



**KOTESOL**  
대한영어교육학회

# THE ENGLISH CONNECTION

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

## **English Camp: Issues and Challenges**

*By Joo-Kyung Park and Robert J. Dickey*

**E**nglish language learning in Korea has undergone many changes and challenges, driven by societal needs and expectations from within and beyond Korea. The emergence of English as a global language has also demanded reshaping of goals and approaches to achieve them (Park, 2005). English camps are one response to the perceived "crisis" in English education.

### **Introduction**

According to the Korean national curriculum, as revised over the past two decades, the goals for English education have emphasized communicative

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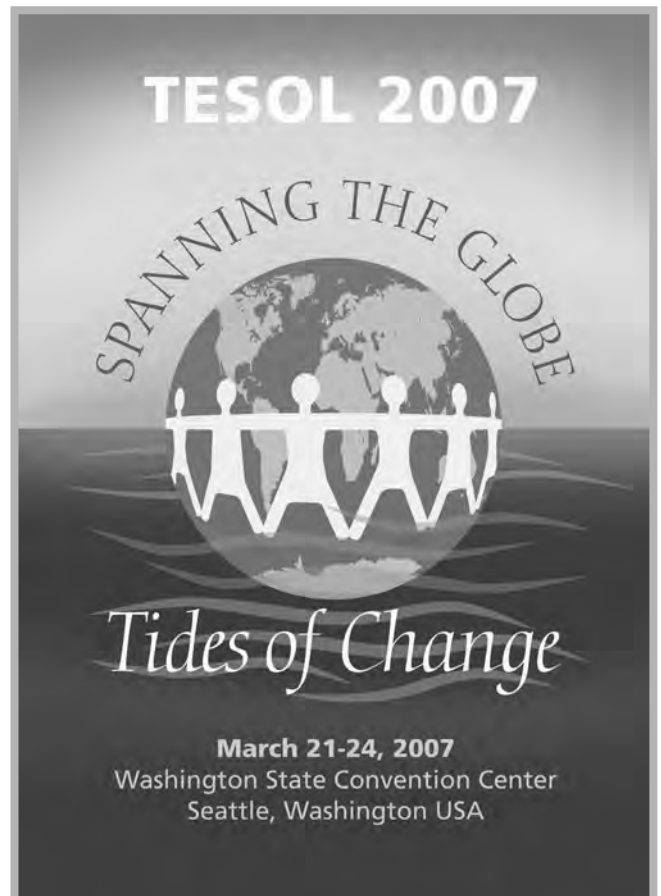
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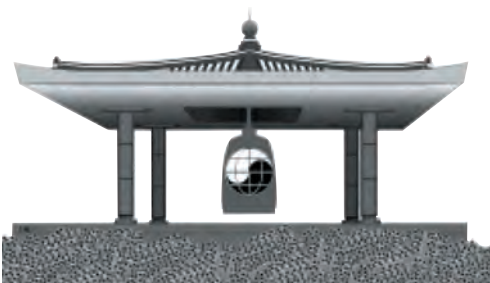
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*To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea.*





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## Charting Our Path for 2007

I am both humbled and honored to assume the position of KOTESOL president for 2006-2007. Humbled, first, when I realize the incredible amount of work contributed not only by my predecessors in the office of president, but also by the many devoted KOTESOL members who enthusiastically volunteer their time and expertise in positions of leadership at either the local or national level. KOTESOL benefits immensely from its ability to attract such dedicated and talented people to be actively involved in its local chapters, its national committees and its special interest groups (SIGs). I am thus honored to lead this organization, and I pledge to devote my efforts toward increasing its services to its members and its significance as a professional organization in the dynamic and burgeoning field of English education in Korea. My term of office is just one short year, but I want to dedicate that year to building on KOTESOL's previous achievements to increase the relevance of our organization both to our current membership as well as to the many potential members among the English teaching professionals in Korea.

### President's Message

At the cusp of the new year, I would like to share with you the theme I have articulated for my year as president of KOTESOL. I chose to build my theme on the letter "E," inspired by the Es in "English Education":

#### **E = Empower E = Emphasize E = Enhance**



**Empower** each other, as teachers in the classroom, of course, but also in our personal and professional development throughout the year.

**Emphasize** our diversity, and emphasize that diversity as one of our strengths. Recognizing that our organization is composed of members of many nationalities, each of whom adds diversity in terms of background, personal goals, professional goals, teaching situation, level of experience, stage of personal and professional development, let us nurture an appreciation of our different positions, opinions, perspectives, and cultural backgrounds.

**Enhance** collegial solidarity by explicitly acknowledging our diversity and making KOTESOL a forum for constructive dialogue. Let us strive to enhance our cultural sensitivity and diversify our knowledge base by drawing on the resources available within our community of members.

*Marilyn K. Plumlee*

**Marilyn Plumlee**  
**Korea TESOL President**

I am very excited about the synergy I am sensing in KOTESOL right now. I was particularly pleased to note the comradeship in evidence at the annual Leadership Retreat held in early December in Daejeon, where chapter leaders, veteran national leaders, and up-and-coming new leaders met for two days of stimulating discussions and team-building activities.

Many new plans are afoot in the areas of membership services, publicity, and web presence. Two newly appointed committee chairs - Stephen-Peter Jinks (Membership) and Mallory Martin (Publicity) - and our new Webmaster, Joshua Davies, all have some excellent ideas for significantly upgrading our channels of communication and disseminating information about KOTESOL.

With the new academic year starting in March, a packed schedule of chapter workshops and special KOTESOL events will again be offered nearly every weekend. Look for detailed information on the web and in the following pages of TEC.

I look forward to meeting and working with all of you during my time as KOTESOL president.



## 2007 KOTESOL Research Grants

**For the purpose of promoting research among our members, KOTESOL is offering the following research grants for 2007:**

1. Up to four research grants of 250,000 to 500,000 won each for ELT research to be carried out in Korea by a KOTESOL member(s) employed or studying in Korea for the duration of the research. The research must be completed within one year, and the results must be published in the *Korea TESOL Journal* or comparable journal within one year of completion.
2. Five presentation grants of 200,000 won each for academic presentations to be presented at the 2007 KOTESOL International Conference. The research papers of these presentations must be published in *KOTESOL Proceedings 2007*.

For further information and proposal applications deadlines,  
Contact Research Committee Chair David Shaffer by Feb. 15th at  
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## *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.

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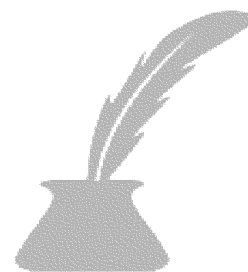
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The *Korea TESOL Journal* accepts submissions on a continuous basis.



# Merry Christmas and Happy New Year



To all of our readers, *The English Connection* staff extend wishes for a happy holiday season, with warmth, cheer, and good will. We are grateful for a full year of quality contributions by regular and guest writers, and we look forward to 2007. We sincerely hope that you have enjoyed reading *TEC*, KOTESOL's quarterly publication. Do consider submitting an article of your own in the upcoming Year of the Pig.

## The 48 Pages

- Our feature article this issue is about camps. The past few years has witnessed an explosion of English camps for English language learners, from elementary through university. Dr. Joo-Kyung Park and Dr. Robert Dickey, both of whom have experience with camp programs, describe their respective camps and related issues pertinent to their success and failure. Even those of you not involved in camps will find the feature of interest.
- KOTESOL President Dr. Marilyn Plumlee outlines her presidential pathway for 2007 in her first *President's Message*. Read her message to find out what to expect from KOTESOL over the course of the next year. This is followed by the final article in the series of historical overviews of each KOTESOL chapter. This last one features Gangwon Chapter, thanks to Ryan Cassidy and Chris Grayson.
- KOTESOL is often a showcase of activity. The spring calendar is as busy as ever. See *KOTESOL Kalendar* and *Corea Calendar* for updates on upcoming events. It is also worth noting that this year's International Conference Call for Papers is included in this issue because the deadline for proposals is March 2, much earlier than usual. And *'Round and About* details members accomplishments over the past few months.
- In *Techniques*, Kara MacDonald gives us a lesson plan for using songs and storybooks with young learners. Try it out and give her some feedback. Jake Kimball writes about assessment in the *Young Learners* column, while Ksan Rubadeau focuses on grammar and young learners in her *Grammar Glamour* column. *Professional Development*, by Dr. Bill Snyder, covers the need to have a growth mindset if one is to expand professionally. Dr. Andrew Finch has completed his *Action Research* column and now embraces the very useful topic *Materials Design*.
- Funnin' with puns is David Shaffer's task this issue. In a humorous *Word Whys*, Dr. Shaffer explores the complicated nature of words. In *Membership Spotlight*, also penned by David Shaffer, we are introduced to the Seoul Chapter president, Mary-Jane Scott. Adam Turner returns to *TEC* with his *Writing Right* column, this time in search of web sites useful for collaboration on writing projects. *Members' Forum* considers stereotypes in EFL. *Training Notes*, by guest writer Hye-won Lee, is a practical and inspirational article on drama and theater. Kevin Landry contributed December's book review of Jeremy Harmer's classic text, *The Practice of English Language Teaching*, now in its third edition. In *FYI*, Roger Fussleman informs readers about the speaking portion of the new TOEFL iBT. CALL issues are also included. Sam Henderson writes about chatbots in *Connecting with CALL*, and our new *Web Wheres* contributor, Joshua Davies, invites us to ESLMonkeys.com.
- There is also a lot of news to report. Several of our members have been globetrotting around Asia and Korea attending conferences and workshops. Dr. Kyungsook Yeum attended the JALT Conference and reports on her impressions. Todd Vercoe reviews the KOTESOL International Conference and Maria Lisak gives us the skinny on the annual KOTESOL Leadership Retreat. There are also chapter and special interest group reports in *KOTESOL in Action*. Sprinkled throughout, you will also find notices for upcoming events, including the Young Learners & Teens Conference in Daegu, Seoul Chapter's Conference, the 3rd North Jeolla Conference, and promotions for Asia TEFL, TESOL, and IATEFL in the *World Calendar*. And finally, do not let the notice for research grant funds pass you by.

## From the Editor's Desk

Jake Kimball, Editor-in-Chief



Make KOTESOL a part of your professional development. When reading *TEC*, feel free to write to the authors with your thoughts or write to me if you have comments on this publication. The only way to make it better is for you contribute, either through your constructive criticism or via a submission for publication. Best wishes for a happy 2007!

*Continued from page 1.*

competence and cultural understanding. Reflecting these goals, instructional approaches have shifted from the grammar-translation method to communicative and functional approaches. A teaching-English-through-English (TETE) policy is one of the more recent phenomena. However, the curriculum rhetoric has not been realized in most TEFL classrooms. Among the many reasons for this failure has been a lack of “real life” experience in using English. Teachers have not felt competent and confident enough to conduct their English classes according to mandated designs. These facts, and others, have led some parents to send their children to English-speaking countries, which resulted in enormous capital outflow and, more importantly, a new social stratum called “the English divide.”

Immersion English programs have emerged in Korea as an alternative approach to learning and teaching English, such as through English camps, English villages, or even English zones, where participants learn English while feeling as if they are in an English-speaking country. This recent innovation is expected by many to be the “magic wand” that resolves all these English language learning controversies. However, setting up an immersion program in an EFL context like Korea has brought in another set of issues and challenges, such as facilities, program orientations, and “native speakers,” to name a few.

This article introduces the issues and challenges of short-term English immersion camps through the exploration of programs developed and implemented by the authors and others.

### ***Immersion***

“Immersion” refers to intensive language programs where the learner is surrounded by the second language for extended periods of time. “Immersion” is sometimes distinguished from “submersion,” though the terms are often used interchangeably. “Immersion” was first used to describe the intensive language programs mounted by the US Armed Forces during the Second World War and is still used in relation to intensive language study and acquisition with learners immersed in the target language and culture. According to Snow (1986), immersion represents the most intensive form of content-based foreign language instruction. In other words, language immersion is an approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language (Bostwick, 2004).

The success of English immersion programs depends on the level of understanding of and commitment to ELT and the program that the people involved with the program have, including school administrators, teachers, students, and parents. The greatest problem for immersion programs in most circumstances lies in the participants. Except the native-speaking English instructors, all the participants are Korean learners of

English who share the same language and culture. Requiring learners to speak only in English with other Koreans, and perhaps penalizing learners for failing to obey the “English-only” rule, creates a very artificial situation and the participants’ learning experience becomes insignificant and even culturally biased. It may humiliate and belittle the learners, rather than enriching and empowering them.

### ***English Camps***

No one really knows for sure the number and varieties of English camps offered in Korea. They are not licensed or governed by government or other authority, and many come and go over a year or two. A review of job announcements posted on Dave’s ESL Cafe (<http://www.eslcafe.com/jobs/korea/>) last summer suggests that there must have been over 100 camps on offer, though anecdotal evidence suggests the number is significantly lower for winter programs. Most of these summer camps are residential programs, typically of 2-4 weeks duration, though winter camps seem to seldom run four weeks, and are frequently day-camp only.

Camps come in a great number of varieties. Some camps seek to find a niche in the market in terms of special activities, whereas others are not so different from a full-day language school program, plus evening activities if a residential camp. Most emphasize the use of native-speaker instructors and bilingual support staff. A few camps develop intensive infrastructure similar to the English villages in terms of visits to a make-believe immigration office, post office, restaurant, etc. (Note: In addition, many English villages offer camps during the school vacations). Camps range in size from 40 to 400 campers per week. Most residential camps make use of university dormitories, though there may be some special facilities available for instruction and play. Even where government subsidies are available, financial concerns are prominent at most camps: either a profit orientation or a resource limitation (or both!).

Two camps that have explored learning programs outside the mainstream, but which otherwise depict common English camp systems, are discussed further below.

### ***The Korea-Japan English Camp***

A two-week program was developed for Korean and Japanese students and implemented at the International Culture Education Center, Honam University, in cooperation with a high school in Gwangju, Korea, the Association for International Education for High Schools in Kanagawa, Japan, and the Council on International Educational Exchange, Japan.

A total number of 57 students participated in the camp during the first year: 44 Korean students in grades 4-11 (25 boy, 19 girls) and 13 Japanese students in grades 11

and 12 (2 boys, 11 girls). According to the students' self-evaluation, the majority of the participants were beginners, with 15 intermediate and 1 near-native English speaker. None of them except one Japanese girl had visited any English-speaking countries or had any prior English camp experience. They were placed in three co-ed groups, based on their school grade level, not by their English proficiency, and their groups were named in colors: Yellow, Green, and Blue. Student placement for the classroom and dormitory was done principally for the purpose of maximizing intercultural experiences between Korean and Japanese students, which was one of the major goals of the program.

Some argue that American culture has been influencing Korean society for many years, and moreover, it has been pursued by many Korean people for and by "globalization" (Armitage, 1999; Lee, 2000; Min, 2000). Such an America-centered orientation has misled Korean learners of English by over generalizing and stereotyping English speakers and their language and culture. Therefore, it was one of the goals of this program to break this English language and cultural stereotype and bias that the students have by providing them with regional varieties of English language and their respective culture. As models, there were six native English-speaking instructors: two males from the U.S.A., one male from the U.K., one male from Canada, one female from Australia, and one female from South Africa. All had a master's degree in TESOL or education-related fields and TEFL experience of two to more than ten years.

