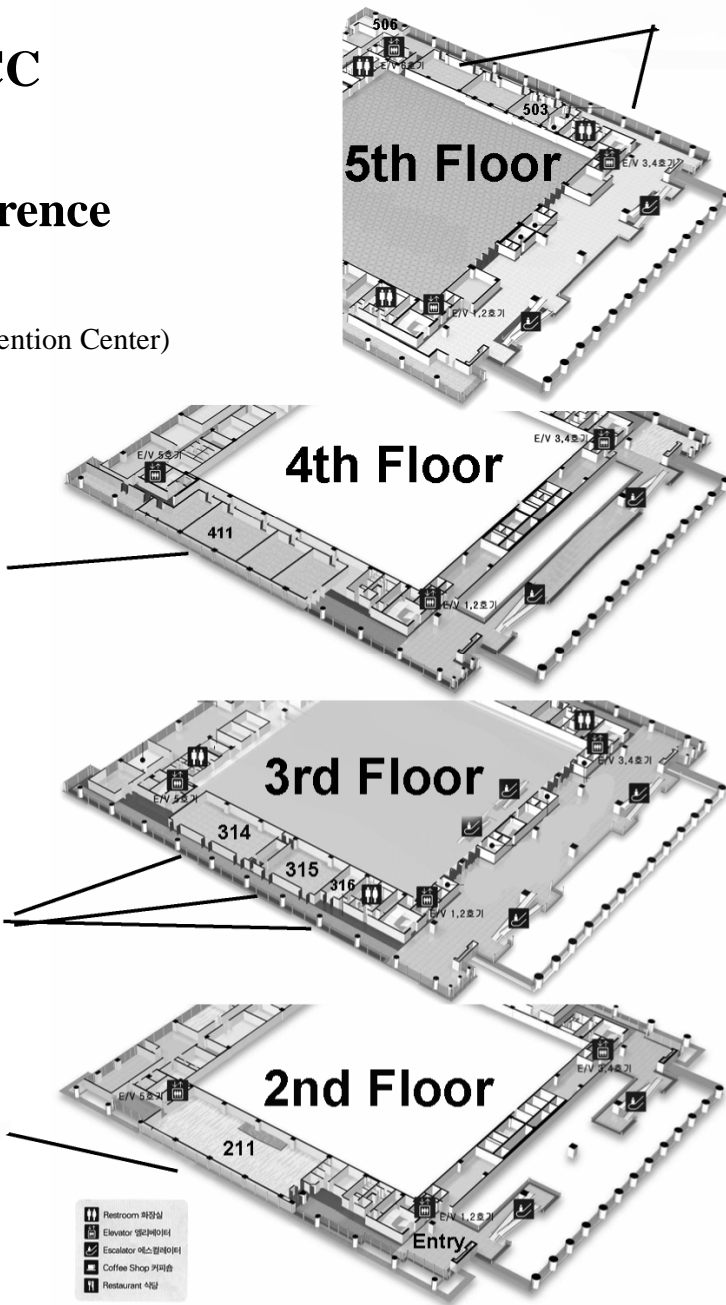
KOTESOL National Conference Proceedings 2010

**Floorplans to  
KOTESOL-UCC  
2010  
National Conference  
at EXCO**

(Daegu Exhibition & Convention Center)

**Rooms in use:**

- 211
- 314
- 315
- 315
- 411
- 503
- 506



## **Welcome**

If you are like me, you probably find most welcoming comments trite and irrelevant. So let's get right to it.

The secret to a wonderful conference experience is not the time the conference committee takes in deliberations, the care of the presenters, or even the speed of registration, though these are all important. The real key to a good conference is the people who participate. The all-too-frequent schism between “presenters” and “attendees” debases the entire idea of conferencing – to share thoughts & to learn from each other, in the presentation sessions, in the hallways, and in future communication with people you meet at the conference.

The social aspects of a conference cannot be over-rated.

However, there are people and organizations that make conferences possible, and here I'm going to thank them.

There are lots of book publishers and teacher training organizations that are long-term, year-around, supporters of KOTESOL, even though some of them aren't here today. But for those who are, I hope you'll take the time to browse the displays, even if you don't buy today, the ideas and awareness of resources are invaluable.

We have partner organizations in the world of English Language Teaching, and they do good work too, and I want to recognize those who made a point of supporting this event with publicity, recommending presenters, and moral support. Special thanks go to Global English Teachers Association and Korean Association of Primary English Educators, along with the Pan-Korean English Teachers Association and the TESOL Alliance, for taking positive and proactive steps for us.

We have volunteers who have given hours and weeks of their time, and even though we don't always get everything right the first time, we're working hard for you, and we don't get paid, so I hope you'll share a kind word of appreciation to those you meet.

Lastly, and definitely not least, we should thank our partner and host institution, the UCC TESOL Center, for the hours of work and financial support they have shared on behalf of English teachers and their English conference.

May you have a wonderful day of insights, encouragement, and inspiration.

Rob Dickey  
KOTESOL National Conference Committee Chair 2010  
The KOTESOL-UCC 2010 National Conference

## KOTESOL – UCC 2010 National Conference

### Conference Committee

(in Alphabetical Order)

	<p><b>Craig Bartlett</b> Proceedings Keimyung University Intensive Teacher Training Program</p>		<p><b>Robert Capriles</b> KOTESOL National President Korea National University of Education</p>
	<p><b>Robert J. Dickey</b> Committee Chair Keimyung University</p>		<p><b>Louisa Lau-Kim</b> Registration Linton Global College</p>
	<p><b>Josette LeBlanc</b> Web Services Keimyung University Intensive Teacher Training Program</p>		<p><b>Julien McNulty</b> Program Jeollanam-do Educational Training Institute</p>
	<p><b>David Shaffer</b> Domestic Relations Chosun University</p>		<p><b>Deborah Tarbet</b> Treasurer Keimyung College University</p>
	<p><b>Jenny Yang</b> Director UCC TESOL Center</p>		



**Timetable – KOTESOL-UCC 2010 National Conference**  
**May 15<sup>th</sup>, 2010 EXCO, Daegu**

TIME	Room 211	Room 314	Room 315	Room 316	Room 411	Room 503	Room 506
9:30am	<i>Registration</i>						
10:10am	<i>Opening Events</i>						
10:30am - 11:15am	Plenary: <b>Steven Cornwell</b> - <i>Five Things I've Learned From My Students</i> (211)						
11:30am - 12:15pm	<i>Peer Review Exercises to Promote More Supportive Student Feedback</i> <b>Matt Sanders</b>	<i>Young Learner Motivation: Yes I Can PLAN!</i> <b>James Smith</b>	<i>A New Technological Writing Solution Developed by ETS</i> <b>Hee-Jin Kim</b>		<i>The Power of LEE</i> <b>Michael Griffin &amp; Eun Hee Park</b>	<i>The Need for Feedback in Writing Assignments</i> <b>Brian Heldenbrand</b>	<i>Comics in the Classroom</i> <b>Peadar Callaghan</b>
<i>Lunch &amp; Book Show</i>							
1:00pm - 1:20pm	<i>Efficient Educational Methods using Multivalent Internet Activities</i> <b>Robert Gordon</b>	<i>Practical Ideas for Effective Activity Delivery</i> <b>Manpal Sahota &amp; Michael Griffin</b>	<i>The 'new' Cambridge Exam for Teachers: The TKT</i> <b>James Forrest</b>	<i>English-to-Korean Loanword...</i> <b>Dr David Shaffer</b>	<i>Get Them Talking! Use of drama activities in the classroom</i> <b>Justin Trullinger</b>	<i>Step-up-to-Writing in the Korean Classroom</i> <b>Bryan Fox</b>	<i>Classroom Rotation Games in the EFL Classroom</i> <b>Gerald de la Salle</b>
1:25pm - 1:45pm				<i>Integrating listening Strategies into the Classroom</i> <b>Stafford Lumsden</b>			
2:00pm - 2:45pm	<i>Teaching Grammar through Pattern (the QASI Approach)</i> <b>Maria Pinto</b>	<i>Teaching Children: If I Knew Then What I Know Now</i> <b>Jake Kimball</b>	<i>Online Course Management: Making Teachers' Lives Easier</i> <b>Sam Lee</b>		<i>Dealing with Extended Reading Texts in the Korean Middle and High school English Class</i> <b>Helen Smith &amp; Hyeonjeong (Jay) Na</b>	<i>Establishing Context in Business Writing: The Need for Realistic Scenarios</i> <b>Shane Ellis Coates</b>	<i>Let's GO: Enhancing Lexical Acquisition/Retention using Mind Maps (GOs)</i> <b>Julien McNulty</b>
3:00pm - 3:20pm	<i>Three Consciousness-Raising Tasks for Teaching Grammar in Omani Classroom</i> <b>Dr Muhamed Abu Rahmah</b>	<i>The Effect of CLIL on English Immersion Camps</i> <b>Dong gun Kim</b>	<i>Vocabulary Learning – More Than Just Memorization</i> <b>Allison Bill</b>		<i>Using Oral Communication Strategies in the Classroom</i> <b>Karl Proddger</b>	<i>11 Sentence Forms and Model Student Essays For Effective Writing</i> <b>Richard Dowling &amp; Stephen Watson</b>	<i>Investigations into Language &amp; Culture: "Over the Rainbow" YouTube Lesson</i> <b>Gwen Atkinson</b>
3:25pm - 3:45pm		<i>Teaching Vocabulary Through Core Meaning-Based Instruction</i> <b>Yoo-Jeong Kim</b>					
4:00pm - 4:45pm	<i>How I Became a Better Teacher: Competency Development...</i> <b>Panel/moderator: Steven Cornwell</b>	<i>Making a Textbook Come Alive in the Korean YL &amp; Teen Classroom</i> <b>Aaron Jolly</b>	<i>Giving Feedback on Speaking Skills</i> <b>Roger Ramirez</b>	<i>The Reality of English Conversation Classes...</i> <b>Rachel Heppner-Kroeker (20 min)</b>	<i>Improving Reading Ability through Using English Newspapers</i> <b>Hyun Jin Jeong (20 min)</b>	<i>Strategies and Approaches for Academic English Writing Development in Universities</i> <b>Robert Kim</b>	<i>Using TV Commercials in the Language Classroom?</i> <b>Brian Heldenbrand</b>
5:00pm - 5:45pm	Plenary: <b>Aleda Krause</b> - <i>Simple Activities for Super Classes</i> (211)						

***Dinner with the Stars – Pay your own way Bulgogi, 6:30pm....***

## **Accommodations**

### **Mid-class Hotels**

*HotelAirport* - A DIFFERENT EXPERIENCE. NOT VERY FAR FROM EXCO, A HOTEL BUILT WITHIN THE (NOT VERY BUSY) DAEGU INTERNATIONAL AIRPORT.

100,000/NIGHT (SINGLE)

NO RESTAURANTS IN THE AREA BEYOND THE HOTEL'S OWN (3).

ABOUT 3,000WON TAXI FROM DONGDAEGU (KTX) TRAIN STATION, SIMILAR TO EXCO.

### **Motels near EXCO**

(40,000 - 50,000WON PER NIGHT)

WALKING DISTANCE TO EXCO.

#### *Inter-park Motel*

1618 SANGYEOK-DONG BUKGU DAEGU

TEL: 053-381-1704

FAX: 053-381-1776

(NO ONLINE RESERVATION SERVICE)

### **Other nearby options include:**

#### *Convention Motel*

1682 SAN-GYEOK-2-DONG

BUK-GU, DAEGU

053-382-1002 (NO ONLINE RESERVATION SERVICE)

#### *Gloria Motel*

1617-1 SANGYEOK-DONG

BUKGU DAEGU

053-384-8080

(NO ONLINE RESERVATION SERVICE)

THOSE SEEKING A FULL-CITY EXPERIENCE SHOULD LOOK FOR HOTELS EITHER NEAR DONG-DAEGU STATION OR IN THE DAEGU STATION/JUNGANG-RO DISTRICT (ALSO CALLED DONGSEONG-RO).

**PAC 2010 (The Pan-Asia Consortium of Conferences)  
KOREA TESOL International Conference**

OCTOBER 16-17, 2010

**Sookmyung Women's University**

➤ **Invited Speakers**

- **Plenary Speakers:** Jennifer Jenkins, Paul Nation, Patricia Duff
- **Featured Speakers:** Andy Curtis, Andy Kirkpatrick, Alan Maley, Andrew Finch, Jodi Crandall, Nobuyuki Honno, Sunhae Hwang, Suchada Nimmannit, Tomas Farrel, Willy Renandya
- **Plenary Panel:** David Nunan, Kathleen Bailey, Rod Ellis

**Call for Presentations**

THE THEME OF PAC 2010/KOTESOL INTERNATIONAL CONFERENCE (OCT. 16-17, 2010) IS **“Advancing ELT in the Global Context.”** THE THEME ADDRESSES THE ISSUE OF LANGUAGE TEACHING AND LEARNING IN THE BROADER SOCIO-CULTURAL PERSPECTIVE. AS LANGUAGE TEACHERS AND LEARNERS, OUR MULTI-FACETED AND EVER-CHANGING INDIVIDUAL IDENTITIES – HOW WE SEE OURSELVES AND HOW WE ARE SEEN BY OTHERS – WILL SHAPE OUR ATTITUDES, ACTIONS, AND REACTIONS TO LANGUAGE TEACHING. PAC 2010 WILL BE A FORUM FOR EDUCATORS TO SHARE THEIR IDEAS, INNOVATIONS, EXPERIENCE, ACTION RESEARCH, AND RESEARCH FINDINGS IN THE GLOBAL CONTEXT.

**The closing date for the receipt of proposals is May 31, 2010.**

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All proposals must be submitted via web-form.  
The Link to the will be available at  
<http://www.kotesol.org/?q=PAC2010ProposalSubmission>

Please direct any *Conference Program* related inquiries to the Program Committee:  
[kotesol.program@yahoo.com](mailto:kotesol.program@yahoo.com)





## Plenary Speaker

10:30am

**Dr. Steven Cornwell**

### **Five things I've learned from my students**

As teachers it is normal for us to focus on teaching. It is what we do—manage classes, create lesson plans, assign homework, assess students, etc. But what can we learn by focusing on learning? After all learning and teaching are the flip sides of the same coin. You can't have one without the other; they are inseparable. Focusing on learning can help us better understand what we do and what we need to do. In this presentation I will talk about what I have learned from some learning experts--my students (while also throwing in a few insights gleaned as a language learner.) My goal is to help us reflect upon what we do from a different perspective.

**Steve Cornwell** is a teacher (and language learner) based in Osaka, Japan where he has been teaching since 1995. Co-coordinator of JALT's Teacher Education Special Interest Group, he has taught, presented, and/or conducted teacher training in Bangladesh, Canada, China, Japan, Singapore, South Korea, Thailand, and the US. A graduate of the School for International Training's MAT program, he recently spent time there as a visiting professor working on Second Language Acquisition and Curriculum Design. In addition, he has co-designed and team taught online courses for the New School's MATESOL program, and in 2008-09 he researched language learning from the inside as a student in three intensive language programs.

## Plenary Speaker

5pm

**Dr. Aleda Krause**



### Simple Activities for Super Classes

The best classes are almost always the simplest ones. Teachers are not stressed, students are confident and involved, and everyone knows what's happening and what they're supposed to do. In order to accomplish these simple lessons, teachers need a core of tried and true activities that they can adapt to different classes. The best solution is to put together a set of these activities that can be used at any time, with all kinds of materials, in classes of many levels. They should also require little or no preparation time, which is often hard to find for busy teachers. I will introduce six to ten of my favorite "any time" activities, with suggestions about how to adapt them to different levels.

**Aleda Krause** is a teacher and teacher trainer based in Japan who has worked with more than 250 groups of teachers all over the world for more than 30 years. She teaches students of all ages, from preschool to senior citizens, including university students learning to be teachers of children. She is the author of *SuperKids*, a 6-level EFL series for elementary-school children, *SuperTots*, a 3-level EFL series for kindergarteners, and the *Longman Children's Picture Dictionary*. She is founding coordinator of JALT's Teaching Children SIG and the author of numerous articles on teaching, teacher training, and teaching methodologies.

# Developing Tools for the Changing Korean Context

2010 Jeonju-North Jeolla KOTESOL Conference

May 29, 2010

11:30 a.m. to 6 p.m.

Geun Young High School English Center



**Special Strands:**  
Young Learners & Teens  
Extensive Reading

**Presentation Topics Include:**

**Speaking Skills**  
Comics in the Classroom  
Graphic Organizers

**Practical Activities**  
Operating an English Center  
Using Videos

**Publishers:**

Cambridge  
eFuture  
Pearson

EduCherry  
Oxford  
Top/Kidari



Visit the website for Pre-Registration, Conference Schedule,  
Directions to the Venue, and Conference Updates

[www.kotesol.org/?q=JNJ2010](http://www.kotesol.org/?q=JNJ2010)  
010-6332-5191 (Allison)  
[jnjconference@gmail.com](mailto:jnjconference@gmail.com)

## **Indices**

This year, the National Conference is pleased to offer the presentations in 7 main streams:

- Reflective practices
- Young Learners
- Feedback
- Research
- Reading & Speaking
- Writing
- Outside the Box Methods

**Reflective Practices** presentations and workshops are in **Room 211**

**Young Learners** and **Miscellaneous** are located in **314**

**Feedback** is located in **315**

**Research presentations** are 20 minutes long and are mainly located in Room **316**

**Reading & Speaking** are both in **411**

**Writing** is situated in **503**

**Outside the Box Methods** are located in **506**

Abstracts are organised by time, and then by room.

We hope you find this guide useful today.

Regards,

Julien McNulty  
Program Chair  
KOTESOL-UCC National Conference 2010

# Abstracts

**11:30am**

## ***Peer review exercises to promote more supportive student feedback***

EFL students in east Asia tend to be very self-conscious about their English abilities and often times hesitate to express their true feelings due to the fear that they are not producing clear and coherent sentences, making embarrassing mistakes, and / or could be left vulnerable to critical responses. What's more it is even a greater challenge for EFL (English as a foreign language) students to make comments about a classmate's work. This presentation will give examples on how an instructor can use certain activities that encourage EFL students to become supportive peer reviewers who will demonstrate confidence and give accurate and effective comments to their classmates, which will improve their English. The activities expressed in this paper were carried out in an English writing class at a private university in Japan. The students were intermediate level but it is my belief that such activities could also be carried out with EFL students in high school setting and at lower levels of English proficiency. Moreover, these activities aim to enhance students English speaking skills along with writing skills.

**Matt Sanders, Room 211**

## ***Young Learner Motivation: Yes I Can-PLAN!***

James Smith is currently an Instructor at Chungdahm Learning in Seoul while finishing his Masters of This study examines the expectancy-value theory of motivation and one way I changed my young language learners' ability beliefs thereby improving their motivation. Ability beliefs are an "individual's perception of his or her current competence at a given activity" (Wigfield and Eccles, 2000). Study schedules created cooperatively by students and their teacher can capture and focus student motivation towards mastery in a language course by independently tailoring study habits. Improved study habits, goals and routines can positively affect ability beliefs "hav [ing] important motivational consequences (Covington, 1992). This study will first focus on the benefits of study schedules and the way in which they can improve young learner ability beliefs. Second, the study will talk about ways to create study schedules with students being active participants and "responsible agents in the definition and accomplishment of personal goals" (McCombs, 1991).

**James Smith, Room 314**

## ***A New Technological Writing Solution Developed by ETS***

This presentation will introduce a new technological writing solution developed by ETS which will greatly assist teachers/ instructors in conducting effective writing classes. As you are fully aware, the global demand for the writing skills is rapidly increasing. The employees in global companies utilize their writing skills much more than speaking skills in their daily activities such as writing emails and reports. Since the program was launched in 1999, it has gained public trust in the United States. Also, this writing solution has been proven in Korea as the most effective writing program. To mention few references, Yonsei University and Seoul Metropolitan Office of Education have already used this program. The outline of presentation will be as follows; What is the Criterion Service?, Development Process, Automatic Scoring and Feedbacks in 5 Main Areas (42 sub-categories), a Variety of Pedagogical Applications, Criterion Live Demo and etc...

**Hee-Jin Kim, Room 315**

## ***The Power of LEE***

TEE seems to be an important buzzword in Korea at the moment. It is a concept that brings out emotional reactions from teachers, administrators, students, parents, and presidents. Teachers are often expected to suddenly translate their classroom practices into English with mixed results as teachers and their students are often woefully unprepared for this rapid transition. In this presentation we will think critically about TEE and we will invite audience members to do the same. As a group we will consider its advantages and disadvantages. Additionally, we will examine some commonly held beliefs about TEE. We will also share stories from the classroom and training room in order to illustrate our points. Finally, in this workshop, we offer a new model, "Learning English in English." It is really the learners that are important right?

**Eun Hee Park & Michael Griffin, Room 411**



# Abstracts

## ***The Need for Feedback in Writing Assignments***

Students need feedback. Are we as teachers offering them enough feedback regarding their development? Truly, feedback has come to be a vital element in Korean writing classrooms. Whether the feedback received is verbal or written, students are eager to understand how they can improve their English skills in writing. This presentation will look at the importance of feedback in learning and share some practical ways for how teachers can provide feedback on student writing assignments. Also, the presentation will discuss the benefits of providing positive written comments on writing assignments compared to simply offering basic guidance in error correction. **Brian Heldenbrand, Room 503**

## ***Comics in the Classroom***

I am a comic book geek. I got my first comic book at the age of 4 and have been reading them ever since. Comics have taught me many things from history through to statistical analysis and a lot of stuff in between. Comic books sadly have been an often misunderstood or misapplied medium in the field of education.

Krashen (1993) points out the value of comic books in second language acquisition. The last comprehensive linguistic survey of comics by Thorndike (1941) showed that comics had more rare word forms than any other category of source up to and including witness testimony. Multi modal media has been shown in numerous studies to promote retention of the material presented and to allow the student to interact with the material in a variety of ways. Also the cultural significance of comic books throughout the English language should not be down played.

