

TEC NEWS

A Companion Publication to *The English Connection*



Summer 2013, Volume 3, Number 2

TEC NEWS

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Editorial Team

TEC News Editor: Dr. David E. Shaffer
Layout Assistant: Seonjin Yang

In Association with *The English Connection* – Editor-in-Chief William Mulligan

Cover Photo: Gwanghwa-mun Gate in downtown Seoul. Photographed by John Steele.

TEC News, published quarterly, is the online companion publication of *The English Connection* (TEC), the official magazine (ISSN: 1598-0456) of KOTESOL (Korea Teachers of English to Speakers of Other Languages), an academic and professional organization.

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FEATURED CHAPTER

Jeju Chapter: Just Getting Started

By Alexis Oesterle

We begin with a few words from the Jeju Chapter President, Marlene Wilkinson:

"Like a phoenix rising from the ashes, the Jeju Chapter has gone from a membership of 6 to 25 in four months and held its inaugural 2013 workshop in April with the esteemed Sara Davila. The Jeju Chapter executive has worked hard with not only recruiting but also branding, resource development, and planning for 2013. The Jeju Island teaching community is extremely busy with community commitments and local fundraising, and it has proven to be a bit difficult to induce future members to join the Jeju Chapter. We consider ourselves a work in progress that takes pride in professional development whilst supporting local Korean and foreigner events, whether or not such events are directly related to professional teaching development.

two major recruiting drives, and the "Grow Our Own" project. As President, I was encouraged by the Jeju executive to kick off the "Grow Our Own" project by presenting at the Jeonju-North Jeolla Chapter workshop on July 15th, and whilst it was nerve-racking, leading by example will hopefully encourage Jeju Chapter members to work towards doing presentations of their own. We think we have a pretty cool Chapter logo (designed by one of our own teachers) T-shirts, member benefits that are unique to our Jeju Island teaching community, and we are excited about our upcoming events."

It is an exciting time in the growth of the Jeju Chapter. With Marlene Wilkinson at the helm, the Jeju Chapter officers are exploring ways to engage the teaching (Korean and foreign) population more in our area. We Jejuites live quite a different lifestyle than other communities in Korea. We are a smaller, extremely tight-knit, active, and mostly social, population. Organized activities on the Island include an International ultimate frisbee competition; volleyball, ping-pong, badminton, darts, and bowling tournaments (done to raise money for local families on Jeju); open-mics, Christmas drives for our local orphanages, fund raising drives for single-mother group homes, and on and on. There is most likely a Jeju Island Facebook page for whatever your interests might be. This provides a unique and challenging social scenario for us to engage with as Jeju is a small island and our foreigner population is saturated with community projects.

With so many scheduled activities that take place on the Island the Jeju Chapter has



The Jeju Chapter executive, directed by Marlene Wilkinson (3rd from right), at their April 6 workshop.

"The Jeju Chapter looks forward to the support of the KOTESOL National Council in building our Chapter profile and membership this year, not only through the provision of workshops, but also meet-ups,

struggled a bit in finding our footing on the community calendar. We recently held a well-attended Teachers Workshop in April and will be hosting our second workshop this July on the beautiful southern coast at Seogwipo. Two more workshops are scheduled before the year is over. The workshops will flip-flop between areas on the Island in hopes that location does not prevent those that are interested from being able to attend. In between those workshops, the Chapter is trying to keep interest growing in the KOTESOL community by providing other social gatherings that allow for a focus on professional growth and networking within the teaching population. In fact, the Jeju Chapter is cooking up its first annual Christmas dinner, a catered event that will hopefully become a yearly tradition.

The Chapter has had to think a bit outside the box to find ways to get the word out about our group and get the membership numbers up. As Ms. Wilkinson stated above, we look for opportunities to support our local teachers in ways that are not always teaching-related. As organized sports are so prevalent here, the Chapter has decided to become a sponsor of competitive teams that have KOTESOL members on them. Just



Jeju Chapter meet-up in Jeju City on March 9th.

another benefit to joining our Chapter! We are also looking to do further pairings with the [Furey Foundation](#), who run a large number of events within the teaching

community here. By integrating with existing long-standing events and clubs, we can more effectively target our audience without forcing them to choose between events.

As the Chapter gets organized, we hope to be able to provide more creative opportunities for those that are involved in EFL. We are a passionate, involved community with a rather low teacher turnover rate. Our goal is to provide those teachers who are looking to expand their knowledge and skills a place to turn to for advice, resources, growth, and answers to teaching-related questions.

Upcoming Chapter events include:

- July 6, 2013: Bradley Serl will be presenting “Why should I do it? Why should I care? The twin issues of teacher and student motivation.”
- September 28, 2013: Michael Jones will be presenting “Voice Thread in ELT/Smart Use of Smart Phones: QR Codes in the Classroom.”

We here on Jeju would like to extend an invite to all other members to come and visit with us. Come for a workshop and stay for the scenery and friendship! Come for Christmas dinner! Be a part of an exciting time in our group. We look forward to meeting you all and learning from some of the better established chapters.

The Author

Alexis Oesterle is the Membership and Publicity Officer for KOTESOL's Jeju Chapter. She claims to be new to the "whole writing thing" and begs our patience with her written words. Currently employed at a language school on the island of Jeju, Alexis is excited about learning how to do her job to the best of her ability and relishes opportunities to learn more.



FEATURED SIG

The Professional Development SIG: Renewed Interest Through New Developments

By Robert J. Dickey, SIG Facilitator

KOTESOL's Professional Development Special Interest Group (PD-SIG) has begun anew, launching at the May 25th National Conference in Cheongju. The PD-SIG will start work immediately with reading circles and a study group, expanding the activities as the group grows.

SIGs have rather unique forms. Unlike KOTESOL's chapters, which are designated by region and identified specifically in KOTESOL's bylaws, special interest groups are organized based on the topics of interest of the members who wish to participate. A SIG's activities can be broader or narrower in scope and can be shorter-term or longer. Many of the activities can take place from a distance.



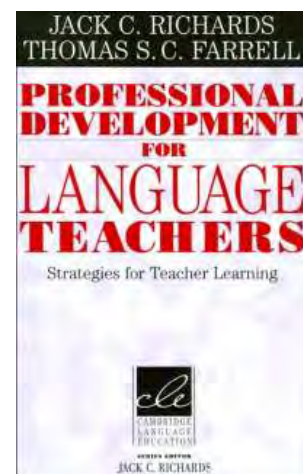
The Professional Development SIG, like many, will be active online more than face-to-face. However, unlike some other SIGs, an important component of what we do as a group is based on what we do, individually, off-line in our own time. Much of the

discussion, too, can be asynchronous (email and online forums). This, too, is the nature of Professional Development: there is a place for community and a time for working it through at your own pace.



We start in June with three projects: two reading circles and a study group. More activities will begin in the fall.

- Reading Circle, Books - week by week we will share our personal insights and reactions online to a single chapter as we collectively work through the book (for some, it will be a second reading of the book). At the end we will gather for a live discussion. The first title is *Professional Development for Language Teachers: Strategies for Teacher Learning* by Jack Richards and Tom Farrell. The twelve chapters will



carry us through the summer, until our face-to-face gathering in early September. Of course people can join the group at any time.

- Reading Circle, Articles – on a frequent basis articles will be chosen for a short-term discussion project. The first article is as yet not determined, but will be announced in June.
- Portfolio Study Group – will be launched from Rob Dickey’s presentation at the Busan Chapter meeting June 8, from which a video will be produced as a starting point for online discussions and sharing. There is no “right answer” in portfolios beyond finding what works best for each teacher, so this discussion group will center on options, feedback on ideas, and encouragement as members work towards developing their own professional portfolios.



Several reading circles, along with other discussions and activities, can be active at the same time, with some participants joining more than one. Any KOTESOL member is welcomed to propose a new project; all members are welcome to pop in and out as their interests dictate.

The format and venue of our weekly sharing is still under investigation at time of press, but information will be available on the Professional Development SIG’s webpage <http://koreatesol.org/professional-development> before you read this.

KOTESOL has a long history of teacher development SIGs. The Teacher Education and Development SIG was first founded by Greg Matheson and Barbara Wright in 1996.

It was primarily a reading circle, using email to share reading comments as members worked through books, with final face-to-face gatherings at completion. The group was re-initiated in 1999 by Rob Dickey in the same format, but using an email list-serv for sharing and archiving comments. Jen Lalonde co-facilitated a re-start in 2001. Kevin Landry rejuvenated things in 2002 with a Yahoo group and a new label: Professional Development. At KOTESOL’s Leadership Retreat in January 2013, 2nd Vice-President Jamie Carson authorized Rob Dickey to get things rolling again. Rob attended several KOTESOL Spring conferences and nagged numerous KOTESOL folks to prepare for the launch at the National Conference.

We encourage you to visit the Professional Development SIG’s new webpage <http://koreatesol.org/professional-development> and “subscribe” to the group – SIG subscriptions are part of your right as a current KOTESOL member, and it ensures you are informed of new website updates and allows us to send you emails.

References

Richards, J. C., & Farrell, T. S. C. (2005). *Professional Development for Language Teachers: Strategies for Teacher Learning*. Cambridge: Cambridge University Press. ISBN: 052184911X

The Author

Rob Dickey is a past president of Korea TESOL, and has been teaching and learning in Korea since 1994. He is also a presenter with KOTESOL Teacher Training (KTT). Professor Dickey teaches at Keimyung University in Daegu and is the incoming Chair-Elect for TESOL International’s Program Administration Interest Section as well as facilitator of KOTESOL’s new Professional Development SIG.



FEATURED MEMBER

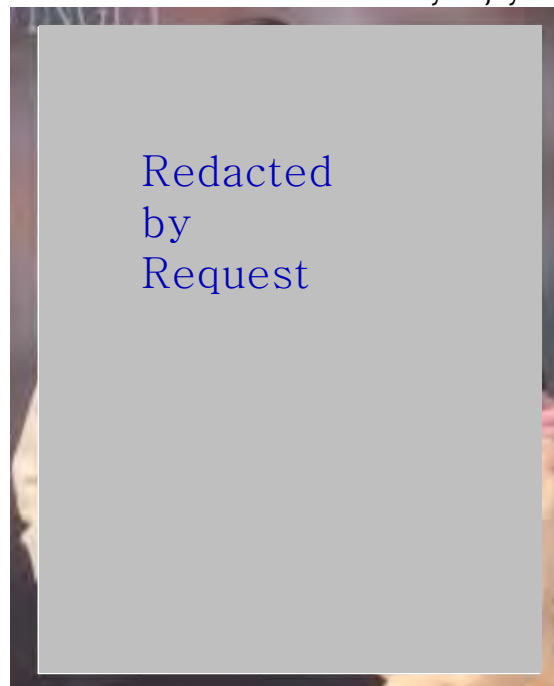
B. T. Stoakley: Man on the Move

By David E. Shaffer

You're sure to have seen him flash by at some KOTESOL event – if you have quick eyes, that is. Most recently, he could be seen darting from room to room, checking on preparations for the 2013 National Conference and Sunday Workshop at KNUE, where he was Conference Chair. He may have also been sighted at a National Council meeting, where he serves as Web Services and International Outreach Committee Chairs, or you may have seen him busying himself at a Daejeon-Chungcheong Chapter function, where he serves as a chapter officer. His name is Bryan T. Stoakley. But few call him “Bryan.” His pride is his family name has him telling people, “Just call me ‘Stoakley.’” “B. T.” is another appellation that he sometimes goes by.

It's hard to really say where Stoakley is “from.” He is Panamanian by birth, American through naturalization, Southerner by happenstance, and soon-to-be Korean by choice. (He now holds Korean residency and will soon be obtaining Korean citizenship.) Due to his father's position with the US Department of Justice, Stoakley moved around a lot from a young age. He attended four elementary schools, two middle schools, and three high schools, mostly in the Dallas, Texas and Fort Lauderdale, Florida areas of the US. The next move was to Florida State University where he obtained his BA degree in English with a minor in Education. Later, he went on to study at the University of Central Florida, where he, as well as his wife, In-Kyung Yoo, received a Master of Arts in TESOL. At UCF, Stoakley met and studied under Dr. Keith Folse, who is known worldwide and has also done plenary sessions at KOTESOL National and International Conferences.

Stoakley is now both teaching and studying at KNUE (Korea National University of Education). He is teaching in the English Department, and he is working toward his PhD in Second Language Acquisition with a focus on CALL (Computer-Assisted Language Learning). His beginnings in ELT were when he was an undergraduate student doing tutoring in languages. After graduating in 1997, Stoakley began teaching full-time, but by the end of the year, he was on his way to Korea. The main draw to Korea was not teaching English but training in martial arts. When he was put in the classroom, however, the realization came that ELT was a field that he really enjoyed.



The Stoakley Family: [Redacted]

This was at the time when the Asian Financial Crisis hit Korea hard, and some employment opportunities opened up that were just too good for Stoakley to turn

down. The martial arts specialist went from the gym to the classroom.

At KNUE, Stoakley teaches both pre-service and in-service teachers. Instruction for the undergraduates is mostly preparation for the National Teachers' Examination – writing, the interview, the teaching demonstration. He thoroughly enjoys his small class sizes of six or so students. Similarly, he thoroughly enjoys working with the young learners at the private language school that he and his wife operate. The freedom to design the curriculum as he best sees fit is a luxury not many free to experience. And student retention is high. Many of the students have been attending for over six years, allowing him to create a bond with his students and few teachers are allowed to experience.



Teacher Stoakley with one of his groups of young learners at his English language academy.

Stoakley isn't a person prone to sit still; his style doesn't allow that. His classroom is therefore an active one, with pinches of comic relief added for flavor. In teaching his semi-specialized courses at KNUE, he attempts to employ the most efficient ways possible. He considers himself a post-methods man in a post-methods era with the freedom to apply his post-methods methods. Much of his research, and tinkering, revolve around adopting and adapting technologies in the classroom. He has recently conducted research in his university writing classes in which 40 of his Korean per-service teachers met 120

Japanese learners online. Currently, he is pilot testing some CALL-based extensive reading programs in language school.



Motorcyclist Stoakley prepped for another trip towards logging up 20,000 km. again this year.

Stoakley and his wife married in their early 20s and have both been busy working and studying ever since, building on that nest egg with clear focus. In 2008, their son, [REDACTED] was born to add to their busy life and to their joys. With all his busyness, stress does accumulate. Some of this is relieved by playing soccer with fellow teachers and students, but his favorite method of relaxation is traveling around the country with his motorcycle group. Trips to Jeju and Japan are in the making.

