



KOTESOL
대한영어교육학회

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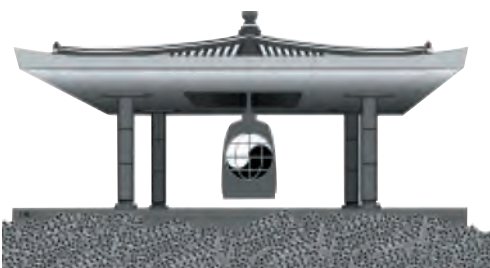
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Sangho Han

Teacher Autonomy
Bill Snyder

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Vocabulary Knowledge
Douglas Margolis

Joint Symposium Report
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.

THE ENGLISH CONNECTION

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

Guided Audio Journals: Push, Play, and Record

By Mackenzie Bristow

Digital audio journals provide an open platform to create meaningful learning experiences as well as address our current learners' environment. From assessment to reflection, they allow us to gain a dynamic picture of our students' academic and linguistic development without any office or classroom waste of paper. Implementing the technology needed to support audio journals brings our classrooms into an already established norm for South Korea. (Take note of all the PC parlors and the MP3 recorders carried around by students of all ages.) Also, by implementing electronic journals, we acknowledge that digital communication addresses a number of the multiple intelligences that can reach a broad base of students. Finally, they can serve as a time

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June 2008

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THE ENGLISH CONNECTION

Contributor Guidelines

The English Connection welcomes previously unpublished articles in the following categories:

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

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

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

Reviews: Reviews of books and other teaching materials should be no more than 600 words in length. Submissions should be of recently published materials not previously reviewed in a Korea TESOL publication.

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

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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.

Inquiries and Manuscripts:
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Submissions are now being accepted for publication in
Korea TESOL Journal, Volume 11

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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THE ENGLISH CONNECTION

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Editor-in-Chief

Dr. Kara MacDonald

(C) 010-7702-5272, Email: kmacd@rocketmail.com

Associate Editor

Dr. David E. Shaffer

(W) 062-230-6917, (Web Fax) 0505-502-0596

(C) 010-5068-9179, Email: disin@chosun.ac.kr

Publications Committee Chair

Dr. Bill Snyder

(W) 02-2220-1671, (C) 010-7612-6655

Email: wsnyder7@gmail.com

Column Editors

Philip Owen (President's Message)

(W) 063-469-4337, (C) 016-665-6915

Email: philkotesol@yahoo1.com

**Dr. David E. Shaffer (Membership Spotlight,
Presidential Memoirs, Word Whys, Who's
Where in KOTESOL, 'Round & About)**

(W) 062-230-6917, (Web Fax) 0505-502-0596

(C) 010-5068-9179, Email: disin@chosun.ac.kr

Jake Kimball (Young Learners)

(W) 053-782-2330, Email: ilejake@yahoo.com

**Dr. Kara MacDonald (From the Editor's Desk,
Book Review, Calendars, KOTESOL In Action)**

(C) 010-7702-5272, Email: kmacd@rocketmail.com

Dr. Bill Snyder (Professional Development)

(C) 010-7612-6655, Email: wsnyder7@gmail.com

Dr. Andrew Finch (Materials Design)

(W) 053-950-5832, Email: aef@bh.knu.ac.kr

Dr. Douglas P. Margolis (Training Notes)

Email: margolis@umn.edu

Ksan Rubadeau (Grammar Glamour)

(W) 031-680-3641,

Email: ksanrubadeau@hotmail.com, zoeksan@yahoo.ca

Joshua Davies (Web Wheres)

Email: joshuawdavies@gmail.com

Maria Pinto (Editor: KOTESOL in Action)

(C) 010-7900-7275, Email: maavid_is@yahoo.com

Advertising

Dr. Robert J. Dickey, OP Liaison

(C) 016-834-0968

Email: rjdickey@content-english.org

Production

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

Don't Panic



Every so often, quite often actually, a member will come up to me and say, "Have you heard they changed the regulation about..." Or, "Did you hear they're going to start..." In these cases, *they* means the new government or the Immigration Service or the Ministry of Education, Science and Technology. In some cases, I have indeed heard about the change (or proposed change), but rarely do I know anything more than what I have read in the papers or heard from other people.

President's Message

Yes, this is a time of changes within the whole ELT community in Korea, native Korean teachers as well as foreign nationals who teach in Korea. Regulations and programs for teaching English and for teacher training are changing. We hear about various new national programs. At my school, we have developed new courses. As the old song goes, *The times, they are a-changing*.



But just what, exactly, is set in stone and just what is still under discussion? Just what is optional and just what is mandatory? It is sometimes hard to tell. In my calmer moments, I can see good results coming from the changes. In my more pessimistic ones, it all seems like shaking a molded *Jello*: It wiggles for a while and a few things might get shifted, but when the wiggling stops, everything ends up pretty much where it started. So, don't panic, keep your eye on the newspaper, take what you hear from other people with a grain of salt, and try to stay abreast of developments.



There are many people now who have a lot to say about the various changes in English teaching in Korea. Many of the comments are indeed considered and careful. Despite my pessimistic moments, I do hope the coming changes will lead to a rational, realistic policy of English education and teacher preparation.

Philip Owen
Korea TESOL President

But remember the people who have the least to say and the most to gain (or lose) from all of this: the students.

Diane Larsen-Freeman (2008) recently said, "I am, after all, teaching students, teaching learners, not just teaching language." Although Larsen-Freeman's intended point was somewhat restricted, I found this a refreshing statement of why we, all of us, are in class. We all are in the classroom to provide as efficient and effective a learning time as possible for the students. With all of the changes, proposed changes, and possible changes coming, it's easy to overlook the fact that students are the reason we are in class in the first place, and far too easy to make unrealistic expectations. Serving the students we look at every day should be our ultimate concern.

Reference

Larsen-Freeman, D. (Presenter). (2008, May 7). Grammaring. *TESOL Virtual Seminar*. [Webcast]. Alexandria, VA: TESOL. Available from <http://www.tesol.org/>



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**Symposium on Extensive Reading in Korean EFL
and Thanksgiving Dinner Event**

Co-hosted by

**KOTESOL Extensive Reading Special Interest Group
and Daejeon-Chungnam Chapter**

November 22, 2008, Saturday

Korea Nazarene University, Cheonan-Asan, Chungnam

Workshop/presentation proposal deadline: August 29, 2008

For more details: www.kotesol.org (ER-SIG pages)

Email Scott Miles (ER-SIG Facilitator): swmiles@sogang.ac.kr

Email Aaron Jolly (Event Coordinator): jollyprofessor@gmail.com

Forging Relationships

There is a wave of significant changes impacting ELT in Korea and some of these changes are being addressed by contributors in this issue. ELT in Korea has experienced a huge transformation in the past decades, long before I was, or many readers were, part of it. However, teachers, program directors, and other ELT professionals may feel they are caught in this wave of change with no influence. Yet, active participation in ELT organizations like KOTESOL serves to represent ELT professionals' views on current issues. It is through increasing our involvement in the ELT community that the field of ELT is improved.

Look at What's Inside

- **Mackenzie Bristow** discusses how learners can benefit from audio journals. They are similar to written journals in that learners make entries in a free or guided format, depending on the activity. The recorded data offers learners a distinct opportunity to focus on grammar, language structure, and use, rather than through the usual written activities.
- **Philip Owen** talks about *all the talk* regarding the current changing times in English teaching in the *President's Message*. He expresses his concerns of how much may not change, but also gives a positive outlook on what the changes may bring.
- In *Presidential Memoirs*, **Sangho Han**, (KOTESOL's 6th President) describes his developing relationship and *bonding* with KOTESOL, beginning in 1996. His story shows the value of forging relationships and expresses how new individual members can steadily become more involved in their chapters, and the organization overall, to become leading members who shape the development and success of KOTESOL.
- **Joo-Kyung Park** describes the highlights of the joint symposium on *Strengthening Public English Education*, held in response to the proposed public English education policy by the government. She summarizes the main issues of debate and the programs envisioned to improve problems in Korea's ELT.
- **Allison Bill** reports back from the IATEFL 2008 Conference held in Exeter, where World Englishes and NNEST issues were prominent topics, as well as alternative teacher training opportunities available.
- **Jake Kimball**, as Korea TESOL's delegate to the International TESOL conference in New York, describes Suresh Canagarajah's talk on local identities with a global context and Bill Grabe's practical suggestions for teaching reading.
- **Robert Dickey**, in *Conference Column*, expresses how not only ELT has changed in the past 15 years, but also the English we teach and how the invited speakers to this year's Korea TESOL 16th Annual International Conference reflect this evolution in ELT.
- In the *Young Learners* column, **Jake Kimball** offers practical suggestions on how to overcome the difficulties of incorporating group work into classrooms. His ideas enable teachers to run more communicative activities within classrooms with large student numbers and space restrictions.
- **Ksan Rubadeau** offers a practical checklist of what to look for when creating appropriate grammar examples in *Grammar Glamour*.
- **David Shaffer** lends a *Word on Webster* in *Word Whys*, explaining the reasoning behind multiple commonly accepted spelling for many words.
- **Andrew Finch** addresses the increasing demands on teachers to teach English through English in *Materials Design*. This raises numerous questions about content, and design skills.
- In *Professional Development*, **Bill Snyder**, explores teacher autonomy and the flexibility to deliver a set curriculum in distinct ways based on what students' needs are and to foster teachers to reflect on their teaching practices.
- **Doug Margolis** provides sensible information for using word frequency lists in teaching vocabulary and the value of repeated exposure in *Training Notes*.
- In *Web Wheres*, **Joshua Davies** returns to the topic of online collaboration to see what new possibilities exist for group interaction on the web.
- **David Shaffer** presents a brief background on **Kara MacDonald** and her journey to Korea and KOTESOL in *Membership Spotlight*.
- In the *Book Review*, **Kara MacDonald** highlights the practical elements of the new fourth edition of Jeremy Harmer's *The Practice of English Language Teaching*.
- **Ralph Sabio** provides practical consideration, in *FYI*, for evaluating online TESOL programs.

From the Editor's Desk

By Kara MacDonald, Editor-in-Chief



I encourage you to look at the events and conferences listed in *KOTESOL In Action*, *KOTESOL Kalendar*, *Corea Calendar*, and *World Calendar*. If not presenting, attendance is a fantastic way of learning and continuing with professional development. It is through active member involvement and dedicated association leaders that make such opportunities available for professional support.



Continued from page 1.

for learners to reflect on current progress or how the material could be applied beyond classroom language interactions.

Identical to traditional written journals, instructors can recommend either free or guided activities to address various classroom goals. Both have benefits; however, guided audio journals provide a clear aim for both the instructor and the learner. For the learner, it is another opportunity to experiment with a focused topic or structure. For the instructor, the journals provide an opportunity to give individual feedback in a concentrated way outside of class.

Audio journals can be integrated to support a topic or speaking structure from a classroom activity performed in class or as a pre-activity to prepare for future activities. By nature, spoken material will naturally flow into free speaking without some guidance. So, instructors may need to be patient as learners adapt to integrating language tasks into their free talking. The number of language issues that guided audio journals can address is enormous, so what follows is a simple survey.

As a Needs Assessment

Simple topics like “self-introduction,” “my favorite vacation,” or “my job” may provide instructors with an overview of their learners’ language abilities. For this activity, I often ask my learners to prepare a written journal before they record their audio journal. This is meant to help them organize their thoughts as well as prepare any language structures they want to present. The temptation is for the learner to memorize or read the written journal. However, if the instructor conveys the goal of the activity, learners can break themselves of this habit. Instead of a traditional written document, organizational tools like mind-mapping may work better for certain learners during the preparation stage of an audio journal.

Segmentals and Suprasegmentals

Many students want to improve segmental sounds like /p/ vs. /f/, or /b/ vs. /v/, and audio journals are one way to address this common language learner concern. It may be more effective to gather data from unrelated audio journals to assess segmental problems across a range of discussions in initial, medial, and final positions. Since learners are familiar with many of their common segmental problems, allow the learners to peer-evaluate the audio journals as a way to heighten awareness, increase focused listening skills, and build learner autonomy.

Addressing suprasegmental concerns may be a better way to accomplish the goal of becoming “more understandable” to the learners. However, issues of pitch, stress, tone, and deletion can be much more challenging for instructors to guide and for learners to accomplish. In addition to using traditional sheltered material, modern digital material from YouTube,

movies, TV, or music can illustrate these different aspects while connecting you with your younger learners, who already listen to music and watch YouTube on a regular basis. After exposing your learners to various authentic and sheltered materials, as needed, you can recommend audio-journal activities that will further raise their level of awareness related to these skills. Some example activities are (a) having two learners record a conversation to explore reduced speech, (b) recording an exciting or shocking story, (c) having learners record a reading passage to analyze word stress, and (d) allowing students to submit class activities, presentations, or pairwork and analyze it for any of the above.

When focusing on evaluating pronunciation, it may be affective to provide the topic or activity before the goal of the exercise. After learners record their journal, the unguided language sample can serve as a springboard for improvement. Once the skill is introduced in class, the learner can record the same activity again. A final follow-up activity could compare the *before* and *after* samples to assess progress and weak areas.

Grammar Activities

Audio journals can also provide opportunities for language learners to practice grammar points outside of class. The following activities were developed in conjunction with a 10-week CBI Business English course, but could be modified to fit into any general conversation course. Topics were generated from either the course content or issues that arose during class. With the former, learners were given examples of the grammar point from the reading text followed by a discussion. If the grammar issue was discovered during class, the audio journal was used as a reflection. Below you will find some sample activities from this CBI course. Following the assignment, excerpts from learner audio transcripts and a reflection analysis are presented.

1) Journal Topic + Grammar Focus: *Past Tense vs. Present Perfect - In this journal entry, tell me about something that you used to do and something that you still do.*

Learner Sample: *Hello, today I will talk about my home. In my life, I have moved my home more than 10 times. Last year, I moved my home from Yongton to Suji. Because my lease contract-term is... was over and I need more big home because my children is growing up. So, I decide to find more good place for my family.*

Analysis: This is a great example of a combination of prepared and unprepared material. It is evident that the first sentences were memorized by the learner. As the learner continues with the details, we can see a self-correction followed by a misuse of tense. Here, an instructor can take advantage of the technology and ask the learner to listen to their recording and to pay

attention to specific mistakes. Recorded responses could either provide guidance to help the learner self-correct, or simply provide the correction for the learner.

2) Journal Topic + Grammar Focus: *In this journal entry, I want you to practice describing a series of events. I would like you to focus on topic sentences and linking your ideas. When you start your story, make sure your first sentence introduces your story. What are you going to talk about? Then you can follow with details that relate **directly** to your story. Link your ideas using the linking words and transitions in the handout from class. You do not need to use every linking word.*

Learner Sample: *When I was a child I always dreamed of flying on an airplane. However, unfortunately, I never took a chance to fly on an airplane until I joined the army. Actually, I served in the United States Army as a KATUSA. Of course, in the beginning, I never thought of taking an airplane in the army. However, there came a chance to my dream finally. Just after I was promoted from Corporal to Sergeant, I found out that there would be a leadership development course in Jeju Island. So, I volunteered to participate in the program. Because there was no one who volunteered from our regiment, I was chosen to attend. A few weeks later, I went to Osan Airbase and saw the airplane.*

Analysis: Here we can see the learner using linking words or phrases like *however, so, actually, a few weeks later, of course*. Activities like this may expose a learner's tendency to use certain linking words more than others, or lexical items that are still not fully understood.

3) Journal Topic + Grammar Focus: *This week, we will focus on reported speech. I want you to report on one of your morning talk activities or one of the business lectures. What did one of your peers or business lecturers say?*

Learner Sample: One of the baby boomers said they when on... oh sorry... they had gone on their honeymoon in a Volkswagon Beetle 20 years ago. They had scrolled with shaving cream on the side of the car like "just married." And a few years ago, when his wife and he with sail fishing, they found themselves cutting a 7 1/2 sailfish on the front end trunk of another Beetle. One of four they had owned.

Analysis: Many times a learner may not select the optimum material to explore the grammar point. Above you can see one sentence where the learner explores reported speech, but the rest of the material is in simple past. However, we can see a self-correction in the reported speech section, which shows that the learner was aware of the target.

4) Journal Topic + Grammar Focus: Paraphrase and Summarize - I want you to take an interesting paragraph from a case study, and first summarize and then paraphrase it, using the same techniques we used in class. Use the same paragraph for both parts of this activity.

Learner Sample (Paraphrase): *For the target audience and positioning, they made a nationwide survey and they found that there is two distinct group of potential customers. One is younger generation, aged 18 to 34 year old. And another group is, baby boomers. They are quite different in demographic point of view but they have similar characteristics like are very independent and they have confidence and they want to be an icon between their groups...*

Learner Sample (Summary): After the research they found that target market appeared to encompass both X core audience to 18-34 years old and baby boomers. The potential customers involved qualities such as confidence, individuality, and desire to be the center of attention.

Analysis: Here we can see a sample of a learner taking a paragraph from a business reading to explore paraphrasing and summarizing. This activity allows learners to parallel the two target forms and compare vocabulary or the structure of information. This activity was done after learners had a chance to practice each skill in class and independently.

