



**KOTESOL**  
대한영어교육학회

# THE ENGLISH CONNECTION

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

## *English Villages: Politics and Pedagogy Within Korean ELT*

By Michel Trottier

**A** Korean colleague once suggested that English could be likened to the perennial wintertime favorite, roasted *goguma* (i.e., "hot potato"): Nobody wants to touch it, but everybody wants to eat it! English language teaching (ELT) in Korea can be many different things to different people, depending on their location and means. Of course, for a growing number of families, access to effective EFL programming is a simple matter of boarding a plane to the nearest

Continued on page 8.

### *What's Inside?*

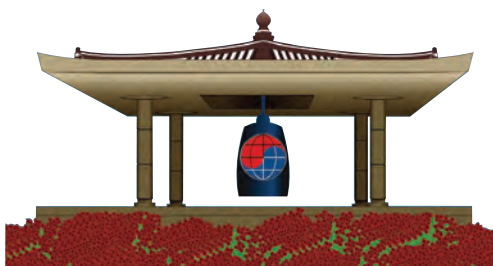
**Yut-nori Board Game**  
*Roger Fusselman*

**English Reform in Korea**  
*David Ribott-Bracero*

**Membership Spotlight:**  
*Gye Hyoung Yoo*

**A Grammar Recipe for ELT**  
*Nahm-Sheik Park*

**Online Collaboration**  
*Joshua Davies*



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*March 2007*

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## Contents

### Feature

- English Villages: Politics and Pedagogy Within Korean ELT 1  
*By Michel Trottier*

### Columns

- President's Message: Challenges for KOTESOL 5  
 From the Editor's Desk: Spring Is In the Air 7  
 Presidential Memoirs: Korea TESOL - The First 17 Months 12  
*By Scott Berlin*  
 Membership Spotlight: Gye Hyoung Yoo - Woman on the Move 17  
*By David E. Shaffer*  
 Techniques: Yut-nori as a Classroom Tool 19  
*By Roger Fusselman*  
 Grammar Glamour: Yes, We Have No Bananas 20  
*By Ksan Rubadeau*  
 Web Wheres: Class Collaboration the Easy Way 21  
*By Joshua Davies*  
 Word Whys: Pluralizing Nouns 22  
*By David E. Shaffer*  
 Professional Development:  
 From "Noticing to Learn" to "Noticing Learning" 23  
*By Bill Snyder*  
 Materials Design: What Are My Goals? 24  
*By Andrew Finch*  
 Members' Forum: English Reform in the ROK 26  
*By David Ribott-Bracero*  
 Young Learners: Literature and Teenagers - A Hot Topic 27  
*By Jake Kimball*  
 Training Notes: A Grammar Recipe for ELT 28  
*By Nahm-Sheik Park*  
 FYI: The IELTS Writing Test 31  
*By Michael Duffy*

### News/Reports

- 'Round & About KOTESOL 14  
 ThaiTESOL Report: Beyond Boundaries - Thailand TESOL / PAC 32  
*By Phil Owen*  
 KOTESOL In Action 34

### For Your Information

- KOTESOL Research Grants 11  
 International Conference 2007: Call for Presentations 16  
 KOTESOL Kalendar and Corea Kalendar 18  
 World Kalendar 30  
 Who's Where in KOTESOL 38

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# Challenges for KOTESOL

**K**OTESOL's effectiveness and relevance to the profession of English language teaching can easily be measured in several ways. It can be seen in the level of volunteer and attendee participation at events such as the annual international conference in the fall. It can be discerned in the quality and diversity of speakers and the level of participation in monthly local chapter meetings. And it can be ascertained by the number and quality of regional conferences sponsored by KOTESOL chapters and SIGs throughout the year. Other yardsticks can also be offered to measure its vibrancy and relevance - the number of new members who join the organization, the number renewing their memberships, or the scope of the new initiatives under development. By any of these measurements, KOTESOL is doing well, as the contents of this publication well attest. But we can always do better. I would like to take this forum to name a few of those challenges that I see facing KOTESOL at this juncture: (a) We could be more efficient in the delivery of services to members. (b) We could be more representative of the spectrum of English teachers in Korea. (c) We could be more visible in the Korean national dialogue on problems and the future direction of English education.

## President's Message

One of the remedies to the first of these challenges is already well underway in the form of a revised KOTESOL Web presence. I invite members to click on the new KOTESOL homepage which was designed by our new national webmaster, Joshua Davies. Improved functionality for individual members and chapter leaders will be phased in over the next six months, so watch for updated announcements.

To meet the second challenge and to provide KOTESOL's professional development services to a wider circle of ELT professionals in Korea, I want to increase and diversify our membership. I would like to issue a personal challenge to each currently active member to recruit one new member during the spring semester by bringing someone to a local chapter meeting or to one of the outstanding regional conferences organized by local chapters and SIGs. Reach out to your colleagues. Look around at your workplace and in your circle of acquaintances involved in English language teaching. If they are KOTESOL members, encourage them to become active in chapter leadership, on conference committees, or on the National Council. If they are not KOTESOL members, encourage them to join by telling them of the professional development opportunities available.



*Marilyn K. Plumlee*

**Marilyn K. Plumlee, Ph. D.**  
**Korea TESOL President**

Regarding the third challenge facing the organization, we must recognize that KOTESOL is but one voice in the English teaching field in Korea. But as one of the few organizations with significant numbers of both NEST (Native English Speaking Teachers) and NNEST (Non-Native English Speaking Teachers) members, we are uniquely positioned to be able to draw on expertise from multiple perspectives and to serve as a catalyst for informed debate and discussion of these issues. Whenever the occasion presents itself, I encourage KOTESOL members, whether NESTs or NNESTs, to voice their opinions and to share their perspectives on English language teaching issues. As professionals in the field of English language teaching, we should keep ourselves informed about the social and political as well as pedagogical issues that impact our classrooms and the local contexts in which we teach. When asked to give an opinion, be prepared to do so; speak out as an active member of your profession. If you are in a leadership position within a chapter or a SIG, or at the National Council level, think about ways you can stimulate awareness of these issues among the members you serve. Encourage all KOTESOL members to be informed and prepared to contribute to the national dialogue on English education.

Finally, I would like to reiterate here, in abbreviated form, the theme I proposed for the work of KOTESOL in 2007, in the hope that it may inspire new efforts and new initiatives among our members. I welcome input and feedback from all KOTESOL members and look forward to hearing from anyone who has specific suggestions of issues they would like to see addressed by the organization throughout the coming year.

**Empower** each other as teachers in the classroom and in our personal and professional development.

**Emphasize** our diversity. Nurture appreciation of different positions, opinions, perspectives and cultural backgrounds.

**Enhance** collegial solidarity. Let us seek to draw on all the resources available within our community of members.



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## Spring Is In the Air



The vernal equinox, March 21 this year, designates the beginning of spring in Western cultures. However, the first day of spring in East Asia, known as *Ipchun* in Korea, begins about February 4. Regardless of when the season is considered to begin, spring has arrived: Yellow rapeseed flowers are blooming on Jeju Island and the temperature is warming up, as is the KOTESOL calendar of events. In addition to conferences, our regional chapters are meeting again. These monthly workshops are practical and productive for members wishing to improve their classroom practice and for networking and socializing. This issue of *The English Connection*, Volume 11, Number 1, is also a useful tool to include in your arsenal of teaching techniques.

### Springing Forth from This Issue

- Our feature article by Michel Trottier focuses on EngOOOOlish villages and follows up December's feature article on camps. The author sheds light on English villages as a new, innovative model of English education.
- KOTESOL President Dr. Marilyn Plumlee writes about challenges and solutions in her second *President's Message*. Read her message to find out what hurdles are facing KOTESOL and what we can do together to make our organization better. With the conclusion of the *Chapters in History* series, we now turn our attention to *Presidential Memoirs*, the first in a series of informative articles covering past KOTESOL presidents and the eras in which they served. This first article traces the term of Scott Berlin, KOTESOL's first president, who took office in May 1993.
- In *Techniques*, Roger Fusselman instructs readers how to play *Yut-nori*, a traditional Korean board game. In the *Young Learners* column, Jake Kimball writes about teenagers and reading. Ksan Rubadeau expertly differentiates between affirmatives and negatives in her *Grammar Glamour* column. *Professional Development*, by Dr. Bill Snyder, asks readers to consider tasks that help learners notice language in order to learn it. Dr. Andrew Finch, now writing the *Materials Design* column, provides us with constructive checklists concerning learning styles and teaching preferences.
- In *Word Whys*, Dr. David Shaffer clarifies the unpredictable and irregular formation of plural nouns in English. Gye Hyoung Yoo, Conference Committee Chair, is our featured member in *Membership Spotlight*, which David Shaffer also penned. *Members' Forum*, contributed by David Ribott-Bracero, discusses educational reform in Korea. *Training Notes*, by guest writer Dr. Nahm-Sheik Park, is an abridged version of his keynote speech delivered to the Global English Teaching Association's Annual Conference. In *FYI*, Mike Duffy explains to readers the writing section of the IELTS. *Web Wheres* contributor, Joshua Davies, considers a number of web sites that promote learner collaboration.
- KOTESOL's spring calendar is traditionally hectic. See *KOTESOL Kalendar* and *Corea Calendar* for updates on upcoming spring events. This year's deadline for the International Conference Call for Papers has been extended until March 31. Consider sending in a proposal before it is too late. You will also find notices for domestic and international events of interest, including the Seoul Chapter's Annual Conference, the 3rd Annual North Jeolla Conference, the Gwangju Conference in April, the KOTESOL National Conference in Daegu in June, as well as promotions for Asia TEFL and IATEFL in the *World Calendar*.
- In *'Round and About*, we detail members' accomplishments over the past few months. If you have notable and newsworthy achievements, we invite you to send us the details. Finally, take notice of available research grants for KOTESOL members.

## From the Editor's Desk

Jake Kimball, Editor-in-Chief



Many thanks go out to all of our contributors who make this publication possible. Consider making *The English Connection* a part of your professional development by submitting an article, a book review, or voicing your opinion in *Members' Forum*. Engage the authors in a dialogue and give them constructive feedback. These are the ways and means to improve this publication.



Continued from page 1.

English-speaking country. On the other hand, for those of lesser means, the lack of access to quality English immersion contributes to a growing English divide, which further drives the politics of English education.

Meanwhile, as various stakeholders continue to debate the merits of English Villages (EVs), there is as yet very little meaningful research into what EVs have to offer pedagogically. From an educational research point of view, one thing is certain: The progressive methods that characterize the novel EV approach to EFL represent an important *alternative* source of EFL pedagogy. As such, I believe EVs deserve closer attention as they increasingly assume a more influential role in the evolution of Korean ELT.

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## *English villages represent an important alternative to traditional Korean ELT.*

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### **Progressive, Humanistic EFL Education**

It seems that everyone has fired their criticisms at EVs since the Ansan Camp first opened its doors in 2004. From the Minister of Education to local academics and Stephen Krashen himself, critics have questioned the expense and overall effectiveness of EVs. Certainly, while it may be argued that too many have been built, it must also be said that not all EVs are alike. Although many have variously promoted themselves as being global in nature and immersion-based, the prototypical EVs (i.e., Gyeonggi English Village - Paju and Yangpyeong Camps) are distinguished by their distinctive content-based, immersion-style pedagogy. (For the purposes of this discussion, comments and observations will be limited to the main Gyeonggi English Village camps - the Paju and Yangpyeong Camps, the two facilities which represent the main focus of this writer's current research into EVs.)

Specifically, and in contrast to traditional Korean ELT, EV pedagogy recognizes the growing importance in contemporary educational circles of promoting the socio-cultural developmental process of (English) learning as opposed to only its outcomes (Schauble, Leinhardt, & Martin, 1995). In this sense, EV methodology contributes to an important transformational pedagogy. Simply stated, transformational pedagogies are those which result from taking a critical approach to existing practices with a view to liberate learners (and teachers!) from oppressive institutional controls. Freire (1970) referred to these as "limit situations." In terms of Korean education, examples include those most undesirable by-products of the so-called "hidden curriculum": the endless cycle of study, testing, and high-stakes "examination hell," which contributes to persistent distress and a high prevalence of depression (Lee & Larson, 2000).

In contrast, and operating from a privileged position outside the institutional constraints of traditional Korean education, the prototypical EV represents an important alternative to traditional Korean ELT by virtue of its progressive, humanistic, and globalized approach to EFL. In this sense, EVs have articulated a bold new approach to EFL pedagogy founded upon an experiential, constructivist view of learning. Although hardly a new concept since Dewey (1938), Piaget (1967), Vygotsky (1978) proposed their respective versions, constructivism and constructivist learning theory have emerged and re-emerged in Western educational circles following the rise in humanist psychologies in the 1960s and 1970s. But clearly, the introduction of constructivist pedagogies within Korean (EFL) education represents a radical change. And since constructivism has yet to permeate Korean education in any meaningful way, what EVs offer breaks important new ground. Thus, in terms of their ability to influence, if not transform, Korean ELT, I suggest EVs merit closer attention.