This workshop will introduce a variety of comic book based activities appropriate for students from elementary through university. Teachers will gain an understanding of the myriad of materials available and how to apply them in a classroom setting. **Peadar Callaghan, Room 506**

**1:00pm**

**1:00pm-1:20pm**

## ***English-to-Korean Loanwords: Categorization and Classroom***

### ***Instruction***

This presentation deals with Korean loanwords borrowed from English, their categorization as well as some of these characteristics, and ideas on how these loanwords can be introduced through classroom instruction. First, a categorization of English-to-Korean (E-K) loanwords based on syntactic, morphological, and other structural characteristics will be offered: (a) nouns, (b) nouns converted with Korean verb-endings, (c) truncations, (d) initializations, and (e) English+English and English+Korean fabrications. A semantic categorization will also be offered, which in addition to (a) semantic preservation, includes (b) semantic narrowing, (c) semantic widening, and (d) semantic transfer.

The results of a E-K loanword study will be presented, quantitatively describing the quality of loanwords based to (a) frequency of use in English, (b) type of cognates (true, convergent, divergent, close false friend, distant false friend, Koreanized), and restrictions on form and usage.

Because of the variety in characteristics that E-K loanwords may exhibit, informing the learner of these characteristics and of the ones that are most prevalent can be most beneficial. To expanding on this, several types of loanword activities to highlight English-Korean “cognate” differences will be presented, which include learners making drawings of sentences containing E-K false cognates and simple translations. **Dr. David Shaffer, Room 316**

**1:25-1:45pm**

## ***Integrating listening strategies into the classroom***

This paper focuses on the classroom integration of learner strategies. It provides an overview of the development and recognition of learner strategies as a field associated with learner autonomy. It then

focuses specifically on listening, examining the difficulties encountered by a group of Korean middle school students (aged 13 – 14) in undertaking listening tasks. After discussing listening strategies

# Abstracts

a lesson plan is presented and critiqued for its possible benefit to the learners in question in the hope that the integrated teaching of strategies will help them, not only complete listening activities in class, but will also aid in their day to day interactions on an ongoing (autonomous) basis. **Stafford Lumsden, Room 316**

**1:00pm-1:45pm**

## ***Efficient Educational Methods using Multivalent Internet Activities***

Teachers always need more time. Effective use of learning management systems like Moodle and Blackboard, as well as online platforms like Ning and Blogger can help instructors reduce time spent creating content in the long-term through the development of solidly designed learning activities. In order to minimize an educator's time creating online course materials, it is important to make templates that are not only flexible enough to be reused for the same courses in different semesters, but adaptable enough to be used in other courses as well. This forethought creates more free time for instructors to give feedback to students and interact with them in class and on the web.

We will look at three examples of online activities that can be used in almost any university language learning course, from basic English to content-based courses: student developed online Glossaries, Writing Workshops, and Video Presentation projects. We will also look at using forums, chats, and comments to support and reinforce learning stimulated by these three activities. **Robert R. Gordon, Room 211**

## ***Practical Ideas for Effective Activity Delivery?***

Many teachers design engaging activities for their students only to see the activities fall flat in the classroom. Why? Planning and preparing activities are obviously important, but nothing is more essential than the delivery. Through reflecting on our own teaching practices and observing talented teachers we have come to be aware of what can make or break a classroom activity. We would like to share our thoughts on and personal experiences with this topic.

This workshop will give teachers practical ideas of how to effectively deliver their classroom activities. The ideas are applicable for any teaching context with students of all levels, with special attention paid to large and multi-level classes. The basics of activity delivery will be covered. Attendees will have a chance to participate in various activities and see first-hand both the do's and don'ts of delivering activities. It is hoped that through experiencing effective and ineffective activity delivery attendees will be able to reflect on their own practice and co-opt effective strategies for their own classes. By the end of the workshop attendees will have a stronger understanding of what makes classrooms activities succeed or fail and how to do the former. **Manpal Sahota & Michael Griffin, Room 314**

## ***The 'new' Cambridge Exam for Teacher: The TKT***

In this workshop we will look at the TKT in general both for pre-service and in-service teachers. Participants will learn about what the TKT is, why the TKT is necessary, and how to prepare for the TKT. Participants are also introduced to the concepts and terms about teaching and learning that are central to the TKT, and given opportunities to do exam practice with TKT sample test tasks. This workshop will be beneficial for teachers who are looking for opportunities for professional development. **James Forrest, Room 315**

## ***Get Them Talking! Use of drama activities in the classroom***

English teachers know that the only way to learn English is to practice English. If you want to learn to speak English, you have to talk! Students, however, are much more hesitant. They often really want to practice their speaking, but their fear and natural deference stand in the way. This practical, activity-based workshop explores ways to free students to speak, based on dynamic techniques and activities adapted from the world of improvisational theatre. **Justin Trullinger, Room 411**

# Abstracts

## ***Step-up-to-Writing in the Korean Classroom***

One of the challenges we face as teachers of writing is our students' inability to effectively organize their thoughts and present them in a logical manner in paragraph and essay format. Often students are in a hurry to complete written work, and so ignore the steps of process writing, pay little or no attention to supporting details, and succumb to 'brain dump'. Developed for use in the US public school system, Step Up to Writing is a simple methodology which uses color-coding to improve organizational ability. It is easy to implement and appealsto learners of various learning styles. This workshop will introduce the logic behind the method and display through a hands-on demonstration how to guide our students through the paragraph-writing process. Time will be spent at the end of the workshop discussing how and when to implement the technique in your classroom, as well as addressing potential obstacles and how to overcome them. **Bryan Fox, Room 503**

## ***Classroom Rotation Games in the EFL Classroom***

Many EFL teachers use board games and card games in their classrooms. Unfortunately, several of these games have limited applicability or usefulness. Many are mere "crossword" games that focus on individual words rather than on chunks of information or on sentence structure. Arguably, these games do little to enhance students' English ability. This is not surprising. Most games played in the EFL classroom were never intended to be used as EFL teaching/learning tools. A good game for the EFL classroom should provide students with ample opportunity to participate, speak, and use the language rather than spending a lot of time passively observing. This workshop/presentation will focus on a few classroom rotation games which are very effective in enabling all students to participate in the classroom. Much of the discussion will be on games that are suitable to all age groups. I plan to bring the games to the presentation, open up the boxes and let teachers from the audience to physically touch, manipulate, and investigate their contents. We might also play a few games so that teachers will leave the classroom, already familiar with how to play them. In the end, some games will be raffled off to lucky winners. **Gerald de la Salle, Room 506**

**2:00pm**

## ***Teaching grammar through patterns (the QASI approach)***

In this presentation, Maria Pinto will show teachers unaccustomed to teaching grammar the QASI approach to forming simple tense questions. For teachers familiar with QASI, have you heard of QASG? SANotI your students into the negative, and get them to teach you the present perfect with QASpp. Build grammar patterns on the board and help your students become more confident and fluent conversationalists using these for plug-and-play speaking activities. Handouts on these grammar forms, and quick practice activities, will be available to download or save onto your usb sticks. Participants will be encouraged to share their own grammar-teaching shortcuts. **Maria Pinto, Room 211**

## ***Teaching Children: If I Knew Then What I Know Now***

Teaching English to young learners requires a set of skills that take a great deal of time and effort to develop. The tasks of teaching, managing, and motivating students are at times rewarding but also challenging. This workshop is aimed at teachers of young learners who are searching for solutions to common classroom management issues. Topics under consideration include classroom interaction strategies, task complexity, lesson sequencing, and managing learners' motivation. Attendees are encouraged to participate and reflect on factors that affect their own classrooms and their students' motivation and behavior. **Jake Kimball, Room 314**

## ***Online Course Management: Making Teachers' Lives Easier***

MyLab, Pearson Longman's new learner management system, offers a comprehensive solution for teachers by providing instant access to hundreds of assignments specially written to match the content from Top Notch or Northstar. Teachers can assign and set deadlines for automatically graded assignments to students, with the results analyzed and sent to the online MyLab gradebook. Multimedia assignments incorporate audio, video or voice recording into activities, and student performance monitoring allows you to see who is doing their work, track connection time, and review student submissions. With MyLab,

# Abstracts

you can take control of your lessons by making sure that your students are getting all the English exposure they need, both in and out of class. All attendees will receive free access to a MyLab class of their choice. **Sam Lee, Room 315**

## ***Dealing with extended reading texts in the Korean middle and high school English class.***

If you feel frustrated about your teaching and looking for fresh and interesting ways to teach reading; if you spend hours preparing reading texts for your students; if you believe that teaching Korean students to read long texts is impossible, then this workshop is for you! The aim of this session is to demonstrate how it is possible to get students reading long texts effectively. The presenters will share their recent experiences and thoughts on teaching extended texts, introduce a framework for planning effective reading lessons, and share some techniques and practical tips on how to make this goal a reality. **Helen Smith & Hyeon Jeong (Jay) Na, Room 411**

## ***Establishing context in business writing: The need for realistic scenarios***

Typically, business writing is governed by the external i.e. contextual needs surrounding it. In other words, the “immediate situation” in which writers find themselves determines how and what they will write. Elements such as tone and the visual representation of their work become paramount as they try to produce material that is appropriate for the situation and which adheres to the standard rules of business writing. This presentation will offer suggestions and examples of how instructors can create a “realistic” environment in which students can experiment with business writing, gain practical knowledge of different business composition formats, and practice the finer points of professional writing such as language, style and tone. **Shane Ellis Coates, Room 503**

## ***Let's GO: Enhancing Lexical Acquisition/Retention using Mind Maps (GOs)***

This workshop will examine the use of graphic organizers for optimizing lexical acquisition and memory retention. The history and emergence of graphic organizers, commonly called mind maps and conceptual maps, will be discussed, taking a closer look at some of the psycholinguistics involved in memory retention as it relates to adding words to the lexicon. Let's GO will incorporate hands-on learning and participation. The application and variation of graphic organizers will be suggested, pulling from the presenter's own classroom experiences. Additionally, grammatical tie-ins are made, demonstrating how a teacher can combine vocabulary and grammar concepts together in a creative, engaging manner. If you have ever wondered how to incorporate creative ways to work on vocabulary with your students, then this is the workshop for you! **Julien McNulty, Room 506**

**3:00pm**

**3:00pm-3:20pm**

## ***The Effect of CLIL on English Immersion Camps***

The Office of Educations in Korea provides intensive English camps during periods of vacation. This study investigates the effect of Content Language Integrated Learning (CLIL) on the camps supported on immersion teaching environment in terms of students' English interest, confidence and vocabulary improvement. CLIL focuses on “situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.”(Marsh, 1994). Eight subject matters – Math, Physical Education, Science, Cooking, Music, Art, Culture, and Storytelling, whose topics were taught as content and where English was used as an instructional language. 1,366 4th ~ 5th graders attended the camp for 10 days during winter vacation. 160 native teachers and non-native teachers together taught them partner as co-teachers. The data was collected from pre and post-questionnaires, pre-and post-vocabulary tests and focus group meetings with students and teachers. The results of this study are as follows: students answered that an interest in English, confidence, listening and speaking ability were improved compared to before the camp began. There was a significant difference in post-vocabulary tests recorded within each subject

# Abstracts

matter. Both native and non-native teachers suggested that this kind of English immersion camp based on CLIL should be recommended in elementary schools. **Dong gun Kim, Room 314**

**3:25pm-3:45pm**

## ***Teaching Vocabulary Through Core Meaning-Based Instruction with Korean Elementary School Students***

This study explores how teaching vocabulary through core-meaning based instruction have an effect on vocabulary learning with Korean EFL students. 5th and 6th graders from primary students (n=56) divided into three groups, based on their English language proficiency. They receive core-meaning based instruction in which learners are provided with a single overarching meaning of a word instead of being provided various meanings, and picture images are used to facilitate understanding of the concept. For example, the core-meaning of speak is defined as “to use your voice to say something”. Four utterance verbs- speak, tell, talk, and say- are selected for the current study based on several reasons. First, these four utterance verbs are considered to be high frequency verbs, as these are taught in 3rd to 6th grades in primary school in Korea. Secondly, these words are semantically similar and all four utterance verbs are translated into ‘말하다’ in Korean. In the pre-test, they were provided with picture tasks which consist of 12 pictures with four phrases, each of which include one of the utterance verbs. Participants consider which of the four phrases best describes the picture. It took approximately 20 minutes to complete. After the completed answer sheets were collected, the participants received core-meaning based instruction with the image of the core meaning of each word. Post-test 1 and 2 were identical in form to the pre-test. Two days after the pre-test and the instruction, all participants were provided with the unannounced post-test 1 and two weeks after pre-test and the instruction, they took post-test 2. The results provide an effective way to teach and learn utterance verbs. **Yoo Jeong Kim, Room 314**

**3:00pm-3:45pm**

## ***Three consciousness-raising tasks for teaching grammar in Omani EFL classroom***

Teaching and learning grammar is considered one of the main challenges of English language teaching (ELT) in the Omani classroom. This study investigated the effectiveness of three consciousness raising tasks for teaching grammar to the EFL students. Towards this end, some grammatical tasks including text repair, text reconstruction, and text enlargement were developed and taught to 35 EFL students in one of the Omani Basic Education classrooms in fall 2009. The results of the pre-post test indicated that there were statistically significant differences between the scores of the students in the pre-post test. It was concluded that that the three consciousness raising tasks helped improve the students' performance while using some grammatical items in context. Accordingly, it was recommended that these consciousness-raising tasks could be used for teaching grammar effectively in the Omani EFL classroom. **Dr. Mohamed Ismail Abu Rahmah, Room 211**

## ***Vocabulary Learning – More Than Just Memorization***

Have you ever looked at your students' English notebooks, or asked them how they learn vocabulary? When I look at some of mine, I see words being copied over and over again in an attempt to memorize them. Memorization is one Vocabulary Learning Strategy (VLS) your Korean students are likely quite skilled at. In this presentation, I'd like to offer some other strategies you could share with your students. Some experts believe vocabulary can't be taught, but learners can be encouraged in their own use of learning strategies. They can be trained in better, more efficient ways to acquire vocabulary. To complement memorization, which is one possible VLS, we will look at some Determination, Social, Memory, Cognitive and Metacognitive Vocabulary Learning Strategies. This presentation is for those who want to include more vocabulary teaching in the classroom, as well as those who want to help their students to become more autonomous learners. **Allison Bill, Room 316**

# Abstracts

## ***Using oral communication strategies in the classroom***

This workshop focuses on the interactional oral communication strategies used by L2 learners to deal with situations when: A. a speaker desires to communicate meaning 'x' to a listener B. the speaker believes that linguistic resources or socio-affective factors are unavailable either from themselves or the interlocutor; thus 1. the speaker chooses to A. Avoid B. Compensate 2. the speaker has processing time pressure in L2 and chooses to A. Pause either non-verbally or uses stalling mechanisms B. Feign understanding 3. the speaker wants to enhance the effectiveness of the conversation by A. receiving modified input from feedback and giving modified output that is more complex. B. asking check questions. C. asking follow-up questions What we do naturally as native speakers during a conversation needs to be indicated to L2 learners and we will look at these strategies more in-depth through group discussion and formulate ways to bring them into the classroom. As students start to use the strategies, this increases their willingness to speak more in class. **Karl Prodger, Room 411**

## ***11 Sentence Forms and Model Student Essays For Effective Writing***

We present an innovative pedagogy for teaching writing using 11 Sentence Forms with novel names (with 128 sub-Forms). Students learn to write excellent sentences, paragraphs, and essays using the forms in 13 specifically designed assignments with incremental levels of difficulty. We provide access to 271 student compositions which serve as models for the kinds of paragraphs and essays given in the 13 assignments.

We use the two hands as a mnemonic device along with many visual charts to teach this writing system. This innovative pedagogy for teaching writing is extracted from our recently published 2-volume integral, fresh, and comprehensive survey of the English language entitled *The Two Hands Approach to the English Language: A Symphonic Assemblage* (Volumes 1 and 2) together totalling 1652 pages.

**Richard Dowling & Stephen Watson, Room 503**

## ***Investigations into Language & Culture: "Over the Rainbow" YouTube Lesson***

For a wide range of learner ages and levels. This is a walk-through demo lesson showing how I've been using song, lyrics and YouTube video for investigations into language and culture. I will use Israel Kamakawiwo'ole's *Over the Rainbow/What a Wonderful World* and Judy Garland's original *Wizard of Oz* version of *Over the Rainbow*.

The aim is to help learners notice the fundamental patterns of English and encourage using the English they already know, in combination with listening, enjoyment and an exploratory, not-speed-driven, not-transmission-driven approach. The demo lesson is backed by theory, including text-based and content-based teaching, Extensive Reading principles as applied to other text types, language as a social activity, and corpora linguistics for teachers. Corpora data shows that song lyrics often share commonalities with spoken English, making them ideal texts for many language classrooms. Two MA courses influenced the development of this material: *Language Analysis* with Scott Thornbury and *Materials Development* with Steve Cornwell & Deryn Verity.

This is not a death-by-power-point presentation. The material is fun, useful and applicable across many teaching situations; I'm sure attendees will enjoy it. One handout. Brief pair work. Questions taken at the end. **Gwen Atkinson, Room 506**

**4:00pm**

**4:00pm-4:20pm**

## ***The Reality of English Conversation Classes: A Study in a South Korean University***

Government Language Planning and Policies (LPPs) have affected how English is learned and promoted in South Korea. One result has been requiring university students to take English conversation classes. However, it was through personal interactions with these classes that the focus seemed to be on general English proficiency rather than on conversation learning. Additionally, it seemed that conversation classes were not guided by any acknowledged goals or an evaluation process of those goals, which seems to have generated much divergence across these classes. This led to an examination of what

# Abstracts

conversation classes are in a local Korean university. Five research areas were investigated: the standards which teachers are to meet in conversation classes, the role of these classes, the teachers of conversation, the expectations of conversation classes as held by students, teachers, and administrators and the construct of conversation. Three questionnaires were designed to gather quantitative and qualitative data in these areas. It was found that the observed divergence is caused by a lack of standards to meet, an economically driven role, a leveling system based on receptive skill testing, differing expectations and a simplistic understanding of the conversation construct. Much awareness and discussion is needed to create a conversation-learning environment in university conversation classes if that is to be the goal. The limitations are acknowledged in this study as well as recommendations for further research. **Rachel Heppner Kroeker, Room 316**

## ***Improving Reading Ability through Using English Newspapers***

English is a major foreign language taught in Korea and students don't have many opportunities to use English in their everyday lives. In this circumstance, English newspaper for kids is a good source for students to access abundant and authentic reading contents. During my time working at GSG English Center and I ran a pilot English newspaper class after school to improve students' reading abilities from May to December of 2009. Five students from grade five and six participated in this class last year's class. At first the class was following a typical Grammar Translation Method. It was difficult for Elementary school students, so I had to change my approach. After researching relevant theories like extensive reading and the lexical approach, I tried to let students read more articles and find the meanings of words from various examples rather than focusing on the details of each sentence. Throughout the program, I kept records about the class and let the students write simple journals about their feelings and opinions about the class, too. Autonomy, a positive atmosphere and the teacher's efforts to find better ways are key factors for the successful class. **Hyunjin Jeong, Room 311**

**4:00pm-4:45pm**

## ***How I Became a Better Teacher: Competency Development and Reflective Practice***

Entering the classroom every year with a framework for renewing one's own learning is one way of keeping our teaching fresh, meaningful, and effective. By structuring explorations of our own growth as teachers in terms of competencies, we can quickly and simply (although not always easily) gain new awareness of how professional development is desirable and how to go about it. This session will show how SIT Graduate Institute helps teachers apply the KASA framework (Knowledge, Awareness, Skills, Attitude) to five competencies that effective teachers demonstrate. This helps them develop as teachers and better understand their teaching practice. **Josette LeBlanc, Warren Merkel, Hyekyoung Park, Steve Cornwell (moderator), Room 211**

## ***Making a Textbook Come Alive in the Korean YL & Teen Classroom***

In this interactive session practical tools which can be used to solve the following dilemma will be demonstrated: How can an elementary or middle school teacher with a big class of students bring their textbook to life in the classroom? Not easy, right? Indeed, the problem for many of us in facing this battle is that our texts and teacher's books are usually quite limited. Given this reality, adapting and/or supplementing the existing text, is the only option available. This could be as simple as adding a dramatic element to a role play of a dialogue, or as complex as an elaborate homework scheme based around extensive reading, video or audio based materials with online discussions. Practical techniques for such adaptation will be demonstrated in the workshop using a checklist approach to lesson plan supplementation. Using such an approach will help the teacher keep pace with the changing Korean YL and teen classroom with its increased emphasis on interaction, conversation and integrated skills. This particular challenge exists for both Korean non-native teachers and native speakers alike. Tools useful to both sets of teachers will be shown. **Aaron Jolly, Room 314**

# Abstracts

## ***Giving feedback on speaking skills***

The way in which we as teachers address giving feedback to our students can encourage or discourage their willingness to actively be part of the class. This workshop focuses on giving learners feedback on their linguistic oral production. The intention of this session is to take a look at aspects that involve creating meaningful feedback, the role of formal and informal feedback, collecting samples of language used by learners and finally how to deliver feedback effectively. **Roger Ramirez, Room 315**

## ***Strategies and Approaches for Academic English Writing Development in Universities***

From my experience teaching English writing in colleges in Korea, I will share my strategies and approaches that I have used. I will point out why showing examples of good writing, bad writing, and plagiarized writing are important for the cultivation of writing skills. In addition, I will highlight how rubrics, portfolios, conferences, and additional drafts are crucial in developing writing skills.

