



**KOTESOL**  
대한영어교육학회

# THE ENGLISH CONNECTION

A Publication of Korea Teachers of English to Speakers of Other Languages

## Reflections on EFL Education in Korea and Japan

By Hyoung-Sook Cho

### Introduction to the Exchange Program

Members of the Pusan English Teachers' Group (PETG) participated in an exchange program to Japan on February 2-5, 2006. The main purpose was to pursue educational development by means of (1) observing English classes through team teaching and (2) participating in a joint workshop. This article illuminates some educational implications through noticeable similarities and differences in EFL education between Korea and Japan.

The Pusan English Teachers' Group (PETG) is a chapter of the Korean English Teachers' Group (KETG), which is associated with the Korea

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*Samuel Henderson*

**Teacher Morality**  
*Bill Snyder*

**Words on Loan**  
*Kevin Parent*



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

September 2006

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# THE ENGLISH CONNECTION

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**PRICE: FREE to members / 2,000 won (US\$2) to non-members**

## Main Events

After the hectic spring session at KOTESOL, I found myself having a relatively relaxing summer. The main event of the season has been the TESOL International Summer Academy, for which KOTESOL was one of the main supporters. I had the pleasure of meeting with TESOL President Jun Liu, who just took office in June, and to share with him the success of the Academy, due mainly to the four top-quality workshop leaders: David Nunan, Richard Day, Marc Helgesen, and Caroline Linse.

One of Dr. Liu's main goals during his term as president is to expand the global presence of TESOL, and as such, he and I have talked of the possibilities of future joint events between the two associations. We in KOTESOL pride ourselves as being a truly international society, with roughly 40% Korean professionals as our members, and most of the remaining 60% being foreign, native English teachers. I am enthusiastic about the prospect of future joint activities between the two establishments and am delighted to hear that Dr. Liu has accepted to be an invited speaker at our 2007 International Conference.

### President's Message

A main objective in our association has been to encourage professional development, which we firmly believe to be one of the most important ways for us to progress as teachers. When you have obtained your diploma to teach, you have, at the same time, accepted the responsibility to consolidate your professionalism. One way to meet these responsibilities is by becoming involved in a professional society such as KOTESOL.



A handwritten signature in cursive script, appearing to read 'Louisa Kim', written in dark ink.

**Louisa T.C. Kim**  
Korea TESOL President

In this light, I would like to thank this year's International Conference Committee for working throughout the summer, aiming to bring you a wonderful event that promotes professional development. It has truly been a busy summer for them, not only because of the need to prepare for the main event of the autumn, but also for the fact that family issues have occurred, thus making committee members' already full schedule even busier! My sincere gratitude to you all for ensuring that we will have yet another great conference! Pre-registration has been open since the first of August and will close on the 4th of October. If you want to get your member's discount, hurry and register now! You can find more details within the pages of this magazine.

On the international front, I am pleased to announce that KOTESOL has made the first steps in signing a partnership agreement with PALT, the Philippine Association for Language Teaching. We hope to have the final elements of the agreement ironed out and sign the agreement at our International Conference. This is an exciting new beginning for both KOTESOL and PALT, and I anticipate a promising partnership!

As this is my last President's Message, I would like to take this opportunity to thank a few people who have been my pillars during my presidency. They are: Dave Shaffer, Robert Dickey, Marilyn Plumlee (our current President-elect), Steve Garrigues, Kyungsook Yeum, and Jake Kimball. There are also numerous other people whose help and support I am deeply grateful for. Your encouragement in this last year strengthened me as a president, but more importantly, improved me as a person. I cannot thank you all enough for all your assistance and kindness.

Before I sign off, I would like to leave you with the following piece of wisdom - something to ponder as we all begin our new term:

Education is seldom about solutions; it's about building the ability to find your own solutions, based on theory, a certain set of developed skills, and heightened familiarity with the professions. (From Dr. Robert Dickey, 2006)

Have a great semester, everyone, and see you all at our International Conference!!



# THE ENGLISH CONNECTION

## *Contributor Guidelines*

*The English Connection* welcomes previously unpublished articles in the following categories:

**Feature Articles:** These should be 1,500-2,500 words in length and should present novel ESL/EFL methodology, classroom practice, materials design, teacher education, or inquiry and research applicable to this publication's readership.

**Short Features or Reports:** These should be 700-1,400 words in length and should focus on events of interest to EFL practitioners.

**Guest Columns:** Contributions to columns should be limited to 700 words.

**Reviews:** Reviews of books and other teaching materials should be no more than 500 words in length. Submissions should be of recently published materials not previously reviewed in a Korea TESOL publication.

**Calendar Items:** Submissions to the Corea Calendar or the World Calendar should be of less than 50 words and be for events having wide appeal among EFL practitioners in the East Asian context.

# *The Korea TESOL Journal*

## CALL FOR PAPERS

*The Korea TESOL Journal*, a refereed journal, welcomes previously unpublished practical and theoretical articles on topics of significance to individuals concerned with the teaching of English as a foreign language.

### **Inquiries / Manuscripts to:**

kotesol@asia.com

Submissions are being accepted for publication in

***Korea TESOL Journal, Volume 10.***

*The Korea TESOL Journal* accepts submissions on a continuous basis.

# The Conference Issue



The autumn issue is traditionally an expanded edition of *The English Connection*. A lot of excitement has been building over the past few months as the Annual International Conference rolls around. The additional pages in this issue support the Conference. Included for your convenience are plenary, featured speaker, and academic presentation schedules, Conference updates, elections information, and important notices. Be sure to visit the Conference web site for additional information.

## Look at What's Inside

- Hyoung-Sook Cho writes this issue's feature article titled, "Reflections on EFL Education in Korea and Japan." This informative essay on an exchange program with a school in Japan sheds light on some of the nuances of each school system and offers a vision for the future of education in Korea. Following the feature, Dr. David Shaffer's column, *Chapters in History*, outlines Cheongju Chapter, KOTESOL's serious but fun chapter north of Daejeon.
- International Conference information follows. In this section, readers will find a list of more than 130 academic presentations, the weekend schedule, Conference Committee Chair Allison Bill's *Conference Column*, notices, and Heidi Vande Voort Nam's Poster Project report, which also serves as our *Techniques* column. This is an exciting project sponsored by the Global Issues Special Interest Group. Members' participation is encouraged and will no doubt make our Conference more stimulating and artistic.
- We also welcome our newest columnist Dr. Bill Snyder, who will pen the *Professional Development* columns. Bill's first article touches upon "gray area" issues that concern many of us as teachers as we go about our daily business. Tim Thompson, guest contributor for *Training Notes*, writes on "Teaching Segmental Pronunciation." *Writing Right*, by Jack Large, offers readers several task-based activities for writing assignments. Scott Jackson, guest writer for *Culture Corner*, argues that understanding culture is the key to thinking in a foreign language.
- Yunsil (Lucy) Lee writes the *Members' Forum* column and voices her opinion about the value of NESTs and NNESTs. Dr. David Shaffer's *Membership Spotlight* introduces KOTESOL's incoming president, Dr. Marilyn Plumlee. In *Word Whys*, our guest writer, National Secretary Kevin Parent instructs readers about the history of Korean words entering the English lexicon. *Grammar Glamour* is a "must read," with Ksan Rubadeau writing about modals. Dr. Andrew Finch, in *Action Research*, continues the quest for validity in research, this time through triangulation.
- Of interest to young learner teachers is our book review, *Teaching English to Children in Asia*, reviewed by Jake Kimball, who also contributed the *Young Learners* column about using storyboards. Publications Committee Chair Mike Duffy contributes to a new column aptly called *FYI*. Mike informs us about the IELTS speaking test. Sam Henderson returns with *Connecting with CALL*, complementing Mike's article with "Online Interaction and Speaking Proficiency." Your recommended web site, ITESLJ, gets attention in *Web Wheres*.
- In other news, we have conference reports by Dr. David Shaffer, who attended The 11th Pan-Pacific Association of Applied Linguistics International Conference, PAAL's big little conference. Past President Dr. Joo-Kyung Park updates us on Asia TEFL's August conference in Japan.

## From the Editor's Desk

Jake Kimball, Editor-in-Chief



As KOTESOL is a dynamic community, it comes as no surprise that our regional chapters and Special Interest Groups have been busy over the summer. Read *KOTESOL in Action* reports to find out past, present, and future happenings in your area or professional interest. *Conference Calendars* are full of professional development opportunities here and abroad. To find out about your colleagues newsworthy achievements, read highlights in *'Round & About*. In parting, I ask each of you to peruse *TEC* page by page and consider not only how KOTESOL can meet your professional and personal needs, but also how you can get more involved in KOTESOL and make a difference to other members.



Continued from page 1.

Teachers' Union. Composed of approximately 20 research members, PETG conducts one main project every year. For example, our project for 2005 was to create and develop student worksheets on "English Grammar through Gramming," a process-based grammar of teaching/learning which we also followed up on at the 2006 workshop. We have regular meetings every Monday for the year-long research project. KETG has expanded its international partnerships for global cooperation and teacher development. It has also shared useful information in terms of English teaching with Shin-eiken, New English Teachers' Association, a nationwide Japanese teachers' association.



Co-teaching at a high school in Korea.

### **Tour of Sakibe Junior High School**

On February 3, one day after the preliminary PETG conference, PETG members and their Japanese counterparts went to Sakibe Junior High School, located in Sasebo, Nagasaki Prefecture, to observe an English class taught through team teaching. The following reflection contains comparisons of (1) primary teaching approaches and (2) instructional technology.

### **Teaching Approach: Co-teaching versus Team Teaching**

In a prior briefing, we were informed that team teaching would be conducted in an English class of 8th graders. In classes taught through team teaching, the two teachers are expected (1) to work together on performance of dialogs, (2) to help students complete group work, and (3) to be collaboratively responsible for classes. The strength of this method is that two, and in some cases, three teachers collectively and in turns can teach, assist with group-work, and provide individualized instruction. The model of team teaching in Sakibe Junior High School featured the native English-speaking teacher presenting sentence structures and tasks, followed by joint teaching to groups with a Japanese teacher.

Bilingual education often depends on cooperative teaching. In Korean classrooms, team teaching is also a tradition. Even Peace Corps volunteer teachers (1966-

1979) implemented team teaching with a native English-speaking teacher and a Korean teacher in class (Cho & Lee, 1991, pp. 476-479). Despite this tradition, the term *team teaching* is not used among Korean EFL teachers any more. Rather, *co-teaching* is widespread among current schoolteachers at the secondary level. They sometimes use this term to indicate all kinds of teaching with an English native-speaker teacher; for instance, two teachers who are in the same class at the same time and instruct a class, as well as individual teachers occupying a class in turn one after the other. In a broad context, both methods may be termed *co-teaching*. However, in a narrow and strict sense, *co-teaching* means teaching in a classroom simultaneously by a team, consisting of a Korean EFL teacher and a native English-speaking instructor. In fact, regardless of its origin or its academic definition, Korean English teachers use the term *co-teaching* to mean "team teaching with a Korean EFL teacher and a native English speaking teacher." In terms of terminology, *co-teaching* tends to be utilized to indicate the classes by a Korean EFL teacher and an English native speaker in Korean educational setting whereas team teaching is the term used by Japanese EFL teachers in Japan (Han, 2006; Yunhap News, 2005).

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## *Japanese "team teaching" vs. Korean "co-teaching"*

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Meanwhile, it is unlikely that two Korean schoolteachers appear in one class together at the secondary level in this country. While observing the English class at Sakibe Junior High School, all the Korean visitors were surprised and interested in how Japanese teachers set classroom roles. The follow-up discussion session was full of curiosity and questions concerning (1) the discomfort Japanese EFL teachers might feel, (2) how to handle the different roles, (3) teachers' preference for team teaching, and (4) the school's financial support.

Team teaching in Japan seems to be effective in that 2-3 teachers can manage a class collaboratively and help language learners. Therefore, Sakibe's model paves the way (1) for an initiative for individualized instruction, and (2) content-based instruction or interdisciplinary study by means of involving other content subject teachers.

### **Use of Instructional Technology**

In Korea, the EFL class model is to employ ICT (information and communication technology). It aims at motivating and enhancing efficiency through tuning in to learning strategies of Korean language learners who are familiar with ICT media including the Internet. ICT instruction includes a variety of forms (Ahn, 2002, pp. 57-63): (1) use of CD-ROMs, (2) web-based teaching through the Internet, (3) use of CMC

(computer-mediated communication), and (4) use of software (e.g., PowerPoint, MS Publisher, and Flash). As a result of LAN service being a “ubiquitous learning” system built in school buildings, many EFL teachers implement a task-based writing curriculum using an electronic portfolio (Kim, 2005), and web-based instruction, such as webquests, beyond the use of CD-ROMs and various software. The Education Office requires public school teachers to learn ICT skills (PowerPoint, Word-processing, MS-Excel) through teacher training programs, and teachers often implement some kind of ICT instruction for professional survival and promotion.

During the spring semester of 2003, I had the opportunity to sign up for a teachers’ training course at Clark Central High School and Pinewood After-School program in Athens, Georgia, USA. ESL teachers in the US rarely relied on ICT media. Similarly, Japanese EFL teachers in team teaching environments put slips of paper on the board instead of utilizing CALL (Computer-Assisted Language Learning), in the form of PowerPoint projection, Internet resources, or multimedia materials. My point is that Korean educators frequently use ICT applications, whereas American and Japanese counterparts seldom take advantage of technology.

### Participation in the Korea-Japan Joint Workshop

On February 4, PETG visitors took part in a joint workshop with Japanese teachers and students of the Nagasaki Chapter. Participants shared valuable information, compared Japanese and Korean educational issues, compulsory education, English education, and working conditions. *A Study on English Grammar*, the 2005 project by PETG, was presented and briefed, focusing on the concept of “grammaring” and worksheets.

In addition, the introduction of *Yutori* (relaxed style) education in Japan results in a variety of student-centered activities and a reduction in subject

requirements in the curriculum. *Yutori* education emphasizes the diversity of student activities. Based on interviews, Japanese teachers were reportedly worried about low academic achievement, and in a similar vein, quite a few teachers felt burdened by management of student club activities. The Japanese educational revolution contributes to a shift in the educational goal from transmission of knowledge to creativity-orientated education to foster pools of human resources for the future. Although questions have been raised in the area of academic competence, student activities are based on *Bu-katudo* (club activities in Japanese tradition) and *Yutori* education under the principle that creativity should be a requisite for the future. This is similar to Korea’s plan to advance creative and gifted education.

## Korean educators use more ICT applications.

The Korean Ministry of Education requires public schools to implement tracking in English, and at the same time, nurture gifted education programs. Also, diverse out-of-school programs based on creativity have been developed recently in accordance with the 5-day workweek. The Office of Education has continued to set up teacher training programs on a large scale for gifted education, as well as excellence in education.

### Educational Implications and Further Discussion

This reflection contains some interesting developments in EFL education in Korea and Japan, but the article includes some limitations. The school I referred to in Japan is located in a small village, Sasebo, in Nagasaki Prefecture, which might be quite different from those in large cities in Korea. From a Korean educator’s point of view, I am offering educational implications for future development in EFL education.

**Table 1. Comparison of Educational Situations**

	Korea	Japan
<b>Semester</b>	2 Semesters/1 year	3 Semesters/1 year
<b>During Vacation</b>	Usually staying at home. Working at school-optional.	Expected to work at school.
<b>Students’ Activity</b>	Perfunctory. Less emphasis.	Spending weekends and vacations on it. Much emphasis.
<b>Status of English</b>	A foreign language together with French, German, Japanese, etc.	English is not commonly used in daily life though recently considered for official language status.
<b>English Education</b>	EFL Education	EFL Education
<b>Beginning EFL</b>	1) Learning from 3rd grade of elementary school. 2) Supposed to learn from 1st grade as of 2008.	Learning from 1st grade of junior high school.



Team teaching deserves to be explored for interdisciplinary and individualized EFL instruction. *co-teaching* in Korea usually indicates teaching English with a Korean teacher and English native-speaker teacher. The Korean approach focuses primarily on improving communicative competence in EFL education. By contrast, the Japanese method allows language learners to approach content-based exploratory lessons in English classes. Furthermore, the Japanese pursuit of “creativity” needs to be examined for excellence in EFL education including gifted education in Korea. One of the current focuses by

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*Japan shifts from transmission of knowledge to creativity-orientated education.*

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the Korean Ministry of Education is excellence in education to produce citizens capable of competing in a competitive environment. Gifted education in this country has drastically declined. The objective of gifted education is to take creative education beyond advanced placement programs and enrichment models. In this point, the Japanese creative education system may be similar to the Korean gifted education program. Finally, in terms of utilization of instructional technology in the classroom, Korea is the leading country in the world, providing exemplary models. The expectation of teachers making use of instructional

technology is, likewise, higher in Korea. Still, educators are expected not only to develop technological skills, but also to implement content-based lessons. Ultimately, I hope that the presented comparisons can contribute to understanding language teaching/learning in Northeast Asia.