Three Korean-English bilingual assistants worked as aides for the instructors as well as the students. They also served as residential assistants and group leaders.

Two Japanese teachers, 1 male and 1 female, came as chaperons for the Japanese students. They participated in the program as classroom observers and program reviewers. All the program staff and the participants were asked to speak English throughout the camp, but there was no penalty for speaking Korean or Japanese, which occurred from time to time, particularly during breaks.

The program goals were (1) to attain communication skills in English, both spoken and written; and (2) to gain a greater understanding and appreciation of other cultures. In order to achieve these goals, the curriculum consisted of four parts: (1) Language Skills - pronunciation, listening, speaking, reading, writing, and culture; (2) Special Activities - music, movies, sports, and English for the Internet; (3) Group Projects - a talent show and group presentations; and (4) Cultural Exploration - a visit to historical sites and the local community.

The theme of the camp was *From "I" and "You" to "We."* The first week of the program was meant to be a time for the students to realize individual, national, and cultural differences among them. The second week,

on the other hand, was for them to get adjusted to each other and to the target culture, to build a bond and common ground as one and the same human species through learning English as their lingua franca.

A core textbook was chosen and used for all the core subjects: pronunciation, listening, speaking, reading and writing. In addition to the textbook, a variety of songs, games, and other materials and activities were used in order to activate and personalize the student learning.

Special activities such as movies, sports, music, English for the Internet, a talent show, and group presentations were organized in order to get the participants exposed to a diverse contextual English language and culture and have them learn and use English in a natural English speaking environment. The talent show was more like a cultural exchange forum among the participants from Korea and Japan, as it included performances of Korean martial arts, Japanese dance and magic, and traditional costumes, allowing them to realize their cultural differences.

A cultural excursion was made to Damyang, where a diverse form of Korean folk arts were preserved, for Japanese students to learn about Korean culture and for Korean students to learn how to present their own culture in English to their Japanese guests. Different aspects of life in Korea were presented to the Japanese students through a local church visit and a shopping spree in downtown Gwangju. Korean students escorted their Japanese friends, using their imperfect English skill with a perfectly meaningful purpose.

The English camp was held on a university campus. Sixty hours of English language instruction were given in multi-media equipped classrooms. Special activities such as movies and English for the Internet were held at Honam University's English Experience Language Center, which houses an English cafe, self-access learning center with tutorials, reading and Internet corners, and a multi-purpose multi-media room. These facilities were designed and built a year before the camp for promoting real life English learning and speaking experiences.

The university's dormitory and student union building were used as core facilities to maximize the English immersion experience. A variety of Western and Asian foods specifically prepared for the camp participants was served for every meal. English food labels were placed on the table and a snack coupon was provided for the students every day. The camp assistants helped the store clerk to communicate with the students in English. English signs were posted at the store and throughout the camp.

In order to reflect on the daily activities and get immediate feedback, one reflection journal entry per group was written up following a group discussion session held every evening. In addition to the reflection



journal, two other methods of program evaluation were implemented: First, in a personal letter from each student to the program director, the author. It was written as one of the class activities at the end of the program. The students were asked to write about their thoughts and feelings about the program in general and what they had learned in particular; second, an open-ended questionnaire was conducted with all the student participants, who were allowed to respond in the language in which they felt most comfortable.

The results of the analysis of the student letters and their questionnaires are grouped into four major areas and summarized:

- (1) Some changes were made in the students' attitude toward learning English and toward the English camp.
- (2) English skills were improved.
- (3) Intercultural understanding and competence were enhanced.
- (4) The students were motivated to further study English and other languages and cultures.

Intercultural understanding was found to be the area that developed most significantly through the English immersion program and with a mixed language and cultural group. Both Korean and Japanese students described their feelings and thoughts about this area most frequently and expressively.

### **Gyeongju JEEP Camp**

Gyeongju University's Junior English Experiences Program Camp (JEEP Camp) attempted to match learner interests with local cultural assets through a theme-based approach. The three objectives of the camp were contained in the catchphrase "English, Culture, and Fun."

While the courses offered varied somewhat between the first and second year, the principles remained the same: One teacher presented one topic (course) through English throughout the day, with the dual aims of language and content learning, while students moved to different classrooms for different classes. Some instructors actually taught two topics, but students always knew when the class period began and which subject they were "studying." The major subjects taught were Science, Computers and the Internet, Sports, Drama, Magic and Flight, Crafts, Reading, and Writing.

Most teachers developed their own text materials and activities under their own "curriculum," which was coordinated among teachers rather than dictated from above. Financial and infrastructure limitations were recognized and addressed at an early stage - we couldn't "create" an immigration office or kitchen as many "English Villages" have done.

The three-week program was accented by five field-trips to heritage and culture destinations in Gyeongju,

where students re-learned their history through English, such as at Bulguksa (temple), Cheomseongdae (observatory), and Soak Seowon (traditional schoolhouse). Lessons in various thematic areas often addressed field-trip issues, such as astronomy lessons tying in with Cheomseongdae and an evening of stargazing (and fireworks!). Korean culture was taught with comparisons to other world cultures, such as North American and Chinese/Japanese. One field-trip centered on students creating their own *dojagi* (kiln-fired clay pottery) at a pottery history center. The elementary and middle school students slept in the university dormitory and learned in small and standard-sized university classrooms. Evening activities featured games and songs for the youngsters, while middle-school children had the option of spending part of that time in TOEIC and oral test preparation classes.

Day-to-day management of the camp was not greatly different from most other English camps around Korea. There were six "teams" of twelve Korean children grouped under a colored flag along with their university student "guides" and "homeroom teacher" (who was also a content teacher). There were a few "near-native speaker" children involved in the camps as well, but it must be admitted that attempts to stress an "English-only" environment did not meet with much success. In part, this was due to the student recruitment/selection process: We did not screen-out students with weak English skills so we had campers with virtually no English skills or interest.

Camp management was channeled into three divisions. One was the Camp Director, who was responsible for "everything that happens inside camp," including development of teaching materials and field trips. Another was the Activity Coordinator (concurrently the Assistant Director of the Foreign Language Institute), who both arranged and coordinated field trips and evening activities, and served as Assistant Camp Director and Assistant Administrator. The third was the Foreign Language Education Center Director and his administrative staff, who handled student recruiting, facilities management, relations with university administration, and parent relations. The last of these included maintaining the camp web site and discussion board, translating the weekly report cards from English to Korean, and emailing these to the parents.

In the second summer of JEEP Camp, the role of the guides as activity leaders during the day was heightened. Use of a core textbook for reading and writing was abandoned, with reading and writing materials developed from web sites and non-commercial sources and integrated within the content courses. Teachers better understood the aims of the general instructional approach and the expectations of teachers and guides, which made for a smoother running camp. See videos and photos of JEEP Camp at <http://jeep.gyeongju.ac.kr/>.

### Conclusions and Suggestions

Those who are familiar with various forms of camps may offer competing priorities for camp success, but the following notes are based on our own student-centered orientation. For the most part, our recommendations are not “expensive” and can be implemented in almost any program.

- (1) In a short-term immersion program or English camp, the goals should focus both on improving English communicative skills and enhancing international and multicultural understanding.
- (2) In order to achieve the program goals suggested above, it is strongly recommended to have the following: (a) multi-media equipped classrooms, (b) sports facilities, and (c) nice and safe housing and living environment.
- (3) The major influential factors of the success of the program include the following:
  - (a) Participant-supportive curriculum and instruction that engage the participants in the classes in a friendly manner.
  - (b) A professional group of instructors who understand the goal of the program and the participants.
  - (c) A strong support system by an active dialogue and interaction among the program coordinator, instructors, and the participants.
  - (d) The participants’ enthusiasm and commitment to the program, and encouragement and reward rather than “penalty.”
  - (e) Creating needs and contexts for real and meaningful use of English.
  - (f) Domestic and international network and cooperation.

It takes time, effort, and most of all, a strong sense of professionalism and commitment among all the participating parties to develop an efficient and successful English immersion program. However, when it is done properly, we can get the most worthwhile and rewarding results: difference in the learner’s life and changes in the world!

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### The Authors



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**Robert Dickey** is an assistant professor of English at Gyeongju University’s School of Foreign Languages & Tourism. His principle research focus is content-based instruction, though he has also worked in fields of teacher development and teaching pronunciation. He is the founding Camp Director of Gyeongju JEEP Camp and has served in that role for the camp’s two years. Prof. Dickey is a past president of Korea TESOL (2001-2). Email: [rjdickey@content-english.org](mailto:rjdickey@content-english.org)

## A Quote to Ponder

“Being a good teacher means being alive to what goes on in the classroom, alive to the problems of sorting out what matters, moment by moment, from what does not.”

*Focus on the Language Classroom*

Richard Allwright and Kathleen Bailey, 1991

# Gangwon Chapter: Meeting in the Mountains

By Ryan Cassidy and Chris Grayson

## Beginnings

Using Canada Day as an excuse, some of the members and friends of Gangwon KOTESOL recently got together on the east coast for an informal gathering. A good-sized group of people braved the bad weather to share a barbeque and an opportunity to get together between semesters when workloads are customarily lowest. Though not a typical meeting, the crowd on the weekend included skilled chefs, an accomplished brewer, musicians, singers, and storytellers.

Gangwon KOTESOL has come a very long way since its establishment in 2002. What Gangwon KOTESOL has become is a very refreshing reminder of what can develop when things are allowed to happen. Though not a large group, it comprises people keen to share ideas related to the work of teaching English in Korea as well as making a happy life in this country. It has evolved from focusing strictly on topics related to teaching towards something more easy-going and diverse. It is a place where Korean English teachers feel comfortable to speak up and share ideas. Most of all, it is a group of really good people.

For a long time, Gangwon Province was one of the dark places on the KOTESOL map. Unless you lived in the westernmost areas of Gangwon, attending a chapter meeting was simply not practical. Though at the time I was a member of the Cheongju Chapter of KOTESOL, I had never been to a chapter meeting and had no real contact with KOTESOL, except through its publications. Working in Gangneung for the EPIK program left me isolated from regular contact with other teachers. In a province with small pockets of population spread over a wide area, this was common among foreign teachers here. An interest in sharing ideas and an interest in furthering my own professional development inspired me, my wife, and a friend to inquire into the possibility of establishing a chapter in Gangwon Province.

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## Gangwon Province struggles with geography.

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After some initial inquiries, we were invited to attend the Leadership Retreat in December 2001. Although somewhat overwhelming, the experience was very positive. We were given a “start-up grant” to plan a

meeting aimed at exploring the possibility of a chapter in Gangwon. That start-up meeting was held in May 2002. The response greatly exceeded our expectations, with over 70 people attending from all over the province, as well as Paul Mead and Robert Dickey from the National Council. A second, much smaller meeting was held in June to plot a course. The challenge was to direct initial interest into something lasting. A challenge indeed.

Gangwon Province struggles with geography. There is no central location that provides easy province-wide accessibility. Nevertheless, in the early months, meeting attendance was often over 20 people. To accommodate the distances, the chapter adopted the idea of alternating meetings between two locations, at first, Gangneung and Chuncheon; later, Sokcho and Chuncheon.

At that time, it was the hard work of a small group of people that kept our group stocked in name tags, posters, presenters, coffee, and snacks, and in meeting attendees to consume the latter. Over time, however, geography seemed to win, and it proved difficult to maintain momentum when there were only two meetings per semester being held in either city. Meeting attendance waned and for some, burn-out set in. At this point, the presidency changed and the group focused on maintaining a single base in Sokcho.

## Up to the Present

The last couple of years have been somewhat of a roller coaster ride for our chapter, but we are still on track. The first decision of the new executive in 2004 was to create a permanent home base for our meetings. The need for consistency was evident, and as most of our regular attendees were from the east coast, Sokcho seemed a logical choice. That decision came at a cost though. I still hold hopes that a sister chapter might one day form to more conveniently serve the interests of western Gangwon Province.

Our first series of meetings in the fall of 2004 went well. We averaged 30 or more participants each month,

*Chapters  
in History*

*Series Editor: David E. Shaffer*

half of them Korean teachers - an optimal blend. At the same time, our member base underwent a shift from mostly university instructors to a predominance of public school teachers, and we accordingly altered the tone and themes of our meetings. We also started

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*Though the Chapter is small,  
the mood is entirely positive.*

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including presentations on purely cultural, as opposed to academic, topics. Enthusiasm ran high.

Unexpectedly, the bottom fell out the following spring. We brought in and promoted dynamic speakers on useful topics, but attendance consistently dwindled. Evidently, our shine had worn off. Aside from the stress of finding appropriate presenters, I found it increasingly embarrassing to coax speakers to travel hours cross-country to address us and then have just 10 or 12 show up.

Our first meeting last September had one question on the table - is this chapter even viable? Among the ten of us present, consensus was strongly in the affirmative, and we decided to alter course: "Let's just continue to meet once a month." "Let's draw on the strengths of this core group for in-house presentations." "Let's abandon broad promotion and trying to be everything to everyone - just bring a friend." "Let's see if this thing can grow organically."

It seems to be working. We have now had a couple of semesters of casual productive meetings. Our group is small, but the mood is entirely positive. Each month, we agree on a theme for the next meeting to bring ideas and materials to share. We have graduated from coffee

mix and store-bought cookies to fresh-brewed coffee and homemade snacks. We have initiated an active book exchange. Visitors commend us on our easy welcome.

We have gone our own way in establishing a unique little organization with a laid-back meeting style that suits our members, but KOTESOL is still a useful umbrella for our activities. The Sokcho Office of Education kindly accommodates our meetings as official functions and KOTESOL's larger conferences are of interest and value to all of us in the Chapter. If geography discourages us from greater participation in national activities, we nevertheless appreciate the association. Ultimately, we have developed into the group described in the opening paragraph - a mix of sincere individuals with a common interest in teaching, and regarding our chapter, just letting it happen. We look forward to the natural and modest expansion of our group into the future.

#### **The Authors**



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**Chris Grayson** graduated from the University of Victoria (BC, Canada) with a BFA in Writing and an MA in English Literature. He has been teaching EFL in Sokcho since 1999, and with EPIK since 2001. He specializes in public school education and teacher training. He is the second and present president of Gangwon

Chapter. Email: chrisgrayson\_99@yahoo.com



## **3rd KOTESOL-KNU Conference**

### **Motivating to Learn - Learning to Motivate**

*Invited Speakers:*

**Curtis Kelly, David Carless, Kip Cates**

**Call for Papers Deadline: March 30, 2007, aefinch@gmail.com**

**Date: Saturday, June 2, 2007**

**Time: 09:30 am - 5:30 pm**

Language Education Center, Kyungpook National University, Daegu

## 'Round & About KOTESOL

**Sept. 15. Dr. Robert J. Dickey** (Organizational Partners Liaison) has published another book. This text, entitled *Classroom Newsletters for TESOL*, is appropriate as a graduate school course supplement as well as a desktop reference for practicing teachers. Newsletter examples include pages from *The English Connection*.