▲ Gyeonggi English Village - Paju Camp

### Constructivism as a Source of “Transformational” Pedagogy

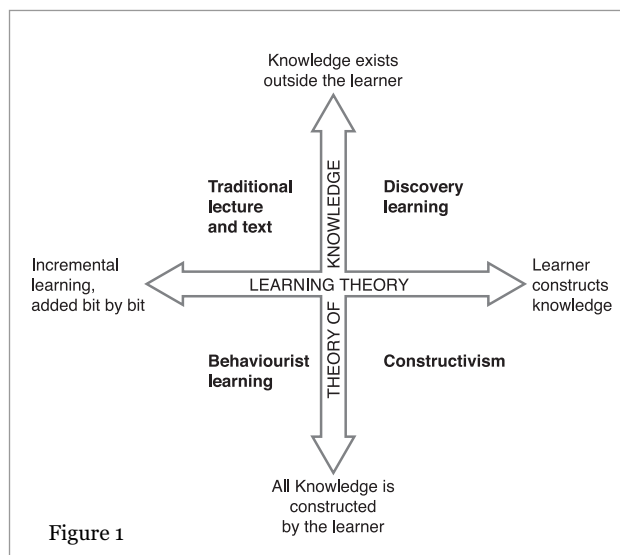
With applications in epistemology (i.e., the nature of knowing) and learning theory (i.e., how learners “construct” knowledge), constructivist learning theory views *existing* knowledge as “relative” (to its end use) and “provisional” (Russell, 1994), and knowledge formation as a process driven largely by individual experiences. While Piaget focused on the general interactions of the child with his/her environment as the engine of cognitive growth, Vygotsky underscored the *socially mediated* aspects of those interactions as the driving factor in human cognitive development. In both cases, however, learning is said to occur best when learners are free to interact meaningfully with sensory data (i.e., the kind of linguistic, social, and cultural input offered by EVs), thus allowing them to actively construct (*re-construct?*) their internalized versions of the surrounding world (Hein, 1991). For Korean learners specifically, the active participation in non-formal, collaborative English projects and activities provides a potentially valuable opportunity to re-conceptualize their notions of English language and culture, and the role that these occupy in their lives.

### The potential of English villages as catalysts for change should not be underestimated.

#### Experiential Learning and the English Village Methodology

“Experiential learning,” for our purposes, refers to the type of learning which results from such concrete, collaborative meaning-making activities as those offered by the EV experience. From multicultural dance and cooking to broadcasting and theatre, learners are given the chance to navigate their way through largely unscripted situations which involve communicative use of English. Interacting with co-participants and various resident-teachers and performers of international origin, learners are subjected to so-called “critical experiences” - the kind of learning experiences which bring an individual to re-evaluate his/her previously held beliefs (what Piaget referred to as *schemata*) and notions about the role and usefulness of English.

At this point, you may be asking yourself how we can be so sure that EVs have so much to offer. For educational stakeholders, this is an important question that research has only begun to address. Meanwhile, the literature on informal, out-of-school, and general museum learning offers a rich source of information with which to better understand the potential value of experiential EFL within such “dedicated” learning environments as EVs.



Among the principal contemporary authors on experiential and museum learning, George H. Hein (1991, 1995, 1998) has written extensively on the subject. Specifically, his oft-quoted diagram, *Summary of Approaches to Learning* (Figure 1) is useful in helping to situate the EV experience within an overall framework of learning theory.

Referring to Figure 1, traditional teacher-centered, test-driven methodologies would seem to fall into the left side (upper/lower quadrants) of the diagram. In terms of psychology of knowing, then, prevailing approaches to EFL in Korea (mainly the upper years) tend to reflect a distinctly behaviorist notion of knowledge formation, where learning is the result of an infinite number of simple mental associations (i.e., memorization of discrete language items) and knowledge is simply an aggregate of these smaller elements (Hein, 1995).

In contrast, cognitive learning theories inform us that the best learning is the result of meaningful interaction and interpretation, and not the mere recording of discrete facts and information (Resnick, 1989). What is more, and in terms of prevailing educational values, the intensely competitive nature of Korean education generally would seem to discourage the most desirable attributes of education (and life) itself: democracy, social cooperation, and collaboration leading to educational and affective growth (Finch, 2005).

In this sense, the potential of EVs to act as catalysts for progressive change within Korean education in general, and Korean ELT in particular, should not be underestimated. Meanwhile, the socio-educational function of museums and other cultural centers in Korea is broadening as they are evolving into cultural and educational epicenters. This growing trend, of which EVs are an integral part, underscores an obvious reality: “much of our learning is culturally mediated” (Russell, 1994, p. 3), and, in terms of English study here, Korean education needs to provide its learners with the kinds of culturally authentic tools that allow



them to better mediate, or appropriate, English socio-linguistic content. To better understand this pedagogical potential of EVs to act as catalysts for change, an explanation of their main program features may be helpful.

### **The Prototypical EV: Gyeonggi English Village - Paju Camp**

Specifically, what distinguishes the Paju Camp's methodology from traditional EFL and the hodge-podge of English "immersion" camps that now operate in and around Korea (see TEC 10, 4 for a comprehensive discussion) are the following:

- a. The Paju Camp employs an immersion-style approach, where all learning is conducted in English.
- b. The curriculum is content-based (e.g., Broadcasting, Robotics, Music Videos) and focuses on the meaning rather than the form of English.
- c. Learning activities are cooperative in nature and project-focused, encouraging collaboration between learners as they work through group tasks.
- d. The curriculum is largely focused on globally relevant themes/issues such as Multicultural Cooking, Global Issues, and UNICEF.

(Gyeonggi English Village, Paju Camp, 2006, p. 5)

Besides content, central to the Paju Camp's novel pedagogical approach is the integration of some of the more celebrated theories and methods in contemporary (language) learning theory: Gardner's Theory of Multiple Intelligence, Krashen & Terrell's Natural Approach, Asher's Total Physical Response, and Pimsleur's *backwards build-up* and *graduated interval recall methods*. Collectively, these theories support the notion that second language learning should incorporate various instructional techniques and materials, that instruction should be age- and level-appropriate, and that communication should be useful, meaningful, and serve an authentic purpose.

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## **English villages: A promising complement to existing ELT programs.**

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### **The Need for More Research Into the Transformative Effects of EV Pedagogy**

If observers view EVs as little more than entertaining and expensive frill, it is perhaps due to the common disconnect in the public's mind between school (read "serious") and museum (read "fun") learning. Since tests and grades are not part of the EV curriculum, the EV experience is difficult to quantify for educational stakeholders operating within a results-driven system where "school learning" remains *the* learning prototype (Schauble, Leinhardt, & Martin, 1995).

What's more, the EV experience, like that of museums in general, can be "fleeting and elusive" (Hein, 1995, p. 5). This is where the various benefits (meta-cognitive, socio-cultural, etc.) of dedicated informal learning environments remain a challenge for researchers; it also explains why, in Korea, little more than informal attitudinal surveys have been used to gauge student-participants' pre- and post-program responses to EVs (C. Dusthimer, personal communication, June 22, 2006).

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## **English villages constitute valuable language learning laboratories.**

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Unfortunately, like museums, EVs are commonly viewed in isolation and judged according to what they alone are able to deliver. Never mind that EVs are not "real," as Krashen (2006) recently noted. Neither are Disneyland, Korean Folk Village, or museums, but the absence of testing or grading never stopped anyone from incorporating novel concrete experiences into their existing emotional and intellectual conceptions of the world! Meanwhile, does anyone ever question the cost or legitimacy of museums or art galleries?

Viewed within the overall context of Korean ELT, it would of course be more productive to view EVs as a promising *complement* to existing ELT programs. Otherwise, concerned stakeholders risk repeating one of the most unfortunate criticisms of EV programs in general - that the short-term nature of EVs contributes little to increased English fluency. Realistically, of course, EVs can never hope to compete with overseas immersion. That they were originally promoted as such is the unfortunate result of a combination of politics and misguided promotion. But for those families unable to access quality English immersion locally, EVs nonetheless offer an important transformative experience whose short- and long-term effects merit closer attention.

### **The Place of English Villages Within Korean ELT**

In order for EVs to gain wider acceptance and further establish their legitimacy, greater collaboration between government, researchers, and local EFL practitioners will be needed. This process has already begun, with the recent formation of the Paju Camp Educational Research Advisory Committee. Meanwhile, the Paju Camp continues to (a) experiment with changes in its programming, (b) provide supporting materials (learning packages, web-based support) for use by area schools, and (c) run professional Korean teacher training programs based on EV methodology.

EVs constitute valuable language learning laboratories in which to experiment with the immediate and longer-

term effects of more humanistic and democratic pedagogies on learners. With better and increased collaboration between EVs, researchers, and public school EFL programs, we can perhaps look forward to the day when more and more students decide to study English in Korea out of choice, rather than out of necessity.

### The Author



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**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. Apply by May 31, 2007.
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*. Apply before Conference presentation acceptances are announced.

For further information, contact  
Research Committee Chair David Shaffer at  
[disin@chosun.ac.kr](mailto:disin@chosun.ac.kr) or [kotesol@asia.com](mailto:kotesol@asia.com)

# Korea TESOL: The First 17 Months

By Scott Berlin, KOTESOL's First President

English education in Korea could probably be traced back to some of the first missionaries in Korea. For those missionaries, the “association” they belonged to was the Church. Trace the line forward to 1992, and you will find not one, but two, associations devoted to English education in Korea: the Korea Association of Teachers of English (KATE) and the Association of English Teachers in Korea (AETK). In that year, members of these two groups, and a handful of other English teachers in Korea, thought it would be better if the two associations joined forces. That merger created Korea TESOL.

Dr. Oryang Kwon, Dr. Jung-hun Ahn, Prof. Jeong-ryeol Kim, Carl “Dusty” Dustheimer, Jack Large, Patricia Hunt, Elaine Hayes, Andy Kim, Chuck Mason, Sangdo Woo, Nam Soon Kim, Mike Duffy, myself, and about a dozen others formed a core group of the most active members of Korea TESOL. We were, so to speak, the “movers and shakers” at that time. Our first task was to set up... well, everything. The only thing we had was a name: Korea TESOL. We needed a constitution, bylaws, an executive council, rules for elections, rules for membership, a set membership fee, and there was the matter of a publication, a conference, a logo, and the list went on and on. This is where it all began - our “ground zero.” Fortunately, we had talented, motivated, and experienced people willing to volunteer their time to do the work at hand.

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*We had talented, motivated, and experienced people willing to volunteer their time.*

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For the constitution and bylaws, we used the TESOL organization’s constitution as a guideline. A rather loose guideline, I might add. Our constitution really did spring from the feelings and sincere conviction of all members involved. Our aim, our goal, our true sentiment: “to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea” - that really was the spirit that I felt in those meetings.

Next up was to decide on an executive council. This brought about much debate. The challenge was that we didn’t want Korea TESOL to become an organization that was dominated by either native English speakers or Koreans. We needed balance and the synergy that resulted from that balance. But how were we to make

rules governing elections and the executive council so that we wouldn’t end up with an all-native-English-speaker or an all-Korean council? And how were we going to keep some sort of continuity between one executive council and the next? It took a while but finally it was decided that there would be two vice-presidents, one of them had to be a Korean. The First Vice-President would move up to the presidency the following year, and the President would become the Immediate Past President. This would keep the person elected First Vice-President in an executive position for three years to ensure continuity, share the work load, and pass on valuable experience learned.

We had officer’s positions but still no officers. It was time for elections, and there were two candidates for President in the first elections held in May of 1993. Well, the short story is that, since I am the one writing this article, there is no mystery as to who won that election. We did notice that just before the election, membership in Korea TESOL increased rather significantly. New members could, of course, vote in elections. Rounding out the election results were First Vice-President, Jeong-ryeol Kim; Second Vice-President, Patricia Hunt; Secretary, Elaine Hayes; and Acting Treasurer, AeKyoung Large. The term of office was set at one year, and elections would be conducted at the Annual Business Meeting. It was further deemed that the best time to have the Annual Business Meeting would be at the National Conference, thereby lengthening the term of office for the members of the first National Council to 17 months rather than one year.

In one of our early meetings, I remember Jack Large stood up holding a piece of paper and proposed a logo for Korea TESOL. At that time, nobody had given much thought to the logo idea, though we knew we needed one and would eventually get around to it. As testimony to all the people we had who were on the ball and moving forward to create a truly great organization, there Jack stood, with four or five graphics on paper of a Korea TESOL logo. We passed the paper around and in short order had chosen the familiar red and blue globe that is the basis for the present logo of this organization.

It didn’t take long for chapters to appear either. Cheonbuk Chapter was first to submit their paperwork and establish themselves. Seoul, Taejon, Taegu, Pusan,

## Presidential Memoirs

Series Editor: David E. Shaffer

and my own area, Kyongju, all got going right away. I was teaching at Kyongju National University (the university that can lay claim to two Korea TESOL Presidents) and knew a fair number of teachers in the area. Still, the Kyongju Chapter had a difficult time keeping up the required number of members to qualify as a chapter. Kyongju just wasn't one of those big urban cities with dozens of universities that provided teachers who became members.

It was inspiring to see that, in such a short time, Korea TESOL had gone from nothing more than a name to a well-defined organization. From there, it was time to put it all into action: a National Conference. It was Dusty (Carl Dustheimer) who took on the daunting task of Conference Chair, and Pat (Patricia) Hunt was Co-chair. It took a lot of work - organization, phone calls, invitations, publicizing, call for papers, and much more - to put it all together, but it came together very well. On October 16-17, 1993, the first Korea TESOL Conference was held at Wonkwang University in Iri (Iksan), Jeollabuk-do. The keynote speaker, Piper McNulty, addressed an audience of several hundred. Korea TESOL had a capable bunch of folks in it, but the organization didn't have much money. So how could we afford to attract from abroad some of the big names in the ELT world to our conference? The Japan Association for Language Teaching (JALT) in those days had a lot more money than Korea TESOL. JALT paid airfare and accommodations for their renowned keynote speakers. Our resourceful people found out when the JALT conference was, and who the keynote speakers were. Then we scheduled our conference for the week just before the JALT conference. Korea TESOL contacted some of these speakers and for just the extra cost for the round trip ticket to Korea from Japan, we were able to get some great keynote speakers at our conference.