Moreover, I will emphasize how brainstorming and clustering can help with the development of composing. Likewise, I will point out how peer group activities, such as peer editing, joint group writing, and a group revision of a poorly written essay not made by a classmate can help out in writing development. In addition, I will highlight how in-class writing activities can be practical for teaching writing. **Robert R. Kim, Room 503**

## ***Using TV Commercials in the Language Classroom?***

Although movies and sit-coms are valuable sources of vocabulary and culture, television commercials provide a quick look into another genre of language learning material. This presentation will explain the benefits of using television commercials and also discuss ways to use them in the classroom. For those teachers who feel television commercials are simply a waste of time, this presentation might just change your mind and send you searching for "good ones" to use in your own language classrooms. **Brian Heldenbrand, Room 506**



**1<sup>st</sup> Annual**

**Busan KOTESOL Summer Conference**



**Saturday June 26<sup>th</sup>  
12:30 pm - 6:00 pm**



**Hosted by the Teacher Training  
Program and  
Graduate School of TESOL**

**at Pusan University of Foreign Studies**

**Presenters**

CALL/MALL

Jeff Lebow, Busan  
Will Lingle, Busan  
Justin McKibben, Daejeon  
Alexis Scranton, Busan

YL and Skills Based Instruction

Peader Callaghan, Daegu  
Jake Kimball, Daegu  
Jaran Shin  
Hee Jin Song

Teacher Training

Kristin Dalby, Jeonju  
Tim Dalby, Jeonju  
Robert J. Dickey, Daegu  
David Shaffer, Gwangju

**Free for KOTESOL members  
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**E-mail Brian or Lyndon at [bgkotesol@gmail.com](mailto:bgkotesol@gmail.com)  
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for conference schedule, directions, and hotel information**

# About the Presenters

**Aaron Jolly** is an English teacher, workshop presenter, teacher trainer, textbook writer and curriculum developer. He has been a private institute teacher for young learners, a public middle school teacher, as well as a university lecturer. Currently he works at Hanseo University, where he is the lead instructor and curriculum director at the Talented and Gifted Institute for Young Learners. Aaron also teaches freshman and sophomore students in the university's General Studies department. He is a Korea TESOL teacher trainer, a former President of KOTESOL in Daejeon-Chungnam province and co-chair of the KOTESOL Extensive Reading SIG.

**Allison Bill** started her own second language learning at the age of 5, and is passionate about teaching and learning. She completed her B.Ed. in Elementary French Education at the University of Ottawa, and her M.A. TESL/TEFL at St. Michael's College in Vermont. She has taught EFL in France, FSL in Canada, and EFL in South Korea. Allison is a native of Ottawa, Canada. She has lived in Korea since 2000, and teaches at Jeonju University, where one of her courses is on English Vocabulary.

**Brian Heldenbrand** has taught English in Jeonju University since 1994. He has been active with KOTESOL for over 15 years. His interests as a second language teacher relate to visual learning, drama techniques and presentational skills in second language learning. Brian has been married over 10 years to Tammy Fisher and they have a seven-year old son named Malachi.

**Bryan Fox** has been working as a teacher since 1998, and at the tertiary level and as a TESOL trainer since 2006. He has taught in Japan, Spain, Poland, and New York. He is now entering his second year in Korea, having spent his first developing the TESOL certification program at the UC Riverside Extension program in Seoul. As part of this job, he wrote the curriculum for the writing portion of the course, and has now taught Step-Up methodology to over 300 in-service teachers in Korea through the training course and at weekend seminars. He is currently a Professor of English at Hanseo University.

**Dong gun Kim**, Teacher & Manager, teaches English at Gwangju Seoseok English Center within Gwangju Seoseok Elementary School. He received an MA in English Education from Korea National University of Education and from the Ohio State University, USA. He has a PhD in Linguistics from Chonnam National University, South Korea. His main professional interests are in Extensive Reading and Action Research in the English classrooms. He is currently a president of Primary English Action Research Association (<http://www.peara.org>), whose members are researchers as a teacher working in elementary schools in Gwangju.

**Dr. David Shaffer** (PhD Linguistics) has been an educator in Korea for over three decades. He is an associate professor in the English Language Department and teacher graduate as well as undergraduate courses. In addition, he is a teacher trainer, PhD dissertation advisor, materials designer, program developer, and an administrative director. Dr. Shaffer is the author of books on learning English as well as Korean language, customs, and poetry. His present academic interests include loanwords and incorporating cognitive linguistic constructs into effective teaching techniques. Within KOTESOL, he is presently Gwangju-Jeonnam Chapter President, a KOTESOL publications editor, and National and International Conference committee member.

**Dr. Mohamed Ismail Abu Rahmah** After receiving a PhD in UK in 1997, Dr. Mohamed Ismail Abu-Rahmah was promoted as an assistant professor of TEFL in Egypt. He published 10 research papers, two books and two CDs in ELT. In 2007, he became an associate professor. Currently, he is an assistant professor at Sultan Qaboos University, Sultanate of Oman.

**Eun Hee Park** wrote the book on Classroom English, literally. She co-authored "Classroom English," a book targeted to English teachers in Daegu. She has taught high school students for nearly 13 years. She received the SIT Best Practices in TESOL certificate in 2008. Eunhee is currently a participant in the TEC course.

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# About the Presenters

**Gerald de la Salle** is a school teacher, lawyer and English professor. He has taught for about eighteen years, including law in Canada, English in Japan, and English in Korea. He taught at all age levels during his ten years in Korea. He wrote: Speaking! Speaking! Speaking! English for Korean Beginners and created Fast Talk 1, a game designed to help EFL students learn English. He has a B.A. and B.Ed. from the University of Alberta, an LL.B. (law degree) from the University of New Brunswick and an M.A. in Community College Education from Central Michigan University.

**Gwen Atkinson** is from the U.S. and has been living in Seoul for six years. She earned a Master's in TESOL (curriculum development concentration), with an award of outstanding achievement, from The New School, and currently teaches at Soongsil University in Seoul. She has been KoTESOL Seoul Chapter Hospitality Chair. In her free time she writes and is a (somewhat lazy) yoga student... She'd like to one day be paid the big bucks to create and write TESOL and Extensive Reading materials...

**Hee-Jin Kim** has been in charge of Gwangju Seogu Gwangcheon English Center since 2008. She graduated from English Education Department, and completed a Master's degree, at Gwangju National University of Education. She completed the Intensive Training Course for English Teachers of Korea University of Education (6 month course) in 2007, and the Teachers' Training Course of University of Oregon in 2007. She was winner of the First Prize in the 2nd Contest of English Newspaper in Education, co-hosted by The Teen Times and The Kids Times, in January 22, 2010.

**Helen Smith** is a teacher and teacher trainer with over 20 years experience in more than 10 countries. She became a CELTA trainer in 1999 and since doing her masters in TESOL at SIT in Vermont, USA, she also became a trainer for the SIT TESOL Certificate as well as a trainer of trainers. Helen is currently on a temporary contract with UCC working with Korean teachers of English on a 6-month TEE professional development program.

**Hyeon Jeong (Jay) Na** is an English teacher with 6 years experience in Korea. She graduated from Korea National University of Education(KNUE) and has been working in Daejeon. She is especially interested in teaching reading since she has been working with high school students who tend to focus on improving reading skills rather than the others. She is currently taking the 6-month In-depth TESOL Program in UCC, Daegu.

**Hyunjin Jeong** graduated from English Education Department, Gwangju National University of Education in 2002. Graduated from English Education Department, Graduate School of Gwangju National University of Education in 2007. Completed the Intensive Training Course for English Teachers of Korea University of Education (6 months course) in 2007. Completed Teachers' Training Course of University of Oregon in 2007. The teacher in charge of Gwangju Seogu Gwangcheon English Center since 2008. Chosen as the winner of the First Prize in the 2nd Contest of English Newspaper in Education, co-hosted by The Teen Times and The Kids Times in January 22, 2010.

**Jake Kimball** has been teaching young learners & teens here in Korea for nearly 15 years, and he is the Director of Studies at ILE Academy in Daegu. Jake's professional interests include program evaluation and early literacy. Jake is the facilitator of KOTESOL's Young Learner & Teens Special Interest Group. In addition, he also serves on the Steering Committee of the Elementary Education Interest Section (TESOL, Inc.) as Webmaster and Research Committee Member.

**James Forrest** is currently Director of Cambridge CELTA courses at Teacher Training Institute International and a Lecturer on the MA TEFL programme at the International Graduate School of English here in Seoul. He was formerly Head of Teacher Training Services at the British Council in Seoul, and before that ran Teacher Training at the English Department of Yonsei University's Foreign Language Institute. He is Team Leader for the Cambridge main suite of examinations in Korea.

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# About the Presenters

**James Smith** is currently an Instructor at Chungdahm Learning in Seoul while finishing his Masters of TESOL through Arizona State University. His current interests are in adolescent language learners and second language reading comprehension.

**Josette LeBlanc, Warren Merkel, Hyekyoung Park, Steve Cornwell (moderator)** Presenters are alumni of SIT Graduate Institute's MA in TESOL. As a result of their education, their knowledge, awareness, skills, and attitudes about teaching changed.

**Julien McNulty** has been teaching, training, facilitating or instructing in some form for 20 years. He taught French and Special Education in British Columbia; then he worked as a corporate trainer in Toronto, developing an accent neutralization program while in India. Later, as a bilingual training consultant, he facilitated management and leadership development programs with Fortune 500 companies. Teaching English in Korea since 2008, Julien is currently a Teacher Trainer at JETI, in Jeollanamdo.

**Justin Trullinger** is a language teacher, teacher trainer, and student of languages with experience in Europe, Latin America, and Asia. His interests include: uses of language corpora in ESP curriculum development; English for aviation purposes; and uses of drama and theatrical techniques to facilitate language learning. He is currently pursuing an MSc in TESOL through Aston University.

**Karl Prodger (BBMgt, CELT)** is currently working at Daegu University where I teach conversation classes to freshmen students. I taught advanced conversation classes at Yeungnam University previously. I have been teaching for the last 4 years and find it very fulfilling. I am studying my MA in Applied Linguistics and will finish next February. I enjoy applying the knowledge from each course practically in class and my research interests are in extensive reading, motivation and learner autonomy.

**Manpal Sahota** is an academic coordinator for the foreign teachers working in elementary, middle, and high schools in the Gangnam District of Seoul. He has a M.A. degree in TESOL and his interests include professional development through reflective practice, issues of race in EFL education, and world Englishes.

**Maria Pinto** Maria Pinto has been teaching English at Dongguk University, in Gyeongju, since 2006. She worked at Woosuk University in Jeonju for a year before that, and has also taught English in Mexico, El Salvador and Australia. She is the current Kotesol Publications Chair. She is working on her Doctor of Education degree, through the University of Southern Queensland.

**Matt Sanders** is an English instructor at Kwansai Gakuin University. Matthew earned a Master in Teaching Degree and Washington State teacher's license from City University in Seattle, USA. Before teaching in Asia, he worked as a mathematics tutor at the University of Washington and taught mathematics at junior high schools in the Seattle area. He has years of English teaching experience in Taiwan and Japan, working with students from elementary to university institutions. His current research interests include EFL student motivation and implementing CALL into university curriculum.

**Michael Griffin** Teaching in Northeast Asia for nearly 10 years, Michael Griffin has lived in Jinju, Tokyo, Seoul, and most recently, Daegu. He has a M.A. in TESOL with a concentration in curriculum design. His main teacher-training interests include materials-light teaching, classroom communication, and reflective practice.

**Peadar Callaghan** graduated from the University of Limerick with a MA in English Language Teaching. Thesis was on "The perceived and actual value of comic books in second language acquisition." He has been teaching in Korea for 4 years.

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# About the Presenters

**Rachel Heppner Kroeker** has taught English in Yemen, Canada and South Korea. I have been teaching for nine years and have taught all age groups at varying levels of proficiency. I have recently graduated with a MA in TESL/TEFL from the University of Birmingham. My teaching interests are looking at language at the discourse level and how language interacts with culture. I am also interested in classroom dynamics as affective factors have such an intimate relationship with language learning.

**Richard Dowling** is an associate professor with the Asian Division of the University of Maryland, where he has taught English Composition, History, and Government courses in Asia for 20 years. He received an M.A. in History from Duquesne University in 1968 to 1970.

**Robert R. Gordon** is a Full-time Lecturer in the College English Program at Seoul National University, where he has taught intermediate- and advanced-level English language courses for the past two years. Previously he taught in the Humanities department at KAIST in Daejeon. Before coming to Korea, he worked at Champlain College and Berlitz in Montreal, Canada, teaching ESL to government workers and professionals. He received his B.A. and M.A. in English Literature at Concordia University in Montreal, Canada. He has worked with internet technologies for the past 10 years, which he has applied to his development of his CALL website, [iLanguageWorkshop.com](http://iLanguageWorkshop.com)

**Robert R. Kim** is a second generation Korean American who has been teaching at Kyonggi University (Suwon Campus) since 2008. He has extensive experience teaching ESL/EFL writing skills to ESL and EFL college students in both the United States and Korea respectfully. Mr. Kim has also taught at Duksung Womens University, Hudson County Community College, Westchester Community College, and Essex County College. He has a BA in history and an MA in liberal studies from SUNY Stony Brook University and an MS in TESOL from Hofstra University.

**Roger Ramirez** was born in Brooklyn New York and moved to Costa Rica at the age of 14 with his family. Roger received his BA from Universidad de Costa Rica in Teaching English as a Foreign Language. After feeling passionate about teaching English and taking the SIT TESOL certificate course, he went to SIT for the Master of Arts in TESOL program. He has taught English to learners of all ages and levels and trained teachers in Costa Rica and South Korea. Roger enjoys spending time with his friends and making the most out of each and every moment of life.

**Sam Lee** is an educational consultant and trainer with Pearson Longman. He has experience teaching students of all ages across a variety of contexts. As a trainer, he has worked with hundreds of teachers across Korea and China, and he has given workshops on topics such as speaking instruction, reading strategies, blended learning, and the history of English. Sam obtained his MA in TESOL at Sookmyung University in Seoul, where his coursework has focused on EFL methodology, reading instruction, and sociolinguistics. His research interests include culturally and linguistically responsive teaching, language resistance and appropriation, and finding practical ways to utilize language teaching methods in the classroom.

**Shane Ellis Coates** has been an Instructor for 14 years, much of which has centered on Academic writing. He worked at Istanbul Bilgi University in Istanbul for six years where he was also the coordinator for the Academic Support Center. He worked as a copy editor for Oxford Business Group in Istanbul before moving back to Daegu in 2008. He is currently the coordinator for the International Writing Center at Kyungpook National University, teaching business writing and giving seminars on writing in addition to his duties as coordinator.

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THESE BIOGRAPHICAL NOTES ARE ALPHABETIZED BY GIVEFIRST) NAME, AS THEY APPEAR IN THE TIMETABLES AND ABSTRACTS.

# About the Presenters

**Stafford Lumsden** has taught English as a Second Language in South Korea and New Zealand for seven years. Graduating from The University of Auckland, New Zealand, with an undergraduate degree in Political Science, he is now studying for a Master of Arts in Applied Linguistics (TESOL) from Victoria University, Wellington, New Zealand. Stafford completed the Cambridge University Certificate in English Language Teaching to Adults (CELTA) at the International Graduate School of English in Seoul, South Korea in 2007. Stafford is an active member of KOTESOL as the Editor of the Seoul Chapter Newsletter "ASK" and is the Support Services chair for the KOTESOL International Conference for the second time in 2010. In his spare time he plays a lot of Playstation.

**Stephen Watson** has taught English at universities in Gumi, South Korea and Guangzhou, China for more than 9 years. He completed his M.Ed. in Teaching Second Languages from the University of Southern Queensland, Australia in 2002.

**Yoo Jeong Kim** has a Master of education (with merit TESOL) from the University of Sydney and is currently a manager of Ojeong English center in Gwangju. She has published articles and books in Asian EFL, STEM journal, English Language Teaching and eyes and heart in Seoul. She has been teaching elementary school students for almost ten years.

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AS THEY APPEAR IN THE TIMETABLES AND ABSTRACTS.

Announcing the  
**2010 National Drama Festival**

hosted by the  
**Jeonju-North Jeolla Chapter of KOTESOL**



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



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



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

**Time:** 1 pm

**Cost:** The fee for each team is ₩35,000.

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

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

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

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

**Registration is by email only.**



## KOTESOL: Who and What We Are

Korea TESOL: Korea Teachers of English to Speakers of Other Languages (KOTESOL) welcomes you to this National Conference in Daegu, Republic of Korea. Korea TESOL is proud to be an affiliate of TESOL, Inc. an international education association of almost 18,000 members with headquarters in Alexandria, Virginia, USA.

Korea TESOL was established in October 1992, when the Association of English Teachers in Korea (AETK) joined with the Korea Association of Teachers of English (KATE). As stated in The Constitution and Bylaws of Korea TESOL, “The purpose of Korea TESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons associated with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.”

KOTESOL is an independent national affiliate of a growing international movement of teachers, closely associated with not only TESOL Inc., but also the International Association of Teachers of English as a Foreign Language (IATEFL), and our Pan Asian Consortium partners: Japan Association for Language Teachers (JALT), Thailand TESOL (ThaiTESOL), ETA-ROC (English Teachers Association of the Republic of China/Taiwan), Far East English Language Teachers Association (FEELTA, Russia), English Language and Literature Teachers Association-Singapore (ELLTAS), and most recently, Philippines Association for Language Teachers (PALT).

The membership of KOTESOL includes elementary, middle and high school and university level English teachers as well as teachers-in-training, administrators,

researchers, materials writers, curriculum developers, and other interested persons.

Approximately 35% of the members are Korean. KOTESOL chapters are located in the following areas: Busan-Gyeongnam, Daegu-Gyeongbuk, Daejeon-Chungcheong, Gangwon, Gwangju-Jeonnang, Jeonju-North Jeolla, Jeju, Seoul, and Suwon-Gyeonggi. Members of KOTESOL hail from all points of Korea and the globe, thus providing KOTESOL members the benefits of a multi-cultural membership.

Annual membership in KOTESOL costs 40,000 won. Benefits include:

1. The opportunity to attend any regular meeting of any chapter.
2. A local chapter KOTESOL newsletter (whichever chapter you officially signed up through).
3. The national quarterly publication *The English Connection*, keeping you up-to-date with current issues in EFL as well as news of chapter activities, national KOTESOL events and news, more.
4. The *Korea TESOL Journal*, *KOTESOL (Conference) Proceedings*, and other scholarly and professional publications.
5. Advance announcements, pre-registration discounts, calls for papers, and early registration for the annual KOTESOL conference.
6. Opportunities to build a network of important professional and cross-cultural contacts.
7. Access to the latest in quality teaching resources and related materials.
8. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.
9. Membership in Special Interest Groups (SIGs) e.g., Young Learners and Teens, Extensive Reading, Multimedia and CALL, Research, and Christian Teachers.



# Constitution & Bylaws of Korea TESOL

## Constitution

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

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

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

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

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

**V. Officers and Elections.**

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

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

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

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

**VI. Majority.**

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

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

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

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

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

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

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

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

## Bylaws

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

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

**II. Membership and Dues.**

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

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

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

**III. Duties of Officers.**

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

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

undertake such other responsibilities as the President may delegate.

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

#### **IV. The Council.**

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

#### **V. Committees.**


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

#### **VI. Chapters.**

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

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

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

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

**KOTESOL  
National  
Conference  
Proceedings  
2010**



## Contents

Introduction <i>Craig Bartlett</i>	3
Three Consciousness-Raising Tasks for Teaching Grammar in Omani EFL Classrooms <i>Dr. Mohamed Ismail Abu_Rahmah</i>	5
Becoming an Effective Teacher: Competency Development and Reflective Practice <i>Steve Cornwell and Marshall Brewer</i>	17
Eleven Sentence Forms and Model Student Essays for Effective Writing <i>Richard Dowling</i>	25
Improving Reading Ability through Using English Newspapers (For Elementary school 5 <sup>th</sup> ~6 <sup>th</sup> graders) <i>Hyun-jin Jeong</i>	35
Teaching Vocabulary Through Core-Meaning Based Instruction with Korean Primary Students in a Public Elementary School <i>Yoo Jeong Kim and Yuko Yamashita</i>	41
English-to-Korean Loanwords: Categorization and Classroom Instruction <i>David E. Shaffer</i>	47



## **Introduction**

**Craig Bartlett**

Editor, KOTESOL National Conference Proceedings 2010

KOTESOL is a very active organization, as can be seen in the work of its National Council, its regional chapters and its Special Interest Groups. However, there are two events in particular which give focus to its truly national (and international) nature. One is the International Conference, held usually in Seoul in October. The other is the National Conference, which is hosted in various locations throughout Korea, and is usually held in May. This year, KOTESOL has been fortunate to have the UCC Teacher Training Program as co-hosts of the 2010 National Conference, and to be able to use the Daegu Exhibition and Convention Center (EXCO) as its conference site. As Editor of the Conference Proceedings, I am confident I can speak for the membership, chapters, and officers of KOTESOL in extending our thanks to UCC and to the City of Daegu for their help in making this focal event in our organization's annual life cycle possible.

The National Conference allows members the opportunity to make and listen to presentations, whether they are new to the business of presenting, or have a wealth of experience in the ELT field. The 34 presentations and two plenary talks that have been prepared for this year reflect this mix. We are particularly honored to have a series of contributions from members of the Daegu-Gyeongbuk chapter in the field of writing, as well as a series of presentations from trainees in the UCC Teacher Training Program, and from members of the Global English Teaching Association (GETA). All of these presentations have been chosen in mind with our Conference theme in mind. The theme, 'Learning to Teach, Teaching to Learn: Lessons from the Classroom', is a reminder to us that the classroom is the ultimate testing ground of all our thinking, writing, and researching in the ELT field, and that it is also our fundamental resource for new insights in the teaching of languages.

It is important to remember, as well, that our classroom work is also a worthy focus of scholarly work. With that in mind, the papers and extended summaries which make up these Proceedings reflect both the active research life of KOTESOL and its ultimately international character. These papers and summaries are offered to you, the conference attendee, in the hope that you may find something of benefit which you can, in turn, take back to your teaching situations, thus continuing the ongoing desire to both learn how to teach, and teach in order to learn.

I sincerely hope you will find the KOTESOL National Conference Proceedings 2010 helpful.

### **The Author**

**Craig Bartlett** has been teaching in the ELT field since 1997, and has worked in the Republic of Korea, the People's Republic of China, and the United Kingdom. He has taught in a variety of situations and contexts, from teaching English to Young Learners (TEYL) to teaching English for Academic Purposes (EAP). He is now an Instructor in the Intensive Teacher Training (ITT) Program at Keimyung University in Daegu.