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**The Author**



**Hyoung-sook Cho** became interested in bilingualism and gifted education while she was pursuing her M.Ed. in TESOL at the University of Georgia. She is now a doctoral candidate in the Dept. of English at Pusan National University. Her research interests are EFL education for the gifted, linguistically gifted students' learning strategies, and intercultural issues in English education.  
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**Coming in March, 2007**

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**The 3rd Young Learners Symposium**  
**Creating Young Learner Materials**

**Kyungpook National University**  
**Language Institute, Daegu**

# KOTESOL Kalendar

Compiled by Jake Kimball

## Conferences

**Oct 28-29 '06** The 14th Annual Korea TESOL International Conference: "Advancing ELT: Empowering Teachers, Empowering Learners." Sookmyung Women's University, Seoul. (Email) KOTESOL2006@gmail.com (Web) <http://www.kotesol.org/conference/2006/>

**Oct 27-28 '07** The 15th Annual Korea TESOL International Conference: "Energizing ELT: Challenging Ourselves, Motivating Our Students." Sookmyung Women's University, Seoul.

## Calls for Papers

**Ongoing.** Korea TESOL Journal, Vol. 10. (Email)

# Corea Calendar

Compiled by Jake Kimball

## Conferences

**Oct 18-22 '06** Oxford Children's Day. Featuring Ritsuko Nakata & Clare Hambly. Oct 18 - Busan, Oct 19 - Daegu, Oct 20 - Cheongju, Oct 21 - Daejeon, Oct 22 - Seoul. Email: [oxford@oxford.co.kr](mailto:oxford@oxford.co.kr), Phone: 02-757-1327

**Oct 21 '06** The Fall Joint Conference of the Linguistic Society of Korea and the Linguistic Association of Korea. Chosun University, Gwangju. (Email) [hongsh61@hitel.net](mailto:hongsh61@hitel.net) (Web) <http://linguistics.or.kr>,

**Oct 27-28 '06** The Applied Linguistics Association of Korea (ALAK) International Conference: "Exploring Second Language Classrooms." Korea University, Seoul. (Email) [holee72@gmail.com](mailto:holee72@gmail.com) (Web) <http://www.alak.or.kr/>

**Nov 4 '06** The 2006 Pan-Korea Teachers' Association

Douglas Margolis at [Margolis@hawaii.edu](mailto:Margolis@hawaii.edu), [Margolis@igse.ac.kr](mailto:Margolis@igse.ac.kr)

## Chapter Meetings/Workshops

**1st Saturday of the month:** Daegu-Gyeongbuk, Daejeon-Chungnam, and Gangwon Chapters.

**2nd Saturday of the month:** Gwangju-Jeonnam and North Jeolla Chapters.


**3rd Saturday of the month:** Seoul and Suwon-Gyeonggi Chapters.

**4th Saturday of the month:** Busan-Gyeongnam Chapter.

**Last Saturday of the month:** Cheongju Chapter.

• For monthly meeting details, check individual chapters' event schedules at [www.kotesol.org/chapters.shtml](http://www.kotesol.org/chapters.shtml)

## Submissions


All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: TEC Calendar (Email) [KOTESOL@asia.com](mailto:KOTESOL@asia.com) 

(PKETA) International Conference: "Emerging Issues in TEFL Research and Practice." Tongmyong University, Busan. (Web) <http://www.pketa.org/>

**Nov 11 '06** Cambridge Day 6. Academic presentations by Jack Richards, Ron Carter, Steven Brown. Sookmyung Women's University, Seoul. Free admission, lunch provided. Pre-registration required. Email: [cambridgeday@yahoo.com](mailto:cambridgeday@yahoo.com)

**Nov 18 '06** The 2006 Korea Association of Multimedia-Assisted Language Learning (KAMALL) Annual Conference: "Graded Instruction and Multimedia-Assisted Language Learning." Hankook University of Foreign Studies, Seoul. (Email) [englishnet@cau.ac.kr](mailto:englishnet@cau.ac.kr) (Web) <http://www.kamall.or.kr>

**Dec 16 '06** The Korea Association of Foreign Languages Education (KAFLE) Annual Conference: "Recent Trends and Future Directions in Developing Foreign Language Materials." (Web) [www.kafle.or.kr](http://www.kafle.or.kr)

**Jan 20 '07** The Korea Association of Primary English Education (KAPEE) Annual Conference: "New English Education Policy and Elementary English Education Challenges." Cheongju National University of Education, Cheongju. (Tel.) 043-299-0823 (Web) <http://www.kapee.org/> 

## Cheongju Chapter:

By P. Hwang, E. Newson, and M. Parker

**K**orea TESOL was founded in 1992 and quickly expanded to six active chapters throughout the country. For Chungbuk Province, however, the closest venue available to attend a local meeting was across the border in Daejeon. Although Korea had more than a half-dozen larger chapter-less cities, by 1997, growing interest and motivated members in the Cheongju area spearheaded a move to form an independent chapter under the guidance of Rodney Gillett, considered the chapter's founder.

Since expansion was a relatively new idea, forming a new chapter was a significant step for KOTESOL. This was before either the Gangwon or Suwon-Gyeonggi Chapters had formed and at a time when a single Jeolla Chapter was serving two provinces. By the fall of 1998, Erik Newson, Brian Fingler, and Kent Zado, had successfully organized a new chapter that had received formal recognition by KOTESOL. The new executive consisted of these three men, all serving in the capacity of co-chair to direct a thriving, community-based educational society serving and supporting EFL teachers of all ilk, both Korean and expatriate.

In late 1998, the Chapter's first elections were held. Erik Newson became President; Brian Fingler, Vice-President; and Kent Zado, Secretary-Treasurer. The chapter planned ELT presentations for each meeting and was blessed to have well-known speakers both from within and outside of KOTESOL. Exemplifying this was Andrew Todd who presented at the inaugural meeting on interactive games in the classroom, keeping in mind basic tenets of child psychology. This set the tone for the group for the coming year - packaging serious learning in a fun wrapper. Many local members have also contributed to this theme with presentations of their own over the years.

By the beginning of 1999, two of the Chapter's founding members were gone - Gillett to Fiji, Zado to Gwangju - and Laura Dominguez stepped in to take an active role in Chapter activities. (Laura's untimely death in 2001 was a devastating loss to the Chapter and the community.) That year was filled with interesting and informative presentations at the monthly Chapter meetings; attendance averaged about 15 people per meeting.

In 2000, the Chapter took the show on the road by holding a monthly meeting in the other major city of

Chungbuk Province - Chungju. The highlight was Holger Nord giving a stimulating presentation on how advertisements can be implemented as a teaching tool. That year, Paul Hwang became active in the chapter as Treasurer, and in the fall elections found himself elected as Chapter Vice-President. Regular meetings continued to be held at Cheongju University. In early 2001, Hye-ran (Nicole) Kim was added to the Chapter executive as Treasurer and Larry Hoffarth as the Chapter's first Webmaster. Under Larry's stewardship, the Chapter's web site dramatically improved, becoming a main source of Chapter information for the first time. This was, in part, responsible for chapter meeting attendance increasing to 30 attendees!

### Chapters in History

Series Editor: David E. Shaffer

The year 2002 saw Chapter President Erik Newson leave for a position in Busan. Paul Hwang took over as President and Larry Hoffarth volunteered to take on the position of Vice-President in addition to that of Webmaster. Larry's web designing skills and indefatigable effort to collect pertinent data and relevant content for the Chapter web site facilitated a more accessible source of information for our members in the province and attracted many newcomers - it also earned him the position of National Webmaster. People even inquired about positions in the area from abroad and became Chapter members upon arrival in Cheongju.

The web site had really become the keystone to a successful year in many ways. Interested participants could read about what KOTESOL was, and what was scheduled for the month and beyond. Photos of Chapter members and Chapter events were posted. Helpful tips for new teachers and foreigners to Korea were available, including factoids of the country, province, and city, with maps and popular stores. Links to our National web site directed people to all things KOTESOL. Larry had gone beyond the call of duty by maintaining a discussion board and creating an online book exchange program. The web site had become the face of the Chapter. As 2002 came to a close, Larry said good-byes and prepared for a return to Canada. Paul Hwang was urged to serve another year as

President and Hye-ran Kim became Vice-President/Treasurer. The year closed out with a Christmas Dinner rather than the regular December meeting. The following year, 2003, went well for the new executive, though they were lacking a webmaster. The Chapter meetings were booked with another year of outstanding presentations that engrossed and informed. At the end of the year, Paul Hwang announced his retirement from the Chapter presidency and an incoming president was designated.

The year 2004 started with a fresh Chapter executive led by Maureen Parker. Though lacking in experience, they brought with them the drive that began the Chapter. Many new changes were tried: a members-only raffle, a needs analysis, and even an emphasis on social networking. Some were more successful than others in regaining the membership numbers that had dipped so drastically with many of the old guard going on to new chapters in their lives. Attendees saw immediate benefits for becoming a member beyond simply attending the free meetings. One of the most effective tools was an appreciative inquiry into the actual professional needs of the members. From that survey, a good fit was created between the list of speakers and the presentation topics offered, and membership levels came back to what they had been at the inception of the Chapter.

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### *The web site really became the Chapter keystone.*

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Vice-President Nicole Kim took over the leadership role in 2004 due to Maureen's departure to China. With a change in leaders, the resulting loss of the meeting space dealt a blow to meeting attendance and Chapter activity. This crisis resulted in using a meeting venue which was independent of a president's worksite. A subsequent change in venue caused membership to drop to dangerously low levels once again.

The fall of 2005 saw the return of Maureen to Korea and to the Chapter presidency. Along with this came a change of the Chapter meetings to a new location. An emphasis on rebuilding the Chapter became a

necessary goal. The following summer saw the departure of long-time secretary Eva Szakall and the arrival of many new faces on the Chapter executive as well as a vast band of volunteers ready and eager to help out. Some of the Chapter highlights for the spring of 2006 were a family picnic and a publisher's day. Cheongju Chapter has a reservoir of potential, and with eager bodies and events such as this spring's, the Chapter hopes to expand Chapter activities and member benefits - and packaging them in a fun wrapper.


## **Cheongju Chapter Presidents**

<b>1998 - 2000</b>	<b>Erik Newson</b>
<b>2001 - 2003</b>	<b>Paul Hwang</b>
<b>2004</b>	<b>Maureen Parker</b>
<b>2005 - 2006</b>	<b>Hye-ran (Nicole) Kim</b>
<b>2006 -</b>	<b>Maureen Parker</b>

### **The Authors**

**Paul Hwang** hails from Southern California and graduated from the University of California, Irvine with a major in English Literature and a minor in Film Studies. He began teaching English in Korea in 1996 and has taught at Juseong College, Seowon University, and Cheongju University. Email: posang@hotmail.com

**Erik Newson** is a founding member and first president of Cheongju Chapter. He has been in Korea for twelve years and is currently teaching at Pusan National University. He also served as Busan Chapter President for about a year. At present, he is completing his MSc. TESOL dissertation with Aston University. Email: erikshin@hotmail.com

**Maureen Parker** went to China in 2004 to do teacher training at a university there. Since then she has received TESL certification and is working toward an Adult Education Diploma from the University of Victoria (Canada). She truly loves teaching in the kindergarten classroom of the Sogang Language Program Institute in Cheongju. Email: maureenparker@hotmail.com 

**KOTESOL 2006**

**Pre-register & Save!**

**Conference pre-registration ends October 4**

<http://www.kotesol.org/conference/2006/>

## 'Round & About KOTESOL

**May 15. Dr. Robert Dickey** (OP Liaison) has authored *English for Public Administration*. (Student's Book, & Teacher's Book) [English for Public Managers, Module 1.] Hanoi: British Council Vietnam. This is the first of four 30-hour course modules designed to develop English skills specific to the needs of Vietnamese government officials in public administration reform.

**May 26. Alex Pole** (Seoul Chapter ASK Editor) and his wife Yongim have become the proud parents of twin boys, Edward and Michael. Alex is "extremely happy" with his initiation to parenthood. It has given him a new appreciation of what it means to be a mother ... and a father. We wish them all the best.

**May 27. Mary-Jane Scott** (Seoul Chapter) was elected President in the Chapter election held at the Seoul Chapter Conference. [See *Who's Where in KOTESOL* for the new chapter officers.]

**June 19-24. Dr. Marilyn Plumlee** (First Vice-President) flew to France, via Dubai, to attend ELCO, Ecole Linguistique de Corpus Oraux (Linguistic Institute for Spoken Corpora), a one-week summer institute sponsored by the French national scientific research foundation (CNRS) and held at the University of Nantes. Lured by her interest in prosody, Marilyn was the only native English-speaking participant at this French-language convocation. She summed it up as a "working vacation for a linguist - a dream!"

**June 22. Adriane Moser** (Gwangju-Jeonnam Chapter) has moved back to Gwangju to undertake MA studies at Chonnam National University after receiving National Board Certification in English as a New Language/Early and Middle Childhood in the U.S., where she taught the past couple of years as an elementary school teacher.

**June 29 - July 1. Dr. Robert Dickey** (OP Liaison) presented at the Integrating Content and Language in Higher Education (ICLHE) 2nd International Conference in Maastricht, Netherlands, where he overviewed the situation in Asia through his presentation "Asian Perspectives for Content + Language Instruction."

**June. Ingrid Zwaal** (North Jeolla Chapter President, Intern'l Conference Comm.) has published her first book! Ingrid and nine other professors have collaborated to produce *Nori-reul hwalyong-han sinna-neun gyosil su-eop* (Practical and Exciting Classroom Activities), an activity book to supplement the ten textbooks of the elementary school curriculum. Ingrid was in charge of the English section. She has also reached the one-year milestone for her weekly column in the *Sae-Jeonbuk Sinmun* (New Jeonbuk Newspaper) entitled "My Life in Jeonju." Look for it on Fridays.

**July 17. Ryan Cassidy** (Gangwon Chapter) has been conferred an MA-TESOL from the University of Birmingham. His thesis is entitled *Alternative Representations: A Critical Comparison of Two News Stories*. From a critical discourse analytic perspective, he compared representations of a 2004 battle between US Marines and the Mahdi Army from two different media sources. It suggests a need for language teachers to develop students' critical reading skills to counteract inherent media bias of events.

**July 27-29. Dr. David Shaffer** (TEC Assoc. Editor, Treasurer) spent three rain-filled days in Chuncheon absorbed in the 11th Pan-Pacific Association of Applied Linguistics (PAAL) International Conference which was permeated with outstanding presentations by international presenters. David presented his recent work in using conceptual metaphor in teaching proverbs. [For more on the conference, see the PAAL 2006 report in this issue.]

**July 29-30. Jennifer Emerson Ko** (North Jeolla Chapter) took part in the TESOL International Summer Academy in Seoul. She participated in the Listening Skills workshop lead by Marc Helgesen. Jennifer is a true professional, making time to attend this intensive workshop between having her third child, Dori Emmaria, on March 23rd and working on her master's in Curriculum and Teaching from the University of Scranton (USA).

**August 18-20. Dr. David Shaffer** (TEC Assoc. Editor, Treasurer) was in southern Japan for the Asia TEFL Conference as an executive director and presented on "Introducing Proverbs via Conceptual Metaphor and Images." Also braving the Fukuoka typhoon were Dr. Sang-ho Han (Past President), Asia TEFL Treasurer, who gave a presentation entitled "English Teacher Awareness and Professional Development." In addition, Dr. Joo-Kyung Park (Past President), Asia TEFL executive director; Dr. Robert Dickey, Asia TEFL director; and Demetra Gates Choi (Seoul Chapter) lead a colloquium on "English Immersion Programs in Korea." In conspicuous view at the Saturday evening reception were a troupe of 17 "kimono girls," which included Dr. Park and Maria Lisak (KTT Coordinator) donning splendid Japanese kimonos. [See the *Asia TEFL 2006* report, this issue, for more details.]

**Sept. 9. Dr. Marilyn Plumlee's** (First Vice-President) article "How Do the Dynamic Factors of Korean Society Translate into Language Learning Practices?" appeared in the September issue of *Korea Policy Review*, available online at <http://www.korea.net/multimedia/attach/kpr/20060912.pdf>

**Sept. 16. Young Ki Kim** (Member-at-Large, Suwon-Gyeonggi Chapter) has crossed the ocean to make a return trip to Madison, Wisconsin, USA, to lead a group of 12 English teachers to observe the joint program between the University of Wisconsin and the Gyeonggi Institute for Foreign Language Education. Young Ki was first there in 2004 as a teacher supported by GIFLE. He will return October 15.

