



KOTESOL
대한영어교육학회

THE ENGLISH CONNECTION

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

Using Affixes in the Classroom: Why, When, and How

By Peter E. Nelson and David D. I. Kim

Both Korean teachers of English and their native-speaker counterparts are faced with the difficult challenge of knowing and implementing helpful ways to teach English. In public schools, they must work within internal administrative guidelines as well as requirements of the Ministry of Education, and in private schools and language institutes, they must consider not only standards but also profitability, to ensure that their students (and often the parents) feel justified in continuing language instruction. To this, one must add personal considerations such as individual style, comfort levels, and

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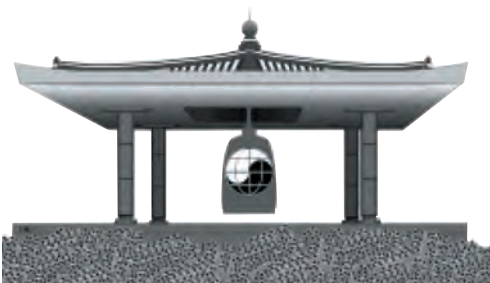
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Scott Miles

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Dr. Joo-Kyung Park



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

December 2007

Email us at KOTESOL@asia.com

Worlds of TESOL
April 2-5, 2008

TESOL 2008
The 42nd Annual TESOL Convention and Exhibit
New York, NY

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2008 KOTESOL Research Grants

For the purpose of promoting research among our members, KOTESOL is making available the following research grants for 2008:

1. At least two research grants of up 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. Applications due in the spring of 2008.
2. Five presentation grants of 200,000 won each for academic presentations to be presented at the 2008 KOTESOL International Conference. The research papers of these presentations must be published in *KOTESOL Proceedings 2008*. These grants are designed to encourage new researchers and build presentation skills. Applications due in early spring of 2008. Prepare now.

For further information, contact
Research Committee Chair David Shaffer at
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The *Korea TESOL Journal*, a refereed journal, welcomes previously unpublished practical and theoretical articles on topics of significance to individuals concerned with the teaching of English as a foreign language.

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



THE ENGLISH CONNECTION

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

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

The KOTESOL Galaxy



“**S**pace,” says the introduction to the *Hitchhiker’s Guide*, “is big. Really big. You just won’t believe how vastly, hugely, mind-bogglingly big it is.” Or so says the narrator in the film version of this popular book by Douglas Adams.

President’s Message

I might add, with only slight exaggeration: KOTESOL is big. Really big. You just won’t believe how vastly, hugely, mind-bogglingly big it is. Okay - KOTESOL is not quite as big as the whole galaxy, but it is much bigger than most of us usually think.



Philip Owen
Korea TESOL President

Most of us spend time in chapter activities, or on a committee or two. We see our corner of KOTESOL, and hopefully, that corner helps us learn and grow as language teaching professionals. But these isolated views of KOTESOL can lead us to think that all of KOTESOL is just like the little corner we see and are accustomed to.

But we should remember that KOTESOL is big. Really big. Our big universe can run itself; it just keeps expanding and going along. But a big organization like KOTESOL needs the attention of leaders and members to make everything go. Nothing would happen if some very dedicated people didn’t do the required planning or a little extra work. We all benefit from the work these volunteers do. But some of these individuals are getting a little tired and could use a little help. Likewise, there are a few projects waiting to get done because we haven’t had anyone to see them through.

To this end, I would like to say that in 2008 we will be putting together more developed volunteer opportunities: matching jobs to be done in KOTESOL with the time, talents, and interests of KOTESOL members. If we work together, we will be able to stop over-working a few good people.

Please think about what you like to do and how that might fit into helping KOTESOL. Keep your eyes open for a chance to add your little bit of time and talent to the “vastly, hugely, mind-bogglingly big” KOTESOL mix, and we’ll all end up with a better organization.



KOTESOL 2008:
The 16th Annual Korea TESOL International Conference
Responding to a Changing World
Seoul: October 25-26, 2008

Call for Presentations

Korea TESOL encourages teachers and scholars to consider what it is about the contemporary ELT environment that drives change in the classroom, and to present their responses before 900 of their colleagues at our 16th annual international conference in Seoul, October 25-26, 2008.

The changing world reflects change in learners, social issues, educational settings, and even in language itself. This is not to say that the principles and values of 50 years ago are no longer valid, but that teachers have much more to consider in selecting their teaching approach.

Sub-themes for this year's conference include:

- * Global Englishes
- * English for Specific Purposes
- * Genre Studies
- * Internet English
- * Global Issues for Language Learning
- * 21st Century Learning Preferences/Styles
- * Content-Based Instruction
- * Technology-Enhanced Instruction
- * Facilitating Learning in the Classroom
- * Intercultural Communication
- * Innovative Methodologies & Approaches
- * Others related to the general theme

Presentation proposals that address the above sub-themes will be given preference in the vetting process. Presentations should also fit one of these target audiences:

- A. "How-to Basics" Sessions** (Building the basics for beginning teachers; practical sessions)
- B. "How-to Plus" Sessions** (Building on the basics for experienced teachers; practical sessions)
- C. "Research and Theory" Sessions** (Research-based and theoretical sessions)

Presentation Proposal Submission Deadlines:

Primary Deadline: March 7, 2008 (Receive vetting preference)

Secondary Deadline: May 2, 2008.

Submission by webform only. Instructions available at:

Conference Web Site: <http://www.kotesol.org/?q=IC08>

Email inquiries to: KOTESOL_ic08@yahoo.com

International participation encouraged.

All presenters must be current KOTESOL members
when they pre-register for and during the Conference.

Merry Christmas, Happy New Year!



From all of us at *The English Connection*, happy holidays! As 2007 closes and 2008 rolls in, we bring to you a 44-page stocking stuffer. First, to all of our readers, thank you. I hope that *The English Connection* has satisfied your professional needs throughout the year and that it has been educational and entertaining. Secondly, I would like to recognize all of the *TEC* contributors who spent an enormous amount of time writing articles, editing papers, compiling information or data, sending us constructive criticism, and generally burning large supplies of midnight oil to produce this publication. Your contributions are greatly appreciated.

Look at What's Inside

- **Peter Nelson** and **David Kim** have co-written this issue's feature. They discuss how learning affixes (prefixes and suffixes) helps students build a more extensive vocabulary more effectively and efficiently.
- Incoming KOTESOL President **Philip Owen** introduces himself and his 2008 agenda in *President's Message*. Phil briefly shares his mission to get more members involved in the operation of our increasingly larger and more nebulous organization. The *Presidential Memoirs* series continues with an overview of **Joo-Kyung Park's** term in 1996-1997. Dr. Park was the fourth KOTESOL president. In **David Shaffer's** *Membership Spotlight*, **Scott Miles** takes center stage.
- In *Training Notes*, **Douglas Margolis** outlines factors that make learning grammar difficult and provides a framework for teaching grammar more effectively. **Mike Duffy** offers us a glimpse into the life of **Jeremy Harmer**, with an interview conducted at the International Conference.
- In *Materials Design*, **Andrew Finch** differentiates between pedagogic and authentic tasks. In *Young Learners*, **Jake Kimball** offers a technique to improve children's speaking fluency, and then reviews the book *Five-Minute Activities for Young Learners*. In **David Shaffer's** *Word Whys* column, he answers questions about the nature of apostrophes. Then, in *Grammar Glamour*, **Ksan Rubadeau** discusses the nuances of *wishes* and *hopes*.
- **Roger Fusselman** details his lesson plan for teaching *so ... that* constructions in *Techniques*. In his *Web Wheres* column, **Joshua Davies** offers readers suggestions for free resources available on the Internet. **Robert Kim** suggests strategies and techniques for improving reading comprehension in *Members' Forum*. And in *FYI*, **Jake Kimball** promotes the use of interactive forums on KOTESOL's new web site.
- In other news, we have four conference reports. **Sherry Seymour** summarizes KOTESOL's 15th International Conference; **Lucy Yunsil Lee** informs us about Daejeon-Chungnam Chapter's fourth Annual Autumn Symposium & Thanksgiving Dinner; and **Rob Dickey** sums up his experience at PALT, the Philippine Association for Language Teaching's 3rd International Conference; **Brian Heldenbrand** writes about the ETA-ROC International Conference held in Taiwan. In *'Round and About KOTESOL*, read about members' personal and professional successes. We invite you to send in your own notable achievements for the next issue. In *KOTESOL In Action*, chapters and special interest groups report on their respective activities since September. We also have various notices for upcoming conferences in *Corea Calendar*, *KOTESOL Kalendar*, and *World Calendar*. Finally, 2008 research grants will soon be available. Think about submitting a proposal.

From the Editor's Desk

Jake Kimball, Editor-in-Chief



Consider making *The English Connection* your next step in professional development. Submit an article, write a book review, or simply voice your opinion in *Members' Forum*. This is your publication, and it is the perfect vehicle for getting more involved in KOTESOL.



Continued from page 1.

inventive ways to initiate and maintain student interest. Good teaching must therefore comprise elements of knowledge and production carefully blended within narrow constraints. In essence, the challenge is to maximize student recall and performance in an effective way.

What to teach, and how to do it well, is therefore a balanced combination of goals, bureaucratic fiat, teacher capability, student receptivity, and applied knowledge. Within this mix, teachers must decide what emphasis should be given to vocabulary acquisition and usage, and whether this is better done through a systematic approach - which if done incorrectly can be tedious and boring - or in context, as the need arises and with specific applications. Further, the overall teaching philosophy and method must be considered, since the resulting techniques, outcome, and applications may vary greatly. In this regard, an instruction method such as rote learning may differ substantially from newer approaches such as Communicative Language Teaching. Given the importance of vocabulary acquisition to all forms of comprehension and communication, deciding what to do and how to do it well are as important to students as their knowledge of grammar and appropriateness.

Part of the rich diversity of English is traceable to its extensive use of affixes.

Advantages

The thrust of this article is that the teaching of affixes (prefixes and suffixes) is a direct and effective way to build extensive vocabulary, and that the different ways to do so provide classroom variety and relevance. Part of the rich diversity of English is traceable to its extensive use of affixes, which greatly supplement word roots by transforming them. For example, the Latin root *vac* (empty) can be modified by the prefix *e-* (out/away from) and by the suffix *-ate* (to do/make) to form *evacuate*. Further, while these examples are common to standard speech and writing, more specialized applications such as *vaccine* and *vacuum* illustrate how the modification of roots can be extensively applied to specialized fields such as medicine and physics. Working knowledge of affixes, then, assists students by enabling them to experience vocabulary not only in specialized forms such as technical applications, but also by extension to broader uses when communicating.

Affixes also assist learners because there are relatively few of them, and because they are short, generally limited to one or two syllables. For instance, knowledge of 200 prefixes and 200 suffixes will greatly extend one's vocabulary and range of usage, often to thousands if not tens of thousands of new words. The

prefix *dis-* (opposite), for example, covers several pages in standard dictionaries (e.g., *disembark*, *disconnect*), while the suffix *-ness* (quality or condition) may be applied to many adjectives to form nouns such as *happiness*, *kindness*, *sadness*, *nervousness*, *selfishness*, and so on. For teachers and students interested in etymology and specialized applications, the Greek or Latin origin of commonly used affixes, and grammatical rules regarding their usage, provide both a systematic approach and a basis for word extension.

Although knowledge of prefixes and suffixes is important and relatively easy to acquire, the teaching of them in Korea is neither targeted nor systematic. ELT education from elementary to high school is overseen by the Ministry of Education, which issues broad guidelines including core vocabulary but does not regulate how individual words are introduced to students or precise testing methods for them. In essence, these decisions are left to individual schools and teachers, understandably producing variability. Equally important is the dearth of academic research on this subject in Korea and even abroad, so teachers may not readily learn useful ways to perk student interest and enhance recall and use. While these are challenges, they also allow considerable scope for individual initiative, including different ways to introduce affixes and determine whether their efforts are fruitful.

Applications in the Korean Classroom

If a strong argument can be made for the teaching of affixes, the main question for teachers concerns the best ways to do so. Their evaluation may include the following elements:

1. Context. The fast-track method is via word lists, perhaps based on alphabetical ordering. However, most teachers realize that rote learning, however systematic, is essentially boring, while decontextualized presentation may contribute to recall but not explanation or competent application. The short-term advantage is that much material can be covered quickly, and Korean students are familiar with this method of instruction. Accordingly, many teachers will initially choose a pattern of rote learning followed by context-based activities, such as giving examples, where targeted affixes can be put into meaningful sentences by students.

2. Timing. A major advantage is that the introduction of affixes is not regulated by the Ministry of Education. This condition provides a unique opportunity for teachers to "slip in" affixes in brief scheduled periods, or perhaps when there are a few spare moments. Teaching a suffix like *-ness*, for instance, may take only 2-3 minutes, while a cumulative number of 100 words throughout a semester may greatly add to students' vocabulary and word association ability in English.

3. Prioritization. Lists of affixes are readily available

in bookstores and over the Internet, enabling teachers to prioritize based on their knowledge of everyday usage, level of difficulty, subject matter studied, and so on.

4. Gradations. Since most affixes are short and can be learned individually, teaching them is not “layered” in that students must have extensive base knowledge before they can progress. This feature encourages teacher and student flexibility. One can, for instance, spend several mini-lessons on frequently used prefixes, and later include common suffixes. They can easily mix affixes, or relate them to a common theme such as emotions or numbers. Their discrete nature enhances quick learning while providing diverse selection and teaching opportunities.

5. Testing. This is also an independent feature related to classroom characteristics and teaching objectives. Assessment need not exist at all in a formal sense; it may be informal (such as follow-up questions illustrating the studied words in context); it may be used indirectly, as in homework assignments; or it may be formal and part of the evaluation structure, as in word lists.

The above points highlight the flexibility and opportunities for teaching affixes, especially because they are neither required nor formally/systematically presented within Korean education.

The teaching of affixes in Korea is neither targeted nor systematic.

Implementation

While diversity is evident when teaching affixes, an overall approach for different classroom levels may be based on specificity of subject matter. The following are suggestive only.

1. Elementary School: Focus on Word Games and Pictures. Korean elementary students are required to study English starting at Grade 3, but initially only for one hour per week and with a focus on listening. Although they learn specific vocabulary, there is no focus on affixes per se, which enables teachers to extend vocabulary by including prefixes and suffixes that complement listed words (e.g., *tele-* is added to *vision*), and by introducing them independently. In both instances, word games are suggested as a component of instruction, perhaps by picture complements. For example, the numerical prefixes *uni-*, *bi-*, and *tri-* may be shown by pictures of a unicycle, bicycle, and tricycle, as in a circus, or by realia where appropriate (such as holding up one, two, or three balls). An alternative is to include affixes in a specific series, based perhaps on the alphabet (e.g., *ad-*, *anti-*,

archi-) or those commonly used in speaking (e.g., *-ed*, *-ent*, *-ly*).