When asked about his future contributions to KOTESOL, "Run, Forrest, run!" is what comes to mind – a reference to his endeavors to keep the website up and running despite all the problems it manages to present for our webmaster. As for the direction he would like to see KOTESOL take, he says, "We really need to expand and broaden our membership by offering a more in-depth offering of presenters, trainers, workshop styles, and topics."

We can expect Stoakley to be around to contribute to this. Plans are to work extremely hard for the next decade, so that the man on the move can then go into early retirement – maybe to a serene island in Panama.

TESOL CONVENTION REPORT

Dallas: Harmonizing Language, Heritage, and Cultures

By Michael Jones

When I walked into the baggage-claim area of Dallas-Fort Worth International Airport, the first thing I saw was the large “TESOL 2013” banner greeting passengers as they deplaned. Dallas was obviously well prepared for our arrival. Any doubts were dispelled during the drive downtown when I saw that the streets of Dallas were lined with “TESOL 2013” banners as well.

The weather wasn’t what I had expected. It was cooler than I had thought it would be but still a little warmer than Seoul had been when I left two days prior. The cool weather made for a comfortable walking tour of the downtown area. I found myself in Dealey Plaza, infamous for being the site of President Kennedy’s assassination. The plaza is part of Dallas’ “Historic District,” and the buildings around the square remain largely unchanged from that day in November 1963. Stepping into Dealey Plaza was like walking back in time.

“TESOL 2013 - Harmonizing Language, Heritage, and Cultures” was held at the Dallas Convention Center in downtown Dallas, just southeast of the Historic District. The roads leading to the center were lined with TESOL 2013 banners which made it easy to find. Rows of registration booths greeted attendees upon entering. Facing the registration area was a line of service booths that offered everything from “Solutions” to the Affiliates Booths where TESOL affiliates, including KOTESOL, could introduce themselves to attendees. It would prove to be a busy and popular area over the duration of the Convention.

By Thursday, the opening day, all of the displays were in full swing. The Exhibit Hall

had a huge selection of vendors selling materials, from well-known textbooks to the latest in multimedia learning software. Some



Welcome to Dallas!

of the international affiliates sold arts and crafts representative of their countries. Another popular area was the Electronic Village, where one could attend workshops on using technology in the classroom.

The Dallas TOESL convention ran for three full days with over 1,000 sessions scheduled. Simply going through the program to select the sessions I wished to attend proved daunting. With the large number of quality presentations on offer, it was difficult to make a choice in many cases. TESOL Program Chair Kate Reynolds did an excellent job of putting together such a large and diverse program.



Michael Jones with TESOL Program Chair Kate Reynolds (right).

On the day before the Convention opened, I attended the TESOL Leadership Management Certificate Program. One of the highlights of the LMCP was working in small groups with teachers from around the world. During the break, we were able to discuss teaching in our respective environments. I learned quite a bit from my classmates in the program. It was an experience I'll never forget.

One of the highlights was seeing John Hunter, inventor of the World Peace Game, give his keynote address to a packed arena on the opening night of the conference. John has been a public school teacher in the US for over thirty-five years. Thirty years ago, he invented a game in which his fourth-grade students worked together (or not!), playing the roles of nation states in order to solve fifty interlocking political, social, military, economic, and environmental problems. He doesn't tell his students how to play the game – he just gives them the problems to solve, and they have to find their own way. The students “win” when all fifty problems have been solved.

As the KOTESOL representative to TESOL, I had a number of duties. Primary among them was representing KOTESOL at the Affiliates Assembly, on March 22nd, and staffing the Affiliates Booth on behalf of KOTESOL during the conference. The Affiliates Assembly started off with a speech

from new TESOL President Suzanne Panferov. Suzanne welcomed us, presented awards to affiliate members for outstanding service to TESOL, and then welcomed the newest TESOL affiliates; TESOL Kuwait and TESOL Sudan. The assembly's aim was to have affiliates brainstorm ideas on how TESOL could better utilize the resources that the affiliates provide. Among the suggestions we came up with: a greater voice for affiliates within TESOL, a review of how TESOL is governed (with more power granted to affiliates), and improved lines of communication between the affiliates themselves.



TESOL Affiliates Assembly Workshop

The city of Dallas is one of the friendliest places I have ever visited. It was not only the Dallasites who were friendly. Everyone I met at TESOL 2013 was friendly. The convention hall staff, the TESOL volunteers, and the other teachers were all very helpful. Everyone had room at their table for you to join them for lunch, many were willing not only to tell you where a room was, but walk you there to make sure you found it, and others were quick to share experiences and advice. I am looking forward to attending in 2014.

Next year's TESOL Convention will be held at the Oregon Convention Center in Portland, Oregon from March 26-29. The deadline for proposals is June 3rd at 5 p.m. (USA EST). Information on proposal submission and convention registration can be found on the [TESOL](#) website.

TESOL CONVENTION: ALTERNATE PERSPECTIVE

The TESOL International Conference: An Alternative Perspective

By Robert J. Dickey

There are always many different perspectives of a conference event, depending in part on how one participates. I attended the 2013 TESOL International Convention and Expo in Dallas, Texas on March 20-23 in a less familiar role: neither as a “regular attendee” nor an event manager, but as an incoming leader of an interest section (“SIG” in KOTESOL parlance.)

There are those who “maximize their conference experience” – they stay in expensive convention district hotels, eat while rubbing elbows with luminaries, attend many presentations, hobnob with TESOL profession stars, etc. Others donate many hours to behind-the-scenes tasks or meetings and hardly see any sessions. Still others focus on recharging and extending personal/professional networks or examining published materials. Some attend workshop sessions every single available hour (or do the same with research paper sessions). Most folks try to engage in some mix of these. And of course, we have first-time attendees, or those who very seldom participate in formal TESOL-type conferences. Each has differing needs and expectations, and it is a rare conference that successfully meets all of these. TESOL International does try.

The TESOL International Convention included a variety of features:

- 1) Pre-conference workshops and tours (half-day and full-day, for two days before the start of the conference)
- 2) A new-attendee orientation program



- 3) Many concurrent sessions, roughly 30 per hour
- 4) Early morning sessions from 7:30 a.m.
- 5) Poster sessions
- 6) Meals and snacks available for purchase onsite, which could be eaten in various lunch areas or carried into presentation rooms
- 7) Several “official” hotels and a room-booking service as well as an informal roommate-search web board
- 8) Post-conference sales of recordings from sessions
- 9) Name badges included scan-ready data that allowed publishers or other interested parties to determine who was attending (attendees choose when they register how much data will be available) and ribbons to show various involvements in TESOL
- 10) All kinds of neat stuff was available from both commercial sources and TESOL itself, including individualized luggage tags with the attendee’s own namecard, created by the next year’s organizing committee
- 11) TESOL Convention banners hung from lampposts all around the city downtown (presumably done by the city’s convention bureau)

Of course, these features come at a price – registration is quite expensive. Depending

on memberships and time of registration, it ranged from US \$320 to more than \$600 for the conference. Pre-conference activities cost more. Students and single-day or two-day only registrations were less.

As the new Chair-elect of the Program Administration Interest Section, I attended my first TESOL Convention since 2007 (Seattle) with the aim of meeting PAIS members, learning the nuances of my new role, and attending required meetings.

There were lots of meetings, including a "town hall" to voice concerns to the new TESOL president, and training and coordinating sessions with various TESOL subsidiaries. Issues raised by attendees were not only about the convention itself, but with administration of TESOL. Not surprisingly, Interest Section (IS) leaders feel that the central office staff and elected officers do not share the same vision of what the convention should be about.

Booths for Interest Sections and Associates.

Many ISs don't wish to staff a booth every hour of the convention. Others do, or at least most hours staffed and some hours unstaffed but "fixed" (e.g., flyers on the desk and a list of leadership contacts). However, the limited number of booths available were scheduled in part-day increments. It is the same case with associate booths (compare to KOTESOL "chapters"), and KOTESOL wasn't even scheduled this year.

Interest Section Annual (business) Meetings are required by TESOL at the convention. These 90-minute meetings were scheduled in two shifts – early and late. The early shift started at 5 p.m. – midway through the final regular (academic) sessions of the day – so many members entered 30 minutes late. The second shift began after most folks had left for dinner. The late sessions were generally poorly attended. And finally, IS meetings were placed in the more distant ends of the huge convention center.

The ISs were involved in presentation selection in several ways.

- IS "own" presentation session blocks where two or three full-length presentations could be bundled, or a panel of still more speakers or even a mini-symposia could be formed – these blocks are not vetted by conference management, but are fully controlled by the IS.
- ISs encouraged proposals pertinent to their interest field because the number of presentations accepted in each "track" at the conference is based on a loose quota formed by the number of submissions for each track, and these tracks are tied to ISs.
- An IS can join with other ISs to create "Intersections" where the theme and presenters are jointly selected.

Thus, ISs are involved in development of many of the conference presentations, though they don't influence the broader conference issues.

There many are other impressions and specific event details that I could share about the event, but that will be left to the official KOTESOL representative (separate article, this issue).

The Author

Rob Dickey is a past president of KOTESOL (2001-02) as well as previous Chair for KOTESOL's International (2008) and National (2010) Conferences. He is presently serving as the facilitator for KOTESOL's Professional



Development SIG and Chair-Elect for TESOL International's Program Administration Interest Section. He has also organized conferences for other organizations both within and beyond the ELT field. He teaches at Keimyung University in Daegu. Email: rjdickey@content-english.org

NATIONAL CONFERENCE REPORT

Well Worth the Effort

By Lindsay Herron

Waiting for attendees to trickle into the auditorium for his afternoon plenary, Dr. Keith Folse seemed a bit forbidding, at first glance. His solemn face and grave demeanor suggested his plenary address would be full of heavy ideas demanding careful consideration and somber reflection. As he launched into his presentation, “What Do We Know about Teaching and Learning Vocabulary in 2013,” it took my brain a few minutes to register that he was actually . . . hilarious! His insightful, entertaining plenary enlivened the sleepy hour following lunch and was a clear highlight of the 2013 KOTESOL National Conference. But I get ahead of myself....



National Conference Participants pose with Dr. Keith Folse (center right) at the end of his plenary presentation.

The KOTESOL National Conference (NatCon) is always one of the high points of my year. It's big enough to encompass an impressive breadth of topics, yet small enough to foster a sense of camaraderie among participants. This year's NatCon, hosted by the Daejeon-Chungcheong Chapter and the Professional Development SIG, was no exception. With a full day of presentations on May 25 and a

special workshop by Dr. Folse on May 26, it was well worth venturing to the Korea National University of Education in Chungcheongbuk-do, just outside Cheongju.

I think conference attendees would agree that the plenary, alone, was worth the effort. Dr. Folse's presentation was threaded with entertaining anecdotes about his own experiences, from a skeptical college advisor challenging Folse's decision to study French, to watching *Dynasty* in Malay in Malaysia; from his early struggles with p-values to his time teaching abroad.

The content of his presentation was interesting and illuminating. In answer to the titular question, Dr. Folse outlined several key points revealed by research into word learning. Counter to what many of us have been told, Dr. Folse assured us that using translation and word lists is fine, with the caveat that when people learn words that sound or look similar—such as chicken and kitchen – confusions arise during future recall.

Other take-away points in my (copious) notes: The number of word retrievals is important, so doing multiple shorter encounter-type activities (e.g., flashcards or fill in the blank activities) is better than a single, longer activity such as writing original sentences; and corpus linguistics is very handy for its ability to make explicit the most frequently used words, most common meanings and collocations, and how words are used. I'm more motivated than ever to incorporate vocabulary into all of my classes and help my students become good vocabulary learners!

The concurrent presentations were also impressive, running the gamut from

research and literature reviews to hands-on workshops; from tech tools and teaching tips to psychology and professional development. I enjoyed the presentations I attended, and I heard great things about the workshops I couldn't attend. There were multiple prize raffles, as well; one in the morning, which included Costco memberships and vouchers for the Daejeon-Chungcheong Chapter Thanksgiving Dinner, and one in the evening, which boasted an iPad.



The attendees at the opening ceremony of the 2013 KOTESOL National Conference.

Also noteworthy was the inaugural meeting of the new [Professional Development \(PD\) Special Interest Group \(SIG\)](#). Though I missed the meeting, I was very interested in SIG Facilitator Robert J. Dickey's presentation, "Planning, Recording, and Displaying Alternate Forms of Professional Development." A useful overview for educators interested in the new PD-SIG, this presentation offered a working definition of PD and explored some interesting perspectives on what "counts" as PD, especially outside more traditional paths such as research, workshops, and formal coursework. I left the presentation with a renewed determination to pursue some of these alternate forms of PD, starting with joining the SIG's new reading circle.

Another highlight was the wine-and-cheese networking reception on Saturday evening. Immediately following the closing ceremony, pre-registered ticketholders (and a few last-

minute add-ons) headed upstairs for tasty cheeses, sausage, and olives, complemented by wine. I'm not sure how much "networking" I did, but I definitely had some very pleasant conversations. My only complaint would be how quickly it ended! I was disappointed that so many people had to leave the conference and the reception fairly early, limiting opportunities for socializing. The informal dinner that followed the reception was very small, indeed; just a group of ten.

All in all, it was a lovely and memorable weekend and a smooth, well-organized conference. My only complaint – and it's very minor – would be about the delay in posting information about accommodation. The [KOTESOL Facebook page](#) offered some information, but it was buried in threads, and the promised list of recommended hotels was actually posted just a day or two before the conference. For those of us who prefer advance planning, this was quite nerve-racking; however, this minor inconvenience was certainly outweighed by the many merits of the conference overall. Thanks to the organizers for a superb weekend!

The Author

Lindsay Herron has been a visiting professor at Gwangju National University of Education since 2008. Prior to that, she taught English on a Fulbright grant in Jeju-do. She has a master's degree in Cinema Studies from New York University, bachelor's degrees in



English and psychology from Swarthmore College, a CELTA, and the CELTA YL Extension. She is currently working on a master's degree in Literacy, Culture, and Language Education from Indiana University-Bloomington, and she is currently the Chapter Treasurer of Gwangju-Jeonnam KOTESOL.

POST-CONFERENCE WORKSHOP REPORT

The Keith Folse Workshop: Post-Conference Task Design

By *Lindsay Herron*

I suspect Dr. Keith Folse was being overly modest when he called the activities he was about to introduce “Keith Folse-proof”; all the same, it was nice to hear that someone so highly regarded in the field of TESOL might also sometimes have difficulty getting students to speak. Setting the tone with humor, Dr. Folse shared both personal anecdotes and useful teaching ideas in his hands-on, three-hour workshop “10 Activities for Practicing Vocabulary and Grammar for Communicative Competence.” Held on May 26, following the 2013 National Conference at the Korea National University of Education in Chungcheongbuk-do, the workshop drew about thirty people and was a vivid contrast to the dreary weather outside.