**Sept. 27. Demetra Gates Choi** (Seoul Chapter) has given herself one of the best possible *Chuseok* holiday presents - a lifetime membership in KOTESOL. Demetra becomes the 26th member of the ever-growing lifetimers' club.

**Sept. 29. Dr. David E. Shaffer** (Treasurer) was honored at Chosun University's Foundation Day ceremonies with the University's 30-Years' Service Award. He began working in the 90-student English Education Department in January 1976.

**Oct. 9. Iljin Ku** (Busan-Gyeongnam Chapter) celebrated *Chuseok* by becoming a member of the lifetimers' club while pre-registering for the international conference.

**Oct. 10. Eunsook Yang** (Suwon-Gyeonggi Chapter) became a lifetimer's club member also when she pre-registered for the international conference. Lifetime member number 28. What better way to put to use one's *Chuseok* bonus!

**Oct. 14. Adam Turner** (Seoul Chapter) walked down the aisle at Nonhyeon Wedding Hall where he took the hand of Yun-joung Joung. The newlyweds are living at Sangwang-shimni, near Hanyang University, where Adam works as the Director of an English Writing Center and a writing instructor.

**Oct. 29.** At the 14th Korea TESOL International Conference **Yoo Gye Hyoung** (2007 Conference Comm. Chair, Suwon-Gyeonggi Chapter) accepted the KOTESOL Service Award on behalf of the 25 recipients:

Michael Duffy	Mary-Jane Scott	Dr. Andrew E. Finch
Maria Lisak	Dr. Yeon-seong Park	Jack Large
Kevin L. Landry	Ingrid Zwaal	Heidi Vande Voort Nam
John Phillips	Dr. Mijae Lee	Jason Renshaw
Phil Owen	Christopher Grayson	Greg Brooks-English
Tory S. Thorkelson	Todd Vercoe	Brett Bowie
Matt Sahr	Aaron Jolly	Dr. Hee-Jeong Ihm
Kevin Parent	Douglas P. Margolis	Scott Jackson

**Stephen Bew** (Data Services; Seoul Chapter) received the Outstanding Service Award on behalf of its seven recipients:

Dr. Steve Garrigues	Dr. Marilyn Plumlee	Allison Bill
Dr. Kyungsook Yeum	Dr. Robert J. Dickey	Stephannie White

The prestigious President's Award had two recipients this year: **Jake Kimball** (2nd Vice-President) received the award for his service as a National Council Officer and publications editor, and **Dr. David E. Shaffer** (Treasurer) for his contributions as a National Council member, Conference Comm. member, and publications editor.

Outgoing **President Louisa T.C. Kim** was awarded the President's Plaque for "outstanding leadership as President of Korea TESOL."

**Oct. 29.** Elections were held over the two days of the International Conference, and the results were tabulated and announced during the annual business meeting held on Sunday afternoon. Those elected are as follows:

First Vice-President: Phil Owen	Treasurer: Dr. David E. Shaffer
Second Vice-President: Jake Kimball	Secretary: Donald Rikley
Nom. & Elections Comm. Chair: Tory Thorkelson	
Conference Comm. Co-chair: Sheilagh Hagens	



**Nov. 2-5. Dr. Kyungsook Yeum** (Long-Term Planning Comm. Chair) flew over to Fukuoka, Japan, to participate in the Japan Association for Language Teaching conference, JALT 2006, at nearby Kitakyushu City. She set up and attended the KOTESOL booth at the conference and participated in round-table discussions. [See her report, this issue.]

**Nov. 18. Cheongju Chapter** selected its officers for the coming year. Chapter Vice-President Kevin L. Landry was elevated to the Presidency. [For the complete list of officers, see Who's Where in KOTESOL, this issue.]

**Nov. 25. Daejeon-Chungnam Chapter** held its annual elections in combination with its Autumn Symposium. As their Chapter President for the coming year, Marguerite Carstairs was given the mandate. [For the complete list of officers, see Who's Where in KOTESOL, this issue.]

**Nov. 25. Busan-Gyeongnam Chapter** elections were held at their extended training seminar. They decided that they wanted Todd Vercoe at the helm for another term. [For the complete list of officers, see Who's Where in KOTESOL, this issue.]

**Dec. 2. North Jeolla Chapter** elections at their regular meeting saw **Ingrid Zwaal** re-elected for a second term as President. [For the complete list of officers, see Who's Where in KOTESOL, this issue.]

**Dec. 8-9. Dr. Robert J. Dickey** (OP Liaison) led a 90-minute workshop on developing content-based language instruction lessons at the Vietnam English Teacher Training Network (VTTN) conference in Hanoi. The participants were able to integrate their own personal interests into their existing language curriculum and share the resultant lesson plans, which are to be placed on the VTTN web site.

**Dec. 9. Aaron David Jolly** (Past President, Daejeon-Chungnam Chapter) tied the idiomatic knot with Hyunjung "Elisa" Min at the Seoul Wedding Hall in Seosan. The newlyweds are making their home in Chungnam. We wish them many years of marital bliss.

## ***Young Learners & Teens Conference***

### **Creating Materials for Young Learners & Teens**

***March 10, 2007***

**1:00 pm - 6:00 pm**

**Kyungpook National University  
Daegu**

Contact: Jason Renshaw, [jason.renshaw@gmail.com](mailto:jason.renshaw@gmail.com)

Jake Kimball, [ilejake@gmail.com](mailto:ilejake@gmail.com)

**Call for Papers Deadline: February 10, 2007**

# KOTESOL Kalendar

Compiled by Jake Kimball

## Conferences

**Mar 10 '07** The 3rd Annual Young Learners and Teens Conference: "Creating Materials for Young Learners & Teens." Kyoungpook National University, Daegu. (Email) Jason Renshaw, jason.renshaw@gmail.com; Jake Kimball, ilejake@yahoo.com. **Call for Papers Deadline:** Feb 10 '07

**Mar 31 '07** Seoul Chapter Conference: "Bring the World to Your Classroom." (Email) bruce\_wakefield@hotmail.com (Web) <http://www.kotesol.org/seoul/conference>. **Call for Papers Deadline:** Jan 17 '07

**Apr 7 '07** The 3rd North Jeolla KOTESOL Conference: "Making the Grade - And Not Being Afraid to Fail." Jeonju University, Jeonju. (Email) allison.bill1@gmail.com

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

.com (Web) <http://www.kotesol.org/forms/intconference2007/presenterproposalform/> **Call for Papers Deadline:** Mar 2 '07

## Calls for Papers

**Ongoing.** Korea TESOL Journal, Vol. 10. (Email) wsnyder7@gmail.com

## Chapter Meeting/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:** Cheongju, Seoul, and Suwon-Gyeonggi Chapters.

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

# Corea Calendar

Compiled by Jake Kimball

## Conferences

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


**Jul 6-7 '07** The Korea Association of Teachers of English: "Embracing Diversities and Pursuing Professional Integrity in TEFL." Gyeongin National University of Education, Gyeonggi Province. (Web)

<http://www.kate.or.kr>. **Call for Papers Deadline:** Jan 5 '07

**Jul 6-7 '07** The 3rd Seoul International Conference on Discourse and Cognitive Linguistics: "Cognition, Meaning, Implicature, and Discourse." Korea University, Seoul. (Web) <http://discog.com>. **Call for Papers Deadline:** Jan 6 '07

**Jul 21-26 '08** The 18th International Congress of Linguists: "Unity and Diversity of Languages." Korea University, Seoul. (Email) ihlee@yonsei.ac.kr

## Submissions

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## Mary-Jane Scott: Up-Top from Down-Under

**H**ailing from “the bush” of rural Australia, Mary-Jane Scott is our featured member for this issue of *The English Connection*. You may have seen her recently on duty at the Chapters Desk at the International Conference, or seen her name up at the top of the Seoul Chapter officers list. Mary-Jane was elected President of Seoul Chapter in the spring after serving actively on the Chapter’s executive in the positions of Hospitality Coordinator and Secretary. She recognizes the enormous potential membership in the Seoul-Gyeonggi area and, over the coming year, plans to strengthen efforts to reach out to more of the teachers - both Korean and non-Korean, and those in elementary schools, secondary schools, and language institutes.

Mary-Jane arrived on the shores of Korea in 2001 and first taught in an Ulsan language institute for adults in Gyeongsangnam-do. She has since moved to Seoul to take up a position at Soongsil University. Mary-Jane has twenty-five years of experience in education and related fields. Many of those years were spent teaching science and mathematics in Australian high schools. Others were spent in New Zealand, working in educational publishing and as a consultant at the National Library. Her TESOL experience includes teaching ELICOS (English Language Intensive Courses for Overseas Students) in Brisbane and EFL in China, in addition to her Korea experience. Whether they are young or old, Mary-Jane believes in being kind to her students to foster a relaxed classroom environment and to encourage as much communication as possible. She is also interested in making her students aware of global issues and the world around them - including her home country of Australia.



Mary-Jane grew up on a “cattle station” (i.e., *cattle ranch*) in central Queensland - 50 kilometers from the nearest elementary school and 100 kilometers from the nearest bank, doctor, and hospital. She enjoyed riding horses, tending cattle, and playing with kangaroos and cockatoos. The major event of each week was the arrival of the supply truck carrying mail, fuel, and groceries. During the rainy season, at times the truck would not appear for six weeks!

After doing her primary schooling as home schooling, Mary-Jane was off to boarding school, four hours away in “nearby” Rockhampton, for her secondary schooling. She subsequently graduated with a science degree from the University of Queensland. Wanting to be a teacher,

she then did a Graduate Diploma in Education, which was followed a few years later by another in teacher librarianship, and more recently by a Graduate Certificate in Applied Linguistics.

Following many years of teaching mathematics and science in Queensland schools, Mary-Jane became a teacher-librarian. This led her to a managerial position with the New Zealand National Library, where she consulted with high schools and conducted in-service teachers’ courses. Regardless of her position, Mary-Jane has always been involved in professional development. She was an active member of her state school library association, a presenter at multiple branches of New Zealand’s school library association, a committee member of her “bushwalking club” (i.e., *hiking club*), and a volunteer worker in yet other associations.

Feeling the need for a change, but wishing to remain in the field of education, Mary-Jane enrolled in an applied linguistics course. Her first EFL position took her far from the familiarities of Down-under to a middle school in the Middle Kingdom. Though her time in China was somewhat brief, it was a “marvelous experience” with no less than 55 students in each of her classes!

Mary-Jane’s short six months in Fuyang City, Zhejiang Province, were the most exciting of her life. Though the realization that the entire city contained not a single coffee shop would have been shock enough, she soon experienced the extra trauma of being notified by the Police Security Bureau that she had to cease teaching immediately and leave the country! Actually she had done nothing wrong, but her recruiting agent had apparently been dishonest, and done so with her employer’s knowledge. So, it was off to Korea for Mary-Jane.

She will tell you that she enjoys her students here very much and has had very rewarding classroom experiences. However she would like to give teaching in China another go before retiring to her garden, and bird watching, and “bushwalking” Down-under.

Though she considers herself to be “a very ordinary person,” Mary-Jane will continue to be thought of as being up on top by those who know her, whether they are here in Korea, over in China, or down under in Australia.

### Membership Spotlight

By David E. Shaffer

# More Than Familiar Songs & Storybooks

By Kara MacDonald

There are many people teaching English to young children that may not have been specifically trained in early childhood education, but love the rewards of working with children. Yet, at the same time, they may struggle to identify better ways to capture the interest of their students, while improving their listening comprehension. It is easy to use your voice or recorded material, assuming students learn listening skills by listening. However, not all learners, and not all young learners, are good auditory learners.

*Auditory learners* are better able to learn when material is presented in an auditory format. *Visual learners* are better able to recall visual images or pictures. *Tactile learners* are better able to learn when they have physically touched or done something. *Kinesthetic learners* learn best by moving their bodies; they are “hands-on learners” or “doers.”

When teaching listening skills, often two of the learning channels are paired up in activities. For example, when reading a story aloud, the picture book, or a video, may serve as a visual learning channel to compliment the auditory channel. Another example is the incorporation of actions when listening to a song. The movement serves as a kinesthetic learning channel along side the auditory channel. Yet in both cases, the tactile learning channel is left out of teaching listening and the remaining fourth is absent. Learners usually use a combination of different learning channels even though they may respond better to one over another. Incorporating all four of the learning channels into listening activities allows each child to tap into the resources best suited for them, making listening activities visual, tactile, and kinesthetic.

## Sample Lesson Plan

**Students:** Beginners, Kindergarten-Grade 1; Class

### Dialogue: “Pat & Mat” Wow!! We did it. Chapter 1: Furniture

What are you doing?  
It will easily pass through with this size.  
Wow, it's **so cold**.  
My goodness!  
I will help you.  
What is this?  
Uh? Look at this.  
Well . . .  
Let's put together the pieces of furniture.  
Oh, where did I put it?  
It's not here.



size: variable.

**Lesson Length:** approx. 43 minutes.

**Preparation:** 15-20 minutes.

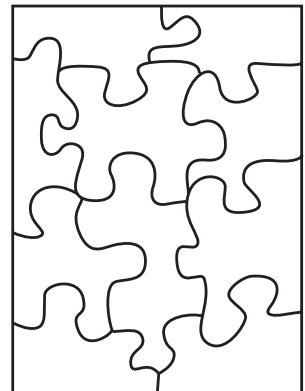
**Objective(s):** Learners will become familiar with some relevant adjectives and adverbs for their contexts at home and at school based on the video as well as the teacher's input.

**Materials:** “Pat & Mat” Video. (Any children's video can be used.) Puzzle card template photocopied onto colored paper. Write sentence parts on puzzle pieces. (For example, “This one is” on one piece, “too long” on another.) Cut up puzzle pieces.

• To save time, square colored pieces of paper can be used to match up instead of puzzles pieces.

• Additional activities: A song could be substituted for the video and the visual learning channel could be added by using picture cards.