The important aspect is context: Students need sufficient opportunity to learn not only what the affixes are, but also how they relate to base words and underlying concepts. Given students’ age and preliminary exposure to ESL, this may be done initially by using games. For example, students may do a gap activity in which they hear or see simple numerical prefixes (e.g., *deci-*, *milli-*, *micro-*) and then match them with corresponding numbers (10, 1000, 1,000,000) on a sheet or chorally. Following this pattern, in later years they may use more complex units such as *nano-* (one billionth) or *pico-* (one trillionth), which will assist their learning of the metric system.

2. Middle School: Games and Association Lists.

In middle school, students have generally had three years of English and have hopefully acquired both a working vocabulary and key grammar. Given this, teachers can introduce affixes via structured, progressive, and more formal approaches. While games may still be useful in stimulating and retaining student interest, teachers may want to explore using word association lists such as suffixes in fields of study (e.g., *audiology*, *toxicology*), states or conditions (e.g., *graduation*, *inhalation*), or characteristics (e.g., *capable*, *suitable*, *accountable*). The important aspect is that students’ expanding knowledge base encourages both specificity and variety, so teachers can include structured study procedures alongside informal techniques.

3. High School: Targeted Vocabulary.

Higher education in Korea is reliant upon the college entrance exams, and both students and teachers focus on rote learning that is often restricted to pertinent facts. Language teachers may be constrained in terms of materials used, and by administrative, parental, and student expectations, but they can take advantage of their situation by introducing vocabulary that is related to examination subjects. For example, they can highlight affixes frequently used in reading comprehension tests; they can show how affixes relate to Greek or Latin word bases (e.g., *-sphere* = ball: *biosphere*, *hemisphere*), and they can select them according to academic subjects taught, such as biology, geography or geometry. Since students are familiar with and steadily work within a testing environment, teachers can structure affix acquisition using, say, multiple choice or cloze exercises. Task-based learning (TBL) activities may also be included.

The important point is relevance from the students’ perspective. They correctly view their time as limited and tightly focused on critical academic subjects. The teaching of affixes not directly related to their intellectual framework may be seen as an unnecessary luxury, so the teacher’s challenge is to show how learning them can help students attain a higher score.

In this regard, a highly structured approach may be preferable and seen as utilitarian, albeit tedious.

4. University and Extended Learning: Tailored Activities. The diversity and intensity of subjects beyond high school may preclude techniques used earlier. ELT instructors commonly work in departments of English or English Education, in language institutes, in employee training programs for large corporations, or in testing seminars. In these environments, both time and materials may be controlled tightly and cannot be adjusted easily, or students may feel that supplemental information essentially detracts from their major learning objectives. Given these anticipated restraints, teachers must carefully consider their students' perspective. They may select affixes based solely on application, focusing on key words and showing how they are used in context. The key is focus: knowing which affixes to include and justifying their selection. "Fun" activities like word games may be seen by students as wasting their time, and formal assessment may be viewed as an added, unnecessary burden.

Knowledge of 200 prefixes and 200 suffixes will greatly extend one's vocabulary.

Conclusion

Despite the lack of research¹ regarding the teaching of affixes in Korea, the ELT instructor interested in doing so has a wealth of readily available information. A major source is the Internet; for example, by typing *Affixes*, *Teaching Affixes*, or related word combinations into a Google or other search engine, tens of thousands of web sites flash on the computer screen. These include word lists, derivations, games, interactive techniques, and much more. Using this tool, teachers can quickly and comprehensively identify core vocabulary, methodology, and useful applications, most of which can be adjusted to one's goals and student level.

Second, academic sites such as Michigan State University's Learning Resources Center (www.msu.edu/~defores1/gre/roots/gre_rts_afx3.htm) often highlight hundreds of frequently used prefixes and suffixes, and in many instances give their derivations or explain their importance. Teachers may opt to compile their own lists from these, or perhaps refer students to them for homework assignments or related activities.

Third, ELT bookstores abound in Korea, enabling teachers to examine vocabulary in assigned textbooks or in supplements. They may also want to check publishers' lists, including integrated textbooks and research materials. And, of course, source books such as dictionaries may further explain how affixes can be

used, but one must often know which affixes to choose beforehand.

Last, some books are intended solely for testing purposes (usually in the USA) and frequently contain both affixes and word roots. Their major advantage is that they are designed for students at different age and learning levels, including high school (Preliminary Scholastic Aptitude Test, PSAT), college (Scholastic Aptitude Test, SAT), graduate school (Graduate Record Exam, GRE), specialized applications (e.g., Law School Admissions Test, LSAT), and of course, TOEFL, TOEIC, and even IELTS exams. These manuals are valuable because they have sections on reading, writing, and specific vocabulary, so teachers can quickly determine what is expected of test applicants as well as examine the relationships of affixes to test criteria. Since many Korean students will later take the tests in order to enter foreign schools, teachers in essence provide a double learning bonus.

Prefixes and suffixes are an important component of standard English, and when used correctly, greatly multiply core vocabulary and word comprehension. Since they are not regulated in Korea by the Ministry of Education, teachers in public schools and in specialized learning environments can introduce them how and when they see appropriate. The rewards can be substantial, greatly adding to one's education experience.

Endnote

1. Studies in Korea focusing on affixes have been limited to linguistic fields such as syntax. A search of the three leading Korean academic journal databases (DBPia, KERIC, KISS) failed to yield affix acquisition or corpus frequency analyses research. An online search of the Education Resources Information Center (ERIC) for North America yielded similar negative results.


Reference

Nelson, P. E., & Kim, D. D. I. (2007). Testing for prefixes and suffixes: Classroom research and Korean university students. *TESOL Forum*, 1(1), 59-76.

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Term 4: Concentrating on Professional Development

By Joo-Kyung Park, KOTESOL's Fourth President

On October 27, at the closing of the 1996 Korea TESOL Conference held at Sejong University, I became the fourth president of Korea TESOL, making me the very first woman still in her thirties to become the president of a national ELT organization in the history of Korea. It clearly shows how unique Korea TESOL is: You can serve the organization in any position if you have the ability and the willingness to share it with others, regardless of your gender, age, regional background, or the many other factors that often function as stumbling blocks in Korea's traditional society. This openness, though initially quite unfamiliar within Korean society, drew to Korea TESOL many gifted and talented members and officers with diverse personal and professional backgrounds, many foreigners but Koreans as well.

Due to the great efforts made by my two predecessors, Dr. Jeong-ryeol Kim and Dr. Oryang Kwon, the reluctance of Korean ELT professionals to participate in Korea TESOL's unfamiliar openness had been minimized, yet increasing Korean participation remained one of the biggest challenges facing the organization. As the new president, I therefore wanted to make a breakthrough in this particular area by setting three goals for Korea: first, to support individual member's professional development; second, to pursue organizational development; and third, to contribute to the nation and our profession, TESOL in Korea. The three goals are interrelated hierarchically, as the first is a prerequisite to the success of the second, which in turn leads to the third. Most of all, I believed that it was the way to grow Korea TESOL as a truly professional ELT organization that any committed ELT professional would desire to join.

The first issue of TEC was published with very impressive content and style.

The first goal, individual members' professional development, was achieved very successfully through varied activities, meetings, and conferences held at the chapter and national levels. During my term, we had six chapters - Seoul, Jeolla, Busan, Daejeon, Daegu, and Jeju, and two national special interest groups (Global Issues SIG and CALL SIG), as well as a teacher

development group within the Seoul Chapter. The monthly meetings hosted by the Chapters and SIGs nurtured members by providing hands-on teaching tips and skills, along with intercultural understanding - indispensable ingredients for professional English teachers. Two "mini-conferences" hosted by Jeolla and Busan Chapters in February and May, respectively, were even greater intellectual feasts - in terms of both quality and quantity of their offerings for the participants. At the Jeolla Chapter Mini-Conference held at Chonnam National University, I emphasized in my plenary talk that KOTESOL is the only open forum in Korea for Korean and foreign teachers to work together for their own individual professional development and cultural sensitivities. KOTESOL was indeed a place where teachers from all teaching levels, including elementary, middle and high school, university, and private institutes shared and exchanged their experience and expertise. Korea TESOL was also perceived by many people to be the most active and "alive" organization for English teachers in Korea.

The second goal, organizational development, was achieved through three projects that were being carried out during the years 1996-97. First, *The English Connection* (TEC), then a bi-monthly newsletter, was born in 1997. The first issue of TEC was published in May with very impressive content and style, followed by the July, September, and November issues. Under the strong leadership of Dr. Jeong-ryeol Kim, Editor-in-Chief, the wit, talent, and passion of the publication staff flourished on each page of the newsletter. The staff included Robert Dickey (Articles, Calendar), Carl Dusthimer (Chapter Reports), Demetra Gates (National Conference), Jeanne E. Martinelli (Cultural Corner, Name That Member), Kari Kugler (Pan Asia), Kiama Robinson (Techniques), Steve Garrigues (FAQs), Gina Crocetti (Book Reviews), and Greg Wilson (layout).

Just prior to the appearance of TEC, the final issue of our former newsletter and very much wannabe journal was published in January 1997. Volume 4, Number 1 of *Language Teaching: The Korea TESOL Journal* looked very little like any of its previous issues. Though

Presidential Memoirs

Series Editor: David E. Shaffer

light in weight and spindly in appearance, the publication had transformed into a simple academic journal within a newsletter format. It consisted of three research articles written by Susan L. Niemeyer, Susan Truitt, and Thomas Farrell, one report of an interview with Dr. Oryang Kwon on the soon-to-begin primary school English instruction, and a summary of global issues resources by Kip Cates. This newsletter gave birth to two KOTESOL publications: *The English Connection*, whose first issue came out in May, and our first full-fledged academic journal finally appeared in 1998 as *The Korea TESOL Journal*, with Editor Thomas Farrell at the helm.

Korea TESOL was perceived as the most active and “alive” organization.

The second organizational development project was to strengthen our existing chapters and SIGs and establish new ones. In addition to existing chapters in Seoul, Busan, Jeolla, Daejeon, and Daegu, Jeju became an official chapter of Korea TESOL in May 1997. Among the SIGs, the Teacher Education and Development SIG was actively at work, thanks to its ever-passionate facilitator Greg Matheson.

The last project was to make our annual conference a success and to do some groundwork for hosting the 2nd Pan-Asian Conference (PAC2) to be held in Korea in 1999. The 1997 Korea TESOL Conference was held at the Education and Cultural Center in Gyeongju on October 3-5 with the theme *Technology in Education: Communicating Beyond Traditional Networks*. Despite all the worries about taking our annual showcase out of Seoul and out of a university, the Conference in the ancient capital of Shilla was a huge

success due to the hard work and efficient coordination of Co-chairs Kari Kugler and Demetra Gates. It featured 132 presenters from 12 countries and attracted close to 700 participants. The invited speakers included Alan Maley, David Nunan, Jack Richards, Carolyn Graham, Julia ToDutka, Tim Grant, and Angela Llanas. Among the guests attending were our PAC associate representatives from JALT, ThaiTESOL, and ETA-ROC, and quite a number of presidents and council members of Korean ELT associations, including KATE, KOSETA, KAPEE, PETA, HETA, and KAMALL, whose participation greatly helped to strengthen their relationship with Korea TESOL.

In order to achieve the last goal I set - contributing to the development of Korea and our profession, TESOL - I suggested that we identify major issues and problems concerning ELT in Korea and find ways in which Korea TESOL could serve in solving them. The problems included teaching English as a means of passing the college entrance exam, students' perception of and motivation to learn English, teaching English to children, and teacher education for both Korean and foreign English teachers. We as an organization, and as individual TESOL professionals, have served this nation and our profession by sharing our thoughts, skills, and visions with others through conferences and publications. In this sense, there is no doubt that the last goal was also successfully achieved, though it should be continuously pursued.

The year 1997 was one of the busiest and most productive years of my life, as I had the privilege of serving as the president of Korea TESOL, an organization whose scope and activities within and beyond Korea had expanded in leaps and bounds in such a short period. I presented at major international conferences as a Korea TESOL delegate, including the 1st Pan-Asia Conference, held in Bangkok, Thailand, on January 5-7; TESOL '97, held in Orlando, Florida, USA, March 11-15; and the 2007 ETA-ROC International Symposium, held in Taipei, November 14-16; as well as at various meetings and conferences held in Korea.

The success story retold here was created by a highly energetic, enthusiastic, and efficient group of people that I am grateful to have been able to work with. They included Profs. Kari Kugler and Demetra Gates (Conference Co-chairs), Dr. Oryang Kwon (Immediate Past President), Prof. Carl Dusthimer (1st Vice-President), Dr. Sang-Do Woo (2nd Vice-President), Prof. Rachel Phillips (Secretary), Dr. Young-Mi Kim (Treasurer), Dr. Jeong-ryeol Kim (Pan-Asian Conference Chair and Publications Chair), Prof. Jack and Mrs. AeKyoung Large (Membership Coordinator and Finance Committee Chair), Tony Joo (Associate Member Liaison), and Profs. Robert Dickey and Greg Wilson (program layout). Chapter presidents and all the members also deserve my sincere thanks. The success story goes on, and will continue to go on, as old and new love affairs with Korea TESOL continue.

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	2001-01
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	2006-07
Philip Owen	2007-

The Author



Joo-Kyung Park received her PhD in Curriculum and Instruction, specializing in ESL/Bilingual Education from Texas A&M University. She has taught for over 20 years at the university level, and since 1993, she has been involved with teacher education programs as program coordinator and teacher trainer. Having developed an English immersion program for secondary school teachers, the English Experience Learning Center at Honam University, and the first Korea-Japan English camp in the Gwangju-Jeonnam region, she has been promoting English immersion programs that can cater to the specific needs of Korean learners and teachers of English.

In addition to being president of Korea TESOL (1996-1997), Dr. Park has served as Pan-Asia Journal Korea editor,

Korea TESOL Journal Editor-in-Chief and Editorial Board Member, and KOTESOL Research Committee Chair. She has also served on several committees and councils for other ELT organizations in Korea, including Asia TEFL, KATE, HETA, PKETA, KAFLE, KAPEE, STEM, and ETAK.