## **Three Consciousness-Raising Tasks for Teaching Grammar in Omani EFL Classrooms**

Dr. Mohamed Ismail Abu-Rahmah  
Sultan Qaboos University

### **ABSTRACT**

Teaching and learning grammar is considered one of the main challenges of English language teaching (ELT) in the Omani classroom. This study investigated the effectiveness of three consciousness-raising tasks for teaching grammar to the EFL students. Towards this end, some grammatical tasks including text repair, text reconstruction, and text enlargement were developed and taught to 30 EFL students in one of the Omani Basic Education classrooms in spring 2010. Analyzing the product of the students while doing these three consciousness-raising tasks indicated that their performance for using some grammatical items in context was improved. Accordingly, it was concluded that these consciousness-raising tasks could be used for teaching grammar effectively in the Omani EFL classroom.

### **INTRODUCTION**

For a long time teaching grammar has been a critical issue in ELT classrooms. Some specialists advocate the explicit teaching of grammar (e.g., Long 1983, 1991 & 2000; Rivers 1991, McEldowney 1992). Others advocate dealing with grammar implicitly (e.g., Krashen 1982, Prabhu 1987, Allwright 1979). Still others advocate combining the two approaches in the form of consciousness raising tasks (e.g., Schmidt 1994 & 2001; Spada 1997, Norris & Ortega 2000, Ellis 2002, Doughty 2003, Eckerth 2008). The following sections shed light briefly on these three approaches ending up with describing in some detail the revisited current approach which advocates presenting grammar in consciousness raising tasks.

### **DEDUCTIVE TEACHING OF GRAMMAR**

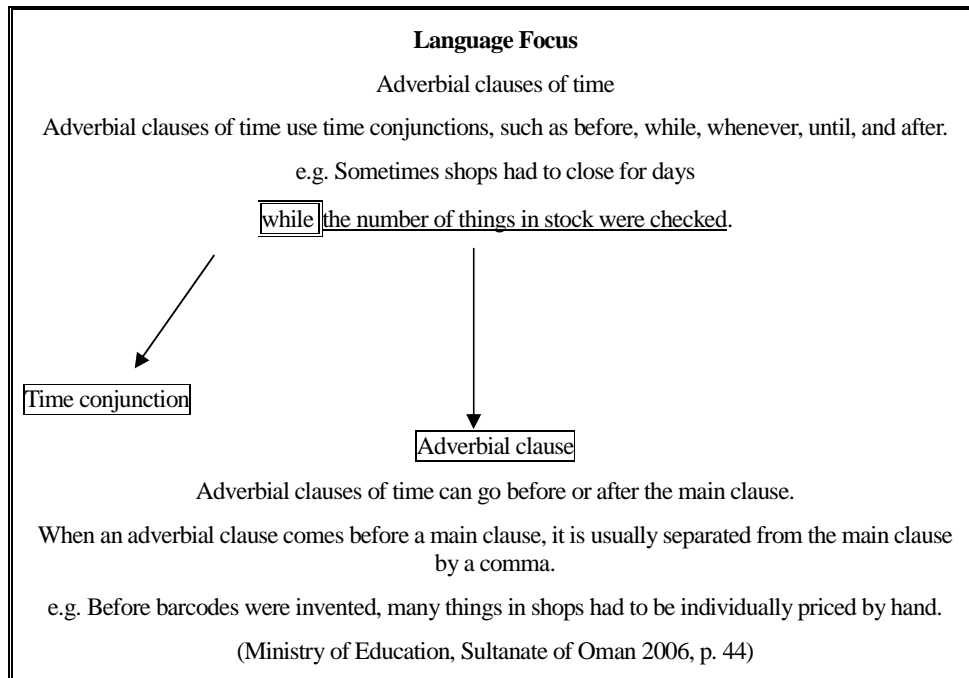
The actual beginning of the deductive teaching of grammar was with the appearance of the grammar-translation method (GTM) which has not a well documented beginning. Stern (1984, p. 453, citing Escher 1928 and Kelly 1969) indicates that “no full and carefully documented history of grammar-translation exists. There is evidence that the teaching of grammar and translation has occurred in language instruction through the ages ... but the regular combination of grammar rules with translation into target language as the principal practice of teaching became popular only in the late eighteenth century”. Kelly (1969), however, traces the origin of the GTM back to the early ages and specifically to the Renaissance where there was much focus on two things: translation and grammar. Grammar was so important that one scholar said: “it would be useless and even unreasonable to teach the arts of language to a child who had not yet learned how to handle the structures proper to his own language” and as a result “authors began to write grammars of European languages especially to prepare pupils for foreign language study” (*op. cit.*, p. 52).

Towards the end of the eighteenth century, the grammar translation method appeared as a well-established language teaching method. It began “began in Germany, or more accurately, Prussia, and established an almost impregnable position as the favored methodology of the Prussian Gymnasien [Grammar Schools] after their expansion in the early years of the nineteenth century” (Howatt, 1985, p. 131). After that it appeared in the United States and was known as the Prussian Method and an American teacher called B. Sears published in 1945 a book entitled *The Ciceronian or the Prussian Method of Teaching the Elements of Latin Language* (Richards and Rodgers 1986: 3, citing Kelly 1969). A significant point about the GTM is that it originated to facilitate language learning through acquiring a reading knowledge of foreign languages by studying a grammar and applying this knowledge to the interpretation of text with the use of a dictionary. However, scholastic methods of this kind were not well-suited to the capabilities of younger school pupils and, moreover, they were self-study methods which were inappropriate for group-teaching in classrooms. (Howatt, *op. cit.*, p. 131).

Despite the fact that most linguists and applied linguists do not relate the GTM to any clear-cut or well-established language or learning theory, Cook (1982, p. 41) indicates that the *Cognitive Code* theory “underlay the grammar translation method of language teaching”. He argues that learning L<sub>2</sub> is different from learning L<sub>1</sub> in that an adult learner of the former can “consciously learn” the rules of the target language and hence its system. He adds that when we explain to a student metalinguistically that “*The present perfect* is used to mean current relevance, or even when we want to apologize we say ‘sorry’, we are appealing to the learner’s conscious awareness and hoping that once he has appreciated the point intellectually, he will be able to use it in actual use” (Ibid.).

Teaching grammar deductively and analytically, as indicated by Schmidt (1987, p. 1, citing Richards and Rodgers 1986, p. 34), constitutes two assumptions of the GTM. The first assumption is that studying grammar is considered a secondary goal for learning a language as we benefit from it as a mental process while analyzing it. The second assumption is that grammar is taught deductively. This means that the teacher (or even the textbook) begins with highlighting the grammatical rule in a box, including metalinguistic explanations. After that, some examples displaying the rule are provided. One consequence of this deductive approach is that students may learn to talk about the foreign language in their native language, but be quite unable to speak the language, to understand it, or to read and write it. Another consequence is attitudinal. It is the fact that in some contexts students consider teachers who do not explain grammar as weak teachers, so they leave their classes and go to attend classes in which the teacher is explaining grammar deductively (Nunan 1989, p. 178). The following is an example from the Omani context:

**FIGURE 1 – Example Grammatical Explanation in Omani EFL Context**



In this deductive example, the teacher first presents the rule, explains it metalinguistically, provides two or three examples on the rule, and finally gives pupils some incorrect examples for correction. However, in this technique the students are not given the opportunity to discover the incorrect forms because they are either underlined or between brackets. Another problem is that the incorrect forms are given in separate sentences, not in a cohesive piece of discourse. The result of this practice is that the pupils will memorize the rule and use it for talking about the language, not using it. Another consequence is that the pupils get high marks in grammar questions in the exam but low marks in language skills.

The proponents of this deductive teaching claim that grammar has a vital role in the content and methodology of language courses. Eckerth, (2008, p. 120, citing Long 1983, p. 380) asked: “Does

*instruction make a difference?"* In order to answer this question, he reviewed twelve empirical studies investigating the effect of instruction on second language acquisition (SLA), and gave a tentative "yes" as his answer. Another advocator of this approach is Rivers (1991), who claims that we cannot escape teaching grammar because it is the framework within which the language is operating. She considers teaching language without focusing on the explicit explanation of grammar like having a chicken walking on the ground without bones.

### **INDUCTIVE TEACHING OF GRAMMAR**

Inductive teaching of grammar, in contrast with the deductive teaching of grammar, incorporates giving pupils some examples in which a grammatical point is applied. The pupils are asked to work out rules on the basis of these examples (Macmillan A-Z of ELT). This approach appeared with the advent of the audio-lingual method in the late 1950's through the early 1970's. Practically, it is still dominating the majority of foreign and second language teaching contexts throughout the world today (Schmidt 1987, p. 1; Harmer 1991, p. 32; Savignon 1987, p. 2). Unlike the GTM which has only a historical perspective (i.e. not a theoretical basis), the audio-lingual method has emerged from a well-established theory of language (structuralist) and a well established, empirically tested, and accurately defined theory of learning (behaviorism). It has also specific procedures and teaching techniques that should be followed precisely, if we are teaching audiolingually.

According to Richards and Rodgers (1986, p. 48), the theory of language underlying the audio-lingual method is the structuralist theory which had developed as a reaction to traditional grammar and traditional approaches to the study of language; language was linked to philosophy and grammar teaching was considered a mentalist intellectual activity. There were, however, three factors that contributed to the development of the structuralist approach to language description. These were: (1) a practical factor, (2) a scientific factor and (3) a motivational or 'necessity' factor. Bell (1981, p. 92) refers to the practical factor saying:

Linguists in America were forced by a severe practical problem: the description and, indeed preservation of the native Indian languages before they literally died out. Field workers soon discovered that the structures of the Amerindian languages were utterly different from those of Europe, to the extent that such familiar categories as "word" and syntactic relationships such as 'subject', "object", etc. failed to do justice to the data and traditional grammar was quite unable to provide the kind of analysis required. The scientific factor helped in establishing the structuralist theory of language arose from a shift in approach to conducting research and investigation. In this respect, Richards and Rodgers (1986, p. 48) indicate:

The reaction against traditional grammar was prompted by the movement toward positivism and empiricism... By the 1930s, the scientific approach to the study of language was thought to consist of collecting examples of what speakers said and analyzing them according to different levels of structural organization rather than according to categories of Latin grammar.

Because of this scientific approach, the structuralist linguist, indicates Bell (1981, p. 93), adopted a strongly empirical and analytical approach to the description of language. As a result, language analysis began to flourish in order to build modeling patterns for drilling. This helped in the appearance of the immediate constituent analysis technique in which the sentence was dissected into its lowest-level components or morphemes (see Bell, *op. cit.*, p. 94). In addition, language structure of the target language was contrasted with the structure of the L1 in a technique called contrastive analysis (see Richards *et al.*, 1992, p. 83). Grammar control began to be practiced by teachers in the classroom. Grammatical mistakes ought to be corrected immediately in order to avoid fossilization.

### **GRAMMAR TEACHING AND THE COMMUNICATIVE APPROACH**

With the advent of the communicative approach by Wilkins (1972), Van Ek and Alexander (1975), Johnson (1979/1982), Widdowson (1978), Littlewood (1981), and Savignon (1972, 1983, 1987, 1991), the control over grammar was reduced. It was thought that communication could take place

without the need for grammar use. There were four streams (or factors) that have contributed to the flowing (or development) of the communicative approach. One such stream appeared towards the end of the sixties and beginning of the seventies. It was the attack on situational language teaching and the appreciation of the functional and communicative potential of language by the British ELT specialists and linguists. A second stream, triggered by the work of Wilkins (1972, 1976), flowed from Europe and culminated in the preparation of the Threshold Level English by Van EK and L.G. Alexander (1975). A third stream came from the US as a result of the demolition of the theoretical foundations of audio-lingualism by Chomsky in 1959. Finally, a fourth stream flowed from the USA as well — the work of the pioneer sociolinguist Dell Hymes (1962). With help of these factors, two foundations have been established: a theory of language (using language as communication) and a theory of learning (cognitivism).

Despite the lack of a solid learning theory to support the assumptions underlying the CA, Richards and Rodgers (1986, p. 72) indicate that they, from CLT practices proposed by Littlewood (1981) and Johnson (1979/1982), can infer three “elements of an underlying theory”: (1) the communication principle – activities that involve real communication promote learning, (2) the task principle – activities in which language is used for carrying out meaningful tasks promote learning, and (3) the meaningfulness principle – language that is meaningful to the learner supports the learning process. Morrow (1981a, pp. 59-66), in line with these three learning principles, proposes five main principles for teaching the language communicatively. They are: (1) know what you are doing, (2) the whole is more than the sum of the parts, (3) the processes are as important as the forms, (4) to learn it, do it, (5) mistakes are not always a mistake; they are symptoms of progress. Marton (1988, p. 38f.) identifies another set of characteristics describing the typical communicative class. These are: (1) speaking activities consume most of the class time, (2) no use of L1 in class, (3) the negotiation of meaning and exchange of information, (4) no explicit explanation of the grammatical items or structures of the L2 — if this happens, it will be to facilitate communication blocked by “the wrong use of language form”, (5) two strategies are related to learners' errors: ignoring them or using the expansion technique, (6) classroom activities are carried on in groups or pairs, and (7) use of communication strategies, e.g. describing the concept or paraphrasing, guessing, etc.

If we look at the 15 principles of teaching language as communication above, we will observe that the focus on grammar teaching has been reduced to the extent that Krashen (1982, p. 83) denies its significance. He argues that grammar teaching or what he calls “conscious knowledge of the rules is... not responsible for our fluency... it does not initiate utterances”. He added that even “well-learned, well-practised rules may not turn into acquisition”. Another example from the meaning-focused or what can be called the task-based teaching camp is Prabhu's five-year procedural or Communicational Teaching Project (1979-1984) conducted in co-operation with the British Council in Bangalore (Madras, South India). The main assumption underlying the project is that: “form is best learnt when the learner's attention is on meaning”.

## **CONSCIOUSNESS RAISING TASKS FOR TEACHING GRAMMAR**

According to Spada (1997), Norris & Ortega (2000), Doughty (2003), Williams (2005), and Fotos (1991 & 1994), and Truscott (1998), there is now wide agreement on the necessity of form-focused classroom activities /tasks that are designed to draw learners' attention to grammatical forms of the target language. This approach has been called the coming up of grammar or grammar revisited. It has been translated into two versions: the noticing hypothesis and consciousness-raising tasks. Schmidt's “*noticing hypothesis*” (1994) is considered the first version of the form/tasks approach. Eckerth (2008, p. 121, citing Schmidt 1994 & 2001) indicates that “if L2 learners have explicit knowledge of a certain feature of the L2, they are more likely to *notice* its occurrence in the input they receive” and adds that the process of ‘noticing’ or what can be called explicit knowledge of forms helps speed up the implicit knowledge of language features, which, in turn, helps SLA”. The second version of the coming up of grammar is represented in the consciousness-raising grammatical tasks. Ellis (2002, p. 175) indicates that “without any focus on form or *consciousness raising* ... formal accuracy is an unlikely result; relations that are not ...essential for understanding the meaning of an utterance are otherwise only picked up very slowly, if at all”. In this connection, Eckerth (2008, p. 119) indicates “consciousness-raising tasks can bring about significant learning gains in L2 explicit knowledge”.

From reviewing the role of grammar in the main methodological approaches mentioned above, three main approaches can be traced. One is in favour of teaching the language without focusing on forms. Its proponents claim that ELT should be primarily concerned with providing learners with communicative opportunities in the form of tasks or activities for practising the language. Through this practice, grammatical forms will be acquired or '*grammar will take care of itself*'. The features of this approach include: focus on meaning, no direct/explicit explanation of forms, forms are left to future, no accurate language output, and grammarless teaching. The second approach claims that grammar has a pivotal role in ELT as it is the framework within which language is operating. The features of this approach include: metalinguistic description, focus on usage, no interaction, deductive explicit teaching of forms, no progress in terms of SLA, much memorization of rules, talk about the language focus on accuracy, forms are the means and end, and grammarful teaching. The third approach is considered a mid way between the two approaches. It takes care of grammar but in a new dress— in meaningful consciousness-raising tasks. Teachers deal with forms but in meaningful contexts while conducting tasks. Through concept questions, the learners go through a consciousness raising process to recognize the actual usage and use of the grammatical item.

### CONTEXT OF THE PROBLEM

Once the writer was observing one of the student teachers who were practicing teaching in one of the Omani schools. The student teacher wrote the following examples on the whiteboard.

**FIGURE 2 – Examples from Observed Lesson in Omani EFL Context**

- My mother started cooking at 10 o'clock.
- She started cooking two hours ago.
- She is still cooking.
- She has been cooking since 10 o'clock.
- She has been cooking for two hours.
- My brother started playing football at 4 o'clock.
- He started playing an hour ago.
- He is still playing.
- He has been playing since 4 o'clock.
- He has been playing for 60 minutes.

The student teacher told the pupils to read the examples on the board carefully and try to know the difference between *ago*, *since*, and *for*. The pupils went through the examples and began to answer the question. Their answers indicated that they were involved deeply in understanding these examples and they were about to discover the rule. However, the student teacher did not ask them what is called "concept questions" to guide them work out the rule such as *when do we use ago? When do we use since? When do we use for?* He was not patient enough and began to describe these examples metalinguistically using L1. In the feedback session, the student teacher mentioned that the students could not understand grammar without the explicit explanation of the rules using Arabic. The writer suggested the use of consciousness-raising tasks, instead of adopting this very traditional approach. That was the point of departure for conducting the current study.

### PURPOSE OF THE STUDY

The purpose of this study was to investigate the effectiveness of three consciousness-raising tasks for teaching grammar to the EFL students. This general purpose was translated into the following research questions:

1. To what extent do the consciousness-raising text repair tasks help improve the performance of EFL students in some grammatical items?
2. To what extent do the consciousness-raising text reconstruction tasks help improve the performance of EFL students in some grammatical items?
3. To what extent do the consciousness-raising text enlargement tasks help improve the performance of EFL students in grammatical items?

## METHOD

### Subjects of the study

The study was applied to 30 EFL students (grade 9) in one of the Omani Basic Education classrooms in spring 2010. The choice of this tactic group was based on its availability to both the student teacher who conducted the consciousness-raising grammar tasks while practicing teaching and the writer who was supervising the student teacher.

### Learning materials

Three types of consciousness raising tasks were developed: text repair, text reconstruction and text enlargement. These tasks included two main grammatical items: the simple past tense and verb to be. Other secondary grammatical items were also included in the developed tasks such as the use of 'should' and 'should not', and some of the 'sequence markers'. These grammatical items were included in the tasks because they were prescribed in the textbook.

## DATA ANALYSIS AND DISCUSSION

### Text repair

As shown in Figure 3, in this task, the pupils are given a text including a grammatical item in the incorrect form. They are asked to work in groups for doing two things: recognize the incorrect forms and hence correct them.

**FIGURE 3 – Example of Text Repair Task (Exhibit 1)**

Text repair

Please read the text carefully and try to understand its meaning. After that, collaborate with your partner. Try to “repair” each sentence so that it is grammatically correct. Finally, make sure that the entire text is meaningful and tells us what Hany did at Eid.

*“Last Eid Al-Fiter Hany gets up five o’clock. First, he and his mother praye at the mosque. Next, Hany meet his friends at 8:30. Then, Hany and his brother walk on the date garden. The family visit the Eid fair at A’Seeb in 4:30. On the evening Hany plays volleyball his friends.”*

.....

.....

In the consciousness raising task above, the intended grammatical item is the past simple tense. There are six incorrect forms of the action verbs. The subjects worked in pairs to underline the incorrect forms. After that, they corrected them. Analyzing the product of this task indicated that 50% of the pupils did the task successfully. The student teacher on his part, while checking the answers, tried to ask the pupils some consciousness-raising questions such as ‘What does the word *last* refer to?’ and ‘When we use the word yesterday do we say *go* or *went*?’

### Text reconstruction

As shown in Figure 4, the pupils in this task were given two sheets. The first included the text they will reconstruct. It is worth mentioning here that the same text was used previously in the text repair

task. The second sheet included incomplete sentences about the text. The pupils were asked to read the text. The teacher collected the sheets including the text. Next, the pupils were given the sheet, which included guiding notes or incomplete sentences to reconstruct. After that they were asked to jointly reconstruct the text using worksheet 1.

**FIGURE 4 – Example of Text Reconstruction Task**

<b>Text reconstruction</b>	
Worksheet 1: individual notes	
Student's name: _____	
a. <b>Last Eid Al-Fiter Hany</b> .....	
b. <b>He and his father</b> .....	
c. <b>Hany met</b> .....	
d. <b>Hany and his father</b> .....	
e. <b>The family</b> .....	
f. <b>In the evening Hany</b> .....	
Worksheet 2: Students jointly reconstruct the text using worksheet 1.	
.....	
.....	

Analyzing the product of the consciousness-raising task above indicated that there was much progress in the use of the simple past at the sentence level. The cohesive sequence markers at discourse level, e.g. first, next, etc. were not used properly by most of the students. This might probably be due to their absence in the guiding notes. In the next task, however, the performance in this grammatical point was improved.

**Text enlargement**

As shown in Figure 5 below, in this consciousness-raising task, the pupils were given the same text on a sheet. The line space is double so as to give the pupils a space to enlarge the text by writing descriptive comments.

Analyzing the product of the consciousness-raising task above, indicated that the text was enlarged and its size was doubled. However, there two mistakes in this enlarged text to do with tense sequence: *It is full of people* and *they are very happy*. Being a narrative discourse, the descriptive comments should be in the past simple tense, i.e. *was* and *were*, instead of *is* and *are* respectively. In addition, the grammatical problems made in the previous two consciousness-raising tasks, which were to do with the tense of the action verbs (got up, prayed, met, etc.) were completely overcome while, doing this task.