[Compiled by David E. Shaffer]

## Supplement Your Chapter Activities

# *Special Interest Groups*

- Young Learners
- Christian Teachers
- Writing and Editing
- Global Issues
- Spirituality in ESL
- Vocabulary Acquisition
- CALL
- Research
- Teacher Education & Development
- ELT Leadership & Management

<http://www.kotesol.org/sig>

## Marilyn Plumlee: “Personne Internationale”

One would not expect it from her appearance nor from a knowledge of where she was born and raised, but Marilyn Plumlee is an international person in the true sense of the term. Marilyn is in our spotlight for this issue, but as KOTESOL’s incoming president, she will be in the spotlight for a full year, beginning with our October conference. At present, Marilyn serves as First Vice-President, and as such, she is charged with oversight of KOTESOL’s nine chapters. In this position, she has visited all but one of the chapters, stimulating dialogue with each chapter, between chapters, and with the National Council. She is also Guest Services Committee Chair, the largest subcommittee within the International Conference Committee, a position which she also held last year. .

During her upcoming year as KOTESOL President, Marilyn plans to devote her energies to furthering collaboration between chapters and within the national executive to solidify and upgrade existing programs and to promote new programs to serve KOTESOL’s professional development needs. She also sees the need to publicize the membership KOTESOL’s array of programs, and hopes to broaden the membership base to include more Koreans and to articulate more clearly KOTESOL’s position within the English teaching community in Korea.

Since coming to Korea in 2000, Marilyn has been a professor at Hankuk University of Foreign Studies. There she teaches undergraduate students in the English department, graduate-level courses in general English linguistics, and TESOL graduate and certificate program courses, as well as the occasional course in cross-cultural communication and interpretation-translation. In addition to this two-person workload, Marilyn holds two administrative positions: Director of the International Student Office, tasked with globalizing the campus, and Co-director of the International Summer Session in Korean Studies.

The road to Korea for Marilyn began in Wichita, Kansas, USA, winds itself around much of the world, and contains many intervening stopovers. In high school back in Wichita, Marilyn was the President of the Future Teachers Club and a member of the student council. Higher education took her to the University of

Kansas where she majored in Secondary Education for teaching French and German, and began her international experience. A summer program took her to Quebec, an Academic Year Abroad program took her to Bonn, and a graduate scholarship took her to Paris. Her language learning experiences, past and present, heavily influence the way she approaches English teaching today.

Marilyn’s graduate scholarship lead to eleven years of life in Paris. As a graduate student, she taught English and German to adult French and worked as a trilingual tour guide, then moved on to a position in international educational exchange administration, culminating in the European directorship of the School Exchange Service. Marrying in Paris, where she began studying Arabic, Marilyn went with her husband to his new position with an international organization in Djeddah, Saudia Arabia, in 1979. There she taught English and coordinated the French program at the Women’s Language Institute.

The year 1982 found Marilyn in Los Angeles, her home base for the next eight years while working and touring the U.S. as the personal manager and sign language interpreter for a deaf actor/mime from Poland. Becoming immersed in Deaf culture proved to be a life-altering experience for her. The next move was across the continent to Miami for two years of work for the British-based Regency Language Center. The next stop was the University of North Dakota, where her husband had taken up a position. During her three years there, Marilyn taught ESL, French and Arabic, did sign language interpreting and completed an M.A. in Linguistics, doing her thesis on the structure of contact sign language.

With the ink still drying on her parchment, Marilyn headed to the University of Hawaii to begin six years of Ph.D. work and involvement in Hawaii language issues. She completed her dissertation on the use of prosody in Korean immigrants’ English narratives three years after making the jump to Korea in 2000.

Western Europe, the Middle East, North America, the central Pacific, and South Korea - in each of the places that Marilyn has lived and worked, the language and culture have become an embedded part of her identity. She truly deserves the moniker “personne internationale.”

### Membership Spotlight

By David E. Shaffer



# Empowering Teachers, Empowering Learners

By Allison Bill

The vision for the 14th KOTESOL International Conference comes from a desire to support teachers in their professional growth. This year's invited speakers are a cross-section of what it means to be a professional in ELT.

## Plenary Speakers

This year, we are honored to have plenary presentations from three ELT professionals who are strong practitioners and academics. Our opening plenary speaker this year will be **Dr. Jack Richards**, well known as both an academic and a curriculum designer. Rare is the teacher who has not used *Interchange*, and rare is the M.A. TESOL student who has not read one of his teacher training books. Jack Richards' focus will be on "Listening in Language Learning - New Perspectives." **Dr. Andy Curtis** will be our Saturday evening plenary speaker. He is returning to our conference due to popular demand - he was a featured speaker in 2002. Dr. Curtis' co-authored book, *Pursuing Professional Development: Self as Source*, was the inspiration for this year's conference theme: "Advancing ELT: Empowering Teachers, Empowering Learners." His focus will be on

## 12 Invited Speakers, 130 Concurrent Presentations

teacher development. Sunday's plenary session will feature **Dr. Nina Spada**. Well known for *How Languages are Learned*, she is a highly sought-after speaker, teaching graduate and undergraduate courses in second language learning at the University of Toronto. Her talk is on "When and how? The effect of age and content-based instruction on second/foreign language learning."

## Featured Speakers

This year there are nine featured speakers - a record number for KOTESOL's International Conference. In response to the second half of our Conference theme, **Dr. Gillian Wigglesworth** will be talking about her research into the role of collaboration and feedback in the second language classroom. **Prof. Chris Candlin** is a past editor-in-chief of the journal *Applied Linguistics* and a professor at Macquarie University in Australia. One of two former presidents of IATEFL presenting at KOTESOL 2006, **Dr. Susan Barduhn** will help us understand what keeps teachers energized with her talk on "What keeps teachers going? What keeps teachers developing?" Always a popular speaker, **Marc Helgesen** is Professor at Miyagi Gakuin

Women's University in Sendai, Japan. Marc will be talking about the "Science of Happiness" - how positive psychology can help motivate and engage our students.

**Chris Kennedy**, former president of IATEFL, is widely published and is

joining us from the University of Birmingham, England. Author of the young learner series *Let's Go*, **Ritsuko Nakata** has been involved in ELT for over 30 years. Ritsuko will be focusing on "Activating the Left and Right Sides of the Brain." **Susan Stempleski** is a past member of the TESOL Board of Directors. She teaches in the TESOL Program at Columbia University Teachers College and has published more than 30 textbooks and teacher resource books. **Dr. Liying Cheng**, currently teaching at Queen's University in Canada. She will be addressing issues in EFL/ESL testing and assessment.

## Conference Column

On the YL side, **Melanie Graham's** presentation about songs and chants will be very practical and hands-on. Melanie's most recent curriculum development project was for Korea's first English Village, an experiential English education theme park for kids and families.

## Concurrent Presentations

This year we will have 130 concurrent sessions, with teachers are researchers from around the world. Seventy percent of the presenters will be joining us from outside Korea. This is truly an international conference. Also look for the Employment Center and the Young Learners Zone, a concentration of young learner presentations on Sunday. With so much choice, you are bound to find a wealth of presentations to match your interests and teaching level, from young learner to tertiary, from testing and assessment to listening techniques. Join us in Seoul in October.

## The Author



**Allison Bill** recently completed her MA in TESL/TEFL from Saint Michael's College in Vermont, USA. She has taught ESL in France, FSL in Canada, and EFL at Jeonju University in Korea. Allison is the 2006 International Conference Committee Chair. Email: [allison.bill1@gmail.com](mailto:allison.bill1@gmail.com)



# Presentations Slated for KOTESOL 2006

Over 120 Concurrent Sessions Scheduled

## Classroom Management

### **Tommy Che Vorst**

Facilitating Mass Chaos: Team-Building in the Overcrowded University Classroom

### **Sara Davila**

Class Survival/Class Management: Approaches and Practices from a Teacher in the Field

### **Ayesha Kamal**

The Right to Remain Silent

### **Adriane Moser**

Enabling Young Learners to Manage Anger: Extending the DANGEROUS ANIMAL Metaphor

### **Jinkyu Park**

Adjustment Problems of Young Second Language Learners

## Computer-Assisted Language Learning

### **Paul Alexander & Christopher Chase**

Developing ESL Communities of Practice Between Japanese and Korean Students

### **Andy Burki**

Using Corpora in ELT: A Few Ideas

### **Jocelyn Howard**

Internet Videos: A Powerful Medium for Innovative ELT

### **Russell Hubert**

Utilizing Internet-Based News Resources in the EFL Classroom

### **Hyun Jung**

How to Use Corpus and Concordance Programs for Teaching

### **Shaun Manning**

Preparing for the TOEFL iBT Speaking Test via Emailed Recordings

### **Kelly McCluskey**

Using a Concordancer in the ESL Classroom

### **Chris Surridge & Ariel Sorensen**

Digital Whiteboard: Supercharging the Learning Environment

### **Thomas Webster & Andrew Johnson**

More ICT, Less Work: A Collaborative Pilot Project

### **Xunfeng Xu**

The Use of Learner English Corpora for Teaching Grammar

## Conversation/Pronunciation

### **Miehye Ahn**

You Too Can Teach Pronunciation

### **Hye-won Lee**

Drama English in the EFL Classroom

### **Ella Leung**

Teaching Group Discussion and Presentation Skills in a University Pre-session Program

### **Byron O'Neill & Mark D. Sheehan**

The WebLinks Project: Schema Building for EFL Conversation Courses

### **Adrian Smith & Shelley Price-Jones**

Group Work for Large Classes

## Cross-cultural Issues

### **Shihyao Elsa Chen**

An Investigation of Taiwan College Students: Appraisal of Native and Non-Native Speaker Teachers

### **Young-Ah Kang**

Non-Native Teachers in America

### **Hyun Joo Lee**

Cultural Imperialism and Representation in ESL Textbooks

### **Brendan Moloney**

How Are Korean English Lecturers Perceived in Japanese Universities?

### **Stanton Procter & Melanie Graham Procter**

Educators for UNICEF: Integrating Service-Learning into the ELT Curriculum

### **Tim Thompson**

Examining Korean University Students Expectations of Native-Speaker English Teachers

### **Deron Walker**

Korean University Student Perception of Rhetoric: Is Linear Better?

## Curriculum & Materials Development

### **Robert Dickey**

Not Content Without Content-(Based Instruction)

### **Stephen Jennings & Todd Rucynski**

A Content-Based Language Awareness Approach for Lower-Level Learners

### **Aaron Jolly & Gavin Peacock**

Easy Ways to Make Your Own Materials for Young Learners

### **Miso Kim**

The Use of CBI with Korean Elementary School Students: Art in the English Language Classroom

### **Joseph Sandkamp & Mikio Brooks**

Content-Based Instruction: Curricular Design and Materials Development

### **Michel Trottier**

English Villages and Informal Learning: How Experiential EFL is Challenging Traditional ELT in Korea

### **Michel Trottier**

EFL Materials Selection and Development: Developing Materials and Developing Yourself

## English for Specific Purposes

### **Benjamin Duncan**

Scientific English Presentations: Advancing Techniques and Training

### **Lawrie Hunter**

Thinking in English: Foundation Critical Thinking

### **Oswald Jochum & Andrea Gaggl**

ESP for Global Companies in EFL Settings

### **Miralynn Mahupa-Kim**

Study Skills for International Graduate Students

**Sonia Strain & Maggie Lieb**

Developing an EAP Program for Intermediate-Level University Students.

**Farhad Tayebipour**

English for Specific Purposes vis-a-vis Content-Based and/or Task-Based Approaches

### Global Issues

**Kip Cates**

Teaching English for World Citizenship: Multicultural Themework in EFL

**Kip Cates**

Teaching Global Issues Through Video with What's Going On?

**Robert Snell**

Empowerment Through SIGs: Developing a Dynamic Global Issues SIG

### Grammar

**Farida Abderrahim**

The Fusion of Theory and Practice in Grammar Tasks

**Clarice S. C. Chan**

Pedagogical Growth for Learners on a Multi-faceted Grammar Course

**Mary Colonna & Barbara Sarapata**

Fun Ways to Teach Grammar

**John Halliwell**

Engaging and Empowering Learners in Grammar

**Jason Renshaw**

Teaching Grammar to Young Learners and Teenagers

**Normawati Shariff**

Connecting Grammar with Writing Through Poems: The Malaysian Experience

**Deron Walker**

Teaching Old Dogs New Grammar Tricks: A Course Evaluation

### Learning Strategies & Styles

**Negah Allahyar**

Mobile Phone and Learner Autonomy: A Dream Realized

**Kanzaka Izumi**

Surviving Study Abroad: Overcoming Foreign Language Anxiety Through Affective Strategies

**Yong Kim**

Exploring Multiple Intelligences Theory in the ESL Classroom

**Maggie Lieb**

Using Multiple Intelligences to Empower Asian EFL Students

**Kayvan Mahmoodi & Azadeh Jalilian**

Language Proficiency and Language Learning Strategies

**Ross Eric Miller & Margaret Kim**

My Promise to Me, Myself, and I: Contract Learning

**Preawpan Pringprom**

The Study of Learning Strategies Used by First-Year and Second-Year Students Who Are Studying Foundation English at Bangkok University

**Zarina Ramlan**

Change in the MOI: Content Area Teachers' Learning Strategies

**Andrew Yau-Hau Tse**

Language Learning Strategies Used by University Students in Hong Kong

### Listening

**Cheng-hua Hsiao**

Teachers Questioning and Feedback Analysis in Two English Listening Classes

**Rube Redfield**

Movie Novelization: Adding Audio

### Methodology & Techniques

**William Michael Balsamo**

Back to Basics: Pencil and Chalk!

**Roger Fusselman**

How and Why to Teach the TOEFL iBT

**Jolie Lee**

Communicative Language Teaching and Its Implications in South Korea

**Hyeyoung Park**

Task-Based Language Teaching in Korean Secondary Schools: Constraints and Suggestions

**Susan Pryor & Jong-min (Viki) Park**

The Games People Play

**David Shaffer**

Focusing on Figurative Forms: Presenting Proverbs

**Ariel Sorensen & Christopher Surridge**

International Groupwork in the Classroom: Beating the L1 Stranglehold

**Eugene Spindler**

Halliday, Elley, and Krashen: An Instructional Framework for FL Literacy

**Todd Vercoe**

Games, Computer Games and Project-Based Learning

**Sandra Wyrwal**

A Topsy-turvy World: Students as Teachers

### Pragmatics

**Kyung-Yong Kim**

Pragmatic Strategies in English Complaint Discourse

**Terry Stocker**

Cleaning Up a Mess

### Professional Development

**Chin-Wen Chien**

Elementary School English Instructional Supervision Group: Challenges and New Directions

**Carlos Gomez S.**

Essentials of an English Teachers Course for Public Mexican Universities

**Jaleh Hassaskhah**

Research Oozes into Practice: The Case of Teacher Effectiveness

**Jocelyn Howard & Susan Millar**

Teachers' Perceptions of a Principles Approach to Developing Communicative Competence

**Gareth Lewis**

Professional Development for English Language Teachers/Lecturers: Developing Learner Motivation

**Maggie Lieb**

Teachers Helping Teachers: Empowering EFL Teachers in Vietnam and Bangladesh

**Jon Marshall**

In Pursuit of Professional Status

**Shoichi Matsumura & Hirofumi Wakita**

What Are the Qualities of Quality EFL Teachers?

**Nopporn Sarobol**

Self-Development from Classroom Observation

**Sharon Simpson**

Development of Continuing Education Standards: KOTESOL as an Accrediting Organization

**Stuart Warrington & Peter Ilic**

The Annual Activities Survey for Language Teachers: An Administration Tool for Evaluating Teaching Staff

## Reading

**William Balsamo**

Using Newspapers for Language Reinforcement

**Tim Collins**

Reading in the Content Areas

**Robert Hill**

Asking the Right Questions: Strategies for Teaching Reading

**Scott Miles**

Effects of an Extensive Reading Course on Vocabulary, Grammar, and Reading Attitudes of Korean University Students

**Byron O'Neill**

Task-Based, Content-Based Materials for University EFL Reading Courses

**Ksan Rubadeau**

Graded Readers Projects: A Teacher Spills All

## Second Language Acquisition (SLA)

**Nathan Richard Bauman**

A Catalogue of Errors Made by Korean Learners of English

**Clarice S. C. Chan**

Understanding Task Difficulty from the Perspective of the Learner

**Tsoghik Grigoryan & Kristina Bayburtsyan**

Translation as a Language Learning Tool

**Virginia Hanslien**

Addressing Motivation: A Framework for the ESL Classroom

**Cheng-hua Hsiao, Chiu-fang Huang, Yi-hua Wang, & Chia-wen Yu**

Goal-Shifting Process in a College Class: From Socio-cultural Perspectives

**Junghee Hwang**

Collaborative Output Tasks and Their Effects on Learner-Learner Interaction

**Sakae Onoda**

Exploring the Relationship Between Extroverts/Introverts and Language Learning

**Sakae Onoda**

Investigating the Relationship Between Learners' Beliefs and Proficiency

**Douglas Sewell**

Expectancy of Learning: Motivation Among False-Beginner Korean College Students

**Younghee Sheen**

Does Language Anxiety Influence the Success of Error Correction?