Reflection

Providing time for learners to reflect on course content or self-evaluation is another way to implement audio journals. In Dantas-Whitney's (2002) study of audio journals, she suggested that the spoken journal entries served as a tool of critical reflection. The audio journals served as the space where learners were asked to reflect on course content that impacted their lives. Her research concluded that audio journals effectively served as a bridge between the classroom and their real lives, and most importantly, were perceived as a positive learning strategy. With this in mind, one could assign the following topic:

Midterm: *Next week marks the half-way point of this program. Perhaps it is time to reanalyze your language goals, or more importantly, your strategies to achieve these goals. In this audio journal entry, please discuss what you need to do differently from what you have been doing these past few weeks to accomplish your goals. Have your goals changed? Do you need to change your study strategies? What changes do you plan to make? How do you propose to implement these changes?*

Learner Sample: *Before coming into this course, I analyzed that my English has weakness in terms of fluency and comprehension. I think that my reading and vocabulary is relatively good compared to*

speaking and listening. So, my initial goal was of course to make up for my weak points. So, I have been trying to participate actively in class and more opportunities to speak as possible. Although my fluency has not improved dramatically in the past five weeks, I see that I have more confidence in speaking English. I think one of my problems with fluency is that my English often get more broken when my brain is too far ahead of my mouth...

In general, learners appreciate audio journals. One learner stated, "For me, the audio journal is very unique way to realize my speaking style. Sometimes, I had to record it again and again, because I wanted to make it more organized. I think that process was also helpful because I could find easily what my weak points are, especially in speaking. And also, I learned another big thing. Before start speaking something, I have to prepare basic storyline in advance."

For both instructors and learners, the largest disadvantage to employing audio journals is that they are time-consuming. This can be overcome with setting time limits and restricting what you give feedback on. In addition, as far as a tool to continue practicing after a course has ended, one learner had these thoughts: "It was an awkward try but worthwhile especially to those who have little time to practice spoken English in his daily life. But I still think audio journal is much more difficult to continue than text diary." So, in some ways a physical journal may be more meaningful. This is an interesting area that may warrant future research.

For instructors who feel uncomfortable with technology, manipulating digital material can appear difficult. There are a number of free software programs, such as Freerecorder and GOM, which an instructor can download for their classroom. Both of these programs can capture sound from a microphone, Internet streaming audio, or even music from a player

and made into an MP3 document. Once created, a student can attach it to an email or upload it for a podcast. An instructor can give feedback in the same manner. The relative ease of implementing audio journals or audio feedback into, or as a primary method of, collection and feedback can be discovered after some practice. More importantly, for the instructor, digital software can capture either prepared or unedited reflections more accurately and easily than traditional writing tools. At the same time, many learners will find creating digital documents more familiar and accessible than traditional pen and paper due to the high rate of computer fluency.

In conclusion, integrating guided audio journals at any level into the EFL/ESL classroom will result in a number of benefits for both the learner and the instructor. In either an open or guided format, instructors can apply it to any number of speaking activities.

Reference

Dantas-Whitney, M. (2002). Critical reflection in the second language classroom through audiotaped journals. *System*, 30(4), 543-555.

The Author



Mackenzie Bristow's interests in the relationship between language and culture have inspired her to spend time with the Siletz Native American Tribe, join an all Spanish-speaking dance troupe, spend a year in Finland, be a WWOOFer in Australia, learn Laban Dance Notation, and ultimately to earn an MA in Applied Linguistics (Ohio University, 2001). She teaches Business English in Korea and enjoys researching cooperative education, micro-language planning, and corpus linguistics. She thanks Nancy Lee for her feedback and contributions to this article. Email: mackenzie.bristow@gmail.com

A Quote to Ponder

"In South Korea, national competitiveness has been constructed as hinging on the nation's English competence..."

Amy Tsui & James Tollefson (2006)

Language Policy, Culture, and Identity in Asian Contexts (p. 11).

KOTESOL Kalendar

Conferences

Oct. 25-26, 2008 The 16th Annual Korea TESOL International Conference: "Responding to a Changing World." Sookmyung Women's University, Seoul. Web: <http://www.kotesol.org/?q=ICo8>.

Nov. 22, 2008 Symposium on Extensive Reading in Korean EFL and Thanksgiving Dinner Event. Co-hosted by the Extensive Reading SIG & Daejeon-Chungnam Chapter. Korea Nazarene University, Cheonan-Asan, Chungnam. Email Scott Miles: swmiles@sogang.ac.kr, Email Aaron Jolly: jollyprofessor@gmail.com. **Call for Workshops/Presentations: August 29, 2008**

Corea Calendar

Conferences

June 13-15, 2008 English Fair 2008. EXCO: Daegu Exhibition and Convention Center, Daegu. Web: <http://www.englishfair.co.kr/>

June 14, 2008 Pearson Young Learners & Teenagers Conference 2008: "English Education in Korea Is Evolving: Are You?" Sookmyung Women's University, Seoul. Web: <http://www.longmankorea.com/lectureview.aspx?page=&n0=62>

July 4-5, 2008 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>

July 21-26, 2008 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>

July 30, 2008 KEES, ETAK, MEESO 2008 Joint

Calls for Papers

Korea TESOL Journal, Vol. 11. Email: wsnyder7@gmail.com
Ongoing Submissions
KOTESOL Conference Proceedings 2007. Email: 07kotesolproceedings@gmail.com

Chapter Meeting/Workshops


1st Saturday of the month: Daegu-Gyeongbuk Chapter.
2nd Saturday of the month: Gwangju-Jeonnam, Jeonju-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

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

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 

Conference. Korea National University of Education. Cheongwon, Chungbuk. Email: kees2008@paran.com

Sept. 27, 2008 KELTA 2008 International Conference: "Standards-Based Assessment for English Language Learners." Hannam University, Daejeon. Contact: tyjeong@kma.ac.kr **Call for Papers: June 16, 2008** (Email: yhchoi@ewha.ac.kr)

Oct. 11, 2008 PKETA 2008 International Conference: "Teaching and Testing English for Global Communication." Pusan National University, Busan. Web: <http://www.pketa.org/english/index2.html>

Dec. 6, 2008 The Applied Linguistics Association of Korea International Conference: "30 Years of Applied Linguistics in Korea." Seoul National University, Seoul. Web: <http://www.alak.or.kr/>

Dec. 13, 2008 2008 Korea Association of Foreign Languages Education (KAFLE) Conference: "Foreign Language Teachers' Professional Development." Hankuk University of Foreign Studies, Seoul. Web: <http://www.kafle.or.kr/>

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 

[Compiled by Kara MacDonald and David E. Shaffer.]

Term 6: Strengthening Relationships

By Sangho Han, KOTESOL's Sixth President

My task in this article is to introduce the vision, policies, and activities of the millennial-year presidency of Korea TESOL. This I am so happy to do, as I see KOTESOL develop year after year as the result of the unceasing efforts of committed officers and members of the organization. Different from other presidents, I will begin my memoirs with a description of my introduction to and bonding (Korean: *inyeon*) with KOTESOL. This bonding started in 1996, when I was attracted to Daegu Chapter activities, then organized by two great English educators in the area, Dr. Steve Garrigues and Dr. Chae Jun-kee of Kyungpook National University. Both of them taught me English while I was an undergraduate student at KNU.

It was when I was fresh out of my doctoral program that Dr. Chae invited me to work for the organization as I had been attending the Chapter meetings. (Incidentally, Dr. Chae was the officiator of my wedding ceremony as well as academic advisor for my master's thesis in TEFL.) I started out as "Letterman" for the Chapter. Whenever it was time to send out Chapter newsletters, I visited Dr. Chae's office to put copies of the news flyer, which was edited by Dr. Garrigues, into envelopes for mailing to members.

As years went by, I became more and more involved in KOTESOL activities on both the local and National level, thanks to Dr. Chae's kind mentoring into the professional society. Dr. Chae is still serving the Daegu-Gyeongbuk Chapter as an active Advisor, even at the age of 80.

Wearing the hat of National President was such an honor.

Wearing the hat of National President was such an honor for me on my personal pilgrimage of teaching English in Korea. My term as president began with the successful hosting of the Pan Asian Consortium's (PAC) second conference (PAC 2), held at Olympic Parktel in Seoul's Olympic Park on October 1-3, 1999. Soon after the Conference, I had the annual KOTESOL Leadership Retreat scheduled to take place in Daegu to integrate KOTESOL's central and regional functions. This was done with the 2nd Vice-President, Gerry Lassche, doing the coordinating.

On the occasion of the Leadership Retreat, I emphasized (a) the importance of relations with other domestic professional/academic organizations in Korea as well as with those outside of Korea, (b) the importance of a membership drive, and (c) that of providing professional teacher training service. For domestic inter-organizational relationships, the Domestic Relations Committee was organized with Wonmyong Kim of Daejeon Chapter and Yonghoon Lee of Daegu Chapter appointed as Chair and Co-chair, respectively. On the international side, Jane Hoelker of Seoul National University served as International Liaison Chair and worked in close collaboration with the National Secretary, Kirsten Reitan, who had been deeply involved with PAC in its earlier stages of development during Carl Dusthimer's presidency (1997-1999).

With the Domestic Relations Committee functioning as intended, we reached associate agreements with KOSETA (Korea Secondary English Teachers Association) and with KAMALL (Korea Association of Multimedia-Assisted Language Learning). These partnerships are thought to have encouraged greater communication with specialty groups and the general membership of KOTESOL. On the international side, we continued our participation in PAC, and with our individual PAC partners, JALT, ThaiTESOL, and ETA-ROC. Representatives from each of these organizations visited us at our International Conference to strengthen collaboration. Moreover, we began to establish formal relations with FEELTA (Far Eastern English Language Teachers Association) of Russia for them to become a part of PAC. Their representative came to our International Conference in 2000 to finalize the associate agreement for mutual benefit.

As for the proposed membership drive, the Membership Development Committee was organized with Eunmi Seo and Jisook Yeom appointed as Chair and Co-chair. It is due to their initial efforts and their commitment that more Korean elementary, secondary, and language institute teachers have since taken part in KOTESOL activities. Finally, as for the strengthening of teacher training, KOTESOL Teacher Training (KTT)

Presidential Memoirs

Series Editor: David E. Shaffer

was reactivated both within and beyond Korea TESOL. Under the leadership of Douglas Margolis, it offered organized special training programs for teachers of TEFL, both at our Chapter and at the International Conferences.

As for chapter-level activities, there were several mini-conferences and an English drama competition taking place along with the usual monthly workshop activities that each chapter organized. We witnessed the successes of the Cholla and Pusan Chapter Mini-conferences, the Seoul-Kyonggi Joint Conference. It was also exciting to see the fruits of the Taejon Drama Festival. [Chapter name spellings are those of the period.]

Finally, we had a very strong Conference Committee under the leadership of Andrew Finch. The Conference Committee met often to ensure everything progressed well along the proper timeline, putting forth their best efforts for the successful hosting of KOTESOL 2000. One thing that should not be overlooked when it comes to the 2000 Conference was the securing of a conference grant from the Korea Research Foundation. It was something that would have been almost impossible to obtain without close Korean- and NEST-member collaboration in the application process because it involved a huge amount of time and effort. I cannot thank those involved enough for their committed service to the grant preparation project, the members of the Conference Committee and the Domestic Relations Committee.

The 2000 International Conference was outstanding in several respects.

The 2000 International Conference at Kyungpook University in Daegu (Sept. 30 - Oct. 1). With the theme *Castling the Net: Diversity in Language Teaching*, it was outstanding in several respects. First, Dr. Leo van Lier's plenary session touched the depth of our intellect with his practical and investigative ideas. Next, Dr. Dick Allwright's plenary address took us to the idea that language learners very much behave idiosyncratically. Third, Dr. Andy Curtis's special workshop shed light on the practicalities of language teaching. In terms of presentations, this conference was the biggest KOTESOL event ever held outside of Seoul. The 146 concurrent sessions included panel discussions, presentations of research results, practical reports, and hands-on workshops, providing the essentials for teaching English effectively in classrooms throughout Korea.

With the hosting of the International Conference, I passed the gavel of my presidency to Dr. Andrew Finch whose committed dedication to the success of the Conference was so great that he became the next

KOTESOL president. After finishing my term and looking back on my presidency, I tend to think that we may not have enjoyed the strongest integration of Korean and NEST expertise during those difficult "IMF" days. However, I also tend to think of my term as a time of strengthened relationships with other ELT organizations within and outside of Korea, along with more prominent recognition of Korea TESOL by the Korean government and the Ministry of Education.

As depicted above, KOTESOL has been an important part of my destiny. I hope that I have chronicled it well.

The Author



Dr. Sangho Han has been teaching English in the Department of English at Gyeongju University since 1996. He obtained his PhD in English Education from Korea National University of Education. He served as Korea TESOL National President (1999-2000) and currently serves as Vice-President of Pan-Korea English Teachers Association (PKETA). Other professional organizations he has been involved in are the Korea Association of Teachers of English (KATE) and the Korea Association of Foreign Languages Education (KAFLE). His primary research interest has been second language acquisition/learning. Recently his interest has become more critical than functional and instrumental, more political than pedagogical, making him more of an activist in the praxis of teaching English in the Korean context. His recent articles include "Teaching English as an international language and English teacher as Dharma" (2005), "A wavelike argument on glocalization of research-practice in English education" (2006), and "A critical alternative to teaching English for overcoming native speakerism" (2007). Email: singhap@kyongju.ac.kr



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-

Content-Based Materials

When students complain that they are “poor learners,” it can be instructive to find out where this statement is coming from. Very often, the assumption behind the statement is that the target language has to be learned in its entirety before one can be called “proficient.” Using this definition, it is easy to see why many Korean students see themselves as failures.

Total proficiency is obviously an impractical goal for students studying a few hours a week, especially when we consider all the different genres and technical variations (e.g., Business English, Academic English, Legal English, Medical English, Engineering English, etc.), but when we look at our textbooks, what is it exactly that they are trying to do? What language do they choose to teach, and why? One approach is to sidestep the issue of specialized English and simply teach generic language. Another approach is to concentrate on language use (grammar), with the hope that the students will be able to apply the grammar to whatever learning situation they find themselves in.

Even if we perform a comprehensive needs analysis at the beginning of a course, we are going to find that students have differing learning needs, and that one course will definitely not fit all of them. At the college level, we will find students of varying majors, who want to learn the relevant specialist languages of those majors. In order to fulfill these needs, the teacher will need to know Nursing English, Mechanical English, Scientific English, etc., as well as be able to show how these genres are used in the workplace. And doing all this does not even address teaching students how to read the highly technical journal articles.

ELT teachers thus find themselves in a dilemma. Do they offer to share their own skills (grammar, conversation, writing, etc.), or do they attempt to match the students’ needs (TOEFL, TOEIC, Technical English, Legal English, Business English, etc.)? This question is becoming all the more urgent as secondary schools in Asia begin to take on bilingual education. It is a short step from English-through-English to Other-subjects-through-English, as can be seen in the current boom in immersion learning in China, where bilingual education is seen as a way out of “the dilemma long experienced in ‘much time spent but little achieved’ foreign language education” (Feng, 2007, p. 2). David Graddol (2006) in *English Next* has also warned that most students will be learning through English (rather than learning English) in 10 to 15 years time.

In this situation, it appears that the role of the ELT

teacher is about to undergo radical change. Colleges in Korea are already asking language teachers to teach other subjects through English, and to make their own materials for doing this. However, pedagogically sound and culturally appropriate content-based language teaching books are yet to be written. Materials design has thus become more than supplementation and has taken on a new form, one in which instructors are required to produce materials *about* other subjects. However, this approach is more of a Pandora’s Box, raising all sorts of questions about curricula, content, and design skills.

Materials Design

By Andrew Finch

Here is a suggested approach: <http://www.finchpark.com/books/u2u/packstoc.htm>. (Please feel free to download these files for your own use.) This approach recognizes that: (a) students at the tertiary level have been learning English for a long time in secondary education, and they need something different, rather than more of the same; (b) they need to develop learning strategies; (c) they need to develop autonomy in learning; (d) they need to learn specialist English, often not possessed by the instructor; (e) they need to learn how to teach themselves; (f) they need presentation skills; and (g) they need self-assessment skills.

How is all this to be done? More in another article.

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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



Teacher Autonomy

While I was at the AAAL conference in March, I picked up a copy of a new book called *Teacher and Learner Autonomy: Concepts, Realities, and Responses* (Lamb & Reinders, 2008). I was interested in it because my work on teacher motivation has touched on issues of teacher autonomy, and I wanted to know more. Teacher autonomy does not get as much press as learner autonomy, but it has been argued that the development of teacher autonomy is necessary as a foundation for developing learner autonomy. Teacher autonomy involves two concepts: the freedom of teachers to present the curriculum in different ways and the capacity of teachers to direct their own professional development (Benson, 2001).

An article by Jonathon Shaw (2008) in the Lamb and Reinders book challenges the idea of a relationship between teacher and learner autonomy, and in doing so, points to the need for more serious thought about how teacher autonomy, instructional freedom, and professional development are interrelated. What interested me in particular was Shaw's argument that collaboration in professional development may be necessary for developing teacher autonomy.