Dr. Keith Folse (front, 2nd from right) and the attendees at his task design workshop on May 26.

The activities Dr. Folse introduced were predicated on three characteristics that research indicates are beneficial to speaking activities: they were closed, two-way, planned tasks. He explained these guidelines briefly, referring us to a more complete analysis in his CATESOL Journal article

“[Applying Second Language Research Results in the Design of More Effective ESL Discussion Activities](#)”:

1. *Open vs. closed tasks.* Closed tasks – that is, tasks with only one correct solution – have been demonstrated to yield more speaking, increasing both fluency and amount.
2. *One-way vs. two-way tasks.* In two-way tasks, all participants have information that is essential for completing the task, so information exchange and negotiation of meaning are necessary.
3. *Planned vs. unplanned tasks.* When students have time to organize their thoughts and plan out what they want to say, they produce more complex responses and have time to find the language they need to express themselves.

We didn’t have time to actually try all ten activities, but here are some of the highlights:

Find Someone Who...

Sure, we’ve all played this game in our classes. It’s a great ice-breaker and fun way to drill language. The variation Dr. Folse introduced, though, added the twist of making it a jigsaw-style survey. For this variation, students make a prediction about how many people in the class match each characteristic (e.g., “Find someone who is left-handed”; “Find someone who has traveled on an airplane in 2013”). They are then assigned a specific “find someone who” and proceed to survey their classmates about that particular characteristic. After

completing their surveys, students guess which questions will have the highest and lowest totals. Students then share their survey totals with the class and check their predictions.

Ranking

For this activity, we were asked to rank six Asian countries from largest to smallest in terms of population. While the task, itself, was not novel, for me it yielded several important take-aways. First, I was surprised how much discussion this simple closed task evoked. Second, it was a good reminder to pre-teach the peripheral language students will need to complete a given task. For example, if the task is “Rank these countries in terms of population,” they’ll need to know not only *rank* and *in terms of*, but also expressions typically used in this kind of discussion: “I don’t know about...,” “I’m pretty sure...,” etc. Equally important, instructors creating closed ranking tasks should make sure there are big differences in the quality being ranked (price, population, etc.); if the differences are very small, students will feel cheated.

Liar

This game is kind of an EFL adaptation of the game 7-Up. Basically, in a group of students, one student is the Guesser; the others are Doers. The Guesser turns away while one Doer secretly performs an action specified by the teacher – preferably an action that leaves some trace evidence, and one that is also an irregular verb. The Doer draws, writes, steals, eats, drinks, tears, or takes something, for example. The Guesser then turns back around and accuses each Doer in turn while the Doers deny it, leading to an entertaining, dramatic exchange that

naturally elicits the desired verb forms (e.g., “Did you draw the cat? I think you drew the cat.” “No, I didn’t draw the cat,” “I’ve never drawn a cat,” etc.).



Dr. Folsie demonstrating one of his activities at the task design workshop.

Battle: Find It First

I really enjoyed this fun and flexible adaptation of the popular game Guess Who. For this activity, each partner has the same worksheet; in this particular example, it included sixteen shopping bags laid out in a 4x4 pattern, each with four clothing items or accessories listed and a price tag attached. Each partner secretly chooses a shopping bag, and they take turns asking yes/no questions to discover which bag belongs to their partner (e.g., Student A: “Did you buy a brown belt?”; if the answer is *no*, Student A eliminates all the bags containing a brown belt. If the answer is *yes*, the questioner gets to go again). The student who finds their partner’s bag the fastest wins.

These activities, Dr. Folsie says, are mostly from his book [The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom](#) – but it was great to see him introduce them in person!



INTERNATIONAL CONFERENCE PREVIEW: INVITED SPEAKERS

KOTESOL 2013: From Practice to Theory

The theme of KOTESOL's International Conference this year is "Exploring the Road Less Traveled: From Practice to Theory." Teacher training programs in TESOL emphasize the importance of basing our classroom instruction on ELT theory, often to the extent that reflection on our classroom practice is omitted. But theory and practice can be thought of as a two-way street. On the one hand, theory informs practice, and on the other, well-formed theory obtains its well-formedness through input from reflections and research on classroom practice. The practice-theory avenue may best be thought of as being two-way: classroom practices and their results inform ELT theory, which in turn, informs classroom practices – and the cycle continues. As it is the theory-to-practice portion of this journey that is most often and most clearly mapped out, this KOTESOL 2013 recognizes the need to bring into focus the rather neglected section of our continuous path: the road from practice to theory.

This year's international conference boasts a schedule containing fourteen invited speakers, of which three will be doing plenary presentations. These speakers are traveling from a wide variety of places around the world and have lived and worked in an even wider area – South America, South Africa, Eastern Europe, Southeast Asia, China, and Japan, to name a few. We will here introduce a few of them and a few of the topics that they will be speaking on in their two dozen sessions over the weekend.

Dick Allwright is flying in to Seoul from Lancaster (UK). He is one of the most influential applied linguists in the field. His main areas of interest bridge theoretical and

practical concerns in the area of language education. An early enthusiast for observational classroom research, Dr. Allwright is more recently the originator of the innovative and increasingly influential pedagogical movement called *Exploratory Practice (EP)*. His plenary session is entitled "*Theorising 'Down' Instead of 'Up': The Special Contribution of Exploratory Practice.*"



Graham Crookes is sailing in from Hawaii, where he is Professor, and presently Chair, of the Department of Second Language Studies, University of Hawai'i at Manoa (USA). His specialties include the methodology of second language teaching and teacher development, including practice teaching supervision, and more recently, philosophy of teaching. In his plenary session, Dr. Crookes will be asking, "*What Does 'From Practice into Theory' Look Like for Philosophies of Language Teaching and Critical Language Pedagogy?*"



Thomas S. C. Farrell is trekking in from Canada, where he is Professor of Applied Linguistics at Brock University. His professional interests and research include Reflective Practice, and Language Teacher Education and Development. He has been a language teacher and language teacher



educator since 1978 and has worked in Korea (for many years), Singapore, and Canada. Dr. Farrell has published widely in academic journals and has presented at major conferences worldwide on the topic of Reflective Practice. His plenary session is *"I Feel I Have Plateaued Professionally... Gone a Little Stale: Reflective Practice for Professional Development,"* from which teachers will be able to generate their own theory from practice.

Willy A. Renandya is a Senior Lecturer at the ELL Department, National Institute of Education, Singapore. Prior to his current position, he taught at Singapore's SEAMEO RELC, where he also served as Head of the



Department of Language Education and Research. He has taught in many parts of Asia, including Malaysia, Indonesia, the Philippines, and Vietnam, and is a frequent speaker at language conferences in the Asian region. Dr. Renandya's featured session looks at *"Strategies That Really Work in the L2 Classroom: From Practice to Theory."*

Lillian L. C. Wong has a doctorate in applied linguistics and is a Senior Lecturer in the Centre for Applied English Studies at the University of Hong Kong, where she coordinates the Graduate School English Programme and teaches



English for academic and specific purposes, and information technology in language

teaching and learning. Dr. Wong's featured presentation is on *"Innovation and Change in English Language Education – Using Technologies to Support Autonomous Learning: From Practice to Theory."*

Sue Garton is a Senior Lecturer in TESOL and Director of Postgraduate Programmes in English at Aston University, Birmingham, UK, where she is involved in the training and development of teachers from around the world.



She is Chair of the TESOL International Association Standing Committee for Research and has written and edited books and articles for teachers including *From Experience to Knowledge in ELT* with Julian Edge. Dr. Garton will lead us on the path of *"Developing Theories from Practice: The Role of Materials Development and Use."*

Gabriel Diaz Maggioli is a teacher who applies the lessons learned in the classroom to his roles as educational administrator, teacher educator, and writer. He is currently the Dean of the School of Language Learning and Teaching at



The New School, a progressive university in New York, founded by John Dewey in 1919. There he also directs the MA in TESOL program, in which he teaches the Methods and Learner Assessment courses. At this juncture, Dr. Diaz Maggioli awaits to ponder *"Teacher Education at the Crossroads: The Role of Theory and Practice."*

**Exploring the Road Less Traveled:
From Practice to Theory**
21st KoreaTESOL International Conference 12-13 October 2013

INTERNATIONAL CONFERENCE PREVIEW

KOTESOL Conference Factoids

1. The first KOTESOL conference was held on October 16-17, 1993, at Wonkwang University in Iri (now Iksan), Jeollabuk-do, celebrating KOTESOL's first anniversary.
2. This year is KOTESOL's 21st autumn conference (1993-2013); one has been held every year since KOTESOL was formed.
3. The KOTESOL International Conference is the largest annual ELT conference held in Korea.
4. Approximately 200 English teachers attended KOTESOL's first conference in 1993. Attendance has grown to over 1,000 each year since 2007, with over 1,550 in 2010.
5. The KOTESOL International Conference is always held on a weekend in the month of October, the middle of Korea's ELT conference season.
6. The International Conference attracts the world's most renowned figures in the fields of English Language Teaching and Applied Linguistics. To name a few: Jack Richards, David Nunan, Stephen Krashen, Rod Ellis, Jeremy Harmer, Michael McCarthy, Penny Ur, Paul Nation, Scott Thornbury, Alan Maley, Jane Willis, Kathleen Bailey, Donald Freeman, Dick Allwright.
7. The International Conference has grown from 30 presentations in 1993 to more than 200 presentations in recent years: over 150 academic presentations and over 50 by commercial interests.
8. The competition to give a presentation at the International Conference is quite high: in 2013 only about 40% of the conference presentation proposals submitted could be accepted.
9. KOTESOL International Conference presenters and attendees come from around the world: East Asia, Southeast Asia and Australia, North America, Asia, Europe, and the Mid East.
10. KOTESOL's International Conference is truly "international." Of the presenter listed for all the sessions at the 2012 Conference, over half were names of presenters who came to Korea from abroad especially to present at the conference; just over 100 were Korea-based.
11. It requires more than 200 individuals to plan and manage the International Conference: more than 50 members on the KOTESOL Conference Committee and nearly 150 student volunteers, in addition to regular venue staff and publishers' personnel.
12. International Conference Committee members are all KOTESOL-member volunteers contributing many hours of their time throughout the year in making preparations for the two-day conference.
13. The annual International Conference is KOTESOL's unrivaled mega-event of the year, requiring the largest National Council committee, the largest budget, and the largest number of man-hours in preparation and execution.
14. Revenue from online pre-registration and onsite registration fees for an International Conference covers less than two thirds of KOTESOL's total expenses for that conference.
15. The 2014 KOTESOL International Conference is scheduled to be held at COEX (Convention and Exhibition Center) in Seoul. It will be the first time for an ELT conference in Korea to be held at such a large conference and exhibition venue. Conference dates are October 4-5, 2014.

INTERNATIONAL CONFERENCE PREVIEW

The 21st Annual Korea TESOL International Conference

Exploring the Road Less Traveled: From Practice to Theory

Two-Day Conference Schedule (Tentative)

Saturday: October 12th	
0900-0945	(Featured Session) + Concurrent Presentations
1000-1045	(Featured Session) + Concurrent Presentations
1100-1130	Opening Ceremony
1130-1215	Plenary Session: Dick Allwright <i>Theorising “Down” Instead of “Up”: The Special Contribution of Exploratory Practice</i>
1230-1315	Lunch & Chapter/SIG Meetings
1330-1415	(Featured Session) + Concurrent Presentations
1430-1515	(Featured Session) + Concurrent Presentations
1530-1615	(Featured Session) + Concurrent Presentations
1630-1715	(Featured Session) + Concurrent Presentations
1730-1815	Plenary Session: Thomas S.C. Farrell <i>I Feel I Have Plateaued Professionally... Gone a Little Stale: Reflective Practice for Professional Development</i>
1820-1920	Invited Speakers Pecha Kucha Session
1920-2200	Banquet
Sunday: October 13th	
0900-0945	Featured Colloquium: Jun Liu / MaryAnn Christison / Martha Clark Cummings + Concurrent Presentations
1000-1045	(Featured Session) + Concurrent Presentations
1100-1145	Plenary Session: Graham Crookes <i>What Does “From Practice into Theory” Look Like for Philosophies of Language Teaching and Critical Language Pedagogy?</i>
1200-1245	(Featured Session) + Concurrent Presentations
1300-1345	(Featured Session) + Concurrent Presentations
1400-1445	(Featured Session) + Concurrent Presentations
1500-1545	(Featured Session) + Concurrent Presentations
1600-1645	Special Session with Tom Farrell + Some Concurrent Sessions <i>Teacher Career Cycle Trajectories: Getting Into Reflective Practice</i>
1700-1730	Renaissance Square Event

Concurrent Presentations include over 200 academic and promotional sessions as well as a second presentation by many invited speakers.

KOTESOL CHAPTER NEWS

Busan-Gyeongnam Chapter

By Christopher Miller

Busan-Gyeongnam KOTESOL continues to deliver high-quality events and promises to continue the tradition into the near future. We completed our spring symposium on fluency development with four high-value presentations focusing on each of the four major skills in SLA (reading, writing, speaking, and listening) from Peadar Callaghan of Daegu University, Pamila J. Florea of Hankuk University of Foreign Studies, as well as Noel Woodward and Denis Parnell from Busan University of Foreign Studies.

Callaghan focused on listening. He noted the discrepancy between many current EFL listening texts on the market and authentic speech. These discrepancies included overstressed speech, lack of intonation, and lack of background noise. Callaghan felt many EFL learners were not being adequately prepared for the realities of communicating in English. Additionally, Callaghan addressed some of the technical challenges for delivering audio in the EFL classroom as well as providing practical solutions such as creating small listening stations using technology like personal MP3 players to circumvent such difficulties.

Florea focused on writing. She explicitly elaborated on the value of free-writing. According to Florea, this is beneficial in getting students to relax during class and have greater openness to engaging in the writing process. She shared a touching anecdote concerning an apparently shy student who was willing to perform a dance routine in front of select members of her class in part due to the atmosphere created through Florea's teaching methods.

Parnell addressed speaking. He introduced various descriptive methods to promote more fluent speaking among ELLs. This included illustrating the use of the 4-3-2 speaking activity, where the goal is to describe something to another student at a faster and faster rate (i.e., 4 minutes, 3 minutes, then 2 minutes). Parnell also illustrated the effective use of shadow reading to promote faster speaking rates via kinetic typography with the use of a VLC player. Specifically, this was done with the amusing and inspiring "girl effect" story/promotional video (available at: http://www.youtube.com/watch?v=WlvmE4_KMNw).