**Gillian Wigglesworth**

Investigating a Role of the First Language in the Classroom

## Testing & Evaluation

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## 2006 Conference Schedule

### Saturday, October 28th

8:00-All Day	<b>Registration</b>
9:00-9:50	Concurrent-Session Presentations
10:00-10:50	Concurrent-Session Presentations
11:00-11:30	<b>Opening Ceremony</b>
11:30-12:20	<b>Plenary Session: Jack Richards</b> <i>Listening in Language Learning - New Perspectives</i>
12:30-12:50	Concurrent-Session Presentations (20-min.)
1:00-1:50	Concurrent-Session Presentations
2:00-2:50	<b>Featured Speaker Sessions</b> 1. Susan Barduhn    2. Marc Helgesen    3. Ritsuko Nakata
3:00-3:50	Concurrent-Session Presentations
4:00-4:50	Concurrent-Session Presentations
5:00-5:50	<b>Featured Speaker Sessions</b> 1. Chris Kennedy    2. Liying Cheng    3. Gillian Wiggiesworth
6:00-6:50	<b>Plenary Session: Andy Curtis</b> <i>Professional Development</i>
7:00	<b>Dinner Reception</b>

### Sunday, October 29th

8:00-3:00	<b>Registration</b>
9:00-9:50	Concurrent-Session Presentations
10:00-10:50	Concurrent-Session Presentations
11:00-11:50	<b>Plenary Session: Nina Spada</b> <i>Is There a Better Time to Focus on Form?</i> <i>Views from Learners and Teachers</i>
12:00-12:50	Concurrent-Session Presentations
1:00-1:50	Concurrent-Session Presentations
2:00-2:50	<b>Featured Speaker Sessions</b> 1. Susan Stempleski    2. Chris Candlin    3. Melanie Graham
3:00-3:50	Concurrent-Session Presentations
4:00-6:00	<b>Annual Business Meeting</b>

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**Xuesong Gao**

A Tale of Blue Rain Cafe

**Gloria Park**

Gender and English Language Teaching: Insights from

Women's Narratives

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Censorship in the Classroom and at Our Writing Desk

**Ya-Chen (Sandy) Su**

Implementing the English Language Policy at the Elementary Level in Taiwan



# KOTESOL Poster Project

By Heidi Vande Voort Nam

In an ongoing effort to raise teachers' and students' awareness of global issues that affect people everywhere, KOTESOL's Global Issues SIG has been planning a student poster competition. The competition, proposed by GI-SIG Facilitator Jack Large, encourages teachers and students to take a closer look at global issues, and gives students an opportunity for creative expression in English.



In preparation for the competition, I piloted a poster-making project with my university freshman English class. I initiated the project with the following homework assignment:

*Activity 1: Tell the other members of your group about the topic you researched.*

Group member	Topic	Interesting information they found

*Activity 2: Look at the four posters. How does each poster get people's attention? Which poster is the most effective?*

Poster topic	Attention-getter	Rating (1-4 stars)

*Activity 3: Plan a poster about the topic you researched for today. What words will you use to get people's attention? What images will you use? What details will you include?*

*Activity 4: In groups of three. Show your posters to the other members of your group. Ask questions about their posters.*

*Homework: Make a clear, colorful, and attractive version of your poster. The poster should persuade people to care about the topic. Large words should serve as an attention-getter, while 75-150 smaller words should give more information about the topic. These should be your own words (not quotations). There should be at least one quotation, fact, or statistic on the poster. The source (author or organization) for the quotation, fact, or statistic must be shown on the poster. All quotations must be inside quotation marks.*

The following week, I asked the students to report on their research in small groups. I then introduced poster making. Before the students designed their own posters, I asked them to think about what qualities make posters effective. I divided the students into groups and gave each group four examples of environmental and peace promotional posters. The groups identified the techniques that the posters used to capture people's attention and then voted on which posters were the most effective.

I was pleased with how these activities worked in class.

The students enjoyed discussing the characteristics that made some posters more effective than others. They also made catchy slogans for their own poster designs, which also encouraged linguistic experimentation. Students spent about 20 minutes designing their posters while I walked around and made language corrections and suggestions. At the end of class, they presented their poster designs in small groups. The students, motivated by the hands-on project, looked forward to showing their posters the following week. Although the posters arrived with mixed results, some students attempted to use English

puns, rhyme, and alliteration; and some of the posters were visually striking.

This pilot project was not entirely successful. Not all posters demonstrated student effort in researching their topic. Some of the students probably could have, or did, make posters with little or no research. Requirements to include facts, statistics, or quotations were not adhered to, nor were the minimum word counts. Few facts and not enough web sites were referenced. In retrospect, there are several reasons worth noting that are of value to teachers participating in the poster project.

Example posters used in class had insufficient content, thus appropriate models must be given to students. When the students evaluated posters, the poster with the most informative content received low marks. The lesson students might have learned from the activity was that having a striking image or a catchy phrase was more important than having much informative content. Secondly, not enough emphasis was placed on poster requirements. Thirdly, not all of the material that the students read translated into content suitable for a

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*Our goal is to raise our students' consciousness of their shared humanity.*

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persuasive poster. News articles, for example, often told specific, local stories with few general facts/statistics or impressive, quotable statements.

Using a lot of words or using facts, statistics, or quotations is not a necessary part of making a poster. However, to get the students to use more words or facts, etc. on their posters, spend more class time explaining the requirements and drafting the posters as

needed. More guidance on students' research might be helpful. Participants (at least on the university level) could also write about why they chose their topic.

Several members of the GI-SIG have contributed helpful comments about how to improve the design of the poster competition. Aekyoung Large spoke from her own experience with poster making in English classes and suggested that the amount of pre-teaching about the issue itself contributes greatly to quality of the final project. To help teachers prepare their classes for the project, Jack Large proposed that the competition focus on one topic such as Global Warming. Bob Snell suggested that students create explanatory cards to accompany their posters. This would give the students a chance to clarify their intentions, demonstrate their knowledge of the issue, and of course, practice writing in English.

Armed with new ideas and feedback from the GI-SIG, I am looking forward to making global issues posters with my students again. I am sure that my students will be even more excited about the project once the GI-SIG develops the national poster competition. The posters that my students and others have made as part of the pilot project for the poster competition will be on display in the SIG room at the KOTESOL International Conference. Bring your students' Global Warming posters with you to the Conference. There are four entry groups: elementary, middle, high school, and university students. Teachers not attending the International Conference but wishing to participate can mail their posters. Contact Heidi at [solagrati1@hotmail.com](mailto:solagrati1@hotmail.com) or Jack Large at [gisig@jacklarge.net](mailto:gisig@jacklarge.net) for further information.

For a summary of the planning for the GI-SIG poster project, see Maria Lisak's helpful web page <http://www.koreamaria.com/kotesol/gisig.htm> and the "files" page of the GI-SIG Yahooogroup: <http://groups.yahoo.com/group/kotesolglobalissues/>. It contains downloadable versions of my classroom handouts ("Poster Project In-class Activities") and Jack Large's narrative account of the development of the project ("Posters for ELT and TEC)."

In closing, the KOTESOL Poster Project is set to take place at the 2006 International Conference. Through advocacy and activism, our goal is to raise our students' consciousness of their shared humanity with people everywhere.

#### **The Author**



**Heidi Vande Voort Nam** teaches in the Department of English Education at Chongshin University in Seoul. Heidi digs SIGs; she is a frequent contributor to the GI-SIG and facilitates the CT-SIG. Email: [heidinam@gmail.com](mailto:heidinam@gmail.com)

## **KOTESOL Poster Project**

**Theme : Global Warming**

*Four Entry Categories:  
Elementary School, Middle School,  
High School, University*

*Place : International Conference*

**Bring your Posters to the SIG Room**

# Teacher Autonomy and the Morality of Teaching

Teacher autonomy refers to the freedom of teachers to make decisions regarding the implementation of the curriculum (Little, cited in Benson, 2001). It is through these decisions, J. D. Brown (1995) argues, that teachers modify the curriculum to best meet the unique needs of their learners in each classroom and promote learning. David Little has further claimed that these teacher decisions shape the potential development of learner autonomy in each student. In short, teacher autonomy is a precondition for learner autonomy.

Bill Johnston (2003) argues that many teaching decisions are inherently moral, that is, derived from the teacher's evaluative beliefs about what is good or bad, right or wrong. He points to a number of areas in which teachers make evaluative decisions in relation to students, including the teaching of pronunciation, the establishment of classroom rules, the assessment of students and assignment of grades, and the expression of self in classroom interaction by teachers. He also notes that there is very little discussion in the ELT literature of the moral aspect of teaching, which is problematic because of its pervasiveness and complexity. One of the purposes of professional development should be to raise the morality of teaching to consciousness and help teachers explore the ways in which their values influence their practices. It is only in this way that teachers can examine, alter, and justify those beliefs.

Barring a situation where a teacher has to read from a script and follow instructions exactly, all teachers are autonomous to some degree and most make all kinds of decisions about implementing the curriculum. Some of these may seem mundane, such as deciding on the order for doing two activities or deciding whether a task should be done individually or in groups, but in each case, the decision is made because the teacher believes that doing things that way will be best for the learners. Other decisions may be more weighty, like whether or not to have a pop quiz or how much value a certain assignment should receive in evaluating students. Again, the choice is a matter of what we feel is right.

Still other decisions bring us into the realm of moral dilemmas, where two relative goods may conflict with one another. For example, should we pass the borderline student or not? Passing the student may reflect the effort we feel that student put in and support continued motivation, but it may also move the student to a level that they aren't fully prepared for and create a problem for another teacher. Failing the student may

discourage them and prevent them from achieving their full potential. There is not a clear right answer and yet, we must make a choice. As Johnston notes, research may inform us about what to do, but not completely. And in the end, the decision may be more informed by our relationship with the student and what our understanding of the context tells us.

Teachers are urged these days to reflect on their practice as part of their professional development. Johnston's work suggests another, potentially important area

## Professional Development

By Bill Snyder

for reflection. We should examine the decisions we make in teaching to find the values that underlie them. This may be especially important when the decisions have high stakes for our students and when we feel conflicted in the process. The decisions also need to be explored in relation to the context of our work to see what role that has played in shaping our decisions. Lastly, and perhaps most importantly, we need to look at our decisions in terms of how we relate to our students as teachers and as people because the conflict between role (teacher) and self may be the most significant of all.

The exploration of the moral basis of our decisions will help us better understand ourselves as teachers. It should also help us make the best use of our autonomy to help our students learn. And in the process, it may also provide the basis for thinking about how we might create greater opportunities for autonomy for our students.

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### The Author



Bill Snyder teaches in the joint Hanyang-Oregon TESOL certificate program at Hanyang University. Dr. Snyder's research interests include learner and teacher motivation, and non-native speaker teacher issues in TESOL. Email: wsnyder7@gmail.com

# Teaching Segmental Pronunciation

By Tim Thompson

Correct pronunciation concerns most of our students, but many teachers only use tongue twisters and minimal pair drills to help them. These techniques may be helpful, but they are not enough. We need to think outside of the box and try new approaches. One area where adult learners can improve rapidly is the pronunciation of segmentals. Segmentals are the individual sounds that speech can be separated into and focused on. As English teachers, I believe it is our responsibility to teach methods for improving both segmental and suprasegmental aspects of pronunciation in our classes. Suprasegmental aspects such as language stress, rhythm, intonation, pitch, duration, and loudness are also critical for improved pronunciation, but for the purpose of this article, I will focus on segmental pronunciation.

## **Pronunciation and Motivation in Korea**

Korean students can be taught to identify the differences between the sounds that aren't present in the Korean sound system. Learning to distinguish differences aurally can help students recognize individual, distinct sounds to better enable themselves to focus on producing them. Students may not realize that they sound different from the teacher or an audio tape. Dalton (1997) suggests that students convert unclear input into a similar sound in their own language. For example, the Korean sound system doesn't have an /f/ sound, so Koreans often substitute this with /p/ or even /hw/ when speaking L2 English. Through the use of teacher-directed contrastive analysis, students can develop a better understanding of the differences between their L1 and English.

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*We must teach our students how to work on pronunciation autonomously.*

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Improvement with segmentals can lead to feelings of accomplishment and increased motivation. Vitanova and Miller (2002) cite a student who wrote: "I changed my wrong consonant sounds like F, P, B, V and RL sounds into correct enunciation. I was very happy to hear that my American friends told me, 'Your pronunciation is getting better'" (p. 2). Conversely, segmental pronunciation mistakes can also lead to embarrassing misunderstandings such as asking for a *cap* but receiving a *cup*.

I teach a class of university seniors in which they make presentations on current event topics. The students are

expected to ask questions following each presentation and critique one another on the quality of their presentations. Students with poor segmental pronunciation are disappointed when, due to their classmates having difficulty understanding the presentation, they receive fewer questions and poorer evaluations from their peers. This hurts their motivation and reduces their eagerness to present.

## Training Notes

*Edited by Douglas Margolis*

## **Pronunciation Teaching Strategies**

Teachers have only a finite amount of class time to focus on pronunciation. Drilling phonemes can be useful for introducing certain sounds, but we can better serve our students by teaching them how to work on their pronunciation by themselves. Some strategies for helping students improve self-monitoring and self-correction include: critical listening, compiling learning portfolios, and utilizing CALL (Computer-Assisted Language Learning) resources.

Critical listening can be very useful for enabling students to recognize and correct their own errors. Once students recognize that a long /i/ sound requires that the mouth be stretched widely or the /f/ sound involves placing the upper front teeth against the lower lip and should not be vocalized, they can feel the difference when they speak and recognize the difference when they watch others speak. Watching others and focusing one's listening on specific areas of pronunciation serves to reinforce the forms that the students have been taught.

Students can also become more autonomous learners by compiling pronunciation portfolios and keeping records of their progress. Pronunciation portfolios can contain tongue twisters, diagrams of mouth and tongue positions, or any activity that pertains to pronunciation. Having these materials in written form allows students to go back and think about their mistakes as well as monitor their own progress.

CALL can be another important tool when attempting to help students become more autonomous by allowing them to hear their own mistakes and see segmental graphic representations. CALL benefits students by letting them study at their own pace in a semi-private



environment as well as allowing them to build profiles which enable teachers to monitor their improvement (Nari, Cucchiarni, & Strik, 2001). Molholt, Lane, Tanner, and Fischer (1988) point out that when students both see and hear similar words they are more able to differentiate both segmental and suprasegmental aspects of the language and thus self-correct their own pronunciation mistakes.

Web sites such as Voice of America (<http://www.voanews.com/english/portal.cfm>) and Live365 ([www.live365.com/index.live](http://www.live365.com/index.live)) are useful for students with advanced lexicons who are seeking improvement in their pronunciation. VOA offers radio and TV programs, webcasts, and podcasts in English for students to listen to. Live365 is the world's largest Internet radio network, featuring hundreds of streaming radio stations. Mimicking this carefully pronounced input can be useful once students have worked with their teachers to identify their weak points in pronunciation. The amount of variety allows students to choose topics that are interesting to them or target topical vocabulary in areas where they want to improve.

Fonetiks.org (<http://www.fonetiks.org/>) is a web site which is useful for beginners and advanced speakers. Beginners can drill minimal pairs and learn to differentiate between voiced and voiceless sounds. More advanced students might enjoy listening to the differences in pronunciation between various native speakers of English.

Finally, Sounds of English (<http://www.soundsofenglish.org/>) is loaded with information to help teachers teach pronunciation. It includes handouts, activities and exercises, and tips for teachers. This is not a site to simply send students to. In fact, teachers should not initially send students to pronunciation web sites, but should incorporate the technology into the classroom by holding classes in a language lab or using a computer connected to an overhead projector. This way, the teacher can control the activity and ensure that the goals of the lesson are

met. It also ensures that students aren't overwhelmed and lose motivation to study and improve.

### Conclusion

Helping our students take more control of their learning is an important "next step" in the learning process. There are a variety of methods for helping students recognize and alter their segmental pronunciation above and beyond drilling minimal pairs in the classroom. If we use listening- and writing-focused exercises to promote pronunciation training, we can step out of the box and make pronunciation training a more integral part of our English classes. By empowering our students and showing them how to take control of their learning, we are increasing their motivation and teaching them how to become more successful in and out of the classroom.

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### The Author



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## A Quote to Ponder

"It is not just what the students learn in the few short months they are in our classroom that is important, but the skills they take with them after the class is finished that will determine how far they progress in the language."

**Scott Miles, Sogang University, Seoul**

*KOTESOL Proceedings 2005, p. 104*

# Hobgoblin Handmaidens of Exposition

By Jack Large

When one has reached a comfortable and confident level of personal writing skill, some practical disdain for some of the rules is not always a bad thing if one's writing is to be fresh and interesting. But "fresh" and "interesting" are not always the first adjectives springing to mind when listing necessary qualities of work outside the lumped genre tagged "creative writing."

Emerson's oft-quoted aphorism, "A foolish consistency is the hobgoblin of little minds, adored by little statesmen, philosophers and divines" seems readymade for us, who are generally satisfied by student writings that are compliant with the instructions we give them. This is a defense of a teacher's impulse to compel compliance with written guidelines from students; it is likely that the student who cannot will have difficulty complying with any complex written instructions, and not just those for writing.