**FIGURE 5 – Example of Text Enlargement Task**

Last Eid Al-Fiter Hany got up at five o'clock. (an event)  
**He was very happy. (a descriptive comment)**  
First, he and his father prayed at the mosque.(an event)  
**It is\* full of people. (a descriptive comment)**  
Next, Hany met his friends at 8:30. (an event)  
**They ate some sweets. (an event)**  
Then, Hany and his father walked in the date garden. (an event)  
**They talked about visiting their relatives. (an event)**  
The family visited the Eid fair at A'Seeb at 4:30. (an event)  
It was very crowded. (a descriptive comment)  
In the evening Hany played volleyball with his friends. (an event).  
**They are\* very happy. (a descriptive comment)**

*\* Erroneous forms to do with tense sequence*

**SUMMARY AND CONCLUSION**

In this study, three approaches for teaching grammar were reviewed. These were the deductive approach, the inductive approach, and the consciousness-raising tasks approach. It was indicated that the deductive approach dealt with grammar explicitly and with metalinguistic description, whereas in the inductive approach, grammar was dealt with implicitly, without the use of L1, and mistakes were controlled. In the light of these two extreme ends, the consciousness- raising tasks approach appeared as a half way between the borders of the two approaches, trying to overcome their problems and to make use of their advantages. The consciousness-raising tasks approach was applied to some Omani students in the form of three consciousness-raising tasks: text repair, text reconstruction and text enlargement. Analyzing the product of the students while conducting these tasks indicated much improvement in the performance of the grammatical items they covered. Accordingly, it was concluded that the suggested tasks were relevant and interesting for teaching some grammatical items. However, a further study is still needed to investigate two variables: the effectiveness of using the suggested consciousness-raising tasks for teaching other grammatical items, and to investigate the amount of the writing produced by students while utilizing these consciousness-raising tasks.

**THE AUTHOR**

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## **Becoming an Effective Teacher: Competency Development and Reflective Practice**

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[SIT views] teachers of English as thoughtful and informed practitioners who are grounded in the prevailing theories in the field, as well as the realities of their teaching contexts and the diverse needs and experiences of their students. They are skilled in learning through the experience of teaching and interacting with others in the profession and are committed to the ongoing development of their expertise as language teachers (World Learning, 2009, p.1)

As can be seen from the vision statement above, SIT Graduate Institute (formerly School for International Training) focuses on producing language teachers. While some MA programs focus on research, educational technology, or second language acquisition, SIT concentrates on pedagogy—and helps its students answer the question, “how then shall we teach?” It is a simple question with a complicated answer.

This paper will briefly describe how SIT “helps language teachers become more competent and effective both in their classrooms and as members of the profession” (World Learning, 2009, p. 1). The program does this by combining experiential learning and a strong focus on reflective teaching with the KASA framework. These program dimensions are then used to examine five competencies that all effective teachers exhibit. This paper will describe these components before describing how portfolios are used to assess students' success in achieving the institution's own goals. Finally, we will examine what effect this competency-based approach has on graduates.

### **HELPING TEACHERS BECOME MORE COMPETENT AND EFFECTIVE**

#### **Experiential learning**

Experiential learning is central to the SIT approach. Kolb, who helped develop experiential learning theory drawing from Dewey, Lewins, and Piaget, defines it as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb 1984, p. 41). For readers not familiar with experiential learning the four-stage model put forth by Kolb consists of

1. concrete experience
2. reflective observation
3. abstract conceptualizations
4. active experimentation

One way teachers-in-training might be led through the cycle is to experience a language lesson (in a language they do not know), to reflect upon the lesson (for example, on how vocabulary was presented), to conceptualize (based on their experience and reflection) how vocabulary might best be taught, and finally, to try teaching vocabulary using their newly developed knowledge. At SIT, reference is often made to the cycle: experience attentively, observe skillfully, think critically, and act intelligently.

#### **Reflective practice**

To the experiential learning cycle, a second dimension of self-development is added. Developing a reflective practice is also a key component in the SIT approach. Underlying SIT's curriculum is the belief that through examination a teacher can gain insights and learn about their teaching. Teachers who learn are able to grow professionally. It is part of SIT's educational philosophy to “encourage students to recognize that a willingness to examine and risk personal beliefs and habits is

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often necessary for learning to take place" (World Learning, p. 1). By cultivating an attitude of open inquiry, teachers are able to start on a career of lifelong professional growth.

### **KASA (KNOWLEDGE, ATTITUDES, SKILLS, ATTITUDES)**

Another component of SIT's approach is what is referred to as the KASA framework. This framework has been developed at SIT (see Larsen-Freeman, 1983) and involves helping students master the knowledge, attitudes, skills, and awareness necessary to succeed as language teachers. As Donald Freeman notes, "Language teaching can be seen as a decision-making process based on [these] four constituents: knowledge, skills, attitude, and awareness." (Freeman, 1989, p. 31).

- *Awareness* is what triggers and monitors attention. It is directed toward the other three constituents.
- *Attitude* is a stance toward self, activity, and others that links intra-personal dynamics with external performance and behaviors
- *Skills* are the how of teaching (method, technique, activity, material/tools)
- *Knowledge* is the what of teaching (subject matter, knowledge of students, sociocultural / institutional context)

SIT uses experiential learning, reflective practice, and application of the KASA framework<sup>1</sup> to develop thoughtful and informed practitioners of teaching and learning. Combining these three dimensions of teaching and learning enables professionals to respond to the changing circumstances in their classrooms, to respond to individual learners, and to incorporate new thinking into their teaching.

### **COMPETENCIES**

Over the years, five areas of competency have been observed in thoughtful practitioners of language teaching. They are at the heart of effective teaching and at the center of SIT's program.

1. Language and culture
2. Learners and learning
3. Teachers and teaching
4. Self and other
5. Educational institutions, communities and professional life

Described in more detail in Appendix A, these competencies provide an additional framework for attentive and critical examination of teaching and learning. Learning how to teach is not just about teaching, it is also about learning. Learning and teaching are mirror images of each other.

### **PORTFOLIO**

An issue facing MA language education programs is how to assess the students who pass through them. Many programs use portfolios either to document students' internship experience or as a final assessment criteria of students' overall work (Crandall, 2000). SIT uses portfolios for three reasons. First, portfolios allow students to assess their own learning and progress as professionals. Second, they provide a record of how students have met the program competencies. Finally, they are a record of students' ability to think critically about their work and plan how to address areas that need further development.

## KOTESOL National Conference Proceedings 2010

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An SIT portfolio consists of three sections

1. an introduction stating what the student has learned by going through the portfolio process
2. a thematic essay that allows the student to show in detail their learning in one area
3. detailed, structured reflective essays on each of the competencies

By the time the portfolio is completed, students have addressed each of the competencies showing how they have manifested knowledge, awareness, skills, and attitude in the competency and how they will continue to develop future learning opportunities in the competency. Students' portfolios contain 25 essays in which they address each of the five program competencies from the perspective of the four KASA components, plus five additional essays. Stated arithmetically, this is  $(5 * 4) + 5 = 25$ . In this final section of this paper, we look at the portfolio through the eyes of a graduate.

### A GRADUATE'S PERSPECTIVE

This section examines how the portfolio helped one graduate of SIT to develop professionally. As an example of the ways a portfolio can create awareness while documenting learning, let us turn to an actual portfolio.

Beginning his career as a teacher, Marshall returned to teaching after a hiatus of 20-plus years through SIT's MA in TESOL. Completing his portfolio in 2009, he points to it as a culmination of learning, as a snapshot of his teaching practices at the time, and as a record of his beliefs and values related to teaching and learning.

### SUMMARY OF LEARNING

In his summary of portfolio learning, Marshall asks, "What has my identity to do with my teaching and my teaching to do with my identity?" This is the core of his thematic essay and a theme running through his 25 essays addressing the KASA framework in the context of the program competencies. By closely examining his journals, lesson plans, class notes, papers, projects, reflections, and responses to assigned and voluntary reading, he consolidated his thinking into a theme of teacher and learner identity.

A second key realization that occurred *during* the writing of the portfolio was awareness of his learning preferences. It was through the review of his academic work and reflecting on it – as required by the portfolio – he came to a new understanding of how he learns. *After* portfolio writing was mostly completed – in the writing of the summary of learning – Marshall was able to understand why two periods of "writer's block" occurred. Namely, he had strayed from his preferred learning styles. This analysis of process in the midst of the experience itself affirmed for him the importance of an individual's learning preferences and of the importance of teaching to include the range of preferences present in the classroom. That is, his learning informed his teaching. His teaching and learning reflect each other.

### COMPETENCY ESSAYS

The 25 essays in which Marshall reflects on and documents his learning are the core of his portfolio. In them he responds to his choice of faculty statements in each of the intersections of the KASA framework and the program competencies.

For instance, the competency Teachers and Teaching is examined using the KASA framework's "K," knowledge. From a Knowledge perspective, SIT faculty have made multiple statements about teachers and teaching. Marshall chose one. In his essay, he documents his learning in this area by referencing previously completed work of his own while reflecting on it. As he had a professional interest in teachers and their learning, he chose a statement that enabled him to reflect more deeply about it. Specifically, he chose the statement, "Teachers have knowledge of reflective teaching and experiential learning."

In his essay-response to this statement, he takes the reader through the experiential learning cycle. At each state of the cycle, he points to personal instances of experiencing attentively, observing skillfully, thinking critically, and acting intelligently. He directs the reader to documents that demonstrate

his knowledge, including academic papers he wrote for classes in Group Dynamics and in English Applied Linguistics, in a journal entry, and in reflection papers he wrote for the class in Intercultural Communication for Language Teachers and for his teaching internship. He states, "The more I know about this [experiential learning] cycle, the more I can learn about myself. The more I learn about myself, the better able I am to interact effectively with the world. The better I am in the world, the better the world becomes... I can change myself and I can change the world."

In another example, from the faculty statements on attitudes in the Self and Other competency, Marshall chose, "Teachers have attitudes of commitment to helping their students become more open-minded, more tolerant, and accepting of people who are different from them." In his essay-response, he documents learning by pointing to a memo he wrote to his teaching internship supervisor, a curriculum project he developed, a lesson plan, and in his culminating course presentation. In the portfolio he states, "Helping people become more than they were in a context of mixed cultures is why I work in education that bends toward social justice." As a result, he states, "My learning [at SIT] has not created this attitude so much as it has brought it to my attention and kept it there."

### **THEMATIC ESSAY**

By reviewing his essays addressing the program competencies, Marshall recognized a theme, that of teacher and learner identity. To examine it and explore it further, he dedicated his thematic essay to this concept.

Reviewing existing literature on the subject, he develops his thinking, positions his beliefs, and describes best practices in a context of teacher learning. He considers his own place in this professional environment. He examines implications for teacher and learner interaction, expressions of identity in the classroom, and identity's influence on lesson planning and on developing a reflective practice. He states, "To teach is to situate one's own learning in the classroom alongside the learning of one's students." He observes, "The ways in which teacher and learner interact depend on their identities. Who do they believe themselves to be? How do they perceive others' identities?"

Consistent with academic writing, and quite distinct from his reflective essays addressing the competencies, Marshall situates his thinking in the work of others, consolidates his thinking about the topic, and refines his thinking as it applies to his professional practice. Further, he identifies the general trajectory of his learning about teacher identity, predicts the intermediate directions his learning will take, and lists the immediate and concrete next steps he will take.

### **CONCLUSION**

This paper has tried to identify the key components in SIT Graduate Institute's MA in TESOL and show how those components – experiential learning, reflective practice, the KASA framework (along with the mid-program, supervised teaching internship, which was not described in this paper) – all come together in the degree's culminating product, the portfolio.

The portfolio is more than just an opportunity for a student to demonstrate what they have learned. It is another step along a continuum of professional development, a step that can be likened to a midpoint in a journey where one looks back at where one has come from, takes stock of where they are currently, and anticipates what is yet to come.

Kenneth Zeichner, in looking at the future of teacher education, writes that

Research has begun to identify the program characteristics of effective teacher education programs (Humphrey, Wechsler, & Hough, 2005; Zeichner & Conklin, 2005), such as clear and consistent visions of teaching and learning that guide the program, strong integration between instruction about teaching and clinical practice, and clear articulation of the performance standards by which candidates' teaching is judged (e.g., Darling-Hammond, 2000). (Zeichner, 2006, p. 331-332)

SIT has tried to develop such a program—one with a clear vision of what effective teachers need to be able to do and a plan on how to help them reach it.



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## END NOTE

1. Another key component of an SIT education is putting professional learning into practice. For the MA in TESOL, SIT places a teaching internship at the center of the student experience, meaning both chronologically and pedagogically. The teaching internship is viewed as "an opportunity for the students to synthesize, apply, and test what they have learned...and to provide a foundation for their continued learning." (World Learning, 2009, p. 11). The internship is supervised by SIT and includes direct classroom observation of teaching and extensive written and oral analysis of learning.

## Appendix A

### **SIT Competency Areas** (World Learning, 2009, p.3)

The MAT programs are designed to address these competencies, and teachers in our program are expected to demonstrate increased knowledge, skills, attitudes, and awareness in these areas as a result of their course work.

#### **Language and Culture**

Teachers are interested in language and culture. They are knowledgeable in the subject matter of language teaching, as well as in the various content areas that their students are studying. They are fluent in the target language, and able to communicate appropriately in cultural contexts where this language is used. They understand the nature of language, culture, and intercultural communication in general, and they understand the cultural, linguistic, and communicative dimensions of the particular language they teach. They understand linguistic and cultural theories and are able to analyze and make valid explanations of linguistic and cultural phenomena, drawing upon these theories and an awareness of their own culture and use of language.

#### **Learners and Learning**

Teachers are curious about people and how they learn. They are knowledgeable about learning theories and practices in general, and language acquisition and learning theories and practices in particular. They are aware of the interrelated roles of language and culture in the acquisition process, and of their relationship to how one sees the world. They respect the learner as a whole person—mind, body, emotion, spirit—and the uniqueness of each individual's contribution to the learning experience. They recognize and accept individual learning styles. They are able to observe, describe, inquire into, and generate alternative explanations for learner language and behavior, drawing upon theories of first, second, or multiple language acquisition, as well as their own experiences as learners. Finally, they can accurately select the most valid hypotheses about learner language or behavior, and identify and implement appropriate educational strategies to respond to each learner.

#### **Teachers and Teaching**

Teachers enjoy teaching and teaching language and culture. They are knowledgeable about theories, methods, and materials of language teaching. They are able to articulate and explain the principles underlying their personal approach to teaching. They are able to assess learners' linguistic and cultural needs and to design appropriate curricula based on clearly defined learning objectives. They are able to create or select and adapt teaching techniques, materials and other educational resources in ways which are appropriate for helping students acquire proficient linguistic skills—speaking, listening, reading, writing—and intercultural communication abilities. They understand theories and practices of assessment and are able to accurately determine learner progress. They understand theories of classroom management and group learning, and are able to identify and implement educationally appropriate group management practices. They are able to help students develop the skills and awareness necessary for self-assessment and self-directed learning.

#### **Self and Other**

Teachers are self-aware. They are able to recognize their own feelings and opinions about interpersonal and group experiences and distinguish them from the events of these shared experiences. They actively seek out other participants' understandings of these shared experiences. They are able to articulate their understandings of these experiences. They are aware of how they relate to others and accept the importance of learning from human diversity. They recognize, value, and work with diverse perspectives in order to promote the development of the group, individuals within the group and themselves.

They are skilled at observing, reflecting, and modifying their own behavior in the best interest of the group.

**Educational Institutions, Communities, and Professional Life**

Teachers are committed to developing a career in second language education. They actively draw upon their experiences living in other cultures, and are committed to becoming increasingly multicultural and multilingual. They are able to evaluate their own work, and to invite and act upon evaluations of colleagues and learners. They are active and contributing members of professional organizations. They are aware of their status as teachers in the schools and communities where they work, and are committed to using their influence in socially responsible ways. They are aware of themselves as members of the world community.



## **Eleven Sentence Forms and Model Student Essays for Effective Writing**

Richard Dowling, University of Maryland (Asia Division)

Some of you here today have already taught writing at various levels, and all of you have produced a variety of medium to long papers in course requirements for university classes. It is therefore safe to say that all of you have extensive personal experience with the Process as well as the chief ideas, practices, and techniques associated with learning to write.

Let me assure you that our intention here is not in any way to demean or dismiss what you already know and understand about writing. Rather, we aim to validate and incorporate the worth and efficacy of what you now know; however, we do aim – in definite, concrete ways – to refine, expand on, add to, complement, and innovatively improve the way writing is taught to beginning students, and even possibly the way you yourself write.

We envision no unnecessary argument or disagreement with anyone, but hope for a common mutual consensus regarding a Transformed Vision of Teaching Writing in the Global Age.

As stated in the Abstract of this talk, we often employ and highlight visual representations of our Innovative Approach to Writing, so permit us – initially – to present you with a visual capsule portrait and summary of what might be called the Final Form of our talk today – via a unified vision of our innovative Approach To Writing in one single graphic or image (with a fourfold configuration organized under the Headings of the Four Great Directions) as follows:

### **FIGURE 1 – The ‘Four Great Directions’ Configuration**

#### **North**

1. **Subject**
2. **What**
3. **Plan**
4. **Conception: a reflective, comprehensive System**
5. **Teacher**
6. **Traditional Theory 2:** A investigative and thesis focused argument – in impersonal clear prose – highlighting Rational thought, logical consistency, and accurate evidence about an issue or problem of public interest and concern. In short, Writing informed by critical thought and expression
7. **From the Top Down**
8. **Clarity of expression**
9. **Construction**
10. **Competing**
11. **Structure**
12. **Form**
13. **Mind**
14. **Reason**
15. **Cause**
16. **Idea**
17. **Conceptual**
18. **Theoretical and Detached**
19. **Principles**
20. **Civic**

KOTESOL National Conference Proceedings 2010

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- 21. Scientific
- 22. Academically and Professionally Impressed
- 23. Distinction and Status
- 24. Objective
- 25. Reflection
- 26. Jung's Thinking Function
- 27. General
- 28. Truth
- 29. Intellectual
- 30. Connection and Coherence

West	East
1. <u>Language</u>	1. <i>Author</i>
2. <u>How</u>	2. <i>Who and Why</i>
3. <u>Product</u>	3. <i>Process</i>
4. <u>Execution: practical, effective method</u>	4. <i>Intention: a Universal, Integral, Person-Centered Approach</i>
5. <u>Classroom Environment and Materials</u>	5. <i>Student</i>
6. <u>Traditional Theory 1: Grammatically and Mechanically Correct Prose</u>	6. <i>Contemporary Theory 1: Process Informed Writing à la Elbow, Murray</i>
8. <u>From the Outside In</u>	7. <i>From the Inside Out</i>
9. <u>Correctness and Brevity of Writing</u>	8. <i>Voice, Authenticity, and Integrity of Writing</i>
10. <u>Classification and Collection</u>	9. <i>Composition</i>
11. <u>Coordinating</u>	10. <i>Integrating</i>
12. <u>Material</u>	11. <i>Spirit</i>
13. <u>Matter</u>	12. <i>Meaning</i>
14. <u>Body</u>	13. <i>Soul and Will</i>
15. <u>Sense</u>	14. <i>Choice</i>
16. <u>Means</u>	15. <i>Origin</i>
17. <u>Object</u>	16. <i>Self</i>
18. <u>Mechanical</u>	17. <i>Personal</i>
19. <u>Skillfully Engaged</u>	18. <i>Interpersonally involved</i>
20. <u>Rules</u>	19. <i>Values</i>
21. <u>Technical</u>	20. <i>Moral</i>
22. <u>Technological</u>	21. <i>World View, Ideological, or Axiological</i>
23. <u>Society Mandated and Job Required</u>	22. <i>Personally Inspired and Freely Chosen</i>
24. <u>Profit and Gain</u>	23. <i>Integral Identity</i>
25. <u>Outer</u>	24. <i>Inner</i>
26. <u>Behavior</u>	25. <i>Responsibility and Character</i>
27. <u>Jung's Sensing Function</u>	26. <i>Jung's Intuiting Function</i>
28. <u>Factual and Detailed</u>	27. <i>Concrete and Universal</i>
29. <u>Utility</u>	28. <i>Goodness</i>
30. <u>Physical</u>	29. <i>Spiritual</i>
31. <u>Stimulation</u>	30. <i>Inspiration</i>

**South**

- 1. Audience
- 2. To Whom, Where, and When
- 3. Procedure
- 4. Motivation:

- Culturally Peer Referenced, Participation, and Performance Based
5. Class
  6. Contemporary Theory 2: Oriented and Informed by Rhetorical Tradition, especially contemporary novel theories and practices à la I.A.Richards, Burke, Corbett, Connors, and others
  7. From the Bottom Up
  8. Style of Expression
  9. Organization
  10. Cooperation
  11. Substance
  12. Content
  13. Heart
  14. Imagination
  15. Effect
  16. Other
  17. Organic
  18. Socially Attached and Interactive
  19. Cultural
  20. Norms, Traditions, and Customs
  21. Artistic
  22. Class necessitated and culturally approved
  23. Security, Approval, and Convenience
  24. Subjective
  25. Conduct
  26. Jung's Feeling Function
  27. Particular and Specific
  28. Beauty
  29. Emotional
  30. Motivation

The Ultimate Outcome of the realized integration of the fourfold configuration above may be condensed – with greater decisive brevity and compact precision of expression – in the visual graphic below:

**FIGURE 2 – The Ultimate Outcome of the Fourfold Configuration (Figure 1)**

**Thoughtful Connection, Clear Conception,  
and Comprehensive System**

Common Sense, Ordinary  
Language, and Practical  
Application

**Mature  
Balanced Awareness**

*Person Centered, Responsible,  
Spiritual Perception and  
Integral Consciousness*

Cultural Appreciation  
and Emotional Equilibrium

The remainder of this talk will be devoted to the Explication and Explanation of the Process by which we arrived at this Final Form along with its manifold meanings and implications for our Innovative Approach to Teaching Writing.

At the outset, as a provisional matter, permit me to characterize the prevailing knowledge about the Process, chief ideas, practices, and techniques of Writing as falling into two broad categories – the Traditional and Contemporary Theories of Writing – and further to designate these two categories together as the Right Hand Approach to Writing in contrast to our Innovative Approach which we will call the Left Hand Approach to Writing.