Shaw is looking at these ideas in terms of his teaching context, a university language center in Thailand. He makes a case that the time constraints on learning the English they need make his students less interested in activities that promote learner autonomy and more interested in direct instruction on the language that they need. As he puts it:

I expect that my students will sooner or later start to work out for themselves the solutions that work for the particular problems they face in attempting to get a masters degree using the English language. My students will become autonomous users of English, because they have to, but autonomous language learners? Students here don't have time for that. (p. 201)

Shaw then further suggests that dogmatic emphasis on promoting learner autonomy has actually had a negative impact on teacher autonomy. Teachers have become so beholden to the idea that they should promote learner autonomy, he argues, that they do not consider whether doing so interferes with truly meeting the language learning needs of students. And it is those language learning needs that should take priority in instruction.

I enjoyed Shaw's article for a number of reasons. First, his emphasis on the importance of meeting learner needs matches a point I try to make to my students all the time. My teacher education students often focus on

the distinction between lesson plans that are *student-centered* or *teacher-centered*, with the former being good and the latter, bad. But I try to make a case to them that it is more important that any lesson they give be learning-centered, directed towards helping learners acquire the language they need. As Shaw suggests, sometimes this may require teachers to be directive rather than turning the lesson into a discovery process for students.

Professional Development

By Bill Snyder

Next, his point that we are sometimes trapped by our ideas about what we should be teaching rang home with me in terms of the research methods class I've been teaching over the last three cycles. It has never worked the way that I had intended. And now, I am forced to concede that the focus on action research projects may not have been the right one for what my students need and that a more traditional approach to methods may have been better at providing understanding of research in the field.

But most importantly, I appreciate Shaw's point about the value of collaboration with colleagues as a way of developing the insight we need to be able to make decisions about how we want to teach our students: "Dialogue therefore is needed, with teachers as critical peers, willing to question each other's assumptions and explore new avenues for questioning..." (p. 200). It is when we work together that we have the best chance of becoming autonomous.

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The Author



Bill Snyder teaches in the Hanyang-Oregon Joint TESOL certificate program at Hanyang University. Dr. Snyder's research interests include learner and teacher motivation and non-native speaker teacher issues in TESOL. He is also KOTESOL's Publications Committee Chair. Email: w Snyder7@gmail.com

Vocabulary Knowledge and Skill

Language learning demands much more than memorizing vocabulary lists, and yet, without concentrated effort to develop vocabulary knowledge, language acquisition is likely to be slow and inefficient.

To develop vocabulary knowledge, Graves (2006, p. 5) recommends a four-part program: (a) provide rich and varied language experiences, (b) teach individual words, (c) teach word-learning strategies, and (d) foster word consciousness. Nation (1990) argues that words need to be prioritized; some require class attention while others do not. He suggests that teachers should concentrate on the 2000 most frequent words and the 500 most frequent academic words and claims that these will help learners comprehend 90-95% of the texts they encounter.

The 2000 most frequent words, also known as the "General Service List" can be found at the following URL: <http://jbauman.com/gsl.html>. The academic word list (AWL), which actually contains 570 words, can be found at <http://language.massey.ac.nz/staff/awl/headwords.shtml>. These 2500 words provide a vital foundation that assists learners in acquiring additional words incidentally. Knowing these words also motivates learners to continue gleaning through texts to obtain more input.

Nations' (1990, 1994) perspective is that these 2500 words are sufficient to help learners make progress on their own. In addition, too much attention on less frequent and more technical words simply wastes class time because the payoff in terms of aiding reading comprehension or supporting incidental vocabulary learning is negligible, and thus not worth the cost. This article thus focuses on how teachers can help students learn these 2500 most important words.

What is Word Knowledge?

Words are often taught as if knowing them simply requires understanding their meaning and the only debate is whether a bilingual or monolingual dictionary is best. The difficulty of vocabulary learning, however, comes from the fact that word knowledge actually includes much more: spelling, collocations, nuances, connotations, part of speech, pronunciation, morphology, and pragmatic usage. Throw in etymology for fun, and students can easily become overloaded with just one word. Few people can learn all these aspects of a word at once. That is why one introduction of a word's meaning in class rarely leads to mastery.

Developing word knowledge requires repetitive encounters in diverse contexts to build experience, episodic memory, associative memory, and opportunities to experiment and calibrate the word with the learner's developing interlanguage system. Another important part of vocabulary development is distinguishing similar forms from each other and obtaining a feel for the words, which takes lots of reading, listening, and insight from word users.

Training Notes

Edited by Douglas Margolis

Obstacles to Word Acquisition

A major constraint to obtaining all this word knowledge and engaging in the necessary practice, however, is that there are so many darn words. Students can quickly become overwhelmed with new words, so an important part of the teacher's role is to shelter students from too many words at once. Another important way that teacher's can help learners is to sort through and prioritize words so that learners expend the most energy on the most useful words first. Finally, teachers can help learners avoid discouragement by highlighting difficult words, identify L1 interference problems, help learners find appropriate texts and teach words in meaningful contexts.

Another obstacle to word acquisition is the similarity of words. Some sound the same regardless of spelling (*bow - bough* or *piece - peace*), others look the same but have different meanings (*bear* [to endure] - *bear* [the animal]). Synonyms can also cause trouble for learners, for example, words such as *job*, *occupation*, and *career*, or *duties* and *responsibilities*. English words borrowed into Korean also present a problem because many students incorrectly assume their Korean meanings are the same as their English ones. Some examples are *panties*, *cunning*, *circle*, and *ribbon*.

Folse (2004) identifies eight factors about vocabulary teaching that also add difficulty for learners. For example, many teachers do not give enough time prioritizing words or planning for their instruction. Further, many teachers and most textbooks rarely revisit words and thus fail to allow students the multiple experiences necessary to cultivate word

mastery. Folse also suggests that teaching words in semantic sets retards acquisition. That is, rather than learning synonyms, antonyms, and related words together, he argues that when encountering unknown words, grouping them by similar features can lead to confusion. The haphazardness of vocabulary teaching could also be considered an obstacle to effective learning.

Aids to Vocabulary Development

Repeated exposure in authentic contexts, through multiple modes - sight, sound, touch, and movement - and raising awareness of the multifaceted aspects of the word should facilitate learning. Yet, learning 2500 words at 30 minutes each would take 12 years with classes meeting twice a week for one hour per session, assuming the whole time was devoted to vocabulary and the class met all year round. That means that the most important aid to learning vocabulary is prioritizing words and helping learners decide which ones to concentrate on. Students also need to spend time with their word lists, writing stories, and reading to reinforce and cultivate their vocabulary.

VENN DIAGRAMS

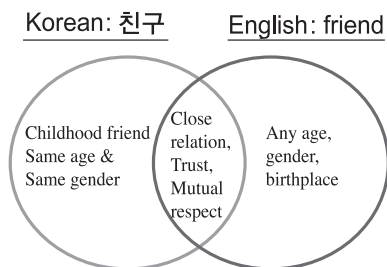


Figure 1. Venn diagram for Korean and English "friend"

Graphic organizers, such as Venn diagrams and semantic feature charts can also serve as important aids. A Venn diagram can be used to compare and contrast English words with their Korean translations or two English words that have overlapping meanings, as exemplified by Figure 1.

SEMANTIC FEATURE ANALYSIS

Roads & Walkways	Typical Characteristics					
	Narrow	Wide	Paved	Unpaved	For walking	For driving
Path	+	--	--	+	+	--
Trail	+	--	--	+	+	--
Road	+	+	+	+	--	+
Lane	+	--	+	+	+	--
Avenue	--	+	+	--	--	+
Freeway	--	+	+	--	--	+

Figure 2. Semantic feature chart for "roads and highways" words.

Semantic feature charts can help make subtle distinctions more salient; for example, the differences between road, path, and other types of roadways becomes more clear in the following chart (Figure 2). Focusing student attention on word parts, etymology, and word associations can also aid in acquisition. The most important way to facilitate the learning of words, however, is through repetition and use.

Vocabulary Activities

Nation (1994) provides an excellent vocabulary teaching resource for teachers. He offers over 100 activities for teaching vocabulary. To close this article, here are three abbreviated samples:

Arranging Students

Instead of counting off, arrange students by groups of vocabulary words. Before the lesson, pre-select enough words to accommodate the class. Find words related to the topic that can form a set of three or four. Then write each word on a separate 3x5 card. Give each student a word, and ask them to find the rest of their set.

Vocabulary Match-ups

Write one word per 3x5 card and place their definitions on separate 3x5 cards. Then distribute one card per student. Next, students seek out their partner and discuss the word and its definition. For extension, build a story with the word.

Sense or Nonsense

Create sentences with vocabulary that students have been learning. Some sentences should make sense, others should not. For example, if students have been learning prepositions, a nonsense sentence might be: *John put the book from the table* or *Karen fell above the floor*. Then give the sentences to students and ask them to determine which make sense and which are nonsense. You can also ask them to correct the nonsense ones.

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The Author

Douglas Margolis, a past president of Seoul Chapter, is currently teaching for the ESL MA Program at the University of Minnesota in Minneapolis, U.S.A. Dr. Margolis is interested in second language acquisition and instruction, computer-assisted language learning, and language testing. Email: margolis@umn.edu

Storytelling in the Classroom

By Michael Berman

Telling stories is one of the basic ways that humans communicate with each other. When you tell your partner about your day at the office, you are telling a story. When you repeat a joke you have heard, you are in effect telling a story. It is something we do all the time without even realizing that we are doing so. Here are five ways of promoting storytelling in the classroom that require hardly any preparation and that enable you to sit back, relax (more or less) and let the learners do all the work:

• True Stories

We can draw on a variety of sources to construct stories - personal tales or stories of real experiences that friends, colleagues, or members of our families have had. Here are some questions to stir memories. Ask the learners each to pick one, and then to pair up and tell each other the stories about incidents that provided prompts help them to recall. For example, *Have you ever been badly hurt?* or *Have you ever been in a really dangerous situation?*

• Feelings

First of all, to start the process off, ask each member of the class to pick a number between one and fifty, but keep that number a secret at this stage. Then ask them to go to their number on a list provided on a hand-out or OHP, where they will find an adjective next to their number (e.g., 1. *proud*, 2. *alienated*, 3. *hopeful*, 4. *terrified*, 5. *envious*, 6. *impressed*, etc.). Ask them to think about the last time something happened to make them feel this way, and then have them tell the person sitting next to them about the occasion. Then invite anyone who heard an interesting story to tell it to the whole class.

• Origins

Everything has a story because everything comes, in its elemental form, from the Earth. Invite the learners to choose an item from the following list of objects and to imagine its life story (e.g., *newspaper*, *leather handbag*, *diamond ring*, *fur coat*, etc.). Then ask them to describe the history of the item backwards through the personal use, purchase, manufacture, to original natural resources from which it or its components were made. They can personify the item and tell its story like an autobiography.

• Story Recipes

Arrange the learners in circles of eight. Ask them to

look through a list of topic headings and choose one (e.g., **Location:** *farm, village*; **Time:** *long time ago, now*; **Problem:** *caught stealing, told a lie*; etc.), allowing each member to choose one. Then invite each group to write a collective story that incorporates



all the elements chosen. Alternatively, to make the activity more improvisational in nature, put each element on a card and invite the members of each group to randomly select one item from each category.

• Stories from Proverbs

Have students choose a proverb from the list provided. Then ask them to work in groups to develop a story for which the proverb serves as a moral. Some example proverbs are: *One finger cannot lift a pebble* (Iranian), *When elephants battle, the ants perish* (Cambodian), *If you chase two hares, you will not catch either* (Russian). Other proverbs can be easily found on the Web through a search engine.

Storytelling is magic, in part, because it is personal and encourages interaction in the classroom through the storyteller's contact with the listeners. Once learners are comfortable with the classroom as a safe environment, you can build on the activity to encourage students to talk *to* their classmates, not *at* them, and from there, dialogue can develop to talk *with* them.

The Author



Michael Berman (BA, MPhil, PhD *Alternative Medicines*) works as a teacher, a writer, and Core Shamanic Counsellor. His publications include *A Multiple Intelligences Road to an ELT Classroom*, *The Power of Metaphor*, *The Nature of Shamanism*, and *Tell Us A Story*, a resource book for teachers on storytelling. Michael has been involved in teaching and teacher

training for over thirty years and has given presentations at conferences in more than twenty countries. Email: Michaelberman@blueyonder.co.uk



Possibilities for Pair Work

Sometimes colleagues ask if it is possible to implement pair work with young learners. Teachers in both public and private language school settings have suggested that getting students to interact with each other in pairs or small groups is often difficult. In public schools, where large class sizes are the norm, teachers find organizing and monitoring pair work overwhelming. They say it is next to impossible to police all the groups, ensuring that students are not only working on assigned tasks, but also using English. Private language schools usually have classes with enrollments ranging up to 12 or 14 students per class - smaller, but not a guarantee of effective classroom management.

What can you do to foster pair work and group work in your young learner class? First, it is important to prepare students for pair work and small group interaction. In some cases, students expect the teacher to lead the class while students take on a more passive role. I always model activities with my students before asking them to do it themselves. Afterwards, I ask two or more students to do the activity. When students complete the activity successfully, I know that other students may also be able to complete it. Modeling builds knowledge of pair work routines.

Modeling builds knowledge for pair work routines.

Secondly, arrange students in a formation conducive to pair work or group work. My favorite formation is the traditional row. This works best for me because I like students to change partners often without getting up and moving around. Students can practice dialogues with the person to the right or left, and the next time they can work with someone behind or in front of them.

Problem solved? No, not when students are speaking Korean instead of English. Teachers need to be proactive in monitoring students. Sitting at a desk or staying in one area of the room is an invitation for trouble. I normally hover within earshot of all my students and walk around monitoring them. This way, I get more on-task behavior from my students. When this just is not possible for whatever reason, try using the *yellow card / red card* approach. Laminate large pieces of colored paper (yellow and red) and distribute to one person in each group, the designated referee. When someone speaks Korean, the referee holds up the

yellow card. If students continue using Korean, the referee stands up holding the red card. If more than half of the class has been served with infractions, it is time to stop the activity and move on.

Another consideration is content. Engage your students in activities that

are fun, meaningful, and achievable, as it facilitates on-task behavior. Dialogues presented in course books are probably the most common use for pair work. Unfortunately, to children, they may not be entirely fun or meaningful. Questions and answers, or agency pairs, are useful. Tear A4 paper into quarters and pass one out to each student. The students then ask and answer five questions written on the board. To save time in large classes, pass out one paper per group. This way, each student in the group can ask one question to the interviewee. Afterwards, have the whole group move to the front of the class and talk about the answers. When they go to the front, they can refer to the questions on the board to jog their memories.

Poster projects are enjoyable tasks. These projects normally involve a combination of art, reading, writing, mathematics, and some kind of research or surveying. Try to expand course book topics by adding poster projects, allowing students to dig deeper into a theme. Some of my best classes have involved asking students to research animal habitats, continents and climates, and planets. They like designing how-to illustrations, asking their moms for recipes, writing postcards to imaginary characters, etc. If possible, post the results for everyone to see.

Pair work and group work are not impossible to implement. While it may be challenging in some circumstances, it is not impossible.

The Author



Jake Kimball is the Director of Studies at ILE Academy in Daegu. He is also the Facilitator of the Young Learners and Teens Special Interest Group and KOTESOL 2nd Vice-President. His main professional interests are early literacy, program evaluation, and assessment. In his spare time, he is always trying to find innovative ways to put his MSc in Educational Management in TESOL to good use. Email: ilejake@yahoo.com

Young Learners

By Jake Kimball

Responding to a Changing World

The Korea TESOL 16th Annual International Conference

By Robert J. Dickey, Intern'l Conference Committee Chair

Entry to the 21st century was much trumpeted, but Korea was slowly climbing out from the Asian economic meltdown, and not much really happened in English Language Teaching at that time. In 2008, looking back over the past 15 years of Korea TESOL conferences and ELT in general, we can, however, see change. Change in ELT. Change in Korean learners of English. Change in the world outside the classroom.

It's no longer about methodology. Over a decade ago, Kumaravadivelu proclaimed a "post-methods era." The Communicative Approach is challenged in EFL settings, and has undergone a series of re-adjustments. Task-based and other learner-centered orientations are undergoing fresh scrutiny. Even the English we teach is questioned.

The invited speakers this year reflect such evolution in ELT. We are looking to fresh names who can offer fresh insights on our changing world. They do not claim to have all the answers. Instead, the aim is to help each conference-goer develop their personalized aims in *Responding to a Changing World*.

Responding to a changing world also means revisiting past practices - such as reopening the annual banquet

to all attendees, but with a twist - a Featured Dinner Speaker. Dr. Thomas Farrell is back with some insights on "The Art of Burglary and Learning to Teach." Tickets for this 30,000-won dinner will be available in advance for the discounted price of 10,000 won. For more information, see the conference website in the coming months (<http://www.kotesol.org/?q=ICo8>).

Conference Column

Conference Sub-themes

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



A Few of the Invited Speakers

David Graddol is a British applied linguist, well-known as a writer, broadcaster, researcher, and consultant on issues relating to global English, and best known as the author of the groundbreaking report *The Future of English?* in 1997.



Rose Senior is a Senior Honorary Research Fellow at the University of Western Australia. She has an award-winning PhD in classroom dynamics and is the author of *The Experience of Language Teaching*, winner of the 2005 Ben Warren Prize. Rose writes regularly for *English Teaching Professional*.