Consistency winds the armature of formal grammar. Grammar is structure, and structure requires nothing, if not coherence. Grammar has been used as a metaphor for the structure of an array of human behavior well beyond the defining one of language. There is more to justify language teaching than that subjects become capable of its use, and this is our motivation to practice, fueled at least in part by the satisfaction we gain from observing students grow to more completely understand themselves and their world.

Thus great harvest of benefit can be cultivated by making clear to writing students certain patterns that are present in effective writing, i.e., writing that achieves a desired (instructed) effect. We prepare the ground for this almost without thinking when we talk about such important elements as "agreement" of number, tense, gender, subject-verb, etc. in building sentences. Likewise, when we explain to NNS students such notions as parallelism (consistency) of form in repetitive series of words or phrases or clauses or labels of this or that sort, we reify the subliminal recognition and cultivation of meaning each of us nurtures in ourselves that, coupled with memory and recognition, enables us to communicate confidently. Confident communication is our paramount goal, for ourselves, and for those we teach.

A good place to begin, after our students have achieved reasonable progress at elementary levels of vocabulary and comprehension and after we have established an interpersonal basis for more complex interactions, is

with simple writing exercises that elicit compliance with a written instruction. It helps to include some vocabulary, without defining specific terms. For Korean students, a popular project has been to tell them to "describe the Korean national flag, *taegukki*, for a person who wants to create one with paint or markers. Use these words in your description: *side, top, bottom, left, right, diagonal, horizontal, length, width, black, red, blue, white, circle, bar, short, long, curved, spiral, center, middle, above, below.*"

Another, more advanced, exercise is to describe tabular data, items ordinarily found in daily newspapers

describing the movements of stock prices, weather forecasts, or television schedules. Any kind of schedule, train and plane schedules, for example, are very adaptable for this. A big part of their usefulness is for practicing the inclusion of time-sequenced or other ordered, sequential information.

One group of intermediate-level students became quickly engrossed in an effort to write a listing for an English teaching job at their school, following a model readily available on Dave's ESL Cafe web site. This was the assignment after an initial list-writing exercise requiring them to itemize the qualifications a teacher should have and a discussion in English and Korean of why they picked certain characteristics.

When we remember that our students measure teacher success in terms of how much we contribute to their future job fitness, we can justify coaching compliance and, yes, that old hobgoblin consistency in our students. Those, especially, who go on to attain professional-level workplace status will do so in direct proportion to their ability to correctly interpret various requirements set out in writing along the way, and to comply with those written requirements as precisely as they can.

## The Author



**Jack Large** is a member of the KOTESOL Writing and Editing Special Interest Group. Jack is also Global Issues SIG Facilitator, past Seoul Chapter Vice-President, and a fountain of inspiration for the KOTESOL Poster Project being held at the 2006 International Conference. Email: [larjak2@chollian.net](mailto:larjak2@chollian.net)



# Noticing Culture: Thinking in L2

By Scott Jackson

Language plays a very important role in understanding a culture; and conversely, understanding the target culture is key to thinking in a different language. Let's take a look at a practical example. Picture a North American student, for example, introducing his mother to his teacher. One can easily imagine the dialogue:

- S: Mom, this is my teacher, Miss Snow.  
Miss Snow, this is my mom.  
T: Hello.  
Mom: Hello, Miss Snow. It's a pleasure to finally meet you.  
T: And for me, too.

Let's do the same thing in Korean for a similar situation in Korea. It is likely that one will take the English syntax and merely transfer it into Korean, if one knows Korean, thereby stating exactly the same thing in both languages. When Korean students are asked to write or speak in English, what they do is quite similar. The expressions are formed with Korean syntax and are simply changed into their English equivalent.

The adherence to this process is why we hear so many Koreans say in English *Have you eaten?* when they have no desire to have lunch with you. This question is asked without the realization that the greeting is based on Korean culture and speech habit. If the Korean speaker understood that the greeting referring to eating is a product of the Korean people historically experiencing protracted food shortages, they would better understand its strangeness to the English speaker's ear when uttered in English. The speaker needs to depart from the literal translation process. Instead of simply changing the words from Korean to English, they must understand that an English speaker will probably not relate to such a literally translated expression due to dissimilar cultures.

We need to subtly bring culture in language to life in the second language classroom. To do this, we can put the students in groups to create a simple conversation of what's happening in Korean. Next, have them rewrite it in English and compare this with what they had created in Korean. We can use this procedure to highlight how translation from L1 Korean to L2 English may have undesirable results. It is likely that the majority of your students will write something similar to this sample taken from one of my classes:

- S: Mom, this is my teacher.  
Mom: Hello, teacher. I should have met you sooner. I'm sorry. I also apologize for my son's poor English.  
T: Not at all. Your son is a good student, but...

Notice how the mother is apologetic in how she speaks to the teacher. This is considered appropriate in the Korean context. When we compare this speech act to what a Western native English speaker would say, we can clearly see differences in how Korean and Western cultures communicate in similar situations.

Korea's culture is categorized as hierarchical and collective. When speaking to each other, Koreans are conscious of age, status, and face. Korean discourse illustrates this. In the dialogue above, the mother belittles herself in order to make the teacher look better. She does this because of the teacher's higher perceived status in regards to the child's education, and because Koreans place a premium on perfection, including perfection in language acquisition. The absence of perfection in a son's language ability may translate to a sense of a certain degree of loss of face in the mother. Expressing such feelings is commonplace in Korean. On the other hand, English is a less hierarchical language, more toward individualism, rather than collectivism. Status and loss of face are not considered so important in social situations. Because of this, English communication focuses more on equality. In most social situations, English speakers lean toward equality in their discourse regardless of age, yet Koreans will measure their words based greatly on age, status, and face.

By having the students write the above dialogue in both Korean and English, the teacher will be able to point out the linguistic differences easily. The next step is to show the student what native English speakers typically say and explain the subtle differences between a highly hierarchical conversation and a low hierarchical conversation. We can see this in both conversations above. Essentially, *I should have met you sooner* and *Nice to finally meet you* have the same meaning, though one is apologetic, and the other promotes equality. In this way, thinking in the target language and subtly noticing the less visible side of culture is accomplished - to enhance English communication, rather than just English speaking.



## The Author

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# Teachers: NNESTs vs. NESTs

By Yunsil (Lucy) Lee

The acronyms for native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) are convenient, but the debate over the role of NESTs and NNESTs, or the so-called native-speaker model, has never been without controversy.

Some researchers, such as Kuo (2006) embrace the native-speaker model as a complete and convenient starting point. What EFL students want is not just to improve basic inter-personal communication skills between native English speakers and non-native English speakers, but to be able to attain higher levels of language proficiency in order to succeed in their academic and professional life, which is becoming increasingly competitive both here and abroad. As an EFL learner living in one of the most competitive areas of the world, I agree with McKay's (2002) position that the goal of bilingual users of English has traditionally been to achieve native-like competence in English. As for Korea's future, I do not expect the situation to be much different. Since the purpose of English education for most Koreans is to have better prospects for an international career or higher education, "an

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*First consider competence and qualifications, rather than one's native language.*

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appropriate pedagogical model has to be able to satisfy demands ranging from minimum intelligibility, through general accuracy and fluency, up to proficiency comparable to that of a native speaker, rather than drawing exclusively or even primarily on the notion of international intelligibility" (Kuo, p. 219).

If the role of the English teacher is to fulfill the needs of students, one is tempted to ask the question: "who's worth more, a native-speaking or nonnative-speaking teacher?" Medgyes (1992, p. 348) argues that "a teacher's effectiveness does not hinge upon whether he or she is a native or non-native speaker of English." Unfortunately, NNESTs face discrimination in the English-teaching job market, both domestically and internationally. As Park (2006) argues, it is necessary for all involved in the English education industry to first consider competence and qualifications, rather than one's native language.

We all know that both NESTs and NNESTs contribute

to our students' learning. *How* they contribute may differ, but *both* can improve EFL students' English ability. NNESTs efficiently teach students what they urgently need to know and offer ideal comparisons of the two languages. And like it or not, Korean high school students need instructors who can successfully navigate their students through KSAT English tests. NESTs, on the other hand, are better positioned to teach various English skills that NNESTs have difficulty with, such as accurate pronunciation or the correct use of collocations and articles. Learning English with a NEST also implies more than language learning. Consciously or not, students also learn the culture and the behavior of the native speaker and see how NESTs approach problem-solving situations. In this sense, I can understand the complaint that non-native students going to the U.S. or the U.K. raise when they meet a NNEST in their classroom.

Members'  
Forum


In EFL teaching/learning, the issue should be about competent English teachers versus unqualified English teachers, *not* NESTs vs. NNESTs. The NEST versus NNEST debate is certainly worth discussing with students, parents, employers, and anyone involved in preparing future Korean teachers of English.

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## The Author



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# Storyboarding Fun

Straying from the course book with supplemental activities is quickly becoming something of a luxury, and the same goes for expanding the syllabus to include related lessons - even if these activities further educational objectives. Despite pressure to cover more and more material in class and for homework, there is a way to spice up your classroom routine without excessive digression: integrate storyboarding activities. Storyboarding adds a dynamic means of integrating various skills while also exercising creativity. Although flannel works best for storyboard construction, other materials such as felt, or even construction paper, can be used to cover cardboard. For example, an A4 paper box container is all it takes to create a storyboard, a small one-act, one-scene stage that young learners can use in a number of ways, most notably with drama-related activities. Using storyboards with very young learners (under 7 years old) is quite common, but they can also be used effectively with young learners (7-12 year olds), too.

**Step 1:** To get started, find a cardboard box. I used an empty A4 copy paper box. Using a utility knife, remove one short and one long side panel.

**Step 2:** Next, glue flannel, or felt, material from a sewing shop, or even colored paper, to the inside of the box. Teachers can find any of these materials easily and cheaply. I prefer light colors such as sky blue because it will help to visually contrast with objects, which tend to be darker.

**Step 3:** Make objects and collect realia that will be used in your activities. These objects are the same as those you find in course books and storybooks. Ordinary lexical sets come alive when cut from swaths of cloth, felt, or flannel. Do keep in mind that this idea is ripe for extension. Ice cream cones can be numbered or cut to large or small sizes, leaves can be made in various colors and shapes, as can hats, people, buildings, animals, etc. Numerous Internet sites catering to flannel storyboarding offer professionally made accessories, but teachers on shoestring budgets have other do-it-yourself options. Over the years, I have collected many sample course books given away at conferences. As I am not artistically inclined, I found the pictures and figures in these course books to be perfect for tracing onto materials or simply cutting out. My students, on the other hand, are quite adept at artistic endeavors and enjoy making or coloring their own figures on construction paper or standard, white copy paper. Tape straws or wooden chopsticks to these

figures to put on a play or produce a mini-drama.

## Things to Do

Once your storyboard is ready for use and necessary items at your side, what is next? That depends on your lesson plan. Narratives are the most common activity. Folktales in the *Oxford Classic Tales* series are perfect partners for storyboards. Students can rehearse scripts from the activity books or make up their own. If students have sufficient productive skills, they can play *What If*. This is when students make alternative endings to stories or produce short skits based on *What If* scenarios. For example, *what if* the Gingerbread Man had successfully crossed the river? What if the magic cooking pot cooked another food, not porridge? What if the setting (time and place) changed?

Shy students find public speaking a stressful chore. Once TPR activities have run their course and learners are still operating in silent mode, give them hand puppets or finger puppets to use with storyboards. Many children are less inhibited with puppets or action figures. Also, teaching agency pairs to children is easy this way. Agency pairs are typical A/B conversations, where the second utterance is a highly likely or predictable response (e.g., greetings, requests, questions and answers).

This arrangement, incorporating storyboards with common activities, is much more fun and hands-on than round-robin questions. As an added bonus, classroom language is repeated often as the teacher gives instructions (*Come here. It's your turn. Who's next?*) Try making a storyboard for use in your classroom. The investment in time and energy is well worth the payoff.

## The Author



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# English from Korean: Words on Loan

By Kevin Parent

We are all acutely aware of the volume of loanwords that are pouring into Korean from English, everything from *air-conditioner* (e-eo-keon) to *zone* (jon), but we are much less likely to consider flow in the opposite direction. What Korean words have entered the English language? In *The Oxford English Dictionary* (OED) and *The Shorter Oxford English Dictionary*, we find a total of 17 words, showing the effects of Korea long being the “Hermit Kingdom.”

The year 1895 saw not just the first verifiable use of one Korean word in English but two. The first of these is *kisaeng*, defined as “in Korea, a trained female entertainer, the Korean equivalent of a geisha girl.” If the recourse to Japanese meets the chagrin of some readers, it needs to be remembered that *geisha* is a far more widely known word in English. The second Korean-sourced word with a 1895 citation is *kono* (a variant of *gonu*) defined as “a Korean board game.”

## 1895: The first verifiable use of a Korean word in English.

If 1895 was a benchmark year for Korean words, the 1890s were a benchmark decade as no fewer than six Korean words entered English during this time. The remaining four words date from three years later, 1898. These include *kimchi*. Here, the quotations are interesting. Still needing to explain the word to their audiences, the lexicographers select quotations that define it variously as “pickle,” “pickled cabbage,” “a sort of sauerkraut” (by Jack London), and, in 1925, “a horrible dish made out of vegetables which have become rotten.”

The next word is *myon*, or *myen* (now *myeon*, following the recent Revised Romanization), not the word meaning “noodles,” but the one with the definition “a Korean administrative unit approximately equivalent to a rural district or township.” *Sijo* is the next word and has two meanings; one is “a type of Korean vocal music” and the second is “a Korean lyric poem usually consisting of twenty-four syllables divided into three lines.” The next word also divides into polysemic meanings; *yangban* appears as “the former ruling class in Korea” and “a member of this class; an aristocrat or gentleman.”

Following this initial small explosion, exactly 50 years pass before the next Korean word swims upstream into the English language, or at least, into the OED. The word is *onmun*, a somewhat derogatory term once used

to refer to the Korean alphabet, but no definition for it is given, just a cross-reference telling the user to see *hangul* (now written as *hangeul*), the present name for the alphabet, which became English in 1951. A year earlier, in 1950, the word *won*, for the Korean monetary unit, entered English. Also appearing around this time is *jun*, a North Korean monetary unit.

In 1964, the word *ondol* begins to appear, denoting the under-floor method of domestic heating. The final word with a verifiable year, 1972, is the “popular alcoholic beverage” *makkoli* (*makkeolli*). The remaining words listed are given only general periods. The “noun phrase” *tae kwon do* (actually a noun, *taegwondo*), for example, comes from the middle 20th century while the late 20th century saw the entry of *chaebol*, the large, often family-owned, business conglomerate; *hantavirus*, which is, in fact, a modern Latin word formed from the Korean *Hantan*, the Korean river where this virus was first isolated; and finally, *tae-bo*, which combines the Korean word *tae*, meaning “leg,” and a clipped form of *boxing*.

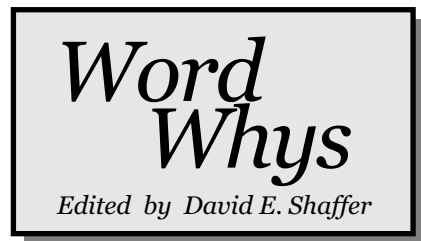
The Korean reader may be surprised that these are considered English words. However, it should not be thought that all English speakers (or all Korean speakers) know these words. You may also be surprised by what is not on the list. *Korea* does not turn up when searching for words with Korean etymologies, even though it originates from *Goryeo*, a dynasty in Korea. The word *Konglish* is also not included while *Japlish* and *Spanglish* are. The derogatory word *gook* is marked “origin unknown,” though folk etymologies frequently attribute it to Korean (*hanguk*, *miguk*, etc.).

Although still several years away, a completely new edition of the *Oxford English Dictionary* is being prepared. It is a safe bet that there will be further additions in it of Korean origin, probably including older, neglected words (possibly *hanbok*, *pansori*, *kayageum*, *bulgogi*, and even *soju*).

## The Author



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## Meanings of Modals: “Must” and Co.

One truly frustrating aspect of language learning is how many of the most common words and structures have multiple meanings. The English modal system - words like *must*, *could*, *can*, and *should* - definitely fits into this category. Take the case of Philippe, one of the most fluent students I’ve ever taught. A union/company intermediary, he used his advanced English daily at his demanding job. That’s why I was quite taken aback during a conversation we had involving the modal *must*. I had told Philippe, “With all of your deadlines lately, you *must* be very busy.” He looked surprised and asked me why I had used *must* in this context. It baffled him because, as he informed me, “*must* is used to give orders. You know, you *must* get up at 5:30; you *must* go to the doctor when you are sick... It’s like *have to*.”