Finally, "Hoju Man" Noel Woodward delivered a presentation specifically focusing on extensive reading (ER). He provided a list of valuable textbooks for promoting extensive reading in the classroom. During his presentation, Woodward made sure to note the differences between extensive reading and intensive reading. Also, Woodward noted the need to balance speed and accuracy while developing fluency in reading.

As for the future, Busan-Gyeongnam KOTESOL plans to continue the reflective practice meetings, which typically occur immediately before our regular workshops. We are excited about our upcoming workshop on May 11th. We will host Theron Muller, a teacher and researcher based in Japan. He will address the niceties and details involved in publishing in academic journals. Specifically, he will address some of the "tacit" or unspoken assumptions involved in the process of getting published. Also, Muller will discuss the processes involved as an initial composition is edited prior to final publication.

Daegu-Gyeongbuk Chapter

By Anne Hendler

In March, Daegu-Gyeongbuk Chapter was delighted to welcome Leonie Overbeek and her interactive presentation on “Vocabulary Games: What, Why and How?” Participants learned how and why to play vocabulary games with their classes. We walked away with our own homemade vocabulary games that we could use in class on Monday, further facilitating the attainment of our objectives. Please take a look Daegu-Gyeongbuk KOTESOL's website for a review of the talk and the attached materials: <http://www.koreatesol.org/content/daegu-kotesol-march-workshop-review>

In April, we had a change in our schedule and were privileged to host Prof. Amanda Maitland, with her fascinating workshop on superheros. In this action-packed afternoon, we created our own superheros, made superhero families, and learned how using superhero play and psychological theory as teachers can benefit our students and our classroom atmosphere. Are you curious for more? More information from Professor Maitland's presentation can be found at: <http://www.koreatesol.org/content/daegu-kotesol-april-workshop-review>



Amanda Maitland details the benefits of creating superheros in class.

On May 4, we were pleased to welcome Professor Grace Wang of Yonsei University, who presented on “Motivating Shy

Students.” She introduced seven principles for motivating shy learners. Six were from “Learning to Listen; Learning to Teach” by Jane Vella and the seventh came via H. D. Brown. These principles involve facilitating: (1) safety (trust), (2) a sound relationship (rapport), (3) using sequence and reinforcement, (4) immediacy (based on learner needs and wishes, and making sure they understand the purpose of the activity), (5) teamwork (trust and accountability), (6) development of intrinsic motivation (built through reflective writing) where the role of the teacher is more of a guide, to “inspire students to learn for themselves,” and (7)



Grace Wang explains how to create more favorable risk-taking environments for language learning.

interlanguage development (seeing errors as a good sign and helping shy students not be afraid of errors).

By using these principles, explained Prof. Wang, teachers can create a language learning environment that can enable even the most timid of language learners to take more risks in their language learning and really open up in class.

At the June 1 Chapter meeting, we were treated to numerous tips and strategies to support our learners preparing for the National English Ability Test (NEAT) by Stephen Lamb. With over eight years of experience spent mostly in the public secondary school context, Stephen brought his experience and TESOL background to

bear on the issue of preparing students of all ability levels to achieve better scores on the NEAT – particularly on the productive skills of speaking and writing.

Stephen started by acknowledging some of the potential issues with published guides regarding the NEAT: they are all geared towards achieving perfect scores and are therefore only of use to students who already have high written and oral abilities. Therefore, Stephen demonstrated a variety of strategies to help lower-level students achieve passing scores.

Stephen explained that the NEAT is “a test by Koreans for Koreans” and explained that the raters will also be Korean. However, whilst reading and listening skills can be judged objectively, rating writing and speaking is much more subjective. Stephen suggests a number of points to consider during test preparation that would reap the most benefit for demonstrating productive skills in students:

- Don’t spend too much time on pronunciation beyond ‘Wh’ / ‘Woo’ and other sounds that commonly present difficulties for Korean students.
- Ensure students have the basic computer skills to deal with the computer-based NEAT.
- Don’t teach extensive vocabulary lists – a lot can be achieved with a few essential adjectives such as: fun, funny, interesting, and the use of not.
- Verb tenses to focus on are the present and present perfect. Additionally, ensure students can recognize and reply in the tense of the test question.
- Have students reply in short-answer questions by using the same words present in the question. E.g., “What is your favorite food?” “My favorite food is...” (not a one-word answer).
- Be creative! The rater does not know the student personally so the test taker can lie (within reason) about events, tastes, preferences, etc.

- Students don’t need to fully understand the question to be able to give a reasonably good answer.

- Answering in the affirmative is generally easier than in the negative.

In addition to these tips, Stephen suggested a variety of resources including books, the official NEAT website, and motivational activities such as organizing foreign penpals for students to practice their writing skills.

Stephen admitted that the strategies presented were essentially “teaching to the test”; however, these methods also promote critical thinking and important language required to gain a good score by students of all proficiency levels on what is set to become (if the NEAT does replace the English portion of the Korean SAT) Korea’s most important test of English ability.

Daejeon-Chungcheong Chapter

By Liz Bailey

This year we have been holding our executive meetings in the three main centers that make up Daejeon-Chungcheong Chapter: Daejeon, Cheongju, and Cheonan-Asan. It gives our widespread membership a chance to come and participate. Our next meeting will be at KNUE on Sunday, May 12, 1 pm. Part of the meeting will be a walk-through for finalizing our plans. Our latest executive meeting was held near Woosong Language Institute in Daejeon.

We had a great time on the bus on our way to Sookmyung Women’s University for the Seoul Chapter’s annual conference on Saturday, March 30. The conference was a huge success with many great sessions to choose from. It was hard to decide which session to attend! Thanks for such a great job, Seoul.

The DC Chapter will be hosting KOTESOL’s National Conference on May 25. The Conference will be held at Korea National University of Education (between Cheongju

and Jochiwon). More details to follow as we get closer to the date. The Conference Committee will bring in international powerhouse speaker(s) with the focus on professional development. The concurrent sessions are being finalized. We'll have snacks available, and a yummy lunch which will be divulged at a later date.

With a full day on Saturday balanced with professional development and planned networking chances with KOTESOLers nationwide, dinner and drinks that evening, along with a special Sunday (half-day) workshop with the international speaker, Dr. Keith Folse, the weekend will be of great camaraderie and professional improvement. Our Chapter is looking forward to making our 4th hosting of the National Conference a great time for our organization. We are all working hard, and it's coming along fabulously!

As well, we have started planning and organizing our Chapter picnic. It's being held on Sunday, June 9, 2013 from 13:00 to 16:00. The location is the same as last year: Gapcheon River (between Emart Traders and HomePlus South Korea). Yes, there will be a map. We had a good turnout last year and expect a great turnout this year. We'll supply the hotdogs and hamburgers and plates of course; bring a salad or dessert, or some such extra nibbles. We are finding games for young and old, so wear your running shoes.

For more information on any of our activities, please check our KOTESOL Chapter webpage through www.kotesol.org, or check our Chapter Facebook page at <https://www.facebook.com/kotesol.daejeon chungcheongchapter>

Many thanks go to Mike Peacock for keeping the pages up to date and for creating such a lively place for discussions and information. Many thanks also go to Bryan Stoakley for ensuring that the KOTESOL website is as efficient and useful as it has become.

Gangwon Chapter

By Andrew Pollard

Spring is here and with the cherry blossoms came Gangwon Chapter's Spring Symposium. This year's event was held in Wonju at Yonsei University and featured four speakers under the umbrella of "Games and Role Play in the Classroom." Thirty-four attendees gave up a beautiful Saturday afternoon to take part in the workshop that saw former Chapter president, Amélie Kelly, introduce us to Quizlet and Jing!. The highlighted presentations of the day were from ELTon's nominee, Daniel Brown, who took us on an RPG journey, and from HUFs' Dean Dawson, who shared some aspects of MALL with us. Andrew Pollard, who gave a workshop on student-produced board games, wrapped up the formalities of the day.

In addition to the presentations, a member-only raffle with a selection of texts as prizes was held. Two long-standing members were lucky enough to have their names plucked from the hat, as well as two of our newest members – one of who registered on the day! The Chapter sees these kinds of member's perks as a way of boosting participation at the events, and it seems to have paid off, with six new members registering at the event or in the build-up. With the addition of our newest members, we are proud to announce that we have 38 members at the time of writing.

Gangwon Chapter hopes to build on its membership and its perks in the coming months. We will be actively pushing the National Conference at KNUE, with the award of a presentation grant to one of our members who are selected to present. Post NatCon, Gangwon Chapter are set to host a summer event in Sokcho on June 8. This will be a unique event with sea views from the venue and will feature Peadar Callaghan and Amanda Maitland, as well as locals Michael Free and Scott Henderson. Further details of the event will be posted on the KOTESOL-

Gangwon Chapter Facebook page and the KOTESOL site as the date draws closer.

We would like mention that we have an ongoing Call for Papers in place, and ask those interested in presenting at a Gangwon Chapter meeting in the future to please submit proposals for consideration to presidentgangwonchapter@gmail.com.

In contrast to the above, it brings deep sadness to announce that a colleague, friend, Chapter member, and former KOTESOL Publications Chair – Jong-Hee Lee – passed away in late April. Professor Lee will be greatly missed by his peers, colleagues, and students at Kangwon National University. His ever-cheerful demeanor coupled with his passion for linguistics and expanding the frontier of his knowledge will remain in our memories and imprinted on our lives. (For more information, see his obituary in Members in the News section.)

Gwangju-Jeonnam Chapter

By David E. Shaffer

Gwangju-Jeonnam Chapter has had a great spring with great events for professional development and networking, and with large numbers of teachers participate in our Chapter meetings and other events.

March Chapter Conference

The 2013 Gwangju-Jeonnam Chapter Conference was held on March 9 in the Main Building at Chosun University. The Chapter coordinated with KOTESOL's Reflective Practice Special Interest Group (RP-SIG) to emphasize the importance of reflection in professional development. Hence, the conference theme is "Reflecting on Practice; Projecting on the Future." Attendance for the day was over 150 and the weather was the finest that all of March had to offer.

The Conference featured a plenary session, "Becoming a Better Teacher Through Reflective Practice," presented by Michael Griffin, a co-facilitator of the KOTESOL

Reflective Practice SIG. One strand of concurrent sessions was a set of three RP presentations by RP-SIG members. Also on offer was a morning pre-conference RP workshop, lead by Suzanne Bardasz, aiming to introduce RP practices and RP-SIG activities to area KOTESOL members in order to establish a KOTESOL RP-SIG group meeting regularly in the Gwangju area. The Conference offered a total of twelve concurrent sessions and four pecha kucha sessions by KOTESOL members from within the Chapter and around the nation. The event ended with a book and pizza draw following the pecha kuchas, and with a post-conference dinner downtown following the on-campus prize draw.

Gwangju Reflective Practice SIG

The Gwangju-Jeonnam area received an initial introduction to Reflective Practice at the March conference, the Gwangju-Jeonnam Chapter of KOTESOL is proud to announce it has started an RP-SIG group of its own. The first meeting was held in Gwangju on Saturday morning, April 13, at a coffee shop near Chosun University, conveniently located for attending the afternoon Chapter meeting. Gwangju RP-SIG co-facilitators are Jocelyn Wright and Maria Lisak. Additional meetings with active discussions have been held on the second Saturdays of May and June, and will continue in September after a summer break. For information, please refer the [Gwangju-Jeonnam RP-SIG's events page](#).

April Chapter Meeting

The Chapter was once again able to entice Dr. Steve Garrigues of Daegu Chapter and Kyungpook National University to make the trek across the mountains to our environs in April to present his second consecutive springtime presentation for us: "Time, Place and Person: Cultural Dimensions of English Teaching and Learning in Korea." The presentation demonstrated how language is bound up with culture and how culture impacts our speech. Our second outstanding

presentation of the day was “Encouraging Longer Responses from Students in Teacher-Student Interaction Classroom” by Ross Chambers (Gwangju National University of Education).

Spring Outreach to Mokpo

Gwangju-Jeonnam Chapter renewed its spring trek to Mokpo National University on May 11 for its Mokpo Area Outreach Workshop. The afternoon started off with our main presentation, “A Look at Communicative Language Teaching and How It Might Apply to Your Classroom,” by Stafford Lumsden (Seoul Chapter President).

This was followed by two sets of concurrent presentations by four Chapter members: “Poetry Activities for All Ages” by Jocelyn Wright (Mokpo Natl. University), “Teaching with Music and Song” by Nico Lorenzutti (Chonnam Natl. Univ. of Ed.), “It’s All in the Technique: Giving Instructions in the EFL Classroom” by Catherine Peck (Chonnam Natl. University), and “Online Tools for Preparing Activities” by Lindsay Herron (Gwangju Natl. Univ. of Ed.).



Lindsay Herron presented a very useful array of online tools for preparing classroom activities

Many thanks go to Jocelyn Wright for her efforts as venue coordinator. For our regular Chapter meeting the following Saturday (May 18) in Gwangju, we had encore presentations from the Mokpo Outreach by Cathy Peck and Lindsay Herron.

GJ Chapter Participation in NatCon

The Gwangju-Jeonnam Chapter was well represented at the KOTESOL National Conference, held at KNUE on May 25. Nico Lorenzutti presented “Teaching Communicatively Towards the NEAT and Other Productive Speaking Tests”; Ross Chambers presented “Making Our Classes More Communicative Through Effective Teacher Talk”; and Dr. David Shaffer gave two presentations: “The Changing Face of English in Korea” and “Developing Professionally: Reflecting on Our Practices.” David was also a member of the National Conference Committee. Other Chapter members making the conference trip up to Cheongju were Cathy Peck, Scott Findlay, Seneca Ryan, Jasmin Silver, and Lindsay Herron.

From June to July Meetings

Our June 8 Chapter meeting featured a first-time presentation by Eul Soon Lee (Dong-un Elementary School, Gwangju). Her amazing presentation was on “Using Storybooks to Create a English-Friendly EFL Environment.” On a related topic for higher-level learners, Henry Gerlits (Jeonnam Educational Training Institute) presented on “Injecting Interest into Intensive Reading Activities.” On deck for our first of our two summer meetings (July 13): “More is Less: The Use of Brevity in L2 Writing” by Warren Merkel, III (Chonnam Natl. University, Gwangju) and “Young Learner Activities That’ll Knock Their Socks Off” by Jacob Boer (Gwangju EPIK, Elementary Ed. Program).