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*In such a short time, Korea TESOL had gone from nothing more than a name to a well-defined organization.*

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Another event that many Korea TESOL members participated in was Andy's English Fun Workshops. Andy Kim, a professor at Kijeon Women's Junior College in Jeonju, organized English workshops for building college student motivation and confidence. The weekend workshops were always held in some nice resort area like Namwon or Kyongju's Bomun Lake. Fifty or sixty students from all over Korea and ten teachers would gather for the weekend. Students were assigned to groups, each group was to create a skit around a given theme, and teachers were there to advise and assist. All this had to happen really fast. Everyone arrived on a Saturday morning, and we got started right away with ice-breaker games that were

lead by native-speaker teachers. After that, students were given their groups and the theme. Some supplies were available, but mostly it was up to the creativity of the students to put together costumes, props, and whatever else they needed.



▲ Scott Berlin (right) with Dr. Jeong-ryeol Kim at a JALT conference in Japan.

Though we teachers were there to advise, we were regularly drafted into the skits. I do recall a Three Little Pigs skit where I was humorously dressed up as one of the little pigs. These skits were performed on Sunday afternoon, followed by a quick awards ceremony for the performers. It was great fun, as well as educational.

The conferences and workshops were indeed a lot of fun. However, the accommodations were sometimes less than we would have preferred. I don't remember if it was a conference or a workshop, but I do remember that at one of these events, rooms were very limited so Dusty, Jeong-ryeol Kim, Chuck Mason, myself, and about three other teachers were all put in one room for the night. I was awakened by the loud snoring - really loud. All of them were snoring. The noise was so loud that dogs were barking outside our window!

The dedication and participation of Korea TESOL members went beyond the borders of Korea. Very often we would see numerous Korea TESOL members at conferences in other countries. JALT and ThaiTESOL both held very fine conferences each year (and continue to do so). It was without question that Korea TESOL would welcome exchanges and alliances with other like organizations. As President of Korea TESOL, I had the honor of signing official agreements with JALT and ThaiTESOL. There was no official obligation, but when possible, Korea TESOL, JALT, and ThaiTESOL would host the President and Vice-President of these organizations at their respective conferences. Jeong-ryeol Kim and I were graciously given a bit of a red-carpet treatment at a JALT conference one year (see photo). Since then, there have always been members of JALT and ThaiTESOL at our conferences. I can add that in those early days, at those early conferences, talk of putting on some sort of all-Asia conference began to circulate.

*Continued on page 15.*

## 'Round & About KOTESOL

### December

**Dr. Deron Walker** (California Baptist University, USA) has recently written a research paper appearing in *The Journal of Asia TEFL*, 3(4), 71-111. The article is entitled "Improving Korean University Student EFL Academic Writing with Contrastive Rhetoric: Teacher Conferencing and Peer Response Can Help."

Dr. Walker has also recently presented two papers at an international conference in Honolulu, Hawaii. He presented "Teaching the 'New' Grammar to the 'Old Dogs': Innovation or Dissemination?" at the 5th Annual Hawaii International Conference on Education on January 6th, 2007. Then on January 8th, he presented "New Directions for Contrastive Rhetoric Research: Pedagogical Practicality for East-Asian Writers."

### January

**Dr. Joo-Kyung Park** (Past President; Honam University) returned from a year's sabbatical leave at the University of Queensland in Brisbane, Australia. During her time there, among other things, she completed the recently published research paper, "Professionalization of TEFL in Korea: The Roads Behind and Ahead," *The Journal of Asia TEFL*, 3(4), 113-134.

**Phil Owen** (1st Vice-President; Kunsan Nat'l University) served as the official KOTESOL representative to the 2007 Thailand TESOL International Conference in Bangkok. While there, besides attending plenary sessions and workshops, he talked informally with conference-goers about KOTESOL and our own International Conference this October. Phil also represented KOTESOL at the meeting of our PAC partners. At this meeting, the Philippine Association for Language Teaching (PALT) was officially welcomed as a full cooperating member of the Pan Asia Consortium.

**Dr. Marilyn Plumlee** (KOTESOL President; HUFSS) spent a "joyful" time at ThaiTESOL 2007 attending some "provocative" invited speaker presentations and networking with local leaders and teachers, PAC partners, and international participants. She also signed the official KOTESOL-PALT partner agreement, attended the PAC meeting, and promoted KOTESOL throughout the conference. After-hours activities included temple touring, dining on Thai cuisine, reviving her rusty Thai language skills, shopping for Thai DVDs, and drooling over Thai silks. Her return worked in a five-day stopover in Taipei networking with linguists on collaboration for future research on Korean and Taiwan Sign Language.

**Dr. Robert Dickey** (OP Liaison; Gyeongju University) attended the ThaiTESOL 2007 Conference to present on how content-based instruction is viewed and used by teachers in Asia. He spent the two weeks prior to that accompanying his university students on a English travel/study tour of Southeast Asia, and used his free moments to record Oral Proficiency Interviews of university students in Malaysia, Vietnam, and Thailand for a research project he is presently engaged in.

### February

**Jason Renshaw** (Young Learners SIG Co-facilitator) sped around Korea on a five-city author tour with Pearson Longman promoting his new coursebook series *Boost!* The four-level series covering five strands is geared to upper-elementary- and middle-school-aged learners, and is scheduled to be published worldwide.

**Bradley Kirby** (Daejeon-Chungnam Chapter; Muju Education Office) is the recipient of the 2007 John Dobson Memorial Award in Adult Education at St. Francis Xavier University, Antigonish, Nova Scotia, Canada. The award recognizes excellence in international adult education, particularly in developing countries. Bradley received the award for his master's degree research involving implementing a community-based adult ESL learning center in rural South Korea.

**Soon-a Kim** (Suwon-Gyeonggi Chapter Treasurer) completed a month-long English teacher training program at the Gyeonggi-do Institute for Foreign Language Education in Pyeongtaek. Rather than rest during her winter vacation, she chose to fill it with professional development.

**Jake Kimball** (2nd Vice-President & TEC Editor-in-Chief) has received from Aston University,



Birmingham, England, the degree of Master of Science in Educational Management in TESOL (MSc. EMT). His thesis is entitled *Perceptions of Quality in a Young Learner Language Program in South Korea*. It deals with issues of language program quality and stakeholders' perceptions of service quality. "Quality" is determined from the perspectives of teachers, parents, children, and administrators of young learner language programs. At issue are the management and delivery of program services.

**Scott E. Jackson** (Seoul Chapter; GIFLE) and his wife, Min-Ju Kang, are very pleased to announce the birth of their second son, Justin Yul Scott Jackson, born at 5:05 p.m. on February 23. Justin was born a healthy 3.2-kilogram (6.4-lb.) baby. His, three-year-old brother, Alexander, is very excited and already is a great helper in taking care of Justin. There are no plans for another child yet, but there are no plans to the contrary either.

**Dr. Andrew E. Finch** (KOTESOL Past President) and Dr. Taeduck Hyun (KOTESOL Past President) have co-authored another book, *Bingo Games for English Language Teaching*. This 192-page book is aimed at teaching young learners and is published by Fencom Media.

**Dr. David E. Shaffer** (Treasurer; Chosun University) has published a book on Korea. *Seasonal Customs of Korea* introduces annual customs past and present - from ancestral rites to Earth Spirit stomping, soil pilfering, and *je-ung* dolls. The book is part of a series on Korea initiated by The Korea Foundation. Published by Hollym International Corp., 210 pages.

### March

**Dr. Andrew E. Finch** (KOTESOL Past President) has been appointed Head of the Department of English Education at Kyungpook National University in Daegu, where he has been a member of the faculty since 2001. Dr. Finch is the first non-Korean to head the department at KNU, and he is one of only a few non-Koreans to have headed an English or language-related university department in Korea.

**Dr. Marilyn Plumlee** (KOTESOL President) appeared on Arirang TV's 9:00 a.m. "In Focus" program broadcast on Saturday, March 17. She was featured as one of the two Hankook University of Foreign Studies' panelists discussing Korea's "Education Fever." The discussion included the nature of English fever and its causes and consequences. Marilyn also stressed the importance of implementing communicative teaching.

[Compiled by David E. Shaffer]

### Continued from page 13.

The red-carpet treatment for Jeong-ryeol Kim didn't last long. At the second Korea TESOL Conference in October of 1994, I passed on to him all the authority and responsibilities of the Presidency. By no means do I deserve an unduly amount of credit for the formation and foundation of Korea TESOL. The credit, or rather, the applause, cheers, and honorific bow, go to all the founding members, and all the hard work and sincere spirit that they put into Korea TESOL.

### The Author



**Scott Berlin** (MA-TESOL) lived and worked in Korea from 1990 to 1996. During this time, he taught at Gyeongju University and Kongju National University. He now lives in Japan and teaches at Tokai University. Next year, he will retire from teaching, and he and his wife will begin their new careers as travel photographers

and writers.



## KOTESOL's Presidents

Scott Berlin	1993-94
Dr. Jeong-ryeol Kim	1994-95
Dr. Oryang Kwon	1995-96
Dr. Joo-Kyung Park	1996-97
Carl Dusthimer	1997-99
Dr. Sangho Han	1999-00
Dr. Andrew Finch	2000-01
Dr. Taeduck Hyun	2001
Dr. Robert Dickey	2001-02
Dr. Sangdo Woo	2002-03
Dr. Myung-Jai Kang	2003-04
Dr. Kyungsook Yeum	2004-05
Louisa T.C. Kim	2005-06
Dr. Marilyn Plumlee	2006-

# The 15th Korea TESOL International Conference

## *Energizing ELT: Challenging Ourselves, Motivating Our Students*

October 27-28, 2007  
Sookmyung Women's University, Seoul, Korea

### *Call for Presentations*

As the ELT field matures, the need for training, professionalism, and leadership grows. As educators, we must both motivate our students and challenge ourselves by exploring new approaches, new ideas, and new research. In this way, we may energize the EFL/ESL environment for both students and teachers.

The hope of the KOTESOL 2007 International Conference is to provide a forum for educators to share their **ideas, innovations, experience, action research, and major research findings** in the following areas:

- Classroom Management
- Computer-Assisted Language Learning (CALL)
- Cross-Cultural Issues, Methodologies, or Approaches to ELT
- English for Specific Purposes (ESP)
- Global Issues
- Leadership and Administration
- Learning Strategies and Styles
- Materials Design and Teacher Resources
- Motivation
- Music, Art, and Literature in the Classroom
- Second Language Acquisition (SLA) and Applied Linguistics
- Sociolinguistics
- Testing and Evaluation Techniques
- Teacher Training and Professional Development
- Teaching Methodologies and Techniques
- Other Relevant Issues of EFL/EL

We invite **papers, research reports, workshops, panels, colloquia, and poster presentations.**

The closing date for the receipt of proposals is **March 31, 2007**

**All proposals must be submitted via web form.**

<http://www.kotesol.org/forms/intconference2007/presenterproposalform/>

**International participation encouraged.**

**All presenters, however, must be current KOTESOL members at the time of the International Conference and must pre-register for the Conference.**

Proposal submission instructions and suggestions are available at the KOTESOL web site.

**Direct inquiries to:**

Conference Program Chair Donald Rikley [dondonrikley@hotmail.com](mailto:dondonrikley@hotmail.com)

Conference information: [KOTESOL2006@gmail.com](mailto:KOTESOL2006@gmail.com)

## Gye Hyoung Yoo: Woman on the Move

**Y**ou may have caught a glimpse of her speeding through the corridors at KOTESOL 2006 - clipboard in hand, running shoes on feet - on her way to an area that needed her attention. That blur was an indispensable conference committee member: Gye Hyoung Yoo. Ms Yoo is a woman on the move - on the Conference Committee, within KOTESOL, and in life in general. In 2006, she stepped forward where no one else would to fill the position of Conference Committee Co-chair, and by so doing, has become the 2007 International Conference Chair. At the chapter level, she has served several years as an officer, including one as chapter president. Career-wise, she is a highly awarded middle school teacher with two decades of experience.

Ms. Yoo was born and raised in the southwestern province of North Jeolla. She attended Jeonbuk National University in Jeonju and graduated with a degree in English education. In that same year, 1986, she received her first teaching assignment: at a girls' middle school in Gyeonggi Province. Since then, she has continued to teach in the Gyeonggi secondary school system. She now lives in Suwon with her family and teaches at Yuljeon Middle School. The 1999 PAC 2 - KOTESOL Conference in Seoul was this English teacher's introduction to KOTESOL. She was impressed by what she experienced and went back to Suwon to become an active member of the Suwon-Gyeonggi Chapter. She served on the Seoul-Suwon joint conference committee and as chapter secretary, treasurer, and president (2002-03)



As a teacher, Ms. Yoo has always been busy studying - in Korea and abroad. In her 1995 summer vacation, she completed an ESL course at Lancaster University in England. In her winter 1997-98 vacation, she completed another ESL course in Utah, USA. At Kangnam University, she received a California State University TEFL certificate in 1999. Two years later, Ms. Yoo earned an Ajou-Wisconsin Graduate School of Education TESOL certificate. The next year, she was conferred an MA in counseling and psychology also from Ajou University. Ms. Yoo did not stop here. In 2002 she received a full government scholarship - one of only two given in Gyeonggi Province that year - and went to the University of Kansas in the US for two years of study. After receiving her MA TESOL, she

returned to teaching in Korea and to KOTESOL.

Early on in her teaching career, Ms. Yoo discovered the need for professional development. As a new teacher, she found her students reluctantly sitting in their seats with blank, indifferent looks on their faces. This quickly brought her to the realization that teachers need to continue developing themselves with respect to educational knowledge, teaching methodology, and language skills to induce students to participate more voluntarily in class activities. And she has not stopped. Her list of degrees and certificates is testimony to this. In her words: "The more learning, the more thirst for knowledge."