It was as if Philippe was channeling the voices of the ghosts of grammar teachers past. Unfortunately, it seemed that his classroom learning had drilled in only one meaning of *must*, the basic meaning, but not the only meaning (and not even the most commonly spoken meaning, in fact). Philippe is not alone. Ask any of your students about *must*, and you’ll likely get a similar answer. To be fair, modal usage is complex, and teachers necessarily present them in simplified form to prevent confusion. The trick is for subsequent teachers to review some of the basics and then help students to move on to other meanings.

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### What could a logical probability modal lesson look like?

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This semester my first-year university students and I are delving into the different meanings of modals. First we’ll review the familiar old social (“You *can’t* go to the party because you’re grounded.”) and ability modals (“Rosa *can* run a kilometer in under five minutes.”), with an emphasis on production and form. Then we’ll quickly be moving on to new territory for many of them: the logical probability modals. Not just the future probability meaning, which they surely saw in high school (“It *may/might/could* rain tomorrow.”), but the more elusive present (“You walked here? You *must* be tired!”) and the past (“It *must* have been love, but it’s all over now.”).

So what could a logical probability modal lesson look like? Here’s an adaptation of one that my colleague Suzie Beaulieu and I developed for adults. The focus is on only one meaning - making inferences in the

present.

**Activity 1:** Elicit social modals by asking questions like, “What would you say to someone who is dirty? How about someone who is sick? Write these on the board; teach the word *modal*; and mention that now you’re going to look at another side of modals.

## Grammar Glammar

By Ksan Rubadeau

**Activity 2:** Students read a dialogue in which a group of people discuss a piece of abstract art. (Put the art on the handout.) The modals and accompanying verbs (usually “be”) are in bold. For example:

- A: What do you think this Picasso represents?  
B: Well, I think it **could be** a picture of a woman.  
C: Are you kidding? That **can’t be** it. Look at the colors. That **must be** a flower.

**Activity 3:** In pairs, students look back at the dialogue and determine if the speaker is “almost certain” about what he/she says or “less certain.” After they see a chart with “almost certain” modals (*It couldn’t be that. It must be a flower. That can’t be it*) and less certain ones (*It could be a woman. It might be a tree. Couldn’t it be a flower? You may have something there.*), students fill in blanks in the chart with other examples from the dialogue.

**Activity 4:** Students see examples like this one from the dialogue: “Couldn’t it be a tree?” a) It can’t be a tree. b) It might be a tree. Students circle the sentence most similar in meaning to the example.

**Activity 5:** Students look at another abstract painting and discuss what they think it represents, using the modals they’ve seen. (Note: They should also defend their opinions with a “because” statement.)

Of course, with my class, there will be a special emphasis on *must* for inferences. By the end of the semester, my students should fully understand when I tell them, “You must be so relieved to have a break!”

### The Author



For two years, **Ksan Rubadeau** (MA Applied Linguistics) trained Gyeonggi teachers in pedagogical grammar and other topics. She currently teaches at Korea University and is KOTESOL’s Seoul Chapter Treasurer. Email: ksanrubadeau@hotmail.com

# Triangulation

I'm always amazed when reading research in which, for example, the researchers take great pains to write down every part of a conversation between teacher and student(s), and then proceed to deduce generalizations from this conversation. My response is "Your deductions might be true for those students in that class, with that teacher, in that country, in that institute, on that date, at that time of day. However, that is all. You have presented isolated speech samples from a highly specific source. There are too many variables and not enough data." To take another example, there is a great deal of research describing the most frequently used words and phrases in the UK. However, I do not intend to use the results of this research to teach my students to say "Sort of ..." "Well, I mean ..." "You know ..." "Like ..." What is good for the everyday (ungrammatical) native speaker is not necessarily good for the EFL student learning Academic English, or other ESP subjects.

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*When we do research,  
we must be as rigorous as  
the situation allows.*

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The point is that when we do research (qualitative or quantitative), we must be as rigorous as the situation allows, giving attention to all the variables, and collecting as much data as possible. Action research (AR) has been blamed for not being rigorous, because of its subjective nature. However, this need not be the case. Of course, if we give an isolated class of students an isolated questionnaire on an isolated day, without preparation, we cannot be surprised when these results are questioned (even if we have performed an ANOVA analysis of the results). However, if we triangulate a number of data-collection instruments (i.e., questionnaires, interviews, lesson observations, learner journals, teacher journals, and videos) over a significant amount of time, then trends can be seen to emerge, whatever the idiosyncrasies of any one of the instruments.

Imagine that we have identified a motivation problem in our lessons. Put simply, we want to find out why students are not motivated and how we can help them to become motivated. Having identified the problem, we must think of ways to investigate it. There is no need for a null hypothesis approach since we want to be open to all the information that comes our way.

In order to get the ball rolling, we can start with a

questionnaire about motivation, though we have to remember that this is only one source of data and will inevitably have various problems. In addition, we must give this to as many students as possible. Next, it will be good to interview students about their motivation: "How do you perceive your motivation problems? "What causes do you attribute the problems to?" "What suggestions do you have for improving the situation?" These interviews will be subjective, and will be dependent on the interview situation, but they will at least give a picture of how selected students perceive the problem. Since student beliefs control learning, it is important to find out what these beliefs are.

## Action Research

By Andrew Finch

Next, we can ask students to complete learner journals during the semester. These can be compared with the teacher's perceptions, as recorded in a teacher journal. We can also take videos of lessons during the semester and observe these with colleagues.

When we look at all this triangulated data, it might be possible to discern some patterns in student responses. Based on these, it will be possible to make changes in the lessons (formative research) and then to give the instruments (questionnaires, interviews, videos) again, to see if student responses are significantly different. In this way, we are using a wealth of data to investigate a problem in the classroom. We have used a number of research instruments with a large number of students, over a significant period of time. Because of this, possible answers have emerged, and we have further investigated those answers. Just as in the first paragraph, there are still many variables in our research, and we cannot claim that the results are general for every EFL teacher. However, we can say that the research was based on a number of data sources and that these sources pointed in the same direction.

### The Author



**Andrew Finch** is a tenured professor of English Education at Kyungpook National University. Andrew's research interests include task-based materials design and classroom-based assessment, set within a perspective of language learning as education of the whole person. Email: [aef@knu.ac.kr](mailto:aef@knu.ac.kr)



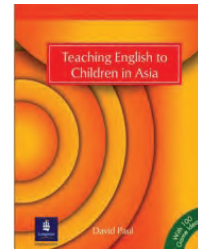
# Teaching English to Children in Asia

David Paul

Hong Kong: Longman Asia ELT, 2003

Pages: 217. (ISBN: 962-00-5251-X Paperback)

Reviewed by Jake Kimball



Given the fact that teaching English to children has experienced such phenomenal growth over the past five years, the time is right for more publications devoted to this ELT sector. *Teaching English to Children in Asia*, by David Paul, is an especially welcomed addition to the personal libraries of teachers of young learners, parents, administrators, and university teachers who are training teachers who will eventually enter young learner classrooms.

Within the past two to three years, quite a few YL-related books have been penned, and it is quite common to see YL articles appear in *ELT Journal*. They range on a continuum from theoretical to practical, but mostly in-between - and that is exactly where this resource book sits balancing both theory and practice. Its style, though, is unique. The eleven chapters and bank of games are presented in an easy-to-read-and-digest format, although I am inclined to say that inexperienced teachers may find some parts overwhelming without a familiarity with some ELT jargon and knowledge of a constructivist approach to education.

It should be noted that this book is not without controversy. On the front cover is a highly visible graphic stating, "With 100 Game Ideas." Unfortunately, this clever marketing ploy gives the impression that teaching children is all about games, having fun, and edutainment. For readers who have the patience and energy to look inside, the "Game Ideas" tag line is a misnomer. While the book clocks in at 217 pages, the Game Bank section is a mere 30 pages.

The bulk of the book consists of eleven chapters. Chapters 1 and 2 build the framework supporting Paul's approach to teaching children, which is constructivist and humanistic, and incorporates multiple intelligences. Chapter 3, one of the best in the book and the one that most teachers would benefit from, concerns lesson planning. Chapters 4, 5, and 6 are where readers are exposed to techniques and skills (games and songs, speaking and listening, and reading and writing). Chapters 7, 8, and 9 return to practical theories: classroom environment, classroom management, and how to be an effective teacher. Rounding out the book is chapter 10, a very short unit on pitfalls to watch out for when teaching children, and chapter 11 tidies things up with "A Child-Centered Approach for Asia," where the author briefly answers

common questions.

The final chapter brings the book to a full circle from chapter 1, "In Search of an Approach," to chapter 11, "A Child-Centered Approach for Asia." After reading the book, I question whether the title is appropriate. The content is definitely EFL-oriented and fills the gap left by ESL-oriented books that are obviously not appropriate in EFL contexts. However, one could easily replace Asia with any other EFL context where students have limited exposure to English on a daily basis.

What I like about the arrangement of *Teaching English to Children in Asia* is that it is conducive to workshops, reading circles, or personal reflection. Each chapter contains questions to reflect on or discuss. The questions up for discussion are bound to elicit a lot of talk, as the questions are context-sensitive ones for which there are no right or wrong answers. Many of the questions, especially those regarding rewards and praise, and using L1 in the classroom, are bound to stir the pot. Secondly, the book is chockfull of tips and practical suggestions. Every page has at least one gem. Although only 217 pages, it is rather sweeping in scope and covers quite a bit of ground quickly. Finally, the Useful Websites and Further Reading sections at the end of the book are very motivating, and it is probable that the reader will eventually follow up on them.

*Teaching English to Children in Asia* is not without its faults. In the beginning and at a few points throughout the book, readers are reminded that our students are individuals with unique interests and abilities, that we need to find out how to get our students emotionally involved in our lessons. However, the accessible, down-to-earth style of writing peppered with *we*, *students*, *teachers*, and *children* sometimes gives the impression that teachers and students actually do come in a one-size-fits-all mold.

Nevertheless, if we, as a profession, intend to professionalize TYL, *Teaching English to Children in Asia* is a fine place to start.

## The Author

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# The IELTS Speaking Test

By Michael Duffy

**I**ELTS, which stands for “International English Language Testing System,” is owned by a partnership of the British Council, IDP Education Australia, and the University of Cambridge ESOL, and has been developed to assess the ability to communicate in English across all four language skills: listening, reading, writing and speaking.

The test comes in two versions. Most of the 500,000 candidates who take it each year are intending to study at the tertiary level in an English-speaking country. They take the Academic Modules, which thus serve the same function for UK, Irish, Australian, and New Zealand universities as TOEFL does for their US counterparts. Those candidates who seek to immigrate or to gain overseas work experience take the General Training Modules. However, the Listening and Speaking sections of the test are the same for all candidates.

The speaking test, as distinct from the one now included in TOEFL, takes the form of a face-to-face interview. It lasts from 11 to 14 minutes, and is in three main sections. In Part 1, the first 3-4 minutes, the examiner will ask the candidate to introduce him- or herself, say where they come from, and talk about familiar topics such as home and family, work or college, hobbies, holidays, sports, and free time. Part 2 is called the “long turn.” The candidate is given a prompt on a card outlining a topic and is required to speak on it for 1-2 minutes. One minute is allowed for preparation and making notes, if desired. The topic might be something like describing a person, place, or thing; a picture, a movie or a book; a historical figure or a friend. This is followed by Part 3, a two-way discussion lasting 4-5 minutes and thematically linked to the topic in Part 2, but dealing in more general and abstract issues, and requiring analysis, prediction, description, evaluation, giving opinions, making predictions, discussing cause and effect, and guessing at possibilities.

Performance is assessed on four sets of criteria: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. The result for each of the four skills tests, as well as the overall result, is expressed as a score on a 9-band scale. The “Information for Candidates” pamphlet issued to test applicants gives general descriptions of the bands, ranging from Band 1: “non-user” to Band 9: “expert

user.”


Universities generally require a candidate to score between Band 6 and 7 for admission. In some cases, they demand a higher score on the speaking module than on the others, though the test is so designed that there should not be wide discrepancies between the bands attained on the different skills. In practice, most candidates will achieve somewhere between Band 5 and 7. Band 5 denotes a “modest user” of English, described as one who *“has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.”* A “competent user” (Band 6) *“has generally effective command of the language despite some inaccuracies, inappropriacies, and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.”* A “good user” (Band 7) *“has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.”*



In summary, the test assesses the candidate’s ability to communicate fluently, clearly, and accurately in a simulated natural situation. The new TOEFL speaking test, which may turn out to be a competitor to IELTS, takes a different approach, eschewing face-to-face interaction, but on the other hand, incorporating tasks that call on integrating speaking with reading and writing. Web site: [www.ielts.org/](http://www.ielts.org/)

## The Author



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## The Internet TESL Journal

For Teachers of English as a Second Language, *The Internet TESL Journal*, which can be found at <http://iteslj.org/>, is an indispensable online resource. This monthly web journal serves beginning and veteran teachers with articles highlighting practical teaching techniques, ready-made lesson plans that are sure to help you out in a pinch, handouts for classroom use, games and jokes to motivate your students, and a bank of questions that are sure to promote writing or speaking fluency. As a side note, the articles are not overly academic; they are concise and straightforward without much jargon. This site is not only for teachers, but students, too.

One of the most important criteria that I look for in an ELT web site is that it is updated regularly with new material. *The Internet TESL Journal* does just that. In fact, readers will find previous issues, dating back to 1995, easily accessible on the main page. Where does all of this material come from? It comes from teachers just like you and me. The open call for submissions is very specific in what is likely to be accepted and that which will likely be rejected. In short, "We are always looking for things that are of immediate practical use to ESL/EFL teachers." Going through the archive of articles and teaching ideas, I noticed the names of several KOTESOL members who have had submissions published.

A second aspect that I find worth noting is that the

page layout is a bare-bones, minimalist design and very easy to navigate. The net result is that accessing content is comparatively fast. There are no fancy flash or animated graphics, no audio, no bells and whistles to distract. When unsure of where to find specific material, enter queries in the search box. The articles and lesson plans are well organized with clear headings and subheadings.

The database of links is enormous (12,635 as of August, 2006) and updated regularly. New links are added often. Links for students and teachers are clearly differentiated and categorized by topic. Clicking one of the topics brings readers to a list of related web sites, including a brief description. Broken links can be reported, and there is a means of notifying *The Internet TESL Journal* of new pages. This certainly limits the number of 404 errors that plague so many web sites these days.

In closing, I recommend *The ITESLJ* for all discerning teachers wishing to upgrade and diversify their teaching methodology and techniques.

### Web Wheres

By Jake Kimball

## Employment Services Center

At the 2006 KOTESOL International Conference  
Sookmyung Women's University, October 28 & 29

- Drop off your resume with recruitment representatives
- Pick up recruitment materials
- Schedule an interview with potential employers
- Free to KOTESOL members

Full information available at the conference registration area

# Online Interaction and Speaking Proficiency

As a language teacher, you aim to make your students better at all four skills: not just reading and writing, but also listening and speaking. You know that practicing these skills online as well as in the classroom can help all of your students improve and be motivated to learn more. In the past, it was difficult to use computers for anything but reading and writing practice; listening and speaking were something that could only be practiced in the classroom. However, technologies are increasingly available that allow you to support your in-class work on spoken communication with Internet-based speaking and conversation activities. Of course, in order to participate in any of these activities, students will need access to a computer with a microphone.

## Internet-based speaking activities are increasingly available.

What are your students' speaking needs? If you want to focus on planning and reflective skills, you might consider setting up a voice board for your class. A voice board is similar to a bulletin board or web forum, except that the posts are sound files rather than regular files. As with text bulletin boards, this asynchronous communication allows students time to plan and reflect on their speaking work.

Are you looking for more a spontaneous conversation practice method? This becomes possible with voice chat. Voice chat tools include IM programs such as Yahoo Messenger, as well as Skype and other VoIP (voice over Internet protocol) tools. You can use the "conference" feature in Yahoo to create a multi-party chat for an entire class or working group. Or for independent chatting, you can assign interactional tasks and allow time in class for the students to review for deeper learning. (For a review of voice chat, consult Vicki Starfire's article in the March issue of TESL-EJ, <http://www-writing.berkeley.edu/TESL-EJ/>.)

If you have your own server, there are various programs that allow you to set up your own voice-sharing environments. Gong (<http://gong.ust.hk>) is a free voice server program that supports an impressive range of voice-sharing and recording features including voice boards and voice chat. Gong, which is a project of the Hong Kong University of Science and Technology, is also compatible with Moodle and comes with a specialized Moodle module. However, Gong comes without technical support and the setup is rather complicated.

Having a class or school server is especially helpful if you teach children. In this case, you may not want to use an open system like Yahoo due to the security risks.

You might consider using your own closed system. You can set up a simple voice board using almost any forum that allows file attachments, such as PHPBB or the Moodle Forum module. In addition, the ListenUp voice forum (from <http://www.javasonics.com/>) allows a free 30-day trial.

## Connecting With CALL

By Samuel Henderson

You can boost the pedagogical power of voice chat by recording sessions for later reflection. The free audio editor Audacity (<http://audacity.sourceforge.net>) is easy to install and quite versatile. Using Audacity, students can see the voice sound waves that they and others produce. This can be a great aid in learning pronunciation, especially for visual learners who often find pronunciation a particularly difficult area. Audacity can also be used to generate WAV and MP3 files. Unlike the other programs, Audacity runs on the desktop; students will need to be able to use a computer with Audacity installed.