John Cashman currently heads Social Technologies' office in Shanghai, China, where he reports on change in one of the fastest-changing countries on the planet. A professional futurist since 1996, John's primary interest is identifying and interpreting the emerging forces that change how people live around the globe.



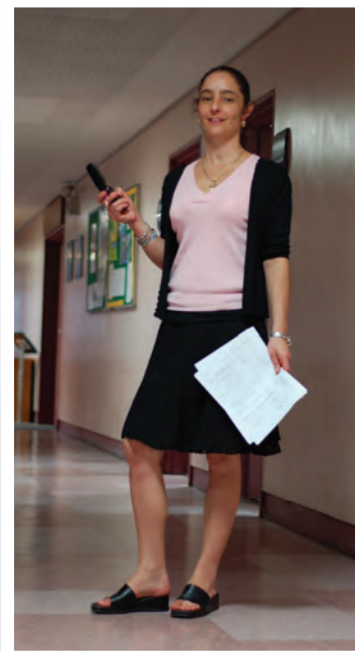
Kara, The Organized

Things have been different of late at *The English Connection* (TEC) “offices.” Email accounts are busy receiving messages marked “Update” or “Schedule,” bearing the signature “Kara MacDonald.” On the pages of our most recent issue of TEC, you have seen her works, but you have not seen the behind-the-scene work that she has put into the publication to which she has recently been appointed editor-in-chief. Kara has brought to TEC a degree of organization that is rare for volunteer work. These organizational skills are likely a product of her experiences before coming to Korea to take up a position at Hanyang University in Seoul.

Teaching is a privileged position.

Though she grew up in Boston, USA, Kara spent a considerable amount of time in South America, where her father worked for many years. When it was time to enter college, she decided to pursue a degree in Culinary Arts and Hospitality Management rather than one in Romance Languages. After graduation, she spent a couple of years working in hotels in Los Angeles, followed by eight years as a pastry chef and manager in Utah and Washington, but the urge to entwine herself in Latin American culture and language remained. Kara thus decided to return to school to do a BA in Spanish Literature/Linguistics at the University of Washington while continuing in her position in the pastry industry.

Working with Latin American immigrants led Kara to further study - an MA in Applied Linguistics (TESOL/LOTE) that moved her to Australia and to the University of Sydney. To support herself in Sydney, Kara taught English, Spanish, and Italian, and began her own business, organizing private instruction. She took a special interest in teaching pronunciation improvement, and in NNEST issues. Her interest in Applied Linguistics was also strong - strong enough to have her decide to go on to do her doctorate at the University of Sydney.



▲ Kara at work.

A job offer from the Hanyang-Oregon TESOL program brought Kara to Seoul two years ago “and it is fantastic.” She loves the job, the people, and Seoul. Kara sees teaching as a privileged position. The role demands humility and respect while one passes on knowledge. “I am also mindful,” Kara reflects, “that my role as a university instructor positions me as a role model, not a colleague, and seen as such, I strive at the same time to work within a transformative learning framework.” As a result, she has formed a lot of lasting student-teacher relationships.

Membership Spotlight

By David E. Shaffer

Kara became a member of Korea TESOL almost as soon as she arrived in Korea. Last year she gave presentations at both the Seoul Chapter Conference and the International Conference. She and her fellow researchers have also been awarded a KOTESOL research grant for work in the area of Korean mothers’ views of English teachers’ qualifications. And beginning this year, Kara volunteered to fill the position of TEC Editor-in-Chief. Through her research and possibly through the pages of TEC, Kara hopes to be proactive on NNEST issues. KOTESOL may even have a NNEST SIG sometime soon. Kara is also interested in strengthening ELT as a career among Korean teachers rather than it being thought of as merely a transient job.

Aside from hiking, swimming, and sailing, Kara’s main “hobby” is being in the classroom, teaching and working with students. In addition to her full schedule of TESOL classes, she teaches a couple of on-campus young learner classes just for “fun.” It also serves as teaching context input to keep her abreast of the current situation in ELT in Korea. Five years from now, maybe even ten, Kara aims to still be in Korea, pursuing her “hobby” and fitting so many things into so little time - something that would be impossible were she not so organized.



Grammar by Example

Whether to accompany the examples from your textbook or simply to personalize language for your classes, chances are at some point you're going to make up some grammar examples of your own. It's hard to make up good examples on the spot, so most of us need to spend time planning them out.

Here's a checklist of what to look for when you're creating great grammar examples:

□ **Are the examples clear?** Is the vocabulary familiar to students? Can the examples be generalized, or do they show rare cases? Do all of your examples show the actual point in question? Is there enough context to make the meaning obvious?

□ **Are there enough examples?** Will students be able to use the language in other contexts? Three examples for each point are better than one.

□ **Are the examples easy to see?** Patricia Byrd et al. (2002) found that students preferred it when examples were (a) written in a different typeface from other materials in the text; (b) easy to find by being set apart from the rest of the text; and (c) put into charts and boxes.

□ **Are the examples authentic?** If you made up the example yourself, are you sure that this is language that other people actually use? Does the language sound natural? Did you use the Internet or a language corpus to find the language?

□ **Are the examples relevant?** Will they engage students? Will they help to spice up a grammar lesson? Are they age-appropriate? Are they culturally relevant? [For more tips, check out Byrd et al.'s online article, see references.]

Busting Stereotypes

Sharpling (2002) makes a great point about examples: Grammar presentation can be used to raise awareness of diversity. TESOL educators have various ways of bringing diversity into the classroom. We often give lessons on English as an international language. Our listening material may feature speakers with different accents, and the pictures we use may reflect people of different shapes, sizes, and skin colors. In addition to all these areas, we also need to think of the grammar examples we create. Sharpling reminds us of a number of areas to watch out for.

■ **Names:** *John comes from Canada. → Mohammed comes from Canada.* Do Peter, Michael, Karen, Mary, and Lisa keep popping up in your handouts? Are the only non-Anglo names Korean? When was the last time Jayashri, Shomari, Keiko, Alonso, or Zoya appeared in a grammar lesson?

■ **Gender Roles:** *His mother works at the stock exchange. / Maarten has been a florist since 1998. / Patrick enjoys staying home with his two children.*

Mario spent two hours ironing clothes. / Ji-hye can jump higher than Han-sol.

■ **Socio-economic Class:** *Elise, whose dad was a sanitation worker, is studying law. / Li Wei, Dr. Chan's son, loves working at the building site.*

■ **English Ability/Eloquence:** *Omar's speech was powerful and touching. / Dr. Lee helped Jenna with her essay on Shakespeare. / T a p i w a ' s s t u d e n t s appreciate her funny examples in English class.*

■ **Physical Ability:** *Huong goes to work by wheelchair. / Pierre has had the same guide dog for ten years. / "I disagree with the new policy on computer use," Emma signed.*

■ **Sexual Orientation:** *Mario and Jim have been dating for five years. / Marietta and Janelle are clearly in love. / Makiko might bring her partner to the party.*

[For more examples and the reasoning behind them, refer to Sharpling's online article, see references.]

As Sweet (1964) reminds us about grammar learning, "The rules are mere stepping-stones to the understanding of the examples..." (pp. 131). The examples are what it's all about. That's why we, as teachers and materials designers, need to take time to create examples that are clear, accurate, relevant, and enlightening.

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The Author



Ksan Rubadeau taught in in-service training programs for Gyeonggi-do 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: ksanrubadeau@hotmail.com



A Werd on Webster

It is obvious to any L1 or L2 speaker of English that the language does not contain a one-to-one, or even a near to one-to-one, sound-symbol correspondence. It also becomes obvious, probably most quickly among Canadians, that English has more than one commonly accepted spelling for many words. The individual who undoubtedly did more to increase the first and, at the same time, increase the second was an early American named Webster. Noah Webster was a political writer, textbook author, editor, and word enthusiast, which lead to him being a very influential lexicographer and spelling reformer.



Noah Webster (1758-1843)

In the early 19th century, Webster proposed a broad reform in English spelling. The advantages he cited were (a) to simplify orthography and thereby facilitate learning the language, (b) to standardize spelling and thereby standardize pronunciation, and (c) to thereby decrease the numbers written, saving paper required in publishing, and most importantly, (d) to show that people in the United States spoke a different dialect from Britain. (It must be remembered that Webster was not particularly fond of the British, having served as a New England militiaman during the Revolutionary War.)

Soon after American independence in 1776, Webster published his speller. *The American Spelling Book* became the standard for over a century and for five generations of primary school students, and contained many reformed spellings that distinguish today's American orthography from that of the British. In his speller, he dropped the *u* in words like *color* (British: *colour*) and labor (*labour*); he dropped one of the *l*'s in *traveler* (*traveller*) where the second syllable is not stressed; and he removed one of the *g*'s in *wagon* (*waggon*). He chose *s* over *c* in words like *defense* (*defence*); he changed *ck* to *c* in words like *music* (*musick*); and he changed the *-re* to *-er* in words like *center* (*centre*).

The two points that Webster conceives to be the basis of a standard in speaking were (a) universal undisputed practice and (b) the principle of analogy, to decide where controversy exists. By analogy, he proposed that the suffix *-xion* (*connexion*, *reflexion*) be replaced by *-ction* (*connection*, *reflection*), making them analogous with *connect* and *reflect*. Webster also rejected *-ise* (*realise*) in favor of *-ize* (*realize*), which more closely

followed its Greek and Latin origins and its /z/ pronunciation.

Not all of Webster's proposed spelling reforms were adopted in American orthography. Far from it. Webster's proposals included (a) the omission of all superfluous or silent letters - *head*, *give*, *built*, *friend* were to be spelled *hed*, *giv*, *bilt*, *frend*, (b) the substitution of letters with

Word Whys

By David E. Shaffer

definite sounds for those with vague, indeterminate sounds - *speek* for *speak*, *grief* for *grief*, *kee* for *key*, *laf* for *laugh*, *dawter* for *daughter*, *tuf* for *tough*, *proof* for *prove*, *blud* for *blood*, and *karacter* for *character*, (c) the *ch* in French derivatives was to be changed to *sh* - *machine* to *masheen*, and (d) diacritics and connected letters were proposed to disambiguate letters or letter combinations having two or more sounds, such as voiced and unvoiced *th*.

The new spellings in Webster's speller were supported by his first dictionary, published in 1806. This was followed by *An American Dictionary of the English Language*, published in 1928 with 70,000 entries, and believed by many to have surpassed Samuel Johnson's 1755 dictionary in both scope and authority. For this huge, 27-year undertaking, Webster had learned 26 languages, including Anglo-Saxon and Sanskrit, in order to research the origins of the American English of his day. He was also the first to document distinctively American vocabulary such as *skunk*, *squash*, *hickory*, and *chowder*. In addition, he changed the way people pronounced *-tion*. For example, words like *salvation*, formerly represented with the pronunciation [sal-VA-she-un] were given as [sal-VA-shun].

Webster believed fervently in the developing cultural independence of the United States that was occurring in his day, a chief part of which was to be a distinctive American language with its own idiom, pronunciation, and style.

The Author



David E. Shaffer teaches college students and graduate students at Chosun University. If Webster had had his way, David would be teaching writing and spelling differently. However, he would be teaching his methodology and linguistics classes in much the same way. He would also probably be using Hangeul more than he does now.

Email: disin@chosun.ac.kr

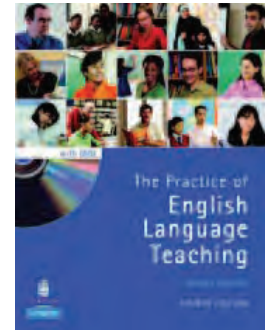
The Practice of English Language Teaching (4th ed.)

Jeremy Harmer

Essex, England: Longman, 2007.

Pages: 1-448. (ISBN 978 1 4058 5311 8 with DVD)

Reviewed by Kara MacDonald



For many English language teachers, a well-known practice and “theory” book is Jeremy Harmer’s *The Practice of English Language Teaching*. The first edition (1985) was the book to read for many ELT students or teachers, and new editions came out from time to time. On arriving in Korea, a colleague had a copy on his shelf that he suggested occasionally for ideas when I asked for input for lesson plans for my teaching training courses. Yet I only occasionally drew from the text. The cover was familiar from earlier times, so I thought I knew what was inside.

The book places the learner at the center of activities and interaction in the classroom.

However, in the processing of browsing for a new text to compliment a practical course on teaching and match a teaching methodology course already part of the curriculum, I came across the new 4th edition of the book again and again. The new edition has been significantly revised and reflects new developments in ELT, such as the development of new technology in the classroom. Like previous editions, it provides a comprehensive picture of ELT that applies to the wide variety of teaching contexts. The book begins with a discussion of the changing world of English and a description of the English language. It presents a description of theories, methods, and techniques in the various skill areas. There are sections addressing characteristics of learners, teachers, and classrooms. It also includes discussions on lesson planning, syllabus design, assessment, learner autonomy, and teacher development.

All the features that readers have enjoyed in the previous editions are still present. By this, I mean that the simple and accessible descriptions of methods, techniques, and procedures are still there. Like before,

there are concrete and creative ideas for the classroom with equal focus on the skills and language work. Within today’s CLT classroom, the book describes and places the learner at the center of activities and interaction in the classroom.

One thing I find most valuable about the book, as a course text or teacher reference book, is its orientation and advice for new teachers, as well as experienced teachers and program directors. For me, the great new addition is the DVD, offering videos clips of experienced teachers conducting mini-lessons. This lessons are complimented by interviews with the teachers, conducted by Jeremy Harmer, the author. I have had great success with the use of the DVD snippets in my teacher training courses. The ability for students to see what is talked about in the book has made them more engaged in discussions.

In some cases, I have used the video pieces in the classroom to guide a discussion or I have assigned a video clip for homework along with a lesson observation sheet included in the book to structure a discussion in the class. The book also provides reflective questions that accompany each video clip in order to help students and teachers think further about what was presented in the video. The DVD can be most beneficial to the individual teacher who aims to learn about a new technique and to the school director or teacher trainer who wish to inspire teachers or trainees to think outside their daily routine in the classroom and try something new.

The Author



Kara MacDonald teaches in the Hanyang-Oregon TESOL Program at Hanyang University in Seoul. Her masters and doctorate degrees are both in Applied Linguistics (TESOL) from the University of Sydney. Her areas of interest are NNEST issues and CALL for pronunciation instruction. Email: kmacd@rocketmail.com

.com



Collaboration Revisited

Around this time last year, I discussed three web sites (*YackPack*, *Writeboard*, and *Ning*) for helping teachers with online collaboration. Not too surprisingly, a lot has changed since then: *YackPack* is largely defunct (they claim to be reorganizing); *Writeboard* continues to be a very nice entry level collaborative text editor; and *Ning* has grown from nothing to over 200,000 social networks, a few of which were profiled in this column last issue (<http://eflclassroom.ning.com>, <http://classroom20.ning.com>). In the spirit of collaboration, I thought I would return to the topic and see what new and growing possibilities exist for group interaction on the web. All of the sites below offer different ways to have your students sharing and communicating online, but they all share three basic characteristics:

- You can learn any of them in less than 10 minutes.
- They all allow for asynchronous use.
- The results of any of these programs can be embedded in other web sites. This means that if you have a blog or a class web page, you can stick the new content on your site without any headaches.

For Brainstorming

When starting a project or paper, it is often good to have students get together and brainstorm their ideas. *Bubbl.us* (<http://bubbl.us>) allows students and teachers to easily create mind-maps online, which can be shared and collaborated on with multiple users. The final result can be printed, saved as an image, or simply embedded on any web site. Check out a video of it here: <http://tiny.cc/bubblus>.

Another web site with similar features is *MindMeister* (<http://www.mindmeister.com>). Overall I have found *MindMeister* to be slightly more complicated to use, but it is also admittedly more feature-rich. See a video at: <http://tiny.cc/mindmeister>.

For Meetings

Taking the idea of brainstorming one step further is *Vyew* (<http://vyew.com>). *Vyew* allows for fully collaborative online meetings, complete with audio/webcam support, the ability to schedule meeting times for synchronous gatherings, the option to output the final results to be embedded in a web page, and even the rather unique additional ability of desktop sharing, whereby other members can see what you are doing on your desktop live. All of this is completely free and not too hard to figure out. See it in action here: <http://tiny.cc/vyew>.

For Conversations

Are you just focusing on getting your students to talk?

One web site that has been gathering accolades in the teaching community is *Voicethread* (<http://voicethread.com>). To me, *Voicethread* resembles a cooking pot with many cooks gathered around each adding ingredients: Users add audio, video, or text around a central image (or series of images) or video, and can physically annotate the central content as they create one ongoing group dialogue.

Truthfully, *Voicethread* is one of those programs that is so unique in how it is set up that at first it sounds confusing, but once you have played with it a while, you realize it really isn't, and begin to see all of the classroom application possibilities. Here is one in action: <http://tiny.cc/samplevoice>. If you want to learn more, take a look at these two introductory videos: <http://tiny.cc/voicethread1> and <http://tiny.cc/voicethread2>

I would be remiss to not at least mention *ChinSwing* (<http://chinswing.com>). It allows for great back-and-forth discussions between students. The only reason I haven't really focused on it here is that it lacks the key feature of embedding, so you are always tied to the *ChinSwing* site.