For more on our scheduled presentations, visit the Gwangju-Jeonnam Chapter [Calendar of Events](#) on the KOTESOL website and keep up to date by regularly visiting our Chapter’s Facebook page ([Gwangju-Jeonnam KOTESOL](#)). You can also find us on Twitter ([@GwangjuKOTESOL](#)). For our Reflective Practice SIG meetings, visit the [Gwangju RP-SIG’s Facebook page](#).



Eul Soon Lee's presentation on the use of storybooks in the classroom was stellar.

Jeju Chapter

By Alexis Oesterle

Big changes are happening within the Jeju Chapter of KOTESOL this year! Not only is the Jeju Chapter aiming to boost their membership numbers, but they are also trying to develop a “Grow Our Own” project where members will have the opportunity to give presentations on any aspect of teaching for their own professional development. This year, the Jeju Chapter will hold four professional development workshops with qualified and experienced presenters from KOTESOL, and also plans to have bi-monthly chapter meet-ups.

On Saturday, March 9, the Jeju Chapter had a lunch meet-up at Harry's Pub in Jeju City. The Chapter welcomed two new faces to the fold, Hanna Baek and Jessica Bennett, and bade farewell to the Publicity Co-chairs, Jessie Dishaw and Cynthia Loiselle; the publicity role has been taken on by Alexis Oesterle, Membership and Publicity Officer. While the Jeju Chapter was reluctant to say farewell to Jessie and Cynthia, accolades were given for their contributions over the past three years. Over delicious handmade burgers and fries, the members of the Chapter came up with means to boost membership and promote professional development among the teaching

community of Jeju. Some ideas presented and discussed were an amazing Jeju Chapter logo (designed by a local ESL teacher) for T-shirts, business cards, and bookmarks detailing the 2013 workshop program.

On April 6, teachers on Jeju Island looking to spice up their classroom were given the opportunity to observe some creative ideas in play at a workshop hosted by the Jeju Chapter of KOTESOL. Guest speaker, Sara Davila led a group of 37 ESL teachers in demonstrating some creative ways to allow for more communication in the classroom. Laughter was prevalent as teachers, enjoying themselves on a rainy Saturday, let loose for a while, participating in a number of activities designed to demonstrate ideas that will have students thinking “outside the box.”

Teachers interviewed before the conference had the same response when asked what inspired them to come: each was looking for new ideas to take into their classroom environments. One such teacher, Petra Eastaugh, had this to say after the conference: “I was particularly interested in Sara's take on creative thinking as a skill that can be taught, exercised, and practiced, and owned. I hadn't thought of it like that.”

The Jeju Chapter has been trying to revive itself and its numbers in recent months. This workshop was the first of four for 2013. Interested parties are urged to follow the Chapter on Facebook (“KOTESOL Jeju Chapter”) or their website (www.kotesol.org) to find out about future activities. If you are interested in more information on the guest speaker or some of her creative ideas, please visit her webpages at www.saradavila.com

Some members of the KOTESOL National Council also made a guest appearance at the workshop! Peadar Callaghan (1st Vice-President), Jamie Carson (2nd Vice-President), Patricia Marion (Publicity Chair), and Stafford Lumsden (Seoul Chapter President) all flew down to the honeymoon

island, despite the dreary weather, to support the Jeju Chapter. The Chapter was honored to have so many members from the National Council take part in Sara Davila's workshop, and welcomes all and any who are interested in participating in the Jeju Chapter's upcoming events and workshops:

- July 6, 2013: Bradley Serl, Busan University of Foreign Studies, will be presenting "Why should I do it? Why should I care? The twin issues of teacher and student motivation."
- September 28, 2013: Michael Jones, a lecturer at Woosong University in Daejeon, will be presenting "Voice Thread in ELT/Smart Use of Smart Phones: QR Codes in the Classroom."
- December 21, 2013: "Growing Our Own" - The Jeju Crew, the island's very own English language teachers, will present on various aspects of teaching at this workshop, which will be followed by the Jeju Chapter Christmas Celebration.

The BaRley Bowl Preyers

(By Marlene Wilkinson & Erin Williams)

The annual Jeju Furey Beach Volleyball Tournament was held on May 25-26 at Hamdeok Beach, Jeju Island.



The BaRley Bowl Preyers: Jeju Chapter members contributing to the community.

The Jeju Chapter was proud to contribute towards the sponsorship of team T-shirts for The BaRley Bowl Preyers: Ms. Kendra Pugh, Ms. Erin Pettinger, Ms. Erin Williams (Jeju Chapter Vice-President), Mr. Jason Hiltz, Mr. Harold Dale and Mr. Bradley Ingram.

Early Saturday morning, the team arrived at Hamdoek Beach to strategize their game plan over a breakfast of Egg McMuffins and freshly brewed coffee. The team's captain, Ms. Kendra Pugh, organized the team's T-shirts, which featured on the sleeve a monochrome version of the logo for the Jeju Chapter of KOTESOL. The BaRley Bowl Preyers put up a good fight on Saturday, despite the intense heat of the sun, and were noted as being one of the most passionate teams in the B bracket. Although the team did not win all of their matches, they scored high enough to place in the A bracket on the second day of the tournament! Sunday morning, the BaRley Bowl Preyers brought the spirit of Jeju (wind, rocks, and women!) with them to the court: they started off in the bottom of the A bracket, made their way to the top of the B bracket, and in the end, made it to the B bracket quarter finals!

Jeju Furey Events are well attended and supported by both Korean and foreign teachers of English on Jeju Island and the Jeju Island community. Jeju Furey Events and The Furey Foundation started in March 2009 as a way of raising money for the post-secondary education of two boys – Juno and Noah Furey (aged 2 and 1 at the time) – who lost their father, Nathan, to what doctors believe was a sudden case of encephalitis. After raising over 20 million won, the Foundation found new beneficiaries to help out through a variety of Jeju events including: beach volleyball, bowling, badminton, ping pong, soccer, and darts tournaments as well as auctions. More information about Jeju Furey can be found on the Foundation's Face Book page and at www.jejuFurey.weebly.com

The Jeju Chapter of KOTESOL is looking forward to working with the Jeju Furey Foundation for future events to not only promote KOTESOL and ELT professional development but also to support the local Jeju Island community.

Jeonju-North Jeolla Chapter

By Ingrid Zwaal

In May, the Jeonju-North Jeolla Chapter had our own Chapter members present. Phil Owen talked about jigsaw activities. He had the participants experience a jigsaw and discuss how to put one together as well as how the activity might be changed to be useful to students of different levels. Ingrid Zwaal explained how to make comic strips in the classroom and displayed both elementary and university students' work. We also had to change our usual location to Jeonju National University of Education.

In June, it was a meeting of the presidents. Brad Serl, president of Busan-Gyeongnam Chapter, asked "Why Should I Do It, Why Should I Care?" His presentation was on motivation not only for the student but also the teacher. Marlene Wilkinson flew in from Jeju, where she is president of the Jeju Chapter, to do her first presentation on the mainland. She did an active listening workshop using Maori music, so neither the Koreans nor the foreigners had any previous language experience with the content. We are taking a break for the summer and hope to see everyone again in the fall!.

Seoul Chapter

By Stafford Lumsden

The end of March saw Seoul KOTESOL hold its 10th annual conference with the theme "Preparing for Tomorrow: Real Ideas for Real Classrooms." The conference was well attended with just under 200 people braving

a chilly Seoul morning to make it to Sookmyung Women's University.

On display was a selection of presentations on practical classroom ideas that attendees could take back to their own classrooms and use on Monday. The keynote presentation was from long-time Seoul KOTESOL member Ksan Rubadeau. Her thought-provoking presentation summed up her efforts to make students more aware of the kinds of counseling and support services available to students in Korea.



Keynote speaker Ksan Rubadeau explains how teachers can better help emotionally distressed students.

The majority of presentations at the conference came from current Seoul members, and it was truly fantastic to see the level of engagement and participation of our members all in one place on the same day.

Seoul KOTESOL takes its responsibility to engage with other chapters seriously. In April, it sent the Chapter President to Jeju to attend that chapter's workshop, and in May, the President will be presenting at Gwangju Chapter's Mokpo Outreach event on the use of Communicative Language Teaching.

Looking forward, Seoul KOTESOL continues to build its fearsome reputation for providing engaging and useful monthly workshops. In May, Amanda Maitland will present on techniques for the young learner classroom, while in June, Seoul KOTESOL is holding a "first-time presenter's workshop" providing a (safe) venue for members who

have never given a presentation before to try their hand, and share their ideas.

Finally, Seoul KOTESOL will be awarding grants to five of its members to the value of \$300, allowing them to attend the Google Apps in Education Summit to be held in September in Seoul. The chapter sees this as a brilliant manner in which to honor its members who are interested in using technology and cloud services in the classroom as well as providing concrete benefits to its members.

Yongin-Gyeonggi Chapter

By Robert Kim

The Yongin-Gyeonggi Chapter has made significant strides so far this year. As a result of major assistance from webmaster training and publicity promotion, the Chapter has been very aggressive in promoting itself on the KOTESOL website and through Facebook.

The Chapter has maintained its momentum in having increased turnouts to its workshops. After 13 people were present at Robert Kim's lesson planning workshop in March, 14 people were in attendance for Amanda Maitland's classroom management seminar. How has this been possible? Through Robert Kim's aggressive use of social media for updating and notifying Chapter members and KOTESOL members alike through Facebook, a buzz has been created. In addition, through KOTESOL TechComm Chair John Phillips' assistance, I have augmented the Chapter's profile by posting photos of key buildings on Kangnam University's campus, our Chapter meeting venue. Also, I have taken photos of bus stops at Suwon Station and typed directions from Giheung Station and the Yongin Bus Terminal. As a result, I feel more people will

arrive and register as Yongin Chapter members.

The Yongin-Gyeonggi Chapter's steady revival can even be traced to Don Payzant, who served as Seoul chapter's workshop coordinator from 2008 to 2011. Using catchy workshop titles and topics that appeal to teachers of all abilities, backgrounds, and age/grade levels, more people could be reached and possibly attend. Rather than having esoteric, theoretical, and academic seminars, practical, realistic, and useful workshops are what Yongin Chapter is trying to have for increased turnouts and registering prospective members.

Through my efforts with Yongin Chapter President David Kim, people have expressed interest in being nominated as Chapter officers. Martin Todd has declared to be the second vice-president. Also, Doria Soletto has expressed an interest in being the secretary. This is the foundation of elections, chapter officer gatherings, and business meetings.

For the future, Yongin Chapter has other events planned. On June 8th, Jessica Magnusson, who is a teacher trainer for English teachers at Gwangju National University of Education, will present on teaching reading skills for elementary school students. In July, there is a plan for a summer gathering at Everland. On September 14th, Jared Sandler and George Balazero will present on how a class captain (*banjang-nim*) can help run a class. Sometime in November, the Chapter is planning to have a joint conference with the Suwon-Gyeonggi Chapter and GETA (Gyeonggi English Teachers Association).

Over time, Yongin will reach greater heights for further growth. Things appear to be on the upside. Keep up to date in Chapter happenings by visiting the [Yongin-Gyeonggi webpages](#) and our [Facebook page](#).

SPECIAL INTEREST GROUP NEWS

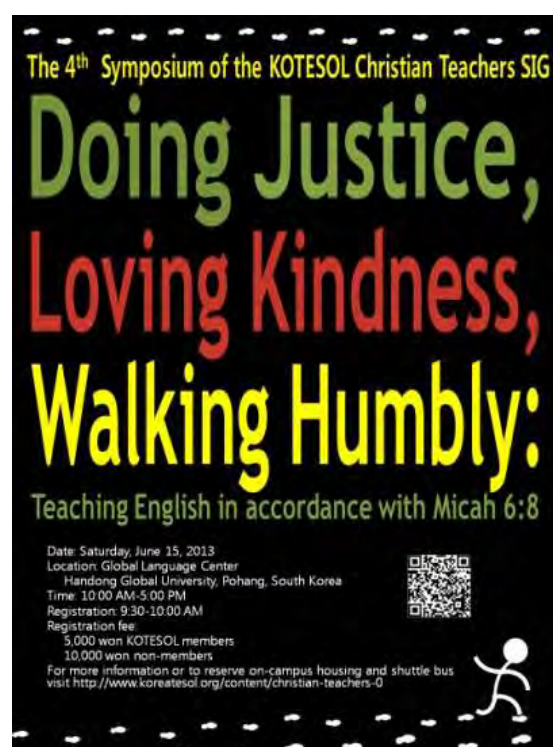
Christian Teachers SIG

By Heidi Vande Voort Nam

The Christian Teachers SIG is preparing its 4th symposium to be held at [Handong Global University](#) on June 15, 2013. When the program committee selected the symposium theme, “Doing Justice, Loving Kindness, Walking Humbly: Teaching English in accordance with Micah 6:8,” we hoped that teachers would be able to find connections between justice, kindness, a humble walk, and their work in the classroom. We were delighted to see that so many teachers took up the challenge, connecting the ideas from Micah 6:8 to content, pedagogy, and assessment. Our plenary speaker will be Nick Lantinga, former executive director of the International Association for the Promotion of Christian Higher Education ([IAPCHE](#)), who brings with him extensive experience fostering the exchange of ideas among Christian scholars from colleges and universities around the world. Our second featured speaker is Soo Ha Lim, who will be speaking about her experience teaching English in North Korea. All in all, the symposium promises to be an exciting event. Check the [CT-SIG page](#) on the KOTESOL site for updates about the symposium.

Our host for the symposium, Handong Global University, will be providing a shuttle bus service from Shingyeongju KTX Station and Pohang Intercity Bus Terminal in the evening of Friday, June 14 and the morning of Saturday June 15. The shuttle bus will return from the university after the symposium on Saturday. On-campus housing (which is recommended for those traveling from places as far away as Seoul) should be reserved by May 24. Those who arrive Friday night may join us for a 7 a.m. prayer meeting and a pre-symposium

breakfast on Saturday morning. For those who wish to remain after the symposium, there will be a dinner on Saturday night and a worship service at Handong International Church at 9 a.m. on Sunday morning. You can register for the symposium and reserve shuttle bus transport, on-campus housing, and meals [here](#).