Dr. Park has presented at major ELT conferences held in the US, the UK, Canada, Australia, and many Asian countries and has frequently been an invited speaker at the conferences held in Korea. Her professional interests include teacher education, teaching pronunciation/speech, and intercultural communication. Recent interests include critical pedagogy and English immersion program development for Asian learners. Currently, she is an associate professor in the Department of English Language and Literature at Honam University. Email: english58@hanmail.net



KOTESOL Kalendar

Compiled by Jake Kimball

Conferences

Mar 15 '08 Gwangju-Jeonnam Chapter & 21st Century Association of English Language and Literature Joint Conference. Honam University, Gwangju. Contact Dr. Joo-Kyung Park: (Email) english58@hanmail.net

Mar 29 '08 Seoul Chapter Annual Conference: "Share Your Expertise: Teachers Helping Teachers." Contact Bruce Wakefield: 019-808-5332, (Email) bruce_wakefield@hotmail.com

Calls for Papers

Ongoing. Korea TESOL Journal, Vol. 11. (Email) wsnyder7@gmail.com

Chapter Meeting/Workshops

- 1st Saturday of the month:** Daegu-Gyeongbuk Chapter.
- 2nd Saturday of the month:** Gwangju-Jeonnam, North Jeolla, and Gangwon Chapters.
- 3rd Saturday of the month:** Seoul, Busan-Gyeongnam, Jeju, and Suwon-Gyeonggi Chapters.
- 4th Saturday of the month:** Daejeon-Chungnam Chapter
- Last Saturday of the month:** Cheongju Chapter.

☐ For monthly meeting details, check individual chapters' event schedules at www.kotesol.org/chapters.shtml



Corea Calendar

Compiled by Jake Kimball

Conferences

Dec 1 '07 Global English Teachers' Association (GETA) Annual Conference: "Theory and Practice in Vocabulary Learning and Teaching." Chonnam National University, Gwangju. Plenary Speakers: Paul Nation, Rob Waring. (Web) <http://www.geta.re.kr>

Dec 8 '07 The Korea Association of Foreign Language Education (KAFLE) Annual Conference: "Current Situations and Desirable Future Directions in Foreign Languages Education in Korea." Soongsil University, Seoul. (Email) pjeon@ssu.ac.kr (Web) <http://www.kafle.or.kr/>

Jan 19 '08 The Korea Association of Primary English Education (KAPEE) 2007 Winter Conference: "Literacy and Evaluation in Primary English Education." Daegu National University of Education, Daegu. (Email) kapee2007@gmail.com (Web) <http://www.kapee.org/>

Jul 4-5 '08 Korea Association of Teachers of English (KATE) 2008 International Conference: "Incorporating Global Issues in English Education: Contents, Methods, and Materials." Busan. (Web) <http://www.kate.or.kr> **Call for Papers: December 31 '07.**

Jul 21-26 '08 The 18th International Congress of Linguists: "Unity and Diversity of Languages." Korea University, Seoul. (Email) cil18@cil18.org or ihlee@yonsei.ac.kr (Web) <http://www.cil18.org>

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



'Round & About KOTESOL

• October

William Roger Jones (Jeju Chapter) has recently published a historical novella with Ye-mi Kwon. *Beyond Harvard*, a 136-page rags-to-riches odyssey, takes the reader from Mississippi to Harvard, Thailand, New Orleans, and the hospital. Published by Xlibris Corporation.

Seamus O'Ryan (Gangwon Chapter) has been elected Chapter President. He is replacing Chris Grayson, who served Gangwon Chapter as president for three years. (For the full list of the newly elected Chapter officers, see Who's Where in KOTESOL, this issue.)

Alex Johnson (Daegu-Gyeongbuk Chapter) is now a father. On October 14, 2007, in Daegu, Erin Yoonah Johnson was born at 7:27 after 20 hours of labor. She weighed 2.5kg at delivery and has been gaining weight rapidly. Everybody says that she looks just like her father, but Alex can't decide if that is a good thing or not. This is the first child for Alex and his wife Ji-yeon.

KOTESOL Meritorious Service Awards were presented this year on Oct. 28th at the Annual Business Meeting following the International Conference by outgoing President Marilyn Plumlee to 19 recipients:

Allison Bill	Donald Rikley	Tory Thorkelson
Sean O'Connor	Calvin Rains	John Phillips
Dr. Bill Snyder	Dr. Kyungsook Yeum	Heidi Vande Voort Nam
Todd Vercoe	Mary-Jane Scott	Dr. Yeonseong Park
Ingrid Zwaal	Chris Grayson	Josef Kerwin
Linda Fitzgibbon	Hwakyung Lee	Deborah Tarbet
Dr. Robert Snell		

KOTESOL Outstanding Service Awards went to five KOTESOL members:

Gye Hyoung Yoo	Conference Committee Chair
Phil Owen	1st Vice-President, ConComm Registration Chair
Dr. Steve Garrigues	Daegu Chapter President, Nat'l Conference Co-chair
Dr. Andrew Finch	National Conference Co-chair
Herrie Lee	ConComm Publicity Chair

The KOTESOL President's Award, KOTESOL's most prestigious service award, was presented to an unprecedented four members this year:

Joshua Davies	KOTESOL Webmaster
Dr. Robert J. Dickey	Organizational Partners Liaison
Jake Kimball	2nd Vice-President, TEC & Proceedings Editor-in-Chief
Dr. David E. Shaffer	Treasurer; Research, Publications, & Conference Cmtes.

The President's Plaque was bestowed by incoming President Philip Owen upon outgoing President **Dr. Marilyn Plumlee** for "her thoughtful and inspiring leadership as President of Korea TESOL."

National Election results were also announced at the October 28th ABM. The newly elected officers for 2007-08 are:

First Vice-President: Tory Thorkelson	Treasurer: David E. Shaffer
Second Vice-President: Jake Kimball	Secretary: Dionne Silver
Conference Committee Co-chair: Louisa T. C. Kim	
Nominations & Elections Comm. Chair: Aaron Jolly	

Philip Owen, First Vice-President for 2006-07, succeeded to the Presidency for the coming year. (For the full list of the 2007-08 National Council, see Who's Where in KOTESOL, this issue.)

• November

Brian Heldenbrand (North Jeolla Chapter) has attended ETA-ROC 2007, 16th International

Symposium on English Teaching, as the official KOTESOL representative. This year, our PAC associate's conference was held in Taipei on November 9-11. (For more, see the ETA-ROC 2007 Report, this issue.)

Maria Lisak (Gwangju-Jeonnang Chapter) was presented with the Gwangju-Jeonnang Chapter Service Award at the chapter meeting on November 10th. The award particularly acknowledged her four years as Chapter Conference Chair and two years as Chapter President.

Dr. Changyong Yang and Peter Mazur (Jeju Chapter) were elected as the newly activated Chapter's co-presidents at the November 17 chapter meeting. Jeju Chapter is the only chapter to have a dual-president system. (For the full list of the newly elected Chapter officers, see Who's Where in KOTESOL, this issue.)

Scott Miles (Research Comm. Member) has published a new reading coursebook with Macmillan Publishers. *Essential Reading 3* (160 pp.) is part of a four-book series for which Scott has also served as series editor (For more on Scott, see Membership Spotlight, this issue.)

Todd Vercoe (President, Busan-Gyeongnam Chapter) honorably represented KOTESOL as our official representative to the JALT 2007 conference (November 22-25) entitled "Challenging Assumptions: Looking In, Looking Out." In addition to getting a preview of the PAC 7 venue at the National Olympics Memorial Youth Center, Mr. Vercoe served as a panel member in the JALT 2007 International Forum, consisting of representatives from Japan, Russia, the Philippines, Taiwan, Thailand, and Bangladesh, along with KOTESOL. The forum was able to compare and explore the EFL experience in different nations. (For more, see the JALT 2007 Report, this issue.)

Robert Capriles (Daejeon-Chungnam Chapter) has been elected as the new Chapter President. Election results were announced at the Thanksgiving Dinner following the Daejeon-Chungnam Chapter / Global Issues SIG Symposium held on November 24th. (For the full list of newly elected Chapter officers, see Who's Where in KOTESOL, this issue.)

• December

Henri Johnson (North Jeolla Chapter) was elected as the new Chapter President at the Chapter's December 1 workshop. Henri is succeeding Ingrid Zwaal, who served as president for two years. (For the full list of the newly elected Chapter officers, see Who's Where in KOTESOL, this issue.)

Robert J. Dickey (Conference Comm. Chair, OP Liaison) attended PALT 2007, the Philippines Association for Language Teachers' international conference, in Manila on December 4-6 as KOTESOL's official representative to the PAC partner's conference. During the conference, Prof. Dickey participated in a panel discussion on "Focus on Testing" along with Prof. Adrian Palmer and Prof. Sterling Plata. (For more, see the PALT 2007 Report, this issue.)

Kyung-Ae Oh, Kara MacDonald, and Jocelyn Graf (Seoul Chapter) have been selected as the awardees of the second KOTESOL research paper grant for 2007. Their winning proposal was entitled "*Hagwon Mothers' and Korean Teachers' Views of Teachers' Qualifications.*" Prof. Oh teaches at Soongsil University, and her co-researchers are at Hanyang University. Their research is to be completed within a year.

Jerry Foley (Busan-Gyeongnam Chapter) was elected President of his Chapter at their December 15 meeting. Jerry is succeeding Todd Vercoe, who served as President for two years. (For the full list of the newly elected Chapter officers, see Who's Where in KOTESOL, this issue.)

Dr. Heebon Park (Daegu-Gyeongbuk Chapter) has been accepted to the PhD program in the Department of Drama: Theatre, Film, Television at the University of Bristol, one of the most renowned drama departments at any university. It will take three years to complete her studies for her second PhD, which begin on January 9, 2008. Her focus will be on modern British drama, in particular, intertextuality and media hybridization in Tom Stoppard's stage plays.

[Compiled by David E. Shaffer]

Five-Minute Activities for Young Learners

Penny McKay and Jenni Guse
Cambridge: Cambridge University Press, 2007
Pages: 155. (ISBN: 978-0-521-69134-5)



Reviewed by Jake Kimball

A veritable gold mine filled with nuggets of various sizes and malleability. This is how I would describe the latest entry in the Cambridge Handbooks for Language Teachers series, *Five-Minute Activities for Young Learners*. I recommend this resource book for its hands-on approach. Teachers educating young learners and teacher trainers who are working with future elementary school teachers will find it especially practical.

It is worth mentioning that the target age groups appropriate for the mini-lesson plans do not include very young learners. Children in kindergarten and first grade will not likely be able to take part in these activities. At a minimum, the majority of activities require a core foundation of vocabulary and basic literacy skills. Therefore, the best age group with which to implement these activities in our EFL context will be 2nd through 6th grade elementary school students, although many of the activities will also work well with teenagers if content and lexis are adapted to this age group.

Organized by theme (Animals, Journeys, Fantasy and Adventure, The World Around Us, Healthy Bodies, and About Me), the book is divided into six units, with each unit comprising 18 activities. In total, there are 108 activities. Instead of suggested age ranges, the authors offer three levels of difficulty, with designations of one star for easy, two for intermediate, and three for advanced.

The star rating system is used in the body of the text and also on the Contents pages. Each activity is introduced with a language focus, skill focus, thinking focus, teaching approach, interaction mode, and the preparation required. This certainly simplifies searching and selecting activities. I have several books in this Cambridge series, and this one stands out for organization and layout. In addition to the logical organization, the boxes, charts, and grids are very easy on the eyes; the use of gray-scale throughout also makes skimming and scanning much easier.

Be forewarned! The activities are not simple, Bingo-like time fillers. For example, the *thinking focus* noted above is a critical addition. The authors likely had a taxing but enjoyable time designing activities requiring higher-order skills categorized in Bloom's Taxonomy:

drawing conclusions, hypothesizing, explaining, considering other perspectives, classifying, etc. Normally, these types of skills are notoriously difficult to implement in young learner classes. Fortunately, these activities have been well thought out, with sufficient structure and background leading the way forward.

Classroom application always remains a question mark in the back of my mind. Will the book offer activities appropriate to everyday situations, or will it showcase what is more aptly described as *pursuits of the ideal*? The true test of viability is to trial the activities with genuine classes comprised of real students, not model classes. Here is what I did: I matched themes from my course book to the themes and activities in the book in order to add extension activities to my lesson plan. Remarkably, I found something to do with all of my classes. I experimented with some of the five-minute activities and was moderately to highly successful each time.

However, success is a subjective, eye-of-the-beholder concept. The title of the book is *Five-Minute Activities for Young Learners*. This is not an accurate title, as very few of these activities can be completed within five minutes. Based on my experience, 15 to 45 minutes is necessary for each activity, depending on class size. Furthermore, if teachers overestimate the ability of their students and do a two-star activity with a beginner class, then expect more time spent troubleshooting, especially with the more communicative activities. To the "five-minute" activity, add your investment in preparation. In many cases, 5-15 minutes of preparation is required.

The book has minor limitations worth mentioning. They are minor because they are easily overcome. First, the few suggested web sites are mostly limited to www.britishcouncil.org/kids. Because children are increasingly facile with computers, adding more CALL-inspired activities from other web sites would have been a plus. Secondly, some of the teacher talk descriptions were lengthy. Make certain your instructions are comprehensible to your students.

Five-Minute Activities for Young Learners is a solid addition to my personal library, and I expect this investment to pay dividends.



Scott Miles: A TEFLer's TEFLer

With more than a decade of Korea under his belt, a job that he loves, and a family that loves him, Scott Miles' life may be one that many in our profession set as an ideal to strive for. He is an instructor at a university in Seoul, and EFL research plays a central role in his life, just as KOTESOL has.

Big moves began early in Scott's life: At the age of two, his family moved from Chicago to the US state of Utah. After getting a BA in English literature at the University of Utah, he went after a TESOL certificate to embark on his "romantic notion" of three to four years of world travel while teaching English. The first tour stop was Korea in 1996, and after a year of teaching at a private language school, the "world tour" was cut short. It was back to the US to start an MA program in TESOL. Scott had found his career path. Teaching English was the first job that he really looked forward to doing.

With his MA TESOL completed, Scott came directly back to Korea. Another year of teaching confirmed that TEFL was the profession for him. Scott became a KOTESOL member in 2001, and by 2002, he was Vice-President of the Suwon-Gyeonggi Chapter, a position he held until his move to Seoul about two years later. "I have a lot of respect for the people who have built KOTESOL up to what it is now," Scott relates, "and I hope to play a bigger role in the organization once I get my studies out of the way."



▲ Scott with wife Yeun-sook, Ciera, Alyssa, and Brandon.