For Reviewing

Finally, I will turn to the fun little quizzing application *MyStudiyo* (<http://mystudiyo.com>). Not designed for serious testing purposes, but enjoyable for review, *MyStudiyo* lets users create quick embeddable quizzes (complete with video if you like) that provide instant feedback on multiple-choice questions. What makes *MyStudiyo* different from other similar web applications is that it gives you the option of allowing other users to add questions to your quiz. The potential value in this is, of course, in having students create quizzes for review or other purposes together.

The Author



Joshua Davies (MS Ed TESOL, Shenandoah University) is originally from a US state outside the lower 48 and has spent the last six years teaching and traveling in various parts of the world. Currently, he is teaching at Sungkyunkwan University in Seoul. He also manages KOTESOL's national web site and enjoys showing that CALL is not nearly as scary as it seems. Email: joshuaudavies@gmail.com



Stories Behind Experiences: Ethnicity in ELT

By Darryl Bautista

It has been a while since I have thought about my skin hue as a cultural marker. Before beginning my current academic position, I was visiting my home in Toronto and living amongst a diverse mix of people from all walks of life. There, I am not fazed when I hear multiple languages, see persons of all shapes and colors, or engage with others in religious, political, or gender identity debates.

Yet having returned to Korea, I find I am more aware of difference, including my own, in lieu of my surroundings. As of late, I feel my ethnicity being singled out when I engage in professional ELT spaces. For some, my skin hue predetermines my level of spoken English and/or my proficiency in being able to teach the English language. This I know from past experiences because I have lived and continue to live a life of difference.

These feelings have resurfaced since reading Curtis and Romney's (2006) *Color, Race, and English Language Teaching: Shades of Meaning*, a collection of narratives from TESOL professionals of color. The authors describe their cultural background and how it is perceived by others - administrators, colleagues, potential employers, and students - when they become English language practitioners.

The narratives also have provoked me to think about certain labels when talking about issues of ethnicity. I feel the idea of *whiteness* is a bit underdeveloped in the book since no narratives from *White* TESOL professionals are included. The authors often allude to *White* professionals as preferable, and so the focus becomes the imbalance of power or between *White* and *Colored* professionals. *White* persons are diverse in custom and heritage and though commonly perceived to be the true native English speaker. It makes little sense to blanket these individuals if we desire less stringent categories for professionals of all colors.

Current ELT labels like "NEST" and "NNEST" (*native and non-native English-speaking teacher*) further perpetuate dichotomy. Rynor (2001) sheds light on this developing need for labels and labeling of people. He states, "We live in an age when every quirk, weakness, strength and idiosyncrasy seems to rate a professionally designated label attached to it" (p. 5). Labels are like society's shortcuts and the more we place on a person, the better we can understand them, or so we believe. Some even think that these labels tell us all we need to know, and that there is no need to

find out more about people or to hear the story behind the labels. And so, to what extent do labels provide truth?

The book is a helpful reminder about how to better negotiate labels of difference. I understand that my ethnicity, skin hue, and coloredness are not the sole determinants of who I am or how well I teach English, but sometimes I forget they don't travel well from place to place nor bode well from person to person. I have also been reminded that as populations cross numerous cultural boundaries because of technology, education, travel, language acquisition or what have you, keeping track of all these labels will one day become a taxing chore. If we can acknowledge them and move beyond them, then we might be able to focus on the quality of English instruction over the preferred/undesirable qualities of the instructor.

In ELT, professionals of all colors need to be aware of what we may or may not represent because of our labels. With that knowledge transferred responsibly to others - administrators, colleagues, potential employers, and/or students - we can become conscious and conscientious ELT practitioners for the sake of ourselves, each other, and our profession.

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The Author



Darryl Bautista has recently joined the Department of Practical English at Hanyang Cyber University. In 2005, he received his PhD from the Ontario Institute for Studies in Education (OISE), University of Toronto. His doctoral dissertation explored postmodern arts-based narrative inquiry in terms of diversity and teacher identity. Currently, his research involves teacher identity negotiations in Korea for EFL professionals from all walks of life. Email: bautista@hycu.ac.kr



Online TESOL Education

By Rafael Sabio

Even though online TESOL education has been around for less than two decades, it has experienced consistent growth. Online TESOL programs are emerging from all corners of the world due to the increased demand for English language teacher training. With increased demand comes an increase in questions about online TESOL education. Questions such as “Are all online TESOL programs structured the same?” “Is online TESOL education the same as distance TESOL education?” and “How does a person decide in which program to enroll?” are often asked by prospective students. In this article, answers are offered in hopes of allaying any concerns experienced by those seeking to further their education in TESOL.

There are several different variations of online TESOL education.

Online TESOL programs are not all structured the same. There are several different variations of online TESOL education: fully online programs, web-facilitated programs, and hybrid programs. Web-facilitated programs utilize mediums such as Blackboard (a web-based program through which online courses are conducted) to deliver content. These programs still utilize face-to-face discussion as a means to facilitate learning. However, assignments, syllabi, and other pertinent materials are posted on the Internet for students to download. Hybrid programs have most of the program’s components online; there is very little required in terms of face-to-face interaction. Fully online programs do not require any face-to-face student-teacher interaction; the entire program is conducted online. Thus, the question one must ask is “Which program will suit me the best?” Determining the type of graduate TESOL program one will enroll in is important; it is imperative that prospective students understand the differences between programs that are offered completely online and those that are offered partially online.

The final and most quintessential question is “How do I know if a program is right for me?” The answer is quite complex and depends on a number of things. Prospective students need to decide what is most important to them. Take, for example, a student who wants to go to the United States and teach English as a second language. In the U.S., accreditation is extremely

important. Therefore, the student may want to enroll in a program that is not only based in the U.S., but also at a university that is accredited by one of the seven regional accrediting bodies in the United States. Accreditation, in this particular region of the world, is considered a valid, and necessary, measurement of quality.

Additionally, there are several different types of graduate degree programs available in TESOL. Do prospective students want to enroll in a brick-and-mortar



institution or do they want to further their TESOL education through an institution that is based solely online? Do they care if they are required to attend the university at some point during the program (as found in hybrid programs) or do they want to complete the program completely online? Further, future program applicants should not rely on conjecture found on discussion boards, biasness given by strangers, or even friends’ advice. Rather, those looking to complete a graduate degree program in TESOL should carry out their own research in order to find answers to their questions. In the end, it is the future applicant who will be investing time and money into their education, not an anonymous person over the Internet, or a friend or acquaintance.

The questions addressed above are just a sample of the complexities prospective applicants experience when searching for a graduate degree program in TESOL, especially when looking for a distance education program in TESOL. With hard work, diligence, and a critical analysis of the facts, prospective applicants can find answers and ultimately enroll in a program that is suited to their needs.

The Author



Rafael Sabio is an assistant professor at Yonsei University-Wonju and has been teaching English in South Korea for almost four years. He is currently serving as Vice-President of the KOTESOL Gangwon Chapter. Rafael has published in academic journals and national newspapers, and presented at KOTESOL events, as well as at TESOL 2008. His main interests lie in online TESOL education and creating practical lesson plans. Email: ralphsesljunction@hotmail.com

TESOL 2008 Convention Report

Recapping TESOL 2008 in New York

By Jake Kimball, Korea TESOL Delegate

Approximately 10,000 ELT professionals journeyed to New York City, the host city for TESOL's 42nd Annual TESOL Convention and Exhibit, held April 2-5. The theme for this year, *Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity*, was especially apropos for a convention being held in such a multicultural city, home to an untold number of immigrants from around the globe.

The flavor and culture of New York was evident in the entertainment provided on-site and also in the nearby community. Before Suresh Canagarajah's opening plenary address, local New York performers treated us to a musical performance. There was also a photo exhibit, a jazz performance, New York authors giving readings, and other culture-filled happenings. Coupling these offerings with the diverse crowd of ELT professionals from the four corners of the world, we have our own instant melting pot.

Usually a four-day event in the past, convention organizers scheduled TESOL 2008 for only three days. Still, the same number of concurrent sessions was squeezed into the limited time frame. It is my understanding that over 1000 sessions were on offer. Although my schedule was tight, I did attend two plenary sessions. Suresh Canagarajah gave a crowd-pleasing talk on local identities with a global context. Peppering his talk with personal anecdotes of a professional identity crisis, his main point was that it is quite difficult to mandate pedagogies in local contexts; in the second, Bill Grabe spoke on practical suggestions for teaching reading.

Being Korea TESOL's delegate to TESOL, I attended numerous organization and committee meetings. First up was an orientation meeting, a get-acquainted meeting. Throughout the next few days, I attended the Annual Business Meeting, the Town Meeting, an Affiliate Colloquium on classroom-based action research, the Affiliate Assembly, and the Affiliate Newsletter Editors' Workshop. TESOL suffers from a lack of volunteers, as does KOTESOL. Many committees struggle to fill vacancies. In addition, TESOL offered 70 awards in 2007-2008, but many awards and grants went unfilled or had little competition. Likewise, KOTESOL offers research grants, which historically have been unused or had little competition.

Being KOTESOL's official representative, I also staffed

the KOTESOL table. I did this on the first day, and I met many attendees who had some kind of connection with Korea. Some had experience as a teacher here. Others were prospective teachers with a desire to make the transition from ESL to EFL. I met some Korean graduate students engaged in study abroad and teachers working in other Asian nations also stopped by to chat. In all, I had visitors from Taiwan, India, Indonesia, and Japan.

In addition to KOTESOL duties, I also attended committee meetings and workshops for the Elementary Education Interest Section. With all of these administrative meetings inked in my day planner, I had very little time to attend featured events and academic sessions. There were also concurrent sessions I missed. In fact, there were 60 concurrent sessions per hour, with about 1,200 presenters. TESOL offers a popular Job Market Place for employment seekers, Evening Forums, Breakfast with TESOL's best, Early Bird Sessions, and Night Owl Sessions. Attending a few of these sessions would have been a good experience if I had had enough time.

What did I take away from this experience? Large ELT organizations experience similar problems as KOTESOL: Technology gremlins forced the delay of a few sessions; cell phones occasionally rang during presentations; needed seats were occupied by coats and coffee cups.

Regarding publications, it was a privilege to meet other editors, view samples of newsletters, and discuss issues. I am proud to say that, comparatively speaking, KOTESOL publishes a gem of a quarterly newsletter in *The English Connection* (TEC). I passed out samples, and many editors were envious of our output. Kudos to Kara MacDonald and Dave Shaffer for the blood, sweat, and tears that go into each issue.

On the plus side, there was an incredible diversity of workshops and presentations, all professional and accessible. There was something for everyone, regardless of experience, context, and interest. The Electronic Village was a fantastic showcase of innovative technology practices. TESOL invited a large pool of world-renowned speakers. The local entertainment on offer added something special, leaving attendees with fond memories. Finally, despite the large number of attendees, registration was quick and painless.



IATEFL 2008 Conference Report

EXETER 2008: A Truly International Conference

By Allison Bill, Korea TESOL Delegate

My trip to Exeter was an exciting one, with a flight on the new Airbus A-380 serving as just the starting point of a delightful five-day conference. My arrival in England on April 6 was marked by snow, which delayed my train on its way from London to Exeter, Devon. I arrived in Exeter and was able to check into my room early Sunday afternoon before walking into town to check out downtown Exeter. That evening I attended a dinner hosted by IATEFL's president, which included representatives from various teachers' associations around the world, as well as IATEFL staff and conference organizers.

Monday was Associates' Day, a long day spent discussing issues of relevance to teachers' associations in Europe, the Middle East, and other parts of the world. Les Kirkham of TESOL Arabia spoke about the trials and successes of their recent rapid expansion in memberships. George Pickering spoke of a British Council initiative to provide training in some of the poorer Asian countries. Sara Hannam, Associates' Coordinator, led a brainstorming session on how to deal with recent reductions in publisher and British Council funding for many associations. Finally, Sandie Mourao, IATEFL SIG Coordinator, invited Associates to organize joint SIG-Associate events. This could entail, for example, IATEFL's Young Learner SIG providing speakers for a YL portion of a teachers' association's international conference. This is definitely something that KOTESOL should pursue.

On Tuesday, I was able to set up my poster presentation on recent peer observation research. The poster was up all week, and through it, I was also able to share about KOTESOL as people were curious about some of the Korean cultural objects I had hung to attract visitors. The Conference ran from Tuesday through Friday, and had nearly 500 presentations for us to choose from. Most previous KOTESOL invited speakers were presenting or attending. The presenters' list included Penny Ur, Alistair Pennycook, Jane Revell, Mario Rinvolucri, and many other well-known scholars in our field. This event is clearly one most ELT scholars don't want to miss. Some of the issues I especially noticed were World Englishes, and issues related to non-native speaker teachers, as well as sessions about alternative training opportunities available to teachers, e.g., online education and peer mentoring.

There was a fair Korean contingent at the Conference, with two Korean secondary school teachers presenting, a British Council-Seoul staff member, as well as a number of Koreans in the midst of their graduate school work in the U.K. who attended the Conference. The biggest honor for Korea was that one of the four plenary presentations was given by Dr. Rosa Jinyoung Shim, describing the current state of English education in Korea and entitled "Empowering EFL Students Through Teaching English as a World Language." This presentation was very well received, with people from many other EFL contexts noting as many similarities as differences from their own teaching situations.

It was a long way to go for such a short time, but I enjoyed the Conference so much that I hope to go back to IATEFL very soon.

The Author

Allison Bill completed her *BEd* in Elementary French Education at the University of Ottawa, and her *MA TESL/TEFL* at St. Michael's College in Vermont. She has taught EFL in France, FSL in Canada, and EFL in South Korea. A native of Canada, she has lived in Korea since 2000 and teaches at Jeonju University. Allison is KOTESOL's International Affairs Committee Chair. Email: Allison.Bill@gmail.com



▲ Allison with British Council-India representatives.

Joint Symposium Report

Strengthening Public English Education in Korea

By Joo-Kyung Park

Twelve Korean ELT associations, including KOTESOL, jointly hosted a symposium on “Strengthening Public English Education” in Seoul on April 25, 2008. The symposium came as a response to the public English education policy proposed by the new Korean government, which has given rise a considerable number of public opinions, discussions, confusion, and concerns from various groups of individuals and organizations. Initiated by Asia TEFL, the participating associations agreed to hold this historic event with the view of impacting education policy before the new government begins implementation. The symposium was the largest scale collaborative project made by the greatest number of ELT organizations in the history of English education in Korea.

Programs to resolve present problems include employing English specialist teachers and Let’s TALK.

The half-day symposium featured a fully-packaged program that included a keynote address, and seven presentations and seven rebuttals in two parts, as well as an open mike for audience comments and questions. This format served to keep the nearly 450 participants focused throughout the program and left them with a feeling of “too little time for all to be said.” In his keynote address, Dr. Seok-hwan Oh, Director of the Ministry of Education, Science and Technology’s Public English Education Task Force, highlighted problems in Korea’s English education, including Koreans’ low level of English proficiency with reference to worldwide TOEIC and TOEFL scores, and the lack of English proficiency among Korean teachers of English. He introduced programs envisioned to resolve these problems, including employing “English specialist teachers” at the elementary school level and “Let’s TALK” (Teach and Learn in Korea), which is to bring hundreds of Korean-American college students to the nation to help Korean children in rural and remote areas with their English.

Part 1 centered on the goals of English education, hours of instruction per week, and the implementation of teaching English through English. Three presenters

and three discussants representing various ELT associations presented their expertise in the areas of primary and secondary education. Part 2 dealt with pre-service and in-service training for elementary and secondary teachers. Four speakers and four discussants participated in this discussion. Each discussion was followed by a question-and-answer period with questions and comments coming from the audience. The major discussion points and suggestions include the following:

1. The goals of English education suggested by the government should be revisited. Upon graduating from high school, all should be able to communicate in daily life conversational situations in English. The true and relevant meaning of “practical English” for Korean users of English needs to be clarified and teaching objectives determined.
2. The hours of actual English instruction are not enough to realize the rhetoric of the curriculum, nor the expectations of parents and society. It was strongly suggested that the current one and two hours per week taught in elementary schools and three hours in secondary schools be increased to three and four hours and to four hours, respectively.
3. There is a general consensus among teachers that English should be taught in English. However, teaching English through English (TETE) has not been fully implemented, not solely because of the low English proficiency of the English teachers, but more importantly, because of many other impeding factors, such as students’ level of understanding, large and mixed-level classes, the college entrance exam, and the lack of time for teachers to prepare TETE classes. Teachers should be able to make decisions on the language of instruction, and when and how it is used, based on their professional knowledge and experience.
4. Stricter employment criteria should be applied to new teachers, including native English-speaking teachers and English specialist teachers. In addition to their English proficiency, many other necessary and sufficient criteria need to be met, including their understanding of students’ language and culture, the English teaching situation and contexts, knowledge of English language and culture, and English teaching ability as well as their personality. For those who are already employed, proper training in classroom instruction and collaborative teaching should be provided.
5. Pre-service training programs for elementary and secondary school English teachers need to be

improved: (a) Credit hours of English-related courses should be increased for pre-elementary English teachers; (b) Fulfillment requirements of credit hours for English majors and those for a teacher's license should be adjusted. The teacher employment test also needs to be improved and a larger number of teachers should be employed.