## Techniques



## The Author



**Kara MacDonald** is currently teaching in the Hanyang-Oregon Joint TESOL Program at Hanyang University in Seoul. Her MA Applied Linguistics (TESOL) and PhD Applied Linguistics are both from the University of Sydney. Email: [kmacd@rocketmail.com](mailto:kmacd@rocketmail.com)



(c)aiF 1994

Activity	Material	Learning Channel	Procedure	Time
[ Warmer ]	Whiteboard colored markers	Visual Auditory	<ul style="list-style-type: none"> <li>• Present the adjectives and words of degree in the video on the board using their opposites. Explain their meaning in simple and relevant contexts.</li> </ul>	10 minutes
[ Main ] Video	'Furniture' Chp.1	Visual Auditory	<ul style="list-style-type: none"> <li>• Play the video, which is short and has limited dialogue, so you can play it the whole way through. Select English and English subtitles.</li> </ul>	9 minutes
Listen Again	'Furniture' Chp. 2	Visual Auditory	<ul style="list-style-type: none"> <li>• Play the video</li> </ul>	1 minute
Listen & Repeat	'Furniture' Chp. 3	Visual Auditory	<ul style="list-style-type: none"> <li>• Play the video and have the children repeat. You also repeat with the children</li> </ul>	1 minute
Puzzle Game	Puzzle Cards	Visual Auditory Tactile Kinesthetic	<ul style="list-style-type: none"> <li>• Divide the class into appropriate size groups. Present puzzle card sets to each group. Have them put the puzzle together based on the sentences from the video. Walk around and monitor progress. When they have finished, ask the students to read and pronounce the words that they have put together using gestures, following your example.</li> </ul>	15 minutes
[ Closing ] Review	Whiteboard Colored markers	Visual Tactile Auditory Kinesthetic	<ul style="list-style-type: none"> <li>• Ask students questions, requiring them to respond using the adjectives and the vocabulary words of degree presented in the introduction, using gestures.</li> </ul>	5 minutes

## World Calendar

Compiled by Jake Kimball

### Conferences

**Jan 26-28 '07** ThaiTESOL, "Beyond Boundaries: Teaching English for Global Communication in Asia." The Imperial Queen's Park, Bangkok, Thailand. Contact Maneepen Apibalsri, (E-mail) maneepen12@gmail.com (Web) <http://www.thaitesol.org>

**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 13-14 '07** Qatar TESOL Second International Conference: "Challenges and Solutions in EFL." College of the North Atlantic-Qatar, Doha. (Web)

[www.qatartesol.org](http://www.qatartesol.org) **Call for Papers Deadline:** Jan 15 '07.

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

**Jun 8-10 '07** Asia TEFL: "Empowering Asia: New Paradigms in English Language Education." Putra World Trade Centre, Kuala Lumpur, Malaysia. (Web) <http://www.asiatefl.org/> **Call for Papers Deadline:** Jan 31 '07.

**Sep 15-17 '07** Symposium on Second Language Writing 2007: "Second Language Writing in the Pacific Rim." Nagoya Gakuin University, Nagoya, Japan. (Web) <http://logos.unh.edu/sslw/2007/> **Call for Papers Deadline:** Jan 31 '07.

### Submissions

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## Assessing Young Learner & Teen Abilities

Assessment and evaluation of learners goes hand-in-hand with teaching and learning. It is crucial that our assessments eventually find their way into the program, curriculum, or classroom instruction. Most often, we do this via formal testing. Teachers and parents tend to place an enormous amount of stock in the results of formal tests and quizzes, which are summative in nature. Summative assessments measure the amount of information students have learned after a unit or chapter or even at the end of a semester. Even young learners and teens face a barrage of testing on a daily basis.

As an alternative to formal tests or quizzes, informal assessments (formative assessment) provide teachers with a means of measuring and evaluating student performance. As teachers, we do this everyday while teaching. In the staff room, and at conferences and workshops, we talk about students and judge them based on our own personal classroom observations.

In evaluating young learners (YLs) and adolescents, it is critical to keep in mind the differences between YLs and adults, and the fact that we are assessing in a second language. All too often untrained teachers, and especially teachers without a background in children's education, tend to make speedy and irrational judgments about children's abilities or lack thereof. Interestingly, Piaget (Wood, 1988) conducted experiments on children's ability to understand questions posed by adults. Piaget came to a couple of conclusions: (a) The successful completion of a task is dependent on the required cognitive competence needed to complete the task, and (b) children have difficulty in understanding instructions. Piaget noted that although children may understand individual word units, they may have trouble perceiving adult requests as a whole. In essence, children perceive the world differently than adults and may interpret simple (to an adult) requests differently. Piaget worked with native speakers, so imagine the additional problems second language learners must have in working out instructions.

When assessing learners, we can observe whether or not they are completing activities successfully. If they are not navigating through activities successfully, does it mean they have failed and cannot complete the activity? Or does it mean we need to provide more scaffolding to ensure that learners know exactly what is required of them? The first piece of advice that comes to mind is "Show, do not simply tell." Also, provide a model for your class, perhaps with an individual student, before asking a whole class to participate.

Teachers need to be mindful that young learners have a limited, but growing, knowledge of the world around them; are more self-centered than adults; and are more in tune to global, holistic learning experiences. Readers may be inclined to say, "Of course, I know this."

However, this kind of Ben Franklin truism is easily forgotten midway through class, when tempers are about to flare because

### Young Learners

By Jake Kimball

students do not seem to understand the finer points of lesson objectives. For YL teachers, this means providing students with materials, tasks, and activities that they can work with successfully to completion, given their current level of language proficiency.

One practical method for keeping track of student behaviors in class, which I already mentioned, is observation. Pinter (2006) suggests using a checklist for noting "competence," "non-competence," and "working on." She also suggests that teachers focus on linguistic skills as well as non-linguistic skills, such as motivation and interest. When making a checklist, include objectives from your coursebook and general "can-do" statements regarding pronunciation, general understanding, typical oral responses, literacy, participation, etc. This checklist will come in very handy for evaluations which are sent to parents either monthly or bi-monthly. Your checklist will also serve as a vehicle for building cooperation and interaction with your co-teachers. And finally, keeping long-term observation records provides more reliability and validity than a subjective and random assessment at the end of the month.

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### The Author



**Jake Kimball** is the founder of the Young Learner and Teens Special Interest Group and has worked for many years trying to professionalize TYL in Korea. His professional interests include program evaluation and curriculum issues. As Director of Studies at ILE Academy, the hardest part of his task is balancing educational ideals with classroom realities.

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# The Mindset of Professional Development

I work in a teacher education program in which over 90% of my students are Korean. They come to the program with different backgrounds: Some are already teachers, either in the public schools or private institutes (i.e., *hagwons*); some are just starting out in teaching. What they share is a desire to be better teachers after going through the program. Indeed, to even enter the program, they must have believed that taking it would help them improve as teachers.

This belief is an example of what psychologist Carol Dweck (2006) calls *the growth mindset*. People with a growth mindset believe that their talents are not fixed, but can be developed through effort. These people thrive on challenge and see difficulties not as destructive, but as opportunities to learn more. In a sense, this is the mindset of professional development. I assume that you wouldn't be reading this column if you didn't see an opportunity to learn from it.

Dweck contrasts this with what she calls *the fixed mindset*, which believes that abilities are pre-determined and unchangeable. People with this mindset tend to give up easily when they first encounter difficulties because they see them as a sign that they don't have the ability to succeed. Often, they won't even try new experiences for fear of not succeeding or being the best on the first attempt.

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## The fixed mind-set vs. the growth mind-set.

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People with both mindsets can be successful in their endeavors (Dweck contrasts Michael Jordan's growth mindset with John McEnroe's fixed mindset), but they attribute their success to different things. And it seems like people with the growth mindset enjoy their success more, mostly because they are focused on the challenge and not the outcome. For fixed mindset people, success must be eternally reproduced because any failure is a sign of their personal lacks.

I say that my students are growth-oriented, but I really need to qualify this. When they come to my class on teaching pronunciation, many of them switch to a fixed mindset. They reject the idea that they could ever teach speaking; that is the purview of native-speaker teachers, who are born with the ability to do it. Not all my students believe this, but just having some students who do makes this class a special challenge to teach. I need not only to provide them with the fundamentals of teaching pronunciation, but also to change their mindset regarding their ability to use this knowledge.

I work on helping them see, first, that the knowledge imparted in the class makes it possible for them to design pronunciation lessons that they can manage effectively. I also talk with them about appropriate goals for pronunciation instruction. I want them to see that comprehensibility is the goal, not nativeness, and that they can help students improve in this direction. With some of my students, it is also important to talk about how improvement is gradual and that they should not expect learners to master what they teach on the first try.

Teaching this class has also been an experience of applying a growth mindset for me. I felt like I didn't know enough about teaching pronunciation when I was assigned to teach the course. I have spent two terms now preparing and learning and getting better with each class. What I have done is okay, but I always think I could improve the class by learning more about pronunciation and about how I could teach the material better.

For our professional development to continue, each of us needs to maintain a growth mindset where we have one already in our practice. We also need to rethink our fixed mindset and see potential for growth when asked to do things we don't believe we can in our practice. Furthermore, we need to make our teaching help our students move towards growth mindsets. Being less judgmental about their performances, creating environments that help them see a connection between effort and progress in learning, and the challenge for growth in tasks that are unfamiliar and difficult will do much to produce long-term positive outcomes in language learning in Korea. I see this in my own professional development and in that of my students, and hope that it is true for you as well.

## Professional Development

By Bill Snyder

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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](mailto:wsnyder7@gmail.com)

## Introducing the Need

As language teachers, especially as EFL teachers working with ESL books, we are frequently confronted with books that are not suitable for our students. This is not surprising. Even though major publishing companies try to make books that can be used worldwide, the fact is that every country, every group of learners in every institution, and even every individual student has different needs, which cannot be met by a one-size-fits-all approach. Our task is to research those needs (via action research) and take appropriate action (via materials design).

But what action can we take? There have been articles written on doing away with the textbook, but depending on where we work, it is rare for EFL teachers to have this option. Instead, we are often faced with collections of teaching/learning materials that are boring, at the wrong level, culturally inappropriate, pedagogically unsound, or just plain wrong for our students.

However, all is not lost. Despite the, sometimes hidden, assumptions and restrictions of “teacher-proof” curricula and textbooks, we are professionals; we can analyze student needs, discover teaching goals in textbooks, and make supplementary learning materials that satisfy both requirements (real learning needs and dubious textbook goals). In this way, we are giving the administrators what they want, while giving our

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### *The focus is on showing how teachers can make materials.*

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students what they need.

This might sound like a lofty claim, but the fact is that most ELT textbooks have a number of problems which impede successful language learning in local or regional situations:

- They are written for the ESL environment, in which learners practice English outside the classroom. They are therefore form-focused, rather than performance-focused.
- They contain large amounts of grammar, on the assumption that the learners (e.g., immigrants to the US or Australia) need this input.
- They contain many “model” dialogues which contain language styles and content which are inappropriate for our students.
- They present the white Anglo-Saxon cultures of the US/UK/Australia/NZ/Canada as desirable life-goals for the students, ignoring the cultural preferences of, for example, businesspeople in Asia, who use English as a common L2 for negotiation.

- They assume that the variants of English spoken in native-speaking countries are superior to Regional Englishes, despite the “World Englishes” movement, which tells a completely different story of regional self-respect, both linguistic and cultural.
- They are often based on outdated principles of language teaching (e.g., grammar-translation, audio-lingual learning, skills-based learning).

In view of these problems, we can appreciate that local teachers are the best people to make materials suited to the needs of their students. Teachers know their

students’ strengths and weaknesses. Whatever the syllabus, therefore, local teachers are the best people to design,

implement, and evaluate the effectiveness of learning materials. They are at ground zero, in that they are on-the-spot, aware of factors that textbook writers living in other countries cannot imagine.

The purpose of this column is therefore to show how teachers can make materials, both on a class level, and on an individual level. These materials can supplement the textbook, or they can be independent of it. They can focus on learning goals as specified by the curriculum, or as practically necessary for specific students. They can be aimed a certain level of proficiency, or they can be multilevel, allowing students to find learning affordances that suit them. They can be closed tasks, or they can extend into ongoing projects. They can focus on a particular skill, or they can be integrated tasks. They can include cognitive, affective, and social learning goals, in addition to linguistic ones. At all events, they can be free of cultural and linguistic “hidden agendas,” and they can be designed to meet the needs of the students.

This introduction has laid down the reasons for the appearance of this column. Future versions won’t be as text-dense. Now it is time to begin the task of making pedagogically sound materials that satisfy the learning needs of our students.

### **The Author**



**Andrew Finch** is an associate professor of English Education at Kyungpook National University. He has co-authored a number of student-centered, culture-specific language-learning books, which aim to empower the learner through performance assessment, learning-strategies, and a holistic approach to learning. Email: aef@knu.ac.kr



## Grammar for Young Learners: A Few Tricks

This issue's *Grammar Glamour* is for teachers working with elementary or middle school-aged students. As you've no doubt noticed about most textbooks geared towards beginners in this age group, the same grammar points continually pop up. The following activities focus on getting students to produce typical grammar points (i.e., drills) in a creative way.

### Superhero Can/Can't

Show students a picture of a superhero (e.g., Spiderman). Write two columns on the board: CAN and CAN'T. Elicit from the students things that the superhero can do: *Spiderman can make strong spider webs. He can swing on the webs. He can catch crooks just like flies. He can take great photos. He can pull off wearing latex suits around town.* Then elicit what the superhero can't do: *Spiderman can't fly. He can't see through walls. He can't make it to a date on time.* Once a list has been made, students get into groups and make posters of superheroes they invent. Make sure they make a list of each superhero's abilities. The other students in the class will then ask the groups about their superheroes. *Can Super Teacher Ksan fly? No, she can't. But she can drink three lattes in a single morning.* Note 1: You may have to elicit action verbs before you start. Note 2: Before students present, go over the pronunciation of *can* and *can't* sentences. Note 3: Students generally don't pay attention when others are presenting, so remove all of the posters and give them back when the groups are about to present. Also, do a comprehension check afterwards (e.g., *Now what can this superhero do?*).

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### Grammar can be interesting if you make it so.

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### Funny Pictures and Adverbs of Frequency

Get the funniest/craziest pictures of people or cartoon characters available. Number the pictures 1-10. Review frequency adverbs *sometimes, never, always, often*, etc. with the students. Students write a column of numbers 1-10 in their notebooks. They get into pairs and select a picture. Write an action verb on the board (e.g., *wash*). Get the pairs to write a sentence about the picture using the action verb plus an adverb of frequency (e.g., *Shrek rarely washes his face.*). Give students a minute to write a sentence and then yell "Switch!" Students get a new picture. At the end, put the pictures up on the board and have students read out their sentences. Variation: The pairs create sentences for just one picture of a person they don't know. Afterwards, they introduce their person to the

class. (Adapted from an entry in the Idea Cookbook at Dave's ESL Cafe: <http://www.eslcafe.com/idea/index.cgi?display:1069280858-29873.txt>).

### Who Would Win? — Comparatives/Superlatives.

Make cards with pictures of celebrities, animals, or objects. For middle school, you can write the names or words instead of using pictures. Shuffle the deck. Have a student choose two cards from the deck and tell the class what is on the cards. Then tell

## Grammar Glamour

By Ksan Rubadeau


students there will be a battle - which card will win the fight? Who is stronger, smarter, faster, meaner, mightier, tougher, nastier, braver, scarier, more graceful, more intelligent, crazier? Would Bugs Bunny beat a ninja? How about Bae Young Jun and a frog? Have students speculate using comparatives, and then introduce a third card to work on superlatives (e.g., the bravest, the fastest). Source: Will Habington, Takada, Japan, "Dog vs. Monkey," Dave's ESL Cafe. <http://www.eslcafe.com/idea/index.cgi?display:1043149396-255.txt>

### Some Notes About Teaching Grammar

1. Start with noticing (provide input, and draw students' attention to grammar) before working on production.
2. Practice doesn't make perfect. It doesn't matter how many times you drill third person "s"; they'll still be making that error for some time to come.
3. When practicing comparatives, do not compare students. The "Ji-sun is thinner than Min-ji" lesson is fodder for future therapy.
4. Make sure that students practice more than just the first and second person singular (*I* and *you* are overdone; provide opportunities for *they, we, he, she, it*).
5. Don't tell your students that grammar is not fun. Remember that it can be interesting if you make it so.