What are the principal distinctions between the Traditional and Contemporary Theories of Writing? And why do we lump the two categories together as possessing marked similarities, despite their differences, which set them apart as the Right Hand Approach to Writing as opposed to our Innovative Left Hand Approach to Writing?

Well, for starters, the Traditional Theories of Writing are derived from and Oriented toward the Past while the Contemporary Theories of Writing, as their name implies, were created in Contemporary circumstances and are Oriented toward the Present. In contrast to both of these, our Innovative Pedagogy of Writing is Oriented toward the Future.

Generally speaking, there are two traditional theories or schools of Writing – located respectively in the North and West and preceded by the number 6 – in our graph above. The oldest and most traditional of these theories or schools of teaching Writing is the one that stresses the achievement of Grammatically and Mechanically Correct Prose. Externally driven, from the outside in, students according to this theory should learn to write by observing and absorbing various examples of what good writers do and imitating their accomplishments through some process of osmosis never clearly described or explicated but nonetheless demanded of them.

Above all else, students should avoid errors and mistakes of any kind that violate various lists of rules which they are given and which presumably they should use to avoid errors. Many hours are devoted to innumerable exercises aimed at correcting mistakes in spelling, punctuation, and capitalization. Students are then graded by how few or many errors show up in their prose. Inevitably, incessantly and relentlessly, multiple errors persist in student writing, yet teachers doggedly persist in grading students mostly on the frequency of errors in papers, without much regard for the thought, style, or intended meaning of what students write or much effort invested to improve the thought, style, and content of their writing by close analysis and revision.

Class time is devoted also to endless hours of instruction in grammar – with extensive written exercises in and repeated discussions of grammar – but without any appreciable effect on student competence in writing, as numerous repeated studies have demonstrated. Students are told the importance of having an apt and telling title for their paragraphs and essays; they are informed of the obvious necessity of having a Beginning or Enticing Introduction, as well as a solid, informative Middle or Body, and fitting End or Conclusion to their essays; they are shown how to outline and notified of the value and necessity of a central idea, supporting ideas, and accurate evidence, facts, examples, and illustrations to prove their themes. This instruction helps for some, but fails for many. Between the atomized dissection of grammar, syntax, and punctuation and the broad, rather obvious abstract generalizations and instructions describing the grand profile and successive stages of essay writing, students don't have much to inform either the confidence and fluency of their writing or to focus their recognition and mastery of a variety of sentence constructions. Their writing is stilted, mechanical, awkward, stalked and bewildered, worried and bedeviled by their internalized critical voices mocking them for their errors and stumbling, labored prose.

The Second Traditional Theory of Writing insists with Robert Frost that *clear thinking makes for clear writing*. Good ideas make for good writing, and prose is judged by its clarity more than its correctness though correctness retains a subsidiary significance. Students are taught to search, evaluate, summarize, and incorporate outside research from multiple public and academic sources into thesis-driven papers that argue with rational cogency, logical consistency, and clear expression how to illuminate or solve problems and issues of public or academic concern. Some teachers succeed admirably in this endeavor with some students, but many other students never demonstrate much real power of thought or fluency and clarity of expression, perhaps because, for all the talk about it, they never get much instruction, explanation, or practical advice regarding how to think critically, or how to express themselves thoughtfully in a variety of sentence constructions.



Both Traditional theories are driven from the outside and stress the primacy of external products or models to teach writing, one by the minute analysis and dissection of innumerable pieces of prose explained by isolated, forlorn, and boring rules and the other by rather generalized exhortations to think, close readings of literary texts, and a few abstract strategies for organizing both thought and the construction of longer essays.

In contrast, the two Contemporary theories of Writing – located respectively in the East and South and preceded by the number 6 in our graph above – are driven and inspired *from the Inside Out (Process Writing)* and *From the Bottom Up (Rhetorically informed Writing)*. When students (in Process writing) choose their own topics and write seeking to express their own intended meanings, trusting their own voices and decisions about varied writing options and alternatives rather than fretfully worrying about grammatical errors and mechanical mistakes in punctuation and capitalization, their writing becomes vital, alive, invested with feeling and heart. Increased student interest and investment in writing leads to greater attention and concentration which almost automatically solves the correction problem of eliminating unsightly errors and mistakes.

*Rhetorically Informed Writing (From the Bottom Up)* is concerned with the reader of Writing and the audience for it – motivating students to collaboratively participate in writing with others, to read aloud their writing to others in a performative venue, and to discuss, evaluate, and revise writing assignments with their peers. Socially aware, motivated by and interactive with their peers as well as the cultural traditions and sensibilities of their immediate classmates, their native cultures, and their time and place in history, writers in the rhetorical tradition are inevitably sensitive to the emotional, dramatic, and connotative sense of words and to all the varied devices, strategies, and techniques that contribute to a striking style which can move others and persuade them to share the writer’s own values and convictions. If writing does not attain its aim and have an effect upon the reader, then why write at all? The Rhetorical pedagogy of writing never forgets to concern itself with the effective impact of writing on others.

Now that we have briefly explored and summarized these four prevailing yet often competing theories of composition – two traditional theories and two Contemporary theories – why do we yet lump them together, despite their differences, as sharing enough similarities to call them together the Right Hand Approach To Writing as opposed to our Innovative Left Hand Approach To Writing?

In yet another graphic chart, let us summarize the decisive distinctions between our Left Hand Approach to Writing and the Right Hand Approach to Writing.

**FIGURE 3 – Comparing the ‘Left Hand’ and ‘Right Hand’ Approaches to Writing**

<i>Left Hand Approach</i>	<b>Right Hand Approach</b>
<i>Future Oriented</i>	<b>Past and Present Oriented</b>
<i>Integral</i>	<b>Fragmented</b>
<i>Wholistics</i>	<b>Partial</b>
<i>Mature Closure</i>	<b>Arrested Development</b>
<i>Universal</i>	<b>Limited and Confined</b>
<i>Values Freedom of Choice</i>	<b>Either unduly Restricts or Exalts</b>
<i>Married with structured system</i>	<b>Excessive Freedom while being Either too obsessive about Structure or too suspicious of system</b>

To say that the Left Hand Approach is *Integral* means that all the factors, aspects, parts, and components of the Approach harmoniously interweave, interact, support, and reinforce one another. Every component of the Approach is integrally arranged, developed, realized, and applied. The Approach, therefore, constitutes a *unified Whole* which is *inclusive* and not exclusive, continuous with the Past, conversant with the Present, and open to the Future. In other words, the Left Hand Approach incorporates the Right Hand Approach into itself but expands and goes beyond it into still unknown possibilities and territory. It accepts the relevant and relative value of all four prevailing theories of writing – the two Traditional theories and the two Contemporary theories – but innovatively arranges, complements, expands, and adds new ideas, practices, and techniques which lend Writing a dynamic new energy, coherence, and efficacy.

To say that the Right Hand Approach is **Fragmented** means that the various theories are isolated, disconnected, frequently in conflict and competition with one another, unable or unwilling to see or appreciate the respective merits of other theories because they remain too individualistically and obsessively focused on their own preferred version of writing to the exclusion of any and all others. In short, they are not Wholistic but **Partial – in the double sense of taking their own part of the Writing Puzzle for the Whole and in the sense of being egotistically Partial to their own theory of one segment of the Puzzle**. The Right Hand Approach to Writing shows itself to be in an **Arrested State of Development** while the Left Hand Approach to Writing attains a *Mature Closure of Inclusive Incorporation and Personal Appropriation of the entire history of Writing*.

To say the Left Hand Approach to Writing is *Universal* is to say that the Historical Assumption that underlies and grounds it (that this is the Age of Human Maturity on this planet), the Vision of Possibilities that informs it, and the Intention that impels it – all demand the universal achievement of competent self-expressive writing by all people on earth by the first year of university-level education if not well before that grade level. One of the characters in Shakespeare's play *Coriolanus* declares "Our virtues lie in the interpretation of the Time." That is one humdinger of a line, seldom if ever adequately appreciated and realized in its full bearing on human development and History.

We live in the Age of a complete and comprehensive psychological theory of human development which clearly and definitively distinguishes the powers, capacities, challenges, tasks, and talents that distinguish youth as a stage of human life from maturity. The possibilities and prospective achievements of the two stages can't conceivably be equated or mistaken as similar in content and effect. The one stage, Youth, is confined and limited, constricted and hampered in its conception and estimate of human capacity; the other, Maturity, is marked by confidence in the future with a sense of the enhanced possibilities and opportunities available to all human beings. And we know from Hologram theory, that what is true of the individual part is true of the whole, so the whole of Humanity is clearly now crossing the threshold of the Maturity of Human life of this planet just as individual human beings pass from Youth to Maturity in their development. Accordingly, the Left Hand Approach to Writing, informed and inspired by the vision of the Impending Maturity of Humanity as a Whole on this planet, expects and works for universal attainment of Writing Proficiency for all human beings. In contrast, the Right Hand Approach to Writing, mired in the Youthful Modern and Post-Modern view of human history, congratulates itself on a glass half empty – satisfied to teach limited segments of humanity to write but convinced the full glass of writing mastery for all is impossible to attain.

Every Master, or even competent, teacher knows that the Expectations you harbor, the Vision you have of the possibilities and talents of your students, determines the results you get. If you expect little, you get little. If you nurse high expectations, you work and find a way to bring them to fruition.

To say that the Left Hand Approach to Writing *values Freedom of Choice but marries it with structured system* means that, as an Integral Approach, it always tries to Balance Freedom with Structure, Feeling with Form, Rational Coherence, and Systematic development. It is always about providing for latitude and play for creativity, spontaneity, and initiative yet also insuring clear thought, comprehensive understanding, and stable, progressive development.

In contrast, the Right Hand Approach to Writing in Traditional theories either unduly restricts freedom and adheres with too much conformity to a mindless structure with little flexibility, or alternately in contemporary theories excessively experiments with fun filled activities that absorb interest for the moment but have little connection with one another or allow for little systematic development of writing.

The task that faces us at this juncture of our talk is actually to explain in both broad outline and in some detail What the Plan of our Innovative Theory is; How it is practically implemented, its proven Products, and its method of application and operation; and its overall Procedure of daily work in a given

class. Once we have accomplished that task, we will then list 30 or more features of our Approach to Writing which are innovative, explaining why they are so novel and effective by referring to the previous detailed description we have given of the systematic conception and multiple practices of the theory in operation.

The master key to our innovative approach to writing is our discovery of **11 Sentence Forms** which in turn can be subdivided into 127 sub-forms. Please turn now to pages 74 and 75 of the Post Chart Book we distributed, and you will find there the 11 Sentence Forms named on page 74, along with the mnemonic codes for each Form with the number of sub-forms for each Form on page 75. In the charts, the Forms range from the most basic and simple on the left hand to increasingly complex and stylistically difficult sentences on the right hand.

Each of the 11 Sentence Forms is a Mini-Lesson in itself. We will examine The Procedure for teaching the 11 Forms by using the **Series Forms** on page 77 as an example. Thus, we first present the students with the 7 sub-forms of the Series Form on page 77 and read aloud to them the names for each of the sub-forms and the clear examples there of each of the 7 sub-forms. We then instruct them to write two of their own examples of each of the 7 sub-forms for the next class, consulting for assistance the models on page 77 plus 10 to 20 additional excellent examples of each of the 7 sub-forms in our two volume survey of English.

On the next day in class, we ask for volunteers to place one example of the first sub-form on the board followed successively by most or all of the remaining students. At the board, students are asked to read aloud their sentences with sufficient loudness and some dramatic emphasis, highlighting adverbs with extra loudness and driving adjectives with extra loudness into nouns so that they hear as well as see adverbs and adjectives. If students have problems enunciating with sufficient clarity and volume, we show them how to identify and initially exaggerate the consonants of the English language, underlining the consonants and then exaggerating them, at first saying them extra loudly and then saying the words at normal pitch when all of a sudden they will become much clearer and louder automatically and effortlessly. In short, at the board students practice speaking aloud clearly and distinctly the English language, using the very sentences that they themselves have written.

Referring to the chart on page 58 where we identify the **Five Jobs or Functions of the Twelve Kinds of Words** (an innovative feature of our book) which we have earlier presented and explained to students and referring also to the three charts on **The Architecture of the English Sentence** (another innovative feature of our book) on pages 68-70 which we have also earlier presented and explained to students, we ask students at the board to identify the Heart, Essence, Core, and Base of their respective sentences and to specify which of the five jobs the various words in their sentences perform. At first, this is difficult for students, but assistance from the teacher and continued practice makes them more confident; moreover, students must pay attention to this practice because they know they themselves will soon have to perform this analysis in front of their peers. When and as this procedure of analysis becomes too boring or taxing for students, cut it off and then resume doing it again in a subsequent class with other sentences at the board.

Finally, assess the various sentences posted on the board by students in the most positive light possible without being overly critical. Remind the students that they are just practicing writing the sentences for the first time and that, therefore, the sentences at this point do not have to be perfect. We are just interested in seeing what is done well and learning from mistakes. Therefore, when a sentence is interesting, funny, clear, or wonderfully expressive in itself, say so and praise the student. When the form that is being practiced is correct, say so and commend the student. When the sentence itself is grammatically or mechanically flawed, ask other students to correct it or assist them to do so yourself if necessary. If the attempted form of the sentence is incorrect, point out how to put it into the right form if possible or declare that the sentence does not fit well with that particular form and move on.

We proceed in similar fashion with the remaining 10 Sentence Forms with their various sub-forms just as we did with the number Two Series Sentence Form and its sub-forms, except that we spend increasingly less time on the grammatical analysis of the various sentence forms and more on the quality and stylistic merits of the individual sentences. Thereby, we inform students, by both precept and practice, that grammatical and mechanical correctness are significant but hardly of overwhelming or paramount importance in teaching anyone how to write effectively. They are matters to which steady attention, discipline, and organization must be devoted, but their importance is subsidiary in determining the meaning, thoughtfulness, clarity, and style of written prose.

After students have posted two examples of all the sub-forms of the first Five Sentence Forms, we then require them to write a single paragraph (with a title) in which they employ at least five instances

of the first Five Sentence Forms in their paragraphs, notating and footnoting the forms they use. We provide them with earlier models of completed student examples of such notated and footnoted paragraphs which they can study and emulate in their own paragraphs. After students have posted two examples of all the sub-forms of Sentence Forms 6, 7, 8, we then require them to write two paragraphs (with a title) in which they employ several instances of the first Five Sentence Forms in their paragraphs but now also several instances of Forms 6,7, and 8, notating and footnoting the forms they use in their two paragraphs. Again, we provide them with earlier models of completed student examples of such notated and footnoted paragraphs which they can study and emulate in their own paragraphs. After students have posted two examples of all the sub-forms of Sentence 9 which deals with colons, semi-colons, and dashes (what we call the **Power Punctuation Marks**), we then require them to write 3 to 4 paragraphs (with a title) in which they employ multiple instances of the first 8 Sentence Forms plus five sub-forms of Form 9, notating and footnoting all the forms they use. Again, we provide them with earlier models of completed student examples of such notated and footnoted paragraphs which they can study and emulate in their own paragraphs. Finally, in the same fashion, we ask students to write four paragraphs (with a title) incorporating all earlier forms, but now adding several sub-forms of Sentence Forms 10 and 11. Again, we provide them with earlier excellent student models of this assignment.

On each occasion that students complete one of the four assignments above, they must type their assignments and make typed copies of their assignment for the instructor and for each of their fellow classmates. All the students then read aloud their assignments, and the entire class, with the help of the instructor, proceeds to revise and rewrite the assignments. Students then submit a retyped copy of their assignment as revised in class and submit it again to the instructor. The students in the class thus have extensive experience revising their assignments as well as helping to revise the assignments of their classmates.

If you will now turn to pages 107-109 in the chart book, you will see one example by a student of the four paragraph essay, employing all the 11 Sentences forms notated and footnoted, which serves as a model for other students to follow. Altogether, our book has 271 student notated and footnoted paragraphs and essays, totaling 480 pages, which serve as models for new students to emulate.

At the end of the first semester of a year-long course, students take two examinations. In the first exam, they are given a choice of five topics to write about in two hours. They are required to write four paragraphs employing 15-20 designated sentences, notating and footnoting the required sentence forms in the paper. In the final exam, they are again given a choice of five topics to write about in two hours, but they can now write freely without any specified required sentence forms to notate and footnote.

Multiple student examples of both kinds of examinations can be found in the first volume of our two volume comprehensive survey of English in *The Two Hands Approach to the English Language: A Symphonic Assemblage*.

In the second semester of a one year course, students will also be required to write longer expository, narrative, descriptive, and comparative essays as well as a character sketch and an autobiographical essay. Again, multiple students models of all these types of essays are available in the second volume of our two volume survey of English along with extensive poetry selections and extended examinations of both the Process of Reading in general as well as some of the best ways to pursue the Interpretation of literary selections.

Now that we have provided a rough sketch of our overall program for teaching students to write, I will list below 30 distinctive features of the Process, writing Plan, Products, and Procedure of our innovative writing theory and pedagogy. In the actual talk I give, I will discuss in more detail how each feature works effectively to improve writing, but even as a list they are fairly self-explanatory when read in light of the Writing Plan, varied assignments, and overall Procedure for the class as described above.

#### **DISTINCTIVE FEATURES OF THIS WRITING THEORY AND PEDAGOGY:**

1. Person and Student centered;
2. Integrally arranged, developed, realized, and applied;
3. Wholistically appreciative and inclusive of all previous writing theories and pedagogies;
4. Process Oriented;
5. Product Proven and Confirmed with over 200 student models;

## KOTESOL National Conference Proceedings 2010

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6. Practice Driven;
7. Participation Based;
8. Performance Assessed;
9. Systematically Structured;
10. Peer Referenced and Interactive;
11. Form Focused;
12. Sentence Forms specifically targeted;
13. Model emulated;
14. Thoughtfully connected with sentences explained via Association, Opposition, Elaboration etc.;
15. Conceptually Clear with Definitions employing ordinary language with memorable names;
16. Culturally Appreciative and Conversant as well as Rhetorically Inventive, Sensitive, and Sophisticated;
17. Extensive employment of Metaphor, Analogy, Alliteration, Irony and other figurative uses of language;
18. Teacher Empowering and Liberating;
19. Cumulatively, Incrementally, and Progressively Developmental;
20. Universally Aimed and Empowering for everyone in the Global Age of Human Maturity;
21. Adaptable for use by both native and EFL/ESL students;
22. Provides a source of cultural and cross-cultural education regarding the interests and discourse usage of youth;
23. Body Referenced and Interactive;
24. Effectively and Efficiently Organized in 30 or more Manageable Unit Lessons;
25. Memory Friendly and Enhancing;
26. Theoretically Comprehensive and Illuminating;
27. Pedagogically Validated in repeated class courses;
28. Flexible, supportive, and open to other proven English pedagogies such as the Sentence Combining of William Strong, the Free Writing of Peter Elbow and Donald Murray, the Cumulative Sentence of Francis Christensen, and other pedagogies;
29. Scholarly supported and validated, especially by the superb historical studies of Robert Connors, most especially his superb and authoritative article "The Erasure of the Sentence" (2000) in the volume *Selected Essays of Robert J. Connors* edited by Liza Ede and Andrea A. Lunsford published in 2003.
30. Dramatically revised and revamped essentials of grammar and punctuation presented in just a few lessons, but cumulatively and successively incorporated and integrated with Writing Instruction;
31. Inventing The Architecture of the Sentence and a new term The Descriptor as one of the Five Functions performed by words in any Sentence;
32. Providing a Set of Rubrics to guide students in their writing and evaluation of essays;
33. Describing a balanced style with a set of Alliterative Nouns and a set of Alliterative Adjectives along with two other sets of Characteristics for an effective writing style;
34. Marked improvement in reading ability engendered by increased recognition of the incidence and rhetorical effect of Sentence Forms learned from the practice of writing with prescribed sentence forms;
35. This theory of writing provides the long sought basis for a program of writing across the Curriculum.

**THE AUTHOR**

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## **Improving Reading Ability through Using English Newspapers (For Elementary school 5<sup>th</sup>~6<sup>th</sup> graders)**

Hyun-jin Jeong

(GSG English Center affiliated with Gwangju Gwangcheon Elementary School)

### **MY CONTEXT**

I've been teaching at Gwangju Seogu Gwangcheon English Center (GSG EC) affiliated to Gwangcheon Elementary School since 2008. As one of the four public English Centers in Gwangju, this center runs several programs to provide qualified programs for free or for a low price such as Learning English through English Program in the morning and Afternoon Class for English in the afternoon. Also, we have an English Library with more than 5,000 English books. At that time I was a member of Primary English Action Research Association and had an opportunity to know about action research in studying with other teachers. It was regarded a very practical and useful research method for the teachers who wanted to improve their teaching and enhance students' learning in their classrooms.

### **WHAT WAS MY CONCERN?**

From 2009, we started subscribing English newspapers and magazines for kids and put them in the English library. But very few read the newspapers and they were just filed away in a corner of the library. Newspaper is, actually, a quite good reading material including interesting topics of various levels of articles. Even though spoken English is focused on more than the written English in the elementary school level, I thought English newspapers could be useful for the high graders who can read and have certain knowledge of the world and decided to find the way to use English newspapers for students. Therefore my question was: "How can I improve students' reading ability through using English Newspapers?"

### **WHAT COULD I DO?**

As I didn't have my own class, I could recruit students who had interests in reading English Newspapers. Furthermore the normal afternoon program had set up and started already, so I just couldn't open a class by myself. So, I decided to run a pilot program for that year for free after normal class time.

### **WHAT DID I DO?**

I made a brief plan and got an approval from the principal for running English Newspaper club, then sent a notice letter to 5<sup>th</sup> and 6<sup>th</sup> graders of Gwangchen Elementary School and Afternoon Class for English of GSG EC.