In addition, you can use both teacher-produced and student-produced podcasts to add a new dimension to listening and speaking practice. If you are interested in using podcasting as a teaching tool, a good starting point is the University of Wisconsin's podcasting project (<http://engage.doit.wisc.edu/podcasting/>). A different direction is to have your students set up voice-part relationships through a service such as My Language Exchange.com (<http://www.mylanguageexchange.com>).

Have experiences to share? Need some help? Join us on the CALL mailing list at [groups.yahoo.com/groups/KOTESOLCALLSIG](http://groups.yahoo.com/groups/KOTESOLCALLSIG).

### The Author



**Samuel Henderson** is the CALL (Computer-Assisted Language Learning) SIG Facilitator. He works at the Miryang Campus of Pusan National University. Samuel holds an MA in Applied Linguistics from the University of Southern Queensland. He is a certified Korean-English translator and has been living in South Korea for four years. Email: [samueljhenderson@gmail.com](mailto:samueljhenderson@gmail.com)

## PAAL 2006: Big Little Conference

By David E. Shaffer

“**T**he best little conference I’ve participated in.” That’s how Dr. William O’Grady described the recent PAAL conference, capturing well the sentiment of those in attendance. The 11th Pan-Pacific Association of Applied Linguistics (PAAL) International Conference was held on July 27-29 at Kangwon National University in Chuncheon. The conference is truly international in scope. It brought together presenters from at least 15 countries - from Iran to Indonesia and from Hong Kong to Helsinki.

Over the first two days of the conference, over 50 presentations were given in concurrent sessions. Surprisingly, only four of them, including my own, were by Korea-based presenters. Presentations were scheduled into one of ten strands: ESL/EFL, pedagogy,



Dr. William O’Grady’s plenary presentation at PAAL 2006.  
(Courtesy of PAAL)

psycholinguistics, and linguistics the first day, and EFL, CALL, testing, acquisition, discourse analysis, text analysis, and sociolinguistics the second. Every presentation I attended was well researched, well prepared, and well presented; none were presentations put together in a day. In addition to the presentation content itself being highly interesting, the presentations were of increased interest due to the lively interaction during the question-answer period at the end of the 20 + 10-minute presentation format. Attendees were not only seeking additional information, but offering sincere suggestions in a highly cooperative spirit.

The conference’s three plenary sessions - one on each day - were outstanding. Dr. O’Grady (University of Hawaii) demonstrated that seemingly obvious phenomena may not be the ones actually regulating acquisition of certain grammar items. On the second day, Dr. Susan Gass (Michigan State University) shared the results of her research on “Learning to Talk Like a Teacher.” The Day 3 plenary, on using technology for language learning and the rapidly shifting paradigm in our field, was given by Dr. Sudaporn Luksaneeyanawin

(Chulalongkorn University, Thailand). It was definitely worth the wait.

Particular to this conference is the emphasis that it places on supporting the young researcher. As in many other conferences, a number of the concurrent-session presentations are made by doctoral program students, but for PAAL conferences many graduate students are also encouraged to present research projects in the form of poster presentations. The entire afternoon of the second day, except for the after-lunch plenary session, was devoted to the 37 poster presentations prepared by 60 individuals, many of whom were graduate students. Presentation topics ranged from cognitive grammar to facial cues and from recasts to shadowing. The poster session was surprisingly well attended, and the explanations of the research were surprisingly well presented.

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*Every presentation was well researched, well prepared, and well presented.*

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This conference was born slightly over a decade ago as a collaboration between Waseda University of Japan and Korea University. For this reason, it has co-officers for many positions - co-chairs, vice co-chairs, co-editors-in-chief for their semiannual journal, etc. Originally, one officer was from each of the two universities and the annual conference shuttled between Korea and Japan. The Association has since expanded to include officers from other countries and it also holds conferences in other areas. Last year’s conference was in Edinburgh, Scotland, and next year’s is planned for Thailand.

The endless July rain may have drenched the venue of PAAL 2006, but it did nothing to dampen the camaraderie and collegiality exhibited in the mountains of Chuncheon at the best little conference I’ve ever attended.

### The Author



*David Shaffer is a frequent conference attendee. He also often presents at conferences and has been on the organizing committee of over a dozen regional, national, and international conferences.*  
Email: [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr)



# Asia TEFL 2006: Spreading Its Wings

By Joo-Kyung Park

The 4th Asia TEFL International Conference was held at Seinan Gakuin University, Fukuoka, Japan, on August 18-20, 2006 with the theme "Spreading Our Wings: Meeting TEFL Challenges." Asia TEFL, founded in 2003, has grown to have over 7,000 members and has held conferences in Korea (Busan, 2003; Seoul, 2004) and China (Beijing, 2005). Holding this year's conference in Japan was a logical choice, considering the country's status in the Asian region.

The Conference started with drenched bodies and dampened spirits due to the typhoon which crossed the island, but President Hyo Woong Lee's welcoming address and the guests' congratulatory remarks given at the opening ceremony ignited excitement, reassuring the significance of the truly Asian organization. The first plenary presentation delivered by Dr. Kenichi Uemura, a multilingual neurosurgeon on a personal journey as a successful language learner and teacher, challenged the participants with his insightful, non-ELT perspectives, and the typhoon was completely forgotten.

The Conference hosted five plenary speakers in addition to Dr. Uemura: Dr. John Sinclair (Univ. of Birmingham), Dr. William Grabe (Northern Arizona Univ.), Dr. Alastair Pennycook (Univ. of Technology, Sydney), Dr. Annie Hughes (Univ. of York), and Dr. Won Key Lee (Seoul National Univ. of Education). Because of a sudden illness, Dr. Hughes' paper was read by Ms. Chantal Hemmi (British Council, Tokyo) who presented so brilliantly as to make the author's absence almost unnoticed. These plenary speakers discussed, respectively, the impact of corpora on examining what English is really like, exploring research on reading instruction, ELT as translanguaging activism, the implications of what we know about children's foreign language learning for teaching English to young learners, and an Asian standard of English proficiency. They all showed what world-class scholarship was like, but Dr. Lee's presentation seemed to be the highlight of the Conference.

In order to promote world-class professionalism among Asian TEFLers, Asia TEFL invites Asian scholar as plenary speaker at its annual conferences. Following Dr. Oryang Kwon (Korea, 2003), Dr. Amy B.M. Tsui (Hong Kong, 2004), and Dr. Huizhong Yang (China, 2005) who displayed a high standard of Asian TEFL scholarship, Dr. Won Key Lee, Korean testing expert and prolific ELT author, captured the audience with his deliciously witty and superbly professional presentation, emphasizing the ownership of Asian

Englishes and the necessity of developing an Asian standard of English proficiency.

Seven featured speakers were also on the bill: Prof. Ikuo Koike (Japan), Prof. Yeon Hee Choi (Korea), Prof. Wen Qiufang (China), Prof. Ravinder Gargesh (India), Prof. Malachi Edwin Vethamani (Malaysia), Prof. Phyllis Ghim Lian Chew (Singapore), and Prof. Arifa Rahman (Bangladesh). They discussed the history and policies related to English education in their own culture and context, which reaffirmed for us how diverse but similar the Asian issues can be and opened up the possibility of finding solutions by working together.

The three-day conference was an intellectual feast with four hundred and fifty concurrent presentations, including 30 travel grant awardees, who provided such a diversity of topics and issues to choose from, and more importantly, a variety of Asian Englishes. The Conference reception was another feast of Japanese music, food, and costume. Seventeen foreign women, including myself, were asked to dress in *yukata* and *getta*, traditional Japanese dress and sandals, and wear them at the reception, which was a very memorable and amusing intercultural experience for all the participants. The closing ceremony was such a happy ending, full of the spirit of sharing and celebrating. A small Korean drum was passed as a symbol of continuity from the Japanese Conference Committee to the Malaysian Conference Committee, the host of the 2007 Asia TEFL Conference.

The 4th Asia TEFL Conference wrote another page of TEFL history with the strong support and enthusiasm shared by the Conference's nearly 1,000 participants. Asia TEFL's mission is to make a contribution to TEFL professionalism in the Asian context, world peace, and human prosperity. This Conference has been a place for Asian TEFLers to further grow personally and professionally and fulfill the mission together. I plan to be at the next Asia TEFL Conference and hope to see you in Malaysia in 2007!

## The Author



**Joo-Kyung Park**, former president of KOTESOL, received her Ph.D. at Texas A&M University, USA. Her recent research interests include teacher education, critical pedagogy, and English immersion programs. Currently, she is an associate professor of the Dept. of English Language and Literature at Honam University and Conference Executive Director of Asia TEFL.

# World Calendar

Compiled by Jake Kimball

## Conferences

**Oct 7-9 '06** International Association for World Englishes: "Theory and Application: World Englishes in World Contexts." Chukyo University, Nagoya, Japan. (Email) [dangelo@lets.chukyo-u.ac.jp](mailto:dangelo@lets.chukyo-u.ac.jp) (Web) <http://we.lets.chukyo-u.ac.jp/iawe2006>

**Nov 2-5 '06** JALT 2006: "Community - Identity - Motivation." Kitakyushu International Conference Center, Kokura, Kitakyushu City, Fukuoka Prefecture, Japan. (Email) [jalt@gol.com](mailto:jalt@gol.com) (Web) <http://jalt.org/>

**Nov. 10 '06** The 2006 International TESOL Symposium on English Teacher Development in EFL Contexts. Shantou University, Guangdong Province, China. (Web) <http://www.tesol.org>

**Nov. 10-12 '06** The 15th International Symposium and Book Fair on English Teaching: "Border Crossings: EFL/ESL/EIL/ or EGP/EAP/ESP." English Teachers Association-Republic of China (ETA-ROC). Chien Tan Overseas Youth Activity Center, Tapei, Taiwan. (Email) [etaroc2002@yahoo.com.tw](mailto:etaroc2002@yahoo.com.tw) (Web) <http://www.eta.org.tw>

**Nov 23-25 '06** Universiti Sains Malaysia: "Current Practices in Curriculum and Materials Development." Penang, Malaysia. Contact Syed Yusof (Email) [syusof@usm.my](mailto:syusof@usm.my) (Web) <http://www.geocities.com/illc2006>

**Jan 26-28 '07** ThaiTESOL, "Beyond Boundaries: Teaching English for Global Communication in Asia." The Imperial Queen's Park, Bangkok, Thailand. Contact Maneepen Apibalsri (Email)

[maneeopen12@gmail.com](mailto:maneeopen12@gmail.com) (Web) <http://www.thaitesol.org>.

**Feb 24-25 '07** The 3rd CamTESOL Conference on English Language Teaching: "Internationalising ELT in Cambodia." Phnom Penh, Cambodia. (Web) <http://www.camtesol.org/> **Call for Papers Deadline:** Oct 20 '06

**Mar 21-24 '07** The 41st Annual TESOL Convention and Exhibit: "Spanning the Globe: Tides of Change." Seattle, Washington, USA. (Web) [www.tesol.org](http://www.tesol.org)


**Apr 18-22 '07** The 41st International IATEFL Conference, Aberdeen, UK. (Web) <http://www.iatefl.org/>

**May 16-21 '07** The China English Language Education Association, "Language, Education, and Society in the Digital Age," FLTRP International Convention Center, Beijing, People's Republic of China. (Email) [celea@fltrp.com](mailto:celea@fltrp.com) (Web) <http://www.celea.org.cn/english/5celea.asp>

**May 30-June 1 '07** Centre for English Language Communication, National University of Singapore, "The English Language Teaching and Learning Landscape: Continuity, Innovation and Diversity," Hilton Hotel, Singapore. (Email) [symposiumsec@nus.edu.sg](mailto:symposiumsec@nus.edu.sg) (Web) <http://www.nus.edu.sg/celc/symposium>.

**Jun 8-10 '07** The 4th Asia TEFL International Conference: "Empowering Asia: New Paradigms in English Language Education." Putra World Trade Centre, Kuala Lumpur, Malaysia. (Email) [asiatefl2007@yahoo.com](mailto:asiatefl2007@yahoo.com) (Web) <http://www.asiatefl.org/> **Call for Papers Deadline:** Jan 2 '07.

## Submissions

All information on upcoming conferences or other teacher-related events should be sent at least three months in advance to: TEC Calendar (Email) [KOTESOL@asia.com](mailto:KOTESOL@asia.com) 

# KOTESOL Proceedings 2006 Call for Papers

**Extended to all KOTESOL 2006 International Conference Presenters**

**Submission Deadline: December 3, 2006**

Email: [2006proceedings@gmail.com](mailto:2006proceedings@gmail.com)

## 2006 National Election Candidates

### **Office: First Vice-President**

Ascends to President the following year and Immediate Past President two years later; supervises local chapters; assists the President in a variety of duties; represents KOTESOL in an official capacity.

**Candidate: Kevin L. Landry** (Hongik University, Jochiwon Campus; Instructor)

1) Nominations and Elections Committee Chair, 2) Cheongju Chapter Vice-President, 3) Teacher Education and Development Special Interest Group Facilitator.

### **Office: Second Vice-President**

Heads the National Program Committee, which plans and develops programs; manages Special Interest Groups (SIGs) and KOTESOL Teacher Trainers (KTT).

**Candidate: Jake Kimball** (ILE Academy, Director of Studies)

1) Daegu-Gyeongbuk Chapter member; 2) National 2nd Vice-President, 3) *The English Connection*: Editor-in-Chief; 4) *KOTESOL Proceedings*: Senior Editor, 5) Young Learners Special Interest Group Facilitator.

### **Office: Treasurer**

Maintains, collects, and makes reports on KOTESOL funds; executes banking transactions, budgetary planning, and record keeping; keeps an up-to-date membership list.

**Candidate: Dr. David E. Shaffer** (Chosun University, Assoc. Professor)

1) Gwangju-Jeonnam Chapter Advisor, 2) National Treasurer, 3) Research Committee Chair, 4) International Conference Committee Treasurer, 5) *KOTESOL Proceedings*: Supervising Editor, 6) *Korea TESOL Journal*: Editor and Board Member 7) *The English Connection* Associate Editor, 8) National Conference Advisor.

### **Office: Secretary**

Records minutes of National Executive Council meetings; reads, acts on, and replies to incoming KOTESOL email and other official Executive Council communications.

**Candidate: Aaron Jolly** (Namseoul University's Foreign Language Institute, Instructor)

1) Daejeon-Chungnam Chapter President, 2) 2006 National Conference Co-chair.

### **Office: Conference Committee Co-chair**

Ascends to Conference Committee Chair the following year; assists the Conference Chair with conference-related duties.

**Candidate: Sheilagh Hagens** (Haeryong High School, Instructor)

1) Gwangju-Jeonnam Chapter Member, 2) International Conference Committee Volunteer Coordinator.

### **Office: Nominations and Elections Committee Chair**

Submits a full slate of candidates for the annual election; conducts a fair election; visits local chapters scouting perspective candidates.

▪ Voting will take place on October 28-29, 2006, at the International Conference at Sookmyung Women's University in Seoul. Voting hours will be from 11 a.m. to 4 p.m. on both Saturday and Sunday. To cast a vote, individuals must be current KOTESOL members at election time.

▪ All candidates have 1) been a KOTESOL member for at least the past one year (Bylaws, IV.2), 2) provided biographical data and personal statements, and 3) received three non-Executive Council endorsements for candidacy. For more information on the candidates and the election, visit the KOTESOL web site.

▪ Election results will be announced at the annual business meeting on Sunday afternoon.





# KOTESOL In Action

Edited by Maria Lisak

## Special Interest Groups

### CALL SIG

By Samuel Henderson

Welcome to the KOTESOL CALL SIG. We share and pool information about various technical aspects of CALL and about language learning in general. We also have an email discussion list at <http://groups.yahoo.com/group/KOTESOLCALLSIG/>, where announcements and general inquiries are posted. If you have any questions about this group or suggestions for making it better, please join us. A new facilitator is needed to manage this SIG. If you are considering a leadership position within KOTESOL, and you have CALL experience, then please contact Jake Kimball, [ilejake@yahoo.com](mailto:ilejake@yahoo.com).

### Christian Teachers SIG

By Heidi Vande Voort Nam

On June 10 Heidi Nam presented on Values in ELT at the Gwangju Chapter meeting. The enthusiasm in Gwangju for networking among Christian teachers led to the planning of a Christian Teachers Symposium that will be held at Honam Theological University in Gwangju on September 23-24. The schedule will include time for personal sharing about teaching experiences, discussion of Donald Snow's book, *English Teaching as Christian Mission*, and planning volunteer outreach for children in rural areas who have limited access to English education. The CT-SIG thanks Perry Broe and Indong Song for coordinating efforts with HTU and Virginia Hanslien for planning the schedule. For more information about the symposium, please contact Virginia at [virginia18@gmail.com](mailto:virginia18@gmail.com).