### The Author



**Ksan Rubadeau** (M.A. Applied Linguistics) has been teaching since 1996. For two years she trained Gyeonggi Province teachers in Pedagogical Grammar and other exciting subjects. She currently teaches at Korea University. Email: [ksanrubadeau@hotmail.com](mailto:ksanrubadeau@hotmail.com) 



## Pun In With Words

A major concern to any language teacher or learner is words. They are the unit that language is broken down into - or at least, the unit that we generally consider to be the building blocks of language. We spell them; we memorize them; we write them; we put spaces between them; we join them to form sentences. Never mind that we don't pause between each of them (e.g., *say it with words*) or take two of them to function as one (e.g., *put off = delay*); the word is considered basic, and we use it in so many ways, including to amuse ourselves.

We open the newspaper to do the crossword puzzle, or word cross; we play Scrabble and Concentration; we make anagrams and solve cryptograms. But in addition to wrestling with the written word, we take "pronounced" pleasure in playing with the pun. Broadly speaking, a pun is a figure of speech consisting of words or phrases that have been deliberately confused for humorous or serious rhetorical effect.

For a language to be pun-friendly, it must be highly polysemic, and to do that, it must contain a lot of homonyms, those words that have the same sound, and often the same spelling, but different meanings. English is such a language; Korean could be, but its speakers are not as punning as the language permits. Puns come in different shapes and sounds. Homophonic puns are those that are a play on words that sound alike, but are not necessarily spelled alike. For example: He *made* the *sore maid soar*.

Homographic puns are those that employ words with the same spelling, but in addition to having different meanings, may have different pronunciation. If they are not homophonic, they are effective only in written form: "What instrument do fish like to play? Answer: A *bass* guitar." The pun is on the identical spelling of *bass* (low frequency), and *bass* (a kind of fish).

Many puns are both homographic and homophonic, giving them maximum effect in both written and spoken form. For example: *That girl in debate class criticized my apartment, so I knocked her flat.* (The play is on the words *knock* which can mean "criticize" or "strike with a hard blow" and on *flat*, meaning "apartment" or "lying horizontal on the ground.")

Homographic puns are sometimes referred to as antanaclasis, but this is a bit of a misnomer. Antanaclasis is a stylistic device in which a single word is repeated with a different meaning each time. This kind of pun is often employed in slogans. Benjamin

Franklin gave us a good example: *We must all hang together, or assuredly we shall all hang separately* (**hang** = 1. to remain united; 2. to be executed).

Puns may come in a variety of specialized formats.

### Spooonerisms

are named after William Spooner, who was notorious for unintentionally producing them.

They switch the

initial sounds of two words: *It is **kisstomary** to **cuss** the bride.*

**Tom Swifties:** "I might as well be dead," Tom **croaked**. (1. to speak in a hoarse voice, 2. to die.)

**Knock-knock jokes:** *Knock, knock! / Who's there? / Barbie. / Barbie who? / Barbeque.*

**Daffynitions:** *What is a "paradox?" Answer: Two doctors (pair of docs).*

**Bilingual puns:** *What did Minji say when she realized she was late for an appointment? Answer: **Aigo!** (I go.)*

With this being the holiday season, I would like to leave you with this pun of the **shaggy dog story** variety:

A man's mouth felt funny, so he went to his dentist. "What have you been eating?" the dentist said. "That upper plate I put in six months ago is corroding."

"All I can think of," the man said, "is that Hollandaise my wife started using."

"Ah-ha!" said the dentist, "that must be it. The lemon juice in Hollandaise sauce is highly corrosive. I'll have to replace your plate with one of chrome."

"Why chrome?" asked the man.

"Well," replied the dentist, "everyone knows that there's no plate like chrome for the Hollandaise!"

### The Author



**David Shaffer** tries to be a punny guy. He is a wrong-time lighter on things Korean. His academic interests focus on Santa's helpers, i.e., subordinate clauses. Prof. Shaffer takes attendance every class as he is so absent-minded. He thinks of his students as fish because when they are in schools, they are more likely to take debate. His maxim for learning is "The primary responsibility for a child's education is apparent," and his philosophy of life is "Seven days without a pun makes one weak." Email: [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr) or [laughing@punz](mailto:laughing@punz)



# Fallacious Arguments and Non Sequiturs

By Jake Kimball

Everyone does it. It feels good because it makes us feel as if we have a firm grasp of the unknown. Stereotypes allow us to make sense and semblance of the complex world we live in. Unfortunately, we are all prone to gross oversimplifications and generalizations. Although stereotypes can be both positive and negative, the lion's share of misbeliefs and exaggerations I hear or read tend to be negative, ill-founded, and potentially harmful.

Not long ago, an anonymous KOTESOL member wrote to the National Council in an attempt to raise awareness concerning a language institute in Seoul which had instituted a policy of not employing native English speaking teachers. Posted on the school's web site was a list of reasons outlining why native English speakers were not hired. The list was one *non sequitur* after another, all fallacious arguments covered under the philosophical umbrella term *logical fallacies*. That surely had Aristotle turning in his grave!

This incident, in turn, got me thinking about other beliefs and convictions in EFL. While most widespread beliefs are certainly not as incideous as the above example, some learner and teacher beliefs may, in fact, serve as the basis of potential pitfalls by limiting teaching and learning experiences. Thus, it is learner and teacher beliefs that I want to briefly explore.

Learners bring with them into the classroom preferences for particular strategies and styles as well as preconceptions about language learning. Our students are also opinionated about the methods of instruction they prefer. Just as teachers hold beliefs about the best way to learn a language, so do our students. In fact, a quick check at a large Korean bookstore reveals that quite a few people have varying opinions on the subject. To quote the Bard, "Ay, there's the rub." Catering to everyone's individual needs and wants is a very tall order indeed. One step in the right direction is for students to take Howitz's (1988) Beliefs about Language Learning Inventory (BALLI) and for teachers to examine individual student's or individual class's responses.

As teachers, we are also guilty of over generalizing. Two very frequent stereotypes come to mind. The first is that Korean students are woefully ignorant about world affairs and global issues in general. In the past few years, I have overheard a number of teachers criticize their students for being unworldly, perhaps even anti-cosmopolitan. I find this a rather unfair assumption.

First of all, our students are in their formative years, still learning and being exposed to an already overcrowded curriculum. I think of knowledge gaps as teaching opportunities. Secondly, when I hear this kind of comment, it is often delivered with a veiled presumption that Western students are, in contrast, global w i z k i d s . Unfortunately, their Western counterparts are no different if we are to believe Google's links to a number of news sources, e.g., *Time*, *CNN*, *The Guardian*, etc. These sources note that Western education (i.e., the US and UK) is producing hapless students who are apparently as equally untutored in world affairs as Korean students. Third, teachers are making assumptions based on interactions with students in a second language, which may hardly be valid depending on the proficiency of our students.



The second stereotype is that Asian students are passive, quiet, and waiting to be filled with knowledge by a teacher leading the class in rote memorization drills. On this issue, I refer readers to Littlewood (2000) and Kumaravadivelu (2003), who are much more cogent than I can be in this short space. In summary, the writers urge teachers to reassess their cultural beliefs and expectations by becoming more critical about the multitude of factors (linguistic, affective, logistical, etc.) impacting classroom dynamics.

Call them what you will — stereotypes, beliefs, convictions — they can be a disservice when used in the extreme as blanket statements that cover entire groups of people or experiences. I ask readers to be a bit more critical when we encounter one-size-fits-all statements. Despite our common ground, we all wear a different pair of shoes and see the world through our own eyes.

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# Writing Tools on the Net

By Adam Turner

Writing instructors are generally familiar with a number of web sites that are useful sources for grammar, quizzes, and writing tips. However, there are also an increasing number of useful, free web sites that can enhance how you and your students write, collaborate, and share the product of your writing. Many of these sites will also be of interest to those currently doing an online master's degree. I can only provide a brief sketch of the possibilities here. To get a fuller explanation of each service, please go to the web pages mentioned below.

Many students have difficulty selecting reliable information on the Internet. The severity of this problem can be reduced by using "Google Scholar" (<http://scholar.google.com/>). It is a search engine from Google that only searches academic sources in its search and omits personal web sites and other less reliable sources of information.

*Web 2.0* is a buzzword used these days to describe how many software applications are moving online allowing users to collaborate, share resources, and learn from each other. *Social bookmarking* is a process that allows users to collect their "favorites," or "bookmarks," of web sites from their browser and share them online with others through networks. You can select multiple keywords or "tags" to organize your information. The most popular one, which I have just started using, is [del.icio.us](http://del.icio.us) (<http://del.icio.us/>), but there are many others. If you want to browse hundreds of links on writing, add me to your network once you have an account. My [del.icio.us](http://del.icio.us) ID is "ifli" (<http://del.icio.us/ifli>). A more scholarly one, CiteULike, can be found at <http://www.citeulike.org/>.

Colleagues working on curriculum projects could collaborate in the collection of online resources, students could use the service to do group research for major presentations, and graduate students could share their research links on the same page. Members of KOTESOL SIGs could share networks of links on a topic of similar interest, instead of just emailing them where they often get buried in a receiver's inbox. You can also annotate the links so you can find them more easily. Those working on a specific project could share the same ID and password for an individual account to facilitate the collection of materials in one place.

Working in teams is increasingly becoming the norm in many organizations. Our students will probably collaborate online in their work life in ways we cannot imagine now. To support this trend, there is an increasing number of free tools that allow us to work together more effectively. Most readers will agree how

difficult it is to keep track of multiple revisions of a document online when working with a team. Now, using "writeboards" (<http://www.writeboard.com/tour/>), the document can be stored online and shows all revisions as well as the latest version of a basic text document. Students could use it for collaboration and peer editing, while KOTESOL could use it for editing and planning.

If you work with colleagues in different buildings and on multiple projects, you might consider putting all your information into your backpack - your online backpack, [www.backpackit.com](http://www.backpackit.com). This web service allows you to create pages for notes, put up "to-do" lists, and give yourself reminders, all organized on an individual project basis. Rather than having all your data on individual computer drives, anyone in the project can view it online. Students could use it together for project-based learning and dividing up group tasks.


Writing  
Right

Some teachers have asked their students to make their own home pages for class projects. However, the learning curve for making web pages was often a bit high and could take away from generating the content. Google, in a new project still under development, has made this probably as simple as it can get. Not only does it generate web pages that don't require any programming, but the service also hosts the pages, making web page work instant. You will find the web page creator and other projects at Google Labs (<http://labs.google.com/>). A Google account, however, is required.

Finally, Colorado State University has created a writing studio environment where you can organize your writing and get access to resources for writing, and especially, teaching writing (<http://writing.colostate.edu/>). You might also ask your students if there are any Korean versions of similar online services they find useful.

## The Author



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# Bringing Theater into the Classroom

By Hye-won Lee

When you think about theater techniques for English education, most English teachers think of role plays. With their real-life-like situations and non-threatening settings, role plays are considered to be an effective way to foster learners' communicative ability; hence, they are frequently used in the language classroom. However, role plays are merely one of many theater techniques, and not the only possibility for language education. Many other theater techniques exist that can be effectively used in the EFL classroom. This article will present justification for using theater techniques, explain four worthwhile techniques, and then offer three suggestions for ensuring effective implementation.

## Why Drama for Teaching English?

Before presenting specific theater techniques, let us investigate how drama can be theoretically justified in the EFL context from linguistic, affective, and pedagogical perspectives.

From the linguistic perspective, theater techniques aid language acquisition in at least four ways. First, students receive input in narrative form, which is believed to be an aid to comprehension. Through the storytelling aspect of drama, learners can better comprehend the input, making it more available for intake and processing. Second, drama creates enjoyable practice opportunities, causing students to recycle newly learned and previously learned forms, reinforcing their presence in the interlanguage system. Third, drama also provides output opportunities, which help students obtain feedback about their current interlanguage system. Finally, the form-function mapping that is necessary for language acquisition is more likely to occur through dramatic enactment.

From the affective point of view, English teaching through drama is effective for reducing learners' anxiety. Through body movements, learners can relax not only their muscles but also their minds, and this will help to elicit the learners' full potential. Also, a theatrical approach can meet the needs of human beings as *Homo Ludens*, "Man as Player," a factor that can improve students' motivation for learning. Additionally, after performing a part, learners usually feel self-confident, which also aids in learning.

From a purely pedagogical standpoint, a theatrical approach allows teachers to pay more attention to individual students' progress and needs. This approach also helps teachers and learners focus on the process as much as the product, a point that can help the English education field in Korea. This learner-centered

approach also fosters learner autonomy.

## Imagination, Improvisation, and Dramatization

Actually, there is no set teaching recipe for a theatrical approach.

Drama is an art and these techniques require creativity and innovation, not lockstep rigidity. For this

reason, all techniques used in theater can be applied to the language classroom if they fit your English class and objectives. Therefore, it would be impossible to list all drama techniques here, so four techniques will be introduced.

First, "imaginary work" uses the imagination to better understand the context of a drama and to help learners become absorbed in the situation. It is a good warm-up activity in the language classroom and it offers listening practice. Through their imagination, students can picture the background of the play and put themselves into the drama's scenes. For example, if a play happens in the forest, the teacher helps students to imagine the sights and sounds of the forest. Through this activity, students can connect what they do in the class with real life, and this helps them become ready to step into the world and use English.

Second, "physical improvisation" can be utilized in various ways in the EFL classroom. For example, while a teacher and other students are reading a passage aloud, students can express the content of the passage through body movements. Asher's (1996) Total Physical Response (TPR) is a similar technique. In this way, learners, especially at low-levels, can more easily understand the target language and reinforce what they hear through body movement.

Third, "tableau" is another technique that can be applied to English teaching. *Tableau* refers to a scene showing events and people from a story, which is presented by a group of actors who freeze in position and then later resume action. Like physical improvisation, body postures are used to understand the content. Furthermore, the teacher can ask students to explain what they are or how they feel in the role, thus expanding conversations from the common understanding of the drama. The teacher can also ask students in the audience to describe the scene made by their peers. In this way, learners can become more

## Training Notes

Edited by Douglas Margolis

involved in the scene (McCaslin, 2000).

Finally, a fourth technique is “dramatization,” the creation of a play from a story, which is always a fun way to liven up an English class. According to the teacher’s aims, dramatization can serve as a one-class activity or become a whole-semester project that frames the course and is incorporated into the syllabus with a combination of other supporting techniques. When doing dramatization, the main component of success is selecting a story familiar to the students.

### **What to Keep in Mind**

Let us discuss what you should keep in mind as a teacher when using this theatrical approach.

1) Be a facilitator! In the traditional language classroom, the teacher played the role of controller or organizer who made decisions instead of students. The traditional role expected teachers to manage and restrict students according to one’s pedagogical beliefs. However, in the theatrical approach, a teacher is a facilitator or co-communicator. Too much teacher intervention or control limits students’ infinitive potentiality and their language acquisition. So try to listen to students’ needs and read their minds. Respect your students’ opinions and flow with the class.