### Membership Spotlight

By David E. Shaffer

Ms. Yoo strives to draw independent and creative attitudes from meaningful student interaction through the use of authentic materials. She realizes that as thoughts and behaviors change in keeping pace with the times, instructional content and methods must also change. "To lead them in the right direction and help them prosper is my only mission as a teacher," she declares. So far in her mission, Ms. Yoo has been very successful. Proof of this is the eight Gyeonggi Provincial Office of Education Superintendent's Awards that she has received in the past sixteen years for teaching excellence, materials development, outstanding performance in research, and outstanding service.

Somewhere along the line, Ms. Yoo found time to get married and raise two children - a daughter now in high school and a son in middle school. The children accompanied her when she went to the U.S. to study, so when vacation time came, they were able to travel together. And travel they did. During their two years abroad, mother and children traveled to 46 of the 50 states, taking in 25 during a single summer. Ms. Yoo's favorite spot was Key West in the Florida keys and the seven-mile bridge that leads to it. The travel bug has since taken her worldwide; she has made trips to Japan, Thailand, Australia, New Zealand, Egypt, Turkey, Greece, Italy, Switzerland, the Netherlands, France, and the United Kingdom. Obvious by its absence from her list is China, but considering Ms. Yoo's love for travel and her ability to speak Chinese, it is surely on the list of things to do and places to go for this woman on the move.



# KOTESOL Kalendar

Compiled by Jake Kimball

## Conferences

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

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

**Apr 14 '07** Gwangju-Jeonnam Chapter Conference: "Stepping Toward Practical Goals in ELT." Gwangju University, New Library Building, Gwangju. (Email) kotesolmaria@yahoo.com

**May 19 '07** (new date). The 3rd North Jeolla KOTESOL Conference: "Making the Grade - And Not Being Afraid to Fail." Jeonju University, Jeonju. (Email) allison.bill1@gmail.com

**Jun 2 '07** The 3rd KOTESOL-KNU Conference: "Motivating to Learn - Learning to Motivate." Language Education Center, Kyungpook National University, Daegu. (Email) aefinch@gmail.com. **Call**

**for Papers Deadline:** Mar 30 '07

**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 31 '07

## Calls for Papers

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

## Chapter Meeting/Workshops

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


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

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

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

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

## Submissions

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

# Corea Calendar

Compiled by Jake Kimball

## Conferences

**Apr 21 '07** The 11th Society for Teaching English through Media (STEM) Conference: "Strengths and Limitations of Using Movies in the Classroom." Gyeongju Education and Culture Center (Hotel TEMF), Gyeongju, Gyeongsangbuk-do. (Email) stem1998@hotmail.com (Web) <http://www.stemedia.co.kr/>

**May 25-26 '07** Asian EFL Journal / Global English as an International Language Conference: "Setting the Standards." Korea University, Seoul. (Web) <http://www.asian-efl-journal.com/congress.php>

**Jul 6-7 '07** The Korea Association of Teachers of English (KATE): "Embracing Diversities and Pursuing Professional Integrity in TEFL." Seoul. (Web) <http://www.kate.or.kr>.

**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>.

**Jul 21-26 '07** The 18th International Congress of Linguists: "Unity and Diversity of Languages." Korea University, Seoul. (Email) ihlee@yonsei.ac.kr

**Aug 8-11 '07** The 9th Seoul International Conference on Generative Grammar: "Locality and Minimalism." Dongguk University, Seoul. (Web) <http://www.kggc.org>

**Sep 8 '07** The 1st Korea English Teachers Associations Joint International Conference & 2007 ETAK International Conference: "Emerging Issues and Challenges in English Language Education." Kongju National University, Gongju, Chungcheongnam-do. Organized by ETAK, KEES, and META. (Email) Dr. Joo-Kyung Park, Conference Chair, english58@hanmail.net (Web) <http://www.etak.or.kr> **Call for Papers Deadline:** May 5, '07

## Submissions

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



# Yut-nori as a Classroom Tool

By Roger Fusselman

The board you see below is intended for playing *Yut-nori* in a manner that encourages focus-on-form. With slight alteration to the rules of the game, and a numbered list of practice items that correspond to numbers on the board, this game can benefit learners when they are in a practice mode.

*Yut-nori* is a traditional Korean game played with pieces that move along a diagram and four sticks that determine the number of spaces moved. Pieces may land on other students' pieces and send them back to where the pieces started at the beginning of the game. The first player or team to reach a pre-designated point on the diagram wins.

Four sticks make a lot of noise as they land on classroom tables, so I usually use a six-sided die instead. If a player begins on square one and the number three is rolled, the player moves three spaces to square four. Because the maximum roll one can do in *Yut-nori* is five spaces, number six on the die is understood in my classroom to mean "roll again."

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## *Yut-nori is a traditional Korean board game.*

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In traditional *Yut-nori*, traveling on the diagonals is allowed as long as a player lands on one of the corners. However, for more student practice, travel on the diagrams is restricted until a team has traveled around all four the sides of the board. Students begin at different corners so that every player can get the most effective exposure to as many items on the list as possible. The winning team is the one that lands on square twenty-nine and correctly answers the question item to which twenty-nine corresponds.

If the item list contains lexical items, a grammatical form on the whiteboard to practice in conjunction with those items allows for a more in-depth activity. I usually supply the students with a typical list of irregular verbs and past participles. A range of numbers corresponds to a range of forms; for example, the number range five through eight may correspond to a range of ten verbs on a list.

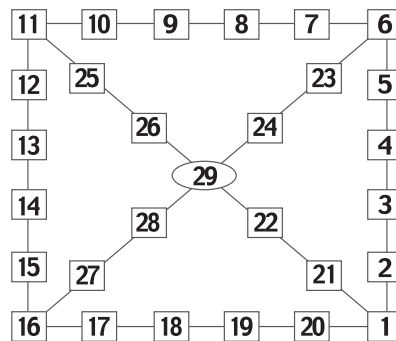
The rule to send players back to the game's starting point may be dispensed with if it creates an overly competitive class. Other classes, such as ones with

rather lethargic students, may be encouraged to participate when the competitive and strategic aspects of the game become highlighted.

Items for practice may include recent vocabulary words studied, words that use particular prefixes or suffixes or roots, conversation questions, essay questions, situations,



TPR commands, situations, functions, role plays - whatever is necessary for meeting the needs of the students. Anything that can be divided up roughly into twenty-nine parts could be adapted to game play in *Yut-nori*.



▲ *Yut-nori* Board

In the case of a vocabulary practice exercise, teams may work to produce a cohesive text, such as something akin to a chain story, where lexical items are not used in separate display sentences but produce a longer, more meaningful discourse. A topic can be assigned for greater unity, and a particular student can be chosen as the scribe.

Time limits can keep students on task, and game-like penalties (e.g., losing a turn) may be implemented for whenever a team uses a particular form incorrectly.

With these and other amendments to the game, *Yut-nori* may be an effective learning tool. When combined with target forms and a particular goal to whatever text is being used, *Yut-nori* can be a great addition to the Korean EFL classroom.

### The Author



**Roger Fusselman** is the coordinator of the Pohang subdivision of the Daegu Chapter and currently teaches at Lee Sang Hee Preparatory School in Pohang. Anyone wishing to receive a color version of the *Yut-nori* board may contact him at [fusselman@hotmail.com](mailto:fusselman@hotmail.com)



# Yes, We Have No Bananas

**D**istinguishing between affirmatives and negatives is a grammar point that really matters. When you get things mixed up, you might express the exact opposite of what you mean. Unfortunately, getting it right is notoriously tricky. Here are a few tips on how to raise learners' consciousness of how this works in English.

Teacher: **Do you have any questions?**

Student: Yes.

Teacher: Oh, good - what's your question?

Student: ????

*What the student meant:* No, I don't have any questions.

*What the student conveyed:* Yes, I have a question.

*The problem:* While some students might remember that "any" is used in negative statements, they might forget that it is also used for interrogatives.

### Tips

1. Use classroom English. "Are there any questions?" is not only a comprehension check - it's grammar reinforcement. Ask it at the end of every activity.
2. Students write surveys with three "any" questions. Examples: "Do you have any brothers or sisters?"/ "Have you seen any good movies lately?"/ "Can you speak any languages besides Korean and English?" Students must get extra information if the respondent answers "yes."

Teacher: How was your weekend?

Student: Boring.

Teacher: Oh, really? **Didn't you go out at all?**

Student: Yes.

Teacher: Oh, you did? Where did you go?

Student: ????

*What the student meant:* No, I didn't go out.

*What the student conveyed:* Yes, I went out.

*The problem:* L1 interference - in Korean, if you agree with what the questioner says, you answer with the equivalent of "yes" and may restate the fact: "Yes, (that is correct); I didn't go out at all."

### Tips

1. Many students don't actually know that negative questions work the opposite way in English compared to Korean. Ask the class a negative question *at the very beginning of your semester*. When students answer "yes," get them to clarify and point out what the "yes" or "no" answers signify. If you do this early on, later when students say "Yes, I didn't go out," they'll be able to self-correct with prompting.
2. Discourage students from remembering a rule that the answers to negative questions are the reverse in English and Korean. Remembering "it's the opposite" is a bad mnemonic device because later when the right answer has become second nature, you won't

remember what "the opposite" means.

3. Do *not* use recasts (reformulated answers) for feedback. ("Oh, you didn't go out? That's too bad"). Research shows that students tend not to notice your correction -they think you're just keeping the conversation going.

4. Test it. On your next quiz, add a dialogue like the one in the example. After Teacher: "*Didn't you go out at all?*" put Student: "\_\_\_\_\_." Have the students write *yes* or *no*, with a clarification ("No, because I was too busy" or "Yes, I did, but it was boring anyway")

Teacher: **I've never been to Paris.**

Student: Me too.

*What the student meant:* "Me neither." or "Neither have I."

Teacher: **I love cats.**

Student: Neither do I.

Teacher: Oh, do you have a cat?

Student: No, I hate cats.

Teacher: ????????

*What the student meant:* Oh, personally I don't really like cats.

*The problem:* L1 transfer + teaching-provoked error. In Korean, "Me too" and "Me neither" can both be expressed with a single expression, *nah-do*. On top of this, when teaching "neither," we might unintentionally mislead students into believing that "neither" is for disagreement.

### Tips

Speaking practice. First, teach that "too/neither" are both for agreement. Do some controlled practice with agreement and disagreement. Then, on a piece of paper, students write one affirmative and one negative statement about themselves. (I like bananas. I don't like dogs). When you shout out "Agree!" students must go around agreeing to their classmates' statements. (*You like bananas! So do I! You don't like dogs? Neither do I!*) When you call out "Disagree!" students must disagree diplomatically. "You like bananas? Oh, I guess they're okay, but personally I prefer apples." Finally, call out "*Real answers!*" and students can either agree or disagree.

### The Author



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## Class Collaboration the Easy Way

**M**any teachers are looking for ways to have students collaborate online, but they are not certain where to begin. This *Web Wheres* article explores three options to get you started, all of which are simple to use, feature-rich, and free.

### Writeboard

If you want your students to be able to collaborate on papers, then *Writeboard* may be the answer. All you or your students need to do is go to the web site ([www.writeboard.com](http://www.writeboard.com)), choose a name for the document, enter an email address (to identify who is doing the editing), and choose a password for the document. Instantly, a blank document is created and anyone you or your students give the password to is free to join in writing and editing it. Output is easy with direct print functions, and the document is saved online for as long as you like.

### YackPack

If speaking practice is the goal, then *YackPack* could be the solution. *YackPack* allows groups to send live or recorded voice and text messages back and forth in pairs, small groups, and even to the whole class. All discussions can be saved either publicly or privately. Imagine the possibilities: giving oral feedback on speeches that students record for you as well as having students working on speech and presentation projects, along with a multitude of other options. Especially since the students can listen to their recordings before they send them, much of the anxiety of making mistakes is removed, resulting in a very positive experience for everyone involved. Navigate to [www.yackpack.com](http://www.yackpack.com) and take a look at their simple tutorials to get started.

### Ning

The last site, *Ning*, is a bit more difficult to navigate

than the two above, but it offers more. These days some of the most popular web sites for students are social networking sites such as Cyworld in Korea and MySpace in the US. These sites allow users to create profiles, upload photos, add friends, send messages, and have online discussions. What *Ning* enables teachers to do is to create their own private social class or school-wide networks with many of the same features offered by MySpace. In this way, teachers can take something students are already familiar with using for fun and communication, and make it something that is also used for collaboration in English. To set up your own, navigate to [group.ning.com](http://group.ning.com) and follow the step-by-step instructions. You can have a site up and running within minutes.

By using any one of these programs, or a combination of them, you are able to quickly activate collaboration in ways that will keep students' attention and greatly increase the amount of input they are receiving on a weekly basis. Quite possibly, they may even enjoy it!

### The Author



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## Seoul Chapter Conference

Bring the World to Your Classroom:  
Global Issues and World Cultures

Saturday, March 31, 2007

Contact: Bruce Wakefield, [bruce\\_wakefield@hotmail.com](mailto:bruce_wakefield@hotmail.com)

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# Pluralizing Nouns

**H**ow do you make English nouns plural - or Korean nouns, for that matter? The answer seems obvious and straightforward: add the suffix *-s* to English nouns, and add *-deul* to Korean nouns. But just as this is a gross oversimplification for Korean (plural forms are usually dispensed with unless they are essential for understanding the intended plurality), it is even more of an oversimplification for English.