On July 15, a group of CT-SIG members met at Chongshin University for discussion of our current teaching situations and mutual encouragement. Recent topics on the CT-SIG discussion board include prayer requests, virtue as an educational objective, treating plagiarism as a moral issue, and Christian teacher-development seminars in Korea. If you are interested in participating in the CT-SIG, please contact Heidi Nam ([heidinam@gmail.com](mailto:heidinam@gmail.com)) or join our on-line discussion group at [http://ca.groups.yahoo.com/group/KOTESOL\\_CT\\_SIG/](http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/).

### ELT Leadership & Management SIG

By Brett Bowie

What is the ELM-SIG board? It is a members-only Yahoo message board for anyone involved in the various aspects of ELT management or leadership. We discuss various ideas/tips and information to help do our jobs better. To give just a few of the online discussions to date: dress codes, exam security, limits on university contracts (three-year maximum), and employment contracts. After a predictable quiet spell around the end of spring semester (exam and grading time), the board kicked solidly back into action over the summer.

The ELM Coffee Session: The idea was suggested to meet at a Starbucks one Sunday to meet other ELM members and sit down with coffee in hand to discuss a few issues face-to-face, which proved to be a far more convivial and practical idea than just using the board. The ELM Book Club: One of the members suggested a few leadership and management books that we could all read and then discuss together how the readings could best be applied to ELT. From this suggestion the ELM Book Club was born and some excellent recommendations made on possible books or articles. Members also sound very keen on this concept.

If you are working in that rather interesting role of coordinating or supervising at an ELT institution, then you may wish to benefit from the ELM board. Working at a university, private language school, public school? It does not matter. The concept for the board and the SIG is simple. People in similar ELM positions, seeking similar information or dealing with similar challenges, can benefit from the board and its members. Check it out at <http://groups.yahoo.com/group/ELTLeadershipmanagement/>

### Global Issues SIG

By Robert Snell

The Global Issues SIG has seen positive developments this year, with hopes of many more in the future. This past May, the well-known US poet Charles Potts made a tour through Korea, sponsored in large part by the Global Issues SIG. He made stops in Seoul, Daegu, Busan, and Gwangju. The GI-SIG has also organized a student poster contest, to highlight a wide range of global issues. The contest includes all levels of students, from elementary to university. A collection of posters will be displayed at the KOTESOL International Conference in October. The conference will also be a time when we will attempt to create a more focused, dynamic vision for the SIG. A roundtable discussion is scheduled on the subject of developing the poster contest in a wider context. There will also be a workshop, which will look at how to use global issues in

the classroom, as well as exploring how to develop a more vibrant, responsive GI-SIG. Possible developments could include more teaching content on the web site, a newsletter, a blog, and more community-based projects. It is hoped that all educators with an interest in global issues will join us and help to create an even better year next year.

## **Spirituality in ESL SIG**

*By Greg W. Brooks*

We have now met twice since we began our Spirit SIG in June, 2006. Whether Atheist, Agnostic, Humanist, Christian, Buddhist, Jewish, or whatever your religious or secular background - all are welcome. There have been many fascinating discussions and the group is making a sincere effort to catalyze conversations and insights toward improving our English teaching as professional. In our most recent meeting, SIG founder Greg Brooks-English addressed members with his paper on Spirituality or Religion in ESL, which touched upon the beginnings of an educational paradigm accounting for spirituality, rather than religion, in the classroom and how to differentiate the two frameworks. This focuses on the importance of a balance between fact and metaphor, sign and symbol, knowledge and experience, among other referents, instead of an extremist focus on only one of the two poles. Also dealt with in the paper is the creation of an in-group and out-group in religious traditions, whereas in a spiritual paradigm there is an avoidance of this.

In addition, the Spirituality in ESL SIG serves as a community forum for members to talk about the things in their teaching which are important to them and get valuable feedback from others. Many topics have arisen which are too voluminous to be included here. However, what can be said is that there is much interest in this subject and its effects can be felt in countless areas of the TESOL world. Of particular interest, dealing with prejudice in the classroom is a popular topic as is how we develop curriculums to deal with this issue in the context of ESL. The Spirituality SIG is a group of people committed to exploring the implications and implementation of a spiritually-based educational paradigm in the classroom, in contrast with the term "religion." These are by no means mutually exclusive, but in many cases there is a need to differentiate them. For some people, the term "religion" is loaded with jihad, crusades, and discrimination, and because of this, there is a separation between church and state in public education. Therefore, it is necessary to form an approach that encompasses a broad range of opinion and diversity. Contact Greg at [balanverse@gmail.com](mailto:balanverse@gmail.com) and remember that we meet on the 1st Tuesday of the month, from 7:00 to 9:15 pm.

## **Teacher Education and Development SIG**

*By Kevin Landry*

We have been rather quiet over the summer break. Members are involved in their own development, and we are open to sharing our experience with other groups. Kevin Landry co-chaired a forum on using textbooks at the Cheongju Book Fair. It was nice to have feedback and participation from the audience. For the International Conference, SIG leaders are organizing a room to share, and we should be available for question's answers and comments, so stop by and visit.

## **Writing & Editing SIG**

Do you have any words of wisdom to contribute on how to improve your own writing style, tips on how to be a better writing teacher, or techniques for improving you student's writing abilities?

Is editing part of your job? Do you have any techniques to share on self-editing or on editing students' work? Do you have any questions about different editing styles. Do you want to know more about APA? If so, go to <http://www.kotesol.org/SIGWE> and post to the SIG's discussion board. While there, check out the WE-SIG's resources accessible from the site. If you are interested in facilitating this group, contact Jake Kimball, [ilejake@yahoo.com](mailto:ilejake@yahoo.com).

## **Young Learners SIG**

*By Jake Kimball*

YL wheels are turning faster and faster. For YL teachers and administrators, these are exciting times. With the upcoming International Conference, there will be more YL-related sessions than ever before. In fact, look for the YL-Zone at the Conference to find friends, colleagues, and professional development opportunities. Also making headlines is the YL-SIG inaugural TYLT Newsletter. Plans are in the works to publish this newsletter quarterly on the Internet. In it you can find valuable teaching tips, articles, interviews, reviews, and contests with prizes. Finally, our third YL Symposium is slated for March, 2007, in Daegu, and our venue is the very modern Language Institute at Kyungpook National University. The theme this year is Creating YL Materials. More details will follow.

Missing from this report is you, the YL-SIG member. Yes, we have witnessed growth and interest in the SIG over the years: more activity on the discussion list, an increase in YL workshops - both academic and commercial - and generally more respect for professional YLers. But we need you to volunteer. We

need writers and editors for our newsletter. We need workshop presenters to educate and inform. We need more networking and discussion on our Yahoo Groups page. We need your support, and I am certain you, too, would benefit from joining the YL-SIG. Contact us today: <http://www.kotesol.org/younglearn/>

## **KOTESOL Chapters**

### ***Busan-Gyeongnam Chapter***

*By Todd Vercoe*

Whether you are new to teaching or an aging veteran, just off the boat, native-born or an experienced expatriot, I would like to take this opportunity to invite you to come and get involved with our Chapter of KOTESOL. In the coming year we will, of course, hold our monthly meetings and training seminars where we try our utmost to bring in the best speakers from around Korea and elsewhere. We were closely involved with the Asian EFL Journal Conference this past spring. It is my desire that we assist you with all your teacher training needs. Whether you are a member or not, feel free to attend our monthly meetings where you can find many experienced veterans (both of teaching and of Korea) to assist you with any questions or problems you may be having. Stop by, bring your questions and concerns, and I'll be happy to buy you a coffee to discuss teaching techniques or life in the Land of the Morning Calm.

### ***Cheongju Chapter***

*By Kevin Landry*

Our Chapter was very busy in the spring and then took a break for the summer. We held our 1st Book Fair on Saturday, June 24th, at Chungbuk National University in Cheongju. Book presentations from Oxford University Press were followed by discussions on the effective use of text books with games and other supplements. Claire Hambly presented two workshops, *Integrating Skills in Context* and *Developing Vocabulary Through Intensive Reading*. Aaron Jolly hosted a workshop and forum on *Adapting Textbooks for More Effective Learning*. Finally, Kevin Landry gave a workshop on *Going Beyond the Textbook*.

We held the 1st KOTESOL Family Picnic on Saturday, May 20th. It was a great time to get acquainted with all of the members of the Cheongju Chapter, and we even had a visit from the National KOTESOL president, Louisa Kim. We had balloon races and games for the children (young and old), and the kids and teachers even took part in "Musical English," a three-legged balloon relay race.

We are always looking for volunteers to help out at any

of our regular meetings, and we are always looking for people interested in sharing their teaching experience with us. If you would like to help out, make a presentation at our meetings, or if you have any comments, please contact the executive committee at [cheongjukotesol@yahoo.com](mailto:cheongjukotesol@yahoo.com).

### ***Daegu-Gyeongbuk Chapter***

*By Julie Stockton*

Welcome Back! Fall semester is always very beautiful with the leaves changing and our hopeful pursuit of distinction in the English Language Learning (ELL) community. KOTESOL offers the perfect venue for ELL professionals and others to learn about and discuss the latest research and approaches. Our Chapter meetings also provide opportunities for academic collaboration and information sharing.

Most recently, Dr. Roger T. Bell gave a presentation about *Assessing EFL Teacher Performance*. He explained that the right balance of applicable teaching techniques combined with communicative activities produces optimum learning. Let me ask you, what are the best ELL methods and are you employing them? Dr. Bell provided tools for language teaching evaluation, both self- and overall evaluation. His was an interesting presentation and an excellent professional development opportunity. Then we went out to dinner. Our Summer KOTESOL Dinner was friendly, fun, and delicious. Come meet together at Daegu-Gyeongbuk KOTESOL. We look forward to another great semester together. Check us out at <http://www.kotesol.org/daegu/>

### ***Daejeon-Chungnam Chapter***

*By Aaron Jolly*

Whilst some Chapter members were enjoying a late summer vacation, many others were hard at work teaching at summer camps. Stephannie White, Deborah Tarbet, Gavin Peacock, and Aaron Jolly all worked summer camps, as did at least 15 other Chapter members. For this reason, we will be sharing our experiences and camp lesson plans with members at the next Chapter workshop on Saturday, September 30, at Woosong University Language Institute from 2:00-6:00 pm. Once again we will showcase some of the best hands-on teacher-training presenters in Korea. See our Web site for details of presenter biographies and abstracts of their workshops.

September is also a nominations period for Chapter executive positions. Elections are in November. Interested Chapter members should contact Secretary Deborah Tarbet, [deboraharbet@hotmail.com](mailto:deboraharbet@hotmail.com). October, of course, sees a number of Chapter members presenting at the Korea TESOL International

Conference. Notable presenters include Virginia Hanslien from Korea University in Jochiwon, Tommy Vorst from Hoseo University, the e-learning wizard Chris Surridge from Namseoul University, and TEC contributors Dr. Terry Stocker from Hongik University in Jochiwon and Tim Thompson from Woosong University. Late November sees the return of the Thanksgiving symposium at Nazarene University in Cheonan. This year's theme is yet to be determined, so if you have a suggestion or would like to make some input, please be in touch. Finally, we would like to extend a warm welcome to the newest member of the Chapter executive, Ms. Maggi Carstairs from Woosong University in Daejeon, who is the our new Woosong Language Institute Liaison Officer. Maggi's special interest area is students' hands-on use of technology in the language classroom.

Our Chapter executive members wish you all an inspiring and rewarding second half of the teaching year.

### **Gangwon Chapter**

*By Chris Grayson*

On July 1st at the Sockcho Office, our Gangwon Chapter workshop covered the topic of syllabuses. We also celebrated Canada Day with a beach BBQ event. Chapter response was great, local teachers attended and marinated chicken and an undisclosed quantity of potato salad was provided by Sara. Hope to see you at Gangwon Chapter events this fall. Check online for updates.

### **Gwangju-Jeonnam Chapter**

*By Maria Lisak*

After a summer break, Gwangju Chapter returned to a busy fall schedule. On September 9th, Adrienne Moser presented on professional development. On September 23 and 24, the Christian Teachers SIG Symposium will welcome back their facilitator, Heidi Vande Voort Nam, and introduce others in the local community. September 23 and 24 also sees many KOTESOLers involved in a talent show for GIC International Community Day, sponsored by our collaborative partner, Gwangju International Center. Check online for events in October, November, and December

### **North Jeolla Chapter**

*By Ingrid Zwaal*

Our first meeting will be September 9th, again at the Dae Han Bookstore in downtown Jeonju. We are preparing for our annual drama festival for November, so if you have a group interested in participating, please contact our Chapter through our email address

at northjeolla@yahoo.com.

### **Seoul Chapter**

*By Jennifer Young*


The Seoul Chapter has had a busy year so far. Our annual conference, held at Hanyang University this past May, was a huge success, with approximately double last year's attendance. The conference featured nine presentations, three each at the primary, secondary, and tertiary level. Between presentations, attendees were able socialize as well as vote in our annual election of executive officers.

The Seoul Chapter executive has some new faces as a result of the election in May. We have been hard at work organizing an interesting and useful lineup of workshops for the rest of the year. Unfortunately, we have also had to say goodbye to Matt and Sarah Sahr, our webmaster and publicist, respectively, as they move onward and upward. They have worked tirelessly promoting KOTESOL and improving our Web site and will be badly missed.

Our August presenter, Leanne Kim, discussed the Effects of Korean Culture in Classroom Management. In her presentation, she presented four types of interactions: teacher/student, foreign teacher/Korean teacher, teacher/parent, and student/student. Role plays and a discussion followed. On September 19, Christopher Surridge will be presenting on MOODLing in the classroom. This is a useful tool for creating an online learning environment. He will take attendees through the process of creating their own MOODLE courses. Please join us.

### **Suwon-Gyeonggi Chapter**

*By Young Ki Kim*

Suwon-Gyeonggi Chapter has seen two Chapter officer changes recently. Our new Secretary is Kim Soon-A, a teacher at Kunsu Elementary School, and our new Treasurer is Jang Myeong Hwan of Ansung Girl's High School. They are sure to do a fine job in their positions. Chapter meetings were not held during the summer months, but we will be having our September meeting, and Todd Vercoe is scheduled to give his presentation on the use of games. Also, our Member-at-Large, Young Ki Kim, will be gone for the month of October, leading a teacher group to the U.S. 

For more on  
**Chapter Meetings**  
**Chapter Events**

<http://www.kotesol.org/chapter>

# Who's Where in KOTESOL

Compiled by David E. Shaffer

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*New membership application and renewals can now be made online at:*

<http://www.kotesol.org/forms/memberform>

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

## Updated Conference Information

#### Speaker Schedules:

Plenary Speakers, Featured Speakers, Concurrent Sessions

**Facilities:** Venue floor plans

**Maps and Directions:**

By subway, taxi & on foot

**Food Options:** Off-campus restaurants

**Nearby Accommodations:**

Hotels, motels, inns



## KOREA TESOL MEMBERSHIP INFORMATION

**All English teachers**, regardless of level or nationality, are invited to join KOTESOL. We welcome **native and non-native speakers** teaching at elementary, middle, and high schools; language schools, colleges, and universities.

**College students** are also welcome to join as student members. The student rate only applies to undergraduate students; graduate students are under the "regular membership" category.

**People who are interested in the learning and teaching of English in Korea** are also welcome to join, as regular members, even if they are not currently teachers or students.

**Regular Membership:** Annual dues are 40,000 won. Two-year dues are 75,000 won.\*

**Undergraduate Student Membership:** Annual dues are 20,000 won.\*

**International Membership:** Annual dues are US\$ 60.00.\*

**Lifetime Membership:** Lifetime dues are 400,000 won.

**Educational/Institutional Membership & Associate/Commercial Membership:** See our website.

\* **Period of membership:** 12 months from the month of application to the end of the 12th month following that date.

\* **Renewals** shall run for a full 12 months. Membership expiry date: 1st line of address label used to mail *TEC* magazine.

*We need your feedback, active participation, and help! Join us!*

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# Constitution & Bylaws of Korea TESOL

## Constitution

(Adopted April 1993, Amended October 1996, March 1998)

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

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

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

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

**V. Officers and Elections.** 1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer, as well as the KOTESOL General Manager. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

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

## Bylaws

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

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

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

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

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

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

2. The First Vice-President shall be the supervisor of Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee, and shall be responsible for planning, developing, and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

**IV. The Council.** 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination.

3. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require the approval of 75% of elected officers and chapter representatives, regardless of present attendance.

4. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

5. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

6. Minutes of the Council shall be available to the members of KOTESOL.

**V. Committees.** 1. There shall be a National Program Committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publications Committee responsible for dissemination of information via all official publications.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nominations and Elections Committee and for conducting the election. Voting procedures for executive positions may include online voting.

**VI. Chapters.** 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. All Chapter Officers must be current KOTESOL members.

4. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

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

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

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



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Korea Teachers of English to Speakers of Other Languages

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