The studies that Scott would like to "get out of the way" are doctoral studies that he began in 2003. He entered Lancaster University's (England) part-time PhD program and is currently working on his dissertation on the application of memory research findings to grammar acquisition and teaching. This dissertation work has led to two major projects over the past few years. The close relation of extensive reading to

acquisition piqued his interest in reading and led to his authoring of a reading coursebook for Macmillan Publishers. The book, *Essential Reading 3*, was released this November. Scott is also series editor for the four-book series. The second project springing from his PhD work is the development, with a colleague, of a software program that teaches vocabulary according to memory repetition schedules and other vocabulary pedagogy principles.

Membership Spotlight

By David E. Shaffer

Scott is busy as a KOTESOLer, a teacher, a researcher, and a father. At present, Scott serves KOTESOL as a member of the Research Committee. Since 2004, he has been teaching at Sogang University, where he has already received two Outstanding Lecturer awards, and regularly presents on extensive reading and other topics at conferences across Korea and abroad. In 1999, he met his wife, Moon Yeun-sook; two years later, they married. Three years after that, their daughter Alyssa was born, and last year saw the birth of his twins, Brandon and Ciera.

Scott sees one of the primary goals of any language course he teaches to be trying to give students a positive attitude about language learning as well as the knowledge and tools they need to keep learning after the course is over. He considers introducing extensive reading into the classroom as probably being the single most important thing he has found that promotes effective autonomous learning beyond the classroom.

Raquel from Mexico is one early student that Scott will never forget. In her first lesson, she raised a bewildered hand echoing, "Teacher, I no English." Scott took notice, shifted into another gear, and was able to better connect with the class. One year later, Scott was a better teacher because he had learned better how to read student input such as Raquel's, and Raquel had become the best student in the program because she had learned to take ownership of her learning.

For the teaching profession, Scott would like to see more teachers taking an interest in research findings and conducting their own action research in their courses. For KOTESOL, he would like to see a better mix of Korean and non-Korean members, and more Koreans in leadership roles. For himself, he is uncertain; but to be sure, he will be involved in ESL teaching, research, and professional development. One would expect no less from a devoted TEFLer.

World Calendar

Compiled by Jake Kimball

Conferences

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>

Jan 24-26 '08 The 28th Annual Thailand TESOL International Conference (ThaiTESOL 2008): "English Language Teaching: Progress in Practice and Policy." Sofitel Raja Orchid Hotel, Khon Kaen, Thailand. (Web) <http://www.thaitesol.org/conf2008>

Feb 23-24 '08 The 4th CamTESOL Conference on English Language Teaching: "Building Bridges to the World." National Institute of Education, Phnom Penh, Cambodia. (Email) info@camtesol.org (Web) <http://www.camtesol.org>

Apr 2-5 '08 The 42nd Annual TESOL Convention & Exhibit (TESOL 2008): "Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity." New York Hilton & Sheraton New York, New York, NY, USA. (Web) <http://www.tesol.org/2008convention>

Apr 7-11 '08 The 42nd Annual International IATEFL Conference and Exhibition (Exeter 2008). University of Exeter, Exeter, Devon, UK. (Web) <http://www.iatefl.org/>

Apr 25-26 '08 TEFL Fest 2008: The First Ever TEFL International Festival. Ban Phe, Thailand. (Web) <http://teflfest.com/>

May 3-4 '08 The 25th Conference of English Teaching and Learning in R.O.C.: "Change from Within, Change in Between." National Chung Cheng University, Taiwan. (Web) <http://www.ccu.edu.tw/flleccu/2008EIA/>

May 26-Jun 6 '08 The Malaysian English Language Teaching Association (MELTA) 17th International Conference: "English Language and Multiple Literacies." Three locations: The Gurney, Georgetown,

Penang (May 26-27), Palace of the Golden Horses, MINES, Selangor (May 30-31), LeMeridien, Kota Kinabalu, Sabah (June 5-6). (Email) melta@tm.net.my (Web) <http://www.melta.org.my>

Jun 18-20 '08 International Conference 2008: "Language Issues in English-Medium Universities: A Global Concern." University of Hong Kong. (Web) <http://www.hku.hk/clear/conference08/> **Call for Papers Deadline:** Jan 31 '08

Jun 26-28 '08 NATE @FEELTA 2008: "Building Connections With Languages and Cultures." Far Eastern National University, Vladivostok, Russia. (Web) <http://feelta.wl.dvgu.ru/upcoming.htm>

Jun 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>

Jul 9 '08 TESOL Symposium on Keeping Language Diversity Alive. Alice Springs, Northern Territory, Australia. (Web) http://www.tesol.org/s_tesol/sec_document.asp?CID=250&DID=9902

Jul 10-12 '08 Australian Council of TESOL Associations (ACTA): "Pedagogies of Connection." Alice Springs, Northern Territory, Australia. (Email) events@apapdc.edu.au (Web) <http://www.tesol.org.au/conference>

Aug 1-3 '08 The 6th Asia TEFL International Conference: "Globalizing Asia: The Role of ELT." Sanur Paradise Plaza Hotel, Bali, Indonesia. Contact Kilyoung Lee (International): asiatefl2006@empal.com; (Indonesia) wachidahdjawad@yahoo.co.id (Web) <http://www.asiatefl-teflin.com> **Call for Papers Deadline:** Feb 10, '08.

Aug 24-29 '08 The 15th World Congress of Applied Linguistics - AILA 2008: "Multilingualism: Challenges and Opportunities." Essen, Germany. (Email) orga-aila-2008@uni-due.de (Web) <http://www.aila2008.org/>

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



Seoul Chapter Annual Conference

Share Your Expertise: Teachers Helping Teachers

March 29, 2008

Contact: Bruce Wakefield

(Email) bruce_wakefield@hotmail.com, 019-808-5332

Catching Up With Jeremy Harmer

By Mike Duffy

During the busy weekend at the KOTESOL 2007 International Conference, Mike Duffy caught up with our plenary speaker Jeremy Harmer to file this rare interview. - Ed.

Mike Duffy: How did you become an English teacher?

Jeremy Harmer: It was by accident. I was trying to make a living as a singer-songwriter when I heard about a place in London called International House, where you could take a four-week course and then go anywhere in the world to teach English. I enjoyed the course, I met my future wife there, and I persuaded her to take me to Mexico.

MD: How did your career go from there?

JM: In Mexico, I changed from being a backpacker to a professional teacher, and the boss of my school encouraged me to become a teacher trainer. I returned to England, worked for Eurocentres while I did a Master's in Applied Linguistics at Reading University. Then it was back to Mexico, where I taught for the Anglo-Mexican Cultural Institute. There, I was teaching classes of about 30 students.

MD: What teaching are you doing nowadays?

JM: I'm an online tutor for the New School, a university in New York.

MD: Have you been to other countries in the East Asian region?

JM: Yes, mostly for conferences. I was in Japan last week, and I'll be in China next week. I've been in Taiwan, Vietnam, Thailand, Malaysia and Singapore.

MD: You mentioned learning Spanish and Mandarin in your presentation. Do you agree with Stephen Krashen that language teachers also need to be language learners?

JM: Very much so. It reminds you of the things you easily forget as a teacher, like being afraid to say things.

MD: The Practice of English Language Teaching has just gone into its fourth edition. Have your ideas about teaching changed a lot since it was first published in 1983?

JM: Some ideas have changed, and some haven't. There's more focus in the latest edition on what learners do than on what teachers do, so there's more discussion of what English is. Also, there's consideration of English as an International Language, and of new technological resources. The first edition

was really an NS teacher's charter, and took the validity of CLT for granted. Now, there's more emphasis on appropriate methodology.

MD: How has teacher training changed since the 1980s?

JM: One way that it has changed is that at that time it was centered in the UK, whereas now there are lots of training programs in other countries, like the US and Canada.

MD: Do you think the same methods are appropriate for NS and NNS teachers?

JM: Methodology has to be tailored, and you can't demand that local teachers behave in a non-local way. It's the way you teach that matters - there's nothing special about being a NEST, and NNS teachers can do things that a native speaker cannot. I've seen excellent local teachers in countries like Malaysia and Singapore - and they are as one with their students.

MD: What about other recent moves in methodology, like the lexical approach?

JM: It reminded us of the importance of vocabulary and lexis. Certainly, collocations and lexical chunks are important, but I can't accept the notion that they are more important than grammar.

MD: How do you feel about Adrian Holliday's recent criticism that you and other representatives of TESOL impose Western expectations about "autonomy" on learners from nonwestern cultures?

JM: I think Holliday is right to question what we do, and obviously, the unthinking exportation of Western methodology is wrong. But Western teachers are bound to carry some cultural baggage with them, and I don't believe that they need to feel guilty about the way they teach.

MD: Thank you for your time. Finally, what are your plans for the rest of your time in Korea?

JM: I'm looking forward to spending more time listening at the conference tomorrow. I have a couple more presentations to give after the conference, and then I'm off to China.

The Author



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I Love It When a Plan Comes Together

Rather than giving a survey of different web sites on a single theme this issue, I would like to show how various free web resources can be drawn together to complete a single project - how different parts can be neatly sequenced into a unified whole.

The goal this time: Have students create online presentations with a mix of audio and PowerPoint (PPT), without using any offline software.

For the PPT, I have my students use Google Docs (<http://docs.google.com>). Why? It is free, easy to learn, and collaborative (they can work asynchronously on the same PPT), in addition to integrating well with the programs that follow. Using Docs, students can quickly create slideshows without resorting to the complications of offline solutions. Like other online PPT replacements, Google Docs does not save in the official PPT format, but it does allow PPTs to be uploaded to it for use.

Do you want to encourage your students to make even better PPTs? Try using the superb slide guidelines from Presentation Zen (<http://tinyurl.com/ywyh9o>) and

give them access to the extensive collection of royalty-free images from Stock Exchange Photos (<http://www.sxc.hu>).

For audio, I turn to Podcast People (<http://www.podcastpeople.com>), which allows students to record podcasts directly online - no external equipment required, other than a microphone. The resulting podcasts can be played online or downloaded as MP3s. Not only can this be used for putting together audio/visual presentations, but also aid assessment, as a teacher can subscribe (via iTunes or a similar program) to students' podcasts and have the content automatically download daily/weekly/monthly to his/her computer. While not as simple as picking up a tape-recorder and pressing "record," the learning curve is quite gentle.

After students are happy with their audio and PPT, I direct them to MyPlick (<http://www.myplick.com>), where they can fill in the link to their Google presentation (or upload a PPT directly if they choose) and upload the audio from their podcast. Then, synchronizing the audio and visual elements together and publishing them as a whole is easy. The final product can be embedded in blogs or other web sites, downloaded by students for remixing and self-study, and viewed by the teacher for assessment.

Thus, without having to pay a penny for programs or learn complex software, students and teachers can string together free online web sites to meet increasingly fruitful and interesting goals. To see a completed example by two of my freshman presentation students, look here: <http://tinyurl.com/2nt4sf>

The Author



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Building Fluency With Pictures

These days, many children begin learning English at a very early age. Through a combination of innate talent with languages, small class sizes, and access to trained teachers and plenty of comprehensible input, these children are becoming surprisingly adept at English by kindergarten or first grade. Unfortunately, this situation is an anomaly. In research parlance, we call them *outliers*. This is because the vast majority of students learning in typical EFL contexts simply do not have access to ideal learning conditions. As a result, the goal of spoken fluency not easily achieved.

In my experience, one factor inhibiting spoken fluency is the lack of context. Another is insufficient working memory, not being able to keep content accessible for production. Contemplating these factors, I began thinking about how to help my orally challenged students. This conundrum solved itself during the course of an ordinary class, when I instinctively began drawing pictures to assist students in recalling short stories.

How to Do It

Here is one example: I was using *Super Kids*, Book 4. The students varied from 3rd grade up to 5th grade elementary school, but I have also used this same retelling technique with children much younger. The objective of the exercise was to practice *r-controlled* vowels via listening, reading, and writing. The exercise appears at the end of a unit, so it also serves as a grammar and vocabulary review. The instructions state, "Listen. Write *or*, *ar*, or *ur*. Read." Here is the content, 37 words in total. "We're in New York. We went to a big *p_ _ k* today. I saw a small *t_ _ tle* in the water. I went to a candy *st_ _ e*. I had a candy *b_ _*. My new friend Kai had one, too." After completing the exercise as suggested, I wanted my students to tell the story. My goal was to have students retell the story naturally, not read it aloud while referring to the text. Memorizing and retelling it haltingly as their rolling eyes scanned the ceiling for lost words was also something I wanted to avoid. Therefore, I drew six pictures on the whiteboard and had students close their course books. This series of pictures served as an initial crutch. Admittedly, my own art lacks what I call the "Picasso Effect," so I have substituted it with the professional images below.

At first, the results were dismal. None of my students could string together the sentences in a coherent

manner. They practiced with partners several times, but had to look back in their books. One by one, they stood at the rear of the class and tried individually, a very scary proposition for some. Nevertheless, I repeated the same procedure in the following chapters. This story has a successful conclusion. Over time, they improved. The students who faltered a few months ago are now chattering a way at retellings, often without the benefit of pictures. Moreover, this retelling skill has transferred to natural speaking situations during class. They are telling their own stories, and with more fluency and confidence.

Young Learners

By Jake Kimball

Caveats

There are options for making the most out of this teaching technique. Try arranging the pictures out of sequence. Another option is to erase one or two pictures in the middle of the story. Have students retell the stories from a distance, rather than sitting at their desks. One reason I have students speak from the back of the class is to force them to project their voices. Secondly, their peers are not watching them so closely. This makes public speaking less daunting. Think about using a variety of pictures to stimulate content. I used the Statue of Liberty to represent New York, but other abstract landmarks or symbols, which may stimulate discussion. To make this activity easier, add key words under the pictures or allow other students to help them by providing portions of the content they cannot remember. Finally, to personalize the content and make it more meaningful, have students embellish with their own adjectives or clauses. Also, change some of the content so that it reflects your students daily lives, friends, hometowns, favorite candy, game, or animal, etc.

The Author



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Wishes and Hopes

“*I wish the quiz tomorrow will be easy.” If you’ve heard utterances similar to this a lot and are wondering about the differences between *wish* and *hope*, here are a few tips.

Meaning Michael Swan (1984, pp. 122, 136) explains the difference in

meaning between *hope* and *wish*. “If I *hope* for something, I want it to happen, but I am not sure that

it will, and I can do nothing about it. *Wishing* (usually) is wanting something that is impossible, or that doesn’t seem probable - being sorry that things are not different.” Many teachers explain that *wish* is harder to achieve, and that *hope* is more likely, but to me “being sorry that things are not different” - that tinge of regret - is the true key to wishes. The classic example uses the weather. Draw two pictures on the board: Mr. Hopeful and Mr. Wishful. Mr. Hopeful is outside, looking up at the cloudy sky. He says: “I hope it doesn’t rain. I haven’t brought an umbrella with me, and if it rains, I’ll get all wet.” In the other picture, Mr. Wishful is standing in a downpour. He says, “I wish it weren’t raining. I haven’t brought an umbrella with me, and I’m getting all wet.”