The most common way in which English deviates from its “add *-s*” rule for forming plurals is to add *-es*. It often does this for phonetic reasons. For singular nouns ending in an alveolar or postalveolar fricative (i.e., sounds often represented by the letters *s*, *sh*, *x*, *z*, *j*, *dg*, *ch*, *tch*), it is phonetically difficult to follow with the fricative *-s*. So, what English often does is place a vowel sound between these fricatives and represent this orthographically as *-es* (e.g., *glass-glasses*, *watch-watches*). If the word already ends in a silent “e,” *-s* only is added (e.g., *juice-juices*). Another phonetic difficulty is pronouncing the fricative *-s* after a voiceless labiodental fricative (i.e., /f/, the sound most often represented by the letter “f”). It therefore becomes voiced and the spelling changes to “v” before *-es* is added (e.g., *half-halves*). For similar words that end in a silent “e,” *-s* is added (e.g., *knife-knives*). There are a few nouns that masquerade as regular nouns but are actually breaking this fricative rule (e.g., *roof-roofs*, *safe-safes*).

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## *Gains in diversity cost in regularity.*

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That pretty much accounts for the phonetic causes of noun irregularity, but some singular nouns ending in a vowel sound take *-s* while others take *-es*. Those taking *-es* are nouns ending in “y” and preceded by a consonant letter. For these, the “y” changes to “i” and *-es* is added (e.g., *baby-babies*). Most nouns ending in “o” take *-s* as their plural form, but a few take *-es* (e.g., *hero-heroes*). Beware of the handful or so of “o”-ending nouns that cannot make up their mind whether to end in *-s* or *-es* (e.g., *zero*, *motto*, *volcano*) and therefore can take either plural suffix.

The above is a fairly exhaustive account of *-s* and *-es* plurals, but it far from accounts for all the forms of noun irregularity. Though English has drawn on so many languages of the world to increase its variety and utility, this comes at the expense of regularity in rules. Gains in diversity cost in regularity. In particular,

words borrowed directly from classical Latin often retain their Latin plural forms in English. Those ending in the case suffix *-us* often are made plural in English by changing to the Latin masculine plural suffix *-i* (e.g., *focus-foci*, *nucleus-nuclei*, *stimulus-stimuli*). Singular nouns ending in *-um* switch to the Latin neuter plural suffix *-a* to become plural in English (e.g., *millennium-millennia*). Nouns ending in *-a* can be made plural by changing to *-ae*, the feminine plural suffix in Latin (e.g., *alga-algae*). The Latin masculine plural suffix *-es* is used to pluralize English nouns ending in *-is* (e.g., *analysis-analyses*, *basis-bases*, *crisis-crises*). And when nouns end in *-ex* or *-ix*, the Latin feminine plural suffix *-ices* may be used as the replacement for their English plural form, as well as *-es* (e.g., *index-indices/indexes*).

Similar to the Latin pattern is one from Greek. Singular nouns borrowed from Greek and ending in *-on* often take the Greek plural suffix *-a* to become plural in English (e.g., *phenomenon-phenomena*). Also from Greek, we have *schema-schemata*. From Hebrew, there is the pattern found in *cherub-cherubim*, and from Italian, the pattern in *tempo-tempi*.

That’s a lot to keep in mind, but there is more! The Old English plural form *-en* is still around (e.g., *man-men*, *child-children*). Some plurals are the result of vowel shifts (e.g., *foot-feet*, *mouse-mice*). Some singular nouns have no differing plural form (e.g., *deer-deer*, *sheep-sheep*). And other singular nouns are rich enough to have two plural forms (e.g., *person-persons/people*, *cow-cows/cattle*).

After all this, you may still be confused about the plurals of nouns like *shrimp*, *photo*, and *hoof*. When that occurs, consult your dictionary!

### The Author



*David Shaffer's lifestyle embodies a set of incongruences almost as numerous as those exhibited in forming the plurals of nouns. He was born and raised in the United States but speaks Korean. He uses a cell phone, white-out, and an air conditioner, but collects telephone cards, pencil erasers, and Korean fans. His teaching style is eclectic.*

*And the biggest irregularity of all is in his washroom visitation schedule. Email: [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr)*



## From “Noticing to Learn” to “Noticing Learning”

When I was a classroom teacher, I had a never-fail speaking task that I would use with my low-intermediate students, an adaptation of an activity from one of Christopher Sion’s books called “When Was the Last Time?” Whenever I used it, students would happily and noisily chatter away until the end of class, ignoring me. I would stand in their midst, listening in for tidbits that I could use in later lessons - grammar points to go over or useful phrases they might need. Before I would let them go from the class, I would always ask them to think about the fact that they had spent the last 30 minutes or so just talking in English and what this meant about their abilities in English.

Now, when I teach my course in Second Language Acquisition, I spend some time talking about Richard Schmidt’s (1990) Noticing Hypothesis, which argues for the importance of awareness and attention in language learning. The hypothesis claims that it is what learners notice in input that has the potential for intake as knowledge. I use this idea to make the argument that a primary job of the teacher is to present learners with tasks that help them notice things in the language in order to learn it.

While Schmidt is talking just about noticing in order to build linguistic knowledge, I think that the idea of the importance of noticing for learning has wider implications. The activity I mention above was intended to help students build fluency in using past-tense forms, and it may be that the repetitive use of those forms in the activity did help some students notice them and make their use more automatic. But asking students to reflect on the fact that they had just talked for a half hour in English was because I wanted them to notice not something about English, but about themselves and what they could do in English. I wanted them to be conscious of being able to speak in English rather than walking out of class without being aware it.

Some research a colleague and I did a few years ago (Tardy & Snyder, 2004) looked at when teachers felt best about their work. One of the results was that this optimal feeling occurred when teachers noticed their students learning. One of the teachers we interviewed talked about her positive feeling in teaching a grammar activity in which she felt she could see how her students “realized the rules for the first time” (p. 123). We argued in the article that part of teacher education and professional development should be helping teachers notice these moments and through them develop what Prabhu (1990) has called a “sense of plausibility” about what works in the classroom. This sense of plausibility is the teacher’s own

understanding, then, about how teaching relates to learning (and vice-versa).

In short, for teachers’ professional development, we need our own version of the Noticing Hypothesis. Our input is our daily practice, but the intake that changes and advances our knowledge of that practice depends on what we notice in it. I think we especially need to notice and pay attention to when we think learning is taking place because promoting learning is our ultimate goal. This kind of noticing will help us make more informed decisions in the future, with the aim of promoting learning even more effectively.

### Professional Development

By Bill Snyder

Returning to students, perhaps we should consider promoting a similar sense of plausibility in them. Getting them to notice not only in order to learn, but also to notice their own learning would help them cultivate the strategies that can help them become more effective and autonomous learners. And a simple way to do this is to ask them to think about what they have learned each day and how they did it. The learning may be a grammar rule or some vocabulary, but can include the recognition of what they are capable of in using the language, which is what I was aiming for at the end of my never-fail speaking activity. If we both develop our senses of how teaching and learning go together, we can make the classroom work for all of us.

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#### The Author



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## What Are My Goals?

In the previous article (TEC 10, 4), we recognized the need for EFL teachers to make their own materials. However good the textbook might be, the fact is that it was written for worldwide or countrywide distribution. It was not written specifically for the students in our classes. Writing our own materials for our own students allows us to supplement the textbook and help our students satisfy their individual learning needs. Having decided to make student-specific materials, however, we need to ask ourselves some questions before starting. Our materials will reflect our teaching philosophy, so we need to make sure exactly what we are trying to do.

It seems obvious to say that we make materials in order to help students learn English. This is often expressed as a focus on form (grammar) in the materials. But is this all we want? Are we simply making more grammar substitution drills? In view of all the factors controlling

### *Our materials will reflect our teaching philosophy.*

the learning process, we need to ask some more questions. For example, it is well known that motivated, confident students learn more effectively than demotivated students lacking in self-esteem. So we need to ask whether our materials will motivate the students and help them to become more confident. We can ask similar questions in terms of affective goals (reduction of stress, etc.), social goals (group responsibility, etc.), cognitive goals (problem solving, etc.), emotional learning goals (management of frustration, etc.), and many other factors, in addition to the usual linguistic goals.

Even then, once we have decided what sort of non-linguistic goals the materials will focus on, the

linguistic goals cannot be taken for granted. How are we going to present them? What methodology will we use (grammar-translation, audio-visual, task-based, project-based, etc.)? How will we find out how much the students have benefited from the materials (teacher-based assessment, student-based assessment, review tests, portfolios, etc.)? And how will we review their effectiveness (type of feedback)?

Yes, it's taking a long time to get to the actual writing, but our assumptions about teaching and learning control everything we make. If we don't want to end up with "more of the same" boring, ineffective textbook materials, we need to look at those assumptions!

In conclusion, here is a checklist of questions to ask before the pen hits the paper, or before the fingers hit the keys. The choices will be different for everyone, depending on the students' needs and on the teachers' preferred teaching styles. However, the process of asking these questions will have a positive effect on the final materials.

### **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: [aeef@knu.ac.kr](mailto:aeef@knu.ac.kr)

## Materials Design

By Andrew Finch

## A Quote to Ponder

"The learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar, it involves the adoption of new social and cultural behaviors and ways of being, and therefore has a significant impact on the social nature of the learner."

*Psychology for Language Teachers*  
Marion Williams & Robert L. Burden (1997, p. 115)



**What are my lesson goals?**

<input type="checkbox"/> Assessment	<input type="checkbox"/> Learner training	<input type="checkbox"/> Grammar
<input type="checkbox"/> Attitude change	<input type="checkbox"/> Non-verbal communication	<input type="checkbox"/> Pronunciation
<input type="checkbox"/> Autonomous learning	<input type="checkbox"/> Promotion of confidence	<input type="checkbox"/> Structure
<input type="checkbox"/> Communication skills	<input type="checkbox"/> Promotion of motivation	<input type="checkbox"/> Vocabulary
<input type="checkbox"/> Development of study skills	<input type="checkbox"/> Reduction of anxiety	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Feedback on the course	<input type="checkbox"/> Reflection on learning	

**What is the teacher's role?**

<input type="checkbox"/> Controller	<input type="checkbox"/> Friend	<input type="checkbox"/> Materials designer
<input type="checkbox"/> Counselor	<input type="checkbox"/> Language guide	<input type="checkbox"/> Mentor
<input type="checkbox"/> Dispenser of knowledge	<input type="checkbox"/> Language resource	<input type="checkbox"/> Role model
<input type="checkbox"/> Expert	<input type="checkbox"/> Leader	<input type="checkbox"/> Syllabus designer
<input type="checkbox"/> Facilitator	<input type="checkbox"/> Manager	

**What is the students' role?**

<input type="checkbox"/> Absorbers of knowledge	<input type="checkbox"/> Discoverers	<input type="checkbox"/> Language consumers
<input type="checkbox"/> Apprentices	<input type="checkbox"/> Experimenters	<input type="checkbox"/> Recipients of knowledge
<input type="checkbox"/> Co-syllabus designers	<input type="checkbox"/> Independent agents	<input type="checkbox"/> Researchers
<input type="checkbox"/> Decision-makers	<input type="checkbox"/> Investigators	<input type="checkbox"/> Self-evaluators

**What are the lesson methods?**

<input type="checkbox"/> Teacher-controlled: Present-Practice-Perform
<input type="checkbox"/> Student-sequenced activities (sequence chosen by the students)
<input type="checkbox"/> Teacher-sequenced activities (sequence chosen by the students)
<input type="checkbox"/> Difficulty-sequenced activities (activities sequenced by difficulty)
<input type="checkbox"/> Task-type-sequenced activities (e.g., static tasks, then dynamic tasks, then independent tasks)

**What is the lesson content?**

<input type="checkbox"/> Assessment activities	<input type="checkbox"/> Movie scripts from the Internet
<input type="checkbox"/> Communicative activities	<input type="checkbox"/> Questionnaires from the Internet.
<input type="checkbox"/> Comprehension activities	<input type="checkbox"/> Song lyrics from the Internet
<input type="checkbox"/> Grammar activities	<input type="checkbox"/> Student resources on the Internet
<input type="checkbox"/> Learning-centered activities	<input type="checkbox"/> Teacher resources on the Internet
<input type="checkbox"/> Listening activities	<input type="checkbox"/> Teaching materials from the Internet
<input type="checkbox"/> Reading activities	<input type="checkbox"/> Word-games from the Internet
<input type="checkbox"/> Speaking activities	<input type="checkbox"/> Group work
<input type="checkbox"/> Writing activities	<input type="checkbox"/> Pairwork
<input type="checkbox"/> Integrated activities	<input type="checkbox"/> Individual work
<input type="checkbox"/> Reflective activities	<input type="checkbox"/> Role plays
<input type="checkbox"/> Vocabulary activities	<input type="checkbox"/> Questionnaires
<input type="checkbox"/> Introduction of educational sites on the Internet	<input type="checkbox"/> Substitution drills
<input type="checkbox"/> Crosswords from the Internet	<input type="checkbox"/> Peer dictation
<input type="checkbox"/> Discussion topics from the Internet	<input type="checkbox"/> Teacher dictation
<input type="checkbox"/> Grammar puzzles from the Internet	<input type="checkbox"/> Teacher presentation of learning content
<input type="checkbox"/> Lesson plans from the Internet	

# English Reform in the ROK

By David Ribott-Bracero

It has recently been said that by the year 2015 the South Korean government will enact a new reform plan for English education which includes an English-only policy that all schools in Korea are to adopt in all English language classrooms. The plan calls for the improvement of the quality of English language instruction through new standards of measurement being placed on present and future Korean English teachers, who do not make use of the L2. Also stated is that all public schools in the country would employ native speakers as well.

This reform has been deemed necessary since it is apparent that the quality of instruction in English is suffering and that in order for classes to be more effective they should be conducted in the target language, not in Korean.

Ironically, one reason English instruction finds itself in this state can actually be traced back to some of the institutions that train prospective teachers. Many English education majors at the undergraduate level take English courses conducted largely in the L1, instead of in English. Needless to say, this choice contributes to the plight in which English education finds itself: a destructive cycle in which very little comprehensible English input is injected. In any language class, comprehensible input is paramount for the development of its students. Without it, students suffer through a fragmented developmental process impeding their ability to fully function in the L2.