Reflective Practice SIG

By Michael Griffin

The The RP (Reflective Practice) SIG is proud to report that we are now having meetings in Seoul, Daejeon, Daegu, Busan, and Gwangju after the first meeting of the Gwangju “branch” in April. Special thanks go to the Gwangju-Jeonnam co-facilitators, Jocelyn Wright and Maria Lisak, for their hard work and vision as well as to Chapter President David Shaffer for his vision and support. Also in Gwangju, in March the RP-

SIG was pleased to offer presentations by Alex Walsh, Gemma Lunn, and Michael Griffin as part of the Gwangju-Jeonnang annual conference. Suzanne Bardasz facilitated the morning, pre-conference workshop on Reflective Practice. The sessions were well attended and seemed to spread the word about RP and the SIG. In other news, Alex Walsh is now facilitating the Seoul group's meetings. Please see <http://koreatesol.org/content/reflective-practices-0> for more information about groups and for information on their monthly meetings. The RP-SIG email address is kotesol.rpsig@gmail.com. We look forward to hearing from anyone interested in the SIG or RP.

Some Reflections of a Reflective Practitioner (Mike Griffin)

Back in the fall of 2010 Kevin Giddens, Manpal Sahota, and I met repeatedly and discussed the form we thought the RP-SIG should take. Our firm belief was that teachers truly want to talk productively and objectively about teaching but need space, time, and practice to do so. This belief seems to have been warranted as there are now five "branches" of the RP groups meeting monthly with a large and growing number of members. This has happened in just about two years since the first RP-SIG meeting in February of 2011.

Our idea was to meet once a month to practice reflecting and talk about reflecting to aid and encourage and help members to reflect on their classes throughout the month. With English education such a big industry and focus here in South Korea, it is easy to assume there are many teachers similar to how I was in the early stages of my career without the chance to talk about teaching in a productive way. I believe there are many teachers who crave productive conversations about teaching but don't know where to go for them. With the RP-SIG, we hoped to create such a place and space for these teachers. We also hoped to create a friendly and welcoming environment for

Korean teachers (from both public and private sectors), newer teachers, and both KOTESOL members and non-members.

In KOTESOL, there are monthly chapter meetings that feature workshops and presentations. They are generally great, but I think one of the best things about such workshops is the chance to talk to other teachers. In a workshop, this time can be limited. As an audience member, I have felt on many occasions that just as I am getting warmed up and into a topic, it is time to stop and listen to the presenter and move on to the next stage of the workshop. With our monthly RP meetings, we wanted to put reflection and talking productively and objectively about teaching center stage. Keeping this in mind, meeting facilitators focus on giving attendees time to talk about their experiences and to practice reflecting.

In the early stages of our monthly meetings in Seoul, we tried a few different ways of organizing meetings and started with a "soft landing" of just friends and colleagues to help iron out some of the challenges inherent in running such a group. Since attendance varies month to month, even if there are some people that come most months, we decided that each meeting would stand-alone, and previous attendance would not be a pre-requisite. We also decided to give time for attendees to create and share their reflective goals for the month, and another time to share how well and if they had met their goals from the previous month. We call these times "check-outs" and "check-ins," respectively. The thought behind this is to provide a bit of continuity as well as a nudge to keep up on reflective goals throughout the month. I found the check-ins and check-outs to be a motivating factor in keeping up with the reflective goals that I'd set for the month.

I have found the creation and facilitating of the RP-SIG to be immensely satisfying and helpful both personally and professionally. I hope these reflections might be of some use to teachers interested in setting up similar

groups or getting involved with this one. Please be sure to let me know if you have any questions.

Mike blogs (and sometimes reflects) at <http://eltrantsreviewsreflections.wordpress.com/>

Personal email: michaelegriffin@gmail.com

Research SIG

By Joanne McCuaig

Local and Intl. Research Collaboration

Are you interested in research for the aim of publication? Looking for local or international collaboration? The Research SIG is here to help! We have contacted various international TESL organizations to request that notices for Research Collaboration be cross posted to our respective groups. To date these groups include:

- The Business English Special Interest Group of IATEFL: BESIG
- International Association for Language Learning Technology: IALLT
- California TESOL: CATESOL
- The Japan Association for Language Teaching: JALT
- Canadian Association of Second Language Teachers: CASLT/ACPLS

To submit a request, either locally or to one of the above mentioned organizations, you will need to fill out the Collaboration Request Template. Along with your contact details, research interest, and type of investigation, you will need to include a 250-word summary of your topic and the details of the request. You can also indicate if you are looking to lead a collaboration or join an existing one, and if you are interested in supporting other researchers or working with someone to support your own research.

This template, along with the contact methods for the above organizations, can be found on the R-SIG page of the KOTESOL site, and on the KOTESOL Facebook group (<https://www.facebook.com/groups/2324076718/>). For local collaboration requests, we ask that you post your requests on the Facebook page as there are currently 1500+ people that are members. If you do not use Facebook, please email your completed template to (rsig@koreatesol.org), and we will post it for you.

Academic Publishing Workshop

We had a great turnout for the Academic Publishing Workshop, held in Busan and Seoul on May 11 and 12, respectively, with close to 50 people in attendance. It consisted of two parts; the first about planning, executing and writing up research, and the second part was about preparing written work for publication. The speaker, Theron Muller, an American residing in Japan, regularly holds workshops on academic publishing and offers an online course. You can contact Joanne McCuaig of the Research SIG for his contact details. We thank Theron for making the trip to Busan and Seoul, and thank Brad Serl for assisting with the logistics for the Busan session.



Theron Muller's Academic Publishing Workshop in Seoul for the Research SIG.

Here's what a few of the attendees had to say about the workshop:

"I thoroughly enjoyed Theron Muller's lecture on writing for publication in TEFL/TESL. The presentation was to the point, and gave useful information on the various avenues for publication, the pitfalls in the publication process, and methods of success. Theron was a great lecturer and I appreciated the fact that he frequently allowed time for people to ask questions during his presentation. Not only did the lecture give me a lot of useful information, it helped me think of aspects of publication that I had not yet considered, such as ethical considerations. Beyond the lecture, the venue itself was great, and I felt, facilitated thought-provoking discussion amongst those in attendance. Overall, it was a well-organized and very worthwhile workshop."

– James Johnson, Seoul.

"1. Information regarding where to publish: I think this is an issue that a lot of your researchers encounter on their path to publishing for the first time and Theron provided an succinct explanation as to how we can find journals (SSCI), and in particular, find journals that will best match the content of the article we've written.

2. The editorial system: I find a lot of my colleagues, as well as myself, often guessing at how the process of submitting an article works and ultimately how to get your work

into the pages of an academic journal. I felt that the diagram, as well as Theron's own personal story, shed a lot of light on a topic that, prior to this workshop, I knew very little of.

3. Networking: As a researcher I find the three biggest hardships are finding money to help fund a project, finding new groups to sample, and lastly finding more researchers to collaborate with. The explanation of how to network using a variety of approaches, whether it be local or on-line or at conferences, was very useful information, I only wish that he might have provided a few more example of how to run or maintain some of these collaborative projects.

4. The dark side: I was very appreciative that he brought up the issue of questionable journals and the tips as to how we can avoid getting published in one of these types of journals.

Overall, I really enjoyed the workshop. I appreciated the fact that he gave us time to talk to one another about some of the issues he brought up rather than just lecturing to us for two hours. I felt he did a good job of personalizing some of his examples and that helped bring to life some issues that we as researchers may possibly encounter."

– Seth Yoder, Seoul.



KOTESOL MEMBERS IN THE NEWS

A glimpse of what is happening in recent months in the professional lives of members of KOTESOL.

Achievements

Liz Bailey (Cheongju University) completed her TESL Certificate at a Canadian institute in November. Ms. Bailey says that the certificate looks great on the wall beside her MLIS (Master's of Library and Information Science).

Rodney Stubbs (Woosong University) received his MA in TESOL-MALL (Multimedia-Assisted Language Learning) from Woosong University in February this year.

Ken Morrison (Daejeon-Chungcheong Chapter) received a teaching award from the Apple Corporation. He was named an ADE (Apple Distinguished Educator). There were 15 ADEs in Korea who received this honor in 2013. Ken was also one of 15 people in the Asia-Pacific region (Asia, New Zealand, and Australia) to be included in the ADE Showcase at the Asia-Pacific Apple ADE Convention in Indonesia in March 2013. Ken is teaching media, video, and presentation courses in the Communication and Culture Department of Linton Global College (Hannam University) in Daejeon. More info on ADEs can be found here: <http://www.apple.com/education/apple-distinguished-educator/>

Daniel Brown (Seoul) was nominated in the British Council's 2013 ELTons. His primary school course book series, "The Ever Realms," contextualizes the learning experience for students by delivery itself as a story game. The students immerse themselves into the course's fiction through the characters they create. It employs a method that fosters intrinsic motivation through the spontaneous creation of meaningful shared stories and the satisfying experience of problem solving, while also balancing in the extrinsic rewards of leveling-up a character and discovering amazing treasures. Daniel's series was nominated in the category of "The Macmillan Education Award for Innovative Writing," and it made the shortlist of seven nominees. Congratulations.

Conference Presentations

These KOTESOL members have presented at important domestic and international conferences outside of KOTESOL.

May 11, 2013

KAFLE Spring School, "Analyzing the Written Text: Tools and Research" at HUFU Graduate School, Seoul

Dr. Scott Miles (Daegu Hanny University): "Current Issues in Studies on English Reading."

Dr. Jeong-ryeol Kim (KNUE): "Introduction of a Program for Indexing English Reading."

June 1, 2013

2013 ETAK & ETRAK Joint Conference at Nazarene University, Cheonan, Chungnam.

Dr. Jeong-ryeol Kim (KNUE), Plenary Session: “Duck Swimming: Macro and Micro Dynamics of English Education.”

Dr. David Shaffer (Chosun University): “The Teaching of English Without Punctuation.”

June 14, 2013

The Spring 2013 KAGE National Conference at Seoul National University, Seoul.

Daniel A. Craig (Sangmyung University): “Systematic Curricular Change of a University General English Program.”

Dr. David Shaffer (Chosun University): “Motivating Factors for Professional Development in NESTs in General English Education.”

June 28-29, 2013

2013 International Symposium on Education, Psychology, Society, and Tourism at The Courtyard Marriot Times Square, Seoul.

Dr. David Shaffer (Chosun University): “Language Teaching and Learning with Technology: Student Use, Teacher Beliefs.”

Obituary

Jong-Hee Lee (1959-2013)



It comes with deep sadness to announce that former KOTESOL Publications Chair Jong-Hee Lee passed away on April 20 after a battle with illness. Dr. Lee was a professor in the English Department at the Samcheok Campus of Kangwon National University and Assistant Dean of Academic Affairs, an evergreen professional educator and polymath. A graduate of Chungnam National University, his career saw him venture abroad on a number of occasions to further his education with additional degrees and certifications coming from the University of New Hampshire, the University of London, the University of Durham, and the Russian State Pedagogical University. At the time of his passing, Prof. Lee was the Vice-President of MEESO, the Vice-President of Publications for ETAK, and the Gangwon Chapter President of STEM. His dedication to his profession and the field of linguistics had a contagious effect on the lives of many.

Survived by his wife and three daughters, Prof. Lee will be greatly missed by his peers, colleagues, and students at Kangwon National University. His ever-cheerful demeanor coupled with his passion for expanding the frontiers of his knowledge and the knowledge of others will remain in our memories and imprinted on our lives.

KOTESOL EVENTS CALENDAR

June 2013

Christian Teachers SIG Symposium

*Doing Justice, Loving Kindness, Walking Humbly:
Teaching English in accordance with Micah 6:8*
June 15, 2013; Handong Univ., Pohang, Gyeongbuk

KOTESOL National Council Meeting

June 29, 2013, 11 a.m.; Daegu
Kyungpook Natl. University, Woodang Education
Building (우당교육관) Room 201.
[Website Information](#)

August 2013

KOTESOL National Council Meeting

August 31, 2013; Venue, TBA

September 2013

Busan-Gyeongnam Chapter Conference

September 14, 2013

Daejeon-Chungcheong Chapter September Conference

September 28, 2013; Cheonan, Chungnam
[Website Information](#)

October 2013

KOTESOL 2013

The 21st Annual Korea TESOL Internl. Conference
“Exploring the Road Less Traveled: From Practice to
Theory” at Sookmyung Women's University, Seoul
October 12-13, 2013
[Website Information](#)

KOREA EVENTS CALENDAR

June 2013

2013 ETAK & ETRAK Joint Conference

A Perspective for Developing Dynamic English Education
June 1, 2013; Korea Nazarene University,
Cheonan, Chungnam
Contact: etakn@hanmail.net

2013 ISEPST: The 2013 International Symposium on Education, Psychology, Society and Tourism

June 27-29 2013, Marriott Times Square, Seoul

July 2013

LTRC 2013:

The 35th Language Testing Research Colloquium

*Broadening Horizons:
Language Assessment,
Diagnosis, and
Accountability*
July 3-5, 2013; Seoul

2013 KATE International Conference

*Tailoring English Teaching for the Foreign
Language Content*
July 5-6, 2013; HUFS, Seoul

2013 MEESO International Conference

*Localizing and Globalizing English Education: Its
Challenges and Opportunities*
July 13, 2013; Sookmyung Women's Univ., Seoul

August 2013

The 2013 KEES Annual Conference

Teaching & Assessing English Speaking & Writing
August 7, 2013; Hannam University, Daejeon

2013 PAAL International Conference

*Insights into Theory and Practice from Diverse
Educational Perspectives*
August 19-20, 2013; Ajou University, Suwon

2013 INTERNATIONAL ELT CONFERENCE CALENDAR

June 2013

J-SLA2013: The 13th Annual Conference of the Japan Second Language Association

June 1-2, 2013; Hachioji, Tokyo, **Japan**

4th EDIC: The 4th International Conference on English, Discourse and Intercultural Communication

June 4-10, 2013; Macau and Urumqi, **China**

ACSS 2013: Asian Conference on the Social Sciences 2013

Society, Environment and Trust: Towards Sustainable Systems of Governance

June 6-9, 2013; Osaka, **Japan**

ISB9: The 9th International Symposium on Bilingualism

Symposium Theme: *Multilingualism*

June 10-13, 2013; **Singapore**

The 2nd Annual International Conference on Language, Literature and Linguistics

June 17-18, 2013; **Singapore**

2013 ISEPST: The 2013 International Symposium on Education, Psychology, Society and Tourism

June 27-29, 2013; Seoul, **Korea**

International Conference on Learning and Teaching 2013

Transforming Learning and Teaching to Meet the Challenges of 21st Century Education

June 28-29, 2013; Shah Alam, Selangor, **Malaysia**

JSLs 2013: The Japanese Society for Language Sciences 15th Annual International Conference

June 28-30, 2013; Kwassui Women's University, Nagasaki, **Japan**

July 2013

SoLLs.INTEC: International Conference on Knowledge-Innovation-Excellence: Synergy in Language Research and Practice