Here are some more examples of *hope* with future meaning: *I hope she calls me back today.* (I want her to call, but I can’t control it.) *We all hope you get the job.* (We want you to get it, but we can’t control whether you do or don’t.) *I hope the movie is good.* (I want it to be good, but who knows?) Examples of *wish* with present meaning: *I wish I had a billion dollars.* (But I don’t, and I probably never will.) *He wishes he knew more vocabulary.* (But he doesn’t, and now he’s having trouble with the test.) *I wish you wouldn’t look at me that way.* (But you are, and I can’t make you stop.)

Form When students understand the meaning of present *hopes* and *wishes*, they can start to look at some different forms that go with them.

Hope Structures

- hope* for + object I’m *hoping* for an A on the test.
- hope* + infinitive I *hope* to get an A on the test. (Can be used for same-subject sentences.)
- hope* + (that) clause I *hope* (that) I get an A on the test.

hope so

- A: Will you get an A?
- B: I *hope* so.

Wish Structures

To express wishes about the present: subject + *wish* + past tense.

- I wish the world was more peaceful.* (Were is used in a more formal context)
- She wishes she had straight hair. She hates her curly hair.*
- I wish something interesting would happen. I’m bored!*

To express wishes about the past (regrets): subject + *wish* + past perfect.

- I wish we had won the game last week. We didn’t, and now we won’t play in the finals.*
- He wishes he hadn’t eaten all that cake. Now his stomach hurts.*

Note about forms: (a) Work on *hope* and *wish* during different lessons. When students have had some practice with each, then work on contrasting them. (b) If you are just working on the error we saw at the beginning, “*I wish the quiz tomorrow will be easy,” you will need to point out one main difference. *Wish* is not followed by the present or future tense. *Hope* can be followed by the present or the future tense, but refers to the future in both instances. (c) Do not include “I wish you a merry Christmas,” in your regular examples. When it comes up, you can simply tell students that we use “*wish* you + noun” for certain fixed expressions. (I *wish* you the best of luck/ joy in your marriage/ a happy birthday).

For free practice activities on *hopes* and *wishes*, head to <http://www.eslflow.com/conditionalsrealunrealsituations.html>. They have plenty of exercises for all levels. I hope your students enjoy them.

Reference

Swan, M. (1984). *Basic English usage*, Oxford: Oxford University Press.

The Author



Ksan Rubadeau taught in in-service training programs for Gyeonggi teachers for two years. She was deeply impressed by the creativity and perseverance teachers were using to get around institutional teaching constraints. She currently teaches at Korea University and is the treasurer of KOTESOL’s Seoul Chapter. Email:

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The Apostrophe's Uses



Why do words sometimes have apostrophes in them and at other times don't, but seem like they should? Is there any rhyme or reason to their usage? Apostrophes are used in English to indicate possession, omission, and pluralization. To make a singular noun possessive, 's is added (*the tree's leaves, Jake's hair*); to make a plural noun ending in -s possessive, only an apostrophe is added (*the trees' leaves, the Kimballs' mansion*).

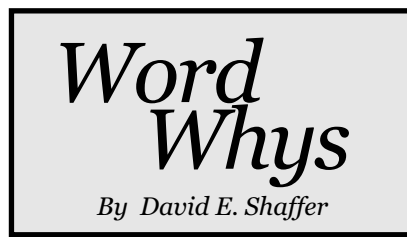
But then, to make an exception to the rule, there are singular nouns ending in sibilants, /s/ and /z/, that are spelled as -s -se, -z, -ze, or -ce. Often only an apostrophe is added to make these nouns possessive, though they are pronounced as if an -s followed the apostrophe (*James' graying hair, the Jones' mansion*); however, some authorities still require 's following sibilants (*James's, Jones's*). And these same authorities make an exception to the exception by requiring that no s follow the apostrophe in the possessive form of names of classical and biblical figures (*Socrates', Moses'*). Pronouns avoid the befuddling apostrophe usage rules by forming possessives without using any apostrophes (*my, your, his, her, its, our, their*). Remember that *its* does not contain an apostrophe as a possessive pronoun; the apostrophe is used (*it's*) only for the contractions of *it is* and *it has*.

The use of apostrophes in place names is even less definite than that described above. Very few geographical features in the United States now use an apostrophe in their official names. In the names of businesses, the trend is also away from the use of the apostrophe. Its usage remains somewhat more common in Britain than in the US, nevertheless, you will find *Harrods* in London, and *Macy's Department Store* in New York.

Another function of the apostrophe is to indicate omission of letters in words. The most common example of this is contractions – words formed from one or two words with medial letters omitted and having their own pronunciation (e.g., *cannot > can't, I will > I'll, we have > we've, they are > they're*). Some abbreviations that have only medial letters omitted use an apostrophe in the missing-letter position rather than a period at the end (e.g., *government > gov't, national > nat'l*). (By the way, these are abbreviations rather than contractions because their pronunciation does not change with the alteration in their spelling.) Similarly, some family names contain apostrophes to indicate the omission of letters (e.g., *O'Connor, D'Marco, M'Donald*).

When the initial portion of a word is omitted, an apostrophe is no longer commonly used to indicate

omission (*net*, not 'net, for *Internet*; *phone*, not 'phone, for telephone), but it is still used to indicate dialectal usage (*it ain't > 'tain't*) and the omission of initial digits of a number such as a year (*1999 > '99*). Notice that it is proper only for an apostrophe to be used in initial position, not the open single quotation mark that will automatically appear on many word processors if they are set to "curly quotation marks" (e.g., '99). (Tip: to quickly remedy this problem on your word processor without going in and changing the setting, type the apostrophe twice before the number [e.g., '99], and then delete the first character.)



The third function of the apostrophe is to sometimes pluralize numbers and letters used as nouns. This is done to discriminate between the single-letter noun and its inflection for lower-case letters (e.g., *Mind your p's and q's*). This is also sometimes done with upper-case letters and numbers, but the present trend is to omit the apostrophe because of its low discriminatory value (e.g., *She got all As and Bs in the 1990s*). For letter abbreviations that are used as words and look awkward or are difficult to read when used with inflections directly attached, apostrophes may be used to make things clearer (e.g., *KO'd, cc'd*).

As the holiday season is nearing and the article's topic is the apostrophe, I will leave you with this joke: Three men were invited to a Christmas party. At the entrance, they were each asked to show something that symbolized Christmas in order to be allowed in. The first man reached into his pockets and pulled out his cigarette lighter. "It's a candle," he said. The second man searched his pockets and pulled out his car keys. "They're bells," he proclaimed. The third man proudly produced a pair of women's undies. "What are those supposed to symbolize?" the doorman grumbled. Smiling, the third man replied, "Oh, they're Carol's!"

The Author



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Noticing Grammatical Form

Roger Fusselman

Recently, my two classes of fourth-graders had to learn a particular grammatical construction, which can be abbreviated as *so...that...*, in sentences such as “The rugby player is so strong that nobody can stop him on the field.” My own misgivings about how the text managed this form had encouraged me to try a technique I had not done before - a materials-design solution to help students discover on their own, somewhat inductively, the grammatical nature of this form.

The course series that had attempted to call attention to *so...that...* by using various examples in its graded reader and a matching activity where one half of the sentence was matched with another half. The hope on the textbook writers’ part, apparently, was that the small sample of data would give the learners enough of a context to produce a sample sentence on their own. It was not so much calling attention to form as it was simply exposing them to the form.


I was skeptical of the texts’ approach, but I wanted my students to know this construction as an effective sentence type. It was a slight reach for them. It was two clauses and required some comfort with exaggeration, surprise, and cause and effect. However, since my role at my institute is not necessarily that of grammar teacher, I wanted the grammar lesson to look atypical and help students direct their attention to form on their own. In effect, I wanted attention to form to resemble more induction than deduction.

The solution was to do a second matching activity, where separated clauses had to be matched, but the second time, parts of each clause would be highlighted using different tools available in a word-processing

program. In the first clause, the noun phrases were underlined and the adjectives were in boldface; in the second clause, the subject was in a noticeably different font and the verb was italicized. The choice of examples varied, but a theme crept into much of the selection: simple jokes of exaggeration. A graphic box using the same highlighting technique was placed after - not before - the examples so that students who needed grammatical categories would have them readily available. Observe the example in the box below.



I asked the whole class to complete the following sentence, which, unbeknownst to them, used my first name: *Roger is so dumb that...* One student shouted out an answer: *He don't know 1 plus 1*, which was altered to *He doesn't know that 1 plus 1 is 2*. In class, they had to write a sample sentence in pairs but with instructor assistance. The suggested theme was that the *so...that...* sentence had to be funny, but any such sentence, so long as it was new, was acceptable.

As with many materials-driven lessons, much in-class teacher supplementation was needed. However, this approach seemed to interest my fourth-graders, and it produced some good target-form sentences on a longer assignment. For this reason, the next sentence type I want to probe in depth will be done in a similarly inductive, thematic manner. 

1. A dog's hearing is so **powerful** that ____
2. Daniel is so **fat** that ____
3. Medusa was so **ugly** that ____
4. Peter is so **handsome** that ____
5. The Tico is so **weak** that ____
6. Tina is so **beautiful** that ____
7. Your apartment is so **dirty** that ____
8. My teacher's head is so **shiny** that ____
9. The restaurant was so **expensive** that ____
10. I am so **hungry** that ____

- a. **Bill Gates** *couldn't even buy* me food there.
- b. **birds** *sing* louder when they see her face.
- c. **everybody** *gets* sick when they visit you.
- d. **he** *can't walk* through the doors at E-Mart.
- e. **he** *has* a girlfriend for each day of the week.
- f. **I** *can eat* a horse.
- g. **it** *can hear* police cars coming from far away
- h. **it** *can't drive* over gum without stopping.
- i. **people** *turned* to stone when they looked at her.
- j. **students** *must wear* sunglasses in his class.

Grammar:

<u>Noun phrase</u>	am is are was were	so that	adjective	Subject	<i>verb</i>	extra stuff
clause			clause saying how adjective the <u>noun phrase</u> is			

Pedagogic/Authentic

There are various types of materials teachers can make to fit different situations. At certain times, it is appropriate for students to practice accuracy-oriented aspects of the language, performing tasks that they would not perform outside the classroom (pedagogic materials). At other times, authentic materials (simulating real-world situations) provide fitting opportunities for students to practice a meaning-oriented use of the target language. The pedagogic/authentic distinction is one that appears to be about teaching methodology, but it is possible for both approaches to be used in any teaching practice. It is also possible for the two approaches to be combined in language learning materials.

Here are a couple of examples. In the first example, there are a number of goals. An obvious linguistic one is the rehearsal of modals *should* and *should not*. This activity can be rewritten using *could*, *must*, *have to*, and *ought to*, according to the teacher's preferences and the learning needs of the students. This is the *pedagogic* aspect. In other words, this activity functions on one level as a drill - repetition of grammatical constructs. From the *authentic* point of view, it would seem that students are not likely to make lists of things they should do in real life, but some situations can be imagined. We might tie this in with writing a diary, or giving recommendations to friends. A tourist-brochure project could well include tips for foreigners, using a similar format.

On another level, this activity aims to (a) develop a classroom community based upon shared values and respect, (b) develop personal and group responsibility, and (c) encourage awareness of desirable conditions for learning by getting the students to participate in making the rules for the learning environment. These

social and affective goals have more relevance to the outside world, and can be termed "*authentic goals*," in that they encourage teamwork (group discussion and negotiation), critical thinking, and responsibility.

The second example also has an explicit grammatical goal:

the transformation of negative statements into past-tense statements. Given that some of the verbs chosen by the

students will be irregular, this activity can be very useful in terms of rehearsing and understanding rules of grammar (*buy-bought, catch-caught, sell-sold, drive-driven*, etc.). We can thus state that this activity has a function that is particular to the language classroom: rehearsing grammatical transformations. It is very difficult to imagine this situation occurring in an *authentic* setting.

As with the first example, however, this activity has other aspects and functions. It supports students in realizing how language affects their perceptions and how they can use responsible statements to empower themselves. We can once more imagine a diary-writing project, one in which such personal reflection would be an *authentic* use of the language.

There are many more obvious examples in which a substitution-drill format can be used in authentic situations. For example, a survey might ask class members for their opinions on certain topics, and the questions in this survey could all use the same grammatical form. The pedagogic/authentic distinction is one of convenience, to be adopted and adapted as appropriate by the classroom professionals - the teachers.

Materials Design

By Andrew Finch

Learning Contract
 (Group if you can or make the English Classes as helpful and as enjoyable as possible)
 • Let's make our own learning contract

There are our rules for our group.
 If anybody breaks these rules, she/he will have to apologise to the others.

"In our English classes"

1. We should
2. We should
3. We should
4. We should
5. The teacher should
6. The teacher should
7. We should not
8. We should not
9. The teacher should not
10. The teacher should not

Sign: _____
 Witness: _____
 Date: _____



Purpose
 To develop a classroom community based upon shared values and respect
 To develop personal and group responsibility
 To rehearse modals (should, should not, could, must, have to)

Adapted from Finch & Lopez (2000), p. 93, and Siccone & Lopez (2000), pp. 93-96

Adapted from Siccone & Lopez (2000, pp. 93-96)

I can't / haven't yet

- **Find a partner.**
- Take turns making sentences that are true for you, beginning with the words "I can't... Think about school life, social life, and home life.
 E.g., I can't swim. I can't do math. I can't drive a car. I can't make many friends.
- Repeat all the sentences, using "I haven't yet ..."
- How does it feel? Is it any different?
- What does "I can't ..." really mean?

Adapted from Siccone & Lopez (2000, pp. 164-165).

Reference

Siccone, F., & Lopez, L. (2000). *Educating the heart: Lessons to build respect and responsibility*. Boston: Allyn and Bacon.

The Author



Andrew Finch is 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: aefinch@gmail.com

Cultivating Better Reading Skills

By Robert M. Kim

Korea's methodology for teaching English reading skills needs improvement, especially at the high school level. As a professor at a women's university in Seoul, I noticed that most students are not prepared to talk about what they have read, create questions about what they have read, or express their opinions in group discussions.