Another area of concern is the move to place native speakers of English in all public schools. While it is not known whether the Ministry of Education has incurred difficulties in recruiting qualified native-speaking EFL professionals, it is noteworthy to mention that native speakers as English teachers and qualified native-speaking EFL professionals are not one and the same. In fact, they differ in the essentials that lead to an effective learning environment. Where one would know how to manage a classroom of learners and their various needs and abilities, the other would not. Where one would know how to deliver a lesson plan, from its learning objectives to its use of carefully chosen homework for reinforcement and review of the material of the day, the other would not. Should the government feel compelled to condemn Korean English teachers for their lack of effective L2 use, then they should also be critical of the qualifications of the native English speakers they are hiring as teachers.

Native speakers do serve a purpose as teachers of English. They play an important role as models of authentic language, especially in regards to pronunciation. Aspiring to perfect, native-like pronunciation should not be the main objective here, but rather intelligibility. While it is highly desirable to

obtain native-like pronunciation in English, the present-day movement in language teaching has shifted from teacher-centered to student-centered, empowering students to produce the language and functions in the L2 rather than repeat sounds and modeled catchphrases. Within this framework, the need for native-speaker pronunciation in the classroom has been de-emphasized.

While the government has decided to lay a large portion of the blame for the ineffectiveness of programs on Korean English teachers as being incompetent and/or unqualified and challenge them to meet new standards for the benefit of Korean learners, it too must take a deep, hard look at regulations that forbid the hiring and placement of qualified EFL teachers primarily on the basis of their country of origin.

In an attempt to reform English education in Korea, it would be wise to uncover the reasons why qualified EFL professionals of all nationalities are not given equal opportunity in the ROK when its Far Eastern neighbors of China and Japan have no such policy that impedes or prohibits the screening and hiring of qualified non-native-speaking EFL professionals.

English education reform in Korea is a massive undertaking - so daunting, in fact, that the mere thought of it is intimidating. However the government goes about reform, true change must take shape in all facets of English education, including curriculum and instruction, testing and assessment, and professional development. And unless current policy towards persons from countries where English is not the recognized L1 is removed and all qualified personnel willing to commit themselves to the enhancement of English learning in the ROK are afforded the opportunity to contribute, the quality of English education will remain unimproved.

## The Author



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## Literature and Teenagers: A Hot Topic

Each year for the past eleven years, the International Reading Association has compiled a list of reading-related issues or topics and designated them as “hot,” “not hot,” “should be hot,” or “should not be hot.” Of the 28 topics, the highest ranked for this year is literature and teenagers. One of the reasons for the entry is that *No Child Left Behind* and *Reading First* laws in the US, which cater to the assessment of young learners, have had the unintended consequence of siphoning money and attention away from the reading needs of teenagers. Coincidentally, some of the very same issues plaguing US schools also trouble Korean classrooms.

Clearly, there is a need for the use of more literature in teen classes. Teaching to the test presents one problem: There is neither time nor space in the curriculum for developing reading skills and strategies or getting beyond the first level of Bloom’s taxonomy of learning behaviors. As a result, students rarely read literature unrelated to iBT TOEFL training or content-based topics. Literature and reading for pleasure are unaffordable luxuries. Secondly, students and parents tend to regard extensive reading as unproductive, and instead prefer intensive reading passages using short, difficult content-based articles.

One way to overcome these objections is to add graded readers *and* supplemental materials. The *and* is very important, as your supplemental materials may ultimately determine whether implementing an extensive reading program with teenagers is possible in your institution. Here is an example lesson of what I did with one of my classes.

Choose a graded reader, or even better, let your students choose their selection. While some extensive reading teachers suggest that each student select their own book that interests them, we tend to choose books and read in lockstep. The book for this lesson plan is Jack London’s *Call of the Wild*. It is 80 pages and has a lexical index of 1000 headwords, Stage 3 in Oxford’s Bookworms series. Although slightly above some of my students’ level, the book’s content and plot was still very readable.

Prior to reading, visit Wikipedia ([www.wikipedia.org](http://www.wikipedia.org)) and enter key words or phrases such as “Call of the Wild,” “Jack London,” “Yukon,” “Klondike Gold Rush,” and “Iditarod Tail Dog Sled Race.” As the articles you access are most likely too difficult for this age group, it is best to rewrite the information in a style and manner appropriate for your own students’ ability and distribute these papers to students. These handouts are a constructive source of background information from which students can draw on while reading *Call of the Wild*, and they provide intensive reading that students and parents desire.

Next, read the book and complete the pre-, during-, and post-reading exercises in the back of the book. Most publishing companies also provide free handouts and tests or quizzes on their web sites if you sign up. In some cases, audio books and videos may be available if the book is a classic or a popular contemporary.

For additional post-reading activities, begin by having students create a map and reconstruct Buck’s journey from California to the Yukon. In groups, have students present a narrative of events. I also have students complete various graphic organizers, such as time lines, Venn diagrams, cause and effect charts, compare/contrast matrixes, character trait charts, etc.

Once students have read and digested the *Call of the Wild* and can discuss or write about related issues and themes, it is time to tackle iBT TOEFL-type activities. iBT TOEFL is becoming something of an obsession in Korea, and creating TOEFL-like tasks adds to prestige and ultimate acceptance of your extensive reading program. As an example, use one of the discussion questions as a Type-2 Speaking task, where the TOEFL test taker defends a position using details and examples to support their answer; e.g., *In the first chapter of Call of the Wild, a poor gardener who needs to support his family sells Buck for \$100. Knowing what you do about Buck’s life as a sled dog and the difficulties of poverty, was the gardener right to sell Buck? Use details and examples from the story to defend your opinion/position.* There are unlimited possibilities to create tailor-made iBT TOEFL-like speaking and writing tasks. The key is in marketing your supplemental material as iBT TOEFL practice, and your students and administrator are certain to approve and continue its use.

Regardless of how much supplemental material we create, our students could certainly profit from reading more literature, whether it is classic or contemporary.

### The Author



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## Young Learners

By Jake Kimball

# A Grammar Recipe for ELT

By Nahm-Sheik Park

[Editor's Note: The following is an abridged version of the keynote address delivered to the Global English Teaching Association's Annual Conference on December 2, 2006, at Chonnam National University.]

This presentation focuses on some do's and don'ts of EFL grammar pedagogy, based mostly on my experience as a teacher of English over the last four decades. My so-called grammar recipe here is thus a list of largely subjective pointers on how to teach English grammar in the EFL context.

## Step 1: Contextualize and Embed

My first suggestion for EFL grammar teaching today is thoroughly contextualize grammar points at every stage of instruction. I propose that teachers should embed grammar points in chunks of natural discourse, i.e., in authentic samples of spoken and/or written English. You can embed grammar in various ways. Take the following for example.

- (1) Passivization and reflexivization embedded in arithmetical calculations.
  - (a) 3 times 3 is 9: 3 multiplied by 3 is 9. → 3 multiplied by itself is 9.
  - (b) 3 into 3 is 1: 3 divided by 3 is 1. → 3 divided by itself is 1.
- (2) Relativization and passivization embedded in alphabetical order.
  - (a) C follows B, and B follows A. → C follows B, which (in turn) follows A.  
→ A is followed by B, and B is followed by C. → A is followed by B, which (in turn) is followed by C.
  - (b) X precedes Y, and Y precedes Z. → X precedes Y, which (in turn) precedes Z.  
→ Z is preceded by Y, and Y is preceded by X. → Z is preceded by Y, which (in turn) is preceded by X.

Parenthetically, I believe it is best to keep grammar points below the threshold of consciousness. We can do so by focusing attention on the communicative message of the embedding discourse, not the grammar points themselves. In this way, the student experiences and internalizes the grammar point in question subliminally much as native-language learners apparently do.

## Step 2: Localize to Maximize Pedagogic Effect

My second suggestion for EFL grammar pedagogy is strictly localize grammar points relevant to a specific context. Only deal with the absolute minimum of grammar involved in the context in question, always making sure that contextually extraneous points of grammar do not stand in the way. When dealing with the

article *the* in *There is one law for the rich and another for the poor*, for example, we should confine our attention to the generalizing function of the definite article resorted to in the proverb here. We should not, in this context, bring up any other irrelevant functions of *the*, no matter how tempting it may be to show off our grammatical expertise. Incidentally, we would do well to remind ourselves here of the lesson implicit in the proverb that says *He teaches ill, who teaches all*. Grammar instruction should always be strictly context-specific. Following this advice will hopefully maximize pedagogic effect.

## Training Notes

Edited by Douglas Margolis

## Grammar instruction should always be context-specific.

## Step 3: Use to Learn, Not Learn to Use

My third piece of advice on grammar pedagogy is to treat grammar acquisition as a matter of habit formation, rather than as a matter of rationalization. To this end, we need to expose learners to plenty of inductive data. The exposure here should ideally be sufficiently intense and sustained if the learners are to acquire grammar as a matter of habit by actually living and experiencing it. We should familiarize our students with grammar by getting them to use it in a wide variety of lively encounters with English. We should keep from imposing on them any deliberate analysis of grammar. Grammar is not something to be analyzed and explained. Rather it is something habitually and subconsciously put to use in actual communication. The corollary commandment here is: Use grammar to learn grammar, not the other way around.

## Step 4: Drive Your Grammar

My fourth pedagogic pointer is that grammar is a good servant but a bad master. Some teachers and students think of grammar as the be-all and end-all of ELT, bestowing upon it pride of place in the entire pedagogic process. However, excessive preoccupation with fine points of grammar is often counter-productive in that it interferes with the natural flow of communication.

Grammar-dominant pedagogy is seldom conducive to fluency, as is amply demonstrated by the frustrating careers of many ELT practitioners in Korea.

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## Present grammar points in functional chunks

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Admittedly, however, grammar can sometimes be a valuable pedagogic aid, say, in clarifying meaning. Word order, for one, can serve as a semantic guidepost. Two sentences composed of identical words may differ in meaning if the words are differently ordered. For example, *Mozart is nice to play on this violin* may have a slightly different meaning than does *This violin is nice to play Mozart on*. To the extent that grammar can shed light on such meaning differences, it can be a good servant. Such exceptional utility of grammar notwithstanding, my advice here is: Drive your grammar; do not let it drive you. Never let your communicative competence choke on an overdose of grammar. Never catch at the shadow of grammar and lose the substance of communication.

### Step 5: Employ Functional Chunks

My fifth suggestion for EFL grammar pedagogy is employ functional chunks. Present grammar points in functional chunks of authentic language, rather than in microscopically analyzed units. Especially observe this principle for beginning and intermediate students. Functional chunks are communication-friendly in that they represent ready-made blocks of language of immediate utility to communication. Exposure to functional chunks of language arguably also affords the

added advantage of facilitating acquisition of grammar as a matter of habit.

In dealing with the to-infinitive, for example, we should begin by exposing our students to such chunks as the following.

*Wanna* eat? / *Wanna* come with us? / *Wanna* join us?  
*Gotta* go? / *Gotta* sleep? / *Gotta* see her?  
I'm *gonna* leave today. / I'm *gonna* quit. / I'm *gonna* talk to him.

Whatever awareness of grammatical structure that arises here should ideally result from incremental and gradual self-realization by learners exposed to sufficient amounts of these functional chunks. However, intermediate to advanced learners may sometimes be encouraged to do a conscious analysis of grammatical structure and thereby raise their grammar awareness. Such an analysis would, among other things, show that *wanna*, *gotta*, and *gonna* here have the underlying infinitive-marker *to* in common.

The final point I would like to make is that serious and deliberate grammatical rationalization belongs only in highly advanced or specialized EFL classes.

### The Author



**Dr. Nahm-Sheik Park** is the President of the International Graduate School of English in Seoul and Professor Emeritus of Seoul National University's Department of English Language & Literature. He earned his master's degree at the University of Hawaii and his doctorate at Georgetown University in the United States.



## The 3rd North Jeolla Chapter Conference

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# World Calendar

Compiled by Jake Kimball

## Conferences

**Mar 15-17 '07** The 9th International Conference and Workshop on TEFL and Applied Linguistics: "Integrating English and Applied Linguistics into an Interdisciplinary Area." Ming Chuan University, Taipei, Taiwan. (Email) amiao629@yahoo.com.tw (Web) <http://www.mcu.edu.tw/department/app-Lang/english/frame/index2.html>

**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 11-13 '07** Penang English Language Learning and Teaching Association (PELLTA): "Changing With the Times: Meeting Challenges, Encouraging Innovations." Bayview Hotel, Georgetown, Penang, Malaysia. (Email) tbk2002@tm.net.my (Web) <http://pellta.tripod.com>.

**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)

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

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

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

**Jun 8-10 '07** Asia TEFL: "Empowering Asia: New Paradigms in English Language Education." Putra World Trade Centre, Kuala Lumpur, Malaysia. (Email) asiatesfl2007@yahoo.com (Web) <http://www.asiatefl.org/>

**Aug 6-11 '07** The 47th Workshop for Asian-Pacific Teachers of English. University of Hawaii at Manoa, Honolulu, Hawaii, USA. (Email) cape@cape.edu (Web) <http://www.cape.edu/programs/teachers/index.html>

**Aug 7-11 '07** The 27th Annual American Studies Forum: "The American Mosaic: The American People in an Age of Globalization." University of

Hawaii at Manoa, Honolulu, Hawaii, USA. (Email) cape@cape.edu (Web) <http://www.cape.edu/programs/american/index.html>

**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/>

**Sep 20-22 '07** The 2nd International Conference on Task-Based Language Teaching: "TBLT - Putting Principles to Work." University of Hawaii at Manoa, Honolulu, Hawaii, USA. (Email) organizers@tblt2007.org (Web) <http://www.hawaii.edu/tblt2007/>

**Oct 5-8 '07** Independent Learning Association: "Learner Autonomy Across the Disciplines." Kanda University of International Studies, Chiba, Japan. (Email) garold-murray@aiu.ac.jp (Web) <http://www.independentlearning.org>

**Nov 2-7 '07** GLoCALL 2007: "Globalization and Localization in CALL." Hanoi University, Hanoi, Vietnam (Nov. 2-4) and SEAMEO RETRAC, Ho Chi Minh City, Vietnam (Nov. 5-7). (Web) <http://glocall.org/> **Call for Papers Deadline:** July 1 '07.