2) Be creative! As mentioned above, there is no set recipe to follow. Curricula employing theater techniques are available from teacher books, web sites, papers, training sessions, and conferences. However, the most valuable thing is to create your own curriculum to fit your teaching situation and your learners. Try to create worthwhile activities even using items that might at first look unsuitable. Do not be

afraid of taking risks.

3) Be imaginative! Since theater techniques arose from drama, you yourself need to have an artistic perception and aesthetical viewpoint. In order to develop your sensibilities, you should occasionally appreciate artistic works such as music, paintings, and performances. You might also want to participate in a play as an amateur actor by joining an acting club. If you develop your imaginative faculties and entertain other people as an artist, your classes might become awesome works of art!

In the field of educational theater, a teacher is called either a teacher artist or an actor teacher. If you choreograph your English class, the whole semester can become an artistic work, an amazing collaboration between you as a teacher and your students. Why don’t you become a teacher artist and bring the theater into your English language classroom?

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### **The Author**



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## **The 3rd North Jeolla Chapter Conference**

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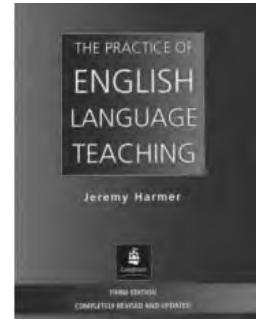


# The Practice of English Language Teaching (3rd ed.)

Jeremy Harmer.

Edinburgh Gate, Harlow, England: Pearson Education, 2005.

Pages: xii + 370. (ISBN 0 582 40385 5 Paperback)



## Reviewed by Kevin L. Landry

**T**he *Practice of English Teaching* is a book for practicing teachers and those seeking training. This third edition consists of nine parts divided into 24 chapters. The updated pages on innovation and research add to earlier discussion on becoming a good teacher. Harmer's British examples give away his roots; nonetheless, they are universally adaptable to any English classroom. British spellings, along with *ESL* instead of *EFL*, might prove unfamiliar to some, but his anecdotes are easy to relate to. Conveniently, the book can be read either by topic or from cover to cover.

The first part of the book briefly overviews parts of speech, classifying words, and related phenomenon. Part 2, "Learners and Teachers," describes learners from young children to adults. Part 3's "Theories, Methods and Techniques" reviews old theories and explains that combining methods is the latest trend in ELT. "Focusing on Language" uses morphology, syntax, and vocabulary to demonstrate the study of language. "Receptive and Productive Skills" starts with reading and listening. In "Design and Planning," Harmer supports turning away from established traditions and advises teachers to modify everything we can make use of. In "Evaluations," test item and design are examined for testing different parts of language. The final part of the book, Unit 24's "Learner Autonomy and Teacher Development," reminds us how difficult learning another language really is.

Some criticisms should be noted regarding Harmer's choice and style of wording. For example, precise rules may not be correct in all circumstances since English is used differently in various contexts. The reasons behind mistakes and feedback are not easily known. Pronunciation terms and definitions are not agreed upon as universally as presented. Secondly, computers are briefly brought up, but much deeper and interesting uses for them than just e-mail and web sites could have been presented. For example, blogging or having learners build their own web pages, could have been addressed.

Nevertheless, Harmer presents some great ideas for

creating optimum conditions for students to learn. In fact, the whole book offers much in the way of common sense. His teaching philosophy is quite simple, reminding us to have the right mindset while teaching. He aptly breaks down teacher roles and approaches to managing a classroom. Chapter notes help to critically illustrate how researchers contest each other's work with conflicting research. Tips such as scoring a **role play** as if it were a regular test encourage student interest in participation. Harmer gives us ideas to group by friends, ability, and chance. Having students write lines for actors, describe scenes, and translate subtitles all sound like fun. Lesson planning is open to modification. Worth noting is one final piece of common sense Harmer imparts: We cannot test grammar only and also expect results to measure other skills we are teaching, such as negotiation of meaning.

The third edition includes new research on vocabulary and advances in corpora. He includes new views on cultural English use as well as teacher development. There are new chapters on pronunciation, language testing course books, and learner autonomy.

*The Practice of English Teaching* argues successfully that we should accept different learning styles. Harmer asks us to overcome the nervousness of teacher evaluation by using peer observation to improve our own craft and the profession in general. By maintaining exciting and engaging classes, we can improve with experience and become researchers in our own classrooms.

## The Reviewer



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# The iBT TOEFL Speaking Section

By Roger Fusselman

The Internet-based TOEFL test, or the TOEFL iBT, requires test-takers to now speak. In fact, speaking represents 30 out of 120 possible points on the TOEFL iBT. With the TOEFL test joining the IELTS test in assessing spoken English, the rest of the English admissions tests, in and out of Korea, will eventually follow suit, most likely with similar tasks. Knowledge of this portion of the TOEFL test, then, will benefit all of our test-sensitive students.

## The Speaking Tasks

There are two independent speaking tasks on the TOEFL iBT: the *Personal Preference* task and the *Choice* task. On the Personal Preference task, test-takers must defend a personal choice on a particular topic, while the Choice task, asks test-takers to make and defend a personal choice between two potential, yet different, courses of action. On both tasks, they have 15 seconds to plan their response and 45 seconds to speak.

Two *Read/Listen/Speak* tasks are on the test. First, test-takers read a passage about a campus situation and listen to students discussing that campus situation. Test-takers then summarize the speakers' opinions with regard to the topic. The second task, an academic topic, consists of a reading passage explaining a term and a mini-lecture with examples; the speaking task assesses the student's ability to integrate the two sources. On each task, students get 30 seconds to prepare and 60 seconds to respond.

Two *Listen/Speak* tasks round out the speaking tasks. The first is a campus situation, beginning with a student conversation related to a problem; the test-taker speaks on the problem and a preferred solution. The other listening task is a lecture explaining a particular academic concept, with the test-taker being required to say how the examples used by the lecturer relate to the concept. On each task, students get 20 seconds to prepare and 60 seconds to respond.

Wearing headsets during the test, students speak into their microphones after seeing prompts on the screen. They are assessed according to a rubric with three categories: delivery (how well-paced, smoothly flowing, and clear the speech is), language use (how good their lexical and grammatical commands are, though not demanding of perfection), and topic development (how well the ideas progress and the points are developed in answer to the demands of the task).

## Recommendations

TOEFL iBT Tips, the must-read PDF from ETS

([http://www.ets.org/Media/Tests/TOEFL/pdf/TOEFL\\_Tips.pdf](http://www.ets.org/Media/Tests/TOEFL/pdf/TOEFL_Tips.pdf)), has a few good pedagogical suggestions. Practice speaking with native speakers of English, including teachers and tutors, and at English conversation clubs. Topics should require giving anecdotal information, choosing between preferences, making recommendations, etc.



For integrated speaking tasks on lecture topics, students can practice using textbooks, the Internet, and other sources that provide listening and reading on related topics. Textbook review questions at the end of chapters, for example, can suggest textbook passages to read and then summarize orally. Students can outline short articles and then summarize them, being careful to paraphrase rather than quote such material verbatim. Students should attempt different genres: problem/solution, defending an opinion, summary, etc.

On all speaking tasks, students should develop their lexicon, their grammar, their phonological competence, and facility with using spoken transitions. Get them comfortable with the restricted time limits of the responses, even enjoying the pressure of them. Students should learn to talk point-by-point, not word-by-word, so as not to sound scripted.

## Conclusion

So much of Korean education has been geared toward passing tests rather than gaining knowledge. With the speaking section of the iBT, however, there is less room for feigning English proficiency. We all would do well to heed the implications and objectives of the TOEFL iBT speaking section so as to bring our students and our institutions closer to spoken, communicative English proficiency.

## The Author



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# Monkeying Around With Resources

**A**t first glance ESLMonkeys.com appears to be like many other ELT web sites. Admittedly, it was the mildly amusing title which got me to take a closer look, and take notice of a number of features setting it apart from similar web sites.

## Sortable Resources

Many teacher resource sites, if not most, take the form of lists arranged by title, sometimes with an accompanying description. They may harbor excellent materials, but finding *what we need, when we need it* can be time-consuming and tedious. At ESLMonkeys, teachers have access to a customized search function allowing us to filter results by topic, skill, level, age, keyword, and creator (either by a single term or many at once). Just click on “Materials” under the “For Teachers” menu.

## Sharing the Wealth

While the customized category search is its most notable feature, the syndication options available are also worthy of attention. Weekly emailed newsletters are common, but with ESLMonkeys, teachers can host the weekly ESL Book/English Lesson/Lesson Plan on any external site. For the tech-savvy, this can be done via RSS, but even those with no programming skills can post the provided code on a blog or class page, which could be quite nice for providing a new weekly lesson to students. This is a concept meriting further exploration and dissemination.

## Free Complete ESL Books

Lastly, ESLMonkeys has a superb selection of links to PDF books, and as with the resources section, teachers can sort link results by book topic (games, textbooks,

business English, etc.).

Unfortunately, ESLMonkeys falls prey to the temptation to provide something for everyone. Do we really need another job site or poorly attended discussion forum? If done better than the existing standard-bearers, *yes*. However, with ESLMonkey these elements seem to be only an afterthought, not well integrated into the whole, and thus, distracting from the core functionality. At present, adding a resource, while done via a clean and simple form, can seem like trying to read a book of poetry in the middle of a room of slot machines. There’s too much “noise,” and many teachers may be scared off before noticing the real possibilities. Busy teachers need a web resource that allows us to find *what we need, when we need it*. With a bit of pruning, ESLMonkeys may just have the roots to grow into this.



## The Author



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## Seoul Chapter Conference

Bring the World to Your Classroom:  
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<http://www.kotesol.org/seoul/conference>

## CALLing All Chatbots

Same old web quizzes getting you down? Looking for a new and different way to use technology to add impact to your teaching? You might want to consider chatbots. A chatbot is a computer program that imitates a human conversation partner. Most chatbots aren't really great conversationalists, but they can be entertaining. Here is an example:

Human: *How's it going?*  
ALICE: *I'm doing fine thanks how are you?*  
Human: *Not so great.*  
ALICE: *Oh I get it.*  
Human: *What do you get?*  
ALICE: *I understand your meaning.*  
Human: *So you understand what I mean?*  
ALICE: *Oh I get it. Thanks for explaining that. Interesting deduction. I understand what you said.*

ALICE, who won the Loebner Prize in 2001 for her ability to real mimic human conversation, is probably the most famous chatbot. You can find the original ALICE bot at <http://alicebot.org>. You can find many other chatbots through the Open Directory at [http://dmoz.org/Computers/Artificial\\_Intelligence/Natural\\_Language/Chatterbots](http://dmoz.org/Computers/Artificial_Intelligence/Natural_Language/Chatterbots).

Setting up a specific chatbot for your classes can be as simple as you want. There is a free bot-hosting service called Pandorabots (<http://www.pandorabots.com>), which allows you to set up and train your own bot for free. Pandorabots also offers a customizable HTML interface, a special interface for "training" your bot, and a ready-to-run version of ALICE. Guidance in setting up a Flash interface for the bot is also available. In addition, Pandorabots automatically stores a log of all conversations that people have had with your bot. This can give you, as the teacher, a valuable diagnostic tool. If you require students to tell the bot their name, you can track their conversations individually.

If creating your own chatbot doesn't appeal to you, there are some chatbots already on the net that have been set up specifically for English language learners. One of these is Dave, a voiced and animated online bot created by the ALICE Foundation: <http://www.alicebot.org/dave.html>. Dave is available to paying users only, but at US\$10 for a lifetime subscription the cost is not unreasonable. For a discussion of the role of chatbots in language learning, see <http://www.alicebot.org/ESL.html>.

If you have a web site, a chatbot can help to enhance the site's impact and your students' interest in using it. You can include a Pandorabot on your web site using the HTML "iframe" tag. For more customizable

chatbots, you might investigate Program E, a PHP implementation of ALICE: <http://sourceforge.net/projects/programe>. There are also a number of chatbots that run on a desktop. If you have computer facilities available for students, this may be the best way to go. One such bot is AIMLPad at <http://www.aimlpad.com>.

Once you have chosen a chatbot, you must choose how to use the bot for your classes. A chatbot in itself is just a novelty. You can just use it as a novelty, to add interest to your web site or computer lab.

However, you can also use it in ways that engage your students' conversational awareness more deeply. You can also take advantage of the bot's failure to act like a good conversation partner:

**Drama** : Have students bring transcripts to class and voice and act out their conversations.

**Password**: Require students to get the bot to say a particular word or phrase. (Test this yourself before assigning it.)

**Reflection**: Have students bring transcripts of the bot conversation to class to share and critique them. Where does the bot fail to act appropriately? What should the bot have said instead?

Since the interactions with the bot are real conversations by the students themselves, they provide optimal material for reflection and practice. However, they have the advantage that no egos are on the line; if the conversation failed, it is probably the bot's fault. This gives you the opportunity to focus attention on real student interaction, without threatening the students' motivational progress.

To talk more about chatbots, visit the CALL SIG's new website: <http://callsig.org>. There you can find many people who share your interests. If you have specific technical questions about chatbots, you might also try the Alicebot mailing list.

### The Author



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Connecting  
With CALL

By Sam Henderson

# The 2006 KOTESOL Leadership Retreat

By Maria Lisak

It was 9:00, Saturday, December 9th - time for the 2006 KOTESOL Leadership Retreat to kick off at Yujin Hotel in Daejeon. This year's theme - Professionalism, Mentoring, and Organizational Issues - sounded more like business than a "retreat." Dr. Marilyn Plumlee, KOTESOL National President, launched the event with an overview of the weekend activities and shared her vision of KOTESOL as a mentoring organization. She was followed by Louisa Kim, Immediate Past President, who promised to be an active past president in the coming year.

Stephen-Peter Jinks, newly appointed Membership Committee Chair, led an ice-breaker for returning leaders to connect with new leadership attendees, nearly 45 in total. This was followed by more networking and socializing opportunities. To look back and analyze membership issues of the past year, 1st Vice-President Phil Owen and Maria Lisak, asked attendees to work in small groups. The facilitators focused on the 8Ps of the extended marketing mix - product, pricing, promotion, placement, people, process, physical evidence, and philosophy - to assess KOTESOL's performance at a national and local level, and asked each group to focus on two of the eight "Ps."

Saturday afternoon was begun by Allison Bill, this year's International Conference Chair, and Gye Hyoung Yoo, 2007 International Conference Chair. In order to provide quality programs and service at the International Conference, attendees were asked to give

feedback about program suggestions such as the Young Learner Zone, student volunteer issues, and publicity. Daegu-Gyeongbuk Chapter President Steve Garrigues led the next session, which focused on chapter issues, and asked attendees to swap accounts of how even the best planning can go wrong. Lots of solutions were shared as chapters discovered that, while many things may go wrong, they have the autonomy and creativity to change quickly to meet their local members' needs.