I find that many of my students are not familiar with prereading questions that would elicit discussion or thinking about prior knowledge. In addition, they rarely take part in discussion with each other in small groups to review questions. Most of the students are not even able to create questions to ask their teacher or their classmates about issues raised in class. In short, when students take English classes in a college or university setting such as mine, they are unable to develop their reasoning or communication skills.

Korean high school classrooms tend to have large classes, with over 30 students in each; there is also a heavy emphasis on passing standardized tests. For Korean EFL students, this is a liability. They become ill equipped for any type of discussion of what they have read. They seldom develop their own opinions, and they seldom make use of opportunities to share their thoughts about characters, issues, plots, or themes.

To overcome these deficiencies, I employ various approaches to help students develop reading skills in English rarely used at the high school level. For instance, after repetition drills of sentences in a story, I have the students work in small groups of four or five to answer questions that I created and put on the board to foster discussion. The student groups use the story to look up answers or draw their own inferences about what they have read. Then I have the groups create their own question to ask each other in order to enhance their understanding of what they have read. Furthermore, I create additional questions for all of the groups to respond to, such as *What did you learn from the story?* or *What were some important lessons from reading the story?* These activities encourage student-centered academic discussion based on a reading.

Another approach for fostering reading skills is the use of the instructional/comprehension strategy K-W-L. The K aspect is the prior *knowledge* that students have before reading a topic. The W aspect is *what* the students would like to know to encourage investigation and guessing about a topic as they read. The L aspect is what the students have *learned* after reading a story. In

my experience, few Korean students are familiar with this reading strategy.

Another approach for cultivating better reading is the use of double-entry journals. With double-entry journals, students select excerpts from books, short stories, magazines, newspapers, or web sites and write down their reactions and opinions. The students share their thoughts about what they have read. This activity can be good for homework assignments such as reading Harry Potter novels or an article from an English language newspaper.

Vocabulary sheets can help students get a better grasp of new words in English with which they are not yet familiar. Learners select a word from a reading that they are not sure of and look up its meaning in a dictionary. They can then write the sentence containing the unfamiliar word as well as the page from which it came. Pupils can label the word's part of speech. This can be a valuable approach to help students increase their vocabulary in English.

The strategies and techniques outlined above should be used more often in Korean classrooms. They can help foster increased listening, speaking, writing, and equally important, reading proficiency. I know that class size and the pressure of standardized tests are of high importance, but they should not serve as roadblocks. It is time for Korea to search for ways to improve communication skills in English. Perhaps the reading methods that I have used and advocated should be applied for developing students' skills in English.

The Author



Robert M. Kim is a second-generation Korean-American who is currently teaching at Duksung Women's University. He developed his interest in reading and writing skills from his experience teaching at Hudson County Community College and Essex County College, both in the US, and received his MS TESOL degree from Hofstra University, USA. Email: iamrmk@aol.com



KOTESOL Forums

By Jake Kimball

One new and useful application of KOTESOL's web site is Forums for holding discussions and posting member generated content. The web forums, or message boards, are a membership benefit. To use the forums, members must first log in to their account. All KOTESOL members have a personal account with their own personal ID and password. Actually, anyone can view posts, but one must be a KOTESOL member to post content.

To log in, first click "login," located at the upper right-hand corner of the screen.

[login](#) [Join KOTESOL](#)

Once you are at the login screen, input your username and password. Members have now been provided with this information several times. If you do not recall this information, search your emails for messages sent by KOTESOL. If you cannot find them, simply click on "request new password," and a new computer-generated password will be sent to your email address on file.

If you can't remember your username, send an email message from your email address on file with

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Once you have logged in to your account, you can access KOTESOL Forums by clicking on "Forums," located on the sidebar on the left of the screen.

From here, you now have the option of posting messages in *All KOTESOL Members*, *Chapters*, and *SIGs*. *All KOTESOL Members* is an open forum to discuss general topics of interest. Currently, there are posts concerning publications, conferences, accents, etc. Each KOTESOL chapter has its own forum. Your chapter-related posts belong in *Chapters*. Finally, KOTESOL Special Interest Groups (SIGs) also have their own forums, located in *SIGs*. KOTESOL's present SIGs are: Young Learners and Teens, Business English, Global Issues, Research, Science and Spirituality, and Christian Teachers.

Forums

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KOTESOL Forums are new. They are informative. Communication is instant. Forums provide a means to connect with other KOTESOL members. Please log in to update your personal account details, subscribe to specific forums, ask and answer questions, create blog entries, and find out what other KOTESOL members have to say.

Making Grammar Less Difficult

Too much lecture about grammar can certainly make an English class boring and unhelpful to students. Even worse, too much explicit grammar teaching might be an inefficient use of class time, demotivate students, and produce little ability to use language. Nonetheless, students who endure classes without any attention to grammar sometimes feel like they are missing important instruction. Communicative practice can sometimes feel disorganized to students and fail to convey a sense of progress, which also might demotivate them. Thus, this column briefly looks at what makes grammar difficult and offers a framework for teaching grammar points that may help learners overcome the obstacles grammar poses.

What Makes Grammar Difficult?

Researchers have looked at a number of explanations for grammar difficulty, including infrequency, non-saliency, and complexity (see for example, DeKeyser, 2005). Second language acquisition theorists generally believe that more frequent structures, being ones to which learners are repeatedly exposed, should be less

difficult. Likewise, structures that stand out, that is, salient forms, should be readily noticed and be less difficult. Complexity refers to the number of functions a particular grammar structure fulfills; more than one makes the structure more difficult.

Consider how this tripartite explanation for difficulty works with the 3rd person singular present tense form of verbs - a structure that is difficult for Korean learners to master in use - although for multiple choice tests like TOEFL, rarely a problem. This structure has all the attributes of difficulty mentioned above. First, its frequency is limited in that an inflection occurs only on the 3rd person singular and no other form for most verbs. Consider the following table:



Infinitive	To Study	To Teach	To Eat
I +	study	teach	eat
You (sing.) +	study	teach	eat
He, she, it +	studies	teaches	eats
We	study	teach	eat
You (plural) +	study	teach	eat
They	study	teach	eat

In the past tense, moreover, a special inflection does not mark 3rd person singular. Second, the meaning of this inflection is redundant, so not very salient. That is, it is not essential for understanding the meaning of the sentence because English sentences usually include the subject. The subject carries the information of the 3rd person singular, so interlocutors understand the meaning even if the speaker produces an incorrect verb form, and English learners may not notice the presence of this inflection when produced by fluent speakers. Third, the meaning of this -s inflection competes with the -s inflections that indicate possessive (e.g., John's, Jiyoung's) and plural (e.g., cars, trucks, toys). Moreover, to add to the learner's nightmare, the -s inflection on nouns make them plural, while on verbs it makes them compatible with singular.

My point is not to explain the third person singular present tense verbs, but to elucidate why learners could have trouble with some grammar forms. Current theory suggests that frequent, salient, and simple structures with one meaning should be easier for learners to acquire, possibly on their own and through

comprehending input. Teachers then should especially focus on less salient forms, though not rare forms that students will hardly need to use.

A Framework for Teaching Grammar

The above discussion suggests that one agenda for teachers should be providing frequent exposure to difficult structures, making them more salient and offering ways to understand their complexity. Once a form has been identified as problematic for learners, in addition to considering frequency, saliency, and complexity factors, Celce-Murcia and Larsen-Freeman (1999) suggest another three-part framework for teachers to consider: form, meaning, and use. For example, imperatives might sometimes cause problems. On the one hand, they seem straight forward, but they can be tricky:

- (a) Help me!
- (b) Somebody help me!
- (c) *Somebody helps me!

The first two examples, (a) and (b), represent correct

imperative forms. Example (a) shows a typical form with no expressed subject: *you* is understood as the subject. In (b), however, there is a subject and it is not *you*. To make matters worse, the verb form that accompanies the 3rd person singular subject in (b), i.e., *help*, makes an ungrammatical utterance, as in (c), if the inflected verb form (i.e., *helps*) is used to make it compatible with 3rd person singular subject (*somebody*). Ugh! Of course, as you know, the verb form is tenseless, an uninflected or bare infinitive form. Examples (b) and (c) help demonstrate this fact about the verb form, which is also evident when the *be* copula is used:

- (d) Be on time.
- (e) Be quiet.
- (f) Don't be late.

Learners could easily confuse the uninflected verb form with the present tense form in sentences like:

- (g) Go to the store and pick me up some bread, darling.
- (h) Come in.
- (i) Pass the salt, please.

The verb form might be confusing to learners and may represent some degree of complexity. Applying Celce-Murcia and Larsen-Freeman's approach, teachers should introduce learners to the verb form and the understood *you* subject, making them aware that other subjects are also possible, such as *somebody*, *anybody*, and specific named addressees:

- (j) Somebody fix this problem now.
- (k) Don't anybody move.
- (l) Albert, open the window.

Many aspects of the form will become salient with a list of examples. Yet dealing with form alone is not enough. Students need to map form to meaning and understand when the structure is appropriately used. For example, learners need to realize that the imperative form can have several meanings, such as the following:

- Warning: Watch out!
- Invitation: Come in.
- Request: Pass the salt, please.
- Prohibition: Don't walk on the grass.
- Command: Put your hands up.
- Procedures: Add two cups of water and boil.
- Directions: Turn left at the next intersection.

Regarding use, according to Celce-Murcia and Larsen-Freeman, students may consider the imperative form rude and avoid it. Students should know that native speakers frequently use imperatives, especially when they can assume cooperation. Nobody, for example, about to be hit by a golf ball would appreciate "Excuse me a moment. Could you duck please; a golf ball is flying toward your face." A concise "Watch out!" or "Duck!" would garner more appreciation.

Discussing the politeness issue may be especially important for Korean learners, who might confuse

imperative form with informal language or language to younger people.

Activities for Teaching Grammar

Brainstorm lists of example sentences for the grammar structures you want to work on. Alternatively, have students search for the grammar structure in authentic texts or listen for it in dialogues and speeches.

With your list of examples, have students search for common features. What features change and why? A book like Celce-Murcia and Larsen-Freeman's might further give insight about the form.

Then try to think about the meaning of the form. Is the meaning of the grammatical structure the same across all the examples that you found? Can you identify subtle changes in the meaning? For example, in progressive tense, a verb like *painting*, suggests that one is in the middle of completing the work, whereas a verb like *kicking*, suggests repeated action. The difference is subtle, but noticing these nuances might help learners.

Finally, brainstorm a list of uses or look at collocations. Discuss use and attitudes toward using the structure. This work should help learners to better grapple with the complexity of grammatical structures and efficiently make progress toward mastery.

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The Author



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A Quote to Ponder

"Ultimately, if learners are to learn, then they have to do the learning for themselves."

David Nunan (1999), *Second Language Teaching and Learning* (p. 166).

ETA-ROC 2007 Conference Report

Sixteen and Getting Better!

By Brian Heldenbrand

On November 9-11, 2007, the 16th International ETA-ROC Symposium and Book Fair was held at the Chien Tan Overseas Youth Activity Center in Taipei, Taiwan. The conference theme this year was “English Language Teaching, Learning, and Assessment.” According to the president of the English Teacher’s Association of the Republic of China (ETA-ROC), Kai-chong Cheung, the three-day conference was attended by over 1700 teachers and administrators, and included more than 110 publishers and bookstores from around Asia.

Highlighting the conference were the fifteen featured speakers from nine different countries who were invited to challenge, inform, and assist language educators in the field of ESL/EFL. The invited speakers for the conference were Liying Cheng, from Queen’s University in Canada; Andrew Cohen, from the University of Minnesota; William Grabe and Fredricka Stoller from Northern Arizona University; Stephen Krashen, from the University of Southern California;

Having the opportunity to listen and learn from these scholars and, at the same time, to be able to spend ten personal minutes chatting with each of them concerning various topics definitely provided a positive stimulus for further individual development in language learning. ETA-ROC does an excellent job of providing presenters with interested attendees. The general comment from the invited speakers was that every presentation had a large audience. As Michael Hoey commented at the award’s dinner, “Nobody spoke to an empty auditorium.” All presenters agreed, and he went on to mention that this was one of the main reasons presenters return to Taiwan each year.

Besides the featured speakers, there were four invited speakers from PAC sister affiliates: Sakai Shien from Japan (JACET), Aurelio Vilbar from the Philippines (PALT), Phyllis Chew from Singapore (ELLTAS), and Brian Heldenbrand from Korea (KOTESOL).

Overall, the conference had more than 300 presentations during the three-day event and included publisher’s presentations along with educators speaking in their fields of research. A large number of presentations covered assessment and the importance of incorporating evaluation into our classroom activities. In addition, another popular topic throughout the conference was incorporating the use of CALL and other multi-media options into our classroom lessons.

Everyone who attended the conference could certainly find a presentation to satisfy his or her educational interests. Without a doubt, ETA-ROC has completed another successful conference for propelling the development of language learning in Taiwan. Both presenters and conference attendees left the conference with their minds overflowing. Thanks go to ETA-ROC for putting on another stunning conference.



▲ Brian Heldenbrand (second from right) with friends at the KOTESOL display at ETA-ROC 2007.

Jun Liu, from the University of Arizona; David Williams, from Brigham Young University; Seamus Fagan, from the University of New Castle in Australia; Koon-ki Tommy Ho, from Hong Kong University; Hengsyung Jeng, from the National Taiwan University; Huizhong Yang, from Shanghai Jiao Ton University in China; Miles Craven, from the Moller Centre in Cambridge, United Kingdom; Michael Hoey, from the University of Liverpool, United Kingdom; Ken Hyland from the University of London, United Kingdom; and Kensaka Yoshida from Sophia University in Japan.

The Author

Brian Heldenbrand has been teaching in Jeonju University since 1994. He received his M.A. in TESOL from St. Michael’s College in Vermont and has spent many years involved with Korea TESOL. Brian enjoys getting to know students and finding ways for them to become autonomous learners of English. In his free time, Brian enjoys listening to Christian music, driving and singing in his car, and observing second language acquisition in his three-year-old son, Malachi, as he experiences and learns Korean. Email: bkheldenbrand@yahoo.com

PALT 2007 Conference Report

PALT 2007: Southern Hospitality

By Rob Dickey

How do you evaluate a conference? For some, the best part of a professional conference is what takes place outside the presentation rooms. Others look to the invited speakers, whereas the teacher-led workshops take priority for still others.

The PALT (Philippine Association for Language Teaching) 47th National Convention and 3rd International Conference, held December 4-6 at the landmark Manila Hotel, had something for everyone. The venue itself is worth mentioning. The preferred accommodations for General Douglas MacArthur, even at 95 years of service it is still widely regarded as the classiest inn in the Philippines. Local teachers make a conscious choice to invest nearly half a month's salary for registration, which includes 9 plenary presentations, 32 featured sessions, and 132 concurrent offerings, along with lunch, morning and afternoon snacks, and the panache that epitomizes service in the Philippines.