**Nov 9-11 '07** English Teachers' Association of the Republic of China (ETA-ROC). The 16th International Symposium & Book Fair on English Teaching. Chien Tan Overseas Youth Activity Center, Taipei, Taiwan. (E-mail) etaroc2002@yahoo.com.tw (Web) [http://www.eta.org.tw/eta/16th\\_english/INDEX.HTM](http://www.eta.org.tw/eta/16th_english/INDEX.HTM)

**Nov 22-25 '07** The 33rd International JALT Conference: "Challenging Assumptions: Looking In, Looking Out." National Olympics Memorial Youth Center, Tokyo, Japan. (Web) <http://conferences.jalt.org/2007/> **Call for Papers Deadline:** Apr 27 '07.

**Dec 4-6 '07** Philippine Association for Language Teaching (PALT): "The Seven Spheres of Language Teaching: From Tradition to Innovation." Manila, Philippines. (Web) <http://www.palt-elt.org/palt2.html> **Call for Papers Deadline:** Aug 31 '07.

**Jan 25-27 '08** ThaiTESOL: "English Language Teaching: Progress in Practice and Policy." (Web) <http://www.thaitesol.org/conf2008> **Call for Papers Deadline:** TBA.

**June 26-29 '08** The 9th International Conference of the Association for Language Awareness (ALA): "Engaging With Language." (Web) <http://www.hku.hk/clear/ala/index.html> **Call for Papers Deadline:** Nov 07 '07.

## Submissions

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

# The IELTS Writing Test

By Michael Duffy

The writing section of the IELTS Test, unlike the speaking module, differs according to whether the candidate is taking the Academic or the General Training (GT) version of the test. (For more information on the difference, see "The IELTS Speaking Test," TEC 10, 3). For all candidates, the test takes one hour and consists of two tasks. For academic candidates, Task 1 requires the description of some information presented in a graph, table, chart, or diagram. Examples might be the use of different forms of transport, the amount of money spent by people on different kinds of entertainment, the water cycle, the workings of a car engine, the stages of some industrial process, or the stages of human evolution. For GT candidates, Task 1 requires them to write a letter dealing with a problem - maybe requesting information or explaining a situation.

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*The test takes one hour and consists of two tasks.*

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Task 2 is similar for all candidates, though the GT version is somewhat less demanding. A point of view, argument, or problem is presented, and the candidate has to present and justify an opinion (e.g., Should trial by jury be used in all criminal cases? Should smoking be banned in all public places?), compare and contrast evidence, express opinions and implications (How effective is it to reward good work with extra money?), or evaluate and challenge ideas ("Failure shows desire wasn't strong enough." To what extent do you agree?). This task, therefore, has some similarity to TOEFL's Test of Written English (TWE).

A minimum of 150 words is required for Task 1, and 250 for Task 2. Candidates are penalized if the response is under length. They are recommended to spend 20 minutes and 40 minutes, respectively, on the tasks. Scripts are assessed on four criteria: (1) Task Fulfillment / Response, (2) Coherence and Cohesion, (3) Lexical Resource, and (4) Grammatical Range and Accuracy.

## **Task Fulfillment (Task 1)**

Has the candidate answered the question appropriately and fully?

## **Task Response (Task 2)**

Has the candidate stated a clear view, and supported it

with good arguments and evidence? Are there any illustrations from the writer's own experience?

## **Coherence and Cohesion**

Is the writing well organized? Is the register (e.g., academic, informal) appropriate and consistent? Are the sentences logically linked, and do they follow a clear progression?



Are sequencing devices, anaphoric reference, and paragraphing well used?

## **Lexical Resource**

Is the vocabulary appropriate to the task, and is the writer able to use a wide variety of lexis?

## **Grammatical Range and Accuracy**

Does the writing contain a mixture of simple and complex sentences, and are grammatical structures used reasonably accurately?

As with the speaking test, each of these four is scored on a 9-band scale, and the resulting scores are averaged and rounded up or down to yield an overall writing score. To attain an overall band which will be adequate for immigration, a candidate is likely to require at least a Band 5 on writing; this denotes a "modest user" of English. For admission to an academic institution, the candidate should likely be at least a "competent user" (Band 6). A "good user" (Band 7) score would indicate that the writer is approaching something like native-speaker competence. (For detailed descriptions of the meanings of these bands, see TEC 10, 3.)

One of the best IELTS web sites I have found is Hong Kong Polytechnic University's: <http://elc.polyu.edu.hk/CILL/ielts/default.htm>. The official site is [www.ielts.org](http://www.ielts.org)

## **The Author**



*Mike Duffy* has been teaching in Korea since 1988, and is currently a professor at Korea National Railroad College. He has served as a Busan Chapter and National officer for many years and has been an IELTS examiner for the past five years. Email: [mgduffy45@hotmail.com](mailto:mgduffy45@hotmail.com)

## Beyond Boundaries: Thailand TESOL / PAC

By Phil Owen

In January, I had the great fortune to represent KOTESOL at the conference of one of our partner organizations, Thailand TESOL. This conference was special in that it included not only the activities of a ThaiTESOL conference - always a memorable event - but because it was also the sixth Pan-Asian Consortium Conference. Under the theme *Beyond Boundaries: Teaching English for Global Communication in Asia*, ThaiTESOL brought together ELT specialists from around the globe. Our Thai hosts lived up to and exceeded all expectations for gracious hospitality, warm smiles, great food, and a super conference.

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*Gracious hospitality,  
warm smiles, great food,  
and a super conference.*

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I cannot possibly do justice to the speakers I heard in just a few sentences. Instead, I will say that the plenary speakers included Jun Liu, current president of TESOL, Inc. He looked at English teaching in China as he traced aspects of task-based instruction and communicative competence as they appear in a *post-method* era. This was especially interesting, as Jun Liu is one of the plenary speakers at our own International Conference in October. Another of the plenary speakers who might be familiar to KOTESOL members was Joe Lo Bianco from Australia, whom some of you may remember for the standing-room-only talk he gave on language policy at our 2005 International Conference. In Bangkok, Professor Lo Bianco focused on some of the cultural underpinnings and the assumptions that accompany languages and language

learning.

As I said, this was the Pan Asian Consortium (PAC) conference, which is an association of Far Eastern ELT organizations including FEELTA in Russia, JALT in Japan, ETA-ROC in Taiwan, ThaiTESOL in Thailand, and ELLTAS in Singapore, as well as KOTESOL. Every second year, one of the PAC members is identified as the host of the PAC conference, and all of the member organizations pull together to make it even bigger and more special than usual. This year, after two years of negotiations, KOTESOL reached an agreement with the Philippine Association for Language Teaching (PALT), which allows them to become a full-fledged PAC member. KOTESOL President Marilyn Plumlee and her PALT counterpart, Dr. Helen Parcon, signed the agreement at a poolside reception Saturday evening. We look forward to working with PALT in the years to come.

Parallel to the PAC conference, the Asian Youth Forum held its own conference. AYF brings together young adults from many countries in Asia so they can address their mutual concerns and share experiences. On Sunday, they presented the results of their deliberations. The youth emerged with a greater understanding of their respective cultures and the problems they all faced.

Being the official KOTESOL representative to ThaiTESOL, I had much more to do than enjoy the numerous presentations and workshops. I staffed a booth with other PAC organizations and talked with people about teaching in Korea and about our International Conference. I met several folks who had taught in Korea and a few who are trying to come back here. I also had the chance to meet folks from Thailand and Japan who have often presented at KOTESOL conferences. It was good to reconnect with them and to



▲ KOTESOL Representative to ThaiTESOL 2007, Phil Owen, with traditional Thai puppet.



▲ KOTESOL President Marilyn Plumlee with PALT Representatives at ThaiTESOL 2007.

encourage them to come back to our Conference.

One thing I learned about teaching in Thailand and ThaiTESOL is that although many public school teachers in Thailand are motivated to teach and want to be good teachers, they do not earn much money. Because of high registration fees, and the cost of travel and hotels, they cannot afford to attend a major international conference. I know, as one who has traveled affordably in Thailand, this sounds a little odd, but such is indeed the case. (Remember that Thailand is much bigger than Korea and travel can take much

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### *Conference speakers travel to outlying cities and do one-day workshops.*

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more time. Besides, the registration fee alone can easily be several months' salary.) Therefore, ThaiTESOL has developed a series of special "post-conference" activities. When the conference closes, some conference speakers travel to several outlying cities and do one-day workshops for local teachers. This is a wonderful way to maximize the talents and knowledge of the speakers and a great service to local teachers. I must say, as impressed as I was with this service, I am very happy that we have not needed to resort to such a system in Korea.

After the three days of conference activities, I had a special adventure while in Thailand. It all began about a year ago when I met a young monk who was teaching in Luang Prabang. I was impressed with his enthusiasm for his students and the way he involved the children in his neighborhood. Just before going to

Bangkok, I heard from him that he was in Thailand teaching at a rural school and attending MA classes on the weekends. After the conference closed, I had time to visit him.

Visiting rural schools in Thailand is very different from teaching at a university in Korea! The schools and classes I saw were small and within walking distance of the children's homes. There were few books or supplies, but the teachers were aware of the importance of an inviting school atmosphere and did their best to make the rooms cheery. The children were enthusiastic about meeting an American and showed off what English they knew, usually by reciting a memorized word list. Impressed by the amount of work the teachers had done in spite of minimal funding and resources, I came back with an improved appreciation of the resources we have here in Korea.

For those who would like more information about PAC or about AYF, please check these web sites: <http://pac-teach.org> and <http://www.asianyouthforum.org>.

#### **The Author**



*Phil Owen got his TESL training at UCLA about 20 years ago. He taught off-and-on in the US before coming to Korea in 1999 to teach at Kunsan National University. Phil has been active in KOTESOL for several years, serving the Jeolla and North Jeolla Chapters in several positions and as Program Chair of the 2004 and 2005 International Conferences. Besides teaching and KOTESOL, Phil likes to visit Korean temples and travel, especially in Indochina. He has a BA in French Language and Literature from the University of Nebraska-Lincoln, an MSED from the University of Southern California, a TESL Certificate from UCLA, and an MDiv from the United Theological Seminary of the Twin Cities*



## **GWANGJU SPRING CONFERENCE Stepping Toward Practical Goals in ELT**

Presentations, Panel Discussions and Workshops will be held for the Gwangju-Jeonnam community on EFL, Culture and Materials for the classroom

**1 ~ 5 p.m., Saturday, April 14th, 2007**  
**Gwangju University Hosim Bldg., 6th Floor, Gwangju**

[www.kotesol.org/?q=Gwangju-Jeonnam](http://www.kotesol.org/?q=Gwangju-Jeonnam)

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Fee: 5,000 won

Plenary: **Dr. Joo-Kyung Park, Honam University**  
"ELT in Korea from a Critical Perspective"

Concurrent Sessions: **Dr. Andrew Finch, Dr. David Shaffer,**  
**Dr. Heebon Park-Finch, Marie Pascal, Karl Agnew and others.**

All presentations are in English and provide theory as well as practical lessons to be used in the classroom. A draw will conclude the event. Prizes include dinners and ELT materials - dictionaries, games and textbooks.



# KOTESOL In Action

*Edited by Allison Bill*

## Special Interest Groups

### Christian Teachers SIG

*By Heidi Vande Voort Nam*

For the past few months, members of the CT-SIG have been discussing how to combat the isolation that teachers sometimes feel when they teach abroad. In an effort to build a community and support one another, several members of the CT-SIG have been organizing small group meetings in Seoul. Other members of the SIG have also been organizing gatherings for a growing group of Christian teachers and their families in Daejeon. Grace Wang (ghwang97@gmail.com) has agreed to coordinate meetings for Christian teachers in Seoul, and Virginia Hanslien (virginia18@gmail.com) is managing meetings in Daejeon. Teachers who would like to meet other Christian teachers in Seoul or Daejeon are welcome to contact Grace or Virginia. If you are interested in cooperating with the CT-SIG to organize meetings for Christian teachers in another city, please contact Heidi Vande Voort Nam (heidinam@gmail.com).

In addition to small group meetings, the CT-SIG discussion board ([http://ca.groups.yahoo.com/group/KOTESOL\\_CT\\_SIG/](http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/)) has been addressing the following topics: prayer requests from members of the SIG, job and volunteer opportunities for Christian teachers, Christian education lectures in Korea, and information about Christian education publications and conferences. The next international conference for Christian English language teachers will be held at Seattle Pacific University on March 20, just before the 2007 TESOL Convention.

### ELT Leadership & Management SIG

*By Brett Bowie*

One of the many challenges to many English language coordinators is finding time to fit everything in: time management versus prioritizing the most important tasks versus effective delegation.

Well, the last three months has seen this issue personified on the ELM-SIG board as both ELM

moderators focused their energies on heavy workloads, family commitments, and graduate studies. In addition, they each took a little time off to travel abroad. With other ELM members doing likewise, the ELM board has been quiet over winter vacation. It's springtime, so the ELM board will start to roll into action for the new spring semester.