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## *More potent than an injection of morning coffee*

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National Treasurer Dave Shaffer provided critical information regarding reimbursement requests and how to get the annual chapter dues shares from National to chapter. When a member joins a chapter, membership fees immediately go to the national treasury and are then disbursed once a year to the chapter. Chapters run their local programs on their 50% of members' dues. The other 50% stays with National to fund the international conference, publications, committees, SIGs, and to cover administration expenses of running our organization of over 600 members.

Heidi Vande Voort Nam, facilitator of the Christian Teacher SIG, and John McDonald, newly appointed



Tory Thorkelson discussing election procedures at the Retreat.



Writing and Editing SIG facilitator, shared with attendees the successes and stresses of running SIGs in 2006. Facilitators say that a few key SIG members seem to keep individual SIGs active, while “lurkers” quietly peruse the group boards. However, Heidi shared that she is often pleasantly surprised with responses she receives at events complimenting her on particular posts. The SIGs provide a great service to members, but it is the members themselves who provide support to others with similar interests by creating a warehouse of knowledge to draw from when needed.

The early evening allowed time for the Conference Committee to get together for strategy and planning purposes. Chapter presidents gathered informally to talk about their chapters and how best to serve them. SIG facilitators brainstormed ways to get members to be more active and support each other in the difficult task of generating interest and to obtain a commitment from members in a virtual context. After dinner, people headed out to continue meetings, enjoy the hot spring sauna, or have some after-dinner drinks.

On Sunday morning, many of the attendees went to a nearby hotel restaurant for a Western-style breakfast. Others were comfortable starting the day with coffee and chat in the Retreat’s meeting room. Some of the Saturday participants had to leave early, but others joined in for the Sunday program. The first session of the day was more potent than an injection of morning coffee. Our new Webmaster, Joshua Davies, led a session so inspirational that even our sometimes inflexible, multitasking leaders listened in such an absorbed manner that it felt as if history were being made. Lights flashed when the Six-Million-Dollar Man was given as a metaphor for our technology strategy for 2007. Joshua not only has the technical skills to enable our organization to provide decent web site presence, but also displayed inspirational leadership skills to convince even the Luddites in attendance that change is not so scary.

After Joshua warmed up the audience, Tory Thorkelson, long-time member and leader, rephrased the question he is always asked - “What is KOTESOL?” - into a better question that really represents our organization. “Who is KOTESOL?” is the mantra that Tory introduced, entreating attendees to continue to mentor others in KOTESOL leadership positions. Tory, the newly elected Nominations and Elections Committee Chair, inspired leaders in attendance by sharing the impact KOTESOL has made on his own life and career.

It seems a difficult task to get a group of 40 into working together and sharing as a group, but Brett Bowie, Facilitator of the EFL Leadership in Management SIG, and Melanie van den Hoven, Culture Committee Chair, did so with great success. By

introducing a card game, Brett and Melanie offered a chance for attendees to have a common experience that generated material to discuss communication problems and the need for etiquette. Coming from a big family where holiday parties can have up to 50 people, I must admit that I witnessed more sincere communication between the Retreat attendees than I have at a family Thanksgiving party, where TV football is the primary bonding agent.

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## “Who is KOTESOL?” was the mantra introduced.

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All of these experiences were payment enough for attendees giving up a weekend at the end of a busy semester. The cherry on top was provided by our national president, Marilyn Plumlee. With a simple piece of white A4 paper, Marilyn asked attendees to send four notes of thanks to someone who mentored them this weekend or touched them with their leadership skills, to ask someone to be their mentor, and to recruit someone to join their own team. In closing the Leadership Retreat, Marilyn summarized for us what we need to do in 2007: generate enthusiasm, articulate what needs doing, encourage traditional mentoring and shepherding, be inclusive of quiet members, recognize contributions, and follow through on commitments.

Every year I attend the Leadership Retreat, I see a little less talk and a lot more action. There is less of a sense of work and more of a sense of play. There is enthusiasm, the sharing of talents, and confidence in skills uncovered. Like Tory, a KOTESOL member and leader for nearly 10 years, I am indebted to the opportunities that have emerged in my life simply because I was willing to accept a leadership position in KOTESOL.

The Leadership Retreat, my fourth, allows me to speak on behalf of my Chapter’s members while educating myself about all of the great work and opportunities KOTESOL provides to leaders, members, and the Korean and international communities in which we operate. Exchanges with colleagues who work all across the Peninsula are rare; the Leadership Retreat, however, gathers together experts, leaders, and cool people in a highly productive atmosphere.

### The Author



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# JALT 2006: Community, Identity, Motivation

By Kyungsook Yeum

What a wonderful opportunity it was to attend the JALT 2006 conference, carrying the theme “Community, Identity, Motivation,” in Kitakyushu, Japan (Nov. 2-5, 2006)! The conference organizing team wanted JALT 2006 to be a motivating force that keeps all ELT professionals developing within the Association. While cultivating various themes under one umbrella, presenters and attendees had an opportunity to confirm their professional identity within a festive and intellectual community.

Among the many distinctive features on display at the conference, JALT’s cultural identity stood out. Most impressive and inspirational was the way that the JALT president, Steve Brown, hosted the opening ceremony in Japanese, with a Japanese woman teacher translating into English. It was a meaningful gesture to include Japanese English teachers and to show this sort of respect for the language of the host country. Also, at the grand opening and at other evening receptions, traditional bands playing Japanese music reminded attendees where the conference was being held and who the conference organizers were.

JALT also provided ample opportunities to involve both members and nonmembers in networking and

socializing. The forum *JALT Open Mike* was organized so that attendees could ask questions and share comments, suggestions, and opinions about JALT. The JALT Ordinary General Meeting (OGM) provided a chance to introduce new national officers and to celebrate members’ achievements, especially by recognizing research grants and Best Award recipients. Socializing events included the Associate Member Party and *The Language Teacher* 30th Anniversary Gala. For the Gala, the JALT president welcomed all conference participants to the event hall for a chance to mingle with plenary speakers, featured speakers, and key JALT 2006 organizers. One free drink and light snacks were served with lively music playing in the background, providing a relaxing atmosphere and

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*Most impressive was the enthusiasm that SIGs showed.*

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meaningful experience. The events were well attended, and even plenary speakers, Prof. Donald Freeman, Prof. Bonny Norton, and Prof. Yasuko Kanno became part of the festive community ensuring a common bond. What was most impressive, however, was the enthusiasm that the SIGs (Special Interest Groups) showed to vitalize their own activities. I attended a SIG facilitators’ meeting as an uninvited guest, to find out more about their motivation level and their passion. Most of the SIGs were engaged throughout the conference in promoting their own activities to attract more members into their groups. They were even more motivated to do this because a percentage of each membership fee is given to them. The more members they recruit, the more financial stability they build, allowing them to organize substantial events in the future.

How to accommodate other people’s strengths to make our own organization better is not always simple. However, it is always good to broaden our KOTESOL perspectives, to see further ahead and be prepared to adapt to the situation. The question is, “How can KOTESOL function as the motivating force to enable our members to better develop their professional identity within the KOTESOL community?”

## The Author

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Dr. Yeum at the KOTESOL booth at JALT 2006.

# KOTESOL 2006: International Conference Report

By Todd Vercoe

For the professional development of language teachers in Korea, there is no event more eagerly anticipated than KOTESOL's annual international conference. This year was no exception. From all across Korea and surrounding nations, hundreds of language teachers of all stripes once again descended on Sookmyung Women's University in Seoul to be treated to a weekend of professional development at the 14th Korea TESOL International Conference.

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## *The weekend featured many brilliant invited speakers.*

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This year's theme, Advancing ELT: Empowering Teachers, Empowering Learners, was observed in the many individual presentations, workshops, and seminars, as well as by the featured and plenary speakers. Though, no doubt, each conference attendee came away with their own unique perception of the weekend's activities, there were indeed many shared events by all that attended. From the opening day's morning plenary, all who squeezed into the fully packed auditorium were treated to Jack Richards' talk on Listening in Language Learning and on various top-down and bottom-up learning strategies. Professor Richards set the bar high for all those that had to speak over the weekend. In the evening, all were impressed with Andy Curtis' address entitled Empowering Teachers and Students Through Professional Development, But at What Cost?

Each conference attendee no doubt comes away with his or her own particular take on any conference. My own personal favorite presentation was that by Professor Marc Helgesen of Miyagi Gakuin Women's University, a lecture on ELT and the "Science of Happiness." It was a very enjoyable discussion of utilizing the "science of happiness," or positive psychology, in foreign language teaching. The packed auditorium was treated to several useful exercises that detailed ways of applying positive psychology to the language learning classroom so as to create a more jovial and productive student body. In addition to Professor Helgesen, the weekend featured many brilliant featured speakers, such as Susan Barduhn, Ritsuko Nakata, Chris Kennedy, Liying Cheng, Gillian Wigglesworth, Chris Candlin, Melanie Graham, and Susan Stempleski. Each focused on different and diverse areas of ELT - from songs and chants, through cross-cultural resources, on to collaboration and

feedback, and into assessment and evaluation. Besides the plenary and featured speakers, there were over 160 workshops and presentations scheduled over the weekend that ensured that no matter how small an educator's niche or what pedagogical interests needed to be piqued, there was something there for all to enjoy.

A conference, however, is more than just a collection of presentations and workshops. The 14th Annual Korea TESOL International Conference was no exception. Throughout the weekend, participants could be observed making contacts, renewing friendships, and networking either over a "cup o' joe" in the coffee shop or outside in the central terrace. The onsite job center seemed to do a brisk business with many participants scanning the job boards or advertising their talents. One had to fight the crowds to get a chance to see one of the dozens of publishers' tables that crammed the first floor of the conference space. Textbooks and teacher resources were plentiful and made for an interesting weekend's shopping.



KOTESOL 2006's stellar cast of invited speakers.

No doubt an event this large had to have suffered some technical problems here or there, but Conference Chair Allison Bill deserves great kudos for her efforts in pulling together an outstanding weekend for all to enjoy. Ms. Bill is noted as saying, "My vision for the weekend is that everyone walks away empowered as teachers, with many new ideas to inspire their students." With so much bounty found at the 14th Annual Korea TESOL International Conference, it was indubitably so!

### **The Author**

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# KOTESOL In Action

*Edited by Maria Lisak*

## Special Interest Groups

### CALL SIG

*By Chris Surridge*

The CALL SIG is back with a new home and a renewed commitment to developing a support network for Computer-Assisted Language Learning among educators in Korea. Formerly housed in Yahoo Groups, the KOTESOL CALL SIG now has space on [callsig.org](http://callsig.org). The web site is currently supporting communication between members as well as providing free resources to those wishing to get started with their own Learning Management Systems.

The CALL SIG has also been busy on the workshop/conference front. Saturday, November 11 was the first in a series of power-workshops for CALL. The workshops, dubbed 20 Hot Minutes, feature short, sharp, practical presentations of useful CALL-related information that guests can take away and implement immediately. Paul Alexander, Chris Patch, and Chris Surridge, respectively, presented workshops on Using Video in Education, Using Hot Potatoes Quizzes in Moodle, and Speaking Journals in Moodle. Video of the workshops is available online in the CALL SIG Lounge at <http://callsig.org>. Check the web site for future 20 Hot Minutes events.

The CALL SIG and the Daejeon-Chungnam KOTESOL Chapter co-hosted a symposium at Sunmoon University on Saturday, November 25. The afternoon event featured more than 11 CALL-related presentations and workshops, along with presentations in the areas of Young Learners & Teens and Teacher Training.

### Christian Teachers SIG

*By Heidi Vande Voort Nam*

The CT-SIG held its first national symposium on September 23 at Honam Theological University (HTU) in Gwangju. Twenty English teachers from across Korea participated in the event. To start the day, CT-SIG co-founder Shirley DeMerchant gave a message of encouragement at a pre-symposium worship service sponsored by HTU. The symposium was quite interactive, setting aside time in the morning for

teachers to discuss their own teaching situations. After lunch, Dr. Cha Jong-soon, president of HTU, spontaneously took the symposium participants on a tour of the cemetery adjacent to the school and told stories of how the people buried there had contributed to the development of Christianity in the region. Afternoon concurrent sessions addressed teaching in secular institutions and organizing volunteer programs to teach English to children in rural areas.

A month later at the international conference, the CT-SIG held a meeting that gave an overview of what the SIG has been doing over the last few years. Twenty people attended the session and contributed ideas for what the SIG could do in the future. Several people at the session spoke of the need to address the isolation that English teachers sometimes feel.

The topic of isolation also surfaced on the CT-SIG online discussion board at [http://ca.groups.yahoo.com/group/KOTESOL\\_CT\\_SIG/](http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/). Several members made suggestions for dealing with isolation. Other topics on the discussion board included the North Korean nuclear test, lectures on Christian education in Seoul and Busan, language functions that play a role in Christian living, servanthood as a metaphor for teaching, Korean language study, and job and volunteer opportunities for Christian teachers. For more information about the CT-SIG, contact Heidi Nam ([heidinam@gmail.com](mailto:heidinam@gmail.com)).

### ELT Leadership & Management SIG

*By Kira Litvin*

The ELT Leadership and Management SIG (ELM-SIG) is a forum designed to support the enthusiastic, but sometimes isolated, teachers who have become coordinators or supervisors in their respective English language centers. In September, about 12 ELM-SIG members gathered at a Gangnam Starbucks to meet in person, rather than just on our discussion board. We chatted about some of the recent list topics, i.e., dress code and teacher reliability problems. We also talked about possible titles for an ELM-SIG book/article discussion. The topics ranged from general business or leadership-inspired books to academic articles in the field of cross-cultural educational leadership.

In October, ELM-SIG was active at the annual KOTESOL Conference. Despite limited promotion of the event, we had about 12 participants join the ELM-SIG workshop session, which was co-facilitated by Kira Litvin and Brett Bowie. The session was called Using the Critical Incidents Framework for Program Improvement and focused on introducing the format of critical incidents, widely used in the field of education for program improvement and professional development. Kira provided the theoretical background



and the participants, both ELM-SIG members and newcomers, had a lively discussion on how this kind of framework could be used in EFL settings in Korea.

## Global Issues SIG

By Robert Snell

The GI-SIG held an organizational meeting at the International Conference in October and discussed some important issues. Scott Jackson volunteered to be the editor of a newsletter for our SIG; hopes are for a quarterly edition. The GI-SIG welcomes articles, teaching ideas, and news about special events you may be planning to be included in the newsletter. The first edition is planned to be out the end of January 2007. There is an open invitation to participate.

During the conference, plans were made for our SIG to co-sponsor a mini-conference in Seoul in March 2007. The theme is Bringing the World into the Classroom, something our members consider important. The Seoul chapter has requested that the GI-SIG submit proposals for presentations. If you have an interesting idea for presenting global issues in the classroom, and you didn't get around to putting it together for the Conference, now is your chance. Presentations should be practical and classroom-oriented.

We hope members get involved and stay active in the SIG this year. Feel free to make comments, suggests, and criticisms, but let us hear from you. And start working on something to submit for the newsletter!