- 1. Period:** 04/2009 ~ current
- 2. Participant:** Five Volunteer students from Afternoon Class for English at GSG EC.
- 3. Gathering data:** Teacher's note, Students' journals, Observation, Tests (Placement test of GSG EC)
- 4. Analyzing data:** Divide the periods according to the change of methods used in class and analyze the gathered data
- 5. Action Process and Analyze**

### **THE FIRST PERIOD (03/2009 ~ 08/2009)**

#### **Outline**

I ran the ENIE (English Newspaper In Education) class once a week at first about one and half hour. Students had difficulty reading and understand the sentences by themselves at first. I used typical Grammar Translation Methods even without noticing that I was using GTM; I read sentences, interpreted them one by one and explained grammar. I learned by trial and error during this period. I chose the article to read and let students write what they learned at class. But the worksheet was not structured, so students felt burdened to write something on an almost blank page.

#### **Analysis**

It was hard to run the class on a regular basis, because participants were all from different schools and the class was done after normal class time late in the afternoon. They applied this program by themselves, so their motivations were rather high. But due to the gap among students, the sense of closeness, and the lack of searching for various teaching methods, the class relied upon mainly Grammar Translation Methods. I realized the need for using various methods to stimulate students' interests in reading, learning vocabulary and students also wanted to learn in a more interesting way.

### **THE SECOND PERIOD (09/2009 ~ 10/ 2009)**

#### **Outline**

I increased the number of class times to twice a week for one hour. Before then, I gave homework to listen to the audio files of articles. From the second action period, I let students listen to the audio file in the class time and read the articles and find the difficult words before the class at home. I set up the steps for the class and tried to do more systemized class. The steps are as follows:

1. Read the article in advance and check and find the difficult words in a dictionary.
2. Write the main idea of the article briefly (in English or Korean).
3. Listen to the audio file focusing on the intonation and pronunciation of the words I felt difficulty in reading aloud.
4. Talk about the main idea of that article.
5. The teacher check the words students don't know well.
6. Read aloud the article taking turns and grasp the meaning in the context of the sentence.
7. Solve comprehension questions
8. Listen to the audio file again

#### **A case of class**

I made a simple worksheet with three levels of difficulty from low level to high level. Students read the article together and talked about the main idea of it. I let them call out the words they did not know very well and write them on the board. We listened to the audio file from the internet web site. Then read aloud the article from the beginning. I skipped the easy sentences everybody knew and explain the words or sentences students did not understand fully. This is an excerpt from the teacher's note :

*Do you know how to ride a bicycle?*

- Q: Let's think about what comes next after 'how to'?

- A: How to skate, how to catch a fish? how to cook?

*Explanation about 'keep'*

- basically means to hold something. Ex) keep (one's) balance, promise

(From the teacher's note on September 7)

#### **Analysis**

It was really helpful to set up the steps of class. The relationship among students also was established as time went by. I had to prepare more than before to give detailed explanation the meaning of words and sentences in the context; read the article in advance and check if there's any words which are worthy to spend time, if so, consider how to explain them in the right level for the students. Rather than



reading and explain every grammatical detail of each sentence, we skipped to the next sentence if students understood the main meaning. Through pre-reading, reading, and post-reading, I increased the times and amount of reading naturally.

### **THE THIRD PERIOD (11/ 2009 ~ 12/ 2009)**

#### **Outline**

In this period, I let students make word list with example sentences from English-English dictionary. Students did it in taking turns and I printed and photocopied them for students. Students read them before the class for the review of the past lesson.

### **THE FOURTH PERIOD (03/ 2010 ~ CURRENT)**

#### **Outline**

From this school year, I've been running the ENIE class as a regular afternoon class of GSG EC. I teach four times a week for forty minutes. I follow the steps I set up last year and give students chances to choose the article they want to read and try to make one reading activity in one class such as word puzzle, word search and unscrambling the words or sentences.

### **WHAT EVIDENCE COULD I PRODUCE TO SHOW MY ACTIONS WERE INFLUENCING MY SITUATION?**

#### **Students' reactions**

Most of participants showed positive reactions about the ENIE class.

S: I entered this class a bit later than other ones. There were already four students. I felt uneasy when I first came here. I just thought reading English newspaper might be very difficult and hard for me. But my attitude has been changed as time went by. In the past, reading English newspaper was difficult, but nowadays, I understand the meaning more naturally than before. I often find myself reading the small letters of English newspapers and thinking what the English word is for this (Korean word). Even I am surprised by myself reading English sentences. I can't wait Tuesdays and Thursdays for ENIE class sometimes.

(From a students note about the class on November 12)

#### **Improvement of students reading scores**

Last year, the five participants showed gradual improvement on their progress of English. They all attended the afternoon English class and tested every four month. The results are as follows (see Table 1 below):

### **WHAT CONCLUSION CAN I DRAW FROM MY EVIDENCE?**

I could get ideas about how to improve the ENIE class from self reflections and trying to apply them to my class and reading relevant theories such as 'Extensive Reading' and 'The Lexical Approach'. Even though it started as a pilot program, but it was overall successful. I think it is due to several important factors.

**TABLE 1 - Results of Diagnostic Tests**

Participants	March (Score)	July (Score)	November (Score)
H	90	92	95
S	85	88	93
J	82	80	87
L	78	82	85
Y	90	90	95

## **FACTORS INFLUENCING ON RUNNING AN ENIE CLASS**

### **Autonomy and Motivation**

The participants applied for this program on their own, so it could be said their motivation to read English newspaper also be strong.

### **Similar level of English reading ability**

The participants were all able to read and understand at least more than sentences. There were, of course, individual gap among student. It was possible to run the ENIE class based on the basic literacy level.

### **Small number of students and positive atmosphere**

Last year, the number of students who kept participating in the ENIE class was five. It was possible to have individual interactions and teach according to their levels due to the small numbers. Also, intimacy among students grew during that time, we could keep the positive learning atmosphere.

### **The teacher's preparation**

Even I had an interest on teaching reading, it was challenging to run an ENIE class because I had no chance to teach reading intensively before. Sometimes I felt burdened about working at late, writing notes about the class and letting students write notes. But through the process of finding relevant theories and interesting way to teach reading, I think, I could improve students' reading ability and my teaching skills.

## **CONCLUSION AND LIMITATIONS**

The ENIE class I ran is a specific group in my context, so the factors I referred above could be the limitations in other situations on the contrary to this. For this level of class, students need to read more than sentence level at least. Positive and caring atmosphere is also important. When choosing articles, the teacher chooses a variety of levels and topics. After some time, it's also better to give a chance for students to choose what to read.

It is getting acceptance of importance and effectiveness to use English newspapers for improving students reading abilities, it's not easy to find the course for teachers about how to use them. So there's a need to be teachers courses for teaching reading including using various materials like English newspapers.

### THE AUTHOR

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## **Teaching Vocabulary Through Core-Meaning Based Instruction with Korean Primary Students in a Public Elementary School**

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Yuko Yamashita, Chikushi Jyogakuen High School

### **ABSTRACT**

This study explores how teaching vocabulary through core-meaning based instruction have an effect on vocabulary learning with Korean EFL students. 5<sup>th</sup> and 6<sup>th</sup> graders from primary students (n=56) divided into three groups, based on their English language proficiency. They receive core-meaning based instruction in which learners are provided with a single overarching meaning of a word instead of being provided various meanings, and picture images are used to facilitate understanding of the concept. For example, the core-meaning of *speak* is defined as “to use your voice to say something”. Four utterance verbs- *speak*, *tell*, *talk*, and *say*- are selected for the current study based on several reasons. First, these four utterance verbs are considered to be high frequency verbs, as these are taught in 3<sup>rd</sup> to 6<sup>th</sup> grades in primary school in Korea. Secondly, these words are semantically similar and all four utterance verbs are translated into ‘말하다’ in Korean. In the pre-test, they were provided with picture tasks which consist of 12 pictures with four phrases, each of which include one of the utterance verbs. Participants consider which of the four phrases best describes the picture. It took approximately 20 minutes to complete. After the completed answer sheets were collected, the participants received core-meaning based instruction with the image of the core meaning of each word. Post-test 1 and 2 were identical in form to the pre-test. Two days after the pre-test and the instruction, all participants were provided with the unannounced post-test 1 and two weeks after pre-test and the instruction, they took post-test 2. The results provide an effective way to teach and learn utterance verbs.

### **INTRODUCTION**

In the process of acquiring second language vocabulary, a learner needs to gain the form and meaning of a word at the beginning. Then, a learner starts to extend the meaning of each word through exposure to various contexts to use it well (Nation, 2001). In an EFL context such as Korea, learners generally have limited opportunities to extend their knowledge of a word’s meaning through exposure to L2 words in a variety of contexts, and as such, it needs to be properly taught in a language classroom.

Korean elementary school students who are the subjects in this research study vocabulary from textbook dialogues. The dialogues provide various contexts by pictures or video clips, so they can understand the general meaning of the dialogues. However, the dialogues cannot give enough explanations about vocabulary. Therefore, many students rely on a English-Korean dictionary to find the meaning of new words. It means that they would learn new words by translations. Furthermore, the limited numbers of new words from Korean national curriculum accelerates lack of the explanations of new vocabulary.

Regarding to this Korean vocabulary learning situations, this research explores new methods of teaching vocabulary in the EFL context.

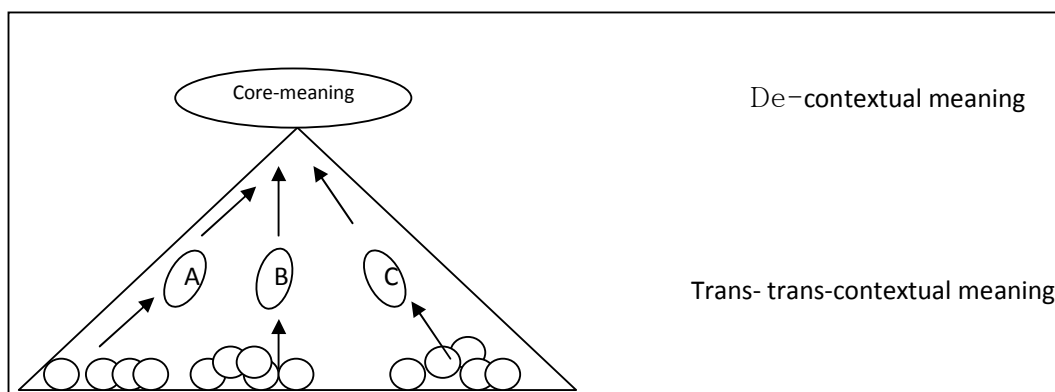
### **LITERATURE REVIEW**

#### **Vocabulary instruction through core-meaning**

In the field of cognitive linguistics, Bollinger (1977) suggests that there are conceptual links that connect between different meaning of each word and each word has a single overarching meaning. Tanaka (1990, 2006) adapts a single overarching meaning proposed by Bollinger (1977) and defines core meaning as a single overarching meaning which underlines various senses of words in isolation from a specific context of use. Tanaka (1990, 2006) shows the concept of core meaning metaphorically with

conical shape as shown in Figure 1. It enables us to understand core meaning is a single overarching meaning and derived from various senses of words. The base part indicates 'context-sensitive meaning'. 'Context-sensitive meaning' is clustered into several categories which are defined as the 'trans-contextual meaning' (A, B, C, as shown in Figure 1). Further, 'trans-contextual meaning' could be clustered into a single overarching meaning which is free from context.

**FIGURE 1 - The Model of Core-Semantic Concept (Tanaka, 2006, p.18)**



### Utterance verbs

In order to reach some depth of analysis, the current study focused on a study of one word class: utterance verbs. Four utterance verbs- speak, tell, talk, and say- were selected from the vocabulary list in the textbook authorized by Korean ministry of education based on several reasons. First, these four utterance verbs are considered to be high frequency words, as these are taught in 3<sup>rd</sup> to 6<sup>th</sup> grades in primary school in Korea. Secondly, these words are semantically similar and students often confuse the correct use of these words. In *English-Korean dictionary* (2009), for instance, all four utterance verbs are translated into '말하다' in Korean. However, 말하다 would not be sufficient for learners to comprehend how these utterance words may differ in meaning. The following is the example of the sentence including utterance verb from BNC (British National Corpus).

- (1) Brian Walden occasionally allowed Mr. Major to speak.
- (2) Children are either capable of speaking or not: those who are not use sign language because of their failure to speak.
- (3) It is a little time when we can talk together, and I encourage her to talk about her father.
- (4) Be prepared to give your undivided attention, and listen carefully as you talk to the other person.
- (5) "Tell Brian I want to see him, will you?"
- (6) That doesn't mean we have to tell children every little embarrassing detail about ourselves.
- (7) Another way of stating this thesis is to say that psychological life is essentially metaphorical in character.
- (8) It is always easier to say "no" than to say "yes".

First, let us look at example (1). The use of *speak* orients the attention toward Mr. Major's vocalization. In example (2), it indicates that children are capable to make sounds or not. Contrast to the use of *speak*, *talk* focus on dialogue among people. In example (3) and (4), *talk* point to the communication between two people. The speaker in example (5) emphasizes delivering the message that "I want to see him". The speaker in example (6) emphasizes delivering the message that "every little embarrassing detail about ourselves" to children. For example (7), the use of *say* orients the attention toward the stating that "psychological life is essentially metaphorical in character". In example (8), *say* is used to focus on the delivering words "no" and "yes". It would be more helpful if learners could learn distinctions of these four utterance verbs explicitly. However, it could take time to explain all these

meaning according to the context. Thus, Tanaka (2003) suggests that providing core meaning might enable learners to clarify the meaning of these four utterance verbs which are semantically related. According to Tanaka (2006), the core meaning of these words is described as follows. (1) speak: Using your voice to say something (2) tell: Giving information to somebody (3) talk: Saying things to somebody (4) say: Words you speak or tell. The core-meaning of these utterance verbs were used for the current study.

## RESEARCH QUESTIONS

1. How does core-meaning based instruction affect vocabulary learning with Korean primary students?
2. What is the relationship between learner's proficiency and learning vocabulary through core-meaning instruction?

## METHODOLOGY

56 Korean students in primary school took part in this study. They were in the 6th grade of primary school, and their ages were 11 or 12 years old. They have 40 minute English classes per week with Korean as a medium of instruction. Participants were considered to have similar educational backgrounds and their English proficiency levels are low, intermediate and advanced according to the diagnostic test. They took part in this study at the beginning of the semester. Participants who did not take post-test 1 or post-test 2 were eliminated from considerations in the results.

Picture task was used in the current study. 36 pictures used for the picture task were randomly divided into three groups in order to construct pre-test and post-test 1 and post-test 2. For multiple-choice test, each picture was presented with four phrases including *speak*, *say*, *tell*, and *talk*, which were checked by a native speaker. Participants were to read the sentences and circle the correct utterance verb from four choices in a multiple-choice task.

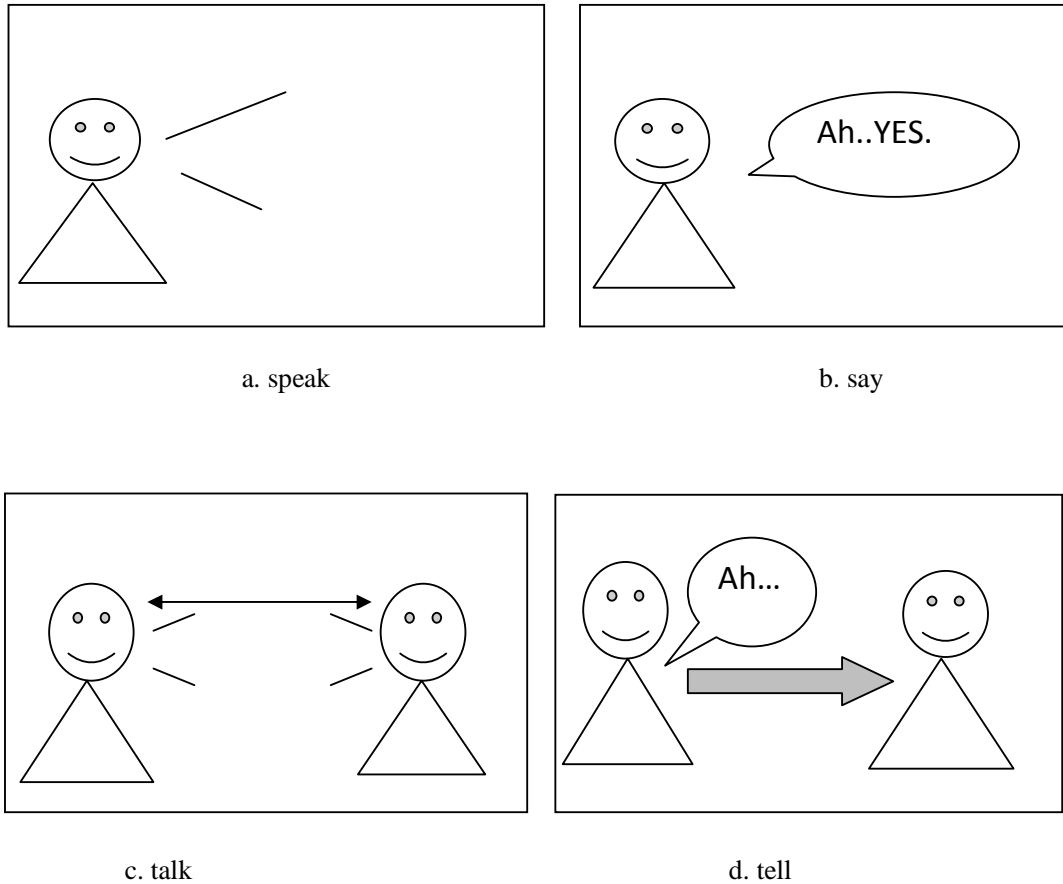
Two classes ( $N=56$ ) in a primary school were involved in this study. The participants were instructed in Korean by the researcher in order to ensure that they understand what they were to do. First, participants were instructed that they would see four utterance verbs including, *talk*, *tell*, *say*, and *speak*, in order to determine how well they know each word. In pre-test, they were provided with the multiple-choice task which is consisted of 12 pictures with four phrases including one of the target utterance verbs. They were to read the sentences and circle the correct utterance verb from four choices in a multiple-choice task. It took approximately 20 minutes to complete. After completed answer sheets were collected for the current study, the following instructions were given for the group of instruction through core-meaning.

In order to analyze the data, 56 participants were divided into three different language proficiency groups based on the diagnostic test: upper level, intermediate level, and lower level. The diagnostic test consists of listening and reading comprehension questions. Writing and speaking tests are not considered because this research conducts only

### Core-meaning based instruction

The participants received core-meaning based instruction for about 15 minutes. First, they received the explanation of core meaning with core-meaning pictures. The current study adapted the image of core meaning of each utterance verb (see, Figure 1) from Tanaka's theory (2006). According to Tanaka (2006), the core meaning of these words is described as follows. (1) speak: Using your voice to say something (2) tell: Giving information to somebody (3) talk: Saying things to somebody (4) say: Words you speak or tell. After the explanation of the core meaning, they were asked to reconsider which of the four utterance verb matched the sentences in the pre-test. When they chose different utterance verb, the instructor explained the reason to choose the correct verb with a core meaning explanation. For example, student A chose *speak* instead of *talk* in the following sentence. "We are glad to talk to you about this." The instructor explained the difference between *talk* and *speak*, saying that the core meaning of speak is to use your voice to say something and thus it does not matter whether they say something to somebody or not. On the other hand, the core meaning of *talk* is to say something to somebody and focus on the person whom you say something to. Thus, *talk* is more appropriate in this sentence.

Figure 2 – Image of Core Meanings of 4 Utterance Verbs (Tanaka, 2003) (a~d)



Post-test 1 and 2 were identical in form to the pre-test. After the post-test and instruction, the participants were provided with an unannounced post-test 1. A week later, an unannounced post-test 2 was administered.

## Results

Table 1 shows the descriptive statistics of the multiple-choice test scores from pre-test, post-test 1, and post-test 2 for three groups. Figure 3 shows the accuracy percentages of Table 2 shows the results of ANOVA for multiple-choice test scores in three groups. As shown in Table2, the effect of language proficiency was statistically significant ( $F(2,8) = 21.179, p < .01$ ). The effect of test time was also statistically significant ( $F(2,8) = 7.342, p < .01$ ). Post-hoc comparison test (Ryan's method) shows that significant difference was found between lower-level group and higher-level group ( $t=6.379, p < .01$ ) and intermediate-level group and higher-level group ( $t=2.443, p < .05$ ), and intermediate-level group and lower-level group ( $t=4.004, p < .01$ ). Further, post-hoc comparison test shows that significant difference was found between pre-test and post-test 1 ( $t=3.784, p < .01$ ), and post-test 1 and post-test 2 ( $t=2.445, p < .05$ ).



**TABLE 1 – Descriptive Statistics of Multiple-Choice Test Scores in Three Groups**

Groups	Pre-test	Post-test1	Post-test2			
Lower level (N=17)	3.29	1.929	3.59	1.906	3.56	1.315
Intermediate level (N=20)	4.50	2.065	6.50	2.662	5.11	2.471
Higher level (N=19)	5.11	2.183	7.89	2.601	5.89	2.904

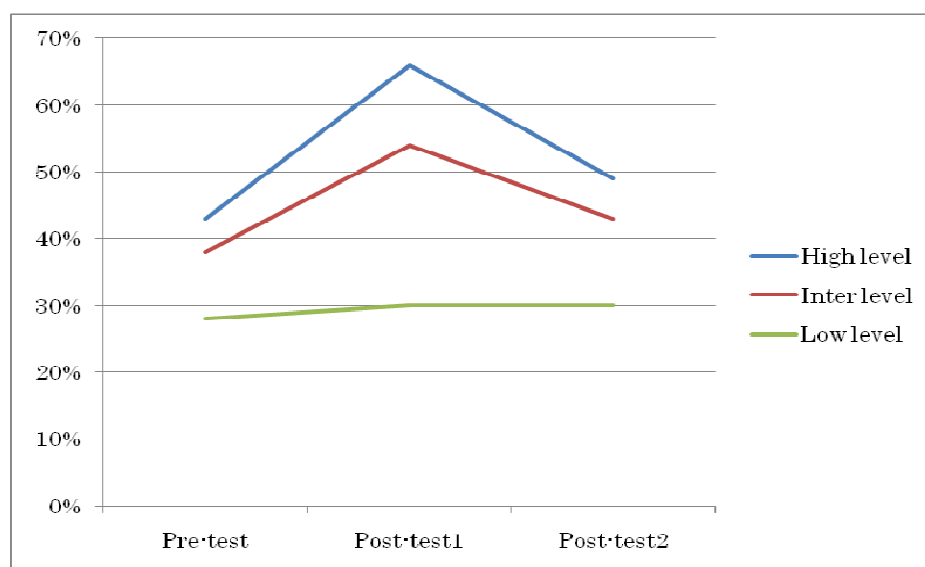
**TABLE 2 – Results of ANOVA for Multiple-Choice Test Scores in Three Groups**

	df	F	Sig.
Language proficiency	2	21.179	.00**
Test time	2	7.342	.00**
Test time* Language proficiency	4	1.520	.19

## DISCUSSION

This study brings several implications to Korean EFL vocabulary education. First of all, the core meaning based instruction is effective in that students can understand the similar but different four words. After the lesson, students start to recognize the differences between the given words. Secondly, adopting images to teach vocabulary help students' comprehensions of the words. The images make words visualized, so students can be less confused to figure out the meanings of words. Last but not least, the study focuses on meanings of the words. When the students should choose the right answer for the two post-tests, they tried to think about the meanings.