July 2-3, 2013; Cyberjaya, **Malaysia**

The 35th Language Testing Research Colloquium (LTRC 2013)

Broadening Horizons: Language Assessment, Diagnosis, and Accountability

July 3-5, 2013; Seoul National Univ., Seoul, **Korea**

2013 International Conference on English Linguistics (ELSOK 2013)

English Linguistics: Past, Present, and Future

July 3-6, 2013; Seoul, **Korea**

AFMLTA 2013: The 19th Biennial Conference of the Australian Federation of Modern Language Teachers Associations

Inspire, Innovate, Interact

July 5-8, 2013; Canberra, **Australia**

WorldCALL 2013

Sustainability and Computer Assisted Language Learning

July 10-13, 2013; Glasgow, **UK**

ICEAS: International Conference on Education, Psychology and Society

July 26-28, 2013; Bangkok, **Thailand**

August 2013

COHDA 2013: Conference on Human Development in Asia

Change, Continuity and Diversity: Perspectives on Sustainability for Asia

August 6-8, 2013; Hiroshima, **Japan**

ICDL-EPIROB 2013: The Third Joint IEEE International Conference on Development and Learning and on Epigenetic Robots

August 18-22, 2013; Osaka, **Japan**

isIPAL 1st International Conference on TESOL

Improving TESOL: Pedagogies, Learning and Assessment

August 21-22, 2013; Laleh Hotel, Tehran, **Iran**

ICLLCS: 1st International Conference on Language, Literature and Cultural Studies

August 22-24, 2013; Pattaya, **Thailand**

ILCC 2013: International Language for Communication Conference

Engaging Global Community: Breaking the Barriers to Effective Communication

August 23-25, 2013; Kuala Lumpur, **Malaysia**

The 6th TEFLIN International Conference

Achieving International Standards in Teacher Education

August 27-29, 2013; Depok, **Indonesia**

JACET 2013: The 52nd International Convention

Collaboration and Relativization in English Language Education

August 30-September 1, 2013; Kyoto, **Japan**

September 2013

JALT CUE ESP Symposium - Hokuriku 2013

Getting Published in English: Opportunities and Obstacles

September 7, 2013; JAIST, Nomi, Ishikawa, **Japan**

Joint "SELF Biennial International Conference" and "ERAS Conference"

Self-Concept, Motivation and Identity: Underpinning Success with Research and Practice

September 9-11, 2013; **Singapore**

2nd World Congress on Extensive Reading (WC2)

Extensive Reading: Lighting New Ways to Language Learning

September 13-15, 2013; Yonsei Univ., Seoul, **Korea**

2013 International Conference on Education and Social Sciences

September 13-15, 2013; **Singapore**

IMETC 2013: The 7th International Malaysian Educational Technology Convention

Technology Enhanced Global Classroom Environment

Sept. 16-18, 2013; Bandung, West Java, **Indonesia**

8th TESOL Virtual Seminar of 2013

ESL is More Than Good Pedagogy: How to Forge Cultures of Recognition Within K-12 ESL School Settings

September 18, 2013; **Online**

The English Australia Conference

It's Still About the Students

September 26-27, 2013; Perth, **Australia**

LAL3: The 3rd Language Arts and Linguistics Conference

Use of Language Arts in Teaching Any Language

September 29-30, 2013; **Hong Kong, China**

IATEFL Webinar for September with Alan Maley

September 2013; **Online**

October 2013

9th TESOL Virtual Seminar of 2013

Implications & Applications of the Latest Brain Research for English Language Learners & Teachers

October 2, 2013; **Online**

KOTESOL 2013

The 21st Korea TESOL Internatl. Conference

Exploring the Road Less Traveled: From Practice to Theory

October 12-13, 2013; Seoul, **Korea**

The 12th Symposium on Second Language Writing

L2 Writing in the Global Context: Represented, Underrepresented, and Unrepresented Voices

October 17-21, 2013; Shandong Univ., Jinan, **China**

IATEFL Webinar for October

Learning to Speak 'merican, with Vicki Hollet

October 19, 2013, 3pm BST; **Online**

ICLALIS 2013: International Conference on Languages, Linguistics, and Society

The Developing Roles of Language in a Multi-faceted Society

October 22-24; Kota Kinabalu, Sabah, **Malaysia**

ACE 2013: The 5th Asian Conference on Education

Learning and Teaching in Changing Times

October 23-27, 2013; Osaka, **Japan**

ACSET 2013: The 1st Asian Conference on Society, Education and Technology

Learning and Teaching in Changing Times

October 23-27, 2013; Osaka, **Japan**

JALT 2013: The 39th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition

Learning is a Lifelong Voyage

October 25-28, 2013; Kobe, **Japan**

Asia TEFL 2013: The 11th Asia TEFL International Conference

Englises Across Asian Contexts: Challenges and Opportunities

October 26-28, 2013; Manila, **Philippines**

10th TESOL Virtual Seminar of 2013

Exploring the (Often) Unexplored: Sociopragmatics for Students, Educators, and Administrators

October 30, 2013; **Online**

THE KOTESOL DIRECTORY

National Officers

President

Dr. Mijae Lee

University of Suwon, Dept. of English Language & Literature, 2-2 San, Wau-ri, Bongdam-eup, Hwaseong, Gyeonggi-do 445-743. Work: 031-220-2375, Cell: 010-9915-2007, Home: 031-222-7697, (WF) 031-222-7522, Email: mjlee@suwon.ac.kr

1st Vice-President

Peadar Callaghan

Daegu University, Daegu. Cell: 010-8737-0430, Email: peadarcallaghan@gmail.com

2nd Vice-President

Jamie Carson

Gyeonggi-do Institute for Foreign Language Education (GIFLE), Pyeongtaek, Gyeonggi-do 451-882. Cell: 010-9838-1976, Email: 2ndvpkoreatesol@gmail.com

Treasurer

Kyowool "Winnie" Han

Hajung Elementary School, Siheung, Gyeonggi-do. Cell: 010-5033-9374, Email: kotesol.treasurer@gmail.com

Secretary

Leonie Overbeek

Seosin Middle School, Hwaseong, Gyeonggi-do. Work: 031-366-8410, Email: lionafrica@gmail.com

Immediate Past President

Robert Capriles

Korea National University of Education, Gangnae-myeon, Cheongwon-gun, Chungcheongbuk-do. Work: 043-230-3552, Cell: 010-3433-4799, Home: 043-218-9295, Email: capriles.kotesol@gmail.com

Korea TESOL General Email Address:

admin@koreatesol.org

Standing Committees

International Conference Committee Chair

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National University of Education, Gangnae-myeon, Cheongwon-gun, Chungcheongbuk-do; and Education Designers, Daejeon. Cell: 010-5429-2870, Email: cdusthimer@gmail.com

International Conference Co-chair

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Pai Chai University, Daejeon. Cell: 010-8249-3230, Email: conference2014@gmail.com

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Kangnam University, Yongin, Gyeonggi-do. Work: 031-280-3493, Email: daviddikim@gmail.com

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Korea National University of Education, Gangnae-myeon, Cheongwon-gun, Chungcheongbuk-do. Work: 043-230-3552, Cell: 010-6564-5425, Email: stoakley@gmail.com

Research Committee Chair

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Email: airtrday@hanmail.net

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Korea National University of Education, Gangnae-myeon, Cheongwon-gun, Chungcheongbuk-do. Work: 043-230-3537, Email: jrkim@knue.ac.kr

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Kwangju Women's University, Gwangju. Email: fsubilltesol@gmail.com

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Email: jmgedic@gmail.com

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Mokwon University, Daejeon. Work: 042-829-7448, Email: ipeuni2@daum.net

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Email: woosd@gjue.ac.kr

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Seoul. Cell: 011-9436-4609. Email: john.phillips2005@gmail.com

Webservices Committee Chair**B.T. Stoakley**

Korea National University of Education, Gangnae-myeon, Cheongwon-gun, Chungcheongbuk-do.
Work: 043-230-3552, Cell: 010-6564-5425, Email: stoakley@gmail.com

Publicity Committee Chair**Patricia Marion**

Korea Culinary Arts Science High School, Siheung, Gyeonggi-do. Cell: 010-2833-1309,
Email: presenterpatricia@yahoo.com

KOTESOL Chapters

Busan-Gyeongnam Chapter**President****Brad Serl**

Pusan University of Foreign Studies, Busan. Cell: 010-2717-1402, Email: bradleyserl@gmail.com

Vice-President**Christopher Miller**

Busan West Middle School, Busan. Cell: 010-5886-8614, Email: millechris@hotmail.com

Secretary**Jackie Bolen**

Dong-A University, Busan. Cell: 010-5063-7030, Email: jlbolen@gmail.com

Treasurer**Bruce McKinnis**

Busan Institute of Science and Technology, Busan. Cell: 010-4597-5070, Email: brucewmac@yahoo.ca

Web-editor**Rob Dickey**

Keimyung University, Daegu. Cell: 010-2272-0968, Email: rjdickey@content-english.org

Member-at-Large**John Pfordresher**

Busan. Email: pfordresher.john@gmail.com

Member-at-Large**Sarah Miller**

Changwon National University, Changwon, Gyeongnam. Cell: 010-5790-8081, Email: miller.sarah.lou@gmail.com

Chapter Email Address: bgkotesol@gmail.com

Daegu-Gyeongbuk Chapter**President****Dr. Heebon Park-Finch**

Keimyung University, College of Liberal Education, Daegu. Work: 053-580-5601, Email: heebonfinch@gmail.com // hbpark@kmu.ac.kr

Vice-President**Dr. Steve Garrigues**

Kyungpook National University, Dept. of English Language & Literature, Sangyeok-dong, Buk-gu, Daegu 702-701. Home: 053-950-7639, Work: 053-950-5129, Email: sgarrigues@gmail.com

Treasurer**Ed Brann**

Email: ed.brann@gmail.com

Secretary / Webmaster**Anne Hendler**

Email: annehendlergev@gmail.com

Membership Coordinator**Deborah Tarbet**

Keimyung College University, Daegu. Cell: 010-7647-0887, Email: deborahtarbet@hotmail.com

Member-at-Large**Josette LeBlanc**

Email: josette.leblanc@gmail.com

Chapter Email Address: dg.kotesol@gmail.com

Daejeon-Chungcheong Chapter**President****Kathy (Kyeongsook) Moon**

Wadong Elementary School, Daejeon. Cell: 018-417-0087. Email: kathy0087@gmail.com

Vice-President**Mike Peacock**

Woosong University, Culinary Arts Dept., Daejeon. Email: mpeacock@gmail.com

Vice-President – Cheongju**B. T. Stoakley**

Korea National University of Education, Dept. of English Education, Gangnae, Cheongwon, Chungbuk. Work: 043-230-3552, Cell: 010-6564-5425, Email: stoakley@gmail.com

Vice-President – Daejeon**Michael Jones**

Woosong University, Daejeon. Email: mdjemail@gmail.com

Vice-President – Cheonan**Young Hoon Sohn**

Hapdeok Elementary School, Cheonan, Chungnam.
Cell: 010-4466-9958, Email: Wi619nd@gmail.com

Treasurer**Aaron Dougan**

Cheongju National University of Education,
Cheongju, Chungbuk. Cell: 010-4193-0103, Email:
professordougan@gmail.com

Secretary**Elizabeth (Liz) Bailey**

Cheongju University, Cheongju. Email:
lizbailey2@yahoo.ca

Membership Coordinator**Ralph Cousins**

Pai Chai University, Daejeon. Cell: 010-8249-3230,
Email: conference2014@gmail.com

Member-at-Large**Rodney Stubbs**

Woosong University, Daejeon. Email: Cell: 010-
6474-3576, rodneystubbs72@gmail.com

Member-at-Large**Carl Phillips**

Woosong University, Daejeon. Cell: 010-5579-3998,
Email: crlphl@yahoo.com

Member-at-Large**Erica (Kyungnim) Kang**

Daejeon. Email: erica0579@gmail.com

Member-at-Large**Robert (Bob) Capriles**

Korea National University of Education, Gangnae,
Cheongwon, Chungbuk. Email:
capriles.kotesol@gmail.com

Member-at-Large**Andrew Griffith**

Kyocheon Elementary School, Daejeon. Email:
andrew.griffiths1982@gmail.com

Member-at-Large**Silayan Casino**

Woosong University, Daejeon. Email:
silayancasinowsu@gmail.com

Gangwon Chapter**President****Andrew Pollard**

Kangwon National University, Samcheok Campus,
Gangwon-do. Cell: 010-3914-2599,

Email: presidentgangwonchapter@gmail.com

Mailing Address: 245-711 강원도 삼척시 중앙로 1
강원대학교 삼척캠퍼스 인문사회과학관 205 호
(영미언어문화학과).