Renowned global speakers such as Adrian Palmer, Alan Maley, Jun Liu, and Bonny Norton sketched out the themes of the program. The "Seven Spheres of Language Teaching" were very much a unifying vision for much of the three-day event. Most

speakers specifically incorporated at least one of the sub-themes as the target of their presentation: Matter, Methodology, Materials, Measurement, Management, Mentors, and Mentees. For the leading organization for language teachers in the Philippines since inception in 1960, this was also a celebration of newly established ties as a TESOL, Inc. affiliate and PAC partner.

As a speaker at their first international conference, in 2001, I could definitely see changes in how local teachers were responding to global trends. The fact that presenters from 22 countries were in attendance was not lost on attendees, who crowded the sessions offered by visitors from neighboring lands as well as from those further away, without preference to "native-speakers" or "similar teaching context" - their focus was clearly on learning from other contexts. As one example, Prof. Seo Eun-mi, a KOTESOL member from Howon University, was also very warmly welcomed

and her presentation, too, ended with well-informed questions from the audience. PALT offers an "international" conference only every third year, which may explain the attraction of the overseas speakers.

Conference presentations were offered in Filipino and English as the society is not limited to the teaching of English. "Experts Panel" sessions on each of the sub-themes were well-attended and active exchanges. I had the pleasure of sitting alongside Prof. Adrian Palmer (you know, Bachman & Palmer, 1996, *Language Testing in Practice*) and Prof. Sterling Plata on the panel for a "focus on testing" session. The audience was both challenging and participative. It felt more like a big roundtable than a panel, and all of us walked away having learned new things... the 90 minutes just flew by!

Particularly interesting features of the conference include the morning "Synthesis" of the previous day, the high percentage of plenary and featured sessions compared to concurrent periods, the lovely "high tea" style morning and afternoon coffees along with a banquet lunch, and the smiles throughout.

Still, three merits of the event overshadowed all:

- (1) The charm and sociability of the attendees marked this as one of the most enjoyable conferences I have ever attended.
- (2) The high proportion of quality presentations from all over the world put this at the level of IATEFL or similar conferences, but with greater intimacy.
- (3) The focus of the attendees - it was clear they wanted to get full educational value from the presenters.

It was a high-value event for me, one I plan to visit again. I thank KOTESOL for a support grant that defrayed many expenses.

The Author



Rob Dickey is a past president of Korea TESOL and has served the organization in a variety of positions, presently as 2008 Chair for the International Conference. He has been teaching in Korea since 1994 and is tenured at Gyeongju University. He has taught across disciplines, including history, law, and public administration. Email:

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Global Issues Symposium Report

Global Issues in the Language Classroom

By Lucy Yunsil Lee

Global Issues (GI) is a field in TESOL that I had never heard of before I started to frequent KOTESOL conferences. For teachers of English, GI can be an excellent component of the lesson, contributing to students' linguistic proficiency as well as to making a better world.

This year, in close collaboration with the GI-SIG, the Daejeon-Chungnam Chapter organized the symposium at Sun Moon University in Asan. With a mission to "cultivate professionals and leaders who will shape the future of the world," Sun Moon University has supplied KOTESOL with a symposium venue and dining facility for two consecutive years.

After a brief opening ceremony, Dr. George Jacobs, from Singapore, began the day with his plenary session, *Putting a Participation Element in Global Education Activities*. As he frequently had the participants talk with those sitting next to them, the session was dynamically interactive.

Next, a total of thirteen presentations were given in three 50-minute time frames. Presenters included Clare Hambly, Dr. Andrew Finch, Dr. Marilyn Plumlee, Dr. Steve Garrigues, Tory Thorkelson, Maria Lisak, Dr. Les Miller, Dr. Heebon Park-Finch, Dr. Bob Snell, Scott Jackson, and Yanghee Han. Conference attendees could select from young learner, secondary school, and university tracks, as well as combinations of the three.

One session I attended, *Engaging with Real-World Issues: Examples of Capitalizing on Opportunities in Korea to Stimulate Discussion and Reflection*, was given by Marilyn K. Plumlee. From the outset, Dr. Plumlee acknowledged that she has not "gone whole hog" on GI, but that the assignments she has been giving students in her conversation classes have been closely related to real world issues. She requires her students to visit six places where international

meetings are taking place and submit a report. For her, English is "not just a language but a tool that gives perspective" to those who practice it. It was a very informative session, and the audience appreciated the sharing of her in-class documents and students' reports, as well as her recommendation of books (*Issues Now in the News* was one) related to GI.

Another standout presentation was *How to Create a Global Issues Class* by Maria Lisak and Mingxia Gao. The presentation was composed of two lessons on global issues given by two teachers at Jeonju University. The conclusion was that the most successful teachers of GI set an example by using a particular global issue during the first semester, then in the second semester, they could allow their students to take the initiative in determining course/project content. This seems to me to be an effective way to conduct GI-oriented English classes.

Right after the symposium, a raffle was held with some twenty prizes offered by the publishers. Then, at around 6 pm, the Thanksgiving turkey dinner commenced in the university cafeteria. The turkey, dressing, mashed potatoes, gravy, cranberry sauce, and pumpkin pie were so delicious that we couldn't wait for second helpings. This Daejeon-Chungnam Chapter's symposium was a great opportunity in both the academic and culinary sense.

The Author



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KOTESOL 2007 Conference Report

A Great Time To Be Happy!

By Sherry Seymour

At the 2007 KOTESOL International Conference, there were so many things to see, so many plans to make, so many contingencies to prepare for. In trying to avoid the opening ceremony crowds and subsequent lunch rush, I apparently missed one of the highlights of the conference. Returning to the foyer, I could not help but notice how energized people were. Questioning some friends, I quickly had clarified for me the cause of the condition: Jeremy Harmer's plenary. Fortunately, excitement is contagious, and the buzz he created, whether you sat in on his plenary or not, spread throughout the entire weekend.

In my three years of being a KOTESOL member, this has been the best conference for me yet. Now, I do not attribute this feeling to any specific presentation, but rather to you, my colleagues, who care about teaching and professional development just as much as I do. Going to workshops, and feeling a part of the KOTESOL community, satisfies a part of me that I do not experience everyday in my workplace. I am sure we all have peers who, like our fellow KOTESOLers, share the altruistic desire to help one's students, but choose not to take advantage of such opportunities for professional development. These same friends often ask us for teaching tips or solutions to problems - ah, if only they came to a few chapter workshops or conference sessions. Organizations like KOTESOL are great networks for discussion, where we can contemplate ideas, support each other's endeavors, and receive comfort, knowing that we are not alone in our teaching obstacles. Because of the sharing nature of the KOTESOL community, I am grateful to have acquired a treasure chest of ideas. Moreover, thanks to this conference, I was able to try out a few new ideas on the following Monday morning.

Another important relationship, highlighted at this conference, is that between the teachers and the publishers. Once you talk with any of them staffing the dozens of displays on the foyer, you find that they can recommend titles or even mail inspection copies if you work at a large institution. Tell the publishers, or even the authors, what has and has not been working for you with their books. Furthermore, let them know what kind of books you would like to see published. Alternatively, pitch one yourself! There was a great presentation/forum by Pearson-Longman on how to make textbook proposals. It would be great to see more innovative presentations like this in the future.

Concerning the individual presentations and workshops, a suggestion was made that a more descriptive distinction, perhaps utilizing symbols or codes, be made between research-based presentations explaining studies and presentations that offer practical applications for the classroom. Some conference-goers attended presentations based on descriptions in the program guide, hoping for practical advice and ideas, but instead heard a summary of research methods and results. In the future, it would be a good idea if presenters clarified in their workshop descriptions whether or not they will be offering practical teaching tips or advice.

PowerPoint is another aspect of the conference that could be improved. This stems from a growing pet peeve of mine: I find that with PowerPoint presentations the focus is taken off the speaker. I feel that many speakers are more interesting than their PowerPoint presentations - it is the speaker I want to connect with, not with the Times New Roman text jumping onto their lovely autumn-themed background. It is as if they were competing for attention. I wonder if there are studies that have tested the amount of time audience members look at the PowerPoint screen as opposed to watching the speaker.

Furthermore, the dimmed lighting of most rooms, for projection purposes, makes it hard to see the presenters' faces during PowerPoint presentations. Of course, to PowerPoint or not all depends on the nature of the presentation and the room. Nevertheless, I am still longing for something new, or the revival of a classical presentation format.

Overall, PowerPoint commentary aside, there were many opportunities for networking and learning at this year's conference. I found a wide variety of quality presentations - ones that satisfied my needs as teacher, researcher, netizen, and master's degree candidate. Congratulations to the organizers and presenters on a conference well-done. I cannot wait for next year's!

The Author



Sherry Seymour is the Secretary for the Daegu-Gyeongbuk Chapter. She presently teaches at Gyeongju University and is on the last leg of her M.A. in TEFL/TESL with the University of Birmingham. Email: sherrylynnseymour@gmail.com

KOTESOL In Action

Edited by Jake Kimball

Special Interest Groups

Business English SIG

By Ian Kirkwood

The time has surely flown by since the KOTESOL conference, so much so that the BE-SIG web site is still not functional. However, we do have so much to contribute to the ongoing education and interest of all those who are eagerly awaiting something to happen.

Since the conference, I attended the European BESIG conference in Berlin in late November, and I have heaps of notes I need to get out to all interested readers. This function was really an eye opener for me in several ways, particularly regarding the demographic/psychographic makeup of the teaching population. Maybe I should refer to it as the “teach-ographic” make up! Anyhow, the male/female mix, the age spread, and the nationalities represented made the Seoul teaching population look somewhat homogeneous. The Germans were delightful hosts, and I was fortunate to be able to spend a few days after the event with several long-term BESIGers.

One of the big plusses to me was that I was able to discuss BE concepts with several speakers who are on the cutting edge of developments in Europe. Over the months ahead, we will be able to get more information from these people on trends in BE education, what is happening around the world, plus materials and web site links that will benefit and delight many people.

Now at this time of year, many people and many businesses are gearing up for year-end parties, socializing, and having fun. Others are beavering away creating plans for 2008. Whatever you are doing, please stay safe, have a good time, and we will be in touch again in the new year.

Christian Teachers SIG

By Heidi Vande Voort Nam

At the 2007 conference, the CT-SIG hosted two sessions. The first, led by Virginia Hanslien, focused on addressing motivation from a Christian perspective. Virginia introduced storytelling as a biblically rooted method of motivating students and raised several practical suggestions for using stories in class, including the teacher’s stories, the students’ stories, and stories from video. Virginia heartily recommended

Zoltan Dornyei’s *Motivational Strategies in the Language Classroom* for further reading on the topic of motivation.

The second session was an introduction to the CT-SIG in which participants were invited to discuss the most pressing issues for Christian English teachers living in Korea. As in last year’s discussion, one of the most resonant difficulties appeared to be the sense of isolation that Christian English teachers sometimes feel. It was recommended that Christian English teachers from other countries fight the sense of isolation by participating in Korean Christian communities.

Several newcomers have joined the Yahoogroup over the past few months, and there have been a number of job postings and inquiries about Korean churches on the forum site. For more information about the CT-SIG, contact Heidi Nam: heidnam@gmail.com.

Global Issues SIG

Read the full report of the fourth Annual Autumn Symposium & Thanksgiving Dinner, a joint event with the GI-SIG, in the pages of TEC.

Research SIG

By David D.I. Kim

On November 17, the R-SIG held a six-hour workshop, *Using the Statistical Program SPSS*. The workshop was conducted at Kangnam University in Yongin and was attended by an enthusiastic group of participants. The workshop took the participants step-by-step through the process of working with the statistical program SPSS, from data coding, inputting and manipulation, along with demonstrations of a number of statistical procedures and analyses, and interpretation of the statistical results. A number of the participants are working towards a master’s degree and needed to analyze data collected from their research, while others were in the process of conducting research projects or had plans for one in the future. All the participants found the workshop very useful. After the workshop, a number of the participants went for dinner at one of the lovely traditional Korean barbecue-ribs restaurants which Suwon is famous for. All had a fun time.

The R-SIG has plans to continue offering these research-oriented workshops in 2008. Also, planned are a number collaborative research projects coordinated by the R-SIG for its membership. These research projects will focus on a number of second-language learning/teaching topics and will be open to the entire R-SIG membership for participation. No previous research experience is required to participate, only a willingness to learn about how to conduct research by doing one. If you are interested in participating, please contact the R-SIG Facilitator, David D. I. Kim (contact information listed in the

Who's Where in KOTESOL section).

If you have not done so, subscribe to the Research SIG at the new KOTESOL web site: <http://www.kotesol.org/?q=Research>. Happy Holidays!

Science and Spirituality SIG

By Greg Brooks-English

As many know, our special interest group's name has changed from the "Spirituality in ESL Special Interest Group (KS-SIG)" to the "Science and Spirituality Special Interest Group (SS-SIG)" because we have been inspired by the dialogue that exists between science and all spiritual traditions worldwide - especially between the Dalai Lama and world-recognized scientists (see www.mindscience.org). Additionally, we had a great showing at the KOTESOL International Conference with a newly designed table format, with many interesting articles and handouts for passers-by, and a wide-variety of books that inspire our members. Many new KOTESOL members joined our SIG mailing list while many others have inquired about what we are doing in the field. Additionally, SIG members presented at a round-table discussion on how they are applying their own ideas of spirituality in their own teaching in the classroom and how that might contribute toward a new pedagogy of spirituality. Plans are already being made for next year's conferences.

Our next meeting will be held from 11 to 1:30 p.m. on Saturday, December 22nd. Did anyone say, Christmas Party? Why not! Homemade eggnog and lunch will be provided, and please bring one wrapped gift for a gift exchange. In addition, we will be discussing *The Reflective Teacher: Class Development Journaling*, by Josette LeBlanc of the School for International Training. Meet at Starbucks at the Nambu Terminal (subway line 3, exit 3) at 10:45 a.m. There will be no meeting in January or February, but we will begin again the second Saturday of each month starting March to June at the same time as above. Please join us if you like! For further info, contact Greg at ksssig@gmail.com.

Young Learners & Teens SIG

By Jake Kimball

The Young Learners & Teens Special Interest Group welcomes new members Sungyong Kim, Larry Sincebaugh, Jungmi Ok, and Rana Jarvis. We have already started using the new forums on the KOTESOL web site. Although the online community is small, we have still had relevant and useful discussion about adapting materials to suit the needs of kindergarten and first grade. Thank you, Joyce Griffiths, for leading the discussion on that topic.