6. In-service training programs for elementary and secondary school English teachers need to be improved in the following areas: (a) An increased number of frequent short-term training programs should be provided; (b) Training programs need to provide teacher-trainees with more content and hands-on instruction; (c) Teacher-trainee achievement should be evaluated by absolute assessment rather than adjusted assessment; 4) Overseas programs need to be specialized in order to enhance teachers' professional knowledge and skills, rather than general

communicative skills.

Much was said and heard at the Symposium. It now remains to be seen how its contents will be reflected in the direction and particulars of the government's developing English education policies.

The Author



Dr. Joo-Kyung Park, KOTESOL President (1976-77), represented KOTESOL as a discussant at the Joint Symposium. Her professional interests include teacher education, English immersion programs, critical pedagogy, and World Englishes. Currently, she is an associate professor in the Dept. of English Language and Literature at Honam University. Email: english58@hanmail.net



English Education Joint Symposium

Participating ETL Associations

Asia TEFL : Asian Association of Teachers of English as a Foreign Language

ALAK : Applied Linguistics Association of Korea

ETAK : English Teachers Association in Korea

GETA : Global English Teachers Association

KAMALL : Korea Association of Primary English Education

KAPEE : Korea Association of Primary English Education

KEES : Korea English Education Society

KOSETA : Korea Secondary English Teachers Association

KOTESOL : Korea TESOL

MEESO : Modern English Education Society

PKETA : Pan-Korea English Teachers Association

STEM : Society for Teaching English through Media



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KOTESOL In Action

National Council

The National Council held its spring meeting on May 5 in Jeonju at Jeonju University. The main item of business was resolving the issue of Cheongju Chapter, which had been inactive for more than two years and had almost no registered members. It was decided that the Chapter be dissolved with Chapter treasury funds to be transferred to Daejeon-Chungnam Chapter. For their part, the Daejeon-Chungnam Chapter agreed to serve the Cheongju area, along with the Daejeon and Cheonan areas, by rotating monthly meetings among the three cities. Remaining Cheongju Chapter members have been notified of this and requested to select another chapter affiliation. Those members who do not make a selection by May 31, will automatically have their affiliation changed to Daejeon-Chungnam Chapter. At the meeting, the 2008 International Conference budget was also discussed and approved. Preparations for KOTESOL 2008 are proceeding at an accelerated rate.

In additional National Council action, a motion to discontinue the two-year membership offering was made and discussed in late May. The main reason for the motion was that our present database system is not properly equipped to handle two-year memberships in an effective way. The motion easily passed, and as of June 1, 2008, the two-year membership option is no longer available.

Departments

KOTESOL Teacher Training

By Tim Dalby

If you haven't heard about it, KTT (KOTESOL Teacher Training) has been around since 1997. Our mission is twofold: to provide quality presenters to chapters that have difficulty finding speakers for monthly meetings and to organize outreach events for teachers in more remote locations. We can also provide tailored training events for groups of teachers on request.

KTT is overseen by Jake Kimball, the 2nd Vice-President of KOTESOL, but Tim Dalby is now responsible for organizing events and responding to

requests. Prior to Tim taking the reins, Tory Thorkleson spent the previous year doing a sterling job of attracting new presenters to the team and spreading awareness of KTT and its functions.

In March, Bruce Wakefield traveled to the Daejeon-Chungnam region to talk about teaching routines in the EFL classroom. In addition, both Tory and Tim presented at the Seoul Regional Conference. Tory encouraged teachers to "ACTivate" their students, and Tim reported on the use of student-centered surveys as a method of self-improvement. Finding herself with some free time after giving up the Seoul Chapter presidency, Mary-Jane Scott joined KTT's group of expert presenters.

In April, Tory organized an outreach session for the Cheongju Chapter with Tim giving a workshop about vocabulary teaching and Ralph Sabio providing ideas on how to use Internet video in the classroom. Although not a KTT presenter, Phil Owen attended in his presidential capacity and stunned attendees with his logic - and how to use it for warming activities in the classroom.

An outreach event has been planned for May in Wonju, and Aaron Jolly travels to Sokcho for the Gangwon Chapter's May meeting. KTT presenters will also be presenting at the Jeonju-North Jeolla Regional Conference at Jeonju University.

If you would like to organize an event, arrange for a presenter for your chapter meeting, or even become a presenter, please click on the KTT section of the KOTESOL web site. You can also email Tim at tim_dalby@yahoo.co.uk for any further questions or inquiries you may have.

Special Interest Groups

Business English SIG

By Ian Kirkwood

This month has involved more time assisting people seeking information about teaching Business English (BE) in Korea than it has involved assisting people already in Korea. Hence, most of the online time this month has been spent in finding and giving information to potential teachers of BE, and very little time has been spent with locals. However, what this experience has done is identify the difficulties people experience in their quest to find relevant information about BE, not only in Korea, but almost anywhere in the world. A reasonable reaction to this issue would involve the creation of a database of Korean BE employers and outsourcing businesses. This list could then be passed on to any interested party. Any input in this regard from anyone reading this note would be welcomed.

Christian Teachers SIG

By Heidi Vande Voort Nam

This spring, members of the Christian Teachers SIG have exchanged prayer requests, information about teaching at Christian schools, and web resources. In response to a query about Christian language use, links were posted to several articles that addressed taboo language and communication breakdowns from a Christian perspective. If you would like to connect with Christian teachers, please join our online community, http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/. The CT-SIG could use some help. If you would like to volunteer as SIG webmaster or you would like to help organize events for Christian teachers, please contact the facilitator, Heidi Nam (heidinam@gmail.com).

Global Issues SIG

By Bob Snell

In Busan, we have continued with our development of the conversation cafe concept. In a previous edition of this magazine, I outlined the rationale and structure of this idea. In brief, a conversation cafe is a safe, non-threatening environment where anyone can come and share ideas, and build relationships with other like-minded individuals. In general, the conversation is focused on "big issues," relating to social problems, or mindsets which are potentially limiting or harmful to others.

We have been holding a conversation cafe for about four months and have had good success with it. There is a solid group of around 10 people, who come regularly. We have not advertised widely, so it is possible we could attract a larger group in the future. Topics discussed thus far include: What would you consider to be the greatest need of society today? What are the secrets of a lasting marriage? If you were to die soon, what would be your "bucket list" (things most important to accomplish before dying).

I think this type of activity has good potential for several reasons. It offers ways for people to share ideas on significant topics. It can also provide a safe environment where you can be assured a sympathetic ear for whatever you want to say. Finally, it offers a venue for non-native English speakers to practice their English. This is not always easy to find in Korea and could become a valuable resource for those interested in English. I would encourage others around Korea to consider starting up their branch of a conversation cafe, and keep the conversation going!

Research SIG

By David D.I. Kim

The Research SIG (R-SIG) has been active in coordinating collaborative research projects among

KOTESOL members at Kangnam University. Several projects are underway, including research projects concerning English pronunciation assessment, English writing assessment, and non-verbal behavior pilot studies. If you would like to get involved in these projects, or would like to find collaborators for your research projects, please contact the R-SIG facilitator for more information: <http://www.kotesol.org/?q=sigs>

The R-SIG is also engaged in coordinating a mentoring program, where more experienced researchers would guide fellow researchers in conducting language research in Korea. If you are interested in being a mentor or would like to be mentored, please contact the R-SIG facilitator. An R-SIG presentation and workshop is planned for this summer. Further details will be made available on the KOTESOL R-SIG web site: <http://www.kotesol.org/?q=sigs>.

Science and Spirituality SIG

By Greg Brooks-English

The Science and Spirituality SIG has been somewhat inactive these days due to the birth of my baby son, Noah, though members are asking when we'll meet again. Thanks so much to all members for what you have given thus far! Additionally, being a father has consumed more of my time than expected, and more support from members would be great! Support could include presenting on an appropriately related theme, helping to organize presentations from other members, hosting a venue for a meeting, and spreading the word about what we are and do.

Though no firm schedule has been set for our next meeting, we are anticipating one in June. For more information, email ksssig@gmail.com, or call Greg at 010-3102-4343. We really do rely on member support and effort, so if there is anything you would be interested in discussing, or presenting on, please let us know.

Young Learners & Teens SIG

By Jake Kimball

The Young Learners and Teens SIG (YL&T-SIG) has been quiet this quarter. However, some members have requested a return of our annual symposium. Don Payzant discussed the need for KOTESOL to address the needs of teachers in public schools and private institutes. According to Dan, is it common for school systems to request that foreign teachers, often without any formal training, build a curriculum for an entire year. The results tend to be haphazard at best. KOTESOL and the YL&T-SIG can address this need by holding our annual symposium and catering to this issue. If you would like to get involved in developing our 2008 symposium, contact Jake Kimball at ilejake@yahoo.com.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By Barbara Waldern

The Busan Chapter is seeing a flow of participation after an ebb this past winter. We are doing more outreach to outlying areas and preparing Chapter posters. Our latest guest speakers have been a great help, and participants found those general meetings exceptionally informative and helpful. Bill Snyder spoke on speed reading, memory, and vocabulary acquisition. Steve Garrigues spoke on the use of popular songs to engage intermediate and advanced learners in discussion of social issues in the English language. We recommend both these presentations to other chapters.

Daejeon-Chungnam Chapter

By Bob Capriles

At the recent National Committee Meeting it was decided that the Daejeon-Chungnam Chapter would take over the existing members and territory of the former Cheongju Chapter. The tri-city venue will give the chapter an opportunity to serve more people in our respective communities. We welcome all of the former members of the Cheongju Chapter into the Daejeon-Chungnam Chapter.

We are planning a Chapter picnic for our members, their families, significant others, friends, and co-workers for June 7, 2008, at Kobok Reservoir or Kobok County Park in Jochiwon. It will be a potluck affair and we hope to have a great turnout.

Our regular meeting will be on June 21 at the Korea Nazarene University in Cheonan, where our two featured speakers will be. Tim Thompson, Korea Advanced Institute of Science and Technology, will speak on the topic, "Don't Get Mad; Get Creative! Finding new and creative techniques for the classroom." Our second speaker will be Prof. Linda Fitzgibbon, of Ajou University, and her topic will be "Accelerated Learning." "Accelerated learning" (AL) is a general term based on the understanding of how the brain can be used more efficiently to learn. Both of these presenters have extensive teaching and speaking backgrounds, and we expect a large turnout from our three communities.

Our November Symposium for 2008 will be held at Korea Nazarene University on November 22, and the main topic will be "Extensive Reading in Korean EFL" with a traditional turkey dinner afterwards, co-sponsored by Korea Nazarene University, the Korea Nazarene Church, and the Daejeon-Chungnam Chapter of KOTESOL. Everyone is welcome to come and enjoy a great event and a wonderful meal, and to socialize

afterwards.

Daegu-Gyeongbuk Chapter

By Elizabeth-Anne Kim

At the Daegu-Gyeongbuk Chapter April workshop, Miae Lee, a teacher at Guam Middle School in Chilgok, spoke on the role portfolios play in her classroom. She has worked to implement them in her middle school classes as a continuous record of each student's efforts and progress, that can then be used as evidence of achievement, which can be assessed in a fundamentally different way from the commonly used midterm and final exams. The portfolio is continuous, student-centered, collaborative, and holistic. It is a concrete reminder to students of what they have learned as well as an obvious study tool for their ready reference.

Jason Renshaw challenged us to incorporate video news into our classrooms during the May Chapter meeting. He stressed the importance of looking for more global news with a variety of accents (both native and non-native speaker) that could be related to situations in Korea, instead of only talking about Korean issues and things directly related to Korea in class. For a more student-centered approach, teachers could ask students to select news clips.

The Daegu-Gyeongbuk Chapter meeting in June will not be at KNU, but rather will be a part of the EXCO English Fair. More information is available at <http://englishfair.co.kr/> (in Korean). Steve will also send out an email to those on our list as well as information on how our Chapter members can get free tickets for the event. Our presentation will still be at the same time, but the speaker has been changed from Aaron Jolly to Scott Miles, who will be giving a presentation on Extensive Reading.

Gangwon Chapter

By Seamus O'Ryan

Gangwondo Chapter is happy to report continuing success. Attendance at meetings has been consistently good with many new people coming by to see what we are about.

For the April meeting, one of our own members, Rebekkah Mitter, gave an excellent presentation on creating and maintaining a friendly relationship with our students. In the open workshop following the presentation, we explored many of the issues surrounding this topic.

For the upcoming Sokcho meeting, we will have Ryan Klempner, another local teacher, speaking about "Behavior Management in the Classroom." This promises to be a valuable presentation on an important theme.

May is also the month we will start our trial run of

holding a second monthly meeting in the western part of the province. Considering the geographical difficulties of Gangwondo, the executive has decided that this is something that can greatly benefit members outside the coastal region. We are very happy to welcome Aaron Jolly as our first presenter in Wonju.

Gwangju-Jeonnam Chapter

By Sumi Kim

The 2008 KOTESOL Gwangju-Jeonnam Chapter and the 21st Century Association of English Literature and Language Joint Conference took place at Honam University in Gwangju on March 15th, with the theme of "Empowering EFL Students Through Teaching English as a World Language." The invited speaker was Dr. Rosa Jinyoung Shim from Seoul Digital University. About 150 English teachers, English educators, and students attended. The Chapter officers, who were the organizing committee, all felt very grateful for the support of everyone who made the joint conference a success.

At the Chapter meeting on April 12, Jonathan Brenner from Chonnam National University Language Education Center gave a wonderful presentation entitled "Multimedia in the Classroom: Documentaries and Educational Programming." Also, Gao Mingxia shared the result of her interesting research on peer coaching in English writing.

On May 17, Audry Hawkins from the Wales Foreign Language Institute offered an informative presentation titled "Internet Resources for Making Children's Literature Exciting for EFL Learners." President Adriane Moser was kind enough to put it on the web for others to view: <http://members.aol.com/adrmoser/Audry.html>. Then Aaron D. Jolly from Hanseo University gave a presentation on "Cooperative Strategies and Activities for Korean EFL." He spoke about seven Cooperative Learning (CL) principles, four CL techniques (including ideas for using two of those techniques with students), and about ways to address problems that may occur when using CL.

This semester's series of Chapter meetings will conclude on June 14 at Chonnam National University, Gwangju. Two presentations will be given at the meeting.

Jeju Chapter

By Calvin Rains

Jeju Chapter of KOTESOL met on Saturday, April 19, at the renowned Halla Arboretum in Jeju City. The spring weather was fabulous and the location was perfect. Members and guests enjoyed a delicious *kimbap* lunch, played games, and discussed teaching issues and plans for the Chapter. Everyone completed a questionnaire in which they were asked to specify areas of interest for

future workshops and list topics on which they would be willing to make presentations. Tommy Tran, one of our members, also entertained us with some beautiful music on a traditional Korean musical instrument. Even though he has only been studying for a few months, he has already reached a remarkable level of expertise.

Our Chapter's March workshop and meeting, held on Saturday, March 15 at the Foreign Language Learning Center, was very informative and practical. Our co-presidents presented the sessions and guided lively discussions. Peter Mazur discussed ways in which English teachers can engage in professional development and meet various personal needs, while Changyong Yang led a very provocative discussion on cultural differences. Professor Yang presented several cartoons that were extremely amusing and engaging. By becoming more aware of cultural differences, we are better able to work together to improve English instruction and achievement.

Jeju Chapter continues to strive to address the needs of its members and provide opportunities for networking. We are attempting to increase our membership and serve the needs of our learning community. We are planning our annual conference and are looking forward to the future. On a rather sad note, we had to bid farewell to Professor Susan Pryor, our vice-president. She had to return to New Zealand to take care of personal matters, and she will be missed greatly by our members. We wish her the very best and hope that she will be able to return to Jeju within a few months. We will miss her high level of enthusiasm and expertise, enormous creativity, and the special charm that combined so well to make her "simply the best!"

Jeonju-North Jeolla Chapter

By Paul Bolger

Jeonju-North Jeolla Chapter, as we are now known, has had a successful few months. Aggressive promotion of the Chapter workshops through business cards, sponsored rounds at the local trivia night, focusing on teacher-help-based topics at the workshops, and word of mouth, have paid dividends. Supplementary presentations on topics such as tax and pension advice, traveling by bus around Jeollabuk-do, survival Korean, ten great games, helpful advice for new teachers, and activities for very young learners have also been received well. We have new members and renewed interest in KOTESOL in the region.

Our monthly workshops have been very well attended. In March, Tim Dalby presented a very practical workshop on eliciting vocabulary from students. Those in attendance had a lot of fun with the activities, and I expect their students will too. April saw Kevin Parent give a presentation on how the education system negatively affects motivation in students and what teachers can do about it. Jeonju-North Jeolla's regional

conference was held at Jeonju University on May 17. A cross-section from the local, national, and international English teaching community, both native-speakers and Koreans, presented and attended. June's workshop will see David Van Minnen present on "Breaking the Ice." We will be taking a break over the summer but will be back with a vengeance in August.

Seoul Chapter

By Jennifer Young

It is turning out to be another great year for Seoul Chapter. Our annual conference and election, held in March, was a great success. As expected, many members as well as non-members turned out to see Mario Rinvulcri as well as the informative sessions led by the KOTESOL Research Committee and KTT.