**FIGURE 3 – Percentages of Multiple-Choice Test Scores for Three Groups**



However, the limitation is found from the result. Compared to advanced and intermediate levels of students, low level students did not have valid results. It may be caused by their lack of basic language skills. The teacher (researcher) could see their frustration when they took tests. They did not understand not only the target words but also the sentences given. If the tests are adjusted to their levels, different results can be taken.

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## English-to-Korean Loanwords: Categorization and Classroom Instruction

David E. Shaffer (Chosun University)

### INTRODUCTION

This presentation deals with Korean loanwords borrowed from English, their categorization as well as some of these characteristics, and ideas on how these loanwords can be introduced through classroom instruction. First, a categorization of English-to-Korean (E-K) loanwords based on syntactic, morphological, and other structural characteristics will be offered: (a) nouns, (b) loanwords bound with Korean morphemes, (c) truncations, (d) initializations, and (e) English+English and English+Korean fabrications. A semantic categorization will also be offered, which in addition to (a) semantic preservation, includes (b) semantic narrowing, (c) semantic widening, and (d) semantic transfer.

This study's aim is to systematically analyze Korean loanwords borrowed from English to assign them a quality value. This overall quality value and the values of its components will be instrumental in determining the degree of difficulty Korean learners of English will have in learning the English counterparts of the Korea loanwords.

The study examines three aspects of similarity of Korean-English cognates that are fundamental and easily accessed. Each is assigned a range of point values, the sum of which reflects a cognate's quality. The cognates' quality is based on both semantic and formal features. One semantic feature analyzed is cognate type (true, divergent, convergent, or false cognate). The second semantic feature studied is meaning overlap, a measure of whether the loanword matches with the most common, second-most common, third-most common, or less common meaning of its English cognate. The formal feature measured is shortening, that is whether the loanword has undergone major, mild, or no shortening.

High loanword quality indicates that loanword form and meaning corresponds highly with its English cognate. Expected results are that loanwords have a relative high quality value and that the value increases as the frequency of use decreases for the English cognate (e.g., most frequent 1,000 words vs. most frequent 3,000 words). It is also expected that the Korean-English cognates will be found to be convergent, that majority of loanwords will correspond to the most common English cognate definition, and that few will have undergone shortening. Arming our English learners with this knowledge will be beneficial in expanding the learner's lexicon via loanwords and provide them with strategies for fine-tuning loanword meaning.

### CATEGORIZATION OF ENGLISH-TO-KOREAN LOANWORDS

#### Formal categorization of loanwords

Korean loanwords borrowed from English can be found in many forms in the Korean lexicon, but by far the largest group is that of nouns, many of which have most of their features preserved, except for the adjustments required to conform to the Korean phonological system. These nouns have been borrowed from a wide range of fields – from technology to sports to food and fashion to architecture and furniture:

#### Formal preservation

K. *keompyuteo*, E. *computer*

K. *seipeu*, E. *safe*

K. *keopi*, E. *coffee*

K. *model*, E. *model*

K. *hotel*, E. *hotel*

K. *sopa*, E. *sofa*

Another characteristic of loanwords is that they may combine with Korean bound morphemes to, in some cases, remain the same part of speech and, in other cases, to be transformed into another part of speech:

#### Loanword + Bound morphemes

K. <i>taening-hada</i> , E. <i>tan</i> (v.)	K. <i>kipeu-hada</i> , E. <i>keep</i> (v.)
K. <i>paking-hada</i> , E. <i>park</i> (v.)	K. <i>seumateu-han</i> , E. <i>smart</i> (adj.)
K. <i>sain-hada</i> , E. <i>sign</i> (v.)	K. <i>dainamik-hage</i> , E. <i>dynamically</i> (adv.)

Korean favors words of few syllables. Most lexical items are of one to three syllables, the majority being two syllables in length. Therefore, it is common for Korean to truncate many-syllable loanwords, making them better conform to the Korean syllable norm:

#### Truncations

K. <i>eeokeon</i> , E. <i>air conditioner</i>	K. <i>waiteu</i> , E. <i>white-out</i>
K. <i>syupeo</i> , E. <i>supermarket</i>	K. <i>seukin</i> , E. <i>skin lotion</i>
K. <i>noteu</i> , E. <i>notebook</i>	K. <i>naiteu</i> , E. <i>nightclub</i>

Another method that Korean uses to shorten loanwords is to create a form of initialisms, often using the initial letter of the first syllable and either second or third syllable of a single word:

#### Initialisms

K. <i>IC</i> , E. <i>interchange</i>	K. <i>B/D</i> , E. <i>building</i>
K. <i>CC</i> , E. <i>country club</i>	K. <i>A/S</i> , E. <i>after-sales service</i>
K. <i>D/C</i> , E. <i>discount</i>	K. <i>R/C</i> , E. <i>reading comprehension</i>

Korean also is creative in taking two English words or elements and combining them in ways that form new words for Korean which are non-existent in English:

#### Fabrications

K. <i>openka</i> , E. <i>open + car</i> = convertible
K. <i>selleorimaen</i> , E. <i>salary + man</i> = office worker
K. <i>seukinsip</i> , E. <i>skin + -ship</i> = relationship involving skin contact
K. <i>keureop-hwaldong</i> , E. <i>club activities</i>
K. <i>jumin-senteo</i> , E. <i>community center</i>
K. <i>reoning-hwa</i> , E. <i>running shoes</i>

### SEMANTIC CATEGORIZATION OF LOANWORDS

In addition to formal changes, loanwords may have a number of changes in meaning that accompany the loanword's transformation from an English word to a Korean word. There may be semantic preservation, in which the English cognate's meaning is preserved in the Korean loanword; semantic narrowing, in which the loanword's meaning is restricted; semantic widening, in which the loanword's meaning is extended; and semantic transfer, in which the meaning has noticeably been shifted.

#### Semantic preservation

K. <i>beoseu</i> = E. <i>bus</i>	K. <i>radio</i> = E. <i>radio</i>
K. <i>marketing</i> = E. <i>marketing</i>	K. <i>banana</i> = E. <i>banana</i>
K. <i>piano</i> = E. <i>piano</i>	K. <i>golpeu</i> = E. <i>golf</i>

#### Semantic narrowing

K. <i>miting</i> (fr. E. <i>meeting</i> ) = group blind date
K. <i>chyuri</i> (fr. E. <i>tree</i> ) = Christmas tree

### Semantic widening

K. *sopa* (fr. E. *sofa*) = sofa or stuffed armchair.

K. *seobiseu* (fr. E. *service*) = any item provided to the customer free of charge

### Semantic transfer

K. *hipeu* (fr. E. *hip*) = buttocks

K. *keonning* (fr. E. *cunning*) = test cheating

K. *konsenteu* (fr. E. *consent*) = electrical outlet

In a random sample of 111 English-to-Korean loanwords, it was found that 67% exhibited semantic preservation, 25% semantic narrowing, 4% semantic widening, and 4% semantic transfer.

## SEMANTIC SIMILARITY OF COGNITIVE PAIRS

People tend to focus on the semantic aspect of cognates in considering their similarities. Additional ways in which Korean loanwords may differ semantically from the corresponding English words from which they were borrowed will be set out and quantified, as these are semantic characteristics that were employed in the determination of loanword quality.

### Types of semantic cognates

Sameness of word meaning and function is generally, but misguidedly, assumed by language learners between loanwords and the words from which they are borrowed. Uchida (2001) has identified six classifications of the relationships between L1-L2 cognates. These are described here with English-Korean examples provided:

**True cognates:** English-Korean cognate pairs with identical denotations (e.g., E. *computer*, K. *kompyuteo*).

**Convergent cognates:** English-Korean cognate pairs in which the English word is broader in meaning than the Korean cognate (e.g., E. *drama*; K. *deurama* [= television drama series]).

**Divergent cognates:** English-Korean cognates in which the Korean cognate is broader in meaning than the English word from which it originates (e.g., E. *handle*; K. *haendeul* [incl. steering wheel]).

**Distant false friends:** English-Korean cognate pairs in which the Korean cognate differs totally or almost totally in meaning from the English word from which it derived (e.g., E. *scrap*; K. *seukeuraep* (= to clip and file as in a scrapbook)).

**Close false friends:** English-Korean cognate pairs in which the Korean cognate differs partially in meaning from the English word from which it derived (e.g., E. *hip*; K. *hipeu* [= buttocks]).

**Koreanized English:** Korean word taken from English but having no semantic relationship with the original English word or a compound having no English counterpart (e.g., K. *seukinsip* [fr. English *skin* + *-ship*], K. *salaryman* [= white-collar office worker; fr. E. *salary* + *man*], K. *hochikiseu* [= stapler, fr. E. *Hotchkiss*, surname], and K. *konsenteu* [= electrical outlet; fr. E. *consent*]).

The first five of these types have been tested for learnability (Uchida, 2001). Their order from easiest (1) to most difficult (5) was found to be as follows:

1. true cognates
2. divergent cognates
3. convergent cognates
4. distant false friends
5. close false friends

**Method for cognate semantic type**

To begin with, a sample of Korean loanwords from English collected. For this purpose, the *Korean Practical Dictionary* (2000) was used. The first English-to-Korean loanword on each fifteenth page or subsequent page was selected; this was done twice, starting on different pages. Not selected were single-word Korean-cognate headwords that were derived from two-word or longer expressions in English. A total of 325 Korean loanwords were collected. Of these, 111 loanwords whose English cognates were from different word families were among the most frequently used English words, according to the British National Corpus. This broke down into 29 words among the 1,000 most frequent words (1K), 29 among the second most common 1,000 words (2K), and 53 among the third most common 1,000 words (3K). These 111 words were used as the English-to-Korean loanword sample. Another 20 of the 325 words were among the fourth and fifth most common words (4-5K), but these were not included in the sample.

The evaluation system included both semantic and formal elements. Types of cognates were evaluated by giving points to learnability: true cognates received 3 points, divergent cognates 2 points, convergent cognates 1 point, and distant false friends, close false friends, and Koreanized English 0 points. Results according to word frequency level appear in Table 1. Of the 111 loanwords in the sample, 15 (13%) were true cognates, 94 (85%) were convergent cognates, 1 (1%) was divergent, and 1 (1%) was a distant cognate.

**TABLE 1. Average Cognate Type Quality Results**

Word Frequency Level	Average Cognate Type Score (0-3)
1K (0000 – 1,000)	1.1
2K (1,001 – 2,000)	1.1
3K (2,001 – 3,000)	1.5
Total (0000-3,000)	1.3

**Cognate pair semantic overlap**

It is typical for a loanword in Korean to have a single meaning, and just as common for the English word from which it was borrowed to have more than one meaning. It is not necessarily the most common meaning of the English word that is borrowed with the loanword. The ranking of the loanword’s meaning was rated according to the rank of this meaning among the meanings of the English cognate. The point system in Table 2 was devised for this rating purpose.

**TABLE 2. Point System for Rating Cognate Pair Meaning Correspondence**

Points	Description
<b>3</b>	Loanword definition corresponds to the first listed definition in the English dictionary.
<b>2</b>	Loanword definition corresponds to the second listed definition in the English dictionary.
<b>1</b>	Loanword definition corresponds to the third listed definition in the English dictionary.
<b>0</b>	Loanword definition corresponds to the fourth or lower listed definition in the English dictionary.

Applying this point rating system, we obtain an average definition score for each of the three frequency levels as well as an overall average (see Table 3). The average definition score and the average cognitive type score were conflated to produce a single three-point average semantic feature score (see Table 3). This semantic feature score will be combined with a formal feature score to determine cognate quality.

**TABLE 3. Cognate Pair Average Definition Correspondence & Average Semantic Score**

Word Frequency Level	Average Definition Score (0-3)	Average Cognitive Type Score (0-3)	Average Semantic Feature Score (0-3)
1K (0000 – 1,000)	1.3	1.1	1.2
2K (1,001 – 2,000)	2.1	1.1	2.6
3K (2,001 – 3,000)	2.5	1.5	2.0
Total (0000-3,000)	2.1	1.3	1.7

#### FORMAL SIMILARITY OF COGNATE PAIRS

Along with semantic similarity, similarity in form of cognates is important to learnability. English cognates that are quite similar in both meaning and form are the most effortless to learn. Cognate pairing, it has been found, is prolific and is based on formal rather than semantic similarity (Carroll, 1992).

#### SHORTENING

Just as consonant clusters abound in English lexical items, they are lacking in Korean. In adopting English loanwords containing consonant clusters, Korean phonology separates the consonants with vowels, thereby increasing the number of syllables in the word. As Korean is a language with a preference for words of few syllables, when English words of many syllables or containing consonant clusters are borrowed, they also often undergo shortening (e.g., E. *transformer*; K. *teuraenseu*), making the borrowed form less like the word from which it was borrowed and less easily recognizable. Points were assigned with reference to shortening according to Table 4. Only six of the loanwords in the sample were found to have undergone shortening, but in each case it was a major form of shortening. The results appear in Table 5.

**TABLE 4. Point System for Rating Loanword Shortening**

Points	Description
3	No shortening of borrowed word.
2	Mild shortening of borrowed word, preserving the semantically important elements (e.g., stem).

<b>1</b>	Major shortening of at least half of the borrowed word.
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**TABLE 5. Cognate Pair Average Shortening Scores**

Word Frequency Level	Average Shortening Score (0-3)
1K (0000 – 1,000)	2.8
2K (1,001 – 2,000)	2.9
3K (2,001 – 3,000)	3.0
Total (0000-3,000)	2.9

**OTHER FORMAL RESTRICTIONS**

In addition to shortening, the most common restrictions on the loanwords in the sample were (1) narrow range of collocation in comparison with its English counterpart (20 instances) and (2) not being able to be used independently (3 instances; e.g., *K. deurai* [E. *dry*] is not used alone). For each of these restrictions, one point was subtracted from total scores. The number and percentage of restrictions on the sample loanwords for each word frequency level appear in Table 6.



**TABLE 6. Other Formal Restrictions on Loanwords**

Word Frequency Level	Other Restrictions (-1 pt. each)
1K (0000 – 1,000)	11 (38%)
2K (1,001 – 2,000)	2 (7%)
3K (2,001 – 3,000)	10 (19%)
Total (0000-3,000)	23 (21%)

## DISCUSSION

The average cognitive type score for the entire sample was 1.3 points, the lowest by a significant amount among the items receiving a score. Only 13% were true cognates, while the vast majority (85%) were convergent in type, showing that the range of use is much narrower in the Korean loanword than in its English counterpart. The average definition score of 2.1 overall indicates that loanword meanings often do not correspond to the most common meaning of their English counterpart. Only 60% of loanwords carry the most common English meaning. Very few loanwords undergo shortening (only 6 in the sample; 5%), as indicated by the average shortening score of 2.9. Those that were shortened were a shortening by half of a two-word or compound-word expression in English (e.g., E. *front desk* to K. *hureonteu*; E. *nightclub* to K. *naiteu*). The percentage of loanwords having other formal restrictions was 21. Average total score for loanword quality, based on a combined 6-point quality score, indicates that the higher the word frequency, the lesser the chance of semantic or formal deviation of the loanword from that of its English counterpart. This is true for each category of measurement except for Restrictions for which the 2K frequency was lower than the 3K, although the 1K level still contained the most restrictions. These results, including the average total score, are brought together in Table 7.

**TABLE 7. Summary of Average Cognate Quality Results**

Word Frequency	Ave. Cognitive Type Score (0-3)	Ave. Definition Score (0-3)	Ave. Shortening Score (0-3)	Percent with Restrictions (-1)	Ave. Total Score (1-6)
1K	1.1	1.3	2.8	38	3.6
2K	1.1	2.1	2.9	7	4.4
3K	1.5	2.5	3.0	19	4.8
Total	1.3	2.1	2.9	21	4.4

A similar study conducted on Japanese loanwords from English (Daulton, 2008) showed a corresponding pattern of results; deviations of the loanword from its English cognate were highest for the most frequent English words and decreased with decreased frequency (Table 8). However, cognate quality scores were consistently higher for Japanese loanwords. This was mainly due to a higher percentage of Japanese loanwords being true cognates, being associated with the English cognate's most common meaning, and not differing in formal characteristics from its English counterpart (Table 7). Nevertheless, average total quality scores for Korean loanwords range from 3.6 to 4.8 for different word frequency levels and average 4.4 overall, indicating a considerable set of characteristics that Korean loanwords share with their English cognates. Korean-English cognates comprise roughly 5,900 (12%) of the 51,000 headwords in *Gukeo silyong sajeon* (2000).

**TABLE 8. Comparison of Results with Japanese Cognate Quality Results**

Word Frequency	Ave. Cognitive Type Score (0-3)		Ave. Definition Score (0-3)		Ave. Shortening Score (0-3)		Percent with Restrictions (-1)		Ave. Total Score (1-6)	
1K	1.1	<b>1.5</b>	1.3	<b>2.6</b>	2.8	<b>3.0</b>	38	<b>42</b>	3.6	<b>4.3</b>
2K	1.1	<b>2.2</b>	2.1	<b>2.8</b>	2.9	<b>3.0</b>	7	<b>13</b>	4.4	<b>5.1</b>
3K	1.5	<b>2.8</b>	2.5	<b>3.0</b>	3.0	<b>3.0</b>	19	<b>0</b>	4.8	<b>5.7</b>
Total	1.3	<b>2.1</b>	2.1	<b>2.8</b>	2.9	<b>3.0</b>	21	<b>13</b>	4.4	<b>4.9</b>

## CONCLUSION

Korean-English cognates comprise a considerable portion of the Korean lexicon, and as this study has shown, share a large percentage of semantic and formal characteristics. Korean loanwords serve as a valuable lexical pool from which their related English cognates can be introduced to learners to rapidly increase their English vocabulary. However, because true cognates are not so common, the learner will need guidance in their English cognate learning. The learner will benefit from being introduced to learning strategies such as expecting an English cognate to possibly be broader in meaning than its corresponding loanword, as so many cognates are convergent. The learner would also benefit from knowing that it is the most frequently used English cognates that differ most in meaning and form from the Korean loanwords and that as frequency level decreases, similarities between English-Korean cognates increase.

These phenomena concerning English-Korean cognates need to be highlighted through the development of relevant teaching materials. An example of such materials is the teaching activity in Appendix A, in which the students are required to draw what is described in an English sentence recited by the teacher. The sentence contains an English word whose Korean counterpart has shifted in meaning. Differences in drawings can be discussed to realize that false cognates are involved in the Korean-English cognate relationship. For false cognates that do not lend themselves to drawing, a Korean-to-English translation activity may be used to point out the fact that the cognates of a pair are false cognates.

In this study, only a few formal and semantic characteristics of English-Korean cognates were studied. The number of features studied need to be increased to include more semantic and formal

features, including phonetic and phonological features, word meaningfulness, word concreteness, word length, collocations, learner proficiency level, and previous contact with English cognates.

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## Appendix A

### Listen-and-draw false cognate discovery activity

#### Instructions to the teacher

Read each item below to the students, and give them time to draw on a sheet of paper or on the chalkboard what they hear. Discuss the differences in drawings and the possible reasons for them, directing the discussion to the discovery that the meaning of the English word shifted as it entered Korean.

1. Younghee has very large **hips**.
2. There is a **stand** beside the bed.
3. There is a large tree next to the **mansion**.
4. There is a **note** on the desk.
5. Younghee doesn't like her **manicure**.
6. There are only two **buildings** on Sajik Street.
7. He's wearing a shiny **badge**.
8. Younghee goes **hiking** on weekends.
9. Younghee bought a new **cassette**.
10. Younghee is putting ketchup on the **hot dog**.
11. Youngchul is wearing a **T-shirt**.

## Appendix B

### Listen-and-translate false cognate discovery activity

#### Instructions to the teacher

Read aloud each item below in Korean to the students, and give them time to translate on a sheet of paper or on the chalkboard what they hear. Discuss the differences in the translations and the possible reasons for them, directing the discussion to the discovery that the meaning of the English word shifted as it entered Korean. (Suggested English translations appear in parentheses.)

1. 영희는 **서클** 회원이다.  
(Young-hee is a **club** member. / Young-hee is a member of a **club**.)
2. 영철은 **와이셔츠**를 자주 입는다.  
(Young-chul often wears **dress shirts**.)
3. 내가 가장 좋아하는 **탈렌트**는 김영희이다.  
(My favorite **TV celebrity** is Kim Young-hee. / The **TV celebrity** that I like best is Kim Young-hee.)
4. 내 친구는 어제 밤에 **오바이트**를 했다.  
(Last night my friend **vomited** / **threw up**.)
5. 영희는 **다이어트** 하려고 **헬스**를 다닌다.  
(Young-hee goes to a **health club** / **gym** to **lose weight**.)
6. 나는 영희가 **원피스**를 입는 것을 한번도 못 봤다.  
(I've never seen Young-hee wearing a **dress**.)
7. 영희와 친구들은 **트럼프**를 자주 친다.  
(Young-hee and her friends often play (**Western**) **cards**.)





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