As 2008 approaches, we need to make resolutions and plans for events and activities, not to mention reflect on 2007. Please sign in with your KOTESOL username and password, subscribe to the YLT-SIG, and let us

know what your needs and wants are for 2008. Many members are thirsting for suggestions and advice, and have much to give others in return.

KOTESOL Chapters

Busan-Gyeongnam Chapter

Contact Jerry Foley for information: foley_jerry@yahoo.com

Daegu-Gyeongbuk Chapter

By Sherry Seymour

We have had good attendance for our three workshops this fall. In September, Kim Seokjo from Gyeongju High School gave an animated presentation on *Reading for Communicative Competence*. Kim talked about his methods for teaching grammar-translation with more accuracy and cultural awareness. He also showed us ways in which he incorporates multimedia to make learning English more enjoyable and inspiring. In October, Chris Weagle from Dongguk University in Gyeongju gave a presentation entitled *Aim for the Center: Hitting Mixed-Ability Writing Targets*. Weagle shared his syllabus for a creative writing class that he initiated at his university. We then broke up into small groups and gave each other suggestions for solving problems we are having teaching writing in our own workplaces. We also discussed some of the differences between Korean and English writing.

Most recently, in November, Hailey Tallman from Moonkkang Foreign Language Institute showed us some classroom games for all ages. This was a hands-on workshop on incorporating games with little or no prep! In the winter, we are looking forward to our December presentation when Jessica Vaudreuil will show us some ways to teach English through storytelling. And in January, I will be giving my own presentation on some studies I have been doing (including one some of you may have participated in), entitled *Attitudes Towards English Accents in Korea*. Attendees at this workshop are also welcome to attend our winter dinner right after. Hope to see you all in the winter!

Daejeon-Chungnam Chapter

The Daejeon-Chungnam KOTESOL Chapter is a very active organization committed to the promotion of the scholarship of teaching and learning English as a foreign language in the Korean K-12, language institute, tertiary English education systems, and beyond.

The Daejeon-Chungnam Chapter co-hosted the 4th Annual Autumn Symposium & Thanksgiving Dinner along with the Global Issues Special Interest group. We

invited George Jacobs as our international plenary speaker. George, who flew in from Singapore, gave workshops on *Putting a Participation Element in Global Education Activities* and *Compassion for Our Fellow Animals as a Global Education Topic*. We also had many other presenters who gave workshops and presentations: Bob Snell, *Thru the Looking Glass: Real Issues in a Virtual World Using Second Life in the EFL Classroom*; Andrew Finch, *A Global Issues Project Pack: Guided Project Work*; Marilyn Plumlee, *Engaging with Real-World Issues: Examples of Capitalizing on Opportunities in Korea to Stimulate Discussion and Reflection*; Steve Garrigues, *Cultural Key Words: Understanding the Role of Semantic Space in Intercultural Communication*; Yanghee Han, *Integrating L1 Culture and Target Language: Interactive Grammar Activities for Korean Secondary Students*; Heebon Park-Finch, *Content-Based Essay Writing: Global Issues in the College Composition Class*; Tory Thorkelson, *Building a Successful Content-Based (CBI) Course: Teaching Outside the 4-Skills Box*; Clare Hambly, *Reading About the World*; Maria Lisak and Gao, Ming-xia, *How to Create a Global Issues Class*; Les Miller, *Current Affairs and Journalism*; Scott Jackson, *Intercultural Communication: Which words to use and when*; Andrew Finch, *Active English Discussion: An Integrated Approach to Global Issues*.

A wonderful Thanksgiving feast followed the symposium. See you next year.

Gangwon Chapter

By Chris Grayson

Gangwon Chapter has a new executive line-up as of this October. Seamus O'Ryan has stepped up to assume the presidency, and we look forward to some fresh initiatives as he settles into the position. Past-president Chris Grayson will assist in the transition as Vice-President. Ralph Sabio has also become a vice-president with additional webmaster and membership services duties. Norlan Page takes over as Treasurer. A great new team.

We continue to offer practical and provocative monthly presentations. Our November meeting featured Jeong-ah Lee on the topic of *Team-Teaching, the Korean Teachers' Perspective and More*. December's meeting will offer guidance on how to use videos and movies effectively in the classroom, a presentation by Lynn Peterson. Watch our web site for an announcement regarding our January meeting.

Gangwon KOTESOL strives for a nice balance of seriousness and fun. Our meetings are casual and newcomers are always welcome.

Gwangju-Jeonnam Chapter

By Yeon-seong Park

During a couple of lovely fall months, our Chapter had

two wonderful workshops. We had the opportunity to listen to Kevin Dieter's *Cultural Effects: A Learner-Centered Approach to Understanding L1 Culture and Its Effects on SLA* and Maria Lisak's *Technology in the Classroom: Preparation, Pedagogy, and Practice* in October. We were also able to increase our knowledge of CALL through Joshua Davies' presentation on Computer-Assisted Language Learning in November. There was also a year-end potluck party at the Chapter President's house on December 8th at which time Maria Lisak was presented with the Chapter Service Award and everyone had an enjoyable time.

No workshops will be planned during the winter vacation. However, we will start our new year splendidly with the joint spring regional conference with the 21st Century Association of English Language and Literature at Honam University on March 15th, 2008. Dr. Rosa Jin-young Shim of Open Cyber University (a scheduled plenary speaker at IATEFL 2008) has been invited as our plenary speaker.

Jeju Chapter

By Calvin Rains

The Jeju Chapter, now fully recognized as KOTESOL's newest chapter, elected officers in November. The following officers were elected: Dr. Changyong Yang and Peter Mazur, Co-Presidents; Susan Pryor, Vice-President; Miran Kim, Treasurer; Jamie Carson and Kim Cummings, Events Coordinators; and Calvin Rains, Chapter Contact Person. The November meeting also featured a wide array of interesting short presentations. Jamie Carson hosted a delightful potluck dinner on Saturday, December 8.

The December 15 regular monthly meeting featured a report about the National Leadership Retreat that was held on December 1-2. Both of our co-presidents attended this fabulous event and brought back important information to the members. We have big plans for many professional events for 2008. Darren Southcott also facilitated a very stimulating and provocative discussion on global issues in education. After a raffle and refreshments, several members went to Art Space C to view a truly unique art exhibition. The evening ended with a holiday dinner.

Since the Jeju Chapter has chosen to meet from 3:00-5:00 p.m. on the third Saturday of each month, the next meeting will be held on Saturday, January 19. We are now focusing on membership recruitment and increased involvement. We are very grateful to the Jeju Foreign Language Learning Center for hosting our meetings at their very comfortable and centrally located facility.

The members of the Jeju Chapter extend best wishes to everyone for happy holidays! We are looking forward to much greater progress in 2008. Thanks, again, to the National office for helping us get off to a good start.

North Jeolla Chapter

By Ingrid Zwaal

We had three workshops this fall, the first by our Membership Coordinator, Tim Dalby, in September; Ingrid Zwaal, our President, in November; and for the first time, Leon Rose, our Webmaster. In October, we had to postpone our drama festival, but we expect to hold it again next year. For the International Conference, for the first time we rented a bus for members and volunteers to go up to Seoul on Friday and returned to Jeonju on Sunday. On December 1, we held elections, and we have a brand new executive. Henri Johnson is our new President; Shawn DeLong is the Vice-President; Paul Bolger is the Secretary; Stuart Scott is the Membership Coordinator; and Leon will keep his position of Webmaster. We wish our new executive good luck and expect great things from them next year.

Seoul Chapter

By Jennifer Young

This has been a great year for Seoul Chapter. In September, Jennifer Young presented various games for young learners and demonstrated ways to modify them for different abilities and ages. In November, chapter member Robert Kim led a workshop on rubrics, which was well attended despite occurring on Oxford Day.

In December, Stephanie White will give a workshop focusing on classroom management in larger classes to be followed by the Chapter's annual Christmas party. This year, the dinner will be an all-you-can-eat turkey or vegetarian dinner held at Toque Diner in Itaewon. As in previous years, dinner will be subsidized for all Seoul Chapter members. Our annual dinner has attracted members from all across the peninsula in the past, and we hope this year will be no exception, giving


everyone the chance to have a leisurely visit with friends that otherwise may only be seen at conferences.

Plans are well under way for our annual conference scheduled for late March at Soongsil University. This coming year, the theme will be *Teachers Helping Teachers: Share Your Expertise*. We anticipate a strong turnout due to wonderful speakers we have lined up, particularly our invited guest, well-known author and teacher trainer, Mario Rinvolucri. If you are interested in presenting, please contact Bruce Wakefield. Finally, the election of executive officers will be held at the conference.

Suwon-Gyeonggi Chapter

By Chang Myounghwan

On Saturday, September 15, the Suwon-Gyeonggi Chapter had its 57th regular meeting at the University of Suwon. The presenter, William Joseph Peters, presented *Creative ESL Writing*. On Saturday, October 20, we held the 58th regular meeting. The presenter, Candice Sue Boulton (Suwon Foreign Language High School), presented *Conversation Class Tips for the Classroom* which fascinated all 40 participants. The meeting was a big success. On Saturday, November 17, we had the 59th regular meeting. The presenter, Helena Kang (Gyeonggi Institute for Foreign Language Education), spoke on *Public Speaking and Communication in the Classroom* and impressed all participants.

Our professional Web Manager, Jeonguk Heo (Pocheon-il High School), who had his first baby boy last October, uploaded presentation materials, video clips, and pictures. Visit <http://cafe.naver.com/ggkotesol.cafe> and share our materials. Younggi Kim, Member-at-Large, transferred to Suseong Middle School in Sowon from Gyeonggi Institute for Foreign Language Education. 

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Korea TESOL Publications

Korea TESOL Journal

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

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.]

Dr. David E. Shaffer, Associate Editor. Chosun University, Gwangju. [See page 4 for contact details.]

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2008 KOTESOL Gwangju-Jeonnam Chapter & The 21st Century Association of English Language and Literature Joint Conference

**March 15, 2008, 1-8 pm
Honam University, Gwangju**

Invited Speaker: **Dr. Rosa Jin-young Shim**, Open Cyber University

Call for Presentations Deadline: January 30, 2008
Contact Joo-Kyung Park: english58@hanmail.net

Constitution & Bylaws of Korea TESOL

Constitution

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

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

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

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

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

V. Officers and Elections.

1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting, except for the President, who shall serve a two-year term, elected biannually except where the Presidency has been vacated, in which case a new election shall be held along with the election for other officers.
2. The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, and the president from each Chapter or his/her duly noticed replacement, who shall have full voting privileges. A Chapter replacement shall serve the full Council meeting; notice of this appointment must be in writing to the National President and Secretary not less than 72 hours prior to the Council meeting; there are no short-term replacements and no proxy votes during face-to-face Council votes.
3. If the office of the President is vacated, the First Vice-President shall assume the Presidency with a term ending at the close of the next Annual Business Meeting. Vacancies in other offices shall be dealt with as determined by the Council.
4. No candidate for a position on the Council shall be elected who fails to receive at least twenty-five percent (25%) of all votes cast for that position, and at least 25% of total votes cast must be cast for this position. Where no candidate meets this requirement, the post shall be declared vacant.

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

Bylaws

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

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

II. Membership and Dues.

1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.
2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.
3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months,

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

III. Duties of Officers.

1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.
2. The First Vice-President shall be the supervisor of the Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.
3. The Second Vice-President shall be the convener of the National Program Committee and shall be responsible for planning, developing and coordinating activities.
4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council.

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

V. Committees.

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

and for conducting the election. Voting procedures for executive positions may include online voting.

VI. Chapters.

1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.
2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.
3. All Chapter officers must be current KOTESOL members.
4. Any Chapter that fails to retain 18 members for 24 consecutive months may be dissolved by majority vote of both (a) nationally elected officers; and (b) all Chapter representatives in attendance at a duly called and noticed National Council meeting. Dissolution shall take place immediately, with Chapter finances and assets reverting to the national treasury, and any current membership transferred to other Chapter(s).
5. Chapters shall develop Chapter Election Policies consistent with the following provisions:
 - a) Chapters shall hold elections at the first Chapter meeting following the National Annual Business Meeting, hereafter called the Chapter Annual Business Meeting (ABM). A Chapter may specify another time to hold its Chapter Annual Business Meeting, but this must be established in the chapter bylaws. At the Chapter ABM, officers for the following offices must be elected:
 - i. President, who also serves as Chapter representative to the National Council.
 - ii. Vice-President, who also serves as Chapter representative to the National Programs Committee.
 - iii. Treasurer, who maintains liaison with the National Treasurer for matters of finance and membership.
 - b) Other officers may be elected or appointed, and duties designated as appropriate; the duties identified in a(i) - a(iii), above, may be

delegated.

- c) Term of office concludes, regardless when elected or appointed, with the next Chapter Annual Business Meeting. Officers may run for re-election.
 - d) All current Chapter members present at the meeting are authorized to vote at the meeting.
 - e) Chapter elected officers, sitting as a Chapter Council, may appoint non-voting council members for any role other than those identified in the Chapter Election Policies.
 - f) Vacancies in elective Chapter offices may be filled only by a 2/3 majority of duly elected officers, and then confirmed by a simple majority vote at a regularly scheduled and announced Chapter meeting.
 - g) No absentee, proxy, or electronic ballots shall be permitted at the Chapter level.
- VII. Parliamentary Authority.** The rules contained in *Robert's Rules of Order, Newly Revised* shall govern KOTESOL in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.
- VIII. Audits.** An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.
- IX. Amendments.** The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

2007 Constitution and Bylaws Revisions

The six proposals for constitutional and bylaw change that were on the ballot in October's national election all passed by a considerable majority, as announced at the annual business meeting on October 28. These six amendments are incorporated in the Constitution and Bylaws above. They are also listed below followed by the portion or portions of the Constitution and Bylaws in which they appear.

- Provision for direct election of the president for a two-year term. (Constitution, Article V, Sections 1 & 3, and Bylaws, Art. IV, Sec. 2.)
- Specification of representation of Chapters at National Council meetings. (Constitution, Art. V, Sec. 2.)
- Elimination of the position of General Manager. (Deleted from Constitution, Art. V, Sec. 2 and Bylaws, Art. IV, Sec. 4.)
- Requirement of a minimum number of votes cast for successful election. (Constitution, Art. V, Sec. 4.)
- Provision for the dissolution of a chapter due to inactivity or lack of membership. (Bylaws, Art. VI, Sec. 4.)
- Provision of a framework for chapter leadership and chapter elections. (Bylaws, Art. VI, Sec. 5.)