Vice-President**Michael Free**

Hongcheon County EPIK Coordinator, Hongcheon,
Gangwondo. Cell: 010-8893-3733, Email:
vpgangwonchapter@gmail.com

Treasurer**Scott Henderson**

Gangneung-Wonju National University. Cell: 010-
4414-0978, Email:
treasurergangwonchapter@gmail.com

Secretary**Amelie Kelly**

Kwangdong University, Gangneung, Gangwon-do.
Cell: 010-5539-0848, Email:
secretarygangwonchapter@gmail.com

Webmaster**Cody Tornow**

Jeongseon County EPIK Coordinator, Jeongseon,
Gangwon-do. Email:
webmastergangwonchapter@gmail.com

Gwangju-Jeonnam Chapter**President****Dr. David E. Shaffer**

Chosun University, College of Foreign Languages,
English Language Dept., 309 Pilmun-daero, Dong-
gu, Gwangju 501-759. Work: 062-230-6917, (Web
Fax) 0505-502-0596, Cell: 010-5068-9179, Email:
disin@chosun.ac.kr

Vice-President**Maria Neliza (Ynell) Lumantao**

KGIC, Gwangju. Cell: 010-2971-0174, Email:
ynell_alpha@yahoo.com

Treasurer**Lindsay Herron**

Gwangju National University of Education, English
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Email: Inherron@gmail.com

Membership Coordinator**Kristine Jill Dona**

Nongseong Elementary School, Gwangju. Cell: 010-
7680-4999, Email: chris.tan92@yahoo.com

Membership Coordinator**Henry Gerlits**

Gwangju University, Gwangju. Cell: 010-5039-0410,
Email: henry.gerlits@gmail.com

Member-at-Large**Gene Shaffer**

Korea Soongsil Cyber University. Gwangju. Cell:
010-2427-6917, Email: spiritmonger@naver.com

Member-at-Large**Julien McNulty**

Chosun University, Gwangju. Cell: 010-2128-7391,
Email: julienmcnulty@gmail.com

Member-at-Large**Jocelyn Wright**

Mokpo National University, Muan, Jeollanam-do.
Cell: 010-7387-7799,
Email: jocelynmnu@yahoo.com

Chapter Email Address:

gwangju_kotesol@yahoo.com;
gwangju@koreatesol.com

Incheon Chapter**Officers yet to be elected****Contacts****Nathan Rice**

firstvp@seoulkotesol.org

Stafford Lumsden

president@seoulkotesol.org

Jeju Chapter**President****Marlene Wilkinson**

Jeju Foreign Language Center, 43 Jeonnong-ro
(Samdo 1-dong), Jeju, Jeju-do 630031. Cell: 010-
9003-1840, Email: jejuchapter@gmail.com

Vice-President**Erin Williams**

EPIK, Seogwipo, Jeju-do. Cell: 010-5893-0711.
Email: erin.williams85@gmail.com

Treasurer**Christina Geiman**

Seogwipo Foreign Language Centre, Seogwipo,
Jeju-do. Cell: 010-2266-2079.
Email: christina.geiman2@gmail.com

Events Co-ordinator**Alister Martin**

Western Foreign Language Learning Centre, Halim,
Jeju-do
Email: truekiwiz2004@yahoo.com

Membership & Publicity**Alexis Oesterle**

Brother and Sister Academy in Jeju, Jeju-do
Email: alexis.j.oesterle@gmail.com

Webmaster**Darren Foley**

Kim's Junior English, Seogwipo, Jeju-do. Cell: 010-
4694-2133. Email: darrenfoley@gmail.com

TaLK Scholar Representative**Rebecca Stanton**

TaLK Scholar, Jeju, Jeju-do. Cell: 010-8683-9187,
Email: becca_stanton@hotmail.com

Chapter Email Address: jejuchapter@gmail.com

Jeonju-North Jeolla Chapter**President****Ingrid Zwaal**

Jeonju National University of Education, English
Education Dept, Jeonju, Jeollabuk-do. Cell: 010-
3650-2957, Email: scottietoy@hotmail.com

Vice-President**Owen McCaffrey**

Chonbuk University, Jeonju.
Cell: 010-5551-3128,
Email: owenmccaffrey@gmail.com

Treasurer**Phil Owen**

Kunsan National University, Dept. of English
Language and Literature, Miryong-dong, Gunsan,
Jeollabuk-do 573-701. Work: 063-469-4337, Cell:
016-665-6915, Email: philkotesol@yahoo.com

Secretary**Anjee DiSanto**

Chunbuk University, Jeonju. Cell: 010-2295-7625,
Email: anjeeteacher@gmail.com

Membership Coordinator**Amanda Maitland**

Chunbuk University, Jeonju. Cell: 010-4375-1470,
Email: maitland39@yahoo.co.uk

Webmaster**Allison Bill**

Jeonju University, English Language & Culture

Dept., 1200 Hyoja-dong 3-ga, Wansan-gu, Jeonju,
Jeollabuk-do 560-759. Cell: 010-6332-5191, Email:
allison.bill1@gmail.com

Chapter Email Address:
northjeolla@yahoo.com

Seoul Chapter

President

Stafford Lumsden

YBM Dongseong Center, Daegu,
Work: 053-431-0509, Cell: 010-6449-2579, Email:
president@seoulkotesol.org

1st Vice-President

Nathan Rice

Catholic University, Bucheon. Work: 02-2164-4700,
Cell: 010-7737-3504, Email:
firstvp@seoulkotesol.org

2nd Vice-President, Workshop Coordinator

John Steele

Chung-Ang University, Seoul. Cell: 010-6575-1214,
Email: steele@cau.ac.kr

Treasurer

Mary Jane Scott

Seokyeong University, Seoul.
Email: mjinkorea@gmail.com

Secretary

Lisa Bellamy

Email: lbellamy2002@yahoo.com

Membership Officer

Trevina Jefferson

Cyber Hankuk University of Foreign Studies, Seoul
Email: professor@trevinajefferson.com

Webmaster

Daniel Craig

Sangmyung University, Seoul. Cell: 010-6399-1726,
Email: dan@danielcraig.com

Publicity Officer

Mathew Raynor

Wall Street Institute
Email: Matthew.Raynor@wsekorea.com

Immediate Past President

Bruce Wakefield

Kyunggi University, Suwon Campus
Cell: 010-5584-5332, Email:
bruce_wakefield@hotmail.com

Hospitality Officer

Louisa Mcmillian

Cell: 010-8687-5885
Email: thinds76@gmail.com

Member-at-Large

Michael Handziuk

Seokyeong University, Seoul. Cell: 010-9407-1792,
Email: mmhandziuk@yahoo.ca

Member-at-Large

Christopher Plumb

Cyber Hankuk University of Foreign Studies, Seoul
Cell: 010-8934-5609
Email: christopherplumb@gmail.com

Member-at-Large

Ian Done D. Ramos

The University of Suwon, Suwon, Gyeonggi-do
Email: profiandone@gmail.com

Member-at-Large

Liz Comiskey

Seoul Sumyeong Elementary School, Seoul
Email: comiskeyliz@gmail.com

Chapter Email Address:

seoulchapter@gmail.com

Suwon-Gyeonggi Chapter

President

Young Ki Kim

Gyeonggi-do Office of Education – Suwon.
Work: 031-249-0236,
Email: komat850@goe.go.kr

Treasurer

Soon-a Kim

Byulmang Elementary School, Ansan, Gyeonggi-do.
Cell: 016-555-2117 Email: dreamksa21@hanmail.net

Outreach Coordinator

Myungok Choi

Anyang Girls' Commercial High School, Anyang,
Gyeonggi-do. Cell: 016-753-4193,
Email: cmo10000@hanmail.net

Membership Coordinator

Shinhyeong Lee

Cheoncheon High School, Suwon, Gyeonggi-do.
Cell: 010-88055979,
Email: dream8686@hanmail.net

Web Manager

Jeong Uk Heo

Hyoja High School. Cell: 010-8769-4927,
Email: jheo74@naver.com

Secretary

Daeyoung Kim

Suwon High School, Suwon, Gyeonggi-do. Cell:
010-5439-2258, Email: oneilo505@hanmail.com

Coordinator

Kyowool "Winny" Han

Janggok Elementary School, Siheung, Gyeonggi-do.
Cell: 010-5033-9374,
Email: 01winter@hanmail.net

Yongin-Gyeonggi Chapter

President

David D. I. Kim

Kangnam University, Yongin, Gyeonggi-do. Work:
031-280-3493, Cell: 010-5440-6305, Email:
david.d.kim@gmail.com

1st Vice-President

Robert Kim

Kyonggi University, Suwon Campus, Suwon,
Gyeonggi-do. Work: 031-249-0114 Ext. 9266, Cell:
010-8354-2627, Email: iamrmk@aol.com

2nd Vice-President

Martin Todd

Cell: 010-2424-5411
Email: mhtkorea@yahoo.com

Treasurer

Sean O'Connor

Suwon, Gyeonggi-do
Cell: 010-7238-1747,
Email: technical.kotesol@gmail.com

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Doria Garms-Sotelo

Cell: 010-2645-4763
Email: dgarms_2000@yahoo.com

Special Interest Groups

Christian Teachers SIG

Co-facilitator

Heidi Vande Voort Nam

Chongshin University, Seoul. Work: 02-3479-0356,
Cell: 010-9992-1984, Home: 02-892-1984, Email:
heidinam@gmail.com

Co-facilitator

Virginia Hanslein

Korea University, Sejong Campus. Jochiwon-eup,
Yeongi-gun, Chungcheongnam-do. Cell: 010-3601-
4826, Email: virginiarose818@gmail.com

Extensive Reading SIG

Facilitator

Dr. Scott Miles

Daegu Haany University, Daegu. Cell: 010-4787-
6846, Email: scottmiles67@yahoo.com

Multimedia & CALL SIG

Facilitator

B. T. Stoakley

Korea National University of Education, Gangnae-
myeon, Cheongwon-gun, Chungcheongbuk-do.
Work: 043-230-3552, Cell: 010-6564-5425, Email:
Stoakley@knue.ac.kr

SIG Email Address: callsig@koreatesol.org

Professional Development SIG

Facilitator

Robert Dickey

Keimyung University, Daegu. Cell: 010-2272-0968,
Email: rjdickey@content-english.org

Reflective Practice SIG

SIG Co-facilitator

Michael Griffin

Chung-Ang University, Seoul. Cell: 010-2418-2645,
Email: michaelegriffin@gmail.com

SIG Co-facilitator

Manpal Sahota

Seoul. Email: manpalsahota@gmail.com

Seoul Facilitator

Alex Walsh

Email: alexsrwalsh@gmail.com

Daejeon Co-facilitator

Suzanne Bardasz

KAIST, Daejeon. Cell: 010-4429-0311, Email:
suzanne.bardasz@gmail.com

Gwangju-Jeonnam Co-facilitator**Jocelyn Wright**

Mokpo National University, Muan, Jeollanam-do.
Cell: 010-7387-7799,
Email: jocelynmnu@yahoo.com

Gwangju-Jeonnam Co-facilitator**Maria Lisak**

Chosun University, Gwangju.
Email: gwangjumaria@yahoo.com

Daegu Facilitator**Josette LeBlanc**

Cell: 010-6520-1485, Email:
josette.leblanc@gmail.com

SIG Email Address:

kotesol.rpsig@gmail.com

Research SIG**Co-facilitator****Joanne McCuaig**

Hongik University, Seoul. Cell: 010-2013-2355,
Email: jmccuaig2@gmail.com

Co-facilitator**Dr. Eric Reynolds**

Woosong University, Daejeon.
Work: 042-630-9245 // 042-630-9895,
Cell: 010-4039-4392,
Email: reynolds.tesol.mall@gmail.com

Co-facilitator**David D. I. Kim**

Kangnam University, Yongin, Gyeonggi-do.
Work: 031-280-3493, Email: kdi@yonsei.ac.kr

SIG Email Address

rsig@koreatesol.org

Science & Spirituality SIG**Facilitator****Greg Brooks-English**

Yonsei University, Seoul. Cell: 010-3102-4343, Email:
brooksenglish@yahoo.com

SIG Email Address: ksssig@gmail.com

Young Learners & Teens SIG**Facilitator****Jake Kimball**

ILE Academy, Daegu. Cell: 010-5612-8366, Email:
ilejake@yahoo.com

SIG Email Address: ylsigkr@yahoo.com

KOTESOL Conferences**National Conference 2013****Conference Chair****B. T. Stoakley**

Korea National University of Ed., Cheongwon,
Chungbuk. (W) 043-230-3542, Cell: (C) 010-6564-
5425, Email: stoakley@knue.ac.kr

Conference Co-chair**Aaron Dougan**

Cheongju University, Cheongju, Chungbuk.
Cell: 010-4193-0103,
Email: professordougan@gmail.com

General Inquiries Email:

NCProgram@koreatesol.org

General Inquires Email:

natcon@koreatesol.org

International Conference 2013**International Conference Committee Chair****Carl Dusthimer**

Korea National University of Education, and
Education Designers, Daejeon. Cell: 010-5429-2870,
Email: cdusthimer@gmail.com

Conference Co-chair**Ralph Cousins**

Pai Chai University, Daejeon. Cell: 010-8249-3230,
Email: conference2014@gmail.com

Invited Speakers & Financial Affairs Chair**Dr. David E. Shaffer**

Chosun University, Gwangju. Work: 062-230-6917,
Cell: 010-5068-9179, Email: disin@chosun.ac.kr

Program Chair**Bradley Serl**

Busan University of Foreign Studies, Busan.
Cell: 010-2717-1402, Email: bradleyserl@gmail.com

KOTESOL Teacher Training (KTT)**Coordinator****Sara Davila (Acting)**

Email: kttcoordinator@gmail.com

Organizational Partner Liaison Services

Organizational Partner Liaison

Simon Gillett

Sookmyung Women's University, Seoul.
Cell: 010-2861-0594,
Email: gillett_simon@hotmail.com
OP Email: opliaison@koreatesol.org

KOTESOL Web Services

Webmaster

B. T. Stoakley

Korea National University of Ed.
Work Phone: 043-230-3542, Cell: 010-6564-5425,
Email: stoakley@knue.ac.kr

Membership Database

John Phillips

Cell: 011-9436-4609.
Email: john.phillips2005@gmail.com

Web Content

Robert Dickey

Keimyung University, Daegu. Cell: 010-2272-0968,
Email: rjdickey@content-english.org

Web Video

Jeroen Root

Email: daegujeroen@yahoo.co.uk

Calendars of Events

Dr. David E. Shaffer

Work Phone: 062-230-6917, Cell: 010-5068-9179,
Email: chosunu@yahoo.com

KOTESOL Publications

Korea TESOL Journal

Editor-in-Chief

Dr. Mijae Lee

University of Suwon, Hwaseong, Gyeonggi-do.
Work: 031-220-2375, Home: 031-222-7697,
Work Fax: 031-222-7522, Cell: 010-9915-2007,
Email: mjlee@suwon.ac.kr

Reviews Editor

Dr. Scott Miles

Daegu Haany University, Daegu. Cell: 010-4787-6846, Email: scottmiles67@yahoo.com

Korea TESOL Journal Email Address:

ktj.editor@gmail.com

KOTESOL Proceedings

Editor-in-Chief

Maria Pinto

Universidad Tecnológica de la Mixteca, Mexico.
Cell: +52 222 157 6777, Email: maevid@hotmail.com

Editor-in-Chief

Dr. David E. Shaffer

Chosun University, Gwangju. Work: 062-230-6917,
Cell: 010-5068-9179, Email: disin@chosun.ac.kr

KOTESOL Proceedings 2011 Email Address:

2011proceedings@gmail.com

KOTESOL Proceedings 2012 Email Address:

2012proceedings@gmail.com

The English Connection (TEC)

Editor-in-Chief

William Mulligan

Kwangju Women's University, Gwangju. Cell: 010-9883-2528, Email: fsubilltesol@gmail.com, Email: kotesolteceditor@gmail.com

Associate Editor

Manpal Sahota

Seoul. Email: manpalsahota@gmail.com

TEC News

Editor

Dr. David E. Shaffer

Chosun University, Gwangju. Work: 062-230-6917,
Cell: 010-5068-9179, Email: disin@chosun.ac.kr

Layout Assistant

Seonjin Yang

Chosun University, Gwangju. Cell: 010-3597-7933,
Email: lalala7933@naver.com

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



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