## Research SIG

By David D. I. Kim

The Research SIG sponsored a Q & A Panel/Workshop at the 2006 KOTESOL International Conference in cooperation with the KOTESOL SIG presentation/workshop group. The panel/workshop invited two experienced language researchers, Dr. Peter Nelson and Tory Thorkelson, to share their experience with the attendees by addressing research-related questions from the audience. The panel/workshop also provided a forum for R-SIG members to engage in face-to-face interactions and networking. The R-SIG also sponsored an academic presentation, Qualitative and Quantitative Methods in Harmony, providing a brief introduction of how the seemingly opposing methods can be perspectives.

The R-SIG is planning to continue the Research Presentation/Workshops Series in the new year. These presentations/workshops will offer the neophyte, as well as the more seasoned veteran, food for thought related to the art of researching and an opportunity to interact with fellow researchers in our field, while possibly picking up a few useful research tips along the

way. The presentation/workshops will cover a variety of research-related topics, from action research and research methods to basic and advance statistics. The workshops will provide a practical, hands-on, interactive forum to design individual and group research projects, as well as provide instruction and practice in developing research instruments and using statistical applications (e.g., SPSS). Visit the R-SIG web page [kotesol.org/rsig](http://kotesol.org/rsig) for an overview.

Another initiative that will be undertaken by the R-SIG in the new year is the Small Group Research Projects, which will provide opportunities for R-SIG members to participate in ongoing research projects, providing practical hands-on experiences with the ins-and-outs of conducting research. More details will be provided through the R-SIG web page and R-SIG Discussion Group <http://groups.yahoo.com/group/KOTESOLRESEARCHSIG> as they become available.

## Spirituality in ESL SIG

By Greg W. Brooks

We at the Spirituality SIG are happy to have started this new group in early 2006. Inspired by the commonality that unites humanity, rather than the differences, we are developing what is called a spiritual pedagogical orientation to TESOL. Our monthly meetings cover a diverse range of issues and are increasingly focusing on the foundations of a spiritual approach, as well as its practical applications, such as curriculum design and its production. Also, more recently, we developed a mural collage of our activities to date for the KOTESOL International Conference. Our Conference presence included a presentation, though it was poorly attended due to minimal exposure in the program guide. We are planning for an increased presence at next year's conferences with improved planning and coordination. There has been talk, but nothing definitive, of next year's KOTESOL Conference theme centering on peace issues.

Greg Brooks-English, the SIG's focalizer and founder, presented the beginnings of a theory and practice of a spiritual ESL/EFL teaching pedagogy at the Daegu-Gyeongbuk Chapter meeting at Kyungpook University in Daegu on November 4. He was invited to return to speak in March 2007 to present about teaching young learners. Some group members are working on a curriculum that includes a conversation book titled *Compassionate Communication*, as well as one that uses short films from The Spiritual Cinema Circle, a dynamic DVD club that finds and produces films that awaken the heart. We meet on the first Monday of the month in Insadong, (Anguk Station, Orange Line, Exit 6) from 7:30 to 9:45 p.m. Also, if you would like to be on our mailing list or if you have questions, please contact us at <http://groups.google.com/group/Spirituality-in-ESL-SIG>, or email [brooksen@kotesol.org](mailto:brooksen@kotesol.org)



@yahoo.com. You can also phone Greg at 010-3102-4343.

## Teacher Education and Development SIG

By Kevin Landry

The Teachers Education and Development Special Interest Group may be more than you expect. We are not limited to only teachers teaching teachers. We have become more focused on developing ourselves and offering advice on taking further degrees such as CELTAs and MAs through distance research and in person. We all have different experiences and mainly share our knowledge by using a community site with an online message board. Besides the interaction online, many TED-SIG members know each other through attending conferences, going to various chapter meetings, and other events. If you are interested in getting involved, check out <http://www.kotesol.org/teacherdev/>.

We gave a presentation at the International Conference entitled TED-SIG: Beyond Methods. The group was given some time to free-write and to reflect on focus questions. Audience members mingled, each speaking to at least three people about what they wrote on their cards/paper.

## Writing & Editing SIG

By John McDonald

John McDonald, the new WE-SIG facilitator, has a vision to try to compile what other instructors are doing in the KOTESOL community and beyond, so that everyone can improve together. The compilation plan includes series of lessons, syllabi, and undeveloped ideas. By working together, we can draw on our unique experiences to enhance the quality of what we present to our students and the advice we give them. Sign up for the WE-SIG at <http://groups.msn.com/kotesolwesig>, or contact John at [McDonald@gist.ac.kr](mailto:McDonald@gist.ac.kr).

## Young Learners & Teens SIG

By Jake Kimball

First off, please take note of our official name change. While we have always catered to both age groups, YLs and teens, we feel that this semantic change more accurately reflects the teachers to whom we cater.

We have had a busy year, and we expect 2007 to be more of the same. At the October International Conference, we saw an increased number of YL-related presentations and a YL Zone. We had two productive SIG meetings take place over the weekend, and we

published our first YL newsletter called TYLT (*Teaching Young Learners and Teens*). As an added bonus for members, Pearson Longman kindly donated five copies of David Paul's book, *Teaching English to Children in Asia*. The five lucky recipients were: Joyce Griffiths, Liz Rowley, Grace Lee, Jenny Jeong, and Jinyoung Park.

And finally, we will host our third annual YLT symposium on March 10, 2007, in Daegu. The event will take place at Kyungpook National University from 1 to 6 p.m. Based on popular demand, the theme for the day is "Creating Materials for Young Learners and Teens." It is a broad and practical theme; one we hope meets the needs and interests of many of our members. For presenters, please submit your proposals by February 10, 2007. See you in March!

## KOTESOL Chapters

### Busan-Gyeongnam Chapter

By Todd Vercoe

This past fall, the Busan-Gyeongnam Chapter saw a couple of changes. We canceled the October meeting to facilitate attendance at the International Conference in Seoul - our normal meeting time and the Conference date conflicted - but in order to make up for the missed meeting and to hopefully bring some of the feelings of the Conference down to Busan, we tried something we hadn't done before: an extended training seminar day.

This Extended Training Seminar Day - more than a usual monthly meeting, but less than a mini-conference - brought in speakers from all over Korea to create a dozen presentations over a late November weekend afternoon. Featuring speakers that focused on classroom-applicable ideas that could be immediately utilized by EFL teachers, the Extended Training Seminar Day was chock full of useful instructions for professional educators.

The end of November also saw Chapter elections, and though many familiar faces remain, there has been new blood infused into the Chapter executive. Todd Vercoe will be returning as Chapter President, as will Joseph Nicholas as 1st VP. Jason Lee has stepped into the role of 2nd VP, and Robert Dickey into the position of Treasurer. Newcomers Brad Serl and Roger Reiter will take on the responsibilities of Secretary and Member-at-Large, and Jerry Foley will continue to be a guiding voice as Member-at-Large.

We are still in the early stages of plans for the new year, but no doubt, we will again attempt to create an outstanding lineup of speakers and events.

## **Cheongju Chapter**

*By Kevin Landry*

Special congratulations go to the new Chapter President, Kevin Landry; Vice-President, Walter Foreman, and Secretary, Ju-hee "Judy" Jo. November's presentation by our resident cowboy, Ken Johnson, was very memorable. We are really glad that he could share a tune with us. We have decided to change our meetings to the third Saturday of the month to avoid conflicting with events organized by the Daejeon Chapter.

In November, we held Chapter elections and had a presentation titled "Music in the Classroom" by Ken Johnson. He is a long time EFL teacher in Korea, currently at KNUE. He shared with us how he uses songs in the classroom to give his students exposure to expressing emotions and other themes. He played his guitar and used a CD that he recorded himself. Benefits of songs to acquire language were discussed. If you missed his performance, you can still listen to a recording of his at <http://www.kotesol.org/cheongju/2006/el Paso6.mp3>. We hope to continue building our Chapter community. If you can help out, please contact us at [cheongjukotesol@yahoo.com](mailto:cheongjukotesol@yahoo.com).

## **Daegu-Gyeongbuk Chapter**

*By Julie Stockton and Sherry Seymour*

From "Classroom Survival" to singing boisterously together, the Daegu-Gyeongbuk Chapter has had a very interesting winter. We have invited many new members into our midst as well as receiving some inspiring presentations on teaching English in the Korean milieu. It is very nice to meet old and new colleagues as we peruse the free book table and chat over tea.

Sara Davila, Dr. Kim In-Hwan, and Greg Brooks brought us together in meaningful English language experiences. Sara Davila shared classroom nightmares and dynamic strategies for classroom management, as we cried and laughed with her. Her classroom management techniques provided useful tools that all could apply, and her insightful presentation was nicely engaging. Dr. Kim In-Hwan had us singing and clapping as we learned to involve both hemispheres of the brain. There is something magical about a guitar in the English classroom; it brings people together. Greg Brooks is "follow[ing] his bliss" teaching English in Korea in a spiritual light. The spiritual dimension is largely overlooked in English language teaching, so Brooks promotes integrating spirit, emotions, nature, stories, songs, and more in teaching.

We pursue excellence in teaching English. Please join us on the first Saturday of the month at Kyungpook

National University. You can find information and directions to our meetings at <http://www.kotesol.org/daegu>.

## **Daejeon-Chungnam Chapter**

*By Aaron Jolly*

Daejeon-Chungnam Chapter hosted its third annual autumn symposium and Thanksgiving dinner on Saturday, November 25 at the Asan campus of Sunmoon University - this time the collaboration was with the CALL SIG. More than 220 attendees, including 140 Korean teachers, got to choose from more than 20 different workshop sessions, half of which were CALL-based. Afterwards, a sumptuous Polynesian-style Thanksgiving feast was enjoyed by around 100 of the conference-goers. Special thanks are due to Membership Officer Gavin Peacock and his New Zealand and Islander friends for organizing and cooking the feast in a huge ground oven. Thanks also go out to Prof. Lynne Kim for helping with the smooth running of the teacher-training event. The symposium was particularly notable for the quality of the CALL content on display. Jason Renshaw, Chris Surrridge, Paul Alexander, Sean Smith, Joshua Davies, Chris Patch, Chris Clifford, Scott Wigenton, and Kent Ferris of Carnegie Speech all gave very well received presentations. There was a real buzz around about KOTESOL's CALL SIG becoming a new leader in creating discussion and connecting people at the cutting edge of CALL in EFL. On that note, it was certainly apt that the event also saw the by-popular-demand return of Genki English star Richard Graham, who gave a CALL-based workshop as well as two non-CALL workshops.

The event also saw the election of a new Chapter president, vice president, and secretary, with Marguerite Carstairs of Woosong University elected as the new President, Joseph "Sef" Kerwin, also of Woosong University, as Vice-President, and Susan Schroeder of Sunmoon University as Secretary. Long-time Chapter stalwart Tony Ju was re-elected as Treasurer. The new executive met and appointed the rest of the wider executive at a Chapter Christmas party and 2007 planning meeting.

## **Gangwon Chapter**

*By Chris Grayson*

Our chapter may be a bit remote and quirky, but it seems we have established a viable little outpost up here in Sokcho. We have a modest base of steadfast members and this fall has seen a nice increase in new attendees to our monthly meetings. We strive for being casual, informative, and fun. Many of our new members are part of a large influx of native speakers into the public school system in Gangwon-do. Our

October meeting featured two presentations: one on upgrading skills (CELTA, MA-TESOL) by our founding president, Ryan Cassidy, and one on jazz chants and story-telling in the classroom by Valerie Love. Our December meeting will offer a workshop on team teaching by Scott Jackson & his teaching partner Mrs. Lee from Gyeonggi-do. Providing practical stuff that our members can use is our primary aim. Our sessions also feature homemade snacks, a book-exchange, and after-meeting dinner and shenanigans. We are a convivial group.

Our recent transitions merit mentioning. Many thanks to Lance Kelly for all his selfless efforts as Webmaster on our Chapter's behalf, and congratulations on the expanding family. Best luck back in Oz! Welcome to his successor in that role, Sara Avrams.

### **Gwangju-Jeonnam Chapter**

*By Maria Lisak*

Gwangju-Jeonnam Chapter thanks all of its members, leaders, presenters, and collaborators for a stellar 2006. Gwangju Chapter held workshops this fall in September and November, as well as a symposium in September. The December Holiday Party on December 2 at the KONA Storybook Center was a great time to look back on 2006 and brainstorm for 2007 while stuffing ourselves on the buffet. Regular workshops will resume in March of 2007.

### **North Jeolla Chapter**

*By Ingrid Zwaal*

On Saturday, November 18, the North Jeolla Chapter celebrated its 12th Annual English Drama Festival. What we were lacking in number of teams, we more than made up for in excellent drama. The winners of the competition were an elementary team from an academy in Gunsan and a middle school team from Jeonju. On November 11, we had our monthly workshop. Scott Jackson and Lee Myungai presented on team teaching, and our own Phil Owen taught us some fun and useful activities to use in class. Many of our members were very active in the International Conference, North Jeolla people everywhere - including our own Allison Bill, as the Conference Chair!

On December 2, we had our final workshop for the year. Todd Vercoe was our presenter, and afterward we had our potluck Christmas party! Also, we elected a new executive; Ingrid Zwaal was elected to another year as President. During the winter months, we may seem like we are hibernating, but there is always our next conference to plan! We will be back to our workshops on March 10. Happy Holidays!

### **Seoul Chapter**

*By Jennifer Young*

The Seoul Chapter has had a busy year. We are busy planning our annual conference, to be held in conjunction with the Global Issues SIG at the end of March. It will be a half-day event with at least one international speaker presenting. There will be a plenary followed by concurrent sessions. The conference theme is Bringing the World to Your Classroom. We are still accepting proposals for workshops that help teachers to incorporate world cultures and global issues into the EFL classroom. If interested, please visit our website at <http://www.kotesol.org/seoul/conference> for more information. The submission deadline will be January 17.

The Seoul Chapter executive has welcomed a new Publicity Chair, Meaghen MacEachern, who has been hard at work since joining us.

Our September workshop on Moodle packed the classroom. Chris Surridge introduced attendees to the basics of Moodle, and we look forward to having him back for a more hands-on presentation at a future workshop. At our November workshop, Grace Wang presented on Creating a Motivating and Interactive Language Classroom Environment: Application of Education and Language Learning Principles for a First-Year University General English Class. At our December 16th Workshop, Kira Litvin presented on Textbooks Are Not Perfect. We continued our annual tradition of sharing a holiday meal following the workshop. This year, it was held at Suji's with over 20 in attendance.

### **Suwon-Gyeonggi Chapter**

*By Young Ki Kim*

Suwon-Gyeonggi Chapter had its last meeting at Suwon University on November 18. This time, we had two presenters, Scott Jackson and Lee Myoungai. Scott Jackson is a teacher trainer at the Gyeonggi-do Institute for Foreign Language Education, and Lee Myoungai is an English teacher at Bijeon Middle School in Pyeongtaek.

The Korean Office of Education is setting up a national program to place foreign English teachers in every school across Korea. Mr. Jackson and Mrs. Lee prepared a video presentation to give an insider's view of what the Office of Education is anticipating from this project. The video presentation depicted a project-based, communicative class implemented by the presenters and the positive feedback from the students. Following the video, the presenters gave further insight into the project, after which there was a period of questions and discussion.





# Who's Where in KOTESOL

Compiled by David E. Shaffer

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