The board serves as a forum for ELT coordinators, supervisors, or head teachers to swap useful information and constructively discuss relevant issues to aid them in doing their job. Being in an ELT supervisory role is often a rather lonely, unappreciated, and stressful task. Why not share the load, the experience, and the best solutions with others in the same role and the same boat? Hey, two heads are always better than one.

You can reach the ELM facilitators at [saxon\\_bee@yahoo.com](mailto:saxon_bee@yahoo.com) (Brett Bowie) and [kiralit@hotmail.com](mailto:kiralit@hotmail.com) (Kira Litvin). Visit the group web site at <http://groups.yahoo.com/group/ELTLeadershipmanagement/> or simply punch in "ELM SIG Korea" using a Google search engine. ELM looks forward to hearing from you soon. Happy teaching!

### Global Issues SIG

*By Bob Snell*

The Global Issues SIG is working on publishing the first edition of our newsletter. We hope to make it available in March. Due to printing costs, we will post the newsletter on our web site. We will also send out digital versions for those who would like a personal copy. To have your name put on the mailing list, send your email address to either Bob Snell ([bsnell2@yahoo.com](mailto:bsnell2@yahoo.com)) or Scott Jackson ([scott.honam@gmail.com](mailto:scott.honam@gmail.com)).

We would also like to encourage everyone to attend the Seoul Chapter Annual Conference (March 31, Soongsil University). This year the theme is Bringing the World to Your Classroom. We anticipate lots of great global issues material which can be incorporated into our teaching.

As always, we extend an open invitation for anyone interested in global issues to visit our web site ([www.kotesol.org/globalissues](http://www.kotesol.org/globalissues)). Participate in the forum, submit teaching ideas for the site, and get involved with global issues.

### CALL SIG

The Computer-Assisted Language Learning Special Interest Group is searching for a new facilitator. Please contact Jake Kimball, [ilejake@yahoo.com](mailto:ilejake@yahoo.com), for more information.



## Research SIG

By David D.I. Kim

The Research SIG (R-SIG) plans to hold a series of presentations/workshops in 2007. Please visit the R-SIG web site for details as they become available, as well as to view details of past R-SIG presentations /workshops. The R-SIG web site is at <http://www.kotesol.org/rsig/>. If you would like to join the R-SIG discussion forum please visit the following Yahoo Groups to register: <http://groups.yahoo.com/group/KOTESOLRESEARCHSIG/>. If you have any questions concerning the R-SIG, please contact the R-SIG facilitator, David D. I. Kim (email address available at the KOTESOL SIG web page: <http://www.kotesol.org/sigs.shtml>).

## Spirituality in ESL SIG

By Greg Brooks-English

The Spirituality SIG has been busy educating teachers on the power of storytelling in the classroom using the model of the hero's journey, illustrated by Joseph Campbell, which unifies all peoples through the power of myth. Also in our recent meetings, we explored what specifically distinguishes a spiritually-based teaching pedagogy from a religious one, moving from a culture centered around domination to one grounded in partnership.

The Spirituality SIG meets eight times annually, on the first Tuesday of every month from 6-8 p.m. in Insadong (not during vacation times: Jan.-Feb. and July-Aug.). Our next meeting features guest speaker Ruth Liddle, a professor at Dongguk University, who will discuss "Living Values Education in English Teaching," which was created by the United Nations and UNESCO in conjunction with the Bramha Kumaris.

For more information, contact Greg Brooks-English at [kotesolspiritsig@gmail.com](mailto:kotesolspiritsig@gmail.com), or call 010-3102-4343. Additionally, we are looking for members to recommend spiritually-minded English teachers who might want to give a talk about a subject of their choice.

## Young Learners & Teens SIG

By Jake Kimball

Our 3rd Annual Young Learners & Teens Conference, held March 10 in Daegu, was a success. Eighty to ninety enthusiastic teachers attended 12 workshops on a variety of topics. In addition, Jason Renshaw provided this year's plenary address, "Key Considerations in Designing Materials for Young Learners." We also had a very exciting prize giveaway at the conclusion of the

day. Many sought-after books and classroom games were given away, thanks to our sponsors.

To give you a better idea of what you may have missed, here is a breakdown of the event: The Kyungpook National University Program for the Gifted (Dr. Yae-sheik Lee), Making iBT Feasible and Interesting for Teens Through Innovative Materials Design (Yannick O'Neill), Games for New Teachers (Aaron Seymour), Stretching the Song in Teaching English to Young Learners (Elizabeth-Anne Kim), Preparing Materials for YL Camp: Classroom Language and Motivation (Aaron Jolly), Task-based Materials for Interactive Communication (Sara Davila), Karaoke in Your Classroom (David Deubelbeiss), Integrated Activities With Leveled Readers (Rilla Roessel), Materials Design for ESL/EFL Young Learners: What to Think About and Trying It Out (Dean Stafford), Making Meaningful Vocabulary Activities: Interactive Bingo (Andrew Finch), Travel Stories (Mariah Perrin), and Classroom Discipline: Tried and Trusted Methods (Louisa Kim and Aaron Seymour). Thank you all for your support!

Next spring, we will continue the tradition of holding a YLT conference, this time with a stop in Changwon, where the event will be co-hosted with Busan-Gyeongnam Chapter. The theme for next year is Testing and Assessment for Young Learners and Teenagers.

## Teacher Education and Development SIG

This Special Interest Group is searching for a new facilitator. Please contact Jake Kimball, [ilejake@yahoo.com](mailto:ilejake@yahoo.com), for more information.

## Writing & Editing SIG

This Special Interest Group is searching for a new facilitator. Please contact Jake Kimball, [ilejake@yahoo.com](mailto:ilejake@yahoo.com), for more information.

## KOTESOL Chapters

### Busan-Gyeongnam Chapter

By Todd Vercoe

New day, new location. This spring will see many new and hopefully exciting changes for the Busan-Gyeongnam Chapter. First of all, we will be changing our meeting dates. From now on, we will be having our meetings on the third Saturday of each month, March through June (July and August will, of course, be

vacation time). It is hoped that with this change to the third week, we will encourage more of our public school colleagues to attend our workshops and seminars.

In addition to the change in date, we will also be having a change of venue. Busan KOTESOL will be returning to our old home, ESS Foreign Language Institute in Nampo-dong. Though Dongseo University has been a great site for us to meet, many members have felt it was just a little bit out of the way and that returning to ESS will let people meet up at a central, downtown location close to cinemas and other entertainment venues for post-meeting frolicking. ESS is Korea's oldest foreign language institute, founded in 1960. It has a proud past and previous association with KOTESOL, and it is hoped that renewing these ties will be fruitful for both ESS and KOTESOL.

We are hard at work planning speakers and events for the coming months. It is our desire to bring in two speakers for each meeting to double your exposure to professional development. I hope to see you all at our new venue and on our new meeting dates.

### ***Cheongju Chapter***

*By Kevin Landry*

The Cheongju Chapter has been inactive during the winter months, but has monthly meetings planned, beginning in March. We received our membership dues share and will use the money according to the needs of our members. Come out to a meeting and make your voice heard. Check out the web site at [www.kotesol.org/cheongju/](http://www.kotesol.org/cheongju/) or send us an email at [cheongjukotesol@yahoo.com](mailto:cheongjukotesol@yahoo.com).

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

*By Sherry Seymour*

Our Chapter has kept busy this winter with plenty of presentations and socializing. In January, Jae-Young Jo gave us a glimpse into his classroom and some activities, animations, and pop songs he and his students have found rewarding. To celebrate the season and to welcome our new members, we went out for Italian cuisine after our last meeting.

A recent event the Chapter co-hosted was the YLT Conference on March 10th at Kyungpook National University (KNU). Coming up is the 3rd KNU-KOTESOL National Conference on June 2. This year's theme for the Conference is: "Motivating to Learn - Learning to Motivate," and it is about student and teacher motivation. Our next Chapter meetings will be on April 7 (speaker TBA), and on May 12, when Fred Stark will be presenting on Cross-cultural Pragmatics. Hope to see you there!

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

*By Josef Kerwin*

The Daejeon-Chungnam Chapter has its meetings the 4th Saturday of each month. The meetings alternate between Woosong Language Institute in Daejeon and Sun Moon University in Chungnam and are held from 2:30 to 5:00 p.m. The May meeting will be a drama festival in Daejeon, with time and place to be announced. (It will be held most likely at Woosong University or College.) In September, there are plans for a mini-conference similar to what was held last year; and in November at Sun Moon University, there are plans for a Thanksgiving meeting and dinner. Look for more on these events in the near future. As details unfold, they will be posted on the KOTESOL web site.

By the end March, we should have a provisional constitution for our chapter, which will be voted on by the Chapter membership at the November meeting, which is when we will also have our elections. This constitution, in brief, will benefit the Chapter and offer guidance to members and officers by providing an overview of Chapter operations and elective offices.

### ***Gangwon Chapter***

*By Chris Grayson*

Ongoing regular monthly workshops in Sokcho offer featured presenters and a casual forum for meeting with colleagues. Recent speakers have included Hye-won Lee, from Seoul, with a video presentation on the topic of "Drama and Dramatic Elements in the Classroom," and Ralph Sabio, from Wonju, on the theme of "How, When, and Why: The Pervasiveness of English in South Korea and Its Implications."

Watch for announcements on our web site (<http://www.kotesol.org/gangwon/>) regarding upcoming events. Note that our regular meeting date this year has changed from the first Saturday of the month to the second, to better serve our Korean members.

### ***Gwangju-Jeonnam Chapter***

*By Yeon-seong Park*

Close to three months have passed between our December and March gatherings. I know many of you have been busy with teaching and preparing for the next semester. In January, Gwangju-Jeonnam advisors and officers got together and planned the agenda for the spring semester.

For our March 10th workshop, we invited Mi-Gyong Kim to present on the theme of her Ph.D. dissertation, and after that we will hold elections for Chapter

officers. The Chapter President, Vice-President, and Treasurer were elected to an additional term while our new Secretary is Adela Oh. See the Who's Where in KOTESOL section of this issue for a complete list of Chapter officers.

Please join us for our Gwangju Spring Conference, "Stepping Toward Practical Goals in ELT." Our plenary speaker is Dr. Joo-Kyung Park of Honam University and a former president of both our Chapter and KOTESOL. The afternoon conference is on April 14 at Gwangju University's new library. There is an open call for papers until March 18.

On May 12, we have invited Eun-young Choi to present on "Learners' Experiences During Cooperative Learning in a College English Reading Classroom." Also Kathryn D'Aoust will lead an enriching demonstration lesson of "Yoga English." Venue details to be announced. On June 9, we will host a workshop on "Group Work in the Classroom" by Adriane Moser and Jon Reesor, with the venue to be announced.

Workshops start at 2:00 p.m. and include lesson plan sharing, networking opportunities, and a drawing for EFL materials.

## North Jeolla Chapter

By Ingrid Zwaal

North Jeolla Chapter has been hibernating this winter but we anticipate a busy spring. On March 10, we began the season with our monthly workshop. Our annual conference originally scheduled for April 7 has been rescheduled for May 19. Please note the change on your calendars. It will be held in the afternoon at Jeonju University's Truth Hall, with registration starting at 1:00 p.m. As the time of the conference comes nearer, there will be more details available. The theme of the conference is "Making the Grade - And Not Being Afraid to Fail." If you are interested in presenting at the conference, please contact Allison Bill at 010-6332-5191 or allison.bill1@gmail.com, and for more general Chapter information contact Ingrid Zwaal at scottietoy@yahoo.com or 011-650-2957.

## Seoul Chapter

By Jennifer Young

The past few months have been busy for Seoul Chapter. In December, Kira Litvin gave an interesting workshop on textbooks followed by the Chapter's annual Christmas party. This year, the dinner was an all-you-can-eat turkey buffet held at Suji's Restaurant. Dinner was subsidized for all chapter members. The dinner was attended by over two dozen KOTESOL members, including Dr. David Shaffer and Phil Owen, coming all the way from the far southern reaches of the Peninsula.

January's workshop was an ideas exchange, with most attendees presenting an idea or two. Minsu warmed the group up with an exercise in Burmese, which reminded us all what it is like to be a beginner student in an all-English classroom.

By the time you read this, our March 31 Conference, Bring the World to Your Classroom, will have already taken place at Soongsil University. We anticipate a strong turnout due to a line-up of popular speakers such as Kip Cates of Japan. Additionally, the executive elections was held at the Conference.

## Suwon-Gyeonggi Chapter

By Young Ki Kim

Chapter officers met on February 28 to make chapter plans for the coming year. A number of very good ideas were exchanged for the development of the Chapter. We have decided to have our first Chapter meeting in April and to find presenters in advance for not only the April meeting but for the other meeting of the year as well. Having the presenters for the whole year booked in advance will be very efficient for Chapter affairs. Each Chapter officer have been asked to find two or three possible presenters by the time of our next officers meeting March 18, when the main item on the agenda is drawing up this year's Chapter schedule of events. This preparatory meeting will do much in determining what our Chapter will be doing in 2007. 🌐

# Check the KOTESOL Web Site

For Chapter Meetings, Conferences, and SIG Activities.

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



# Who's Where in KOTESOL

Compiled by David E. Shaffer

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#### KOTESOL Proceedings 2006

**Jake Kimball, Editor-in-Chief.** ILE Academy, Daegu. [See National Officers section for contact details.]

**Dr. David E. Shaffer, Associate Editor.** Chosun University, Gwangju. [See National Officers section for contact details.]

#### The English Connection

**Jake Kimball, Editor-in-Chief.** ILE Academy, Daegu. [See page 4 for contact details.]

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## Who's Where in KOTESOL wants to keep current.

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## KOREA TESOL MEMBERSHIP INFORMATION

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

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

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

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

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

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

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

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

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

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