Following the election, Mary-Jane Scott ended her two years of leadership as the Seoul Chapter president. Frank Kim was elected to succeed her. Jennifer Young, Grace Wang, and Ksan Rubadeau remained in their positions as 1st Vice-President, Secretary, and Treasurer, respectively. Bruce Wakefield was elected 2nd Vice-President. Dan Payzant has stepped in to fill the Workshop Coordinator position left open by Bruce Wakefield. Seoul Chapter is currently seeking members to join the executive in the positions of Webmaster, Membership Coordinator, and Publicity Chair.

April's workshop, "Designing a Syllabus That's Right for You and Your Students," led by Joe Walther, was both interesting and informative. May's workshop,


"Need for Speed: Building Automatic Bottom-Up Processing Skills to Support Reading Comprehension," was led by Dr. Bill Snyder and was equally useful.

Suwon-Gyeonggi Chapter

By Myunghwan Chang

On Saturday, April 19, the Suwon-Gyeonggi Chapter held its 60th regular meeting at the University of Suwon. The presenter, John McNeil, presented "Drama Exercises and Other Activities for the ESL Classroom," which fascinated our 130 participants. The meeting, which was a big success, included 30 native-speaker English teachers.

Young Ki Kim became our new Vice-President, and John McNeil is the Chapter's new Outreach Coordinator. In other changes, Shinhyung Lee transferred from Bibong High School to Cheoncheon High School in Suwon in 2008. Our professional Web Manager, Jeonguk Heo was transferred to Hyoja High School in Uijeongbu from Pocheon-il High School. Myunghwan Chang (Gyeonggi Hokus Educational Institute) has been teaching English at Dankook University since 2006.

On Saturday, May 17, the Suwon-Gyeonggi Chapter had its 61st regular meeting at the University of Suwon. Please visit our web site: <http://cafe.naver.com/ggkotesol.cafe>, and enjoy video clips and photos from our events. 

[Edited by Maria Pinto]

'Round & About KOTESOL

• March

Kihong (Frank) Kim (Seoul Chapter) has been elected the new Chapter President. Elections were held at the March 29 Seoul Chapter Conference and announced at its conclusion. Frank succeeds Mary-Jane Scott, who served as President for two years. He is a regular at Seoul Chapter functions, not missing a meeting in the past five years. Other Chapter officers elected are Jennifer Young, 1st Vice-President; Bruce Wakefield, 2nd Vice-President; Ksan Rubadeau, Treasurer; and Grace Wang, Secretary. [See Who's Where in KOTESOL, this issue, for the full list of Seoul Chapter officers.]

• April

Dr. David E. Shaffer (Treasurer) has been appointed Director of the Foreign Language Programs at Chosun University, effective April 1. With this two-year position, David is not only in charge of the undergraduate general English courses and the language institute's foreign language programs, but is also tasked with the development of a TESOL certificate program.

Jake Kimball (2nd Vice-President) attended TESOL 2008 in New York City, April 2-5. This was TESOL's

42nd annual convention. As representative for Korea TESOL, Jake attended daily affiliate meetings and workshops, including a general orientation for affiliate representatives, the Affiliate Assembly, the Annual Business Meeting, a colloquium on action research, the Affiliate Newsletter Editors' Workshop, plenary addresses by Suresh Canagarajah and William Grabe, and a number of concurrent sessions. In addition, he participated in Elementary Education Interest Section meetings. [For more, see Jake's TESOL Convention report, this issue.]

Dr. Bill Snyder (Publications Comm. Chair) again made the journey to the annual TESOL Convention. He took part in the daylong annual meeting of TESOL's Professional Development Committee, working on the Symposiums and Virtual Seminars sub-committee to plan events for the coming year. He also participated in the annual meeting for journal editors, hosted by TESOL Quarterly Editor, Suresh Canagarajah, in which various issues of mutual concern were discussed.

Dr. Kara MacDonald (TEC, Editor-in-Chief) attended TESOL 2008 and presented research, funded in part by KOTESOL, on behalf of two other project members, KyungAe Oh and Jocelyn Graf, exploring the "myth of the native speaker and Korean mothers' preference for their children's English teachers." The overall research objective was to describe what underlying factors describe and maintain hiring practices on the basis of race, age, and native-speaker status.

Rafael Sabio (Gangwon Chapter 2nd VP) presented at TESOL 2008 along with four of his colleagues. The presentation was on online TESOL education, communities of practice within a graduate online TESOL program, and qualities that exemplify a high-quality online graduate TESOL program. As part of the presentation, group discussions were facilitated by the presenters on the topic of what constitutes high quality in an online graduate TESOL program.

Allison Bill (Intern'l Affairs Comm. Chair) was KOTESOL's official representative to the 2008 IATEFL Conference in Exeter, England, April 7-11. She attended the pre-conference dinner hosted by the IATEFL president, attended Associates' Day meetings on the first day, and put up her poster presentation on peer observation research on the following day. [For more, see Allison's IATEFL Conference report, this issue.]

Dr. Joo-Kyung Park (President, 1996-97) presented on behalf of KOTESOL as a discussant at the April 25 Joint Symposium on Strengthening Public English Education. The Symposium was organized by and participated in by twelve ELT associations in Korea with the aim of impacting English education policy of the Ministry of Education, Science, and Technology. Dr. Park discussed the subject of elementary school English teacher training. President Philip Owen was also in attendance, officially representing KOTESOL. [For more, see Dr. Park's Joint Symposium report, this issue.]

• May

Stephannie White (Yeungnam University) was bereaved on May 10 with the passing of her teenage son Michael, who was found lifeless in the sauna that he was visiting. Exact cause of death has yet to be determined, as silent compassion gatherings have been organized. Interested persons may sign in to Remembering Michael at <http://guidinglight.ning.com/>

Timothy Thompson (Daejeon-Chungnam Chapter) has taken out lifetime membership. On May 14, he became KOTESOL's 37th lifetime member. Tim has been teaching in Korea for eight years and now works at KAIST in Daejeon. His professional interests include ESP, pronunciation techniques, CALL, and MALL. He is also a contributor to TEC.

Tory Thorkelson (1st Vice-President) became a proud father for the first time on May 18 with the arrival of a 3.2-kilo daughter. Hye-Ah Thorkelson gave birth to Jean at 3:26 a.m. (that's the Hour of the Tiger) at the Hanyang University Hospital-Guri via C-section. Jean is named after her paternal grandmother. Both mother and daughter are doing well (and so is proud Daddy).

Timothy Whitman (Conference Committee) became the second "Timothy" to take out lifetime membership. Tim is a member of Gwangju-Jeonnam Chapter and has been active on the Conference Committee for a number of years, both as a program book editor and as a treasurer's assistant. This year he is Assistant Treasurer and KOTESOL's 38th lifetime member.

[Compiled by David E. Shaffer]

Who's Where in KOTESOL

The National Council

National Officers

Phil Owen, President. Kunsan National University, Dept. of English Language and Literature, Miryong-dong, Gunsan, Jeollabuk-do 573-701. (W) 063-469-4337, (C) 016-665-6915, (H) 063-468-4721, Email: philkotesol@yahoo.com

Tory S. Thorkelson, 1st Vice-President. Hanyang University, Seoul. (W) 02-2220-0747, (C) 010-7738-0778, Email: thorkor@hotmail.com

Jake Kimball, 2nd Vice-President. ILE Academy, 2F, 1275-4 Beommul 1-dong, Suseong-gu, Daegu 706-813. (W) 053-782-2330, (C) 010-7181-8068, Email: ilejake@yahoo.com

Dr. David E. Shaffer, Treasurer. Chosun University, College of Foreign Languages, English Language Dept., 375 Seoseok-dong, Dong-gu, Gwangju 501-759. (W) 062-230-6917, (Web Fax) 0505-502-0596, (C) 010-5068-9179, Email: disin@chosun.ac.kr

Dionne Silver, Secretary. Sookmyung Women's University, Seoul. Rm. 817 Queen Sunheon Bldg, 53-12 Chungpa-dong 2-ga, Yongsan-gu, Seoul, 140-742. (W) 02-710-9833, (C) 011-9204-6604, Email: askeditorksc@yahoo.com

Dr. Marilyn Plumlee, Immediate Past President. Hankuk University of Foreign Studies, College of English, Dept. of Linguistics, 270 Imun-dong, Dongdaemun-gu, Seoul 130-791. (W) 02-2173-3013, (C) 010-9787-9186, (H/HF) 02-976-9186, Email: mariplum@yahoo.com

Committee Chairs

Dr. Robert J. Dickey, Conference Committee Chair. Gyeongju University, Gyeongju, Gyeongsangbuk-do 780-712. (W) 054-770-5136, (C) 016-834-0968, (H) 055-356-0968, Email: rjdickey@content-english.org

Louisa T.C. Kim, Conference Committee Co-chair. Hannam University, Linton Global College, School of Business, 133 Ojeong-dong, Daedeok-gu, Daejeon 306-791. (W) 042-629-8509, (C) 010-7231-3488, Email: louisakim_kotesol@yahoo.com

Aaron Jolly, Nominations and Elections Committee Chair. Hanseo University, Institute for the Development of Talented and Gifted Education, 360 Daegok-ri, Haemi-myeon, Seosan, Chungcheongnam-do 356-706. (W) 041-668-1409, (C) 010-3115-6354, Email: jollyprofessor@gmail.com

Allison Bill, International Affairs Committee Chair. Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-

3045, (C) 010-6332-5191, (H) 063-278-5393, Email: allison.bill1@gmail.com

Dr. Bill Snyder, Publications Committee Chair. Hanyang University, Hanyang-Oregon TESOL, 17 Haengdang-dong, Seongdong-gu, Seoul 133-791. (W) 02-2220-1671, (C) 010-7612-6655, Email: ktj.editor@gmail.com

Dr. Kyungsook Yeum, Long-Term Planning Committee Chair. Sookmyung Women's University, SMU-TESOL, Sookmyung Professional Center (SMPC), 9-22 Cheongpa-dong 2-ga, Yongsan-gu, Seoul 140-741. (W) 02-710-7707, (C) 016-239-2181, Email: yeum@sookmyung.ac.kr

Dr. David E. Shaffer, Research Committee Chair. Chosun University, Gwangju. (W) 062-230-6917, Email: disin@chosun.ac.kr

John Phillips, Technologies Committee Chair. Fulbright Korea, Seoul. (W) 02-3275-4000, (C) 011-9436-4609. Email: phillips@kornet.net

Chapters

Busan-Gyeongnam Chapter Officers

Jerry Foley, President. Busan EPIK, North District. 107 Taeyang Wonsville, 532-4 Gwaebeop-dong, Sasang-gu, Busan 617-807. (C) 010-5188-4291, (H) 051-323-9987, Email: foley_jerry@yahoo.com

Barbara Waldern, Vice-President. GnB Gwangryu Campus, 302-1 Dream Plaza 3F, Naeseo-eup, Samgye-ri, Masan, Gyeongsangnam-do 630-852. (C) 010-5810-4885, Email: bwald46@yahoo.ca

Christopher C. Edwards, Treasurer. Youngsan University, Academic Affairs Office, San 150 Junam-dong, Yangsan, Gyeongsangnam-do 626-790. (C) 010-3050-3141, Email: tcedwards@gmail.com

John Angus MacCaull Secretary. Busan EPIK, Dongrae District. (C) 010-6878-1981, Email: jangusm@gmail.com

Todd Vercoe, Past-President. Inje University, Institute of Foreign Language Education, 607 Eobong-dong, Gimhae, Gyeongsangnam-do 621-749. (W) 055-320-2529, (C) 010-3150-6671, (H) 055-332-7561, Email: koreakatz@hotmail.com

Daegu-Gyeongbuk Chapter Officers

Dr. Steve Garrigues, President. Kyungpook National University, Dept. of English Language & Literature, Sangyeok-dong, Buk-gu, Daegu 702-701. (H) 053-952-3613, (W) 053-950-5129, Email: sgarrigues@gmail.com

Sherry Seymour, Vice-President. Dongguk University - Gyeongju Campus, IIAE Language Center, 707 Seokjang-dong, Gyeongju, Gyeongsangbuk-do 780-714. (C) 010-2400-5056, Email: sherrylynnseymour@gmail.com

Tim Drew, Treasurer. Daegu Technical College, Daegu. (C) 010-266-4235, Email: timfl99@yahoo.com

Deborah Tarbet, Membership Coordinator. Keimyung College, Daegu. (C) 010-7561-0887, Email: deborahtarbet@hotmail.com

Dr. Chae Joon-Kee, Advisor. Kyungpook National University, Daegu. (W) 053-950-5291, (H) 053-424-7158, Email: chae5291@hanmail.net

Jae-Young Jo, Member-at-Large. Jung-dong High School, Daegu. (C) 016-521-8006, Email: jjyoung7@hotmail.com

Daejeon-Chungnam Chapter Officers

- Robert Capriles, President.** Korea National University of Education, Dept. of English Education, San 7, Darak-ri, Gangnae-myeon, Cheongwon-gun, Chungcheongbuk-do 363-791. (W) 043-230-3552, (C) 010-9959-6468, (H) 043-218-9295, Email: rcapriles@gmail.com
- B. T. Stoakley, 1st Vice-President and Webmaster.** Korea National University of Education, Dept. of English Education, Gangnae, Cheongwon, Chungcheongbuk-do, 363-791. (W) 043-230-3552, (C) 010-6564-5425, (H) 043-218-5425, Email: Stoakley@gmail.com
- Aaron Jolly, 2nd Vice-President.** Hanseo University, Institute for the Development of Talented and Gifted Education, 360 Daegok-ri, Haemi-myeon, Seosan, Chungcheongnam-do 356-706. (W) 041-668-1409, (C) 010-3115-6354, Email: jollyprofessor@gmail.com
- Tony Hyunchul Joo, Treasurer.** Daejeon. (C) 011-421-9769, (H) 042-536-9787, Email: tonyhyunchul@gmail.com
- Virginia Hanslien, Secretary.** Korea University - Sejong Campus, Jochiwon-eup, Yeongi-gun, Chungcheongnam-do 399-700. (C) 010-3102-4826, Email: virginia18@gmail.com
- In-kyung Ryu, Membership Coordinator.** Stoakley English Services, 614-1505 Urim Fill U 2-cha, Ochang-eup, Cheongwon-gun, Chungcheongbuk-do, 363-783. (C) 010-6546-5425, (H) 043-218-5425, Email: Inky1977@gmail.com
- Kyungnim (Erica) Kang, Member-at-Large.** J&E Class Institute, Daejeon. (C) 016-436-0579, Email: erica0579@hanmail.net

Gangwon Chapter Officers

- Seamus O'Ryan, President.** Dong-gwang Middle School (Sokcho EPIK), Sokcho, Gangwon-do. (C) 010-5586-7210, Email: soryan31@hotmail.com
- Chris Grayson, 1st Vice-President.** Seorak Girls Middle School (Sokcho EPIK), Sokcho, Gangwon-do. (C) 019-405-1393, Email: chrisgrayson_99@yahoo.com
- Ralph Sabio, 2nd Vice-President, Webmaster, and Membership Coordinator.** Sam-yuk Elementary School, Wonju. Gangwon-do. (C) 010-3147-1767, Email: ralphsesjunction@hotmail.com
- Norlan Page, Treasurer.** Maple English School, Sokcho, Gangwon-do. (C) 019-474-2812, (H) 033-632-0543, Email: skindleshanks@hotmail.com, norlanpage@yahoo.ca

Gwangju-Jeonnam Chapter Officers

- Adriane Moser, President.** Chonnam National University, Dept. of English Language & Literature, P. O. Box 14, Gwangju 501-600. (H) 062-262-0912, (C) 010-8695-0911, Email: AdrMoser@aol.com
- Sejung (Diane) Kim, Vice-President.** Samho Eastern English Academy, Gwangju. (C) 016-658-4203, (H) 062-973-9521, Email: diane_sejung_kim@hotmail.com
- Dr. Yeon-seong Park, Treasurer.** Chonnam National University, Dept. of English Language & Literature, 333 Yongbong-ro, Buk-gu, Gwangju 500-757. (W) 062-530-3121, (C) 016-9601-9804, (H) 062-575-0804, Email: pypspark@yahoo.com
- Sumi Kim, Secretary.** Chosun University Hospital, 96 Yangrim-dong, Nam-gu, Gwangju 503-822. (W) 062-220-

- 3005, (C) 010-4662-2344, Email: smkim@chonnam.ac.kr
- Annette Leitenberger, Membership Coordinator.** Sangye Middle School (JLP Program), Jangseong-gun, Jeollanam-do. (W) 061-394-1703, (C) 010-3147-1714, (H) 062-573-1753, Email: annetteesl@hotmail.com
- David Martin, Webmaster.** Storia, 441-6 Sansu 1-dong, 2F, Dong-gu, Gwangju 501-819. (W) 062-224-2248, (C) 010-7942-7680, Email: davemartin15@gmail.com
- Dr. David E. Shaffer, Advisor.** Chosun University, English Language Dept., Gwangju. (W) 062-230-6917, (WF) 0505-502-0596, (C) 010-5068-9179 Email: disin@chosun.ac.kr
- Dr. Gyeonggu Shin, Advisor.** Chonnam National University, Dept. of English Language & Literature, Gwangju. (W) 062-530-3158, (WF) 062-530-3159, (H) 062-234-8040, Email: ggshin@chonnam.ac.kr

Jeju Chapter Officers

- Dr. Changyong Yang, Co-President.** Cheju National University, Dept. of English Education, 1 Ara-dong, Jeju, Jeju-do 690-756. (W) 064-754-3224, (C) 010-3393-0526, Email: chejuyicy@hanmail.net
- Peter Mazur, Co-President.** Kwangyang Elementary School, Jeju. 292-28 Jinsun Eltavile, Apt. 805, Yeon-dong, Jeju, Jeju-do, 690-814. (C) 010-5717-0555, Email: petemazur@yahoo.com
- Susan Pryor, Vice-President.** Tamna University, Hawon-dong, San 70, Seogwipo, Jeju-do 697-703. (W) 064-735-2164, (C) 010-8688-3474, Email: thehobbitsdaughter@yahoo.com.au
- Kim Miran, Treasurer.** Jeju Tourism Industry High School, Jeju. 101-706 Hanhwa Apt., 731-2 Nohyeong-dong, Jeju, Jeju-do 690-802. (W) 064-746-0765, (C) 010-6777-7272, Email: kmr11@hanmail.net
- Jamie Carson, Events Coordinator.** Cheju Tourism College, Jeju. 907-25 Donam-dong, Jeju, Jeju-do 690-806. (C) 016-9838-1976, Email: carsonesl@yahoo.com
- Kim Cummings, Events Coordinator.** Jeju World Language School (Wishing Well English School), 3F, 84-10 Donam-dong, Jeju, Jeju-do 690-807. (H) 064-755-0509, Email: cummings_kim@yahoo.ca
- Calvin Rains, Contact Person.** Chuja Elementary and Middle School (Jeju EPIK), 486 Chuja-myeon, Jeju, Jeju-do 690-951. (W) 010-8689-9937, (C) 010-8689-9937, Email: calvin.rains@gmail.com

Jeonju-North Jeolla Chapter Officers

- Henri Johnson, President.** Imsil Education Office, Imsil-eup, Imsil-gun, Jeollabuk-do. (C) 010-6269-6959, Email: legend1946@hotmail.com
- Shawn DeLong, Vice-President.** Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-2673, Email: delong76@yahoo.com
- Chulsung Juhng, Treasurer.** Jeonju University, General Studies Division, 45 Baengma-gil, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-2548, (C) 018-796-9487, Email: csjuhng@hotmail.com
- Paul Bolger, Secretary.** Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (C) 011-676-6947, Email: pgabolger@hotmail.com
- Stuart Scott, Membership Coordinator.** Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-226-

0776, (C) 010-8806-0776, Email: seoulman55@hotmail.com

Leon Rose, Webmaster. Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-3046, (C) 019-9646-1028, Email: leonrose96@hotmail.com

Seoul Chapter Officers

Frank Kim, President. Seosan, EPIK. (C) 019-838-9774, Email: kihongkim20032@yahoo.com

Jennifer Young, 1st Vice-President. Elite Educational Institute ? Bundang, Seongnam City, Gyeonggi-do. (W) 031-719-4081, (C) 010-2660-2071, Email: waegoogin@yahoo.com, jenniferteacher@gmail.com

Bruce Wakefield, 2nd Vice-President. Kyonggi University, Suwon Campus, Suwon, Gyeonggi-do. (W) 031-249-0114 Ext. 9266, (C) 019-808-5332, Email: bruce_wakefield@hotmail.com

Ksan Rubadeau, Treasurer. Korea University, IFLS, Anam-Dong, Seongbuk-gu, Seoul 136-701. (W) 02-3290-2945, (WF) 02-921-0069, (C) 010-7145-7883, Email: ksanrubadeau@hotmail.com, zoeksan@yahoo.ca

Grace Wang, Secretary. Yonsei University, Seoul. (W) 02-2123-4842, (C) 010-9572-7798, Email: ghwang97@gmail.com

Donald Payzant, Workshop Coordinator. Juyeop Technical High School, Goyang, Gyeonggi-do. (C) 010-3037-8398, Email: dpayzant7@alumni.sfu.ca

Dionne Silver, ASK Editor. Sookmyung Women's University, Seoul. (W) 02-710-9833, (C) 011-9204-6604, Email: askeditor@yaho.com

Dennis Murphy Odo, Webmaster. Kyunghee University, Seoul. (W) 02-961-9347, (C) 010-5673-0012, Email: dmurphyodo@yahoo.ca

Mary-Jane Scott, Immediate Past President. Soongsil University, Seoul. (C) 011-9539-0098, Email: mjinkorea@gmail.com

Membership Desk Email: seoulchapter@gmail.com

Suwon-Gyeonggi Chapter Officers

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

Young Ki Kim, Vice-President. Suseong Middle School, Suwon, Gyeonggi-do. (C) 019-267-8793, Email: komat@hanmail.net

Soon-a Kim, Treasurer. Kunja Elementary School, 1579 Geomo-dong, Siheung, Gyeonggi-do 429-881. (W) 031-487-6494, (C) 016-555-2117, Email: dreamksa21@hanmail.net

Chang Myounghwan, Secretary. Hokus Education Institute, 232 Duun-ri, Buleun-myeon, Ganghwa-gun, Incheon 417-832. (W) 032-937-4936 (C) 011-9184-0498, (H) 031-665-2553, Email: ro28@chol.com

John McNeil, Outreach Coordinator. Sungan Middle School, Ansan, Gyeonggi-do. (C) 011-9707-0533, Email: johnmcevkidz@yahoo.com

Shinhyung Lee, Membership Coordinator. Bibong High School, Hwaseong, Gyeonggi-do. (C) 018-272-5979, Email: hojuni98@ajou.ac.kr

Jeong Uk Heo, Web Manager. Pocheon-il High School, Pocheon, Gyeonggi-do. (C) 010-8769-4927, Email: jheo74@naver.com

KOTESOL Departments

Special Interest Groups (SIG)

Business English SIG

Ian Kirkwood, Facilitator. G7 English Ltd., Seoul. (C) 010-6873-1081, Email: iankirkwood777@hotmail.com

Christian Teachers SIG

Heidi Vande Voort Nam, Facilitator. Chongshin University, Seoul. (H) 02-584-1984, (C) 010-3007-1984, Email: solagratiat1@hotmail.com

Extensive Reading SIG

Scott Miles, Facilitator. Sogang University, Seoul. (C) 010-4787-6846, Email: swmiles@sogang.ac.kr

Global Issues SIG

Dr. Robert Snell, Facilitator. Pusan University of Foreign Studies, ILEC, 55-1 Uam-dong, Nam-gu, Busan 608-738. (W) 051-640-3512, (C) 016-319-1365, (H) 051-627-1734, Email: bsnell2@yahoo.com

Research SIG

David D. I. Kim, Facilitator. Kangnam University, Yongin, Gyeonggi-do. (C) 017-273-6305, Email: kdi@yonsei.ac.kr

Science & Spirituality SIG

Greg Brooks-English, Facilitator. Dongguk University, Seoul. (C) 010-3102-4343, Email: brooksenglish@yahoo.com

Young Learners & Teens SIG

Jake Kimball, Facilitator. ILE Academy, Daegu. (W) 053-782-2330, (C) 010-7181-8068, Email: ilejake@yahoo.com

KOTESOL Teacher Training (KTT)

Tim Dalby, Coodinator. Jeonju University, Jeonju, Jeollabuk-do. (W)063-220-2670, (C)010-2350-2184, Email: Tim_dalby@yahoo.co.uk

Organizational Partner Liaison Services

Dr. Robert J. Dickey, Organizational Partner Liaison. Gyeongju University, School of Foreign Languages & Tourism, Gyeongju, Gyeongsangbuk-do 780-712. (W) 054-770-5136, (C) 016-834-0968, (H) 055-356-0968, Email: rjdickey@content-english.org

Membership Data Services

Dr. David E. Shaffer, Membership and Online

Accounts. Chosun University, Gwangju. (W) 062-230-6917, (C) 010-5068-9179, Email 1: disin@chosun.ac.kr
Email 2: KOTESOL.news@gmail.com

Allison Bill, Membership Data Maintenance. Jeonju University, Jeonju, Jellabuk-do. (W)063-220-3045, (C)010-6332-5191, (H)063-278-5393, Email: allison.bill1@gmail.com

Dr. Robert J. Dickey, Mailing Labels and Data Reports. Gyeongju University, Gyeongju. (W) 054-770-5136, (C) 016-834-0968, (H) 055-356-0968, Email: rjdickey@content-english.org

Web Site Services

Joshua Davies, Webmaster. Sungkyunkwan University, Sungkyun Language Institute, 53 Myeongnyun-dong 3-ga, Jongno-gu, Seoul 110-745. (C) 010-5238-3373, Email: joshuawdavies@gmail.com

Dr. David E. Shaffer, Content Editor. Chosun University, Gwangju. (W) 062-230-6917, (C) 010-5068-9179, Email: disin@chosun.ac.kr

Korea TESOL Publications

Korea TESOL Journal

Dr. Bill Snyder, Editor-in-Chief. Hanyang University, Hanyang-Oregon TESOL, 17 Haengdaeng-dong, Seongdong-gu, Seoul 133-791. (W) 082-02-2220-1671, (C)

082-010-7612-6655, Email: ktj.editor@gmail.com

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

KOTESOL Proceedings

Dr. Bill Snyder, Editor-in-Chief (2007 Volume). Hanyang University, Seoul [See Committee Chairs section for contact details.] Email: 07kotesolproceedings@gmail.com

Jake Kimball, Editor-in-Chief (2006 Volume). 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

Dr. Kara MacDonald, Editor-in-Chief. Hanyang University, Seoul [See page 4 for contact details.]

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

E-News

Jake Kimball, Coordinator. ILE Academy, Daegu. (W) 053-782-2330, (C)010-7181-8068, Email: ilejake@yahoo.com

[Compiled by David E. Shaffer]

KOREA TESOL MEMBERSHIP INFORMATION

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

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

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

Regular Membership: Annual dues are 40,000 won.*

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

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

Lifetime Membership: Lifetime dues are 400,000 won.

Educational/Institutional Membership & Associate/Commercial Membership: See our web site.

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

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

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

www.kotesol.org
Email: kotesol@asia.com

KOTESOL 2008 National Budget

Approved: December 2, 2007; Amended: May 26, 2008.

Unit: 1000 KRW

Opening Balance

010. Balance as of January 1, 2008 (est.) **145,000**

Income

110. Dues: Individual Memberships	27,000
Regular (550 x 40,000 won)	22,000
Intern'l (50 x 60,000 won)	3,000
Lifetime (5 x 400,000 won)	2,000
120. Dues: Organizational Partners	29,500
Donators (2 x 5,000,000 won)	10,000
Associates (17 x 1,000,000 won)	17,000
TTAs (5 x 500,000 won)	2,500
150. Advertising (TEC, Journal, Proceedings)	500
158. Interest on Funds	3,500
160. Funds Received - Transferable	17,000
National, Regional Chapter Events	2,000
International Conference	15,000
169. Funds Received - Miscellaneous	1,000
180. Conference Net Revenues (excl. memberships)	0
181. International Conference Advance Reimbursement	25,000
190. Chapter Special Event Advance Reimbursement	3,000
Total Income	106,500

Expenses

Chapter Support 26,700

310. Chapter Dues Shares (50% of Individual Dues)	13,500
311. a. National Conference Support Grant	2,000
b. National Conference Exigency Support	2,000
312. Regional Conference Grants (up to 500,000 won)	2,000
313. Special Event Grants (up to 500,000 won)	2,000
314. Chapter Special Event Advances (up to 1,000,000 won)	3,000
315. Chapter Start-up Support	200
319. Chapter Exigency Support	2,000

Officers' Discretionary

Fund Allocations 3,550

321. President	500
322. 1st Vice-President	300
323. 2nd Vice-President	400
324. Secretary	200

325. Treasurer	400
326. Conference Committee Chair	200
327. Conference Committee Co-chair	200
328. Organizational Partners Liaison	600
329. Elections & Nominations Committee Chair	350
330. Long-Term Planning Committee Chair	200
331. Immediate Past President	200

Department Allocations 58,450

341. National Program Committee	8,800
342. Conference Committee (Pre-Comm. Budget Expenses)	500
343. Technologies Committee	3,600
344. Research Committee	4,150
345. Publications Committee	27,400
346. Domestic Relations Committee	1,000
347. International Affairs Committee	9,600
348. Membership Committee	700
349. Publicity Committee	2,700
440. Council Meetings	4,100
441. Council Meeting Travel	3,500
442. Council Meeting Refreshments	350
443. Council Meeting Site Usage	250
445. Leadership Retreat	5,000
450. Chapter Leaders' Meeting	1,000
460. Officers' Domestic Travel (incl. 2 trips/chapter)	2,500
500. Office Matters	6,5000
510. Office Supplies, Fees. (incl. audit 1,750,000; translation 750,000)	3,750
511. Awards, Gifts.	2,250
512. Chapter Member Service Awards	500
710. Equipment Purchases (via TechComm)	1,000
810. International Conference Advance	25,000
820. Funds Received - Transferred	20,700
821. International Conference	15,000
822. National, Regional, Chapter Events	5,700

Total Expenses 154,500

Gain / (Loss) (-48,000)

Year-End Balance (2008) 97,000

World Calendar

Conferences

- June 18-20, 2008** International Conference 2008: "Language Issues in English-Medium Universities: A Global Concern." University of Hong Kong. Web: <http://www.hku.hk/clear/conference08/>
- June 26-28, 2008** NATE @FEELTA 2008: "Building Connections With Languages and Cultures." Far Eastern National University, Vladivostok, Russia. Web: <http://feelta.wl.dvgu.ru/upcoming.htm>
- June 26-29, 2008** The 9th International Conference of the Association for Language Awareness (ALA): "Engaging With Language." Web: <http://www.hku.hk/clear/ala/index.html>
- July 4-6, 2008** Applied Linguistics Association of Australia. "Critical Dimensions in Applied Linguistics." University of Sydney, Sydney, Australia. Web: <http://escholarship.library.usyd.edu.au/conferences/index.php/LingFest2008/ALAA>
- July 9, 2008** 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
- July 10-12, 2008** 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, 2008** 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>
- Aug. 4-13, 2008** The 52nd Workshop for Asian-Pacific Teachers of English. The Center for Asia-Pacific Exchange, University of Hawaii at Manoa, USA. Email: cape@cape.edu Web: <http://www.cape.edu/programs/teachers/index.html>
- Aug. 6, 2008** WorldCALL 2008: 3rd International Conference: "CALL Bridges the World." Fukuoka International Congress Center, Fukuoka, Japan. Email: Web: <http://www.j-let.org/~wcf/modules/tinydo/>
- Aug. 13-15, 2008** The 2nd HCLS Conference: "Translation, Language Contact, and Multilingual Communication." The Halliday Centre for Intelligent Applications of Language Studies, City University of Hong Kong, Hong Kong, China. Web: <http://www.hallidaycentre.cityu.edu.hk/HCLS-C2-2008>
- Aug. 24-29 2008** 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/>
- Sept. 25-29, 2008** IATEFL China 4th International Annual Conference: "TEFL: New Trends and Challenges." Tonghua, Jilin Province, China. Email: teflconference@tefl-china.net Web: <http://www.tefl-china.net/>
- Oct. 31 - Nov. 3, 2008** PAC7 at JALT2008: 34th Annual International Conference on Language, Teaching and Learning & Educational Materials Expo: "Shared Identities: Our Interweaving Threads." Tokyo, Japan. Web: <http://www.jalt.org/conference>
- Nov. 7-9, 2008** GLoCALL 2008. Organized by: APACALL & PacCALL. Jakarta, Indonesia (in Yogyakarta, Nov. 10-12). Web: <http://www.glocall.org> Deadline for Abstracts/Proposals: July, 1, 2008
- Nov. 24-28, 2008** English and Asia: First International Conference 2008. International Islamic University Malaysia, Kuala Lumpur, Malaysia. Email: englishasiacommunication2008@yahoo.com Web: <http://linguistlist.org/issues/19/19-745.html>
- Dec. 1-5, 2008** "World Englishes and World's Languages: Convergence, Enrichment or Death?" The 14th Annual Conference of the International Association for World Englishes. Hong Kong, China. Web: <http://worldenglishes08.cit.cityu.edu.hk> Deadline for Abstracts/Proposals: June 27, 2008
- Dec. 4-6, 2008** ESEA Conference 2008, The 13th International Conference on English in Southeast Asia: "Englishes and Literatures-in-English in a Globalized World." National Institute of Education, Singapore. Email: zahra.hassim@nie.edu.sg Web: http://www.ell.nie.edu.sg/innerpages/news_n_events/esea/esea.htm
- Dec. 4-7, 2008** CLaSIC 2008: The Third CLS International Conference: "Media in Foreign Language Teaching and Learning." National University of Singapore. Email: clasic2008@nus.edu.sg Web: <http://www.fas.nus.edu.sg/cls/clasic2008/>

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



[Compiled by Kara MacDonald and David E. Shaffer.]